



RESEARCH PAPER

Implications of Grammar Translation Method on Speaking Skills of the EFL Learners: A Study Conducted at BS Level in Rahim Yar Khan

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ABSTRACT

This study investigates the incorporation of bilingualism within the Grammar Translation Method (GTM) in language learning classrooms. The research employs a combination of qualitative and quantitative methods, utilizing student feedback and analysis to evaluate the impact of bilingualism on language learning outcomes within the GTM framework. Findings reveal that strategic use of the native language alongside target language instruction can facilitate comprehension, deepen understanding of grammar rules, and improve translation skills among learners. However, the study also identifies potential drawbacks, including the risk of over-reliance on translation and the potential neglect of communicative competence. Participant insights emphasize the importance of maintaining a balance between bilingual support and immersive exposure to the target language to cultivate holistic language proficiency. By offering insights into both the advantages and challenges of integrating bilingualism within GTM, this research contributes to the ongoing discourse on effective language instruction practices.

KEYWORDS Bilingualism, EFL Learners, Grammar Translation Method, Speaking Skills

Introduction

The importance of language in contemporary society cannot be overstated, as it serves as the primary means of communication. Consequently, language learning holds immense significance in social interactions. Various studies have been conducted to explore more effective methods of language education, reflecting the diverse motivations and approaches people adopt in learning a foreign language.

Bilingualism, typically defined as proficiency in two languages, is integral to this investigation. The Grammar-Translation Method, a conventional approach focusing on second language grammar, relies on using the mother tongue as the medium of instruction (Prator and Celce-Murcia in Fauziati, 2008). This method proves beneficial for early and intermediate level language learners, as it facilitates comprehension of grammar rules through bilingual examples, phrases, and vocabulary during initial grammar instruction (Dykes, 2007). Grammar, often regarded as the framework of language, is essential for constructing coherent sentences and effective communication (Leech, 1982).

This study explores the advantages of bilingualism in English language teaching and learning. While bilingualism as a pedagogical tool has received limited attention, it has garnered significant scholarly interest overall. The Grammar Translation Method (GTM) originated in Germany during the mid-nineteenth century and remained prevalent until the outbreak of World War II, continuing to find application in certain countries to the present day. Initially introduced in Prussia in the late eighteenth century, GTM served as the primary technique for teaching second languages in Gymnasiums, or national high schools, not only in Germany but also across Europe. Given its historical roots, GTM is also referred to as the

traditional or classical approach, the grammar school method, or in the United States, the Prussian method. The rise of industrialization, particularly in Europe, spurred the need for new language teaching methodologies to accommodate the expanding population of language learners and communication avenues (Howatt, 1997 in Tetzner, 2006).

Literature Review

The definition of bilingualism encompasses two notions: the acquisition of a second language and proficiency in that language. Regarding language acquisition, there are two concepts to consider. The first is the simultaneous acquisition of bilingualism by children who are exposed to and use two or more languages at home from an early age and may also use one or both languages at school or daycare (Johnson & Leutenegger, 1955; Naqvi, 2019). The second concept involves consecutive bilingualism, which applies to children who are initially exposed to and communicate in one language at home from birth and are later introduced to another language after the age of three. Consecutive bilingualism also applies to individuals who acquire a second language in adulthood or later in life (Jankelowitz & Bortz, 1996).

In summary, current research defines bilingualism as the ability to speak two or more languages, with the first language (L1) representing the child's primary and more proficient language, and the second language (L2) representing a language acquired after L1, typically with at least five years of exposure to L2.

The Concept of Grammar Translation Method

This is also known as the Traditional Method. Although the phrase "traditional" refers to the approach taken to teach the ancient, this does not always imply that it is the oldest. Since the 1840s, European and Foreign Language education has dominated the Grammar-Translation technique, which is still commonly employed in various areas of the world today in modified form (Richards and Rodgers, 2014).

The Grammar Translation Method of language learning starts with an in-depth study of the grammar rules of the target language, which are then applied to translate phrases and texts into and out of the target language. One advantage of this method is the deductive teaching of grammatical rules, where students must apply these rules to new examples as they learn them. It is crucial that students get familiar with language grammatical norms. They will use and apply the language more effectively as a result. When they are aware of the grammatical rule, they may decrease their mistakes. When they possess the information, they will also be in a position to explain the grammatical rules associated with certain terms.

