



## Teachers' Preference for Grammar Translation Method in Modern Classrooms: The Case of District Lakki Marwat

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### ABSTRACT

*The Grammar Translation Method (GTM) remains a widely used approach to English teaching in Pakistan, despite the global shift toward communicative methods. This study aims to investigate why secondary school teachers in District Lakki Marwat continue to prefer GTM in modern classrooms. An explanatory sequential mixed-methods design was used in the study. Data came from questionnaires filled out by 26 teachers, along with semi-structured interviews. Results show that teachers see GTM as useful for teaching grammar, reading, and writing. It also helps in exam preparation and works well in classrooms with few resources. At the same time, teachers admitted that the method is not effective in speaking and listening skills. Its continued use is due to several reasons: reliance on translation, large class sizes, exam-focused curricula, and the absence of audio-visual tools. While many teachers showed interest in new approaches, they also stressed the need for proper training and institutional support. It is suggested that GTM can be kept for some areas, while communicative methods can be added for speaking and real-life use of language. This way, both exam needs and daily language needs in rural areas like Lakki Marwat can be met.*

## Introduction

The Grammar Translation Method (GTM) is one of the oldest and most established language teaching methodologies, with roots tracing back to the 16th century. Initially developed for the instruction of classical languages such as Latin and Greek, GTM later became the dominant method for teaching modern foreign languages across Europe (Richards & Rodgers, 2014). It is a traditional, teacher-centered approach that focuses on reading, writing, translation, and grammar rules. Unlike communicative methods that emphasize oral fluency and interaction, GTM prioritizes

the written form and formal correctness of the language. The classroom practices associated with GTM typically involve translating passages, memorizing vocabulary lists, and applying grammatical rules through written exercises. Lessons are often conducted in the students' native language, with very little use of the target language during instruction.

Despite being criticized by modern linguists for its lack of oral communication and interactivity, GTM continues to persist in various parts of the world, particularly in developing countries. In districts like Lakki Marwat in Pakistan, many schools still use the Grammar Translation Method (GTM). It is because of a shortage of properly trained English teachers and the lack of modern facilities (Rahman, 2002). The method has been used for many years, and interestingly most teachers are comfortable with it. For many teachers, GTM is not only familiar but also practical. It is because it requires minimal resources and aligns with the expectations of both schools and students.

There are some benefits to this method as well. It helps students understand grammar rules clearly and also teaches them difficult vocabulary, which is particularly useful for academic reading and writing. One more reason why many schools stick with GTM is that it does not depend on technology or expensive teaching materials. Field visits revealed that some English teachers were not very much fluent, but they still managed to explain lessons by switching to Urdu or Pashto. So overall, GTM fits well with the kind of teaching environment that is often seen in rural schools (Khan & Mansoor, 2016).

However, one of the key issues is that it does not support the development of speaking or listening skills. In actual classroom situations, students hardly get a chance to hear or speak English, as their focus remains on written grammar exercises. The sentence structures in English and local languages do not really match, so a word-for-word translation usually does not work. As a result, many learners struggle to use the language naturally and confidently outside the classroom (Richards & Rodgers, 2014; Rahman, 2002).

### **Problem Statement**

Although modern pedagogical approaches emphasize communicative competence, teachers in Lakki Marwat continue to rely heavily on GTM. This persistence highlights the need to understand teachers' preferences: why they remain attached to a traditional method and how this preference influences language teaching in the region.

### **Objective of the Study**

The study aims to explore and explain the reasons behind teachers' continued preference for GTM in the modern classroom context of Lakki Marwat.

### **Research Questions**

- Why do secondary school teachers in Lakki Marwat continue to prefer the Grammar Translation Method in modern classrooms?
- What factors influence their preference for GTM over alternative teaching methods?

### **Significance of the Study**

This study highlights an important question: why are the teachers of the secondary schools of the Lakki Marwat district still using the Grammar Translation Method? The findings of this study

matter for several reasons. They will provide insights for policymakers and curriculum designers. Also, it will provide important insights for teacher training institutions that aim to upgrade and eventually modernize the language teaching in similar rural settings. Further, it shows how traditional teaching methods are still used in such settings.

