



RESEARCH PAPER

The Effectiveness of the Grammar Translation Method (GTM) in Improving English Language Skills at an Intermediate Level

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ABSTRACT

In the past GTM has subjugated the other techniques was measured the significant technique of English language instruction technique. GTM, proper grammar, and syntax are given top priority. The ability to learn new words and phrases that can be used interchangeably (different terminology for different tenses) is what makes this method of teaching a second language to youngsters so much more effective than a verbal education. The students who participated in this study are from intermediate colleges, and their responses focus on how they improved their grammatical skills. In this quantitative study researcher have ten questions for the 200 students; the data was collected through a simple random sampling technique. The objective of this research is to find out how the GTM method is effective. The results of the survey found that most students strongly agreed that the GTM method is effective. The activist features are investigated; downbeat force and convict of GTM can be studied.

KEYWORDS Grammar Translation Method, Improving English Language Skills, Intermediate Level

Introduction

The Grammar-Translation Approach is one of several methods used to teach a foreign language. Some of the benefits of this approach to teaching a foreign language were analyzed. In this method, students learn all there is to know about learning a language, except for the language itself Richards and Rogers (2001).

This suggests that, instead of learning the language by immersion, students first study and absorb grammatical rules and structures. It is advised that beginners of any language start by reading works published in the target language. This suggests that mastery of grammatical rules is essential for successful language learning and comprehension. Using this method, students primarily focus on reading and writing, while also making limited use of listening and speaking. Students are required to memorize an enormous quantity of vocabulary and grammatical rules Austin J Damiani. (2003).

The process of translation is central to this method of language instruction. Sentence repetition is the cornerstone of language learning. It is standard protocol to translate statements twice: once from the source language into the target language, and once back into the mother tongue. Increased fluency is the end outcome of this kind of teaching,

which sets a premium on precision and emphasizes the learner's mastery of the content first and foremost. Teachers usually methodically present grammar Hedge, T. (2000).

The first educator introduces the students to the vast grammatical canon and its myriad of rules and structures. The next step is to have them use the rules and templates you gave to translate the text from their local language into the target language. The majority of the lessons are taught to the youngsters by their respective instructors in their Mother tongue. It's a style of teaching in which the teacher is the focal point and the pupils merely take notes and listen. Students are expected to act following their lecturers' directions Batstone, (1994).

Literature Review

Grammar Translation Method

The use of a modified form of a classical technique for the goal of teaching pupils a second language may be traced back to the Ancient Greeks and Latin speakers. This method is commonly abbreviated as "GTM." Students can learn new grammatical concepts and put them into practice by translating from the target language into their first language. As a result, the GTM idea becomes rather simple to grasp. Later in their schooling, students may be required to perform tasks such as the word-by-word translation of lengthy passages. The strategy is effective because it does two things at once: it helps kids learn and grow intellectually by making it possible for them to understand and read the required content in their preferred language. It developed out of the 16th-century habit of teaching Latin so that students could interact with one another. However, as the language is extinct, it is largely acknowledged as a topic explored in academic settings (Zhou, G, & Niu, 2015).

Definition of Grammar

The Oxford Advanced Learner's Dictionary of Contemporary English with Taiwanese Translation defines grammar as the "study or science of, rules for," the arrangement of words into sentences (syntax), and the many forms of individual words (morphology). The Longman Dictionary of Contemporary English defines grammar as "the study of the use of the rules by which words change their forms and are combined into sentences." The "multi-dimensional" (Batstone, 1994) character of grammatical usage allows for several interpretations. It is often thought to be a set of rules for picking the right words and putting them together in a coherent sentence. All languages have grammatical structures. It has been postulated that if a language were to be compared to a building, the words would serve as the individual stones and the grammar as the foundation. You can't build a structure from scratch, no matter how many bricks you have on hand. Similarly, just because someone knows a lot of words in English doesn't indicate they're fluent in the language if they can't put them into a proper context (Brumfit, 2000). To rephrase, grammar is the system through which languages are defined.

