ANALYZING THE UTILITY OF GRAMMAR TRANSLATION METHOD & DIRECT METHOD FOR TEACHING ENGLISH AT INTERMEDIATE LEVEL

Muhammad Safdar Bhatti[1], Rafia Mukhtar[2]
[1]TEFL Coordinator, AIOU Bahawalpur, Pakistan, safdarbhatti2001@gmail.com
[2]Director, SAQE, Bahawalpur, Pakistan, saqe1994@gmail.com

Abstract

English is considered as fascinating and laureates' language in Pakistan. It has also become a status symbol in our society. Pakistani learners are facing difficulty while studying English because they are not taught English as a skill rather as a subject. For the benefits of students, language teachers had a thrust to invent new methods to satisfy their students' needs. The current study was designed to explore the utility of combination of grammar translation method and direct method for teaching English at intermediate level. The next objective was to investigate the impact of teaching methods on the effectiveness of teachers separately. All the intermediate level teachers from district Bahawalpur were the population of the study. Four hundred teachers were selected randomly from eighty colleges with equal participation of males and females. A self-constructed instrument Teaching Methods Survey (TMS) was used. Data were analyzed with the help of SPSS version 22. The results revealed that there exists a significant difference between male and female teachers' effectiveness. The mean score shows that female teachers had improved effectiveness as compared with male teachers. There exists non-significant difference between DM and GTM. A non-significant difference was found between male and female teachers. The analysis revealed a significant difference between male and female teachers. The mean score shows that female teachers had better effectiveness as compared with male teachers. It is recommended that there should be use of both teaching methods in the context of Pakistan. No single method is successful.

Keywords: Grammar translation method, Direct Method, Effectiveness, Combination

INTRODUCTION AND REVIEW OF RELATED LITERATURE

Language learning is not a miracle way (Chang, 2011).The growing need and significance of English Language at the present day has made the acquisition of this language as an important requirement for today's students. As English is thought to be an essential tool to live in the global economic system, the requirements for British terminology have grown (Paik, 2008). Despite the significance and need of English Language, it has usually been noticed in the creating perspective especially in perspective of Pakistan that learners having strong language capabilities easily get access into greater organizations while such access

is declined to those who have poor qualifications in English Language.

The significance of English Language is even more extreme at additional stage as this adjusting stage makes learners either to be an earning member for the family through becoming a member of various deals or enter greater organizations with sound qualifications. As Jimenez and Increased (2010) believe, "Without a continual and methodical effort, learners in the process of studying British have almost no hope of acquiring the kinds and amounts of social, social, and educational capital that they need to move into college or significant work" (p.411). As a result, English Language has been a means of either failing or success. Support for this presentation comes from Zeegers (2005) who claims that it is the terminology which helps all other studying and all studying failing is language failing.

Since educating has the big part in assisting the acquisition of English Language, educating English has been a point of concern for academicians and experts. Teaching English is not merely transferring information to learners rather it is to enable them speak, write and read with complete confidence (Patil, 2008). However, the common findings in Pakistan especially in non-urban situations show the graduate students coming out of colleges have hardly any control on the vocabulary abilities. It has usually been believed that learners could gain control over the vocabulary abilities if they are exposed to terminology growth activities (Watkins, 2007). This increases question whether the instructors in creating perspective especially in non-urban Pakistan aim at a balanced and incorporated growth and growth of all the basic abilities of British terminology. This study is aimed at discovering the educational techniques of English instructors at additional stage to understand their approach towards educating of English and the level they demonstrate learners to various vocabulary abilities.

1. TEACHING OF ENGLISH GRAMMAR

A generally believed fact is that without being aware of the aim of any procedure, its desired outcome cannot be attained. For making studying efficient and methodical, instructors should be obvious about the long lasting goals and particular is designed of educating English (James, 2001). The aim of educating English at additional stage is manifolds, such as to provide students with the four language skills; listening, reading, speaking and writing. Listening is believed to be the very basic and essential expertise of any language. Listening provides base for the other language abilities. According to Shahid, (2002, p. 210), "Listening is a procedure that includes perceiving that there is a methodical message, in a continuous flow of audio and then apprehending and determining within this flow surrounded elements the audience has never observed in exactly this form before". It shows that hearing expertise needs powerful understanding of phonology or speakers of the terminology. If we adhere to the organic strategy of language-learning, hearing is to be the first help language acquisition. Listening workouts must be constructed carefully and step-by-step (Brown and Yule, 1999). There is a strong discussion for spending a longer period coaching pupils' hearing abilities before we present them to more complicated dental workouts (Barton, 2006). The instructor should also ensure that the students know the language happening in the hearing action. Learners should be told about the purpose or the objective of the action i.e. what they are supposed to do after hearing and why they are given this coaching.