According to Brown (2001), the reason GTM is so popular is that it needs minimal specialised skills from teachers, they are able to instruct students using their native languages, and even those who do not speak English well. This technique has consistently ranked at the top of lists of English language teaching strategies, but not just for the benefit of the pupils.

The underlying premise of this approach is that universal logic serves as the underpinning of all known languages. The branch of logic is the language's grammar. Because of this, the grammar should be the focus of instruction and the benchmark for success. In order to comprehend the principles of sentences, the method also demonstrates that teaching language includes knowing the rules and facts about grammar. Before teaching any other linguistic elements, sentence structure patterns are always covered first. The rules of the sentences being taught to the students are always required to be memorised. Although the Grammar Translation Method may be used to teach vocabulary as well as grammar and/or structure. The writer would want to utilise it since it may be used to teach vocabulary in order to determine the method's success. On the other side, the author is interested in learning how efficient the Grammar Translation Method is at imparting vocabulary. If it

works, the method can be utilised by the teacher to teach vocabulary in addition to grammar and structure.

Characteristics of the Grammar Translation Method

The Grammar Translation Method, as outlined by Murcia (1990), exhibits several distinctive characteristics that shape its approach to language instruction. These characteristics can be summarized as follows:

Primary Language Usage: Classes primarily utilize the first language, with minimal active engagement in the target language.

Vocabulary Emphasis: Vocabulary acquisition often comprises lists of isolated words.

Thorough Grammar Explanation: Extensive and detailed explanations regarding grammatical structures are provided.

Focus on Grammar Rules: Grammar serves as the foundation for word arrangement, with a predominant emphasis on form and word inflection.

Early Exposure to Complex Texts: Students encounter challenging classical texts from the outset of their language learning journey.

Limited Text Content Exploration: Texts are predominantly utilized for grammatical analysis exercises, with minimal attention given to their content.

Realistic Language Application: Efforts are made to integrate realistic language situations and materials into the learning process. Following explanations, students are given opportunities to apply the language acquired in the classroom.

These characteristics collectively define the Grammar Translation Method, emphasizing the study of grammar, vocabulary, and classical texts with a primary focus on translation and grammatical analysis.

Principles for Grammar Translation Method

In his book "Techniques & Principles in Language Teaching" (2000), Freeman discusses the following principles:

Literary Language Emphasis: This approach centers on the reading of foreign language literature, emphasizing the superiority of literary language.

Translation as a Goal: One of the primary objectives is translating the target language into the native language.

Reading and Writing Emphasis, Speaking and Listening Neglect: This method places significant importance on reading and writing skills while tending to overlook the development of speaking and listening abilities.

Authoritative Teacher Role: The teacher assumes a central and authoritative role within the classroom.

Passive Student Participation: Students often play passive roles during classroom activities.

Deductive Grammar Instruction: Grammar is predominantly taught through deductive methods, emphasizing rules and structures.

Native Language Equivalents: Learners are encouraged to memorize native language equivalents for vocabulary words in the target language.

Teacher-Initiated Classroom Interaction: Interaction primarily flows from the teacher to the students.

Emphasis on Vocabulary and Grammar: The curriculum focuses on vocabulary and grammar as core components of language instruction.

These principles, outlined by Freeman in his book, provide valuable insights into language teaching methodologies and their associated dynamics.

Techniques of Grammar Translation Method

The characteristics of the Grammar Translation Method serve as a framework for teachers in their classroom application, while the specific approaches employed within the Grammar Translation Method are referred to as its techniques. According to Larsen-Freeman (2000), various techniques can be used when implementing the Grammar Translation Method, with each technique interconnected with others. These techniques include:

Literary Passage Translation: Students engage in translating a passage from the target language into their native language, practicing both written and oral translation skills.

Comprehension Assessment: Students demonstrate their understanding of the passage by answering questions in the target language.

Antonyms/Synonyms Identification: Students identify antonyms or synonyms for specific terms found in the passage, enhancing vocabulary comprehension.

Cognate Recognition: Teachers assist students in recognizing cognates by pointing out similarities in sounds or spellings between the target and native languages.

Application of Grammar Rules: Grammar rules are introduced with examples, allowing students to apply them to various contexts, including exceptions.

