

Chapter One

The general framework of the Research

1.0 Introduction

The use of language facilitates human communication since Language is a system of conversation reflects the culture of a certain people it has to be taught to the members of the society. Therefore through various periods of history appears a kind of method to facilitate teaching languages to members of the society.

The grammar translation method which was used to help communication between the Arabs and foreigners for more than half century.

So since English language was a foreign language to Saudi people at that time, translation of English terms into Arabic language was urgently needed.

Thus translation of the terms of Arabic and English language is regarded as the backbone of this method which in return ignores the process of direct speaking which is regarded as one of the most outstanding disadvantages of this method which is actually based on the principle of translating stereotype forms of sentences which have to be kept by heart by a group of learners who repeat these boring sentences like parrots.

The use of this method in nineteenth century in Saudi Arabia or other countries which exposed to foreign occupation might be justified. But the continuation of using it now in some Saudi secondary schools is regarded as a grave situation is not justified at all.

The continuation on the use of grammar translation method in Saudi secondary schools leads to the students' weakness in skills of speaking and listening. And this in turn accelerates the deterioration of the students general standard in English language.

Word by word translation of English passages leads to declining English language. This is because translation impedes the process of understanding the nature of language and makes Saudi students think of Arabic language when they want to speak English language.

This in return creates a sort of difficulties between Arabic and English language not only in the process of reading but also in the process of speaking and appreciating language. Absence of both the Saudi fully trained English language teachers and also the training English language centers like The British Council.

Also the continuation of tentative English curriculum at Saudi primary or secondary schools helps a lot in the decline of English language not only in the primary or secondary levels but also at some Saudi universities as well.

The extensive use of Arabic language inside the classroom by some Saudi English language teachers has played a major role in declining this language for this way of using much translation makes the Students resort to direct translation instead of guessing the meaning of the words within the English sentences or the context. Besides this the apparent weakness of some Saudi English language teachers has its significant role in deteriorating of the English language performance inside the classroom.

Thus finally the absence of well –trained Saudi English language teachers and also the absence of excellent English language training centers have extended the life span of grammar translation method in the Saudi Arabia and thereby it lives and continues to live happily without being buried. But unfortunately enough, the English ruler has left while his style and methods stay in the mind of many people in the unlucky Arab countries.

1.1 Statement of the problem:

The general standard of Saudis secondary school students' professing in English language continues to deteriorate as a result of the use of grammar translation method inside the classroom.

1.2 Aims of the research:

The thesis aims at:

1. To explain the nature and the history of the use of the G.T.M.
2. To explain the deficiency and the limitations of the G.T.M as a language teaching method.
3. To improve Saudi students standards of English.

4. To find out whether the G.T.M has any advantages to the Saudi secondary school learners.

1.3 Research Questions:

The thesis is supposed to answer the following question:-

1. Why is the Grammar translation method used to teach English more than other methods?
2. Why is the standard of Saudi secondary school students become weak recently?
3. What are the reasons contribute to the weak standard of Saudi secondary school students?
4. Are there any other factors contributing to the students' weakness in English language beside the use of G.T.M?

1.4 Research hypotheses:

1. School teachers are not aware of other methods of teaching that will improve students' performance in English.
2. School teachers restrict themselves while teaching to the grammar translation method.
3. School teachers are not keen enough to overcome such problems of weakness.
4. There are other factors that contribute to the weak performance of students.

1.5 Research Methodology:

This paper was done in Northern boarders Saudi Arabia in thirty five different schools. It was focused on the students in the third classes in secondary schools. Data was collected through questionnaire, test and interview. The questionnaire was used with teachers, they were assigned randomly, the test was used with students and the interview was done with experts.

1.6 The importance of the research:-

This research was done to investigate the impact of using grammar translation method on the performance of Saudi secondary school students. The researcher wanted to find the cause for the deterioration of the standard of Saudi EFL learners at secondary schools. The researcher was trying to explore the reasons for this weakness in learning English.

1.7 Research limits :-

- Theme limit : to cover thirty five schools.
- Time limit : from 2014 to 2016
- Location limit : Northern Borders / Saudi Arabia / Arar.
- Human limit : teachers+ experts

Chapter Two

Literature Review

2.0 What is the grammar translation method?

The G.T. method is an old method that dominates the scene of FLT in the whole world since the 19th century till now. It is still the most favorite one for most of the English language teachers in schools and universities. Teachers restricted themselves to it as a final goal and never think of other motivating and excellent methods of teaching that would improve their students' standards.

The Grammar Translation method is not new. It has had different names, it has been used by language teachers for many years it was called the Classical Method because it was the first method in teaching the classical languages like Latin and Greek. Earlier in this century, it was used for the purpose of helping students to read and appreciate foreign language literature. This method was developed by German scholars (Howatt 2000: 131) and later on popularized through works of others such as the American linguist Sears—probably the first that comes to mind when translation in FLT is mentioned. This method inherited the tenets of other traditional methods but at that time (that is, the 19th century) it started to be used with modern languages. The shortcomings of its methodology are probably responsible for the general hatred for translation (Vermes 2010: 86) between speakers.

This was also the implicit belief in the Grammar-Translation method: grammar rules constituted a formal code, guided by logic and especially present in literary or formal texts. Indeed, proficiency in a language was assessed in terms of the lexical and grammatical accuracy shown in translations. Consequently, this method advocated deduction, memorization of rules and lists of vocabulary, translation and contrastive analysis.

2.1 Definition of the Grammar Translation Method:

According to Freeman (2000: 11): The Grammar Translation Method is a language teaching method that enable learners to read literature written in the target language. The target can be reached by learning about the grammar rules and

vocabulary of the Target Language. It is also believed that studying foreign language provides students with good mental exercise which helps develop the students' mind.

Broughton, et al (1980: 39) said that “the traditional view that the English language consisted of a battery of grammatical rules and a vocabulary book produced a teaching method which selected the major grammar rules with their exceptions and taught them in a certain sequence”.

According to Setiyadi (2006: 32-33): The Grammar Translation Method embraces a wide range of approaches but broadly speaking, teaching target language is seen as a mental discipline even though it is often claimed that the goal of the teaching is to be able to read literature in its original form. With regard to the nature of language and languages learning, GTM has different points of view from modern methods.

2.2 The characteristics of the Grammar Translation Method:

Freeman, D. (2000:4) in his book titled “Techniques & principles in Language Teaching” discussed the following principles:

- The purpose of this method is to read literature of foreign language hence literary language is superior.
- The second goal is to translate target language into native language.
- Importance is given to reading & writing on the other hand speaking & listening is neglected.
- The role of teacher is an authoritarian role.
- The students are passive in the classroom.
- Grammar is taught deductively.
- Learners memorize native language equivalents for target language vocabulary words.
- The interaction in the classroom is from teacher to students.
- Vocabulary & grammar is focused.

Prator and Murcia (1991:10), listed the following major characteristics of Grammar-Translation Method:

- Target language is used meagerly & classes are taught in the mother tongue.
- Vocabulary is taught in the form of lists of isolated words.
- Long & difficult explanations of the intricacies of grammar are provided
- Classical texts are used for reading.
- The context of texts is almost neglected.
- Drills are exercises in translating disconnected sentences from the target language into the mother tongue.
- Pronunciation is not given importance.

Richards & Rodgers in their famous book “Approaches and Methods in Language Teaching” (2006: 51) discussed the following main principles of GTM:

- Translation interprets the words and phrases of the foreign languages in the best possible manner.
- The phraseology and idioms of the target language can best be assimilated in the process of interpretation the structures of the foreign language are best learnt when compared and contrasted with those of the mother tongue.

2.3 Pros & Cons of the Grammar-Translation Method:

2.3.1 The Advantages of the Grammar-Translation Method:

The biggest advantage of this method is understanding of the phraseology (expressions & phrases) i.e. abstract words, idioms, phrases, metaphors, similes etc. since translation is possible in this method. Hence students can have better understanding of complicated concepts.

This could be one of the reasons that this method is still prevalent & practiced in some parts of world. The language of student & teacher does not hamper communication gap. Since students are taught in their mother tongue, they can comprehend well.

This method is useful from this aspect that students are taught grammatical rules deductively. Consequently, student’s comprehension & ability to write correct sentences improves. Students are taught books in their mother tongue they may have a better command than other students. This method requires few specialized skills on the part of teachers so any one can teach.

2.3.2 Disadvantages of Grammar Translation Method:

- Students do not participate actively in the classroom.
- Communication is not much focused.
- Very little attention is paid to content.

The focus is made on translation which is sometimes misleading.

Brown H.D. (1994:78-80), in his Principles of Language Learning and Teaching, states “It does virtually nothing to enhance a student’s communicative ability in the language.

2.4 An analysis of the advantages and disadvantages of the use of grammar translation method in practical teaching

The grammar-translation method is a traditional method used in foreign language teaching. It was widely used in Western European Countries in the 18th and 19th centuries. The target language was translated into the mother tongue. Grammar teaching and translation exercises were mainly relied on to teach a foreign language. The central idea was in that when learning a foreign language, its grammatical rule system should be learned and memorized and used when translating literature works and sentences from the target language to the mother tongue.

In China in the period from 1980s to early 1990s, the grammar-translation method was viewed as the only way of foreign language teaching. Teachers took grammar as the basis and translation as the basic method for their teaching and translation and students’ ability in reading foreign sample articles and imitating them to write their own ones as the purpose. We have to admit that this method had a lot of advantages when it was proposed. For example, translation helps students to profoundly understand abstract meaning of foreign words and complex sentence structures; systematic grammatical knowledge develops students’ clear grammatical concepts, exact understanding of words and translation capacity; extensive reading and recitation of original works cultivate students’ reading and writing abilities. In the 1990s especially the 21st century, due

to the deepened contact between China and the world, government's educational idea has been changed a lot. Foreign language teaching was inclined to be instrumentality-oriented teaching and people have paid increasing attention to the practical use of language learning or the improvement of communicative ability. Students taught with the grammar-translation method have displayed some problems, such as emphasizing written language only while lacking in oral expressive ability or even suffering from long-term deaf mutism to a foreign language, developing the habit of relying too much on translating everything into the mother language hence influencing their ability of communicating in a foreign language.

2.5 Initial principles of the Grammar Translation method:

The principle characteristics of the grammar translation method may be identified as follows:

- *A fundamental purpose* of learning a foreign language is to be able to *read its literature*. Literary language is superior to spoken language. Students' study of the foreign culture is limited to its literature and fine arts.
- *An important goal* is for students to be able to *translate* each language into the other. If students can translate from one language into another, they are considered successful language learners.
- *The ability to communicate* in the target language is *not a goal* of foreign language instruction.
- The primary skills to be developed are *reading and writing*. Little attention is given to speaking and listening, and almost none to pronunciation.
- The teacher is the *authority* in the classroom. It is very important that students get the correct answer.
- It is possible to find *native language equivalents* for all target language words.
- Learning is facilitated through *attention to similarities* between the target language and the native language.
- *It is important* for students to learn about the form of the target language.

- *Deductive application* of an explicit grammar rule is a useful pedagogical technique.
- *Language learning* provides good mental exercise.
- Students should be conscious of *the grammatical rules* of the target language.
- Wherever possible, verb conjugations and other grammatical paradigms should be *committed to memory*.

Reviewing the Principles

The principles of the Grammar-Translation Method are organized below by answering the ten questions. Not all the questions are addressed by the Grammar-Translation Method; we will list all the questions, however, so that a comparison among the methods will be easier to make.

1. What are the goals of teachers who use the Grammar-Translation Method?

According to the teachers who use the Grammar-Translation Method, a fundamental purpose of learning a foreign language is to be able to read literature written in the target language.

To do this, students need to learn about the grammar rules and vocabulary of the target language. In addition, it is believed that studying a foreign language provides students with good mental exercise which helps develop their minds.

2. What is the role of the teacher? What is the role of the students?

The roles are very traditional. The teacher is the authority in the classroom. The students do as he says so they can learn what he knows.

3. What are some characteristics of the teaching/learning process?

Students are taught to translate from one language to another. Often what they translate are readings in the target language about some aspect of the culture of the foreign language community. Students study grammar deductively; that is, they are given the grammar rules and examples, are told to memorize them, and then are asked to apply the rules to other examples. They also learn grammatical paradigms such as verb conjugations. They memorize native language equivalents for foreign language vocabulary words.

4. *What is the nature of student-teacher interaction? What is the nature of student-student interaction?*

Most of the interaction in the classroom is from the teacher to the students. There is little student initiation and little student-student interaction.

5. *How are the feelings of the students dealt with?*

There are no principles of the method which relate to this area.

6. *How is language viewed? How is culture viewed?*

Literary language is considered superior to spoken language and is therefore the language students study. Culture is viewed as consisting of literature and the fine arts.

7. *What areas of language are emphasized? What language skills are emphasized?*

Vocabulary and grammar are emphasized. Reading and writing are the primary skills that the students work on.

There is much less attention given to speaking and listening. Pronunciation receives little, if any, attention.

8. *What is the role of the students' native language?*

The meaning of the target language is made clear by translating it into the students' native language. The language that is used in class is mostly the students' native language.

9. *How is evaluation accomplished?*

Written tests in which students are asked to translate from their native language to the target language or vice versa are often used. Questions about the foreign culture or questions that ask students to apply grammar rules are also common.

10. *How does the teacher respond to student errors?*

Having the students get the correct answer is considered very important. If students make errors or don't know an answer, the teacher supplies them with the correct answer.

2.6 The components of the grammar Translation Method:

Larsen & Freeman, in their book *Techniques and Principles in Language Teaching* (2000:13) provided expanded descriptions of some common / typical techniques closely associated with the Grammar Translation Method. The listing here is in summary form only.

- (1) Translation of a Literary Passage (Translating target language to native language).
- (2) Reading Comprehension Questions (Finding information in a passage, making inferences and relating to personal experience)
- (3) Antonyms/Synonyms (Finding antonyms and synonyms for words or sets of words).
- (4) Cognates (Learning spelling/sound patterns that correspond between L1 and the target language)
- (5) Deductive Application of Rule (Understanding grammar rules and their exceptions, then applying them to new examples)
- (6) Fill-in-the-blanks (Filling in gaps in sentences with new words or items of a particular grammar type).
- (7) Memorization (Memorizing vocabulary lists, grammatical rules and grammatical paradigms).
- (8) Use Words in Sentences (Students create sentences to illustrate they know the meaning and use of new words)
- (9) Composition (Students write about a topic using the target language).

2.7 Some considerations about the initial techniques of grammar translation Method:

There are some useful techniques associated with the Grammar-Translation Method. Below is an expanded description of some of these techniques.

- Translation of a Literary Passage

Students translate a reading passage from the target language into their native language. The reading passage then provides the focus for several classes:

vocabulary and grammatical structures in the passage are studied in subsequent lessons. The passage may be excerpted from some work from the target language literature, or a teacher may write a passage carefully designed to include particular grammar rules and vocabulary.

The translation may be written or spoken or both. Students should not translate idioms and the like literally, but rather in a way that shows that they understand their meaning.

- Reading Comprehension Questions

Students answer questions in the target language based on their understanding of the reading passage. Often the questions are sequenced so that the first group of questions asks for information contained within the reading passage. In order to answer the second group of questions, students will have to make inferences based on their understanding of the passage.

This means they will have to answer questions about the passage even though the answers are not contained in the passage itself. The third group of questions requires students to relate the passage to their own experience.

- Antonyms/Synonyms

Students are given one set of words and are asked to find antonyms in the reading passage. A similar exercise could be done by asking students to find synonyms for a particular set of words. Or students might be asked to define a set of words based on their understanding of them as they occur in the reading passage. Other exercises that ask students to work with the vocabulary of the passage are also possible.

- Cognates

Students are taught to recognize cognates by learning the spelling or sound patterns that correspond between the languages. Students are also asked to memorize words that look like cognates but have meanings in the target language that are different from those in the native language. This technique, of course, would only be useful in languages that share cognates.

- Deductive Application of Rule

Grammar rules are presented with examples. Exceptions to each rule are also noted. Once students understand a rule, they are asked to apply it to some different examples.

- Fill-in-the-blanks

Students are given a series of sentences with words missing. They fill in the blanks with new vocabulary items or with items of a particular grammar type, such as prepositions or verbs with different tenses.

- Memorization

Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorize them. Students are also required to memorize grammatical rules and grammatical paradigms such as verb conjugations.

- Use Words in Sentences

In order to show that students understand the meaning and use of a new vocabulary item, they make up sentences in which they use the new words.

- Composition

The teacher gives the students a topic to write about in the target language. The topic is based upon some aspect of the reading passage of the lesson. Sometimes, instead of creating a composition, students are asked to prepare a *précis* of the reading passage.

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It does virtually nothing to enhance a student's communicative ability in the language.

On the other hand, one can understand why Grammar Translation is so popular. It requires few specialized skills on the part of teachers. Tests of grammar rules and of translations are easy to construct and can be objectively scored. Many standardized tests of foreign languages still do not attempt to tap into communicative abilities, so students have little motivation to go beyond grammar analogies, translations, and rote exercises. And it is sometimes successful in leading a student toward a *reading* knowledge of a second language.

2.8 The general concept of the Grammar Translation Method:

The Grammar Translation Method is one of the most traditional methods, dating back to the late nineteenth and early twentieth century. It was originally used to teach 'dead language' (and literatures) such as Latin and Greek, and this may account for its heavy bias towards written work to the virtual exclusion of oral production.

2.9 Approach and design of grammar translation method:

Setiyadi (2006: 32-33) explains the assumptions of Grammar Translation Method are:

2.9.1 Theory of Language:

Through Grammar Translation Method language is believed to consist of written words and of words which exist in isolation; they are individual words which can be translated one by one into their foreign equivalents and then assembled according to grammatical rules into sentences in the foreign language. Vocabulary in the target language is learned through direct translation from the mother tongue. Reading in the target language is translated directly and then discussed in the native language.

2.9.2 Theory of Teaching:

In language teaching what should be taught is not the language itself but the faculty of logical thought and provided valuable mental discipline.

This is often criticized because IQ of average school children is not high enough to cope with his method. Through this method teaching the target language relies very much on cognitive ability.

2.9.3 Theory of Learning:

Learning a foreign language needs feeling secure and this condition may take place whenever language learners know how to say in the target language.

This assumption may suggest that grammar teaching is needed in order that learners know how words are arranged to express their ideas. In situations where English is learned as a foreign language students often do not feel secure when they are not sure whether what they express is right or not. So,

the communication will not be meaningful without learning grammar.

2-10 Design

All teaching methods and techniques have their own characteristics. They have different objectives, , types of teaching learning activities, learner role, teacher role, and the role of the student's native language. The elaborations of the Grammar Translation Method are as follows:

2.10.1 The objectives

Setiyadi explains "the general objectives of the Grammar Translation Method are: learners are able to read literature that is written in the target language.

This purpose can be reached by learning about the grammar rules and vocabulary of the target language. It is also believed that studying a foreign language provides students with good mental exercise which helps to develop students' minds".

2.10.2 The Syllabus:

The choice of a syllabus is a major decision. The syllabus used in Grammar Translation Method teaching learning language is a structural syllabus. The content of the teaching is a collection of the forms and structures of the language being taught. Here, grammar is taught deductively and then practiced through translation exercises. Vocabulary is learnt from bilingual words lists.