Principles of Grammar Teaching

Examining the overarching ideas that might shape how we teach language. Some potential answers are offered by Hedge and Thornbury (2001). Hedge (2000) suggests the following methods in which grammar might be given to students to help in their learning: It may contextualize linguistic patterns in both spoken and written forms, providing insight into their communicative uses. Information can be conveyed either tacitly via observation of instances or formally through education in linguistic nuance. It can serve as

a source of data for monitoring language production and precision. It can speed up the learning process by presenting high-frequency grammatical elements.

Thornbury (2001) provides the following broad principles for teaching grammar: (The choice of one grammatical form over another is always influenced by the meaning the speaker or writer seeks to communicate ;) (1) Teaching grammar in context, which implies teaching grammatical forms in combination with meanings. (3) The Rule of Economy: to meet the rule of use, be economical (economizing on words). (2) The Rule of Use: teaching grammar to enhance the learners' understanding and production of real language, rather than as an aim in it. (Giving a lot of emphasis to grammar, or it may mean teaching grammar at all – any up-front approach) (6) The Rule of Appropriacy: interpret all of the above principles according to the levels, needs, interests, expectations, and learning styles of the students. Instead of trying to teach grammar, focus on creating an environment where it may be learned naturally. Ellis provides the following in-depth analysis of what it means to instruct grammar: Any method of instruction that draws students' attention to a particular grammatical form in a way that facilitates their metalinguistic understanding and/or their processing of that form in comprehension and/or production is considered to be a grammar teaching method (Ellis, 2006). This aids either metalinguistic understanding or linguistic processing by students of the form.

The History of Grammar Translation Method

Learning a "foreign" language in school was formerly considered on par with learning Latin or Greek in the Western educational system. It wasn't until lately that people started questioning whether or not Latin, which was once thought to boost intelligence via "mental gymnastics," should be required as part of a university curriculum. The term "Classical Method" refers to the traditional approach to teaching Latin. The focus of this approach is on learning and applying grammatical rules, memorizing vocabulary and a large number of declensions and conjugations, translating texts, and completing written assignments. Reference: (1994, Brown and H.D. Brown) It wasn't until the seventeenth and nineteenth centuries that schools began to provide language classes, and by the time they did, the Classical Method had already established itself as the standard approach. There was no emphasis placed on students' ability to communicate orally during language classes. After all, students were encouraged to acquire the skills necessary to be considered "scholarly" or, in some cases, to improve their reading comprehension in a foreign language, not to enhance their ability to communicate verbally or aurally. Due to a lack of theoretical research on second language learning and reading competency development, teachers traditionally approached teaching a foreign language the same way they would any other subject area.

Throughout the nineteenth century, the "Classical Method" was known as the "Grammar Translation Method." The Grammar-Translation Approach was created in Germany, namely Prussia, around the close of the eighteenth century. After the proliferation of Prussian gymnasia in the early nineteenth century, this approach to education became the standard in the region. Since concepts like grammar and translation were already understood to be givens, it would be impossible to determine whether or not an attempt was made to teach students a foreign language by these means. The initial motivation was reformist; before that time, students of a foreign language typically studied grammar and then used that knowledge to interpret texts with the aid of a dictionary. The new approach, on the other hand, centered on teaching students how to read in a foreign language by focusing on vocabulary. The great majority of them were highly educated men and women who had studied classical grammar and could effectively apply grammatical categories they had learned to unfamiliar language settings. These pedagogical

approaches, which emphasized individual study rather than classroom collaboration, were not well suited to the needs of elementary school students.

Teaching Techniques in Grammar Translation Method

Peters (1934) lists the following as observations made concerning GTM. Instruction in correct pronunciation, as well as practice in listening to and reading aloud, memorizing grammatical rules and phrases, and performing verbal and written translations of one's language into a second language and vice versa, are all necessary steps in learning a new language. In addition, the teaching of grammar places a focus on students' ability to reason deductively (Richards, Rodgers, & Theodore, 2001).

To aid their learning, teachers present grammatical principles; when students have internalized these rules, they put them into action in exercises and while translating phrases into and out of the L2. The literal meaning of the words has been sacrificed for the sake of the translated version. Students are given the chance to translate entire works from their native language as they attain higher levels of achievement. Evaluations on the process of translating classic literature are commonplace. There is practically no work done on pronunciation or other communicative components of the language, and almost no time is spent on listening or speaking exercises. While reading comprehension is helpful, translation is where it shines.