## **Literature Review**

The Grammar Translation Method (GTM) remains one of the most widely used approaches to language teaching, particularly in contexts where resources are limited and teachers face challenges in adopting modern methodologies. In Pakistan, English language teaching often depends on traditional methods such as GTM because of inadequate teacher training, exam-driven curricula, and overcrowded classrooms (Aftab, 2011; Rind & Malik, 2019; Ahmad et al., 2013). Although national education policies like the Single National Curriculum (MoFEPT, 2020) aim to promote communicative skills, classroom realities often prevent their implementation, especially in rural districts.

In Khyber Pakhtunkhwa, and specifically in Lakki Marwat, teachers frequently fall back on GTM because of their own limited fluency and the absence of teaching aids (Ahmad et al., 2013; Gul et al., 2023). As Khan and Mansoor (2016) explain, GTM becomes a practical tool in such situations, enabling teachers to explain grammar and vocabulary by switching to Urdu or Pashto. For many teachers, this method is not merely a preference but a necessity that allows them to move quickly through textbooks and prepare students for examinations. Several studies highlight both the strengths and limitations of GTM.

GTM remains a common method in English as a Foreign Language (EFL) classrooms, especially when it comes to teaching grammar. Milawati (2019) highlights three main strategies used in this method: using the students' first language, building vocabulary, and forming correct sentence structures. The study found that teachers used the mother tongue to explain grammar rules and to help students compare their native language with English. Previous studies also confirm that translation helps students understand better and become more accurate in using grammar (Chang, 2011; Aqel, 2013; Elmayanthie, 2015, as cited in Milawati, 2019). However, even though GTM is useful for grammar instruction, students' ability to speak and interact in English did not improve significantly (Milawati, 2019).

In a broader context, Eisa (2020) explains that the main goal of the Grammar-Translation Method (GTM) is to help students read and understand literature written in the target language. In this method, according to Eisa (2020), the teacher has full control of the class, giving instructions that students are expected to follow without much discussion. A key feature of GTM is translation, where students frequently translate passages from the target language into their native language and vice versa. This helps them understand the culture of the target language. Teachers directly explain grammar rules first, and then students practice those rules in sentences or exercises. They also memorize long lists of words and grammar patterns. However, since the focus is largely on accuracy, speaking and listening skills are not emphasized, and students rarely get opportunities to practice real-life communication in the target language.

Similarly, GTM continues to be a widely used approach in language classrooms, especially in situations where teachers focus more on grammar accuracy than on speaking fluency. Akramy, Habibzada, and Hashemi (2022) found that Afghan EFL teachers generally have a positive opinion of GTM because it helps students understand grammar rules clearly and improves their translation skills. Common classroom practices include translating short texts, providing detailed grammar

explanations, and correcting mistakes through the use of students' first language (L1). These practices make lessons easier for students to follow, especially when they are not confident in English. However, Akramy et al. (2022) point out that it does not help much with improving speaking skills because it mainly focuses on correct grammar and written translation. As a result of this, students may find it difficult and often pressurizing when they want to and are in need to speak fluently or take part in conversations. So, while the method remains common in Afghan classrooms, it does not do much to build students' speaking or communication skills. That is why many Afghan teachers turn to other strategies alongside GTM to fill those gaps.

In the classrooms of Balochistan, English can sometimes feel far away and unfamiliar. Shah, Shaikh, and Khan (2022) found that students in Balochistan who were taught through the Grammar Translation Method (GTM) performed better than those taught with advanced methods. For learners in contexts where English is rarely used outside the classroom, translation provided a practical way to understand grammar rules and build vocabulary. However, the study of Shah et al. (2022) also revealed that while GTM enhanced students' reading and writing skills, it offered little opportunity for speaking practice or real-life communication. Therefore, the researchers concluded that although GTM is effective in building a strong foundation, classrooms should also include interactive activities to improve students' communication skills.

