

Examining the Effectiveness of the Grammar Translation Method

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A Thesis

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Declaration

It is hereby declared that

1. I have finished the paper by myself.
2. The review and ensuing examination are my work.
3. I have given all the references which I have used in this paper.

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Approval

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Abstract

Grammar-Translation Method (GTM) is one of the oldest methods used to teach Latin or Greek and modern languages. GTM focuses primarily on correct grammar and structure. It helps teach the kids how to read and write in another language as it helps them to explore new words and phrases that is interchangeable (different terms for different tenses) far extremely efficiently than a verbal education. Classroom activities or instructional games are seldom necessary as students directly translate the text into another language. This research tries to find out how teachers use this and how students use this method to learn grammar. The participants in this study belong to different universities and share their experiences of how they learned grammar. I have prepared twenty-one questions for fifty-one students and some interview questions for six teachers. Finally, this study tries to present the findings of the results based on the survey. In the survey, most students strongly agree that teachers applied this method to teach them grammar in their childhood. Students who follow GTM practices during their childhood/early school days are more efficient in English and mostly use correct sentence structures. So, we can conclude that GTM is effective for English language acquisition.

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Starting in the name of the almighty Allah, I mostly would like to thank my supervisor for whose restless help I have completed my thesis paper on Examining the Effectiveness of the Grammar Translation Method. Moreover, I want to express gratitude toward my beloved parents from my soul for whose inevitable support I could complete my long four years journey of my Bachelor's program despite several ups and downs.

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List of Acronyms

GTM	Grammar Translation Method
DM	English speakers of other language
CA	Communicative Approach

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Chapter 1

1.1 Introduction

The Grammar-Translation Method is one of the methods for language teaching used in many countries. In their book, Richards and Rogers (2001) have discussed some of the characteristics of this language teaching methodology. In this method, students learn everything about learning a language, not the language itself. It means students start learning by reading and memorising grammatical rules and structures rather than learning the language directly. According to the grammar-translation method, to acquire any language first is to read its literature. It means if someone can learn the grammar of a language, they can learn and understand it. In this learning method, reading and writing are the main focus, and there is hardly any use for speaking and listening. There are endless grammatical rules and vocabularies which students have to memorize.

Translation is one of the essential techniques in this language teaching method. The basic unit of teaching a language is to practice sentences. Sentences are translated from the mother language to the targeted second language and from the second language back to the native language. Accuracy is emphasized in this teaching method, focusing on one person's mastery over it, eventually increasing the overall fluency. Teachers teach grammar deductively. The first teacher teaches grammar rules and structures to the students. Then ask them to translate language from native to target using those rules and forms. Teachers use the Mother language as the primary medium of instruction for the students. It is a teacher-centric method, and students are passive listeners. Teachers work as instructors, and students have to follow them.

1.2 Goal of this study

English has become a widely spoken language due to globalization, yet Bangladeshi students cannot improve proficiency. When communicating with people from a different linguistic environment, we must do so in English, as it is a shared medium worldwide. Thus, it is hard for us to imagine

communicating without using English. Bangladeshi pupils have many weaknesses, especially in speaking and listening. This research aims to identify students' issues and demonstrate why the Grammar Translation Method is effective for learning or teaching English.

1.3 Research Questions

1. Is GTM an effective method to teach the English language?

1.4 Significance of this study

This research will highlight the importance of the Grammar Translation Method among students and show the effectiveness and ease of using GTM for learning a second language in three skills (reading, writing, and speaking).

1.5 Limitations of the survey

This survey has some limitations and shortcomings though the research was done carefully.

- Firstly, all the participants who participate in the survey are from different universities.
- Secondly, the participant has taken only 5/10 minutes to participate in Google-form.
- The total population of this survey is small. There are millions of students in Bangladesh and English as a second language is being practiced all over the country. But this research is only conducted among 51 students, and the number of teachers is 6 which is extremely low considering the large population. This could have been overcome by investing more time.

Chapter 2

2.1 Literature Review

2.2 Grammar Translation Method

Grammar Translation Method, in short GTM, came from the Ancient Greeks and Latin, who used a specific form of a classical method for teaching a foreign language. The concept of GTM is relatively simple as it allows students to learn grammatical concepts, which they apply through translating from target to native language. Advanced students in their studies are often required to translate entire passages by each word. The technique completes two objectives: it helps students understand and read the literature, translate it into their targeted language, and increases students' essential intelligence. It came from the 16th-century Latin teaching practices where students learned the language for communication purposes. However, with the disappearance of the language, it was mainly known as an academic topic (Zhou, G, & Niu, 2015).