According to the natural approach to language acquisition, discussing is the next language expertise after listening. The discussing expertise needs the best use of terminology items, the capability to remember terms automatically and lexical precision. Moreover, discussing also demands appropriate diction, fluency in producing beat, stress and tuning. Conquering all these aspects makes studying verbal terminology as the most trial for both instructors and students (Brown & Yule, 1999). Speaking provides the primary objective of language that is to connect and to determine public relationship. If a language is to be obtained for the communicative objective, discussing is the major means of connections. Therefore, the most essential expertise that the student needs is the speaking expertise or the discussing expertise and the primary objective in educating the effective expertise of discussing is dental fluency.

According to Wyse and Jackson (2001, p. 190), it is essential that instructors recognize their own backgrounds and position as terminology users, and stay away to encourage their own public requirements on the child's continuous terminology development. Therefore, the instructor should know the procedure of studying especially regarding discussing and try to adhere to the same procedure in the class room. The obvious function of instructor is to direct and control students' activities; what they are to do, how to do and when to do (Mercer, 1998).

Learners should be motivated to talk and their mistakes have to be ignored. As Chef and Westrup (2000, p. 80) opine, "Students are studying when they get some things wrong or help to fix other students' mistakes". All new studying comes through studying, so studying is extremely essential language skill. The education of a child is partial unless he is equipped with the capability of studying to understand and comprehend the

items in a studying material. Therefore, Dr. Western gives more focus upon the studying expertise. In studying, the reader's objective is to comprehend and process the writer's objective. Learners need grounds to learn which can be performed by setting an important procedure (Watkins, 2007). The second foreign studying cannot be created efficient visitors unless they are qualified alcohol studying. Teachers have to use different methods to show studying and provide students with exercise possibilities. Reading should progressively move from easy to challenging. Kropp (1993) states, "Some children have basically never observed the language or concepts they are being asked to learn in books. As an outcome,the study becomes more frustrating" (p.28). The terms related to the experience of the students and those that have been known to them by hearing and discussion must come first. It should start with blackboard and display cards not with text. Then progressively presenting particularly of going over, checking, forecasting, and wondering the meaning of different terms etc. will be necessary to acquire fluency in studying. Writing is converting thoughts into a language. As there is no personal contact between the writer and audience, composing should be very nice, easy and obvious so that audience will comprehend it without any help. The mistakes go unseen in discussing that is not so written. The students may progressively be familiar with the composing methods. Developing composing expertise needs proper guidance by the instructor and continuous exercise by the students. According to Potts and Nicholas, (1958, p. 17), "… to create well you must be willing to reword often, to don't rush written, and never to be satisfied with less you're your best work".

One cannot produce a powerful composing until the composing devices are qualified and created into use. Since the program of composing varies from terminology to terminology, a instructor has to be obvious about such variations and train students accordingly (Czerniewska, 1998). Moreover, instructors get familiar students not only with the textual features that are sign of styles in different professions but also with the forms of thinking that cause these styles (Beck, 2009). Therefore, students should be given opportunity to look at the various written types because we need different techniques for composing different types. Like discussing, fluency and correctness written comes through regular exercise. We should allow our students to create about their concepts, encounters and interests. Teacher should encourage students to create easily and appreciate their initiatives. For composing expertise, understanding of sentence structure is essential. Learners also experience difficulty with spellings that attempts the composing expertise. Comprehensive studying exercise and continuous composing exercise will be necessary to resolve the punctuation problems. Most significantly, instructor has to comprehend the typical stages that students pass through in their composing (Wyse & Jackson, 2001).