2.10.3 Types of Learning and Teaching Activities:

Setiyadi defines them in this way "in this technique, teachers make the students learn the grammar rules deductively by translating the target language into the students' native language. Here, students also need to learn about the target language vocabulary".

2.10.4 Learner Roles:

The role of the students in Grammar Translation Method is that they do as the teacher's says so they can learn what their teacher knows.

2.10.5 Teacher Roles:

The teacher is authority in the classroom. S/he asks the students to translate the target language into their native language and asks the students in their native language if they have any questions, students ask questions and the

teacher answers the questions in their native language.

2.10.6 The Role of the students' native language:

The meaning of the target language is made clear by translating it into the students' native language. The language that is used in class is mostly the students' native language.

2.11 Grammar translation method and its role in ELT:

2.11.1 English in secondary schools:

English is an international language that is necessary to be taught for acquiring and developing science, technology, art and culture, and developing international relationship.

2.11.2 School-Based Curriculum:

English teaching in secondary school, is based on the School Based Curriculum. It could reach the informational level because the students are prepared to continue their study up to the university level. It is hoped that on the informational level, students shall be able to access knowledge using the language knowledge in the Third grade of senior high school.

2.11.3 The Purpose:

Teaching English language in Senior High School has the following purposes:

- (a) To enable students to develop the communicative competence in the written and spoken so that they might reach the informational literacy level.
- (b) To make the students consciousness about the nature and the importance of English language on the global level.

(c) Teachers are able to develop the students' understanding about the relationship between language and culture.

2.11.4 The Scope:

The English lesson's scopes in Senior High School include:

- (a) Discourse competence, the ability to understand and/or produce the spoken and/or written text to reach the informational literacy level.

(b) The ability to understand and create short functional text and monolog text and also essay in the form: procedure, descriptive, recount, narrative, report, news item, analytical exposition, spoof, explanation, discussion, review, and public speaking.

(c) Supporting competence, that is linguistic competence (using language structure and vocabulary, phonetics, writing system), Socio Cultural Competence (using expression and language action in the acceptable way in various communication contexts), Strategy Competence (solving the problem which arises in the communication process).

2.12 Characteristics of Saudi Secondary School Students:

The ages of the students of eleventh grade of secondary school are generally fifteen to eighteen years old, they are not children anymore but they are in the transition period. It is because they have roles as teenagers, their position is between the end of childhood and the beginning of adult period. According to Suparwoto et al (2004: 62) there are some characteristics of this stadium:

(1) In the important period, there are some periods consider more important than the other periods because they directly affect toward manner, behavior, and some consider important because they effect long period.

(2) In every transition period, there is ambiguous individual status and character. In this period, a child is not a child anymore but is not adult too. On the other hand, in the teenager's status makes teenager try a new life style, thinking, and also new character.

(3) In the alteration period, there are some alterations in this period.

First, the changing of emotion suspended on the physical and psychological changing happened. Second, the teenagers do not certain of their selves, ability, and their interest. Third, their body, interest, and role hope by the environment cause new problems for teenagers. Forth it also accompanied by the changing in norms. Fifth, the teenagers are ambivalence to every changing.

(4) In the age in teenagers' problem and tend to be difficult to solve because they never solve their problems their selves and they often think that they are independent enough to survive.

(5) This period is the teenagers' time for looking their identity; it is also a scoring age and unrealistic period.

(6) In the adult threshold period, teenagers begin to act like adult, smoking, drinking and consuming drugs.

Setiyadi (2006: 183) states that:

In teaching teenagers, the age level between childhood and adult, some assumptions about teaching English to children still apply to teaching this group but some assumptions about teaching adults may also work for them. Different from children, teenagers may demand to know the rules and the meanings in their language.

A method that entails understanding of grammatical rules, such as the Grammar Translation Method may be introduced to this group since they already have capacities for abstraction as a result of their intellectual maturation.

It means that teenagers are already good in handling the rules and the meaning in their language. We can use Grammar Translation Method to make them know about grammatical rules because they have had capability in handling an abstract.

2.12.1 The Grammar Translation Method inside Saudi Arabian Schools:

Classroom observation were performed in order to prove that learners follow certain language strategies such as literal translation. The students in secondary schools tend to do this translation to resolve understanding problems in L2. So teachers or students resort to use Arabic forms or literal translation to explain what they wanted to convey in English. Arabic is used when the students face any difficulty in expressing themselves. On the other hand the advanced students insist to use specific Arabic concepts and sometimes they translate them into English.

Also teachers themselves sometimes use direct translation when they feel that their students face any understanding problems.

2.13 Establishing Comprehensive English Teaching Pattern with a Combination of the Communicative Teaching Method and the Grammar-Translation Method:

Regardless of all criticism it has received, the grammar-translation method has been an indispensable method in English teaching as well as a necessary step in the cultivation of students' communicative ability in a non-English environment. A person cannot have successful communication before having a correct mastery of language rules. Although the applicability of the communicative method has been widely accepted, this method is still confronted with some practical problems brought about by different language systems, learning habits and logic between East and West. As a result, it cannot be effectively applied and conducted immediately and fully at the moment. Accordingly, I think we should search for a fusion between the traditional teaching methods and the modern teaching method with a more dialectic attitude based on the learner's practical ability and request, that is, adopting a new method fusing the two methods together in one class of comprehensive English. By taking advantage of their complementary advantages, we can form a new idea and method suitable for Chinese people's teaching of English.

2.14. Modern technologies in language teaching:

In modern methodology two main tendencies set apart: methods in which the teacher has the most important role and chooses the items students will learn opposing the one where focus shifts away from the teacher to the students. This makes students more responsible for their own learning and allows to meet individual needs of each student. (Ruth&Stuart 1986:20)

2.15. Grammar-translation vs. communicative approach:

In recent years , there has been a major shift in perspective within the language teaching profession concerning the nature of what is to be taught. In simple terms, there has been a change of emphasis from presenting language as a set of forms (grammatical , phonological, lexical) which have to be learned and practised, to presenting language as a functional system which is used to fulfil a

range of communicative purposes, which is described as communicative competence. The aim of this thesis is to present both attitudes, which are still widely used in foreign language education area. Each method is introduced concerning its principles and the advantageous place for practical application it offers.

2-16. Fusion of the Two Methods in Practical Teaching:

2.16.1 Their Fusion in Different Learning Stages:

Mostly of the newcomers to college, have no strong communicative ability in English and are accustomed to accepting knowledge passively from the teacher due to the influence of exam-oriented education. This is so despite of their systematic English learning in senior high school. When taught with a pure communicative method, they might feel at a loss and then frustrated or even bored with English learning. Therefore, it may be better to have the grammar-translation method as the major method and the communicative method as an aid when teaching these freshmen or sophomores in order to provide them with a solid basis which will lead to communicative training in senior grades. The ultimate goal of language learning and training still lies in achieving effective communication and fulfilling specific tasks with language as a communicative tool.

With students' necessary preparation in middle and low grades, teachers are expected to offer students in senior grades with opportunities of practical communicative training in order to help and guide them to achieve the pre-set goal. At this stage, the communicative method should take the dominance while the grammar-translation method plays a complementary role.

2.16.2 Fusion in Different Skills:

Comprehensive English emphasizes students' comprehensive training in listening, speaking, reading, writing and translation.

Due to the specialty of listening and speaking training, they are usually dealt with separately while the other two skills are mainly trained through learning of texts.

As for listening and speaking, students are expected to follow classes given in English, to understand short conversations, lectures as well as reports with familiar

topics, simple structure and a speed of 120 words per minute, to ask and answer and retell based on relevant listening material, to make conferred presentations based on familiar topics after adequate preparation. Obviously, the communicative method helps to achieve the teaching goal in listening and speaking practice. In practice, teachers may ask students to listen to tapes, do exercises and have discussions based on hot issues with teachers' checking and instruction; they may also analyze some difficult points in listening material and have more extensive learning of new words and expressions. However, those who have been accustomed to the traditional method tend to keep silent and think little of this method since they cannot learn sufficient knowledge and language points.

As a result, teachers should use the grammar-translation method at times with the communicative method as the main line. For instance, some difficult points at the linguistic level can be explained with the traditional method. Students' reading, writing and translation skills are mainly trained in learning texts.

Teachers are expected to base their teaching on texts to give students certain information and language knowledge first of all by focusing on the translation and understanding of texts and then establish new situations beyond the texts for practice of communicative skills. I once adopted a four-step method including preparatory reading, listening and answering, communication on text and conferred communication in the text teaching process, achieving a natural transition and fusion of grammar-translation training and communicative training. In the first step, students are required to preview a text beforehand with their grammar-translation experience in which they can make sure about some new words, the gist of the text and some questions and therefore have the next day's class with full preparation. In the second step, the teacher first asks students to correct their pronunciation and intonation by imitating the tape and then plays the tape once again for students to answer questions or make judgments so as to check their preparatory reading. In the third step, the teacher may guide students to have communication in the context related to the text and help them to solve some problems in key words, sentences and understanding of content they displayed in the previous two steps. When

explaining key words and sentences, the grammar-translation method should be used to deepen students' understanding of the text and improve their ability to use language correctly and flexibly through right communication on the text. In the last step, students' enthusiasm for communication is fully encouraged.

Here the communication in this step is different from that in the previous steps since teachers need to employ a variety of advanced teaching methods to create language situations and communicative tasks which originating from text while going beyond of it. Students are able to apply what they have learnt to real communication through continuing writing texts, having simulated dialogues, having role-plays, having discussions and so on, hence achieving the purpose of communicating ideas through language.

2.17.The history of Grammar Translation Method:

In the Western world, “foreign” language learning in schools was synonymous with the learning of Latin or Greek. Latin, taught to promote intellectuality through “mental gymnastics”, was until relatively recently held to be indispensable to an adequate higher education. Latin was taught by means of what has been called the Classical Method: focus on grammatical rules, memorization of vocabulary and of various declensions and conjugations translation of texts, doing written exercises. (Brown, H.D., 1994:416) As other languages began to be taught in educational institutions in the eighteenth and nineteenth centuries, the Classical Method was adopted as the chief means for teaching foreign languages. Little thought was given to teaching oral use of languages. After all, languages were not taught primarily to learn oral/aural communication but for the sake of being “scholarly” or, in some instances, for gaining a reading proficiency in a foreign language. Since there was little if any theoretical research on second language acquisition in general, or on the acquisition of reading proficiency, foreign languages were taught as any other skill was taught.

In the nineteenth century, the Classical Method came to be known as the Grammar Translation Method. Grammar-Translation Method began in Germany, or more accurately, Prussia, at the end of the eighteenth century and established an almost

impregnable position as the favored methodology of the Prussia Gymnasium after their expansion in the early years of the nineteenth century. The origins of the method do not lie in an attempt to teach languages by grammar and translation, these were taken for granted anyway. The original motivation was reformist, the traditional scholastic approach among individual learners in the eighteenth century had been to acquire learners a reading knowledge of foreign languages by studying a grammar and applying this knowledge to the interpretation of texts with the use of a dictionary. Most of them were highly educated men and women who were trained in classical grammar and knew how to apply the familiar categories to new languages however scholastic methods of this kind were not well suited to the capabilities of younger school pupils and, moreover, they were self-study methods which were inappropriate for group teaching in the classroom. The Grammar-Translation Method was an attempt to adapt these traditions to the circumstances and requirements of schools. Its principal aim was to make language learning easier. The central feature was the replacement of traditional texts by exemplary sentences. Grammar-Translation was the offspring of German scholarship, the object of which, according to one of its less charitable critics, was “to know everything about something rather than the thing itself”.

2.18. The positive views on the Grammar Translation Method:

Duff, unlike the behaviorists, has a positive view of the role of the learner’s mother tongue in second language acquisition. He says that our first language forms our way of thinking and, to some extent, shapes our use of the foreign language (choice of words, word order, sentence structure, etc.). Translation helps us understand the influence of one language on the other, e.g., areas of potential errors caused by negative transfer from the first language. Fully aware of the interference, students will try to avoid making such errors when performing in the second language. When errors do occur, the students will be able to explain why and try not to make the same mistakes again.

Chellapan (1982; 62) in his paper “Translation and Second Language Acquisition”, points out: “Translation can make the student come to closer grips

with the target language. A simultaneous awareness of two media could actually make the student see the points of convergence and divergence more clearly and also refine the tools of perception and analysis resulting in divergent thinking. "A contrastive analysis, as in the comparative linguistics studies, "is indeed very important for the second language learner. Therefore, translation in one form or another can play a certain part in language learning" (H. Stern, 1992:32). By adopting a contrastive study approach, similar to the interlineal translation employed in comparative linguistics, pedagogical translation would not only help reveal the structural features of L2 by means of L1 and expose the similarities and differences on various linguistic levels between the two languages to the learner, but by representing these structures of L2 in way to adapt to the norms of L1, produces a readable TT (Target Text) for the learner's easy reference.

2.19. The Grammar Translation Method: Tradition, reaction and compromise:

Looking back at the history of FL teaching is very interesting. It allows us to know the different trends and, what is more important, to ask some questions about the best way to teach the FL. Stern (1980: 75) recommends we “look to ourselves and ... explore to what extent our second language teaching has been influenced by our own language learning and language teaching experience”. This overview will help us determine which aspects have affected our learning experience when facing academic settings or less formal situations. Our past and present teaching experience will offer good reasons to discuss and draw renewed conclusions.

Howatt (1984: 44) provides a very complete historical perspective. The first aspect to pinpoint is how the FL can be learnt in two different settings: as a result of a natural immersion experience -backed by the need to use the new language for trade and surviving purposes-, or after a formal and systematic academic process. These two axes will show not just different linguistic varieties to refer to the FL, but different goals, materials and activities. And different are the roles played both by teachers and learners. The closer these two perspectives are, the more effective the FL teaching turns out to be.

The theoretical principles which have traditionally inspired the diverse methods come from different linguistic and psychological conceptions. Language and learning are the two foundation stones on which methods have been based.

2.20. Translation in the EFL classroom:

For some time, several authors have been reflecting upon the use of translation in English as Foreign Language (EFL) classroom from a different perspective. They defend the practice of translation in the EFL context not as a means in itself, but as a strategy to enable students to become more independent and better equipped when using a foreign language. Having that in mind, the use of translation can bring many benefits for both teachers as well as learners, such as:

- Translation provides learners with the practice and skills necessary to communicate accurately, meaningfully and appropriately;

- Through translation activities, teachers can promote interaction among learners since this involves the negotiation of multiple possibilities of form and meaning;
- Translation can help learners to interpret, negotiate and express meaning from different perspectives, according to the context and its different interpretive communities (Fish 2003: 41)
- The practice of translation encourages the reflection on language usage and the exchange of different points of view, raising language awareness.

If we go back to the many methods that permeated the teaching-learning of foreign languages, it can be verified that translation was part of it in one way or another. Unfortunately, it was always seen as a mere exercise of translating word by word, without any context, and in many instances even as a punishment for bad behavior in class, as a form of making students quiet and busy. In this way, the good things which could be explored were totally lost, making translation into a “skeleton in the cupboard”, as mentioned by Prodomou (2002:52).

Fortunately, thanks to the opening brought on by the eclectic approaches, some authors found support in the publishing market, which gave them the chance to write and rethink about translation from a poststructuralist perspective, thus making use of it in the EFL classroom without interfering in methods and approaches.

Alan Duff wrote:

We all have a mother tongue, or first language. This shapes our way of thinking and to some extent our use of the foreign language (pronunciation, choice of words, tone, word order, etc.). Translation helps us to understand better the influence of the one language on the other, and to correct errors of habit that creep in unnoticed (such as the misuse of particular words or structures).

“Translation is a natural and necessary activity. More so, indeed, than many of the fashionable activities invented for language learners. Outside the classroom – in offices, banks, factories, shops and airports – translation is going on all the time. Why not inside the classroom?” (Duff 1994:6)

In addition, the linguistic competence is a dual system, as communication happens both in the mother tongue (MT) and foreign language Duff states that, translation is an activity of many merits and use, leading to discussions and reflections, since there is not a single correct answer, and promoting three essential qualities in the language learning process: accuracy, clarity and flexibility.

Deller and Rinvoluceri (2002:10) wrote:

The mother tongue is the mother of all the other languages learned by the student. It is through the MT that the other languages are born in the learner's mind. Thus, to eliminate it from the EFL classroom "is like to wean a baby on day one of their life" Moreover, language users start resorting to their translation skills from the very beginning of any learning/acquiring language process even regarding their MT. For these authors, making use of the first language (L1) at lower levels means carrying out some group-formation activities in the mother tongue. The fact that lower-level students may not be able to do these activities in English sometimes means that language teachers neglect this important step.

However, helping new groups to work with each other, and with us, is essential whatever subject we're teaching. For this reason, we feel that it is sensible to do these activities in mother tongue rather than not at all. (Deller and Rinvoluceri, 2002:18)

Another theorist who has seen translation in the classroom as positive is Tim Bowen, a professor and instructor at Embassy-CES in Hastings, England. According to the author, in the 1970's it was common to believe that to use L1 in the classroom was a bad thing and everything should be taught in the target-language in order to expose the students to the second language (L2) all the time. However, in one of his recent articles he says that

This is fine in principle but, as ever, the reality turns out to be somewhat different. While it is perfectly possible to use only English in class, this approach fails to take account of a number of factors. First of all, general recommendation of this type tends to originate in the world of the multi-ethnic language class in an English-speaking environment. In this situation it is not only desirable to use

English at all times, it is, for the most part, essential, given the mixed linguistic background of the learners. (Bowen 2008:21)

Tim Bowen goes on discussing the right or wrong use of the mother tongue in mono lingual classrooms and ends up stating that in many instances the mother tongue can be used to provide a quick and accurate translation of an English word that might take several minutes for the teacher to explain and even there would be no guarantees that the explanation had been understood correctly.

In fact, this is what has been happening in many EFL classes. What concerns us most here is how this resource to translation is carried out. We cannot simply give students a single translation right away. Rendering one language into another involves many other aspects besides the linguistic ones, such as cultural and contextual, just to mention some.

All these aspects should be taken into account in the EFL classroom, so that students have a chance not only to raise language awareness but also to start using translation as a compensation strategy, giving them an opportunity to see that it is possible to say in different manners the ideas they cannot find specific words they have not learned yet.

Luke Prodomou, in the introduction he wrote for the book *using the mother tongue* by Deller and Rinvoluceri (2002:5) states that until recently the mother tongue in the FL classroom was a ‘skeleton in the cupboard’. The metaphor is apt insofar as we have for a long time treated the mother tongue as a ‘taboo’ subject, a source of embarrassment and, on the part of non-native speaker teachers in particular, a symptom of their failure to ‘teach properly’.

Another EFL author worth mentioning is Costas Gabrielatos, a lecturer in Applied Linguistics and ELT at the University of Indianapolis, Athens. Although, he does not agree with the metaphor used by Prodomou “skeleton in the cupboard” -, he thinks the use of L1 in the FL classroom is “a bone of contention”. For the author, there are three main aspects in the right or wrong use of the mother tongue in teaching a foreign language: political motivation, no effective use of learning context, and failure to use relevant frameworks in linguistics and applied linguistics.