A recent study by Naghiyeva (2025) shows that why the Grammar Translation Method (GTM) still widely shines like a lighthouse in many classrooms today. It is because of its clear and structured focus on grammar rules and translation, which makes it particularly effective in exam-oriented systems. For students aiming to master difficult grammar or expand their vocabulary, GTM provides an organized and dependable approach that helps them stay focused and systematic in their learning. However, the method has notable limitations, as it does not adequately develop students' speaking and listening skills for real-life communication (Naghiyeva, 2025). To overcome these challenges, Naghiyeva (2025) suggests combining GTM with modern interactive methods, which can not only maintain grammatical accuracy but also build students' communicative confidence in both classroom and everyday contexts.

Existing studies on the Grammar Translation Method (GTM) have been conducted in different contexts, including Pakistan as a whole (Khan & Mansoor, 2016), Afghanistan (Akramy et al., 2022), Indonesia (Milawati, 2019), and Saudi Arabia (Eisa, 2020), but no research has specifically focused on its use in the schools of District Lakki Marwat. Since each region has its own teaching conditions, student abilities, and classroom environments, it is important to examine how GTM is functioning in this local setting. While previous studies generally agree that GTM is effective for teaching grammar and translation, they also highlight its limitations in developing students' speaking and listening skills. Therefore, the present study seeks to explore the experiences of teachers in Lakki Marwat and to investigate what factors influence their preference for GTM over alternative teaching methods.

## **Research Methodology**

This investigation uses a mixed-methods approach, including both quantitative and qualitative strategies, to provide a clearer and more complete understanding of the findings. The quantitative method focuses on testing ideas by collecting and analyzing numerical data, often using structured instruments such as surveys (Creswell, 2008, as cited in Creswell, 2009). The qualitative method seeks to understand people's views and experiences, usually through interviews that allow participants to share their stories in their own words (Creswell, 2007, as cited in Creswell, 2009).

In this study, the quantitative part used structured questionnaires to measure GTM's prevalence and assess educators' perspectives, while the qualitative part included open responses and interviews to explore teachers' experiences with GTM.

### **Explanatory Sequential Method**

Creswell and Plano Clark (2017) identify two primary sequential mixed methods designs: exploratory design, where a researcher collects and gathers qualitative data first to thoroughly investigate the research, and explanatory design, where research begins with quantitative data collection to reveal patterns or results, followed by qualitative inquiry to provide deeper interpretation.

This study adopts the explanatory sequential mixed methods approach, starting with questionnaires to assess the use and perceptions of GTM, followed by interviews with teachers to explain the meaning behind the quantitative results.

### **Data Type**

This research uses primary data and secondary data. Primary data means the information or data collected directly by the researcher for a study. Secondary data refers to the data that was already collected by someone else for different purposes and is reused by researchers. Examples include books, research articles, government reports, and websites (Ajayi, 2023).

For this research, fresh data were collected by giving surveys to teachers in Lakki Marwat's secondary schools. These surveys help understand how they actually use and feel about the Grammar Translation Method in their classes. Later, interviews were conducted to get more detailed stories from them. Moreover, existing information from books, articles, and earlier studies about GTM and teaching methods was also used.

### **Research Tool**

This study mainly used a survey that included Likert scale questions. A Likert scale gives us an easy way to measure what people think about something. It works by showing and presenting participants different statements and asking them to pick how much they agree, usually with choices and these choices range from "Strongly Disagree" all the way to "Strongly Agree" (Joshi et al., 2015). This helps compare what different groups think about something.

Interviews were also used for this study, along with the surveys. Gill et al. (2008) explain that researchers often use three main types of interviews. The first ones are structured interviews (fully scripted ones with fixed questions), next the semi-structured (a middle-ground approach that mixes both styles), and third the unstructured (completely free-flowing conversations).

For this research, a middle approach is chosen, which contains semi-structured interviews. The research interviews included talking with selected teachers, asking key questions but also letting the conversation flow naturally. This helped really well in understand why they use or prefer the Grammar Translation Method. The interviews gave deeper, more personal insights that helped explain and back up what was learned from the surveys.

### **Population**

The population of this study includes English teachers from separate government and private schools in the Lakki Marwat district. These teachers are directly involved in teaching English. That

is why their opinions and experiences are important and matter the most for understanding how the Grammar Translation Method actually works in real classrooms.