The literary works on various terminology abilities presented above shows that terminology is not merely consumption of expertise and details rather it is active purchase of communicative competencies. Such objective of terminology has given increase to communicative strategy which could help the students understand how to use target terminology to connect properly, with complete confidence and effectively by being more concerned with students' effort and connections rather than simply with teacher centered direction (Demirezen, 2011). However, to accomplish terminology purchase through communicative strategy, the teachers' proficiency and students' confidence as well as inspiration perform part. The studies performed in Oriental situations reveal that students in most Parts of Asia experience shy and anxious while using English (Patil, 2008). In order to get over the process of learners' shyness and enable them talk, create and look English with complete confidence, Patil indicates to create: possibilities for them to use English in significant, genuine, relevant situations. Games, part perform actions, details gap projects, brain storming workouts, riddles, questions, toons, stories, humor, music, and other low-cost and easily available educating materials come handy. Learners enjoy playing with the terminology, testing with it and progressively but surely experience confident and comfortable with the terminology. Once they have got rid of fear complicated, they try to use English successfully. Since they are not afraid of making mistakes, they try to use as much terminology as they can and in due course of your time pick up more terminology and components. (p.239) However, the above mentioned techniques could be used by a qualified and properly qualified instructor. Unfortunately, lack of qualified instructors efficient in the English terminology has continually appeared as a big task in Pakistan (Aslam, et al. 2010; Behlo & Anwar, 2011;Shamim, 2008). In non-urban perspective especially while Chitral, English instructors acquire any in-service professional development possibilities as neither government nor any NGOs organize such course for English instructors at additional stage. The pre-service courses have already been regarded obsolete and instead of practical educating abilities, the focus remains on concept (Siddiqui, 2010). Since the ground facts in the non-urban perspective vary from other perspective, there may be different ways to the educating of English as a instructor may follow particular methods which are seen to be appropriate to the particular lifestyle of the educating situation (Hird, et al, 2000). Thus, it seems an interesting and appropriate question to discover the educational methods of additional stage English instructors in Chitral; a non-urban and hilly region of Khyber Pukhtun khwa Province, Pakistan. The study also looks into the excuse for the particular techniques of

instructors towards educating of English.

2. THE ROLE OF GRAMMAR IN LANGUAGE TEACHING

Grammar is the structure the language system. According to Greenbaum (1991: 7), grammar is a necessary component of language teaching and this necessity is justified by several reasons. One of them is the grammatical knowledge which is necessary for recognition of grammatical structures which is often essential for punctuation, and is helpful in the interpretation of literary and non-literary texts, since the interpretation of a passage sometimes depends crucially on grammatical analysis.

Nunan (1991: 297) said that grammar helps learners to perform in the target languages better. He also reported that students cannot communicate well if they did not have a fundamental level of grammar. According to Lin (2008: 3), the role of grammar is to help students learn the nature of language; language consists of expected patterns that make what we say, read, hear, and write comprehensible. Lin (ibid) stated that without grammar, people would have only individual words or sounds, pictures, and body language to communicate meaning. He said that grammar is the central heart of language, and is a tool to help learners' comprehension of the target language because grammar gives orderly rules of structure and word order that learners can create their own spoken and written discourse using these grammatical rules. In addition, Brown (1994: 194) stated that without the grammatical structure, the use of language could easily become disordered and might not be understandable. Grammar also plays a role in communication and it has many functions.

Littlewood, (2: 1993) identifies the major functions that grammar fulfils in communication that grammar enables speakers to talk about things that are not present in the actual situation where communication takes place. In other words it enables communication to be decontextualized and to serve our human need to look beyond the here-and-now. Grammar enables speakers to convey messages that are more subtle and abstract than would otherwise be possible. It thus enables language to reflect the complexity of our human thought processes.

3. REASONS OF TEACHING GRAMMAR

The need of knowing the rules of grammar to prevent learners from making mistakes is the reason which urged teacher to teach it. Hamrick (2008: 14) articulates the reasons of this persistence such as: The traditions, he clarifies that teaching grammar is successful since he studied grammar and he is a teacher now. In addition, is that all the persons how hate grammar are afraid of missing something important. Swan suggests (2002: 148) two good reasons to teach grammar are: comprehensibility and acceptability. He justifies that by saying that "Without these structures, it is difficult to make comprehensible sentences" (ibid: 151). This means that grammar helps us to produce and make our input comprehensible. The second reason is acceptability as he stated that a person who speaks badly may not be taken seriously or may be considered uneducated or stupid. Students may therefore want or need a higher level of grammatical correctness than is required for mere comprehensibility" (ibid: 152). We can consider that reason as an important one. When learners find themselves a subject of ridicule, they will be unprovoked and less eager because of lack of the grammatical correctness.

