

A Contrastive Study of Grammar Translation Method and Direct Method at High Secondary School Level In Pakistan

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Abstract:

Grammar translation method (GTM) and direct method (DM) both play vital role for the learning of English as second language. GTM and DM have their own peculiar characteristics for the learning of English. It is a laborious and challenging task to find out a suitable teaching method for students to teach them English as a second language. The paper aims to bring to light the importance of these two methods and point out which one is better and suitable for teaching

English language in Pakistan at high secondary school level. Methodology is adopted for data collection is quantitative and descriptive. The researchers have made first hand collection of data by visiting different institutions personally at high secondary school level. A survey is done, questionnaire was made and data was collected by 40 students and 40 teachers which was described; tabulated and visualized in graph .The result after applying the methods shows that DM becomes popular by virtue of good result in speaking and listening skill. GTM does also have its own importance because of creating the ability of correct writing and reading. In the light of conclusion, the combination of these two methods (GTM and DM) is the best way to educate the student English as second language.

Key words: Grammar translation method, direct method, foreign language.

INTRODUCTION

It is undeniable fact that English language has succeeded in getting the outstanding status all over the world in the field of communication. English language teaching also become very important for the learning of the universally acknowledged the renowned language .that is reality with the passage of time method of any language are changed by virtue of the new and better method technique and approach .English learner all over the world are attached with the Grammar translation method and direct method for the accuracy of their sentences or learning of language .it can' t be denied about. The vital role of grammar translation method for the learning of English language .The grammar translation method is also known as traditional method. Students use different set of rule for the translation of a text word by word and read the text properly grammar translation method is teacher centered .most of the time in the class room teacher plays active part while teaching any text by using the grammar translation method . Mostly

student play passive role while learning with the help of grammar translation method. It is also very difficult for a teacher to get full concentration of the entire student by using this method because students don't take active part most of the time during the class. But with the help of this method you can analyze the correction of a sentence this method also improve reading and writing skill. About the grammar it is said "grammar is a set of rule that define how words (or parts of words) are combined are changed to form acceptable unit of meaning with in a language" (Penny, 2000) there is a little use of English in this method. The method is also known as classical method in this method the whole emphasize is put in learning the target language and the native language is neglected .In grammar translation method classes are conducted in the native language .Teacher does not put emphasize on the correct pronunciation . Proper pronunciation is not the ultimate goal of grammar translation method.

Direct method is completely opposite if the grammar translation method because of its own particular characteristics. This method emphasizes the concept of the student about an object. Direct method basically is useful in speaking and listening skill. Students also improve their thinking approach with the help of this method; audiotapes are used for listening to dialogues repeatedly. Direct method is also popular as anti grammar, Reform and Phonetically method .it is also a natural process of learning a language. But in the acquisition of first language the brain of a child is a blank sheet .proper pronunciation of a word has great importance in this method. This method is helpful for the students to communicate with each other .students also participate often actively when direct method is used that is the most important element for learning any language. Direct method emphasizes on the oral communication .learning of any language does not only base on the learning of grammatical rule .but direct method is very

helpful for the speaking language. This method is also improving the listening skill in the students who are learning second language .this method is also called natural method. Competence of the language is also first requirement of the teacher who is using this method for teaching the language. (Zainuddin 2011) said about the direct method that “In 1884 F Franklin (apsychologist) laid emphasize on the direct method for learning the second language in 1880 the basic work on this method was done by Gouin.”

LITERATURE REVIEW

Grammar Translation Method originated from the teaching practice of Latin and Greek during 1500s Latin was widely studied as a foreign language but the use of Latin was widely replaced by ,French and English. Students used to learn it from communication purpose. After the decline of Latin’s the purpose of learning it changed .Students had learned it for communication purpose. A noteworthy quote of Bahelson on writing letters or speaking he said; “He would be able to overcome with variety of paragraphs and grammatical rules” (through GTM). According to Richards and Rodgers: “GTM has been rejected as a rule biased method by modern scholars.” This method is still in use .It has no theory .This method has no issue in Linguistic. Ceslce- Murcia. M (2001) believes that: “Teaching of has under gone through changing process”. According to Howatt, Anthony P.R,and H:G Widdowson (1984), at the end of eighteenth century Grammar Translation Method began from Germany or Prussia. Reached impregnable status(ibid) Before that Latin &Greek had Lingua francas Celce –Murcia ,M(2001).