Effectiveness of GTM

GTM places a premium on using proper grammar and constructing coherent sentences. Learning to read and write in English is crucial for every young learner of the language. Instructing students in these areas is beneficial. They can learn much more quickly than using a verbal teaching strategy since it allows them to cycle through many different phrases and vocabularies (i.e., many times for each kind of tense). The versatility of GTM in terms of language level acquisition is a testament to its utility, and its differences from other typical language learning techniques are noted.

The Natural Approach to Teaching Language

There is more than one way to learn a language; the classical technique, often called the "traditional method," is only one of them. It should come as no surprise that the severe mental fetter of the classical method prompted its development and that this development eventually led to G T M. It really shouldn't have come as a shock. In contrast, the romantic style of writing focuses more on the choice of words than on the development of the story or characters. The Romantic Movement emphasized a more natural style of writing as part of its fundamental "Return to Nature" idea. In a similar vein, the natural approach prioritizes the baby's innate curiosity and motivation to learn the language. Therefore, the ability to speak the target language should be taught and learned first, followed by the ability to read and write the target language.

GTM at Intermediate Level

In his study, Khan (2018) stressed the significance of the GTM for future English language learners. English is widely used as a second language among Pakistani citizens. Almost everywhere students enroll, English is a mandatory course, and its instruction can take several forms. The Grammar Translation Approach has been around the longest and is widely used by people from many different countries to learn new languages. Researchers were able to prove the method's value through quantitative analysis. Students were polled through a questionnaire on their experiences with this approach to learning

English and whether or not they found it facilitated easier comprehension. The researcher concluded that the GTM is a very useful method for college students or students of a similar level to learn English, which is often their L2 or L3 language, after observing students learn English using the GTM and soliciting their feedback on the process. The time savings from using GTM are seven hours each week. College professors and advisers use this method extensively during the period students spend enrolled in their courses.

The Classical Approach to Teaching Language

This approach follows the tried and true methods of the past. Learning a language, the way ancient peoples learned Greek or Latin was thought to be the only way to ensure fluency in the target language. The question that must be addressed, however, is why it was necessary to master such languages in the first place. These tongues haven't been spoken by humans in many millennia. Nobody spoke to them after a time. The previous question was answered by stating that such languages were only taught in academic contexts and that learning them was seen as excellent mental training. Because of the extended period during which these languages have been extinct. The emphasis was on the grammatical structure of such terms or the translation of literary literature into the target language, therefore the conversational form of those words was left out. Studying Japanese or English, however, is not the same as it formerly was. An increasing number of modern language learners place a higher priority on listening and speaking than reading and writing when it comes to mastering the target language. However, this need is given little weight in the classical or traditional approach.

Material and Methods

As was previously said, this study has quantitative objectives. It is also generally accepted that the quantitative method allows researchers to collect more complete data and that its findings may be extrapolated in important ways. The quantitative approach is widely credited with these two advantages. Therefore, a quantitative research strategy was chosen, and a questionnaire was employed to collect the required data to achieve the aims of this study. There were a total of 15 questions on the questionnaire, and respondents were asked to rate their level of agreement with each statement on a five-point scale (strongly agree, agree, neutral, disagree, or strongly disagree).

Sample of the Study

The research sample for this study consists of instructors from intermediate schools. We collected the necessary information from English teachers in Pakistan since they frequently employ the Grammar Translation Method while instructing pupils in English as a second or foreign language. English is often taught as a foreign language in Pakistani classrooms. With this in mind, we sent out our questionnaire to teachers and asked them to fill it out and get back to us with any relevant information.

Sample Size

To gather information for the study, the researcher traveled to Excellence Education System School in Hyderabad. 200 students were selected to take part in the study by the researcher.

Types of Data

Since this is a quantitative study, the researcher was expected to gather specific information that describes a variety of factors. Soft data refers, in a nutshell, to information that is obtained via the use of language and phrases.