In contrast, Swan identifies seven bad reasons for teaching grammar. Many people agreed that grammar is too important to be ignored. The first reasons identifies by Swan is because the teachers think it is there; so, it has to be taught. But the grammar points in the course book may not all be equally important for particular students because the book may have been designed for students with different purposes and in different environments. The second reason according to Swan is that: Learning grammar is not simpler than learning a language. It means that teachers prefer teaching grammar because it is simple to teach clear rules they just have to explain rules and give exercises to their students rather than language, which need more efforts and fluency from the teacher and good strategy to make students get the more they can.

The third reason because it is testable. Swan and Scott (2006) justify that students like tests because they show them their level in that language, whether students are learning or teachers are teaching properly. Grammar tests are relatively simple. The fourth reason is that grammar is considered as a security blanket. He clarifies that Grammar rules shine out like beacons, giving students the feeling that they can understand and control what is going on. They have to focus on how to apply the rules.

He presented himself in the fifth reason as an example of the student who work hard to learn the rules of German language until he becomes competent in its structure but he felt that his investment has gone down the drain because the authority have now changed the rules. It means that it will be necessary to fix indefinitely the rules of grammar if we spend a good deal of time in learning their aspects. As the sixth reason he suggests that teachers has to teach the whole system instead of teaching grammar in as a single

system. Many authors tackled the reasons of teaching grammar, some of them consider it as an important element in acquiring a language as Ur (1996) stated that there is no doubt that a knowledge implicate or explicit of grammatical rules is essential for the mastery of language. But others deny the importance of grammar and think that grammar is not the basis of acquisition. This contradiction between linguists about the importance of grammar Leeds to the grown of many approaches and in this chapter we will see the most important of them.

4. APPROACHES USED IN TEACHING GRAMMAR

A number of other ways of methods in language teaching has been proposed by applied linguists. Richard and Rodgers (2001: 15) clarify in approaches and methods in language teaching a more central role within applied linguists from the 1940s on, various attempts have been made to conceptualize the nature of methods and to explore more systematically the relationship between theory and practice within a method. We will present a briefly overview of the most common methods to language teaching. We will specify space for the grammar translation method, the direct method, the audio lingual approach, communicative language teaching and competence based approach.

5. THE GRAMMAR TRANSLATION METHOD

The Grammar Translation (GTM) is a method of teaching which dominated European and foreign languages from 1840s to the 1940s. Grammar-Translation Method started in Germany, especially in Prussia, at the end of the eighteenth century (Chang, 2011).Translation method is the leading approach to teach English and students scarcely get a chance to practice language skills in the classroom. Its reasons are lack of purposefully trained teachers, non-availability of teaching courses, rot memory system, large classes, overburden teachers, lack of infrastructure and resources (Nawab, 2012).It provides vocabulary with direct translation to be able to read, understand and write texts in various contexts. Richards and Rodgers (2001: 7) presented characteristics of the method. They are studying a language through detailed analysis of its grammar rules. Reading and writing are the major factors because vocabulary selection is based on the reading texts, translating sentences into the target language, accuracy, deductively taught grammar and native language as medium of instruction. GTM is better than the communicative method. Communication approach is concerned with the fluency GTM is relevant to accuracy (Chang, 2011). Damiani (2003) states that as a teacher, I use GTM to assume the intelligence of learners treat them as intelligent people and talk about the vocabulary and grammar during teaching. According to Chellapan (1982), translation is the source for the student to have closer grips with the target language.