### **Sampling**

For this study, a convenience sampling was used to pick the participants of the research. Convenience sampling, also referred to as accidental sampling or haphazard sampling, means selecting people who are available at the moment (Gay, Mills, & Airasian, 2012). It is a method in which researchers choose participants who are easy to reach and want to take part in the study (Golzar et al., 2022).

Convenience sampling was adopted due to limited time and difficulty in reaching a wider population, making it a practical choice for this research. Teachers from a total of 25 secondary schools out of 105 government high and higher secondary schools in District Lakki Marwat who were accessible and willing to participate were chosen for the study. It represents about 24% of the population. It is because, according to Israel (1992), using 20–30% of the population is generally adequate for descriptive research when access to the full population is not possible.

### **Data Analysis Technique**

The data collected through the questionnaire were analyzed in two ways: quantitative analysis and qualitative analysis.

For the quantitative data, percentages were used. This means the responses were converted into numerical values, and the results were shown as percentages to make it easier to compare how many people agree or disagree with each statement. The use of percentages helps to identify clear trends and patterns, such as how many teachers regularly use GTM or how they feel about its effectiveness.

Secondly, thematic analysis was also applied to the qualitative data. The interview answers were carefully read to find repeating ideas. These common themes help understand what matters most to participants. These responses were then sorted into different buckets, which are called "codes," and then looked for bigger patterns that emerge. This approach helps in digging deeper into what teachers really think about GTM and how they actually experience it in their classrooms.

### **Data Analysis**

This section breaks down the findings of the study by using both quantitative and qualitative analyses. The study gathered information from 26 English teachers and 125 students across different government and private high schools in Lakki Marwat. The analysis is divided into two clear sections:

- **Quantitative Analysis**, which involves the statistical interpretation of closed-ended questionnaire responses, and
- **Qualitative Thematic Analysis**, which interprets open-ended responses and follow-up interviews to identify recurring themes and deeper insights.

This chapter aims to address the research questions by identifying teachers' preferences, challenges, and perspectives regarding the use of the Grammar Translation Method (GTM) in modern classrooms.

**Quantitative Analysis**

This part shares the quantitative results from the surveys collected with English teachers in Lakki Marwat. The main goal was to get clear and countable information about how they view and use the Grammar Translation Method (GTM) in their classes. Teachers are asked about: how they actually teach using GTM, why they chose this method, and whether they think it works well.

The responses were analyzed using basic calculations. This included counting how many participants chose each answer and working out the percentages. It is because to find common patterns and trends. The results show how often GTM gets used and the reasons why teachers like it. These solid numbers set the stage for the thematic analysis and a deeper look at the interview responses later. This helps to get a complete picture of GTM's place in today's classrooms.

**Table 4.1.1: Quantitative Overview of Teachers' Questionnaire**

No.	Statement	SA	A	N	D	SD
1	GTM helps students understand grammar rules easily.	22 (84.6%)	3 (11.5%)	1 (3.9%)	0	0
2	GTM improves students' reading and writing skills.	20 (76.9%)	4 (15.4%)	2 (7.7%)	0	0
3	GTM is not effective for speaking/listening skills.	14 (53.8%)	3 (11.5%)	6 (23.1%)	3 (11.5%)	0
4	I try to include speaking and listening activities in my lessons.	19 (73.1%)	5 (19.2%)	2 (7.7%)	0	0
5	I am aware of modern methods like CLT.	8 (30.8%)	5 (19.2%)	6 (23.1%)	7 (26.9%)	0
6	I face challenges when trying to use modern methods.	21 (80.8%)	4 (15.4%)	1 (3.9%)	0	0
7	GTM is more suitable in my school environment.	20 (76.9%)	4 (15.4%)	2 (7.7%)	0	0
8	Our textbooks support the use of GTM.	22 (84.6%)	3 (11.5%)	1 (3.9%)	0	0
9	Large class sizes make it hard to use modern methods.	24 (92.3%)	2 (7.7%)	0	0	0
10	Lack of audio/visual resources limits modern teaching.	25 (96.2%)	1 (3.8%)	0	0	0
11	The school/curriculum encourages traditional methods.	23 (88.5%)	3 (11.5%)	0	0	0
12	I am open to trying new ways of teaching English.	15 (57.7%)	6 (23.1%)	5 (19.2%)	0	0
13	I need training to use modern methods like CLT.	24 (92.3%)	2 (7.7%)	0	0	0
14	Mixing GTM with modern methods would improve student learning.	23 (88.5%)	3 (11.5%)	0	0	0