With the passage of time this method became prominent. During the mid of nineteenth century German scholar Kral Plotz and Johann Seidenstacker supported

Grammar Translation Method. Howatt, Anthony P.R and H.G Widdowson(1984).It remained dominant from(1845)to the (1940s) (ibid).Some critics believed that teaching of this method carried out until today Escher (1928).But at the end of 19th century this method was attacked for not suitable second language teaching Celce –Murcia M .(2001).

Richard, Jack C and Rogers S, Theodore S.(1982). “Method, Approach, design and procedure“, TESOL Quartely 16:153-68 Celce. Murcic, M, (ED) (1991)Teaching English as second or foreign language,Boston:Necobury House. Grammar Translation method is one of the oldest method that has roots in the late eighteenth century .This shows that we have many new and old methods, nowadays days GTM is still being widely used .GTM method is used to check learners knowledge and vocabulary GTM method helps students to understand the meaning of the sentence ,not just individual words. Richards and Rodgers that; “It is difficult to decide which is more surprising that GTM method has survived till now and it was essential for study dead languages that are still alive ,it was historically used when people of western world wanted to learn dead languages like Latin and Greek.”

GTM was developed to study dead languages .English is not dead language, so any teacher that study dead language in English class uses GTM method. GTM is still common in many countries. Brown attempts’ to explain why this method is still in use; “Teacher of teaching GTM method should have special skill to teach it. Test of grammar rules and of translations and wrote exercise”. GTM method requires simple test to be conducted to analyze student’s grammar skills. GTM method is the easiest method for teachers. In monolingual class, translation is an excellent technique that has to be fluent in student’s language too. The main advantage of GTM is that it is quick and effective in spite of many attacks GTM is still employed today. In western world foreign language learning in

school was synonymous with learning of Latin and Greek, Latin was thought what has been known as classical method focuses on grammatical rules learning of new vocabulary of various text Brown .H.D.(1994); "When other languages started to be thought in eighteenth and nineteenth centuries ,then Grammar Translation method was adopted as the chief mean for teaching foreign languages ". A little attention was given to teach oral use of languages .After that languages were learn for being scholarly or for getting knowledge about foreign languages . During nineteenth century classical method was known as "Grammar Translation Method" Stern .H.H (1992) in his book: "Issues and options in Language Teaching" Gives a contrastive analysis just as the comparative linguistic studies is important for foreign language, he therefore translation plays important role in language learning".

Brown .H.D (1994) in the principles of language learning and teaching say: "It does nothing more than enhancing students communicative ability in the language". Cunningham (C.2000) in the paper: "Translation is a useful tool for second language learning in a classroom indicates there may be some negative from using translation can contribute to the students accusation of second language learning at all levels ". Austin J Damien (2003) in his paper: The Grammar Translation Method of Language Teaching states; "as a teacher he likes to use Grammar Translation Method, because he can assume the intellect of his students. He could talk to them like intelligent people that they were, he could talk about grammar and vocal simple bleary that he was teaching. He used to use simple language so that the student could comprehend it easily."

In the past ,the need of the foreign language was required as it is today .At that time ,in western world Latin and Greek were considered the learning language .The rules and regulations of a language were followed strictly followed in that time .There was no compromise in the use of grammar rule,

syntactic structure etc. Along with that rote memorization of vocabulary and translation of literary text were on the focus. Late in the nineteenth century, Grammar translation method was introduced which proved insufficient for communication purpose and oral interaction as well. In this atmosphere, in the last two decades of nineteenth century Francoise Gouine described his harrowing experience which was a series method of connected sentences. Charles Berlitz called it a “ Direct method, in which there is a lot of oral interaction, spontaneous use of language by completely ignoring first language and even grammatical rules. It was designed completely for the oral communication and speaking foreign language confidently and smoothly. Direct method is usually referred as “reform method, conversational method, phonetical method, natural method, and anti grammar method” In this method, students and teacher are directly involved to improve their communication skill by oral interaction, spontaneous use of language without being conscious of translation or grammar rule.