2.3 Teaching Techniques in Grammar Translation Method

According to Peters (1934), the following were observed in the case of GTM: Learning a bunch of vocabularies, memorizing the grammatical rules and expressions, translating verbally from native language to foreign and vice-versa, written Translations, pronunciation teaching, listening and aloud reading practices.

Also, Grammar is taught deductively (Richards, Rodgers, & Theodore, 2001). Teachers introduces grammar rules for better acquisition; after memorizing them, students practice them by applying them in the exercises and translating phrases into and out of the L2. The translated form of the sentences takes precedence over their content. Students can translate full texts from their native tongue as they attain higher levels of achievement. Translating classical literature is a standard test topic. Rarely addressed the language's pronunciation and other communicative elements, and there is little listening or verbal practice. Reading ability is used, but primarily in the case of translation.

2.4 Materials for GTM

Richards, Jack, & Rodgers,(2001) explains in "Approaches and Methods in Language Teaching (2nd ed.)" that textbooks were the foundation of instructional materials for the GTM in the nineteenth century, aimed at codifying the grammar of the L2 into concrete guidelines that students should learn and memorize. A chapter in most GTM textbooks would start with a vocabulary list translated from L2 to L1, then grammatical laws to study and sentence translations.

2.5 Principles of GTM

Richards and Schmidt define the grammar-translation methodology (Longman Dictionary of Language Education and Applied Linguistics 2002, p. 231) as "a foreign or second language teaching technique that uses translation and grammar study as the core teaching and learning activities." According to GTM, the rules below regulate language learning and instruction:

As the main objective of the instructor is to teach their students, they should know how to assert authority in class. The medium of teaching should be the student's native language. In Practical, teachers do not teach through the secondary language. It is mainly an educational method where the instructor is the torch bearer. The learners thoroughly understand the published target language materials and the essential vocabulary and grammar. Learner–learner interaction is minimal, and learners do not participate actively.

In comparison to spoken language, literary language is superior. The ability to translate, read and write is the primary emphasis of instruction. Teachers would not draw students' attention to the substance of a translated piece. Early on, students begin reading challenging classical works. Suppose learners are unable to express themselves verbally in the target language. In that case, it should be fine, as it is not a priority.

Accuracy is the main objective here rather than fluency. A systematic approach is taken during grammar teaching (sequencing grammar syllabus), with clear, comprehensive, and developed

instruction of grammatical formulas. The fundamental idea is that students should be taught their target second language by deducing grammatical characteristics from the target L2. Once the students have acquired a deliberate and explicit picture of that language, they can use their ability to translate from one language to another to construct sentences. Errors are identified and fixed. If students incorrectly answer a question, the teacher will choose a different student from the class to provide the proper answer and respond immediately. Students should remember the vocabulary as individual word lists.

2.6 Effectiveness of GTM

GTM primarily focuses on sentence structures with proper grammar. It is particularly beneficial to teach the students to learn the English language in terms of reading and writing. It allows them to go through different phrases and vocabularies that are interchangeable (i.e., a variety of times for each type of tenses) much more efficiently than a vocal teaching technique. The effectiveness of GTM shows different levels of language acquisition and comparisons with other popular language acquisition methods highlighted.

2.6.1 GTM at Intermediate Level

In his research, Khan (2018) discussed the usefulness of the GTM in learning English. In Pakistan, people use English as a second language. In most educational institutions, English is a mandatory subject, and teachers teach in various methods. The Grammar Translation Approach is the oldest language learning approach and is widely used to learn other languages in different countries.

Researchers demonstrated the efficiency of this strategy through quantitative research. They utilized a questionnaire to learn about learners' perspectives on whether it was easier for them to learn English using this approach. After watching and gathering student opinions on learning English using the GTM, the researcher determined that it is a highly beneficial approach for college students or students of a similar level for grasping English, which is often their L2 or L3 in some instances. GTM is also a

time-saving strategy. Teachers and mentors use it as a massive curriculum in the time of taking college session with the aid of this method.

2.6.2 GTM and Other Methods

i. GTM vs. DM (Direct Method)

Usman, Ayoub, and Awan (2008) found that, how GTM method is robust in Pakistan's 2nd language acquisition process. His study was to compare and contrast the Grammar Translation Method (GTM) and the Direct Method (DM) at the secondary level to see how both methods can be effective for foreign language acquisition. They collect information by using questionnaires. According to the findings, the use of the GTM technique was pretty high, in a range between 90 to 100 %. In contrast, the use of the DM method was relatively low, ranging from about zero % to 10%, indicating that the teachers utilize old and conventional approaches inside the secondary level. Instructors were not enthusiastic about using the DM.

ii. GTM vs. CA (Communicative Approach)

Teachers use GTM in most schools as a practical translation method for learning English as a second language. Grammar instruction has benefited from both the GTM and the Communicative Approach. Shih-Chuan Chang's ("A Contrastive Study of Grammar Translation Method and Communicative Approach in Teaching English Grammar"-2011) research highlighted these two techniques to determine the best grammar instruction in Taiwan. Before the intervention, the college admissions exam revealed that they had equal levels of general English competence. It was revealed from the pre-test that there was little to no difference in grammatical proficiency between both classes. The pre-test revealed that the two classes had substantial differences in their grammatical ability. Experimental Class students had more significant results than the Control Class. The results showed that grammar instruction using the GTM is superior to the Communicative Approach.