Fill-in-the-Blanks Exercises: Students complete sentences with new vocabulary or to illustrate specific grammar rules, reinforcing language acquisition.

Vocabulary and Rule Memorization: Students memorize target language vocabulary and grammar rules, including verb conjugations, to build proficiency.

Sentence Construction: Students demonstrate comprehension and usage of new vocabulary by crafting sentences incorporating these words.

Composition Writing: Students are tasked with writing compositions in the target language, often based on themes or content from the reading passage.

These techniques can be applied separately or in combination with one another over the course of teaching and learning.

Implementation of Grammar Translation Method

The Grammar Translation Method (GTM) can be carried out in four steps:

- **Introducing the Text:** The teacher provides the students with a written passage to read.
- **Quiet Reading:** Students are asked to read the passage quietly by themselves.
- **Grammar and Translation Help:** The teacher assists students in finding a grammar rule in the text and translates the text word by word, helping them understand it better.

- Memorization: Finally, students are encouraged to remember both the grammar rule and the translation of the text.

Material and Methods

The key components of a meticulously organized mixed methods research design encompass the following elements:

- It uses both closed-ended (quantitative) and open-ended (qualitative) data to discuss various issues and provide solutions.
- Gathering the data and providing solutions to both qualitative and quantitative research problems require undertaking laborious and extensive research procedures.
- At the collection point, during analysis, and at the conclusion point, it integrates data.
- It employs varied procedures to implement qualitative and quantitative components, whether they occur sequentially or concurrently, encompassing not only the same samples but also different ones.
- It shapes the processes with theoretical and philosophical research models.

According to Dornyei (2007), the utilisation of mixed methods research helps researchers better understand a variety of social scientific and educational challenges. The theoretical preconditions for mixed methods research have grown more accessible and obvious as a result of the method's increased use in research, which has also improved the method's details, dimensions, and typologies.

The present research employs the 'concurrent triangulation design' (Creswell, 2009) within the context of mixed methods research. This design approach entails conducting qualitative and quantitative research strands in parallel and autonomously. The data collection for both strands occurs nearly simultaneously, and subsequently, their outcomes are amalgamated and jointly interpreted.

Data Analysis

An extensive questionnaire comprising 10 closed-ended was distributed among B.S level English students from both public and private institutions to gain insights into the influence of first languages on English language learning. Out of a total of 200 English language learners, 61 were male and 139 were female, resulting in a male-to-female ratio of 30.5% to 69.5%, respectively.

Results and Discussion

Table 1
Using Urdu in the English Classroom

Sr. No.	Gender	A		SA		N		DA		SDA		
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
01	Male	61	32	52.45	13	21.31	8	13.11	8	13.11	0	0.00
02	Female	139	54	38.84	26	18.70	35	25.17	21	15.10	3	2.15
03	Total	200	86	43	39	19.50	43	21.50	29	14.50	3	1.50

The table 1 presents responses on Urdu's necessity in English classrooms, divided by gender (200 participants; 61 males, 139 females). Table shows that almost 73.76 % of the male respondents agree (52.45 % Agree and 21.31 % Strongly Agree) , whereas 57.54 % of the female respondents also agree (38.84% Agree and 18.70% Strongly Agree) with the given statement. This suggests broad support for Urdu's use, especially among males, but highlights varying perspectives that merit further exploration.

Table 2
Commonly Encountered English

Sr. No.	Gender	A		SA		N		DA		SDA		
		Freq.	%	Freq	%	Freq	%	Freq	%	Freq	%	
01	Male	61	23	37.70	20	32.78	15	24.59	3	4.91	0	0.00
02	Female	138	61	44.20	41	29.71	28	20.28	7	5.07	1	0.72
03	Total	199	84	42.21	61	30.65	43	21.61	10	5.03	1	0.50

Table 2 displays responses regarding the prevalence of encountering English in daily life, categorized by gender (199 participants; 61 males, 138 females).Table shows that almost 73.91 % of the male respondents agree (37.70 % Agree and 32.78 % Strongly Agree) , whereas 73.91 % of the female respondents also agree (44.20% Agree and 29.71% Strongly Agree) with the given statement.Overall both genders indicating a substantial recognition of English's prevalence in daily life.