Larsen –Freeman states in direct method language is a primarily speech. Classroom instructions and classroom activities are carried out in the target language; therefore students are actively involved in using the target language .Larsen-Freeman (2000). Basically ,direct method promote the second language without applying first language (mother tongue)in in the class .It enhance the learning power and interest in the students .Along with that DM also stimulate students toward speaking skill as well as oral communication by totally ignoring their mother language.

According to Stern “Dm is characterized by the use of target language as a mean of instruction and communication in the language classroom and by the avoidance of use of first language and of the translation as a technique” (Stern H.H.p.456). Preferably its aims are speaking reading

understanding and getting good pronunciation .The learners are encouraged to speak freely without caring for even grammatical structure. Not forcing but encouraging would enhance curiosity to learn. Writing is ignored as much as possible because direct method is only applicable for oral communication. In the words of Professor of Pennsylvania state university; “A successful teacher of the DM need competence in his language ,stamina ,energy ,imagination ,ability, and time to create own material and courses ,immense vitality, robust, health ,real fluency in modern language he teaches .He must be resourceful in the way of gestures and tricks of facial expression, be proof against linguistics fatigue in the language teaching day and be able to sketch rapidly on the board.”
(Duchackova 2006

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It fulfills this assumption that language is best learned when students actively use it in classroom by using its techniques of questioning answering , reading aloud , conversational practice etc...while doing so they neglect what grammar says. Vietor refers that “this study of grammar is a useless torture .It is certainly not understood; therefore it can have no effect as for as the molding of the intellect is concerned and no one could seriously believe those children could learn their living German tongue from it” (Disprachuntrricht muss umkehrn 1882).

DM comparatively attract more students than GTM and others methods. It's basically an activity based learning in which students actively participate and show their best by playing with words .Playing with words, not only improve oral communication but also make them able to express themselves in second language confidently as well. DM discourage the use of book ,grammar rules , use of first language and writing activities to promote speaking skill fluently in foreign language.

METHODOLOGY

The methodology of this paper describes place of study, sampling procedure, profile of informant, method of data collection and analyzing procedure of the collected data.

Place and informants of study:

The subject of the research is GTM and DM contrastive study while teaching English as second language especially in Pakistan .As for as location is concerned, a large number high secondary school of Rawalpindi Islamabad ‘Sargodha, Bhakhar are included in this research .Both male and female students of high secondary school are the informants

Research statement:

Grammar translation method ad direct method contrastive study is shown by the research in Pakistan at High secondary school level.

Objectives:

Following are the objective of the study:

1. To know all the aspect of GTM (in Pakistan at high secondary school level) while teaching English
2. To know all the aspect of DM(in Pakistan at high secondary school level) while teaching English
3. To justify in practical sense which method is better

Research Question:

- 1) Does GTM method have importance at high secondary school level while teaching English?
- 2) Does DM method have importance at high secondary school level while teaching English?
- 3) Which is the best method, GTM or DM, while teaching English in Pakistan at high secondary school level?

Data Collection and Procedure of Analyzing the Data

For the collection of data quantitative method is use and a survey was done while distributing the questionnaire among the informants of high secondary school level student .the questionnaire was returned after answering by the 40students and 40 teachers. The data was analyzed by using simple statistical method.

SA =strongly agreed

A=agreed

UN=uncertain

Dis=disagree

SDA=strongly disagree

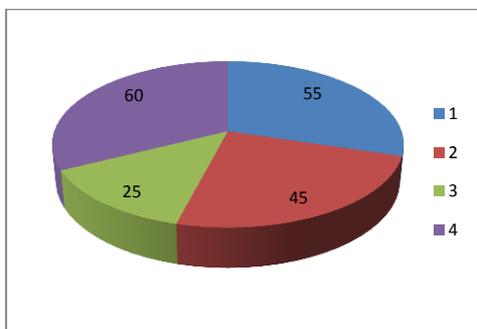
Questions	SA	A	UN	DIS	SDA
1. Do you think that Grammar translation method is used at high secondary school level?	28 35%	32 40%	4 5%	8 10%	8 10%
2. Do you think grammar translation method is suitable for learning English language?	20 25%	50 62.5%	0	12 15%	8 10%
3. Should Grammar translation method be changed?	20 25%	28 35%	8 10%	16 20%	8 10%
4. Do you have idea about this method?	32 40%	28 35%	4 5%	8 10%	8 10%
5. Does the method used well?	16 20%	24 30%	12 15%	16 20%	4 5%
6 Is the GTM method traditional?	36 45%	16 20%	8 10%	8 10%	12 15%
7. Do you think direct method is better than GTM method?	36 45%	8 10%	16 20%	8 10%	12 15%
8. Do you think that student can learn English well by using direct method?	40 50%	36 45%	0	4 5%	0
9. Do you think that students can improve speaking ,listening skill by using direct method?	44 55%	24 30%	4 5%	8 10%	0