6. THE DIRECT METHOD

This is the natural method and anti-grammatical method developed as a reaction to the grammar translation method. The advocates of the direct method as Frank and Brown believe that FL could be taught without translation like what has written on Approaches and Methods in Language Teaching quoted in Richards and Rodgers (2010: 12). A language could best be taught by using it actively in the classroom. It uses analytical procedures that focus on explanation of grammar rules in classroom teaching. To make things clear we will present the main characteristics of this method which was identified by Larsen-Freeman (1986), unlike the grammar translation method, the direct method relies on techniques which focus on speaking and listening and uses of the target language for all classes. They should learn to speak and understand the target language in everyday situations. Here are some of those techniques as they stated. Dictation: The teacher reads the passage three times. The first time the teacher reads it at a normal speed, while the students just listen. The second time he reads the passage phrase by phrase, pausing long enough to allow students to write down what they have heard. The last time the teacher again reads at a normal speed, and students check their work. Reading Aloud: Students take turns reading sections of a passage, play, or dialogue out loud. At the end of each student's turn, the teacher uses gestures, pictures, examples, or other means to make the meaning of the section clear. In addition, other techniques were also used such as: Fill-in-the-blank exercise, conversation practice, getting students to self-correct, question and answer exercise. The direct methodologists treat the students in his or her learning FL as a child in his acquiring the first language which make the process of learning difficult. Its main focus was on the exclusive use of the target language in the classroom but failed to address many issues (Richards& Rodgers, 2001: 13). The first step towards the decline of GTM approach began during 1920s that was combined with direct method techniques with more controlled grammar based activities.

7. OBJECTIVES OF THE STUDY

This research assesses the effectiveness of English grammar teachers in intermediate colleges using the quality teaching model. The study specifically looked at:

1. The effectiveness of male and female teachers' teaching methods.

2. The effectiveness of Direct method and Grammar Translation method.

3. Effectiveness of male and female teachers under Direct method.

4. Effectiveness of male and female teachers under Grammar Translation method.

8. RESEARCH QUESTIONS

Following research questions were designed:

RQ1: Does there exist any significant difference between the effectiveness of male and female teachers teaching methods?

RQ2: Does there exist any significant difference between the effectiveness of Direct method and Grammar Translation method?

RQ3: Does there exist any significant difference between the effectiveness of male and female teachers under direct method?

RQ4: Does there exist any significant difference between male and female teachers with respect to Grammar Translation Method?

9. POPULATION

Data was collected from intermediate level teachers of Bahawalpur Division. All inter level English teachers were the population of the study.

10. SAMPLE SIZE

Four hundred Teachers who were teaching English at intermediate level were selected randomly.

11. DATA ANALYSIS

Table 1- Mean and Standard Deviation of Teaching Methods

Statistics	DM	GTM
Mean	3.62	3.91
Std. Deviation	.50	.53

Table 1 shows that mean score of Direct Method was 3.62 and that of Grammar translation Method was 3.91. So it is clear that mostly teachers use Grammar translation Method.

RQ1: Is there exist any significant difference between the effectiveness of male and female teachers' teaching methods?

Table 2-Effectiveness of Male and Female Teachers Teaching Methods

Gender	N	Mean	Std. D.	t-value	Sig.
Male	200	61.49	13.27	-2.681	.008**
Female	200	64.91	12.17		

In Table 2, the analysis exposed a significant difference between male (M= 61.49, SD = 13.27) and female teachers effectiveness (M=64.91, SD=12.17), t(398) =-2.681, p<.01. Thus, the research question that, 'is there exists any significant difference between the effectiveness of male and female teachers teaching methods answered in positive. The mean score shows that female teachers had improved effectiveness as compared with male teachers. The eta squared statistics (0.01) indicated a weak effect. From the findings it is clear that female teachers were more sensitive towards their effectiveness.

RQ2: Is there exist any significant difference between the effectiveness of Direct method and Grammar Translation method?

Table 3- Effectiveness of Teaching Methods

Teaching Method	N	Mean	Std. D.	t-value	Sig
DM	113	62.06	13.16	-1.116	.265
GTM	287	63.65	12.69		

In Table 3, there exists non-significant difference between DM (M= 62.06, SD = 13.16) and GTM (M=63.65, SD=12.69), t(398) =-1.116, p>.05. Thus, the research question that, 'is there exist any significant difference between the effectiveness of Direct method and Grammar Translation method' answered in negative. No significant difference was found between the effectiveness of both methods.

RQ3: Is there exist any significant difference between the effectiveness of male and female teachers under Direct method?

Table 4-Comparison between Male and Female Teachers with respect to Direct Method

Gender	N	Mean	Std. D.	t-value	Sig.
Male	63	62.00	13.35	-.056	.956
Female	50	62.14	13.04		

In Table 4, there exists non-significant difference between male (M= 62.00, SD = 13.35) and female teachers (M=62.14, SD=13.04), t(111) =-.056, p>.05. Thus, the research question that, 'is there exist any significant difference between the effectiveness of male and female teachers under Direct method' answered in negative. No significant difference was found between the effectiveness of both groups.