His concern lies on how translation should be used. Thus, for the author it can only be seen as a benefit in EFL learning environment if it is worked within a context; if cultural as well as language elements such as register, connotations, syntactic differences are taken into account; if worked with expressions or chunks and not isolated words; if it helps the learners to compare and contrast how the language systems involved categorize reality through means of lexical fields; and finally, by presenting differences of form, content, use and others.

Translation can also play a role in the development of communicative abilities since speakers are often engaged in the work of sharing and negotiating meaning depending on the interpretative community and context. Besides, translation fosters speculation and discussion, and it helps the development of abilities considered fundamental for communication, such as interpretation, negotiation, and expression of meaning.

According to Alan Duff translation develops three qualities essential to all language learning; accuracy, clarity and flexibility. It trains the learner to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity) (Duff 1994:7)

Thus, the value of translation in the foreign language classroom depends on the way we tackle it. Every time we resort to translation, no matter if it is inter or intra language, we realize that there are several possibilities of language production. It is an opportunity for students to discuss and negotiate the meaning and the form of a text, bearing in mind the language diversity, the cultural contrast, and the different contexts involved. Translation also involves language transformation and production, since there is not one single, perfect end-product of it, but several possibilities of output depending on the audience, context, time, i.e. on the interpretative community. It is worth mentioning that although meaning is context bounded, context is boundless. Thus, a successful practice of translation is dependent on all the different aspects underlying any language use, such as: the polysemous character of words; the diversity of registers, styles, and idioms and the

variety of language forms and uses. When translation is used in a foreign language classroom some principles should be followed, as we want our students to be aware of the many different points of view which are involved in any translation work. Whenever translating, we should pay attention to the following principles:

- (a) The rightness or wrongness of the source language influence the style of the original text may be changed, depending on the purpose of the translation text;
- (c) Idioms have to work in L2, even though they are notoriously untranslatable.

Still, there are many views against translation in the classroom, and it does not mean that these are completely wrong. For instance, for some there is no purpose in practicing translation at all; it is time consuming and it is difficult to find appropriate material for the learner's level and for the time available. We can only agree with these objections, if translation is treated according to the language principles underlying the translation-grammar method which does not bring any benefits to students. However, if we follow the post-modern tendencies in Translation Studies, in special the concepts that translation is transformation, creation and production of language, there are many reasons for using it in the foreign language classroom. Among them, we could point out the tendency of referring to the mother tongue (MT/L1), which is very strong among students who are learning a second language. In addition, we cannot discard the naturalness of such behavior, as students translate to themselves all the time, as mentioned by Duff. As seen above, students think in their native language and they translate to themselves when trying to communicate and interact among their peers, which is an instinctive manner of learning a foreign language.

For Michael Lewis, in his book *Implementing the Lexical Approach* (2002:52), this is possible if the translation from L2 to L1 is used with *chunks*.

Every teacher knows that learners have a tendency to translate word-for-word [...] and a recognition that word-for-word equivalence is often impossible.

We often complain that learners translate word-for-word but rarely suggest a better way. The secret, of course, is to translate chunk-for-chunk. Such a translation

will have some rough grammatical edges, but almost certainly successfully conveys the content. (Lewis 1993:60-62)

Students have to build this bridge between L2 and L1, using translation as a transformation from one language to another. It is important to make students become conscious of the similarities and differences between the mother tongue and a foreign language, since with this knowledge they will be able to acquire the FL in an easier way. It is from this practice of translating within a context, verifying these similarities and differences and ascertaining that the same text can be translated and interpreted in more than one way by the same learner, that we can, then, obtain better results in the teaching-learning of a foreign language.

Still, according to Lewis, translation is valid within a lexical approach, as it works with expressions and not single words, which allows the student a better comprehension. It is inevitable that learners use L1 as a resource and make certain right or wrong suppositions, based on their experience with the mother tongue. Translation should become a form of a conscientious thinking, which is the lexical approach central technique. So, we have to think of how to use best this inevitable tendency of our students in assuming that the same aspects of L1 can be also used in L2.

2-21. Translation activities for the classroom:

Duff, writes about what he calls interesting activities in the classroom for FL students. In Duff's book *Translation* (1996:24), he states that when we translate, we should know *what* we are writing or speaking about, *where* the language occurs and *to whom* it is addressed, which are all relevant to translation. According to this, he believes that activities which involve *Context and Register* are quite important, since if context is the *what, where* and *to whom*, then register is the *how*. So, within the context of a text, register gives color to language and ignoring it in a translation activity is the same as translating words rather than meaning.

Another type of activity is *word order and reference*, since when we translate it is of utmost importance to know not only what we want to say but also what is the correct order, as this can make a great deal of difference to what we want to say.

Sometimes, a word out of place can alter its meaning and cause ambiguity. Besides these two types of activities, there are other ones like: *Time: tense, mode, and aspect; Concepts and Notions and Idiom: from one culture to another*. These divisions enable the teacher to find the most suitable activity for the students' practice.

2.22 A brief history of translation in the teaching of EFL:

As outlined in sections 1 and 2, the didactic role of translation in FLT has fluctuated across time and has ranged from being the driving force of the classroom to being virtually an outcast (excepting, of course, translator training courses). This mainly depends on the teaching method under scrutiny, all of which, in turn, align — whether explicitly or implicitly— to different linguistic, psychological and pedagogical assumptions that determine what and how is to be taught. Thus, a historical overview is essential to arrive at safe conclusions about the role of translation in FLT and FLL so that this may help understand its current role in the Communicative approach and in the Common European Framework of Reference for Languages. Accordingly, the Grammar-Translation, the Direct, and the Audio-lingual methods, as well as the Communicative approach, will be briefly surveyed, since these are the ones that have been implemented in Secondary Education. Others like Suggestopedia, the Silent method or the Total Physical Response, to name but a few, will be consequently left aside. A summary of the reasons for and against the use of translation and the L1 is also offered.

2.23 The use of translation in language teaching and EFL:

Despite the wide spread popular assumption that translation should play a major role in the field of foreign language, the recent theories of language teaching and learning have at best disregarded the role of translation, and at worst repressed it. From the beginning of twentieth century onwards, almost all famous theoretical

works on language teaching have assumed without argument that a new language (L2) should be taught without reference to the student's first language (L1).

Needless to mention that most modern and so-called innovative methods have their roots in the former traditional or old-fashioned methodologies; however, these new approaches have often resulted in throwing out well-established procedures instead of rethinking of them.

It may be some comfort for the experienced teacher to be aware that yesterday's 'old-fashioned' method has come back, albeit in a slightly different form.

As reported that the practice of using translation in English classes of university in Sudan, proved to have been very successful. He has concluded that translation as a teaching technique is enjoying a return as an 'innovation' there are two sequential dimensions of language learning relevant when teaching translation as a tool to enhance language ability and not for the sheer purpose of teaching a separate skill:

1. Progressive sequence takes place regardless of the learner or the method of teaching and is controlled by the inherent nature of each learner's language acquisition scheme, which is ordinary to all language learners.
2. Vibrational sequence explains the language-learning process using different methods in which language learners acquire language skills, according to the relationship between them and their individual situations, i.e. level of intelligence, ability to acquire a foreign language and socio-economic status.

2.24 Grammar translation method and translation:

2.24.1 The use of translation in the teaching of L2:

Translation has been used as a method to teach languages for over two thousand years. It is still widely used in the teaching of classical languages, Latin and Greek, and it was also used in the teaching of modern languages, as Larsen-Freeman points out. Kelly (2001:151-54) and Titone (2007:27-29) provide us with a historic account of the use of translation as a teaching method. Larsen-Freeman examines eight different approaches to the teaching of second languages and starts with the so-called "grammar-translation method". He reminds us of the clear relationship

between grammar and translation in his introduction to Duff's book on *Translation*: "Translation has long languished as a poor relation in the family of language teaching techniques. It has been denigrated as 'uncommunicative,' 'boring,' 'pointless,' 'difficult,' 'irrelevant' and the like, and has suffered from too close an association with its cousin, grammar.

Along with its cousin's literature, dictation, vocabulary, reading aloud, etc. it has been pushed into the methodological room". Larsen-Freeman has analyzed some of the principles of the translation exercise, showing that this author was not particularly fond of this approach and considered it an isolated method, obviating new methods and possibilities or a combination with other more modern approaches (Freeman 9-15). Rivers is equally dismissive and some of her assertions might correspond to the traditional use of translation. It would be correct to say that advanced students of L2 would benefit from the use of this exercise more than beginners. However, short translation exercises could be introduced at an early stage so that students become familiar with notions of correctness and propriety rather than avoid them altogether in an attempt to encourage a communicative approach which obviously tends to boost communicative competence, but obliterates other aspects of the learning process. Some of the drawbacks in using the translation exercise mentioned by Rivers are that the students are given little chance to practice the target language and this results in confusion when the students are addressed in the language they are learning. Another negative point she makes is that translating "is not too demanding on the teachers; when they are tired, they can always set the class a written exercise".

Some of these points are open for discussion and we will attempt to provide a new dimension to this biased account of the translation exercise. The truth is that other authors have given similar views in favor of a more communicative approach, which would rely more on the student's output and the necessary given situations to obtain the message than on notions of correctness. As a result, the translation exercise might be discouraging for students and, as previously stated, it might be argued that it makes few demands on teachers (Richards and Rodgers: 4). An ability

to communicate is prized over the acquisition of linguistic structures or vocabulary. Therefore, the focus is placed on communicative activities and the advocates of this method merely concentrate on the language as a means of communication. As Harmer says "Its aims are overtly communicative and great emphasis is placed on training students to use language for communication". Conversely, the more traditional approach is reputedly based on the teaching of grammar and the application of the knowledge on exercises. Thus, students would be required to memorize a great number of rules together with the necessary vocabulary to use those rules. But the whole process would take place out of context, outside real situations in which students might need to resort to their second language. These two apparently opposed sides have given way to a wide controversy over which method might benefit students most. Thus, in the 1980s we witnessed one of the most impassioned debates between Swan and Widdowson. However, it is not our aim to discuss which approach is preferable.

Our main interest is to try to see if the traditional translation exercise can help both teachers and students in our common teaching-learning activity, in an effort to reconcile two seemingly extreme positions. After dominating the language teaching scene for well over a century (from the 1840s to the 1940s) translation has played a secondary role in recent decades, although it has still been used despite the communicative trend. In recent years there have been some signs that translation could be making a come-back. Duff's book on translation is one of them.

Duff strongly supports the view that translation is an excellent means of improving one's language because it invites speculation and discussion. Other advantages of translation are that it helps students develop three essential qualities: accuracy, clarity and flexibility and those students can see the link between grammar and usage. Furthermore translation can also be an appropriate technique to introduce new words or even to explore the obscure nuances between terms.

2.24.2 Translation in foreign language pedagogy:

Translation may be understood as an end in itself, according to which textual material in one language is replaced with equivalent material in a different language (Catford 1984: 20), so that readers may access a final product. Yet, in this article translation will be simply analyzed as a potential tool for the EFL classroom; likewise, it will leave aside translation used to train translators. This distinction between translation and so-called pedagogical translation is not a new one.

According to Holmes, this distinction seems to emerge from the need to set two types (or applications) apart: translation in translator training courses and translation as a general activity in any FL teaching (FLT) and learning (FLL) environment. In fact, he blames the confusion between both for the neglect of translation. In the same line, (Vermes 2010: 83-85), has recently argued that an essential requirement to consider translation a valid didactic tool is to distinguish pedagogical from real translation in terms of their function, the object being dealt with and the addressee. As for the function, pedagogical translation is basically instrumental insofar as the translated text is a mere tool to improve students' second language (L2) proficiency. Hence, it is not an end in itself, but a means. Conversely, in real translation the translated text is the ultimate goal of the translating process. Regarding the object, the main difference lies in the information that can be accessed through pedagogical or real translated texts: while the former contain information on the learners' level of proficiency (i.e. language), the latter present information about reality (i.e. content). Finally, pedagogical translation has only one expected addressee, the language teacher, who may use the translated text as an assessment tool.

Real translation, on the contrary, has a potentially wider audience, that is, target language readers in search for information about reality. However, the audience for any pedagogical translation might be widened: depending on the methodology, fellow students may also belong to the prospective audience for a text translated by any of their peers. Vermes (2010: 84) also follows in distinguishing two types of

pedagogical translation: on the one hand, translation used as a way to teach and learn a FL; on the other, translation used in translator training courses.

Each pursues a different goal obtaining information about L2 proficiency and obtaining information about translational proficiency, respectively. On another note, Martínez pointed out that what she termed ‘pedagogical macro function of translation’ depended on two factors: the learners’ level of competence and the linguistic or extra linguistic aspect to be taught (Martínez 1997: 156). She follows Duff (1989: 7), who argues that: depending on the students’ needs, and on the syllabus, the teacher can select the material to illustrate particular aspects of language and structure with which the students have difficulty in English (for instance, prepositions, articles, if-clauses, the passive).

By working through these difficulties in their mother tongue, the students come to see the link between language (grammar) and usage. It is also important to acknowledge that different types of translation will be profitable for different types of learners, bearing in mind the direction of the translation (whether direct or reverse) and the learners’ level of proficiency. In fact, the second factor has also played a major role when discussing the potentialities of translation in FLT. Atkinson (1987: 243-246). So some scholars have argued that it is more beneficial in general terms for advanced learners rather than for beginners (García 1995: 240) for whom “translation is important as an exercise in accuracy, economy and elegance in manipulating a variety of L2 registers in a first degree” has surveyed the type of translation suited to each level. Accordingly, it is a brief time-saver in initial stages, a means of control and consolidation of basic grammar and vocabulary in elementary stages, a mechanism to deal with errors and to expand vocabulary in intermediate stages, and a fifth skill and the essential skill to foster communication in advanced stages. Considering, that since translation is a psychologically complex skill, it has to be taught after the L2 is mastered, “as a separate skill, if that is considered desirable” likes Newmark himself.

Duff, on the contrary, proposed using translation as a “language learning activity” (1989: 8). In turn, Malmkjaer believed that translation was not possible without the four skills, as it was “dependent on and inclusive of them” (1998: 8).

2.25 The Role of Translation in Language Teaching Methods:

Translation is one of the oldest methods in language teaching. The use of translation as a medium of instruction in language teaching has long been employed as the most prominent language pedagogical method. (Beichman, 1983; Venuti, 1996; Cook-Sather, 2003). However, teachers differ about when, how and how often a teacher would resort to students’ mother tongue. In the same way, different teaching methods look at the issue of using the mother tongue in the EFL classroom in various ways. L1 is used in all methods of language teaching with the exception of the Direct Method and the Audio-Lingual Method. In addition, the use of L1 ranges from using it frequently in the classroom, as it is the case in the Grammar-Translation Method, to the judicious use of L1, as it is the case in Communicative Language Teaching (CLT), (Larsen- Freeman, 2000). This leads us to the question: Why is translation used and why translation is not used in learning and teaching a foreign language?

2.26 Reasons for using and not using translation:

2.26.1 Reasons for using translation:

The primary reason for utilizing translation in language teaching and learning has to do with an acculturation function. Aldosari and Mekheimer (2010:23) have found that the use of culture-laden literary texts could be conducive to more improved culture-specific interpretation of literary corpus. Their findings are commensurate with prior research that bore similar findings (Beichman, 1983; Venuti, 1996; Cook-Sather, 2003). Other reasons have also been identified; according to Nation, (2001:50) L1 is used because of the following reasons: Firstly, it is more natural to use L1 with others who have the same L1. Secondly, it is easier and more communicatively effective to use the L1, and thirdly, using the L2 can be a source of embarrassment

particularly for shy learners and those who feel they are not very proficient in the L2.

Translation activities can also enhance L2 learning According to Rell (2005:39): "Translation activities, which incorporate use of the L1 in the L2 classroom, may form a communicative approach if implemented properly". Moreover, "Translation is not only structure manipulation; it is primarily a form of communication."(Vermes, 2010, 91). In addition, the use of L1 strengthens teacher/students relationship.

“Developing a comfortable working relationship with the teacher is significant and it appears that the use of the L1 serves as a means to cultivate this association.”

Also the use of translation in language learning saves time, "Many teachers find that the use of some L1 provides more time to practice L2 because understanding is achieved much more rapidly.

According to Shiyab and Abdullateef (2001:13), translation can be used in language teaching because of the following reasons:

- Translation can be utilized as a method of comparing and contrasting between two languages.
- Translation facilities speed up the learner's comprehension process. (Shiyab and Abdullateef, 2001:1)

Machida (2011:743), states that use of translation in EFL classroom "provides plentiful opportunities for the learners to pay attention to the relationships between form and meaning." In addition, using translation in language learning may have a relationship with students' learning styles and their abilities; Harmer states that “the amount of L1 use by particular students may well have a lot to do with differing learning styles and abilities. Some use English mostly from the very beginning, whereas others seem to need to use their L1 more frequently” (Harmer, 2001: 131). Those who advocate the use of translation in EFL classroom have their own reasons. They argue that L1 has been a neglected resource, and the mother tongue should be employed regularly and systematically when appropriate in the EFL classroom.

2.27 Reasons for not using translation in EFL classroom:

Many teachers believe that English should be taught monolingually; that the ideal language teacher is a native speaker; and that if other languages are used, the standard will drop. They also think that translation should not be used to make life easier for teachers and students. Although the only use of the target language may create stress in the classroom, but this stress remains useful and helpful.

Rell states that the "sole use of L2 creates stress but that stress benefits students more than slipping back into the L1." (Rell, 2005:62). Vermes (2010:86) states that "the objections against the use of translation in language teaching seem to be a reaction which was evoked by the obvious shortcomings of the Grammar-Translation Method.". Shiyab and Abdullateef (2001) mention the following reasons for not using translation in language teaching:

- The use of translation in foreign language teaching causes interference.
- Translation can inhabit thinking in the foreign language and can produce compound bilingualism rather than coordinate bilingualism.
- The use of translation in foreign language teaching makes learners assume that there is one-to-one correspondence of meaning between native language and foreign language.

2.28 Uses of translation in language learning and teaching:

Translation can be a useful activity, if used properly, in language teaching and learning. According to Duff (1994), "translation develops three qualities essential to all language learning: accuracy, clarity and flexibility. It trains the learner to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity)."

According to Newmark (1991:61), "translation is a useful tool to be used in the elementary, intermediate and advanced stages of language learning. In the elementary stage, translation is useful as a brief time saver," and "translation from L1 to L2 may be useful as a form of control and consolidation of basic grammar and vocabulary".

In the primary level, using translation can make learning meaningful because the learner is an active participant in the process. "For beginners, of course, it is useful because it expounds grammar and teaches vocabularies" (Shiyab, Abdullateef, 2001: 4). In the intermediate level, "translation from L2 to L1 of words and clauses may be useful in dealing with errors" and it is "useful for the expansion of vocabulary". In the advanced level, "translation from L1 to L2 and L2 to L1 is recognized as the fifth skill and the most important social skill since it promotes communication and understanding between strangers." (Newmark, 1991:62). Also, "Translation assists advanced learners' reading comprehension and vocabulary building." (Machida, 2011, 743).