### **Interpretation of Table 4.1.1: Teachers Questionnaire Responses**

- In Table 4.1.1, item number 1 shows that 22 (84.6%) teachers strongly agree, 3 (11.5%) agree, and 1 (3.9%) are neutral to the statement regarding GTM helping students understand grammar rules. No teachers disagreed. This reflects a strong belief among teachers that the Grammar Translation Method (GTM) helps students understand grammar rules easily.
- In Table 4.1.1, item number 2 reveals that 20 teachers (76.9%) strongly agree, 4 (15.4%) agree, and 2 (7.7%) are neutral about GTM improving students' reading and writing skills. This shows that a majority of teachers believe GTM positively contributes to reading and writing development.
- In Table 4.1.1, item number 3 shows that 14 (53.8%) strongly agree, 3 (11.5%) agree, 6 (23.1%) neutral, and 3 (11.5%) disagree with the statement that GTM is not effective for speaking and listening skills. This mixed response highlights varied opinions among teachers on GTM's limitations in developing oral skills.
- In Table 4.1.1, item number 4 indicates that 19 (73.1%) teachers strongly agree, 5 (19.2%) agree, and 2 (7.7%) are neutral to the idea of including speaking and listening activities in lessons. No disagreement was recorded. This shows that many teachers make efforts to integrate oral practice despite using GTM.
- In Table 4.1.1, item number 5, only 8 (30.8%) teachers strongly agree, 5 (19.2%) agree, 6 (23.1%) are neutral, and 7 (26.9%) disagree that they are aware of modern methods like CLT. This suggests a lack of widespread awareness of alternative language teaching approaches among teachers.
- In Table 4.1.1, item number 6 shows that 21 (80.8%) teachers strongly agree, 4 (15.4%) agree, and 1 (3.9%) is neutral about facing challenges while using modern teaching methods. This points to considerable difficulty in implementing modern techniques.
- In Table 4.1.1, item number 7 reveals that 20 (76.9%) teachers strongly agree, 4 (15.4%) agree, and 2 (7.7%) are neutral regarding GTM being more suitable in their school environment. This implies most teachers find GTM fitting for their local classroom settings.
- In Table 4.1.1, item number 8 shows that 22 (84.6%) teachers strongly agree, 3 (11.5%) agree, and 1 (3.9%) is neutral about textbooks supporting the use of GTM. No disagreement was found. This reflects that existing course materials align well with GTM.
- In Table 4.1.1, item number 9 shows that 24 (92.3%) teachers strongly agree and 2 (7.7%) agree that large class sizes hinder the use of modern methods. This reveals a major structural barrier to modernizing classroom practices.
- In Table 4.1.1, item number 10 indicates that 25 (96.2%) teachers strongly agree and 1 (3.8%) agree with the statement that the lack of audio/visual resources limits modern teaching. This demonstrates a strong consensus on the technological limitations teachers face.
- In Table 4.1.1, item number 11 reveals that 23 (88.5%) teachers strongly agree and 3 (11.5%) agree that the school/curriculum encourages traditional methods. This shows the institutional support for GTM continues to influence teaching choices.
- In Table 4.1.1, item number 12 shows that 15 (57.7%) teachers strongly agree, 6 (23.1%) agree, and 5 (19.2%) are neutral about being open to trying new teaching methods. This indicates a general willingness among teachers, although some remain uncertain.

- In Table 4.1.1, item number 13 indicates that 24 (92.3%) teachers strongly agree and 2 (7.7%) agree that they need training to implement modern methods like CLT. This reveals a recognized need for professional development in newer approaches.
- In Table 4.1.1, item number 14 shows that 23 (88.5%) teachers strongly agree and 3 (11.5%) agree that combining GTM with modern methods would enhance student learning. This suggests strong support for a hybrid teaching model to improve educational outcomes.