On the other hand, the Communicative Approach promotes fluidity, whereas the Grammar Translation Method is concerned with correctness. The goal of English study is to achieve fluency and accuracy.

As a result, combining both approaches to teaching English Grammar is the most excellent way to remedy the issue, according to "Shih-Chuan Chang."

2.6.3 GTM in Bangladesh

i. GTM for L2 Acquisition in Bangladesh

Sultana (2019) in her research stated that, in Bangladeshi culture, students at all levels, especially beginners, must utilize both their native (L1) and target languages appropriately (L2). The Grammar Translation Method is beneficial to assist the reason. Furthermore, this strategy is ideal for students in Asian countries where parents are concerned about their children's academic performance. Learners can use the GTM approach to improve their English grades. GTM also assists learners in learning the definitions of specific terms. Similarly, solid feedback, well-guided instruction, and effective error correction can aid a learner's progress and fluency. In her field of work, she discovered that learners who used the GTM approach improved significantly in their academic performance and speaking fluency in the target language (L2), where both are equally essential.

ii. GTM at Undergrad Level in Bangladesh

Mijan (2018) discussed that, different approaches and methodologies had been used in the studying and teaching of English in Bangladesh on several occasions. One of these is the GTM. It is a technique of the 19th to early 20th century, where local language takes precedence in the classroom. The Grammar-translation approach dominated foreign language teaching (FLT) through the continual and speedy translation of different phrases from the foreign language (L2) into the learners' native or first language (L1). According to the study results, the GTM is an essential teaching and learning approach. Teachers in Bangladesh should modify their method to teach undergrad students English as their next language. This approach is simple to implement. Learners can use it when they cannot explain themselves in the target language. Traditionally this technique of teaching helps students get excellent grades on their examinations. It suggests that the Grammar-Translation approach use students in

conjunction with other recent methodologies.

2.7 Criticism of GTM

Studying a language can be compared to studying music. Whenever you learn about musical theory, you may learn about music which is different from learning to play a musical instrument. GTM is like studying musical theory. Using the language to communicate is more challenging than learning to play an instrument. The grammar-translation process has had its downside. It has had an unintentional side-effect that many ESL programs do not emphasize reading time and lack enough training for many ESL teachers to teach reading to their students. Some people may find it boring. But since language consists of grammar rules, we need to learn grammar one way or another.

Richards and Rodgers (2001, p. 4) describe the grammar-translation method as "a tedious experience of memorizing endless lists of unusable grammar rules and vocabulary and producing perfect translations of stilted or literary prose." They continue, "It is a method for which no theory exists. No literature offers a rationale or justification or attempts to relate it to linguistics, psychology, or educational theory issues." Despite these shortcomings, there are still traces of using the grammar-translation method by language teachers today (Richards & Rogers, 2001).

We cannot deny that GTM is a method for which no theory exists or a tedious technique of learning the language; others disagree with them. Based on my learning and research working materials, I find GTM is beneficial for both the teachers and the students or the learners; since the 16th century, it has been used for communication purposes. Later on, this method has found as a medium of superiority in the performance of academics as well as a basket of excellence for accuracy, correctness and fluency by translating the GTM both in native and foreign languages with the help of applying GTM principles and grammatical laws. Moreover, it helps to grab different language accusations and shows an extra level of accusation and comparison by focusing on formal structure with proper grammatical rules.

Chapter 3

3.1 Methodology

3.1.1 Introduction

The method and design of data collection for this study are covered in this chapter. In this chapter, I'll go through the research process, its constraints, the types of participants I used for the study, as well as research tools including data collecting and analysis.

3.2 Research Design

The collection of closed-ended data characterizes quantitative analysis. Quantitative analysis includes numbers, closed-ended data, statistics, surveys, and randomization. Quantitative research helps explain the technique or method for each process and analyze the info very well, specific tools used to determine the analysis objective. I write the analysis findings in an entirely objective and exact type of quantitative research. The non-textual parts like graphs, charts, and tables describe accessible results. Additionally, it clarifies specifics, so readers understand the information as intended.

In my research, I used both qualitative and quantitative research methods. I prepared some questions and interviewed the teachers to get information. I attempted to glean the most valuable information from them. I've even spoken with certain teachers about my work.