Teachers may use L1 in classroom management or to teach grammar. When using translation, "Grammar becomes less frightening and more accessible if students are allowed to use their mother tongue and thus notice the similarities and differences between their mother tongue and the target language." (Dilkova, 2010: 411). Also, translation can be used to give the meanings of new words. "There are numerous ways of conveying the meaning of an unknown word. These include a definition in L2, a demonstration, a picture or a diagram, a real object, L2 context clues, or an L1 translation. In terms of the accuracy of conveying the meaning, none of these ways is intrinsically better than any of the others." Furthermore, giving the meaning of words in L1 enhances comprehension. Research shows that L1 glosses provided by teachers or looked up in a good bilingual dictionary are beneficial for text comprehension and word learning. Also, "the L2 meanings do not exist separately from the L1 meanings in the learner's mind, regardless of whether they are part of the same vocabulary store or parts of different stores mediated by a single conceptual system." (Cook, 2001: 405). Cook (2005:59) suggests that if the L1 is always present in the learners' mind, its role in the classroom might have positive effects on learning and teaching as "a way of conveying L2 meaning," "a short-cut for explaining tasks ,tests, etc.," "a way of explaining grammar," and "practicing L2 uses such as code-switching". Also, "teachers use L1 to establish a positive relationship with students" (Rolin-

Ianziti and Varshney, 2008:252). In addition, translation can be used as a post reading procedure to evaluate students' comprehension of a text. Liao (2006:32), in his study about the use of translation in English learning, came to the conclusion that "students most frequently use translation to learn English vocabulary words, idioms, phrases, grammar, to read, write, speak English, to check their reading and listening comprehension." According to Atkinson (1993), "the mother tongue may be useful in the procedural stages of a class, for example: setting up pair and group work, sorting out an activity which is clearly not working, checking comprehension and using L1 for translation as a teaching technique." Larrea (2002), lists the following cases where teachers may use L1, when:

- 1) Starting beginner classes to make students feel more comfortable when facing the enormous task of learning a foreign language.
- 2) L1 is used for the purpose of contrastive analysis, i.e. to introduce the major grammatical differences between L1 and L2.
- 3) The teacher's knowledge of students' L1 can also help him understand the learner's mistakes caused by interference.
- 4) L1 is used to explain complex instructions to basic levels.
- 5) L1 is used to get feedback from the students about the course, the teacher's approach, evaluation of teaching styles, etc.

Also they mention the following uses of L1: classroom management, language analysis, presenting grammar rules, discussing cross-cultural issues, giving instructions, explaining errors and checking for comprehension. According to Cook, mother tongue can be used positively by the teacher in the L2 classroom in many ways: to convey the meaning, to organize the class, and students can use L1 to explain tasks to one another (Cook, 2001) mentioned the following suggested uses for L1 in the EFL classroom:

- 1) Eliciting Language. "How do you say 'X' in English?"
- 2) Checking comprehension. "How do you say I've been waiting for ten minutes in Spanish?" (Also used for comprehension of a reading or listening text.)
- 3) Giving complex instructions to basic levels.

- 4) Co-operating in groups. Learners compare and correct answers to exercises or tasks in the L1. Students at times can explain new points better than the teacher.
- 5) Explaining classroom methodology at basic levels.
- 6) Using translation to highlight a recently taught language item.
- 7) Checking for sense. If students write or say something in the L2 that does not make sense, have them try to translate it into the L1 to realize their error.
- 8) Translation items can be useful in testing mastery of forms and meanings.

Furthermore, free online machine translation (MT) can be used as a helpful language learning tool. The output can be seen as a source of errors to be corrected by students. This exercise can "reinforce learners' appreciation of both L1 and L2 grammar and style (Nino, 2009: 242). Although MT is instant and widely available, students should not use it "without having a good command of the L2 and some previous knowledge about the kind of errors MT produces" (Nino, 2009: 247). Analysis of data collected from this study showed that all teachers use translation in varying degrees; but the majority of them sometimes use translation in language learning and teaching. However, some of them oppose the idea of using translation in language teaching.

The results of this study also showed that teachers always use translation in the following situations: for explaining the similarities and differences between English and Arabic, for eliciting language, for teaching idioms and when dealing with students' errors caused by interference. In addition, teachers rarely use translation in the following situations: for giving feedback to students about their performances, for further elaborations and for language testing.

2.29 The Rise and Fall of the Grammar Translation Method:

The Downfall of Translation in Language Teaching Is a Result of Translation's Obfuscation by and Conflation with the Grammar Translation Method. It can be hard to say which of the following causes most concern for language teachers today: translation-based instruction, grammar-based instruction, or instruction based on the Grammar Translation Method. Animosity towards the Grammar Translation Method (GTM) has been so great that the entire method has by now been largely

cast aside by those in the fields of second language (L2) instruction and Second Language Acquisition (SLA).¹ The GTM is treated by many now as if it were only a relic of history, unworthy of serious consideration as a viable methodology for language teaching and learning today. Though it may be true to say that the Grammar-Translation Method is still widely practiced, it has no advocates. It is a method for which there is no theory. There is no literature that offers a rationale or justification for it or that attempts to relate it to issues in linguistics, psychology, or educational theory. In a similar vein, Brown (2007:16-17) pronounces his judgment: It is remarkable, in one sense, that this method has been so stalwart among many competing models. It does virtually nothing to enhance a student's communicative ability in the language. ... As we continue to examine theoretical principles in this book, I think we will understand more fully the 'theory lessness' of the Grammar Translation Method. (Brown, quotation marks in original) And Omaggio Hadley (2001: 106-107, italics in original), too, states in convinced terms Very few, if any of the elements hypothesized to contribute to the development of proficiency are present in the grammar-translation method.

Grammar translation

methodology is *not* necessarily conducive to building toward proficiency and may, in fact, be quite counterproductive. Along with the ousting of the GTM as a whole, its component parts, grammar and translation, have also been widely questioned by the fields of L2 instruction and SLA, although translation has been more roundly rejected than grammar.

2.30 Grammar cannot actually be ignored when using a language:

One can attribute the difference in the fates of grammar and translation after the decline of the GTM's widespread use to the fact that by definition every language has a grammar that its users agree upon. By implication, a language's grammar must be learned if that particular language is to be learned. But since a translation of itself is not an essential aspect to any language, no translation must necessarily be learned for learning any one, particular language. (Translation in L2 pedagogy traditionally speaks to the interaction of two languages, not just the operation of

one.) Thus, rather than rejecting and banning grammar – which was the fate of translation – L2 instructors and SLA practitioners have instead been developing novel presentations of grammar, often, for example, more intuitive by design, in an effort to avoid associations with the traditionally rote and deductive grammar presentations of the GTM. Therefore, whether one sides with the camp of Universal Grammar espoused by Chomsky (1991) and the subsequent proponents of Language “Acquisition” (as opposed to Language “Learning”) for whom grammar and language development are considered to be unique human processes separate from other human learning, or with the more recent cognitive camp, who understand grammar and language development not as separate, but rather akin to all human learning and development, knowledge of grammar remains an active goal in language teaching. Or even if one sides with other camps, such as those of the Direct Method, the Audio-Lingual Method, or Communicative Language Teaching (CLT – today’s dominant method), for all of whom the imparting of grammar still remains a goal, even though their inductive approach frowns upon the explicit use of grammar explanation, especially at the beginning stages of language acquisition – grammar has clearly survived in some form or another within the practice of L2 instruction and SLA. Indeed, as G. Cook (2010) notes:

Translation in language teaching has been treated as a pariah in almost all of the fashionable high-profile language teaching theories of the 20th century. However, this dismissive attitude seems undeserved and begs its own skepticism, when we consider that what counts as translation in L2 instruction and SLA literature has typically been understood in overly narrow terms or has been left wholly undefined. At one extreme, some L2 and SLA literature scarcely even mentions translation, as is the case with Lee and VanPatten (2003: 57), who treat translation only twice in their text on language teaching. First, in an unanswered question to their reader, concerning a classroom transcript wherein a teacher utters a translation of her instructions into a student’s L1, Lee and VanPatten ask: “What effect does translating one’s utterance have on the classroom dynamic?” It is worth mentioning that they had identified their target readers in their preface as

“language teachers”. By not answering their own question, Lee and VanPatten leave available the interpretation that they think that the effect of translating one’s utterances is somehow not good. And as evidence of Lee and VanPatten’s narrow definition of translation, they mention At some point in the writing process, writers make their thoughts visible to others; this physical process has been called *translating thought to print* or *transcribing* we prefer the latter term. (Lee and VanPatten 2003:248, italics and references in original.) By their preferring not to allow translation also to refer to the movement of “thought to print,” beyond translation’s traditional definition and its perceived use within the GTM, Lee and VanPatten contribute to a narrowing view of translation, and thus to its readier dismissal.

Indeed, for most experts in L2 instruction and SLA today, any and all ‘translation’ is limitedly equated only with that translation which is assumed to have been manifested within the Grammar Translation Method. Such as “GTM-translation” is consistently understood only as the translation of texts between two distinct verbal languages, in written form. This translation is assumed to be performed according to narrow and inflexible principles such as word-for-word equivalency and a quasi-arithmetic approach to the translation of grammatical categories across languages, often resulting in one allegedly “true” translation of a text. The texts for translation are typically observed to be disunified wholes, and often marked by sentences of incoherent or disconnected content, beyond shared grammar or vocabulary words. The texts that are marked explicitly for translation are generally presented in the student’s mother tongue, for translation into the foreign language. Sometimes the author deliberately alters the language in the mother tongue text, by numbering certain words or moving text around from its normal position, in an effort meant to elicit better translations. Whether to translate texts that are presented in the foreign language is not always made clear by the GTM, as opposed to reading or somehow treating the texts grammatically. Many authors in L2 instruction and SLA make no pretense about the conflation of all translation with this restricted GTM-definition. As evidence, consider that none of

the following authors treats translation as a separate topic independently of their treatments of the GTM.

The implied assumption is that all translation is defined solely by that certain type of translating that was an integral part of the GTM. Then again, often the Grammar Translation Method is not even named explicitly when the topic of translation is handled, but L2 instruction and SLA, with words such as “traditional,” “old-fashioned,” or “historic,” still manage to make references to the G.T.M in coded form during their discussions of translation. Or, the literature of L2 instruction and SLA may describe translation within a narrow set of specifications that must clearly mean translation only as it was performed in the GTM, specifications that are also roundly criticized: trying to translate word for word, trying to translate long and difficult texts, being presented as a student with unfamiliar material and with no choice over the content. Where, without mentioning the GTM outright, he criticizes, “The principal mistake is to attempt to translate at the level of words,” and later makes mention of: the type of translation problem with which the student is ordinarily presented, in which he takes sentences and paragraphs he has not worked with before and attempts to render them into another language. Brooks does not name the GTM here, but by naming the hallmarks of translation as it was understood to be performed within the GTM, he brings his reader to the GTM while also implying that all translation can be understood in this restricted, GTM association. And still other times, along with the use of the aforementioned coded references to the GTM, not even the term “translation” gets named, but becomes itself encoded. See for example:

We shall focus on three language teaching approaches: a version of ‘traditional’ language teaching which we shall characterize below, recent ‘acquisition’ approaches, and a version of communicative methodology (CM). (Johnson 1996:170) quotation marks in original) Thereafter, Johnson’s presentation of the ‘*traditional*’ approach employs the stereotypical code words for the GTM: A carefully graded structural syllabus is used, presentation is through key sentences, there is a good deal of controlled practice, and the production stage is all but absent.

Johnson read “graded structural syllabus” as “grammar instruction”, “key sentences” as “inauthentic, prefabricated examples of language without context,” “controlled practice” as “restricted, translation-based exercises,” and the “absent production stage” as a reference to one of the most common arguments lobbied against translation in the GTM, namely that, lacking an emphasis on free writing and speaking, it does not count as real, productive use of the language. Another way in which textbooks use code for “translation” is with instructions given in the mother tongue that necessarily imply translation as the exercise at hand, essentially encoding its practice. Such instructions might ask students to say, write, or otherwise “express” a word or longer mother tongue text in the foreign language.²

2.31 Despite so much skepticism, the GTM and translation nonetheless persist, suggesting the need for more investigation:

The GTM is on its surface exceedingly traditional, with approaches that represent historically some of the oldest language teaching methodologies that we have a record of (Kelly 1976), and pressures today (and in the past) to be innovative in education might well seem to justify the dismissal, or at least questioning, of such an old method; however, the outright dismissal of a method (along with the dismissal of all of its component parts) that despite any of its faults still persists in many parts of the world today could be a mistake. The GTM typically underlies language courses today labeled as “for reading purposes,” and it is a widely used method of approach in Britain³, China, and India today, as well as in many other areas. Richards and Rogers (2001: 7) note that the GTM is still “widely in practice,” although they do not say where. Similarly, Brown (2007: 17) maintains that the GTM is “so stalwart,” but he too does not mention where it still persists. Malmkjær (1998: 1) also mentions that translation of the GTM variety is “a significant component in the teaching of many languages in many parts of the world,” though she too does not name these parts. At this juncture, an in-depth analysis of the GTM would seem in order. The goal of the analysis will be a better degree of clarity about exactly what this time-honored method comprises and espouses, especially in light of the fact that there is not whole scale agreement about the nature of the GTM.

With the GTM more clearly defined, later references to it in the literature of L2 instruction and SLA, especially those in coded form, will also be easier to recognize and process. Additionally, a more clearly delimited understanding of the GTM will enable a cleaner analysis later of the topic of translation, separated out from its troubling associations with the

2.32 GTM. *What is, or was, the Grammar Translation Method? Defining the GTM:*

For this analysis, I will propose a definition of the Grammar Translation Method based on the “negative definitions” of the type cited above which appear again and again in methods that aspire to be “different” from the GTM. An interesting aspect of this method, in comparison with later methodologies for language teaching and learning, is that the GTM was never really a named method. That is to say, no author ever coined the name for his or her own method. Its name was only developed by later observers who recognized a dual emphasis within the method on the learning of grammar and on the use of translation. The GTM, as conceived by textbook authors in the latter part of the 20th and beginning of the 21st centuries, appears to be a negative definition, formulated in order to present a background against which a “new method” may be described. Before offering my own definition, I will first examine six existing ones.

2.33 Definitions of the GTM. Rivers’ Definition:

As a starting point I offer a classic definition of the GTM as presented by Rivers in 1968. Her passage is long, and so in advance and for efficiency’s sake I have put into italics the features of the GTM as a “method”: This method, then, aims at inculcating an *understanding of the grammar of the language, expressed in traditional terms*, and at training the student to *write the language accurately by regular practice in translating from his native language*. It aims at providing the student with *a wide literary vocabulary*, often of an unnecessarily detailed nature; it aims at training the student to *extract the meaning from foreign texts by translation into the native language* and, at advanced stages, to *appreciate the literary significance and value* of what he has been reading.

These aims are achieved in the classroom by long and elaborate *grammatical explanations and demonstrations in the native language* followed by practice on the part of the student in the *writing of paradigms*, in the *applying of the rules* he has learned to the *construction of sentences in the foreign language*, and in the *translation of consecutive passages of prose from the native language to the foreign language*. *Texts in the foreign language are translated into the native language orally and in writing* and, ideally, their *literary and cultural significance is discussed*, although in many classes, because of the limitation in the time available, this is done very perfunctorily, if at all. Students are expected to *know the rules for the correct association of sounds with the graphic symbols* in the foreign writing system, but are given little opportunity to practice these associations except in occasional reading practice in class and in the *writing from dictation of passages which are usually of a literary character*.

The foreign language is not used in class to any extent, except when stereotyped questions may be asked about the subject matter of a reading passage, and the students answer in the foreign language with sentences drawn directly from the text. Often these questions are given in writing and answered in writing. Students taught by this method are frequently confused when addressed in the foreign language and may be very embarrassed when asked to pronounce anything themselves. (Rivers 1968: 16-17) Rivers bases her definition based on her experiences in Australia as a teacher-in-training.

She offers the above definition after first having detailed a hypothetical teacher-in training's visit to one "Classroom A," a prototypical and composite GTM-classroom, where a lesson displaying the above methodological features plays out . That is, Rivers' definition treats the GTM as an extant methodology, still being used actively when she writes her above definition. Her reference to "traditional terms" of grammar nonetheless also speaks to a history underlying this method. She does not name or offer any representative examples of textbooks or teachers, present or past, known to espouse this method.

2.34 Chastain's definition:

The next definition that I offer for consideration comes from Chastain (1991:10). His passage is also long, and so again I have highlighted the portions that illustrate the features of the GTM as a "method":

2-35 The Grammar-Translation Method:

The first step in comprehending the direction second-language teaching took in the fifties is to consider the grammar-translation method of language teaching that preceded it. The audio-lingual approach was the outgrowth of a swing away from the *traditional methodology employed to teach Latin and Greek*. Modern languages had been established in the curriculum under the guise of the classical approach to language teaching. The problem was that the profession later neglected to revamp its procedures to keep them in line with evolving objectives.

The times and rationale changed, but the techniques did not change. Teaching *satisfied the desires of the "mental faculties" school of thought and the traditional humanistic orientation*, which placed primary emphasis on the *belles-lettres* [italics in original] of the country, but it did not prove to be entirely suitable to the world that emerged after World War II. The primary purpose of the grammar-translation method of the thirties, forties, and fifties was to *prepare the students to be able to explore the depth and breadth of the second language's literature*. A secondary objective was to *gain a greater understanding of the first language*. An equally important goal was to improve the students' capability of coping with difficult learning situations and materials, i.e., to *develop the students' minds*.

In attaining these objectives, the students first had to *learn grammar and vocabulary*. *Grammar was taught deductively* by means of long and elaborate explanations. All the regularities and irregularities, all the rules and exceptions to the rules were *described in grammatical terms*. This presentation contained the prescription that the students were to apply in order to *translate the readings* and do the exercises. (Textbooks written in the grammar-translation format were easily identifiable: *the explanations took several pages and the exercises were usually quite short*).

Much class time was spent “talking about” the language. Memorized these lists of words along with the native-language meanings.

Comprehension and assimilation of grammar and vocabulary were put to the test in translation. If the students could *translate the readings to the first language* and if they knew enough to *translate especially selected and prepared exercises from the first to the second language*, they were judged to have learned the language. In addition to translating, the *students were commonly asked to “state the rule.”*¹ During the entire process of going from complete explanations designed to teach the students the rules of the language through to the end of the translation exercises, there was a *constant comparison of the native language and the second language*. The goal was to *be able to convert each language into the other*, and the process was one of problem solving, the problem being that of *puzzling out the correct forms assisted by the grammar rules and the dictionary*. There was *little concern with being able to communicate orally in the language*.

Consequently, there were *few opportunities to listen or to speak the language in class*. *Learning the grammar and vocabulary was achieved by reading and writing exercises*. This author once observed a class in which a student who was reading aloud misplaced the accent on a word in Spanish. Becoming confused, the best she could do was to sit in embarrassed silence until the teacher finally put an end to her ordeal telling her, “For tomorrow I want you to copy the rules for accentuation in the back of the book *fifty* [italics in original] times.”