The data in Table 4.1.1 indicates that the majority of teachers strongly support the Grammar Translation Method (GTM) for its effectiveness in teaching grammar, reading, and writing skills. However, many recognize its limitations in enhancing speaking and listening abilities. While most teachers attempt to include oral activities, their awareness and implementation of modern methods like Communicative Language Teaching (CLT) remain limited. Major barriers include large class sizes, lack of resources, and administrative preference for traditional methods. Despite this, a considerable number of teachers express willingness to explore new approaches, though some remain uncertain.

### **Qualitative Thematic Analysis**

This qualitative analysis explains the main findings of the study using thematic analysis, which means looking at common ideas and repeated words in the answers given by 26 English teachers from different schools in Lakki Marwat. At first, the plan was to use only the open-ended questions from the teachers' questionnaires. But later, to get a better and deeper understanding, short interviews were also conducted with teachers. These interviews helped to give more detailed information about what teachers think and do in their classrooms.

The answers from the interviews were studied carefully to find words and phrases that were repeated often. These repeated words were grouped into different themes (main ideas) to show what teachers commonly think about the Grammar Translation Method (GTM). These themes were made not just by counting how many times a word was used, but also by looking at the meaning and context behind those words.

This analysis helps to support and explain the quantitative findings of the study by highlighting the reasoning behind teachers' preferences, challenges, and suggestions. Each theme is explained with examples from the teachers' own words and is also connected to the research goals and past studies.

The four main themes that consistently emerged from the data are as follows:

- **GTM as a Familiar and Comfortable Method**
- **Lack of Speaking and Listening Practice**
- **Modern Methods Are Desired but Difficult to Implement**
- **Preference for a Mixed Approach**

Each theme is presented with real teacher statements and accompanied by the frequency of its occurrence across the 26 teacher responses. Together, these themes offer a clearer picture of the current teaching practices in Lakki Marwat and the potential for improvement.

### **Theme 1: GTM is Familiar and Comfortable for Teachers**

- **Repeated Words/Phrases:** “translation” (19 times), “mother tongue” (12), “easy to explain” (9), “students understand better” (11)
- **How Many Teachers Mentioned This:** 22 out of 26 (84.6%)

Most teachers said that they feel comfortable using the Grammar Translation Method (GTM) because it allows them to teach in Urdu or Pashto. They believe that students understand better when lessons are explained in their own language, and that GTM helps students with grammar rules and exam preparation.

#### **Teacher Comment**

*“GTM helps students grasp grammar rules quickly, especially when they are preparing for board exams.”*

This supports the quantitative data, where many teachers agreed that translation is helpful for students.

### **Theme 2: Speaking and Listening Are Ignored**

- **Repeated Words/Phrases:** “no speaking” (14), “listening not done” (11), “students hesitate” (10), “only grammar” (8)
- **How Many Teachers Mentioned This:** 14 out of 26 (53.8%)

Many teachers admitted that speaking and listening activities are not part of their regular teaching. They said they focus mostly on grammar and translation, and students don’t get enough chances to speak English in class. This leads to low confidence among students.

#### **Teacher Comments**

*“Most of the focus is on grammar and translation. Students don’t get many chances to speak English in class.”*

*“Speaking and listening activities are not part of our routine. We don’t have time or resources for that.”*

This theme explains why students gave low ratings in the survey when asked about speaking and listening practice. The teachers confirmed that these skills are often missing in GTM-based classrooms.

### **Theme 3: Teachers Want Modern Methods but Face Challenges**

- **Repeated Words/Phrases:** “CLT” (11), “training needed” (13), “modern method” (9), “difficult to apply” (7)
- **How Many Teachers Mentioned This:** 18 out of 26 (69.23%)

Many teachers showed interest in using modern methods like Communicative Language Teaching (CLT). However, they also said it is hard to apply these methods in their schools because of old textbooks, lack of training, and strict exam schedules.

#### **Teacher Comments**

*“We want to try new methods like group discussions or role play, but there is no training or material for it.”*

*“Our syllabus and textbooks are very traditional, and we are expected to finish them quickly. That leaves no room for modern methods.”*

This matches the survey data, where teachers agreed that modern methods are useful, but hard to use in real classroom conditions.