Table 3
Importance of English

Sr. No.	Gender	A		SA		N		DA		SDA		
		Freq.	%	Freq	%	Freq	%	Freq	%	Freq	%	
01	Male	61	35	57.37	22	36.06	1	1.63	0	0.00	3	4.91
02	Female	139	61	43.88	70	50.35	5	8.19	2	1.43	1	0.71
03	Total	200	96	48.00	92	46.00	6	3.00	2	1.00	4	2.00

Table 3 illustrates perceptions on the importance of knowing English, stratified by gender (200 participants; 61 males, 139 females). Table shows that almost 93.43 % of the male respondents agree (57.37 % Agree and 36.06 % Strongly Agree) , whereas 93.73 % of the female respondents also agree (43.88% Agree and 50.35% Strongly Agree) with the given statement.Overall, a notable portion of both genders, indicating a stronger endorsement of English's importance.

Table 4
Generally Well-Received Language

Sr. No.	Gender	A		SA		N		DA		SDA		
		Freq.	%	Freq	%	Freq	%	Freq	%	Freq	%	
01	Male	61	32	52.45	8	13.11	15	24.59	5	8.19	1	1.63
02	Female	138	68	49.27	29	21.01	29	21.01	11	7.97	1	0.72
03	Total	199	100	50.25	37	18.59	44	22.11	16	8.04	2	1.01

Table 4 presents perceptions of the reception of English in daily life, categorized by gender (199 participants; 61 males, 138 females).Table shows that almost 65.56 % of the male respondents agree (52.45% Agree and 13.11% Strongly Agree) , whereas 70.28% of the female respondents also agree (49.27% Agree and 21.01% Strongly Agree) with the given statement.Overall, a majority of both genders strongly agree that English used in daily life is generally well-received, with slightly higher percentages among females.

Table 5
Comfortable Level English.

Sr. No.	Gender	A		SA		N		DA		SDA		
		Freq.	%	Freq	%	Freq	%	Freq	%	Freq	%	
01	Male	61	16	26.22	10	16.39	20	32.78	15	24.59	0	0.00
02	Female	139	46	33.09	17	12.23	42	30.21	29	20.86	5	3.59
03	Total	200	62	31.00	27	13.50	62	31.00	44	22.00	5	2.50

Table 5 illustrates perceptions of comfort with English, categorized by gender (200 participants; 61 males, 139 females).Table shows that almost 73.76 % of the male respondents agree (52.45 % Agree and 21.31 % Strongly Agree) , whereas 57.54 % of the female respondents also agree (38.84% Agree and 18.70% Strongly Agree) with the given statement.Overall, a notable portion of both genders strongly agree that many people feel comfortable with English, with slightly higher percentages among males.

Table 6
Using Mother Tongue while Teaching

Sr. No.	Gender	A		SA		N		DA		SDA		
		Freq.	%	Freq	%	Freq	%	Freq	%	Freq	%	
01	Male	61	16	26.22	19	31.14	15	24.59	8	13.11	3	4.91
02	Female	138	48	34.78	41	29.71	17	12.31	24	17.13	8	5.79
03	Total	199	64	32.16	60	30.15	32	16.08	32	16.08	11	5.52

Table 6 presents attitudes towards using the mother tongue as a teaching aid in the English language classroom, segmented by gender (199 participants; 61 males, 138 females). Table shows that almost 57.36% of the male respondents agree (26.22% Agree and 31.14 % Strongly Agree) , whereas 64.49% of the female respondents also agree (34.78% Agree and 29.71% Strongly Agree) with the given statement.Overall, a significant portion of both genders agree that using the mother tongue can be helpful, with slightly higher agreement percentages among females.

Table 7
Bilingualism in the Classroom

Sr. No.	Gender	A		SA		N		DA		SDA		
		Freq.	%	Freq	%	Freq	%	Freq	%	Freq	%	
01	Male	61	27	44.26	19	31.14	12	19.67	3	4.91	0	0.00
02	Female	139	65	46.76	44	31.65	20	14.38	9	6.47	1	0.71
03	Total	200	92	46.00	63	31.5	32	16.00	12	6.00	1	0.50

Table 7 depicts perceptions on the necessity of bilingualism in classrooms when it enhances learning, categorized by gender (200 participants; 61 males, 139 females). Table shows that almost 75.4 % of the male respondents agree (44.26% Agree and 31.14% Strongly Agree) , whereas 78.41% of the female respondents also agree (46.76% Agree and 31.65% Strongly Agree) with the given statement.Overall, both genders largely support the idea of bilingualism in classrooms for enhanced learning, with slightly higher agreement percentages among females.