(Chastain 1991: 103-104, quotation marks and footnote in original; italics added, except where noted). Chastain’s definition essentially shares all of the features of Rivers’ definition. Chastain additionally mentions the GTM features of a heritage in Latin and Greek instruction, as well as an objective of the humanistic goal of mental development. Although Rivers does not mention these two features in her definition that I quoted above, earlier in her book (Chastain 1991: 14), she also claims underpinnings to the GTM in the learning of Latin and Greek with a goal of “intellectual discipline: the mind being trained.” Thus, as far as the GTM features that Chastain and Rivers describe, their definitions appear to be a match. I would

also note that Chastain makes specific historical references that place the GTM to which he refers into the 1930s, 1940s, and 1950s, although his references to Latin and Greek, as well as his use of the word “traditional” twice, speak to a much longer tradition for the method. This time frame for the method is similar to the one that Rivers presents, where she both implies the GTM’s use in her own time while also establishing its long tradition. Differentiating Chastain and Rivers in this aspect, however, is Chastain’s use of the past tense for describing the GTM, as opposed to Rivers’ use of the present tense. Chastain thereby implies that the GTM may somehow be “over.” Similarly to Rivers, Chastain offers no specific, named examples of representative GTM textbooks or teachers.

2.36 Negative judgments are present in the definitions of the GTM:

Earlier in this dissertation, I detailed several negative attitudes towards the GTM. In advance of offering the above definitions of the GTM, I also asserted that these definitions are “negative.” I will now go over the above definitions, observing where they display negative judgments’ towards the GTM. Rivers, for example, weaves certain stylistic elements into her presentation that cast her definition of the GTM as an unfortunate method. She frames her presentation with two rather negative wordings – at the beginning, she asserts that the GTM has an aim of “*inculcating* an understanding of the grammar” (as opposed to, for example, *providing* an understanding) and at the end, she observes “confused and embarrassed” students who cannot speak the foreign language. The GTM that Rivers observed appears to have been practiced in a particularly strict institutional setting. Rivers also adds a significant, negative observation in the middle of her presentation, anchoring the text as it were, concerning the lack of available time that allegedly marks the GTM. This observation about the paucity of time might again be attributed to the institutional setting of the method’s use, where the GTM’s “long and elaborate explanations” may have competed with the institution’s own scheduling system. The observation’s placement in the middle of Rivers’ presentation nonetheless adds to the negativity framing her definition. Chastain also offers an arguably negative definition. For example, early on in his presentation, he

maintains that there is a “problem” associated with the continued use of the method, because “the times and rationale changed” in the language teaching profession. He does not question whether the changes in rationale are appropriate and perhaps also a part of the problem. In fact, Chastain’s placement of his presentation of the GTM (Chastain 1991: 103), as the first item under “antecedents to the audio-lingual approach,” sets up his defined GTM to fail, i.e., it has to end and be replaced by the audio-lingual method in order for Chastain’s presentation to follow logically. Chastain’s past tense usage, as noted above, adds to the sense that Chastain believes the GTM is on an exit path; as he even notes, “it did not prove to be entirely suitable to the world that emerged after World War II.” What are arguably more specific characterizations of the unsuitability of the GTM arise in certain words and style that Chastain chooses. For example, there is Chastain’s hyperbole in “All the regularities and irregularities, all the rules and the exceptions to the rules...” He also uses alliteration for a concept that implies a dull and routine approach: “constant comparison of the native language...” And he implies an incompleteness to the GTM’s standards for evaluation when he maintains that students were “judged to have learned the language” if they could “translate the readings to the first language and if they knew enough to translate ... exercises from the first to the second language.” That is, Chastain implies that translating capabilities might not be enough evidence that one has “learned the language.” Omaggio Hadley, summarizing Chastain, actually adds to this negativity with the subtle conversions that she makes to his definition. As noted earlier, out of Chastain’s “few opportunities to listen or to speak,” Omaggio Hadley makes “very few opportunities.” As well, Omaggio Hadley explicates the implied, negative observation that Chastain does not actually state: “virtually no time was spent talking *in* the language.” Prator and Celce-Murcia, with their use of a list, are more concise than Rivers or Chastain. Nonetheless, there is still language in their list that suggests a negative attitude to the GTM. In their first item, their mention of “little active use of the target language” suggests that “more active use” is an option worth considering. Also, their choice to include the word “difficult” in their fifth item

(“Reading of difficult classical texts is begun early.”) could be construed as unnecessary. That is, the reading of a classical text early on in learning a language would arguably already represent an obviously difficult activity.

Yet, by specifically introducing the term “difficult,” Prator and Celce-Murcia make their judgment clear, i.e., they suggest that this type of reading activity at this stage is “too difficult.” As well, the “little attention” that they see paid to the content of texts, the fact that they see translation exercises as often the “only” drills, and the “little or no attention” that they see given to pronunciation, all add up to a strongly implied inadequacy intrinsic to the GTM, which they might state as: “There are other methods that offer more completeness in these aspects.” Brown, in paraphrasing their list, endorses it and any implied negativity. In fact, by his choice to shorten the list of Prator and Celce-Murcia (recall, he removes one item), and by not quoting their list accurately (regarding the direction of translation, whether by mistake or by choice), Brown suggests that, for him, a more precise and complete definition of the GTM is not entirely critical, as if, in his regard, the GTM as a whole were not entirely relevant. The tone of Richards and Rodgers’ list is perhaps not as negative as the other definitions of the GTM; however, in three instances they choose words that, as in Prator and Celce-Murcia’s presentation, can be interpreted as implying a negative attitude towards the GTM. In the first item of their list, their use of “little more than” in the following sentence: “It [the GTM] hence views language learning as consisting of little more than memorizing rules and facts” implies a judgment that the GTM should consider more factors in language learning. In the second item of their list, their similar use of the phrase “little or no attention” in: “little or no systematic attention is paid to speaking or listening” also implies a judgment that “more” attention would of course be better.

Finally, in the fifth item of their list, one could question the necessity of their choice to include the phrase “meticulous standards” in their quote from Howatt. Richards and Rodgers could have paraphrased Howatt with something less judgmental than “meticulous.

2.37 Mythologizing the GTM’s features has been an observed phenomenon; claims about the detriments of using the mother tongue are a dominant component of the myth:

On the topic of the powerful role of myths and mythologizing in the modern conceptualization of the GTM, I wish to introduce here Levine (2011:71) who also comes across myths that are proliferated against the GTM. Levine’s agenda is to facilitate “code choice” in language pedagogy (specifically in the language classroom) – that is, he does not discourage students and teachers from using the language, or code, of their choice, whether that code would be the mother tongue or the foreign language (Levine calls the foreign language the target language). Levine is thus a supporter of one of the GTM’s agreed-upon salient features: the free use of the students’ mother tongue during foreign language instruction. Yet, Levine also recognizes that his stance is controversial, since the end of the GTM’s popularity has meant a concomitant end to the acceptance of mother tongue usage in language pedagogy: It is, in any case, interesting that what most approaches since earlier grammar translation methods have in common is the view of the L1 as an interference or a hindrance in L2 learning. That is, in today’s overwhelmingly anti-GTM culture, there has also developed a history against use of the mother tongue. Levine notes that, along with this rising sentiment against the mother tongue, at least five myths have since come into existence that are being used to support the abandonment of the mother tongue, in favor of a strictly monolingual, foreign language classroom. I will list the myths that Levine identifies here, although the content of each is not as relevant as the fact that Levine casts them as myths: Myth 1: Monolingual second language use is the most intuitive mode of communication in the language classroom. ...

Myth 2: Monolingual native speaker norms represent an appropriate target for the language learner. ...

Myth 3: A monolingual approach reflects the reality of language classroom communication. ...

Myth 4: Use of the first language could bring about fossilized errors or pidginization.

Myth 5: Use of the first language minimizes time spent using the second language. (Levine 2011: 10-16) Levine does not use the word “myth” pejoratively, rather as a description of a discourse that people observably and consistently take part in. He uses a firm theoretical foundation to refute all of the above five claims and convincingly shows that these claims stem only from history, as opposed to “nature,” and, thus, *are* myths. In the following quote, one can easily apply what Levine says about the myth-making underlying the abandonment of the mother tongue to the myth-making that I identified above as at play in the definitions of the GTM’s alleged features. That is, where Levine uses the phrase “code choice,” consider the word “translation”: In this chapter I have sought to show that the ways we think about the place of the L1 and code choice within our language pedagogy, even the eclectic approaches that come under the heading of CLT [Communicative Language Teaching], are not ‘natural’, but derive from the particular historical trends and trajectories in language education of the last few hundred years, and perhaps from popular, intuitive beliefs, or beliefs based on anecdotal evidence (which themselves have historical roots that one could trace). ... In language teaching, our myths about code choice are linked to our eclectic CLT pedagogies, but here the very terms ‘exclusive target-language use’ and ‘resorting to L1’, so often heard in discussions of language teaching, point toward the existence and deep roots of our myths. Thus, the agenda of this book comes into focus: to establish a framework for classroom code choice that liberates us from the constraints of these myths, in order to facilitate communication and learning in a classroom community of practice. (Levine 2011: 17, quotation marks in original) It is interesting to read Levine’s observation that myths can be used as “constraints,” since the authors whose definitions of the GTM’s features were cited above, resorting to certain familiar anecdotes and claims, also appear to have a goal of constraining the use of the GTM. One might then return to the definitions of the GTM presented here with an added degree of skepticism, resulting from the

possibility that the definitions more so reflect shared stories, with each other and with history generally, than grounding in historical facts. For example, the last sentence in Rivers' presentation – concerning students who are “very embarrassed when asked to pronounce anything themselves” – could be reviewed as a possible anecdote or myth. Remember, Rivers bases this “observation” on only a generalized and hypothetical visit to a prototypical “Classroom A,” where these students display their embarrassment.

Even if Rivers has indeed observed such embarrassment from real students learning via the GTM, she does not offer any real evidence here, instead only echoes of her experience that she is turning into a story, and one that makes for a compelling narrative, but it remains a story. Nonetheless – and this is perhaps what makes the pulling apart of myths and facts concerning the GTM so difficult – there is indeed evidence for Rivers' claim about such imagined students who cannot speak the language they are learning, purportedly because of the GTM. That is, we have historical evidence that for some users of the GTM – both teachers and students – the goal was indeed not to speak. Lovich (1983:20), writing about the history of the Department of Germanic Languages and Literature at the University of Auckland, recounts an observation made by two teachers in the department, John Asher and Roland Marleyn, in 1957:

One of the factors which contributed to their excellent working relationship was that they had both received their postgraduate training at universities in German speaking countries, and while Roland Marleyn was, in the best sense, a traditional scholar of the British mould, he had become distrustful of the methodology of the British German departments during his years of teaching there. The two most severe shortcomings, Asher and Marleyn agreed, were the superficiality of approach to literature, and the ‘lunatic tradition’ that a British German scholar need not, even should not, speak German well.

Thus, if *not* speaking is a goal of the GTM, as Lovich details, then perhaps Rivers truly would encounter students too embarrassed to pronounce words (embarrassed because, for these students, speaking well would actually appear to be

a goal). Whereas Lovich does not say that the method in Britain was particularly the GTM, alone his term “traditional scholar” implies as much.

2.38 My definition of what a GTM would be:

At this point I wish to offer my own definition of the GTM’s features, as it has been expressed by others and illustrated herein. Since the GTM appears to be flawed by definition, some of my features may appear to highlight lacks in the method, but I only mean to be illustrating alleged lacks. I do not mean to express judgments for or against the GTM. Due to the fact that no source proper appears to exist for the GTM as it is customarily defined, I will phrase my definition as a possibility. Thus: given a “method X,” I offer that “method X” would be a GTM, as it has been described by others, if that method would display the following features:

- 1) A student’s language study includes from the outset detailed rules of the grammar of the foreign language, usually explained in the student’s mother tongue and intended for memorization.

- 2) In addition to the rules of grammar, the student also memorizes long, bilingual vocabulary lists.

- 3) After memorizing rules and vocabulary, the student’s primary mode of foreign language production is through written translation exercises.

Note: Points 1, 2, and 3 all entail that both the foreign language and the mother tongue are freely used.

- 4) The texts for translation have often been created by the book or teacher to illustrate specific, pre-learned grammatical rules, without regard for unity or more connected content. Literary texts by well-known authors in the foreign language are also used, both for reading and translation.

- 5) The student is not exposed to the foreign language in its “natural” state: the teacher scarcely talks in the foreign language. Speaking and listening comprehension are not stressed.

- 6) The student becomes conditioned to this routine of rule-learning and rule-application and thus remains a stilted user of the foreign language.

7) The goal of this program is for the student to become a good reader and writer of the foreign language. I pointedly choose to leave my definition as one of “a” GTM, rather than “the” GTM. In so doing I attempt to mitigate the tendency to mythologize something that has not necessarily been definitively identified. I will be guided by this definition in my later analysis of several Prussian authors who are often associated with “the” GTM’s origins.

2.39The GTM is more a concept than a reality in language pedagogy today:

At this stage, I hope to have shown that the definitions and summaries of the GTM made by language pedagogues at the end of the 20th and beginning of the 21st centuries, are consistently negative and appear to have evolved from no single, clear source. The echoes in their phraseology and the references to personal anecdotes and stories from others speak to a tendency to mythologize the GTM. It is therefore arguable that today’s critics have not defined the GTM directly from reality. Instead it appears to be a generally agreed-upon concept that they offer, and then rail against. Additionally, I suggest that the consistently negative judgments used by these critics in their definitions of the GTM can be seen as a strategy to remain “on top” of the competition from the past. That is, Communicative Language Teaching (CLT), the dominant movement of language teaching today, may be merely translating “historical trends and trajectories in language education” (Levine’s words) into a concise summary, giving CLT power while actually robbing the GTM of its more complex and not so easily summarized history. Therefore, despite ongoing listings of its features that might appear authoritative and complete (as well as dismissive), the GTM remains nebulous. In a search for greater clarity, I will now investigate when and where there were methods that may have contributed to the existence of an alleged GTM, as well as examine how the method received its name.

2.40 Previous Studies:-

2.40.1 Regional studies:

1. Aldosari and Mekheimer in his thesis (Effects of Using Culture-laden Texts on Culture specific Translation Skills in Arab Students) explains that teaching of English as a foreign language is a challenging task .And English in Saudi Arabia serve a limited purposes .Teaching of English in Saudi starts at school level . Despite good overall planning, purposive curriculum ,integrated text books, qualified teachers, achievement is below the expectations, so he recommended that , diagnostic studies should better be undertaken in different language areas and skills so that the teacher may know the types of the problems and the corresponding factors. Also he recommended that teachers should use other teaching methods beside the GTM.

2. Merriam E Al Nassir in her thesis (Meaning Recall and Retention : Comparison Between Translation Method And Pictorial Method in Learning Vocabulary in Saudis' School) .

She explains that this study was conducted in order to prove that learning vocabulary is an essential component in learning a second language. SLA researchers have argued that explicit vocabulary strategy is more effective than incidental vocabulary strategy especially for learners at the elementary proficiency level. Previous studies have shown that the translation method is an effective mode of instruction for teaching English vocabulary for ESL and EFL learners at the elementary level.

3.Hussein M. Assalahi in his thesis (Why Is the Grammar-translation Method Still Alive in the Arab World? Teachers' Beliefs and Its implications for EFL Teacher Education). He explains that language teachers' agency to their belief system has been widely reported to influence classroom teaching practices. Whilst the bulk of research has dealt with second language learner teachers' beliefs, few studies have

been conducted on how and why tenured EFL teachers activate their beliefs within a context of strictly controlled curriculum and imposed language teacher education programmes and what influence this may have on their teaching practice. Specifically, when EFL teachers adapt the imposed communicative language teaching approach (CLA) in teaching grammar, tensions are bound to arise and influence their decisions regarding implementation of the proposed curriculum. The study addressed this gap and contributed more broadly to our understanding of how attention to teachers' beliefs and self-initiated models of professional development such as reflection could aid the effectiveness of top-down policies. This paper aimed at exploring the interplay between EFL teachers' beliefs about grammar teaching and their reported practices in public schools in Saudi Arabia, and the extent of influence of teacher education programmes in informing such beliefs.

4. Dr. Sayeh S Abdullah in his thesis (*A Contrastive Study of the Grammar Translation and the Direct Methods of Teaching*) explains that Learning of any second language which once may have been for the sake of pleasure or intellectual improvement but with the rapid scientific development a large vista of knowledge has dawned on the human mind. People of different languages, different places and different lands have contributed to this scientific development, therefore, learning of second languages has become a need and in some cases an inevitability. Accordingly attempts have been made time to time by the experts to propound the best method of learning the foreign language and among them the grammar- translation and the direct methods are of the premium value as all the other methods and techniques seem to have sprung from these two.

This paper is aimed at the detailed study of two of the most preferred and practiced techniques and methods of teaching a second language i.e. the grammar-translation method and the direct method as all the other

techniques have sprung from these two main techniques. As the grammar translation method has been practiced as the most popular one for the teaching of second languages, therefore, we inaugurate our research with the discussion on this method.

2.40.2 International studies:

1. John Michael Villar Faller in his thesis with the title of (21st Century Teaching and Learning) has founded the following results:

- a. “Teaching in 21st century is very challenging. Everything can be accessed in your fingertips. Hence, the teacher will just be the facilitator to pursue the knowledge.it is more about how you differentiate between facts and emotions.”
- b. “Teaching is to train techno brains that are sensible to all dimensions (cognitive, affective, physical, spiritual).”
- c. “Teaching in the 21st Century requires that the professor constantly increase personal skills in world-mindedness, human understanding, cross-cultural awareness, cutting edge technology and area competency.”
- d. It is highly recommended to avoid using the grammar translation method inside the classroom.

2. Hope Christina H. Deita*in her thesis (GTM Vis-a-Vis CLT: A Comparison of Language Teaching Methods) explains that the Grammar Translation Method (GTM) and Communicative Language Teaching (CLT) are two methods commonly implored by language teachers in the classroom setting. These methods are guiding principles that equipped the language teachers in their challenge to transfer language skills to nonnative students. The comparison of these two methods shows learning a language effectively through theory versus the real world.

Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life.

3. Inga Dagilienė in her thesis (Translation as a Learning Method in English Language Teaching) explains that the present paper focuses on the use of translation in helping learners to acquire, develop and strengthen their knowledge and competence in the English language. Translation integrated into the language learning practice along with generally used learning activities, such as reading, listening, writing, and vocabulary development could be defined as a “pedagogical tool”, considering that its purpose is to teach a language. Translation activities make students communicate both ways: into and from the foreign language. While translating students are incited to notice differences in structure and vocabulary, to strengthen grammatical competence, to shape their own way of thinking and to correct common mistakes that could otherwise remain unnoticed. Students can make the best out of their learning, if they are encouraged to use translation skills properly. Translation activities are used in the advanced English learning programmes at Kaunas University of Technology (KTU). This paper is based on a brief theoretical literature overview, analysis of the activities in the language classroom and analysis of the results of the survey. The findings of the survey suggest that translation is a good tool in the English language learning course aimed at enhancement of students’ foreign language skills.