#### **Theme 4: A Mixed Method is the Best Option**

- **Repeated Words/Phrases:** “combine” (7), “both methods” (6), “balance” (8), “GTM + CLT” (5)
- **How Many Teachers Mentioned This:** 16 out of 25 (61.54%)

Several teachers suggested that using both GTM and modern methods together would be a better option. They believe that while GTM is good for grammar and exams, modern methods are useful for improving speaking and listening skills. A balanced or mixed approach can meet both academic and communication needs.

#### **Teacher Comments**

*“GTM should not be removed completely, but we can add some speaking and listening tasks with it.”*

*“A balanced approach is better. Students need grammar for exams and communication skills for real life.”*

This supports the idea that teachers are ready to evolve their teaching style if proper resources and training are provided.

#### **Discussion**

This section discusses the key findings of the study in light of the research questions and objectives. It interprets the results collected from student and teacher questionnaires, as well as teacher interviews. The chapter aims to explain why the Grammar Translation Method (GTM) continues to dominate English language classrooms in the district of Lakki Marwat. It also considers the cultural, educational, and practical factors supporting GTM’s persistence and examines the attitudes of learners and teachers toward it.

#### **The Significance of GTM in Modern Classrooms**

The results clearly show that GTM remains central in secondary school English classrooms across Lakki Marwat. Both students and teachers believe that it plays an important role in helping students understand grammar and perform better in written exams. Most teachers agreed that GTM is effective for teaching grammar and writing.

#### **Cultural and Practical Factors Supporting GTM**

Cultural and practical realities in Lakki Marwat play a big role in GTM's survival. One major factor is the use of the mother tongue, Urdu or Pashto, which teachers find more comfortable while teaching. Teachers reported that it is "easier to explain" in the local language and that their students understand better when lessons are translated.

### **Attitudes Toward GTM: Between Comfort and Change**

While GTM enjoys strong support, especially for exam preparation and grammar learning, teachers expressed mixed attitudes toward its overall effectiveness. Teachers seem aware of GTM's limitations, and many showed interest in trying modern methods like CLT. However, their willingness is constrained by a lack of proper training and institutional support. This split attitude suggests a growing awareness of GTM's shortcomings but also a reluctance to abandon a familiar method.

### **A Path Forward: The Case for a Mixed Approach**

An important finding that comes out of the study is the strong support for a mixed method that combines GTM with modern techniques. Many teachers stated that GTM should not be completely replaced. Rather, it could be improved by adding speaking and listening tasks. This hybrid or blended model could meet both academic (exam-focused) and communicative (real-world speaking) goals.

A mixed and hybrid approach will allow teachers to retain the structure and familiarity of GTM while gradually introducing student-centered and communicative activities. This may help build students' confidence in speaking and listening without overwhelming them or disrupting the curriculum. Since teachers already recognize the benefits of both approaches, providing them with support and training could make this transition more achievable.

### **Conclusion**

This study examined the ongoing and persistent use of the Grammar Translation Method (GTM) in secondary schools Lakki Marwat district. Instead of newer teaching approaches becoming available worldwide, the research looked into the reasons for this preference and examined the views of both teachers and students regarding GTM.

The results from both quantitative and qualitative data showed that GTM is seen as useful for teaching grammar, reading, and writing, especially in settings focused on exams. The use of translation and the mother tongue (Urdu or Pashto) makes learning more comfortable for many teachers and students. However, the approach falls short in developing speaking and listening abilities. It is a gap that teachers clearly feel. Classroom observations also reveal that these skills rarely get proper attention. This leaves many learners to struggle to speak English with confidence.

The continued use of GTM is supported by factors such as cultural comfort, shortage of training, lack of resources, and teaching that mainly follows textbooks. Still, there is a rising awareness of the need to update teaching methods. Many participants showed interest in a mixed approach that blends GTM with modern methods such as Communicative Language Teaching (CLT).

The evidence suggests that while GTM still serves an important function in these classrooms, its future effectiveness depends on thoughtful adaptation. The combination of its structured grammar teaching with more speaking practice and student-centered activities could create a balanced approach. An approach that will respect local teaching traditions while better preparing students

for real-world English use. This evolution appears necessary to develop truly well-rounded language skills while working within the region's educational realities.

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