As part of my research, I also employed closed inquiries, which means that participants had a choice in selecting their answers. As a result, the closed queries approach falls within the quantitative analysis.

3.3 Limitation of the study

The students for the survey belong to different universities. They shared their experience regarding the learning process in the class. I was able to complete the study on 51 people which is very low. If I get enough scope, I might also be able to survey the students of the other universities.

3.4 Participants

Since school days students are guided to pursue the ways of GTM and this has always been the case specially for Bangla medium students. Therefore, I took interviews of students from Bangla medium and English medium also. The number of students was 51 (schooling background of Bangla medium and English medium), and the number of teachers was 6.

Table 3.1

The population of the students in the Educational zone of Dhaka and outside of Dhaka

Name of Educational zone	Number of students participated
BRAC University	21
Dhaka University	3
East West University	2
North South University	5
Jahangirnagar University	3
International Islamic University Chittagong	1
American International University-Bangladesh	6
Ahsanullah University of Science and Technology	7
Total	51

Table 3.2

The English teacher's Educational zone of Dhaka and outside of Dhaka

Name of Educational zone	Number of teachers
Golden Eagle School (English Medium)	1
Satbaria High School	1
Rajuk Uttara Model College	1
BAF Shaheen College Dhaka	3
Total	6

3.5 Research Instruments

The researcher has designed a questionnaire with open-ended questions and interviews as tools for information collection. These questionnaires are associated with techniques of English teaching, in addition to reasonable steps that might follow to increase English learning in Bangladesh that focused at some point in the interview.

3.6 Data collection procedures

First of all, I have formed a structure in the form of “Google form” for collecting the data from the respondents. Then I have put an input in the form of questionnaire regarding my topic with four option in every question (The four options are strongly agree, agree, disagree, and strongly disagree). After that, I randomly shared my prepared Google form link to around 80-90 students from different universities. Among those 80-90 students, 51 of them gave responses upon which I showed the feedback of those responses on my research work.

3.7 Data Analysis procedures

A Likert item consists of an attitude or value judgment statement toward some person, object, or concept that is positive or negative. The response options consist of a five-point rating scale with

values labeled 1 = strongly disagree, 2 = disagree, 3 = Neutral, 4= agree, and 5 = strongly agree. From those five points rating, I have used four points for taking the feedback from respondents. The four points I have used are: 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

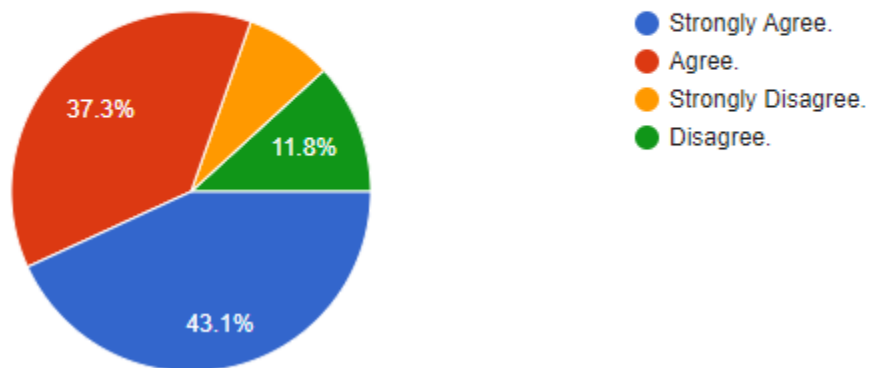
It shows the responses in the instruments.

Strongly agree	Agree	Disagree	Strongly disagree
Points 4	Points 3	Points 2	Points 1

A sample of Likert scale I used for my survey has given as follows:

1. Does your teacher instruct you to learn grammatical rules?

51 responses



Chapter 4

4.1 Findings

4.2: SURVEY 1

In this section, I have tried to display the responses of various participants against different questions regarding uses and usefulness of GTM and showed the replies of the participants on percentage format.

Question 1: Does your teacher teach you to learn grammatical rules?

43.1% of all respondents strongly agreed that they were told to learn grammatical rules, according to 51% of respondents. And 37.0% of respondents feel that learning grammatical rules is the best way to learn English. As a result, the instructors area unit employee's synchronic linguistics translation techniques. According to the data, just around a third of all respondents disagreed with using grammatical rules. And 11.8% of the participants strongly disapproved of using grammatical norms.

Question 2: Did your teacher translate the entire material from beginning to end?

The statistics suggest that many 51 respondents (66.37%) claimed the teacher translated the entire text. This question demonstrates that they used the Grammar-Translation approach while translating the full text. And 31 people said the professors don't solve the complete material.