Results and Discussion

Table 1
Reading translation enhances understanding of the text

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	80	40.0	40.0	40.0
	Agree	40	20.0	20.0	60.0
	Neutral	10	5.0	5.0	65.0
	Disagree	40	20.0	20.0	85.0
	Strongly Disagree	30	15.0	15.0	100.0
	Total	200	100.0	100.0	

The majority of students (40%) strongly agreed that "Grammar knowledge is important and enhances understanding of English study," as seen in Table 1. Only a small percentage of students strongly disagreed with this assertion, whereas over 20% of students agreed. It shows that students have a positive outlook on the importance of GTM.

Table 2
Grammatical rules do help in creative writing.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	60	30.0	30.0	30.0
	Agree	80	40.0	40.0	70.0
	Neutral	10	5.0	5.0	75.0
	Disagree	20	10.0	10.0	85.0
	Strongly Disagree	30	15.0	15.0	100.0
	Total	200	100.0	100.0	

Table 2 displays the proportion of students who strongly agreed or agreed with the statement; grammatical rules do help in creative writing. The use of translation on text or literature can help students understand." The number of students who strongly agreed with the statement was 30%, while the percentage of students who agreed was 40%.

Table 3
Translation of text keeps the learners' interest in the lecture.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	30	15.0	15.0	15.0
	Agree	60	30.0	30.0	45.0
	Neutral	50	25.0	25.0	70.0
	Disagree	30	15.0	15.0	85.0
	Strongly Disagree	30	15.0	15.0	100.0
	Total	200	100.0	100.0	

Table 3 shows that respondents agree that "Translation of text keeps the learners' interest in the lecture" Respondents (30 percent) agree with this statement, with the latter constituting the minority (15% percent) disagreeing.

Table 4
Grammatical Exercises do help to get good marks on the paper.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	50	25.0	25.0	25.0
	Agree	70	35.0	35.0	60.0
	Neutral	20	10.0	10.0	70.0
	Disagree	40	20.0	20.0	90.0
	Strongly Disagree	20	10.0	10.0	100.0
	Total	200	100.0	100.0	

Table 4 shows that when asked whether they "strongly agree" or "agree" with the statement, "Grammatical Exercises do help to get good marks on the paper" 25% percent of students chose the former response while 35% chose the latter. Students appear to agree that a firm grasp of grammar may help them craft more precise phrases, which in turn can improve the quality of their writing to get good marks.

Table 5
Translation in the national language helps efficiently build vocabulary.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	80	40.0	40.0	40.0
	Agree	50	25.0	25.0	65.0
	Neutral	30	15.0	15.0	80.0
	Disagree	20	10.0	10.0	90.0
	Strongly Disagree	20	10.0	10.0	100.0
	Total	200	100.0	100.0	

A broad variety of responses can be seen in Table 5 in response to the claim that "Translation in the national language helps efficiently build vocabulary" In a survey, 25 percent of students opted for the "agree" response, while 15 percent were undecided.

Table 6
Communication in English in the class gives mental satisfaction to the students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	40	20.0	20.0	20.0
	Agree	60	30.0	30.0	50.0
	Neutral	50	25.0	25.0	75.0
	Disagree	20	10.0	10.0	85.0
	Strongly Disagree	30	15.0	15.0	100.0

Total	200	100.0	100.0
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Table 6 shows that 20 percent of respondents believe that "Communication in English in the class gives mental satisfaction to the students" However, 10% of respondents selected "disagree," while 25% selected "not sure." This reflects the students' expectation that they will be taught in English.

Table 7
Translation in the regional language helps efficiently build vocabulary

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Strongly Agree	96	48.0	48.0	48.0
	Agree	44	22.0	22.0	60.0
	Neutral	20	40.0	40.0	80.0
	Disagree	10	5.0	5.0	85.0
	Strongly Disagree	30	15.0	15.0	100.0
	Total	200	100.0	100.0	

Table 7 shows that a larger percentage of students (48%) chose the option of strongly agreeing with the statement "Translation in the regional language help efficiently build vocabulary" than the percentage (15%) that chose the option of strongly disagreeing with the statement.