Chapter Three

The procedure of the research

3.1 Introduction:

This chapter introduces methodology , population , the samples , the research tools, questionnaire reliability ,the questionnaire, validity and an interview which increases the validity and reliability of the research .

3.2 Methodology

In this chapter the researcher introduces the description of the study methodology, the researcher will describe the tools utilized for data collection which contains the population (subjects), the procedure and the statistical analysis which applied in this research.

He used (SPSS) which known as (statistical package social science) pogramme , to analyze this data .To know the impact of using grammar translation method on the performance of Saudi secondary school students, the researcher followed some steps . So this chapter deals with procedure ,data collection form the population , the questionnaire, the test and the interview are a very important tools for this process.

3.3 Population

Consist of :-

1-A group of teachers from (35) governmental schools, were chosen randomly from Northern Borders –Arar.

2-A group composed from five experts were chosen from different institutes and universities.

3.4 Sampling:

In order to choose a sample for this study the target population is (35) teachers , this group is selected randomly.

The following tables show the study sample with regional to their sex ,qualifications, college and experience .

Table 3.1: The frequency and the percentage for the sample individual survey.

Descriptive Analysis
Frequency Tables

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	26	74.3	74.3	74.3
	female	9	25.7	25.7	100.0
	Total	35	100.0	100.0	

Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	graduate	12	34.3	34.3	34.3
	post graduate	23	65.7	65.7	100.0
	Total	35	100.0	100.0	

Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 5 years	12	34.3	34.3	34.3
	5--10 years	13	37.1	37.1	71.4
	more than 10 years	10	28.6	28.6	100.0
	Total	35	100.0	100.0	

College

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	education	32	91.4	91.4	91.4
	arts	3	8.6	8.6	100.0
	Total	35	100.0	100.0	

3.5 Discussion :

The tables show the demographic distribution of the individuals of the study as questionnaire sample . It consists of 74.3% of male and 25.7% of female. As for qualifications, there is 34.3% getting bachelor and 65.7% getting master degree . For experts it can be seen that the majority of the sample individuals 37.1% have experience of teaching which is less than 10 years.

3.6 Tools

In this study, data is collected by the questionnaire and the test beside interview. 35 secondary school English teachers at northern boarders (Saudi Arabia) answered the questionnaire inquires.

3.7 The questionnaire design :

The questionnaire was designed to collect information about the difficulties building English sentence among Saudi secondary schools students. The questionnaire consists of (20) statements , and it was designed on the scale of six points :

Strongly agree /Agree / Somewhat agree/Disagree -
Strongly disagree / Somewhat disagree

(Appendix 1)

3.7.1 Validity

Four judges have given their opinion on the validity of the questionnaire inquires . (Appendix 4)

3.7.2 Reliability

The researcher has shown the characteristics of the sample individuals and their distribution .Therefore , the statistical divisions are as follows:

- (1) The frequencies and the percentage.
- (2) Degree of consistency and correlation.

3.8 The Interview:

The interview consists of five questions. These questions are free questions, they were given to language experts in the teaching field. This interview is designed to increase both the validity and the reliability of this research. (Appendix 2)

3.9 The test:

This test contains two parts. The questions in the two parts are focusing on the speaking skill, the test is prepared for 25 students. This test is designed also to increase both the validity and the reliability of this research. (Appendix 3)

3.10 The summary:

The researcher has introduced the description of the research tools which are used in this research, it includes measuring instruments ,population , questionnaire, test, interview , statistical analysis method and he distributed the subjects according to their genders ,pairs of experience, collage and qualifications as it was shown above in the tables .

Chapter Four

Statistical Analysis and discussion

4.1 The questionnaire:

Introduction :

This chapter contain the statistical analysis and the discussion of the results of both the questionnaire, the test and the interview.

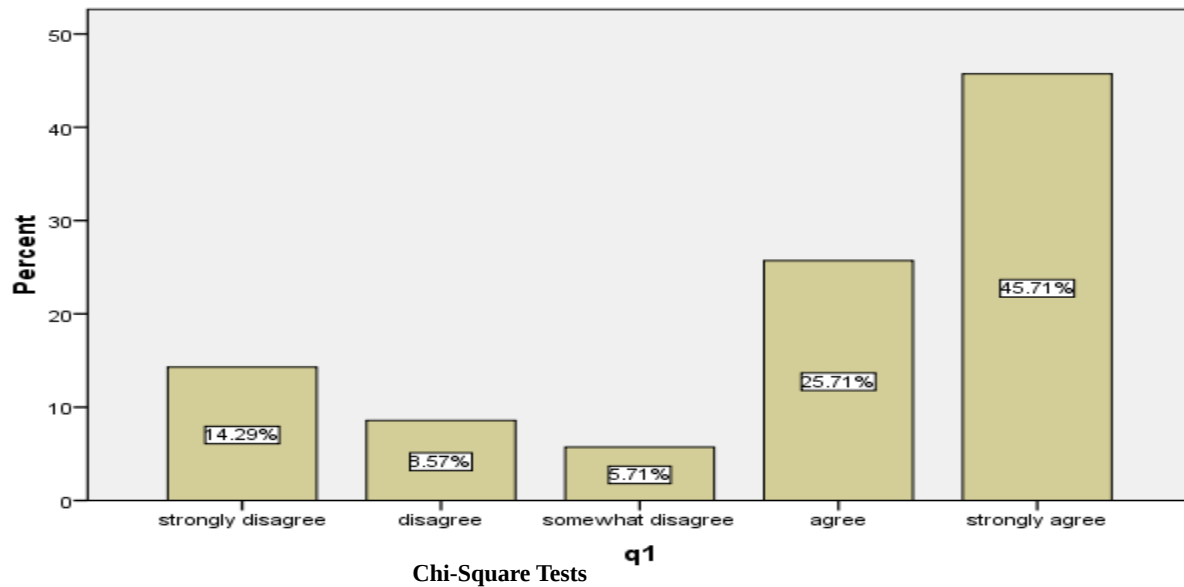
Association Test:

Cross tabulation and Chi squared test were used to examine the association between the dependent variable (drop in the standard of Saudi secondary students in English language) and the independent variables.

q20 * q1

Count		Crosstab					Total
		q1					
		strongly disagree	disagree	somewhat disagree	agree	strongly agree	
q20	somewhat agree	1	0	0	0	0	1
	agree	0	0	0	2	3	5
	strongly agree	4	3	2	7	13	29
	Total	5	3	2	9	16	35

Figure 4.1 The grammar translation method (GTM) is the only method used in Saudi secondary schools for a long time. **q1**



Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.264 ^a	8	.408
Likelihood Ratio	7.496	8	.484
Linear-by-Linear Association	.093	1	.760
N of Valid Cases	35		

a. 13 cells (86.7%) have expected count less than 5. The minimum expected count is .06.

The results above show the association and chi squared test between using GTM as only method for teaching English language and the dependent variable (drop in the standard of Saudi secondary schools in English language). The P value of chi squared. test was calculated at (0.408) which indicated no statistical significant association between the two variables.

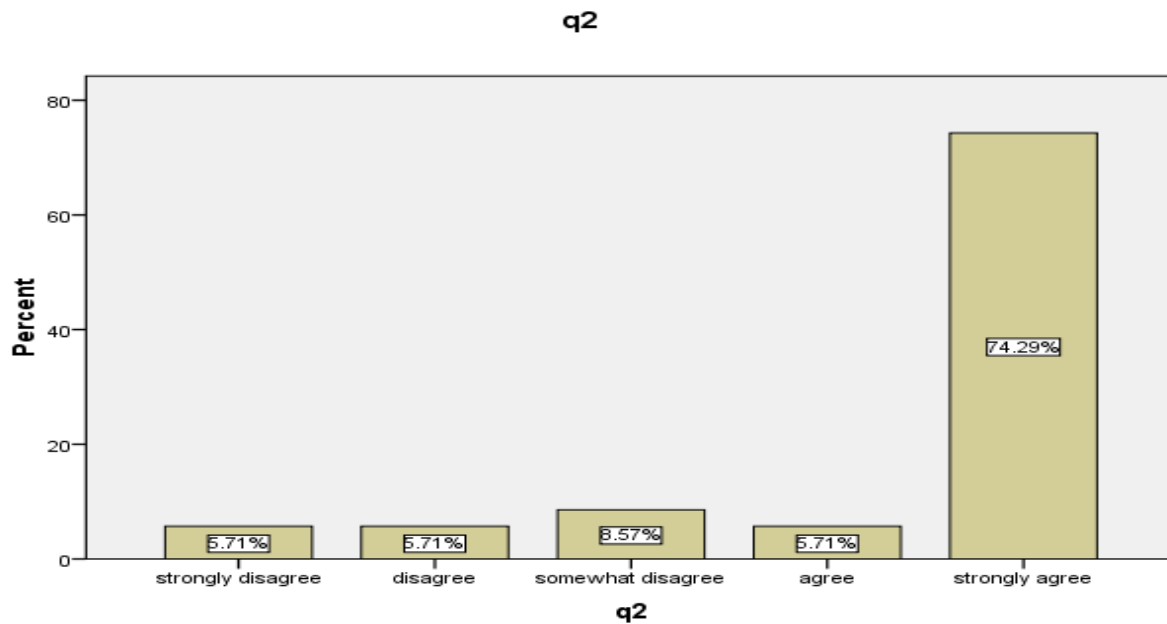
Question 2

Cross tabulation and Chi squared test were used to examine the association between the dependent variable (Teachers prefer adopting (GTM) because of its ease of application in teaching English language) and the independent variables.

q20 * q2

Count		Crosstab					Total
		q2					
		strongly disagree	disagree	somewhat disagree	agree	strongly agree	
q20	somewhat agree	0	0	0	0	1	1
	agree	0	0	0	1	4	5
	strongly agree	2	2	3	1	21	29
Total		2	2	3	2	26	35

Figure 4.2 Teachers prefer adopting (GTM) because of its ease of application in teaching English language.



Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.676 ^a	8	.885
Likelihood Ratio	4.244	8	.835
Linear-by-Linear Association	1.185	1	.276
N of Valid Cases	35		

a.14 cells (93.3%) have expected count less than 5. The minimum expected count is .06.

The results above show the association and chi squared test between the use of GTM which cause a dramatic drop in the standard of Saudi secondary school students in English and the dependent variable (Teachers prefer adopting (GTM) because of its ease of application in teaching English language). The P value of chi squared test was calculated at (0.885) which indicated no statistical significant association between the two variables.

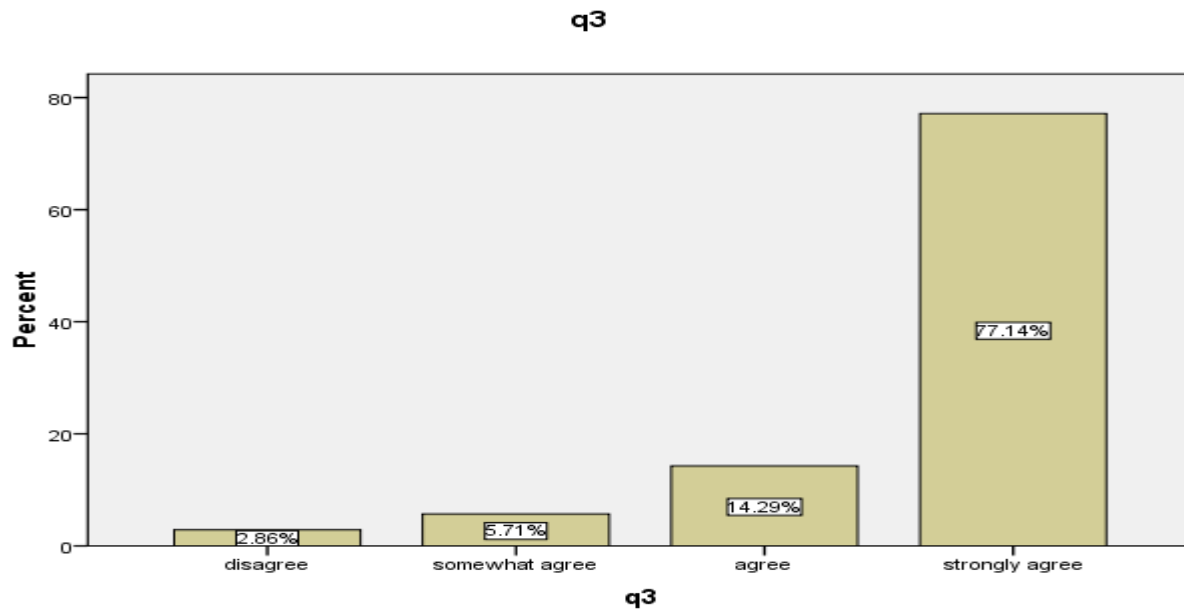
Question 3

Cross tabulation and Chi squared test were used to examine the association between the dependent variable (Saudi teachers tend to use (GTM) because it allows direct translation) and the independent variables.

Crosstab

Count		q3				Total
		disagree	somewhat agree	agree	strongly agree	
q20	somewhat agree	0	0	0	1	1
	agree	0	0	2	3	5
	strongly agree	1	2	3	23	29
Total		1	2	5	27	35

Figure 4.3 Saudi teachers tend to use (GTM) because it allows direct translation.



Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.669 ^a	6	.721
Likelihood Ratio	3.596	6	.731
Linear-by-Linear Association	.067	1	.796
N of Valid Cases	35		

a. 11 cells (91.7%) have expected count less than 5. The minimum expected count is .03.

The results above show the association and chi squared test between the use of GTM has cause a dramatic drop in the standard of Saudi secondary school students in English and the dependent variable (Saudi teachers tend to use (GTM) because it allows direct translation.). The P value of chi squared test was calculated at (0.721) which indicated no statistical significant association between the two variables.

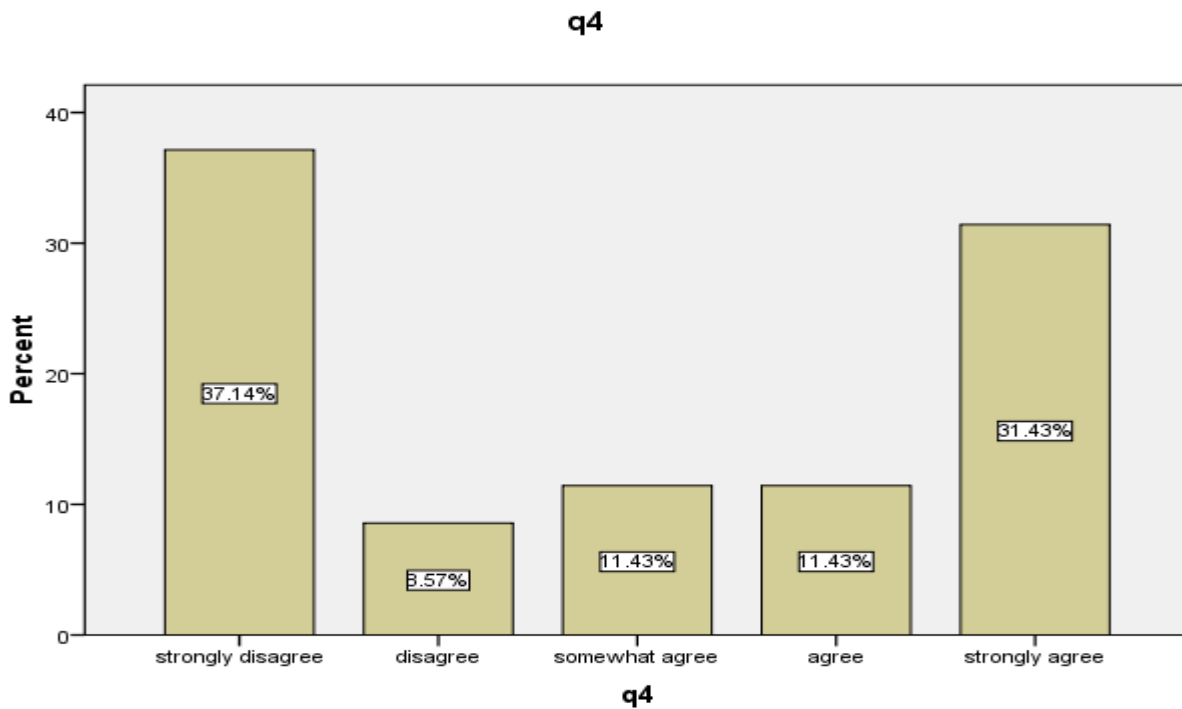
Question 4

Cross tabulation and Chi squared test were used to examine the association between the dependent variable (Most of Sudanese English language teachers have no or little knowledge of other teaching methods) and the independent variables.

Crosstab

Count		q4					Total
		strongly disagree	disagree	somewhat agree	agree	strongly agree	
q20	somewhat agree	0	0	0	1	0	1
	agree	2	0	0	0	3	5
	strongly agree	11	3	4	3	8	29
Total		13	3	4	4	11	35

Figure 4.4 -Most of Saudi English language teachers have no or little knowledge of other teaching methods.



Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.050 ^a	8	.199
Likelihood Ratio	8.925	8	.349
Linear-by-Linear Association	.903	1	.342
N of Valid Cases	35		

a. 13 cells (86.7%) have expected count less than 5. The minimum expected count is .09.

The results above show the association and chi squared test between using the GTM which cause a dramatic drop in the standard of Saudi secondary school students in English and the dependent variable (Most of Saudi English language teachers have no or little knowledge of other teaching methods). The P value of chi squared test was calculated at (0.199) which indicated no statistical significant association between the two variables

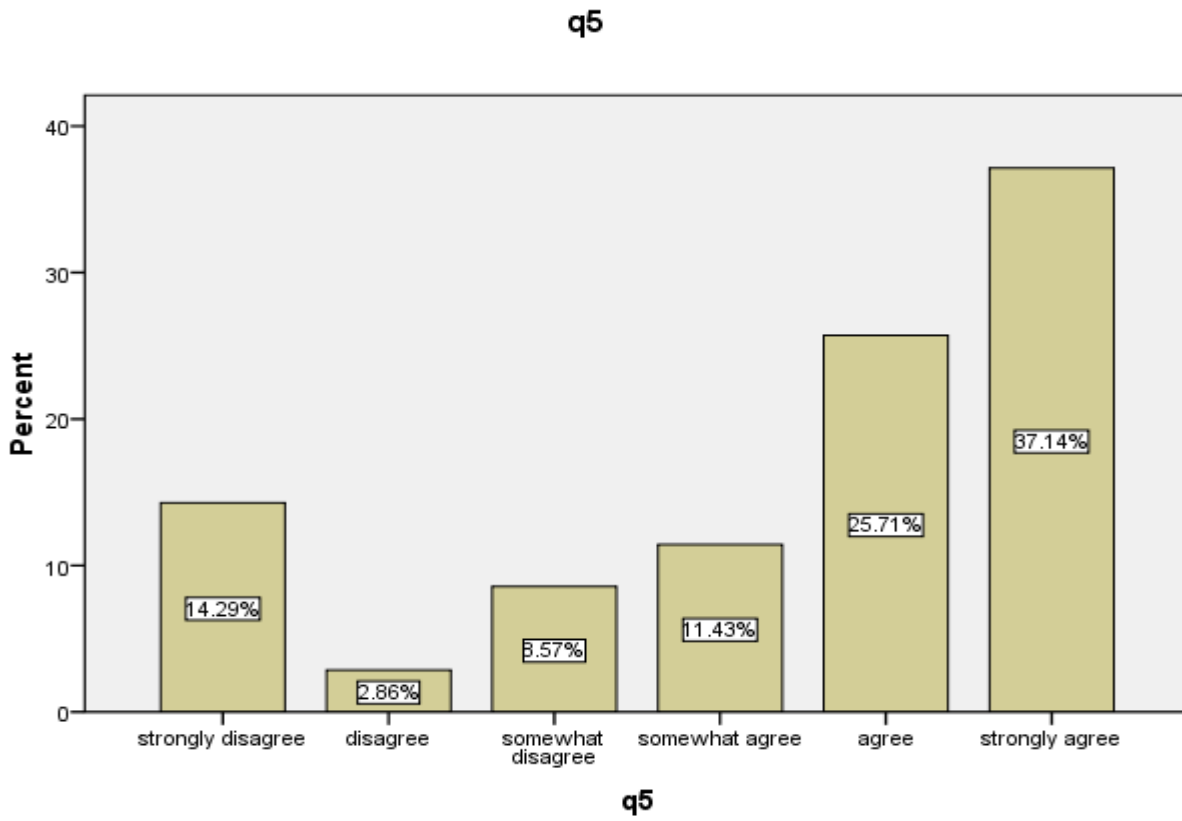
Question 5

Cross tabulation and Chi squared test were used to examine the association between the dependent variable (GTM is the most widely used method in secondary schools) and the independent variables.