Question 3: Did you have to memorize long lists of words in class?

According to the data, 52.9% of all respondents agreed that teachers provided vocabulary in the classroom which helped students in learning new words. As a result, having a significant language entails using descriptive linguistics Translation techniques in school. And 47.1% of respondents said no to extensive vocabulary lists within the category.

Question 4: Was the teacher teaching in their native language?

According to the critical question posed to 51 respondents, 72.5% of all respondents agreed that professors conduct the category within linguistic communication. Furthermore, 27.5% of respondents said no, lecturers do not perform the class under linguistic communication.

Question 5: How has English class helped you?

The findings suggest that a large proportion of 37.3% of the 51 respondents acknowledged being up speaking from class. And 35.3% of students have admitted that they're up to writing. The findings show that 17.6% of students are up for listening. Therefore, up writing means that this category supported Grammar Translation Method. GTM category improves students writing and reading. As theirs is 3% up reading.

Question 6: What activities did you do in class?

35.3% of students responded that they are practicing free writing in class Grammar-Translation approach is used in reading, writing, comprehension, and rules. And 33.3% of students have admitted that they are doing debate. The findings show that 23.5% of students participate in a think-pair-share activity. As there is a %age of only 7.8% are taking an interview.

Question 7: Do you think you've improved your listening or speaking skills in English class?

According to the pie chart, 39.2% of all respondents agreed they are excellent at listening or speaking. However, pupils in primary school must indeed excel in reading and writing. You must also pay close attention to their pronunciation. It is clear from the responses that pupils have difficulty communicating and listening. And 39.2% of those who responded said they were up listening and speaking from the category. 9.8% of respondents disagree with the statement that they are not good at listening or speaking. Because 11.8% of respondents strongly disagree.

Question 8: Is the Grammar Translation Method assisting you in communicating?

According to the chart, 33.3% of the whole variety of respondents have powerfully agreed—besides, and 41.2% of respondents agree that. And 17.6% of respondents disagreed that this category doesn't

facilitate them to speak. As there's a share, 7.8% of respondents strongly disputed that this category doesn't encourage them to speak.

Question 9: Did you have any classroom activities involving the teacher and the students?

80.4% of respondents said they needed a teacher-student activity within the classroom. And 19.6% of respondents do not do any teacher- students' activities within the school.

Question 10: Which language do teachers use the most?

The statistics suggest that most of the 51 respondents (60.80%) stated they spoke English. Teachers talk to Bangla, according to 39.20% of respondents. The Grammar Translation Method has this as one of its characteristics.

Question 11: Do you believe your communication abilities have improved due to English class?

23.50% of respondents across the board believed that their English education improved their communication abilities. According to the data, 23.50% of all respondents disagree that they are not up to grade. Furthermore, 11.80% of the participants strongly disagree that English education is helping them improve their communication abilities.

Question 12: Is your teacher correcting your mistakes?

According to the survey, 78.40% of all respondents strongly believe that the teacher corrects their mistakes. As a result, teachers' primary goal is to rectify students' mistakes. And 21.60% said their teacher did not fix their errors.

Question 13: Which of the following skills use for your practicing listening skills?

According to the graph, 35.30% of all respondents participate in a speech session to improve their active listening abilities. 33.30% of respondents said they viewed video clips for listening activities before taking the quiz. 15.70% raised an open-ended question, and 13.70% stated that they read aloud in the classroom to engage students in listening activities.

Question 14: Do you think students can better understand the lecture when teachers bring toys or pictures into the classroom?

47.1% of all respondents strongly believe that teachers bringing toys or film into the classroom help pupils quickly figure out their subject. 37.3 % of all responders have banded together. 9.8% of the total number of respondents disagreed with this assertion. Furthermore, just 5.9% of people strongly disagreed.

Question 15: Did your teachers bring toys or pictures into the classroom to make lessons easy to understand?

37.3% of all respondents strongly believe that the teacher helps them develop creative responses by providing clues in the room. 62.7% of respondents said their teachers do not help them write down creative answers with clues.

Question 16: Did your teacher assist you in developing a creative answer that includes a hint?

41.2% of all respondents strongly believe that their teachers include them in learning through exploration or conversation. And 47.1% of respondents say that their teachers help them learn by involving them in discovery or discussion. On the other side, 9.8% of participants disagree that their teachers do not engage them in learning through discovery or conversation. Furthermore, 22% of respondents strongly disagree that academics do not include them in learning through exploration or discussion.

Question 17: Do you like to learn grammar through sentence structure, tense and verb rules, and so on?

43.1% strongly believe that they like learning through grammatical structure. Students were learning English through grammatical norms. It is the most effective method for the student to enjoy English. Also, 43.1% of respondents agree. 11.8% of the total responders disagreed. 7.8% of those polled strongly disagree and do not believe in learning English by rules.

