

The Effectiveness of Grammar Translation Method in Teaching and Learning of English Language at Intermediate Level

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Abstract: The researcher studied the effectiveness of Grammar Translation method in learning English. This method of teaching is used to learn the foreign languages. In Pakistan 'English' is the second language of people. In Educational institutes English is taught a compulsory subject. It is being taught through different methods. Grammar Translation Method is the oldest method of learning any language. So, here in our country it is widely used to learn foreign languages. In this paper, effectiveness of this method is proved through quantitative research. As a tool, a questionnaire is used to know about the views of learners that how much facilitated they are in learning English by using this method.

Key words: Role, Grammar Translation Method, Effectiveness, Teaching, English, College, Case Study.

1. Introduction

Grammar Translation Method is basically a method of teaching and learning second and foreign languages. Under this method Translation of text and study of grammatical rules and their practice are the main activities. In the class of GTM, use of target language is very less. And students are taught in national language or L1. Vocabulary with their meaning in the form of list of selected words. Structure of tenses is taught by putting words together and instruction about forms and inflection of words are given. In this method teacher translate each word and phrase in the text into L1 of the learner. Then translation of several sentences is required by the students. A contrastive study of Target and source language gives great understanding of structure of both languages.

1.1 Advantages:

- Students can understand well the meaning of abstract words and complicated sentences.
- By having well aware of grammatical rules, students can comprehend the message through reading text and can produce grammatically correct sentences.
- Knowledge of morphology and syntax will make students to analyze and solve problems.
- The GTM demands fewer efforts from teachers.
- It is a time saving method, because it is the easiest way of explaining vocabulary items.
- Teachers who are not fluent in speaking English can teach English through this method. As there is lack of fluent English teachers in Pakistan, so this problem can overcome by using this method.

1.2 Disadvantages:

- It is a teacher centered approach, because there is little interaction between students and teacher.
- Inability of students to communicate in target language
- GTM reverses the learning process of a language; as it starts with listening but GTM starts with reading
- It is impossible to translate exactly from one language to another.

1.3 Objectives:

- To highlight the use of Grammar Translation Method in educational institutes
- To know its effectiveness in learning English language
- To analyze the learning concepts by students through GTM

1.4 Study Questions:

- Do students of first year go in favor of using GTM in their class rooms for learning English?
- Do they want to be taught by using both L1 and L2 in their class rooms?
- Does GTM prove useful for taking their exam in order to achieve good marks?

2. Review Literature

Following researches have been conducted about the effectiveness of GTM in learning English language. Views are as follows:

Translation, reading and grammatical exercises__ “are in fact perceived by learners to be conducive to learning”.(Donough, 2002)

Ellis (2006) Grammar Teaching involves any instructional techniques that draw learner’s attentions to some specific grammatical form in such a way that it helps them either to understand it meta-linguistically and/or process it in comprehension and/ or production so that they can internalize it.”

In his ‘Principles of Language Learning and Teaching’ states, “It does virtually nothing to enhance a student’s communicative ability in language learning. (H.D, 1994)

In his book, “Issues and Options in Language Teaching” he says ‘a contrastive analysis, just as the comparative linguistics studies, is indeed very important for the second language learner. Therefore translation in one form or another can play a certain part in language learning’. (H.H, 1992)

(Hedge, 2000) describes that, “Teaching English grammar provides explicit trademark to guarantee producing correct structures expedite the learning process”.

(Leonardi, 2009, p.143) Before translation of a text it “should be read carefully and analyzed in detail to determine the contents in term of what, how, and why it is said”.

(Malm Kjaer, 1998, p-1) There are “significant and visible signs of a revival of translation in language teaching according to recent literature and applied linguistics”.

“Grammar is a set of rules that define how words (parts of words) are combined or changed to form acceptable units of meanings with in a language”.(Penny, 2000)

“ In order to develop in the students a linguistic awareness of contrast between L1 and L2 grammatical structures, and thus counteract interlingual interferences, the teacher can quite legitimately get students to translate L1 sentences designed to pinpoint and clarify structures and patterns the students still has not assimilated”. (Perkin’s, 1985)

“This teaching method is still common in many countries and institution around the world, and still appeals to those interested in language from an intellectual and linguistic perspective’. (Tylor)

By observing the views of scholars, the importance of GTM is cleared in learning target language.