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10. Do you think that group activity is also essential for direct method?	40 50%	24 30%	8 10%	0	8 10%
11. DO YOU think that combination of these two methods is the way to teach the students?	48 60%	28 35%	0	0	4 5%

In response to the question, do you think that Grammar translation method is used at high secondary school level? 25% participant is strongly agreed, 62.5% are agreed, and 5% uncertain 10% agreed and 10% strongly disagreed. In response to the question, do you think grammar translation method is suitable for learning English language? 28 % participants are strongly agreed and 32% are agreed, 0% uncertain 15% are disagreed and 10% strongly disagreed. In response to the question, should Grammar translation method be changed? 25% participants are strongly agreed and 35% are agreed, 10% uncertain 20% are disagreed and 10% strongly disagreed. In response to the question, do you have idea about this method? 40 % participants are strongly agreed and 35% are agreed, 5% uncertain 10% agreed and 10% strongly disagreed. In response to the question, does the method used well? 20% participants are strongly agreed and 30% are agreed, 15% uncertain 20% are disagreed and 5% strongly disagreed. In response to the question, is the GTM method traditional? 45% participants are strongly agreed and 20% are agreed, 10% uncertain 10% are disagreed and 15% strongly disagreed. In response to the question, do you think direct method is better than GTM method? 45% participants are strongly agreed and 10% are agreed, 20% uncertain 10% disagreed and 15% strongly disagreed. In response to the question, Do you think that student can learn English well by using direct method? 50% participant are strongly agreed and 45% are agreed, 0% uncertain 5% disagreed and 0% strongly disagreed. In response to the question, do you think that students can improve

speaking listening skill by using direct method? 55 % participant are strongly agreed and 30% are agreed,5% uncertain 10% disagreed and0% strongly disagreed. In response to the question Do you think that group activity is also essential for direct method? 50 % participants are strongly agreed and 30% are agreed, 10% uncertain 0% disagreed and10% strongly disagreed. In response to the question do you think that combination of these two methods is the way to teach the students? 60 % participants are strongly agreed and 35% are agreed% uncertain 0% disagreed and 5% strongly disagreed.



In this chart it is shown that 60% participant are strongly agreed that combination of GTM and DM is the best way to teach English language,45% strongly agreed that direct method is better than gtm,55% are strongly agreed that direct method improve listening and speaking skill,25 % strongly agreed that GTM is a suitable method for English language learning.

CONCLUSION

Without applying grammar ,Words are put together devoid of any meaning and sense .grammatical rules are taught by teacher in order to develop student's skill about understanding the demanded English language of the entire world .GTM has

proved helpful in improving reading and writing skill respectively ,but Speaking and listening skills are affected in the GTM ,though to some extent it is beneficial in the speaking skill .Teacher plays authoritative role and students learn passively in the GTM. (ESmail Heydari ASI 2015) said “GTM gets the student to analyze the language rather than use it. reading and writing are given the major role to play where speaking skill is paid no or little attention” Teacher is the central figure in this method DM method has also become popular and effective while learning English language .it plays important role for enhancing the speaking and listening skill. Although reading and writing skills are affected in the usage of DM method (DR Sayeh s abdullah2013) said about DM’ this “method is based on the direct involvement of students’ when speaking and listening to the foreign language in common every day situation”. Each of these methods has its contribution and function in the learning of the second language In the light of conclusion, it is strongly recommended that teacher should adopt combination of these two methods, TM as well as DM, in the class, so that four skills of English language, listening, speaking, reading and writing may be polished effectively among the students of contemporary era.

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