Question 18: Which method is the most effective for learning English?

The most effective approach to learning English, according to 35.3%, is to watch movies. And 27.5% said group conversation is the most effective way to learn English. According to the findings, 21.6 % of all respondents expressed an opinion on grammatical norms, and 15.7 % commented on listening activities.

Question 19: Which of the following skills is the most challenging?

Only 13.7 % of all respondents believe that reading is the most challenging task for them. And 23.5 % of respondents believe that writing is their most challenging task. On the other side, the findings suggest that 27.5 % of all respondents believe they require assistance in listening. Furthermore, 35.3 % of respondents report having difficulty communicating.

Question 20: Do you prefer learning through quizzes, language games, and peer discussions?

Thirty-nine % of people strongly agree. And 49% say that jotting down answers may be done through quizzes, language games, and discussions with friends. According to the data, 7.8% of people disagree. And 3.9 % of the participants strongly disagree that quizzes and language games are the best learning methods.

Question 21: Do grammatical exercises help you get good marks in the exam?

According to the graph, 37.3 % of all respondents strongly think that performing grammar exercises helps them earn high grades. And 45.1 % of respondents agreed with each other. On the other side, just 3.9 % of respondents disagreed with this. 13.7 % of people strongly disagree with this statement.

4.3: Survey 2 - Survey on Teachers (Open-ended questions)

1. How did you define the GTM (Grammar Translation Method)?

The Grammar Translation Method is less effective. The strategy centralizes not on understanding but memorisation. Understudies to begin with memorize the lesson and disregard inside a brief whereas. The utilization of syntactic rules and designs and strategy of interpretation from 1st dialect to 2nd dialect is known as the grammar-translation strategy. It's tough to prepare for learning English. The Linguistic use Interpretation Strategy may be a conventional outside dialect education based on express instruction within the linguistic examination of the target dialect. Even though this can be an ancient strategy, understudies are instructed through a linguistic use quick detain not to make that much between understudies and instructors.

2. How did you define Communicative Language Education?

The improvement of speaking, listening, reading, and writing abilities are related to communicative teaching. Linguistic error right away. Communicative idiom Instructing means emphasis on an idiom as a tool for communication rather than a topic of consideration. It also focuses on using an idiom as a communication tool rather than a subject to be considered. CLT is the opposite of GT, which focuses on the teachers as a point of contact for communication. CLT denotes a place where professors and students may discuss their ideas. Learners practice English by participating in a few activities in the language. The development of wisdom is more important than its acquisition. It will be a different feasible learning approach for them. They must communicate in English to avoid embarrassment. Conversations among the students. All idioms are in combination with sound and video. There aren't many essential discussions in English. Praise them for speaking up. The introduction will shape the way students talk.

3. What is the most effective strategic way for students to enhance their speaking skills?

In real-life situations, they got to create their tuning in control and boost their lexicon to move forward talking to understudies. Through group work, we can have a more open conversation. They should be able to speak English in public without embarrassment and have a more extensive lexicon. They were discussing within the lesson. The four abilities of dialect besides sound and video tape script.

Communicative Dialect Educating, everyday discussion, part play, task centering on day-by-day issues. Conversation can be a beneficial process to make strides in talking, separated from recordings with subtitles. Let them talk openly, lock them in a dialogue, and encourage them to show up before others. Part play is critical for moving forward talking. Talking could be a propensity. But it doesn't cruel that we don't require specific procedures. To alter our understudies, we need a preliminary discussion to appear that English isn't troublesome. The point is to continue to communicate in English daily. They should commend for speaking up.

They ought to continuously attempt to talk in English, think everything in English, and tune in to English as much as possible.

4. What challenges do Bangladeshi students experience in improving their listening and speaking abilities?

Students do not get the opportunity to interact in English in real-life circumstances. There is no time in the class for understudies to speak their phrases, and there is less time spent on verbal practice. Most teachers lack communication abilities. Therefore, they are constrained in what they can say. Speaking and listening skills development does not offer to our Bangladeshi pupils. There is no formal communication plan in place. The students walk into the classroom but do not share a joint base. As a classroom or encompassing understudy population, understudies have a variety of challenges in developing listening and speaking abilities. Aside from that, understudies are self-conscious and unable to communicate in English. CD and DVD players are required. They are capable of new subjects, distinct emphasis, discourse speed, delay, extended listening, and less energy and humility

when speaking. They don't have a genuine way of tuning in and speaking English outside the classroom. As a result, they are unable to succeed.