3. Research Methodology

The Researchers conducted a Quantitative research through the students at intermediate level to check the effectiveness of Grammar Translation Method in teaching and learning of English Language.

3.1 Population:

Pakistan Atomic Energy College for Girls, Chashma, Mianwali, Punjab, Pakistan.

3.2 Sampling:

Students were randomly selected from first year and second year classes.

3.3 Sample size:

The sample consists of 50 students.

3.4 Tool:

A questionnaire, consisted of 15 statements was designed.

4. Conclusion

After observing and collecting opinions of students about learning English through Grammar Translation Method, the researcher came to the point that is very helpful method for the students at college level to learn English, which is their second language or in some cases third language. So according to the supporter of Generativist, pre-wired pattern of leaning grammar of a language becomes less active to learn L3. In such case teaching through translation and with grammatical rules becomes easy and beneficial. Furthermore, it is observed by the researcher that, due to lack of English speaking community, it is difficult for pupils to learn English through other modern methods: direct method and audio-lingual method, because GTM facilitates them with the understanding of concept given in the text books, in their first language. A comparison of both the structures of L1 and L2 gives them ample understanding of the ideas. Here GTM proved an entrance road for the students to enter in the world of English.

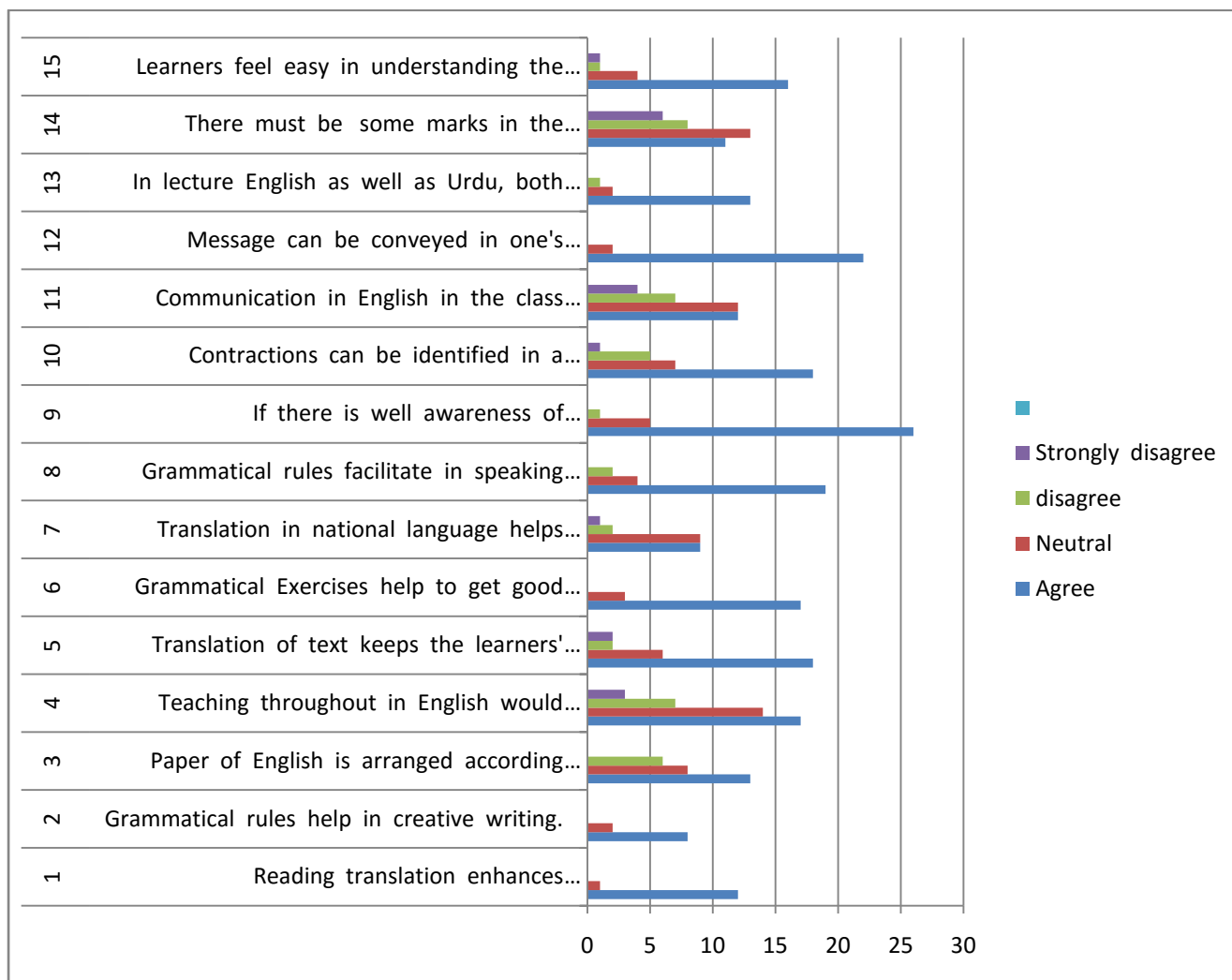
It is also noted that if only the target language is used to deliver lecture, it gives mental inconvenience to the learners because there would be lack of understanding. In this situation English becomes a phobia for students. So, to eradicate this fear GTM proved a helping tool. GTM is also called the ‘Classical method’. It is the oldest method, used for learning foreign languages but still widely used, so its importance cannot be denied. No doubt, it does not play greater role in improving listening and speaking skills of a language but is proved through the opinions of college level students that GTM is extremely helpful in developing and enhancing the other two skills of a language: reading and writing. As our examination system also concentrates on these two skills. There is not any portion in the paper of English for checking listening and speaking skills. The whole paper is designed to check how well a student can write and read. So, use of GTM is proved beneficial for learners.