RQ4: Is there exist any significant difference between male and female teachers with respect to Grammar Translation Method?

Table 5-Comparison between Male and Female Teachers with respect to Grammar Translation Method

Gender	N	Mean	Std. D.	t-value	Sig.
Male	137	61.26	13.27	-3.091	.002**
Female	150	65.83	11.77		

In Table 5, the analysis revealed a significant difference between male (M= 61.26, SD = 13.27) and female teachers (M=65.83, SD=11.77), t(285) =-3.091, p<.01. Thus, the research question that, 'is there exists any significant difference between male and female teachers with respect to Grammar Translation Method' answered in positive. The mean score shows that female teachers had better effectiveness as compared with male teachers. The eta squared statistics (0.03) indicated a moderate effect. From the findings it is clear that female teachers were more curious about their effectiveness.

12. RESULTS

There exists a significant difference between male and female teachers' effectiveness. The mean score shows that female teachers had improved effectiveness as compared with male teachers. There exists non-significant difference between DM and GTM. A non-significant difference was found between male and female teachers. The analysis revealed a significant difference between male and female teachers. The mean score shows that female teachers had better effectiveness as compared with male teachers.

13. CONCLUSIONS

The performance of teachers would be increased if they used combination of both DM and GTM. Mostly the teachers use GTM in secondary schools. The effectiveness of female teachers was found to be better as compared with male teachers.

14. RECOMMENDATIONS

It is recommended that there should be a proper use of both teaching methods in the context of Pakistan. No single method is successful.

REFERENCE LIST

Aslam, H. D. et al. (2010). Comparison of human resources' impact on teaching grammar to second language learners and developing teachers' attitude towards teaching of English grammar at secondary school level. *Journal of Educational Research, 13*(1), 335-350.

Behlol, M. G., & Anwar, M. (2011). Comparative Analyses of the Teaching Methods and Evaluation Practices in English Subject at Secondary School Certificate (SSC) and General Certificate of Education (GCE O-Level) in Pakistan.*International Education Studies, 4*(1), 202-211.

Brown, G.,& Yule, G. (1999).*Teaching the spoken Language.*Cambridge University Press.

Chang, S. (2011).A contrastive study of grammar translation method and communicative approach in teaching English Grammar.*English Language Teaching, 4*(2), 13-24.

Chellapan, K. (1982). Translanguage, translation and second language acquisition. In F Eppert (Ed.), Papers on translation: Aspects, Concepts, Implications (pp. 57-63) Singapore: SEMEO Regional Language Center

Cunningham, C. (2000). Translation in the classroom-: A useful tool for second language Acquisition. http://www.cels.bham.ac.uk/resources/essay/cindyc2.pdf

Damiani, A. J. (2003). *The grammar translation method of language teaching.*London: Longman.

Jimenez, R. T., & Rose, B. C. (2010).Knowing how to know: building meaningful relationships through instruction that meets the needs of students learning English.*Journal of Teacher Education, 61*(5) 403– 412.

Larsen-Freeman, D. (1986). *Techniques and principles in language teaching.* Oxford: Oxford University Press

Paik, J. (2008). Learning English, imagining global: The narratives of early English education experiences in South Korea.*The International Journal of Learning, 15*(10), 71-78.

Patil, Z. N. (2008). Rethinking the objectives of teaching English in Asia.*Asian EFL Journal, 10*(4), 227-240.

Richard, J. C., & Rodger, T. S. (1999). *Approaches and Method in Language Teaching: Communicative Language Teaching.* Cambridge University Press.

Richard, J. C., & Rodger, T. S. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge University Press.Online publication date 2010.

Shamim, F. (2008). Trends, issues and challenges in English language education in Pakistan. *Asia Pacific Journal of Education, 28*(3), 235-249.

Swan, M., & Scott, T. (2006). Sorry, but you've got to have a grammar syllabus. The ELT Journal / IATEFL debate 2006. *Oxford Teachers' Club.*

Ur, P. (1996). *A Course in Language Teaching.* Cambridge: CUP.

Watkins, P. (2007). *Learning to teach English: A practical introduction for new teachers.* New Delhi: Viva Books Private Limited.

Zeegers, M. (2005). English community school teacher education and English as a second language in Papua New Guinea: a study of a practicum. *Asia-Pacific Journal of Teacher Education, 33*(2), 135–146.