Table 8
It is a time-saving method because it is the easiest way of explaining vocabulary items

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Strongly Agree	20	10.0	10.0	10.0
	Agree	116	58.0	58.0	68.0
	Neutral	20	10.0	10.0	78.0
	Disagree	12	24.0	24.0	90.0
	Strongly Disagree	20	10.0	10.0	100.0
	Total	200	100.0	100.0	

Table 8 shows that 58% of students agreed with the statement "It is a time-saving method because it is the easiest way of explaining vocabulary items" However, 12% of students said they disagreed; therefore the assertion must be wrong.

Table 9
Communication in Urdu in the class gives mental satisfaction to the students.

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Strongly Agree	60	30.0	30.0	30.0
	Agree	88	44.0	44.0	74.0
	Neutral	10	05.0	05.0	79.0
	Disagree	32	16.0	16.0	95.0
	Strongly Disagree	10	05.0	05.0	100.0
	Total	200	100.0	100.0	

In answer to the statement "Students' interest can be aroused by interpreting English literature through translation," 44 % of respondents (as shown in 9) chose the agree

option. Nearly as many people chose "not sure" or "disagree" 16% as chose "strongly agree" 08 %.

Table 10
If there is well awareness of grammatical structure students can identify passages in a better way.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	80	40.0	40.0	40.0
	Agree	50	25.0	25.0	65.0
	Neutral	20	10.0	10.0	75.0
	Disagree	30	15.0	15.0	90.0
	Strongly Disagree	20	10.0	10.0	100.0
	Total	200	100.0	100.0	

The large majority of students (as shown in 10) agreed that "during the class, teachers should focus on improving students' English speaking ability." Indeed, 25% of students voted "agree" and 40% voted "strongly agree." This shows that students want teachers to focus more on helping them improve their communication skills.

Discussion

The study's author concluded that the Grammar Translation approach is highly effective for college students learning English as a second or even third language. The researcher arrived at this verdict after collecting student feedback on the Grammar Translation Method for teaching English. Therefore, according to the arguments of the generativist school of thinking, the brain's hardwired mechanism for learning a language's grammar becomes less active while learning a third language. In some cases, grammatical principles and translation may facilitate easier and more fruitful education. The researcher has also noted that it is challenging for students to learn English using other modern techniques, such as the direct method or the audio-lingual approach because GTM helps them grasp the topics offered in the textbooks in their home language. This is because they reside in a region with few other English speakers. By comparing and contrasting the frameworks of L1 and L2, they gain a thorough understanding of the ideas. The GTM allowed the pupils an entry point into the English-speaking world.

It's worth noting that having a course delivered entirely in the target language might cause mental pain for the pupils who aren't fluent in that language. When put in this position, students acquire a profound aversion to speaking and writing in English. As a result, the GTM served as an effective tool in the battle against this fear. The GTM is also called the "Classical method." There's no denying the value of this method because it's been around the longest and is still widely utilized to study languages. According to surveys of college students, GTM significantly helps in learning and improving reading and writing skills in a foreign language. There's no doubt that it plays a smaller role in enhancing listening and speaking abilities, but it's been shown to be quite helpful in cultivating and enhancing all the other abilities required to communicate effectively in a given language. Because we focus heavily on these two skills in our evaluation process. Listening and speaking skills are not evaluated in any way during the English examination. The entire exercise is designed to test the candidate's ability to read and write effectively. Therefore, it has been shown that pupils benefit from using GTM. The GTM is also a time-saving process. This method can help the institution cover more ground in less time, allowing for more of the curriculum to be addressed every session. If there is significant pushback

against using GTM in the classroom, a teacher may choose to decrease the amount of time spent speaking in the student's mother language during the lecture; however, due to the many benefits it provides, this practice simply cannot be abandoned entirely.

Conclusion

The goal of this research is to determine if the Grammar Translation Method is an effective strategy for teaching English in academic settings. Students have the idea that it is easy to understand the fundamentals and that they can easily communicate with their teachers. If we want to keep an open door for students from all walks of life, especially in undeveloped places, we need to use GTM with other modern teaching methodologies. In such areas, English language instruction often begins in the sixth grade. Considering its benefits, the GTM might be a useful resource for navigating the English-speaking world.

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