Further, GTM is time saving method. By taking support of this method a huge syllabus can be covered with in the given time of a session in the college. In case of extreme criticism of using GTM in the class, a teacher can minimize the use of mother tongue in the lecture but it cannot be rejected at all due to its long history and a lot of benefits.

How Effective Grammar Translation Method is in Teaching and Learning of English Language?

Tick the relevant answer from the given options.

Sr.No	Question	Strongly agree	Agree	Neutral	disagree	Strongly disagree
1	Reading translation enhances understanding of the text.	37	12	1	0	0
2	Grammatical rules help in creative writing.	40	8	2	0	0
3	Paper of English is arranged according to rules of grammar and translation.	23	13	8	6	0
4	Teaching throughout in English would help students in to solve paper easily.	9	17	14	7	3
5	Translation of text keeps the learners' interest in the lecture.	22	18	6	2	2
6	Grammatical Exercises help to get good marks in the paper.	30	17	3	0	0
7	Translation in national language helps building vocabulary in an easy way.	29	9	9	2	1
8	Grammatical rules facilitate in speaking English in better way.	25	19	4	2	0
9	If there is well awareness of grammatical structure students can identify an audio passage in better way.	18	26	5	1	0
10	Contractions can be identified in a conversation by having good knowledge of rules of grammar.	19	18	7	5	1
11	Communication in English in the class gives mental satisfaction to the students.	15	12	12	7	4
12	Message can be conveyed in one's national language easily?	26	22	2	0	0
13	In lecture English as well as Urdu, both should be used by the teacher.	34	13	2	1	0
14	There must be some marks in the paper of English for checking pupils' speaking skills.	12	11	13	8	6
15	Learners feel easy in understanding the concept in national language.	28	16	4	1	1



5. Delimitations of the Study:

In this paper, researcher has focused on the prose of Grammar Translation method. It is found out that, by using this method, English is being successfully taught in Pakistani institutes. Students are satisfied to be taught through this method of language teaching. Opinions of pupils have been taken through a questionnaire about the different aspects of GTM in their classrooms. Consequently, researcher came to the point that it is effective and widely used in teaching and learning English as second language.

6. Recommendations:

In this research, only the positive aspects of GTM are focused and researched. Further, its negative impacts and cons of GTM can be studied. New work can be conducted to know that students are lacking in which areas or aspects of language learning by using Grammar Translation Method.

7. Conclusion:

This research is conducted to check the effectiveness and use of Grammar Translation Method for English

in colleges. Students feel easy to understand the concepts; even they can easily communicate with their teachers and fellows in their first language. They can easily get good marks in their exams by teaching through this method. It can be said that GTM should be used along with other modern methods to keep space for learners from different background especially in backward areas. In such areas, some students start to learn English from their 6th class. By keeping in mind its benefits, GTM can be used as easy and helping hand to cope with the world of English.

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