5. What is your preferred teaching method? Why?

A few lecturers prefer to take once specifically since they have finished instructing among the target accent linguistic use rules which they maintain at a strategic distance and associate accentuation with intelligent articulation. Language usage rules must remember in GTM, and that extensive vocabulary lists are committed to memory. On the other hand, most extreme instructors prefer CLT since understudies consistently learn to talk and are encouraged to comprehend English. Some instructors like a variety of approaches. CLT makes progress in the four fundamental skills of the students.

6. What is the most popular method for students to learn English?

For memorizing English, they like Communicative Approach. Furthermore, students enjoy group discussions and combining work and prefer to learn the most. Curiously story with colorful pictures. They also enjoy practicing the most.

7. What are the disadvantages of using the Grammar Translation Method?

The disadvantage of that method is that some people may find it boring. But since language consists of grammar rules, you need to learn grammar one way or another.

8. Will you please share some limitations of communicative methods in Bangladesh?

It does not look after correctly and frequently. There is no opportunity to practice the dialect, and Learners lack the necessary resources and surroundings. There is no suitable testing framework. Many pupils in the classroom might be disadvantaged by the communicative method. Home memorizing also makes issues come out of the conventional framework. Need for testing framework. Students don't need to talk. And the different unwillingness of the instructors to acknowledge a modern framework, lacking preparing offices, inadequate instructor help, and struggle with local culture.

9. How can you enhance communication skills during school or college?

College life is the best time to enhance your communication skills since you'll have a lot of free time. Try to start your day by reading an English newspaper. Don't skim through the headlines; select an article and read it thoroughly. The newspaper helps you improve your word bank and improve your verbal skills. Read at least one English magazine daily. Try to watch a Hollywood movie without subtitles. Try to chat in English wherever possible, and don't use those hacky Chat languages. Hang out with better English people since they'll use more fancy vocabulary, and you can also learn those. Try to maintain a journal or a diary. Try to write everything that you think is worth noting. Finally, remember that Communication skills are critical for every student since if you fail at expressing your views, you can't succeed even if you are highly skilled.

10. How do you intend to improve your communication skills? Is it more important to have good communication skills or a suitable teaching method?

Students' participation in the course was successful. Communication expertise would be more viable than creating talking expertise. Moreover, people can utilize it by planning the little bunch of utilization of understudies rather than entirety lesson dialogue and permitting students to possess the way to develop the communication aptitudes.

Chapter 5

5.1 Discussion

The Grammar translation method uses memorization and it emphasizes on technical things. There is little or no focus on improving oral communication skill. The communicative technique is the popular approach to teaching foreign languages and is a blend of different methods and methodologies. Traditional GTM remains a significant part of classrooms.

5.2 Central Research Question – 1

Based on my survey, I have discovered that students are the GTM's primary victims since they utilize it to create new sentences and translate them into foreign languages. However, many academics disagreed with the GTM because listening and speaking were not included in it. Additionally, GTM has a graded grammar syllabus. As a result, it is difficult for students to develop the necessary language abilities. It should be noted that memorizing and conversion to another language can be quite uncomfortable because speakers and learners sometimes speak different languages, which is detrimental to language acquisition. Finally, students strive to avoid creating anything new in order to learn instead of trying to absorb something simpler since they place more importance on academic scores than on creativity in language learning.

Even though linguistics establishes numerous new techniques to this day, the Grammar Translation Method remains a standard philosophy for showing English to specific instructors Harmer (2007). In study halls, where teachers choose the traditional Grammar Translation Method for teaching and learning English, they do not use it as an organizational tool.

5.3 Conclusion

5.3.1 Introduction

The key research findings are highlighted in this chapter, along with recommendations based on the most significant findings and ideas for further research.

5.3.2 Summary of the Research

In conclusion, students who have gone through GTM practices since school days have better understanding of proper English structure which also aids their fluency in English in terms of reading and writing. I want to say that based on my survey we can conclude that Grammar Translation method is rather preferable to the learners as well as the teachers though Communicative Language Teaching is much easier for the learners to learn English by the way of Grammar Translation method as it clarifies the concept and introduces new words, phrases, and vocabulary. Moreover, it promotes the skills of reading and writing effectively. Both the students and the teachers take their participations on my survey opined that though Communicative Language Teaching is easier to learn but they surpass their evidence for Grammar Translation method as is it more scientific method in the context of learning by the way of proper rules and obligations as well as a means of durable and everlasting method to teach as well as keeping the learning for self.

My research was done over the course of two sessions. I conducted the first session of the research from home because of the COVID19 epidemic. Initially, we used a Google Form. Participating in both sessions were 51 students and 6 instructors from renowned English and Bangla medium schools in Bangladesh. Field notes, interviews, and audio recordings were all employed in this study to collect data. I sorted and reformed the interviews collected from the student and teacher, created matching themes, and related them to the gathered data in order to properly analyze the information. Each participant was interviewed privately by me. Concerning difficulties, I had them collecting data via Google Forms.