Table 8
Using Translation Method

Sr. No.	Gender	A		SA		N		DA		SDA		
		Freq.	%	Freq	%	Freq	%	Freq	%	Freq	%	
01	Male	61	35	57.37	23	37.70	1	1.63	2	3.27	0	0.00
02	Female	139	54	38.84	72	51.79	10	7.19	2	1.43	1	0.71
03	Total	200	89	44.50	95	47.50	11	5.50	4	2.00	1	0.50

Table 8 presents data on the perceived effectiveness of using the Translation method in language classrooms, segmented by gender (200 participants; 61 males, 139 females). Table shows that almost 95.07% of the male respondents agree (57.37% Agree and 37.70% Strongly Agree) , whereas 90.63% of the female respondents also agree (38.84% Agree and 51.79% Strongly Agree) with the given statement.Overall, both genders have considerable support for using the Translation method.

Table 9
Translation on a Regular Basis.

Sr. No.	Gender	A		SA		N		DA		SDA		
		Freq.	%	Freq	%	Freq	%	Freq	%	Freq	%	
01	Male	61	27	44.26	23	37.70	9	14.75	2	3.27	0	0.00
02	Female	139	52	37.41	39	28.05	29	20.86	17	12.23	2	1.43
03	Total	200	79	39.5	62	31.00	38	19.00	19	9.50	2	1.00

Table 9 illustrates perceptions regarding the regular use of Translation in language classrooms, categorized by gender (200 participants; 61 males, 139 females). Table shows that almost 81.96% of the male respondents agree (44.26% Agree and 37.70% Strongly Agree) , whereas 65.46% of the female respondents also agree (37.41% Agree and 28.05%

Strongly Agree) with the given statement. Overall, there is notable support for regular translation use, with a slightly higher percentage of agreement among males. However, a significant portion of females also supports this approach.

Table 10
Use of Mother Tongue should in the Class

Sr. No.	Gender		A		SA		N		DA		SDA	
			Freq.	%	Freq	%	Freq	%	Freq	%	Freq	%
01	Male	60	26	43.33	4	6.66	18	30.00	8	13.33	4	6.66
02	Female	138	47	34.05	34	24.63	35	25.36	18	13.04	4	2.89
03	Total	198	73	36.86	38	19.19	53	26.76	26	13.00	8	4.00

Table 10 depicts opinions on the use of the mother tongue in classrooms for a specific duration, categorized by gender (198 participants; 60 males, 138 females). Table shows that almost 49.99% of the male respondents agree (43.33% Agree and 6.66% Strongly Agree), whereas 58.68% of the female respondents also agree (34.05% Agree and 24.63 Strongly Agree) with the given statement. Overall, a considerable portion of both genders supports this practice, albeit with a slightly higher percentage among females. However, there are notable proportions of respondents from both genders expressing neutral.

Conclusion

The study underscores the pivotal role of bilingualism in teaching integrated skills at the B.S. level, emphasizing that learners' first language can support certain aspects of language courses. In environments with limited exposure to the target language outside class, increasing its use for classroom management can enhance learning by fostering clearer comprehension and potentially reducing reliance on the native language. The research indicates that utilizing the first language aids in more effective learning of a new language, particularly in translating complex words, ideas, or sentences to avoid errors. While bilingualism predominantly supports English language learning in observed EFL classes, English remains the primary medium of communication. The study recommends restricting native language use to no more than 10% of class time, diminishing as students' English proficiency improves, with exceptions for translation courses. It concludes that integrating the native language does not diminish students' motivation to learn English, as proficiency in English is crucial for academic and career advancement, and some students favor minimal native language use to enhance their English learning experience.

Recommendations

In classrooms where all students share the same native language, teachers should employ various strategies to promote L2 usage. This includes addressing factors such as low proficiency, shyness, or lack of interest in using L2 during activities, thus encouraging a more balanced bilingual approach to language learning.

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