Crosstab

Count		q5						Total
		strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree	
q20	somewhat agree	0	0	0	0	1	0	1
	Agree	0	0	0	1	3	1	5
	strongly agree	5	1	3	3	5	12	29
Total		5	1	3	4	9	13	35

Figure 4.5 GTM is the most widely used method in secondary schools.



Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.476 ^a	10	.582
Likelihood Ratio	9.063	10	.526
Linear-by-Linear Association	.672	1	.412
N of Valid Cases	35		

a. 16 cells (88.9%) have expected count less than 5. The minimum expected count is .03.

The results above show the association and chi squared test between using the GTM which cause a dramatic drop in the standard of Saudi secondary school students in English and the dependent variable (GTM is the most widely used method in secondary schools.). The P value of chi squared test was calculated at (0.582) which indicated no statistical significant association between the two variables

Question 6

Cross tabulation and Chi squared test were used to examine the association between the dependent variable (GTM requires teachers not to use other teaching methods, and as such they use direct translation) and the independent variables.

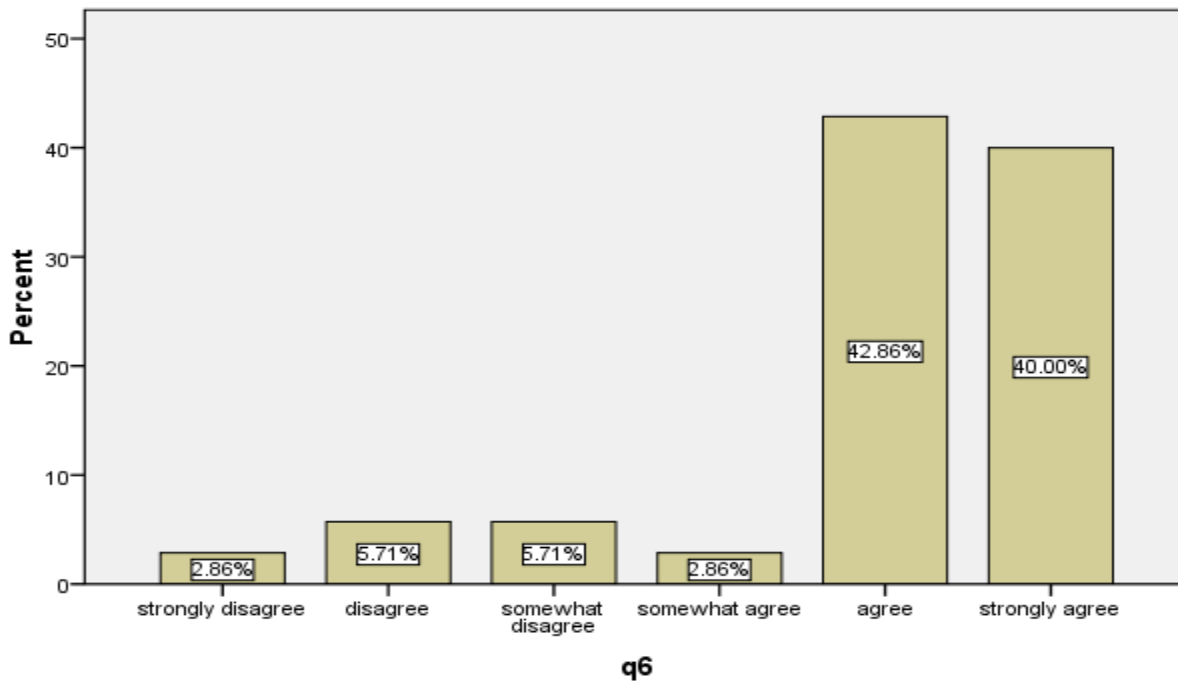
q20 * q6

Crosstab

Count		q6						Total
		strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree	
q20	somewhat agree	0	0	0	0	1	0	1
	Agree	0	0	0	0	4	1	5
	strongly agree	1	2	2	1	10	13	29
Total		1	2	2	1	15	14	35

Figure 4.6 GTM requires teachers not to use other teaching methods, and as such they use direct translation.

q6



Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.156 ^a	10	.880
Likelihood Ratio	6.172	10	.801
Linear-by-Linear Association	.113	1	.737
N of Valid Cases	35		

a. 16 cells (88.9%) have expected count less than 5. The minimum expected count is .03.

The results above show the association and chi squared test between using GTM as only method for teaching English language and the dependent variable (GTM requires teachers not to use other teaching methods, and as such they use direct translation). The P value of chi squared test was calculated at (0.880) which indicated no statistical significant association between the two variables.

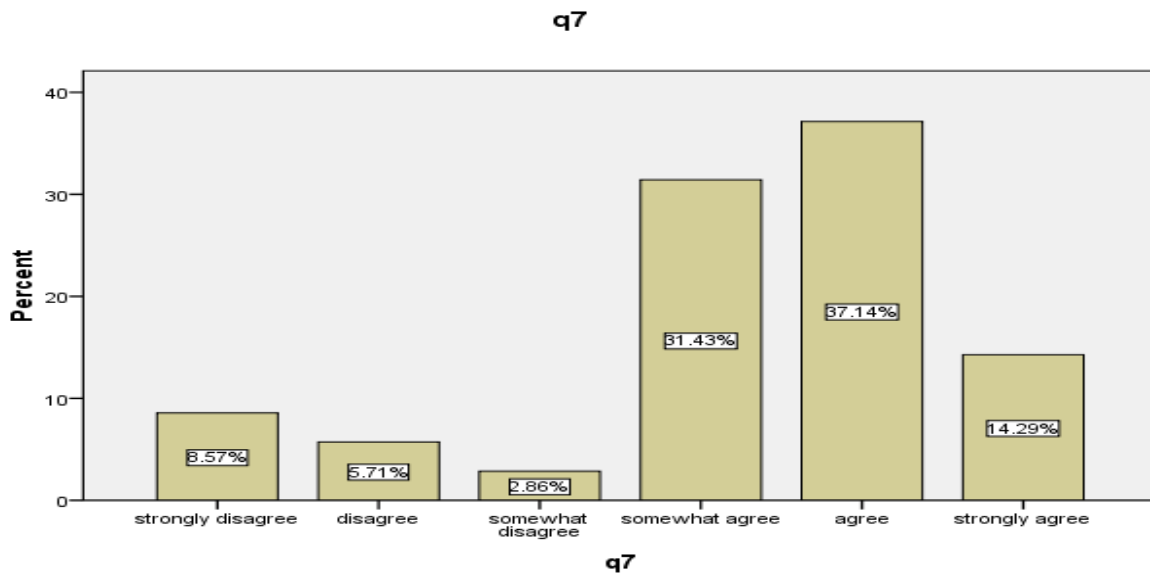
Question 7:

Cross tabulation and Chi squared test were used to examine the association between the dependent variable (GTM is commonly used in Saudi secondary schools as a mode of instruction.) and the independent variables.

Crosstab

Count		q7					Total	
		strongly disagree	disagree	somewhat disagree	somewhat agree	agree		strongly agree
q20 somewhat agree		0	0	0	0	1	0	1
Agree		0	0	0	1	4	0	5
strongly agree		3	2	1	10	8	5	29
Total		3	2	1	11	13	5	35

Figure 4.7 GTM is commonly used in Saudi secondary schools as a mode of instruction.



Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.133 ^a	10	.713
Likelihood Ratio	8.448	10	.585
Linear-by-Linear Association	1.183	1	.277
N of Valid Cases	35		

a. 16 cells (88.9%) have expected count less than 5. The minimum expected count is .03.

The results above show the association and chi squared test between using GTM as only method for teaching English language and the dependent variable (GTM is commonly used in Sudanese secondary schools as a mode of instruction.). The P value of chi squared test was calculated at (0.713) which indicated no statistical significant association between the two variables.

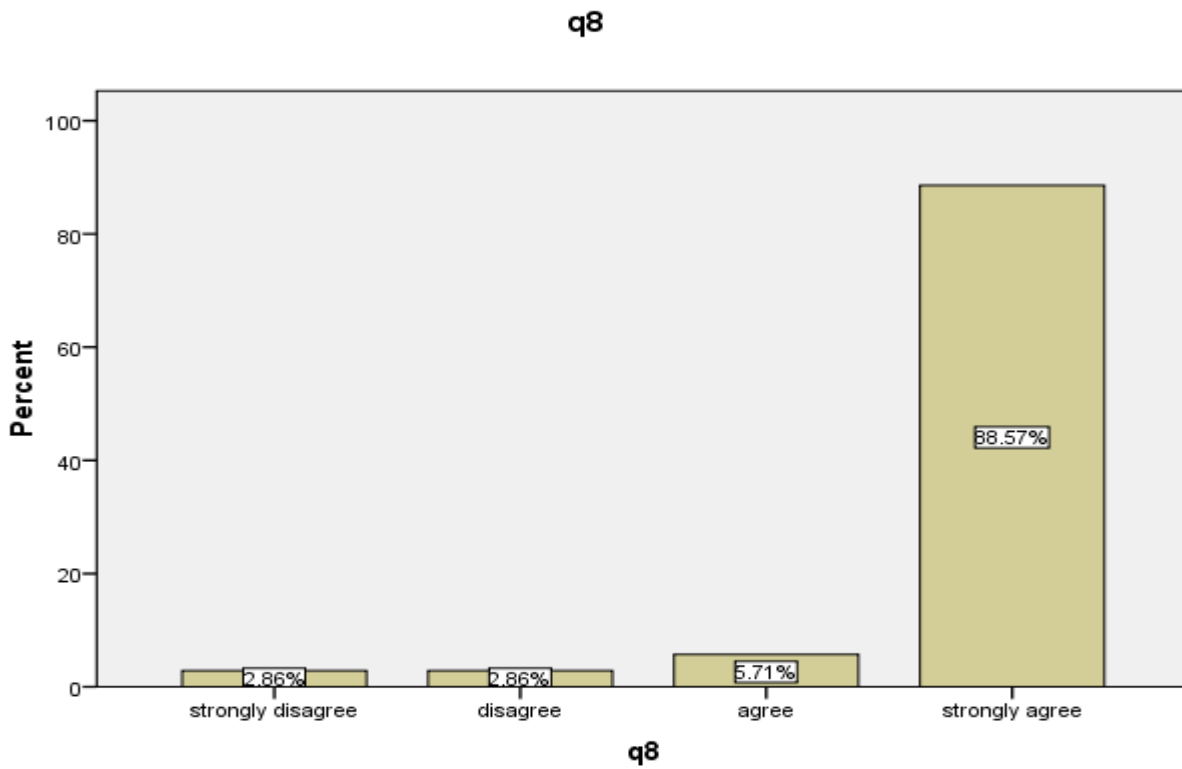
Question 8:

Cross tabulation and Chi squared test were used to examine the association between the dependent variable (Saudi school teachers are supposed to adopt other methods of teaching English) and the independent variables.

Crosstab

Count		q8				Total
		strongly disagree	disagree	agree	strongly agree	
q20	somewhat agree	0	0	1	0	1
	agree	0	0	1	4	5
	strongly agree	1	1	0	27	29
Total		1	1	2	31	35

Figure 4.8 Saudi school teachers are supposed to adopt other methods of teaching English.



Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.408 ^a	6	.002
Likelihood Ratio	10.863	6	.093
Linear-by-Linear Association	.072	1	.788
N of Valid Cases	35		

a. 11 cells (91.7%) have expected count less than 5. The minimum expected count is .03.

The results above show the association between chi squared test and the use of the GTM as only method for teaching English language and the dependent variable (Saudi school teachers are supposed to adopt other methods of teaching English.). The P value of chi squared test was calculated at (0.002) which indicated statistical significant association between the two variables.

Question 9:

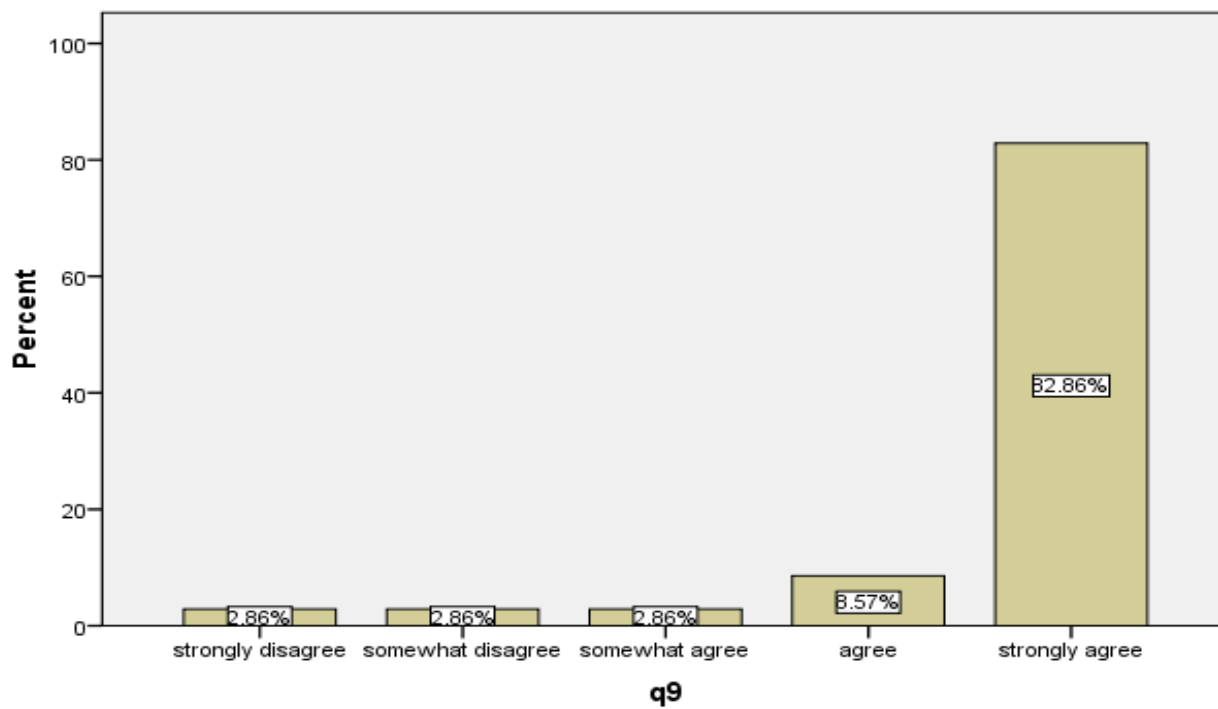
Cross tabulation and Chi squared test were used to examine the association between the dependent variable (diversifying quality of teaching methods will improve teachers' performance.) and the independent variables.

Crosstab

Count		q9					Total
		strongly disagree	somewhat disagree	somewhat agree	agree	strongly agree	
q20	somewhat agree	0	0	0	1	0	1
	agree	0	0	0	2	3	5
	strongly agree	1	1	1	0	26	29
Total		1	1	1	3	29	35

Figure 4.9 Diversifying quality of teaching methods will improve teachers' performance.

q9



Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.926 ^a	8	.011
Likelihood Ratio	14.367	8	.073
Linear-by-Linear Association	.242	1	.622
N of Valid Cases	35		

a. 14 cells (93.3%) have expected count less than 5. The minimum expected count is .03.

The results above show the association between chi squared test and the use of the GTM as only method for teaching English language and the dependent variable (Diversifying quality of teaching methods will improve teachers' performance.). The P value of chi squared test was calculated at (0.011) which indicated statistical significant association between the two variables.

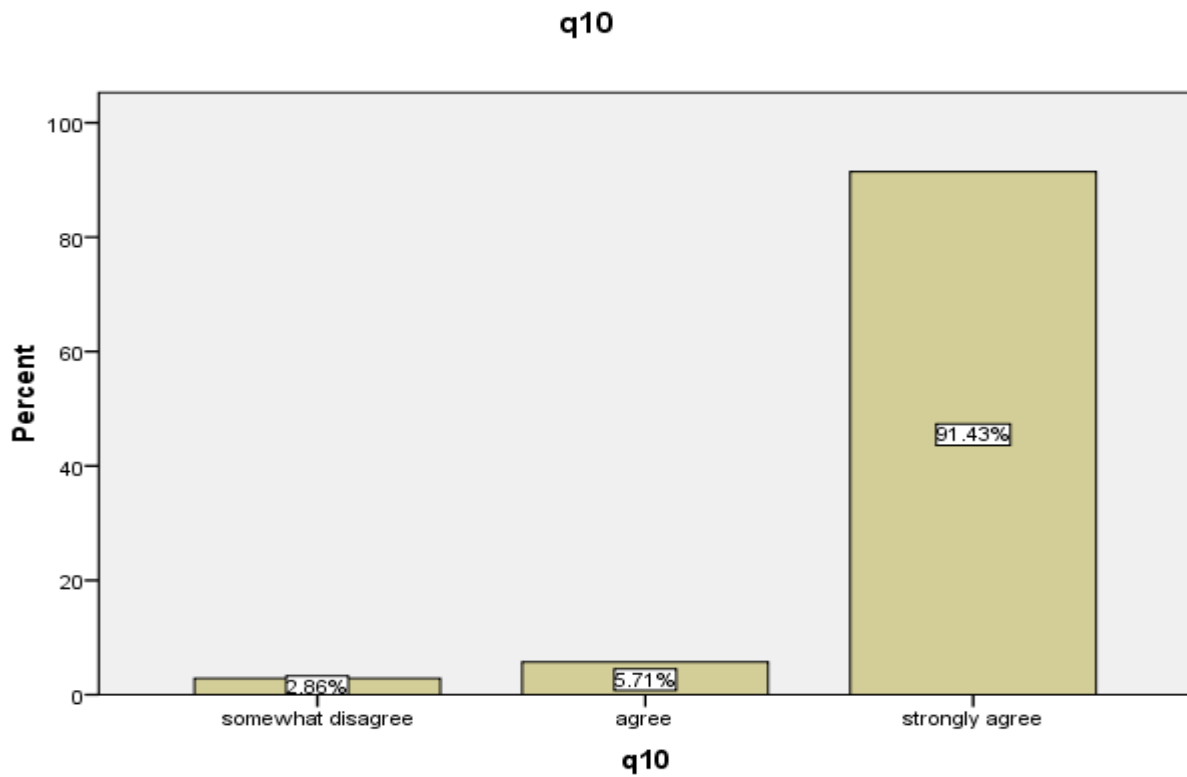
Question 10:

Cross tabulation and Chi squared test were used to examine the association between the dependent variable (Students' weaknesses in English performance is not linked with GTM) and the independent variables.