5.4 Contribution

5.4.1 Implications in Education

This specific topic appealed to me because of its significance and range. This study can also be used to evaluate the nation's educational system in order to address the gaps that require critical fill-ins. For this study, a conceptual framework that combined qualitative and quantitative analysis was developed. This framework will be useful in analyzing how GTM affects classroom instruction and learning of English. The framework created has the potential to be useful in enhancing the expertise of lecturers, educators, and instructors as they interact with students who have different learning preferences. The report also identifies GTM's advantages and disadvantages.

5.4.2 Recommendation

GTM is a particularly efficient way for acquiring crucial language skills including speaking, writing, and also in other areas of communication since it aids learners in the appropriate acquisition of sentence structure. It not only facilitates second-language acquisition but is also well-liked by native speakers. As a result, this study's findings demonstrate that GTM is a useful tool for learning English. A student's proficiency and fluency can be significantly increased by using a national curriculum book like "English for Today," which follows EFT, as well as other methods like listening to audio, using additional and more difficult grammar books (which are also used in national curriculum), and regular practice.

5.4.3 Future Research

This research can be further improved if the sample size is increased and by investing more time inquiring learners and teachers with more specific parameters. I believe more accurate and in-depth result can be acquired then, which will particularly show the significance of GTM in Bangladesh.

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Appendix

A1. Question for Students

1: Does your teacher instruct you to learn grammatical rules?

a) Yes.

b) No.

2: Does the teacher translate the entire material from beginning to end?

a) Yes.

b) No.

3: Do you have to memorize long lists of words in class?

a) Yes.

b) No.

4: Is the teacher teaching in their native language?

a) Yes.

b) No.

5: How has English class helped you?

a) Reading.

b) Writing.

c) Speaking.

d) Listening.

6: In the classroom, what activities do you engage?

a) Debate.

- b) Free Writing.
- c) Think–Pair–Share.
- d) Interview.

7: Do you think you've improved your listening or speaking skills in English class?

- a) Strongly Agree
- b) Agree
- c) Strongly Disagree
- d) Disagree.

8: Is the Grammar Translation Method assisting you in communicating?

- a) Strongly Agree
- b) Agree
- c) Strongly Disagree
- d) Disagree.

9: Do you have classroom activities involving the teacher and the students?

- a) Yes.
- b) No.

10: Which language does the teacher use the most?

- a) English.
- b) Bangla.

11: Do you believe your communication abilities have improved due to your English class?

- a) Strongly Agree
- b) Agree
- c) Strongly Disagree
- d) Disagree.

12: Is your teacher correcting your mistakes?

a) Yes.

b) No.

13: Which of the following skills use for your practicing listening skills?

a) Video clip quiz.

b) Read Aloud.

c) Partner Conversations

d) Ask Open-Ended Questions.

14: When teachers bring toys or pictures into the classroom, students can better understand the lecture?

a) Strongly Agree

b) Agree

c) Strongly Disagree

d) Disagree.

15: Does your teacher assist you in developing a creative answer that includes a hint?

a) Strongly Agree

b) Agree

c) Strongly Disagree

d) Disagree.

16: Does the teacher use discovery or conversation to help you understand?

a) Yes.

b) No.

17: Do you like to learn grammar through sentence structure, tense and verb rules, and so on?

a) Strongly Agree

b) Agree

c) Strongly Disagree

d) Disagree.

18: Which method is the most effective for learning English?

a) Practicing grammar rules.

b) Watching movies.

c) Group discussion.

d) Listening practice.

19: Which of the following skills is the most challenging for you: reading, writing, listening, and - which is the most difficult for you?

a) Reading.

b) Writing.

c) Listening.

d) Speaking.

20: Do you prefer to learn through taking quizzes, playing language games, and debating with peers before writing an answer?

a) Strongly Agree

b) Agree

c) Strongly Disagree

d) Disagree.

21. Grammatical exercises help to get good marks in the exam?

a) Strongly Agree

b) Agree

c) Strongly Disagree

d) Disagree.

A2. Question for Teachers

1. How did you define the Grammar Translation Method?

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2. How did you define Communicative Language Education?

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3. What is the most effective strategic way for students to improve their speaking skills?

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4. What challenges do Bangladeshi students experience in improving their listening and speaking abilities?

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5. What is your preferred teaching method? Why?

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6. What is the most popular method for students to learn English?

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7. What are some of the disadvantages of the Grammar Translation Method?

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8. Will you please share some limitations of communicative methods in Bangladesh?

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9. How can you enhance communication skills during school or college?

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10. How do you intend to improve your communication skills? Is it more important to have good communication skills or a suitable teaching method?

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