Crosstab

Count		q10			Total
		somewhat disagree	agree	strongly agree	
q20	somewhat agree	0	1	0	1
	agree	0	1	4	5
	strongly agree	1	0	28	29
Total		1	2	32	35

Figure 4.10 Students' weaknesses in English performance is not linked with GTM.



Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.276 ^a	4	.000
Likelihood Ratio	10.591	4	.032
Linear-by-Linear Association	1.740	1	.187
N of Valid Cases	35		

a.8 cells (88.9%) have expected count less than 5. The minimum expected count is .03.

The results above show the association between chi squared test and the use of the GTM as only method for teaching English language and the dependent variable (Students' weaknesses in English performance is not linked with GTM.). The P value of chi squared test was calculated at (0.000) which indicated statistical significant association between the two variables.

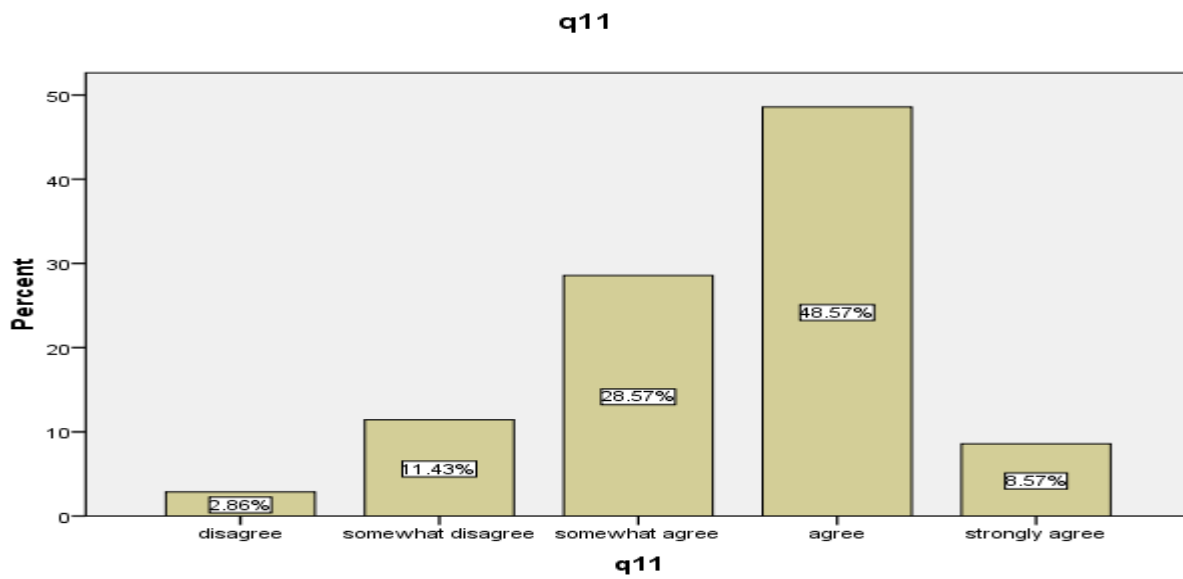
Question 11:

Cross tabulation and Chi squared test were used to examine the association between the dependent variable (In addition to the use of the direct translation method, other factors may contribute to the weak levels of students' in the English language) and the independent variables.

Crosstab

Count		q11					Total
		disagree	somewhat disagree	somewhat agree	agree	strongly agree	
q20	somewhat agree	1	0	0	0	0	1
	agree	0	1	2	0	2	5
	strongly agree	0	3	8	17	1	29
Total		1	4	10	17	3	35

Figure 4.11 In addition to the use of the direct translation method, other factors may contribute to the weak levels of students' in the English language.



Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	45.243 ^a	8	.000
Likelihood Ratio	19.151	8	.014
Linear-by-Linear Association	3.013	1	.083
N of Valid Cases	35		

a. 13 cells (86.7%) have expected count less than 5. The minimum expected count is .03.

The results above show the association between chi squared test and the use of the GTM as only method for teaching English language and the dependent variable (In addition to the use of the direct translation method, other factors may contribute to the weak levels of students' in the English language). The P value of chi squared test was calculated at (0.000) which indicated statistical significant association between the two variables.

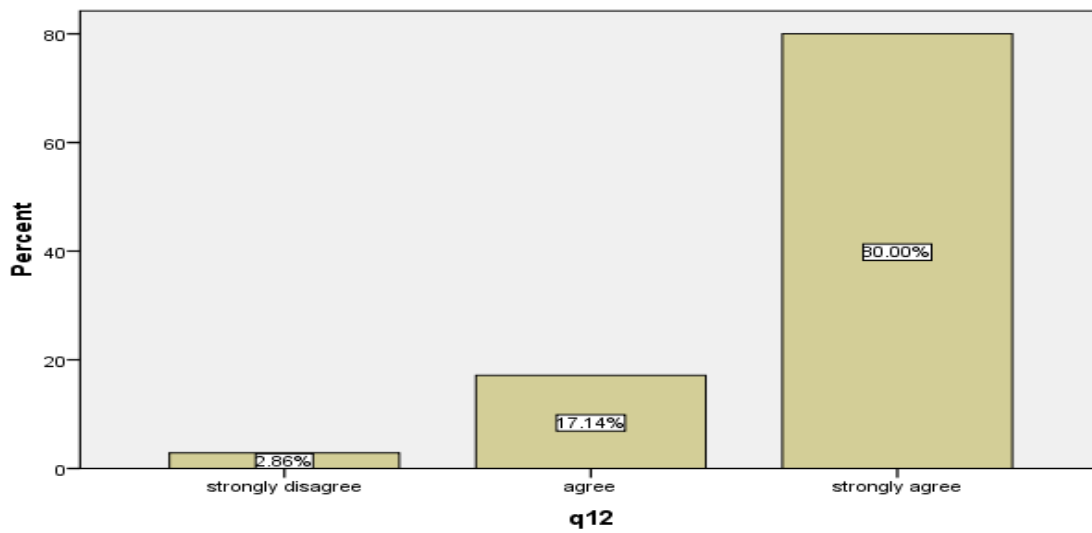
Question 12:

Cross tabulation and Chi squared test were used to examine the association between the dependent variable (Teachers should be aware of the most useful methods of teaching) and the independent variables.

Crosstab

Count		q12			Total
		strongly disagree	agree	strongly agree	
q20	somewhat agree	0	1	0	1
	agree	0	2	3	5
	strongly agree	1	3	25	29
Total		1	6	28	35

Figure 4.12 Teachers should be aware of the most useful methods of teaching.
q12



Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.707 ^a	4	.103
Likelihood Ratio	6.272	4	.180
Linear-by-Linear Association	.526	1	.468
N of Valid Cases	35		

a. 8 cells (88.9%) have expected count less than 5. The minimum expected count is .03.

The results above show the association between chi squared test and the use of the GTM as only method for teaching English language and the dependent variable (Teachers should be aware of the most useful methods of teaching). The P value of chi squared test was calculated at (0.103) which indicated statistical significant association between the two variables.

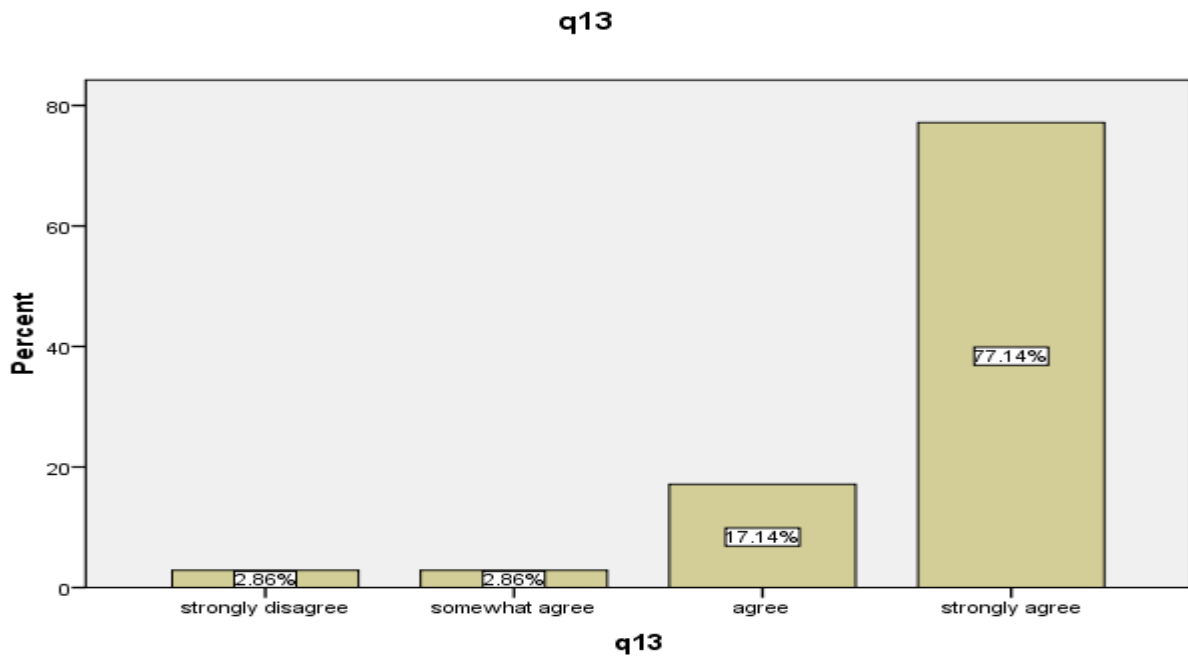
Question 13:

Cross tabulation and Chi squared test were used to examine the association between the dependent variable (Teachers never use other methods such as the communicative method in Sudanese secondary schools) and the independent variables.

Crosstab

Count						
		q13				
		strongly disagree	somewhat agree	agree	strongly agree	Total
q20	somewhat agree	0	0	1	0	1
	agree	0	0	3	2	5
	strongly agree	1	1	2	25	29
Total		1	1	6	27	35

Figure 4.13 Teachers never use other methods such as the communicative method in Saudi secondary schools.



Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.526 ^a	6	.035
Likelihood Ratio	11.081	6	.086
Linear-by-Linear Association	.854	1	.355
N of Valid Cases	35		

a. 11 cells (91.7%) have expected count less than 5. The minimum expected count is .03.

The results above show the association between chi squared test and the use of the GTM as only method for teaching English language and the dependent variable (Teachers never use other methods such as the communicative method in Saudi secondary schools). The P value of chi squared test was calculated at (0.035) which indicated statistical significant association between the two variables.

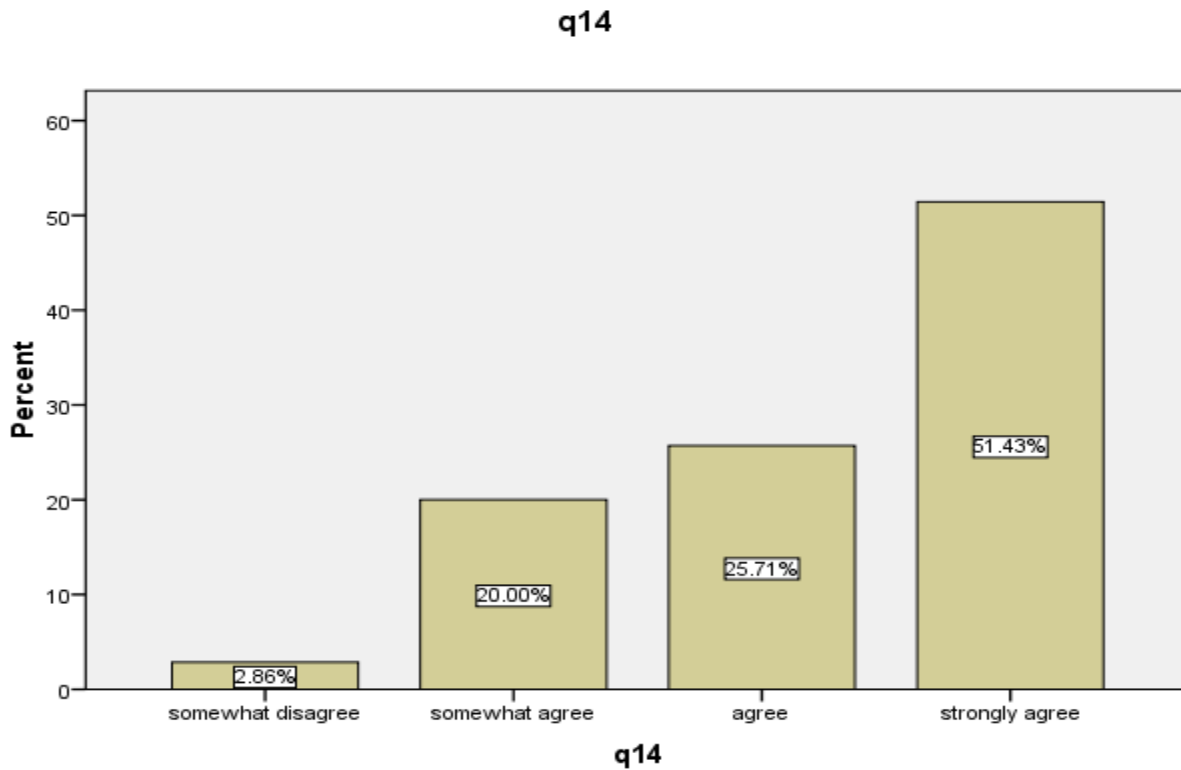
Question 14:

Cross tabulation and Chi squared test were used to examine the association between the dependent variable (Secondary school students are content with the use of regular translations as they practice) and the independent variables.

Crosstab

Count		q14				Total
		somewhat disagree	somewhat agree	agree	strongly agree	
q20	somewhat agree	0	0	1	0	1
	agree	0	1	2	2	5
	strongly agree	1	6	6	16	29
Total		1	7	9	18	35

Figure 4.14 Secondary school students are content with the use of regular translations as they practice.



Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.962 ^a	6	.682
Likelihood Ratio	3.901	6	.690
Linear-by-Linear Association	.107	1	.743
N of Valid Cases	35		

a. 9 cells (75.0%) have expected count less than 5. The minimum expected count is .03.

The results above show the association between chi squared test and the use of the GTM as only method for teaching English language and the dependent variable (Secondary school students are content with the use of regular translations as they practice). The P value of chi squared test was calculated at (0.682) which indicated statistical significant association between the two variables.

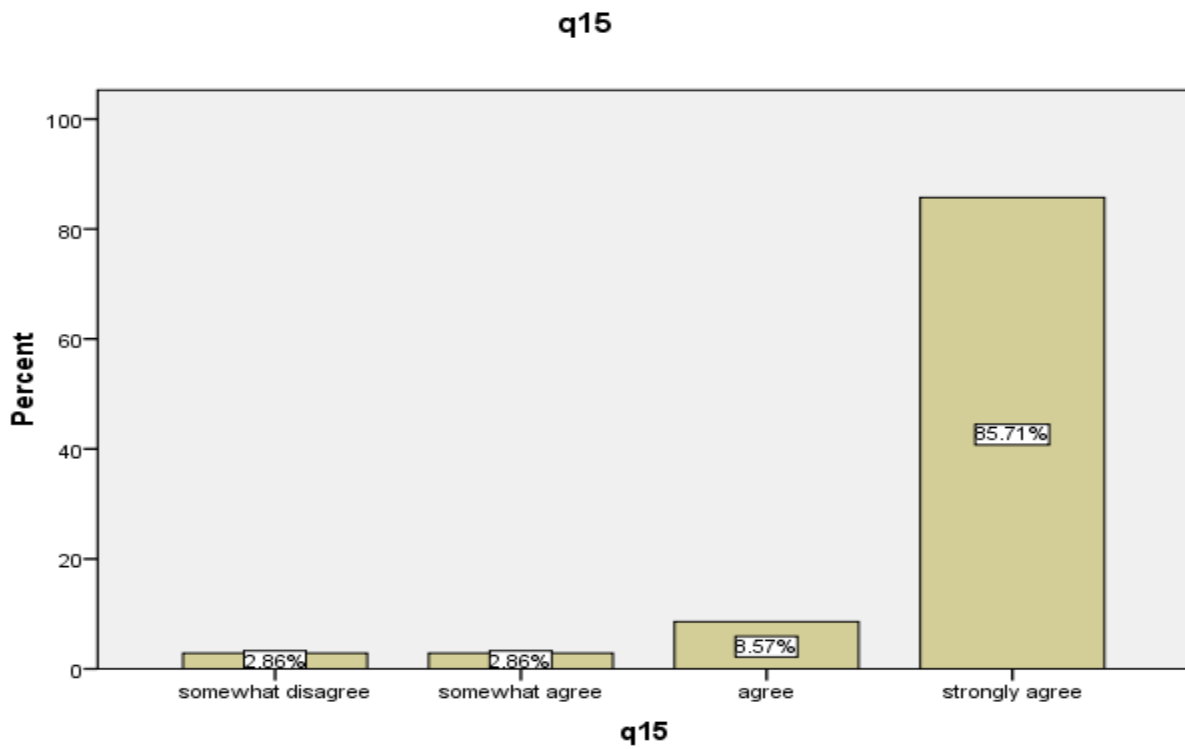
Question 15:

Cross tabulation and Chi squared test were used to examine the association between the dependent variable (For Saudi secondary school students, translation may be understood as an end in itself.) and the independent variables.

Crosstab

Count		q15				Total
		somewhat disagree	somewhat agree	agree	strongly agree	
q20	somewhat agree	0	0	1	0	1
	agree	0	0	2	3	5
	strongly agree	1	1	0	27	29
Total		1	1	3	30	35

Figure 4.15 For Saudi secondary school students, translation may be understood as an end in itself.



Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.841 ^a	6	.003
Likelihood Ratio	14.153	6	.028
Linear-by-Linear Association	1.818	1	.178
N of Valid Cases	35		

a. 11 cells (91.7%) have expected count less than 5. The minimum expected count is .03.

The results above show the association between chi squared test and the use of the GTM as only method for teaching English language and the dependent variable (For Saudi secondary school students, translation may be understood as an end in itself.). The P value of chi squared test was calculated at (0.003) which indicated statistical significant association between the two variables.

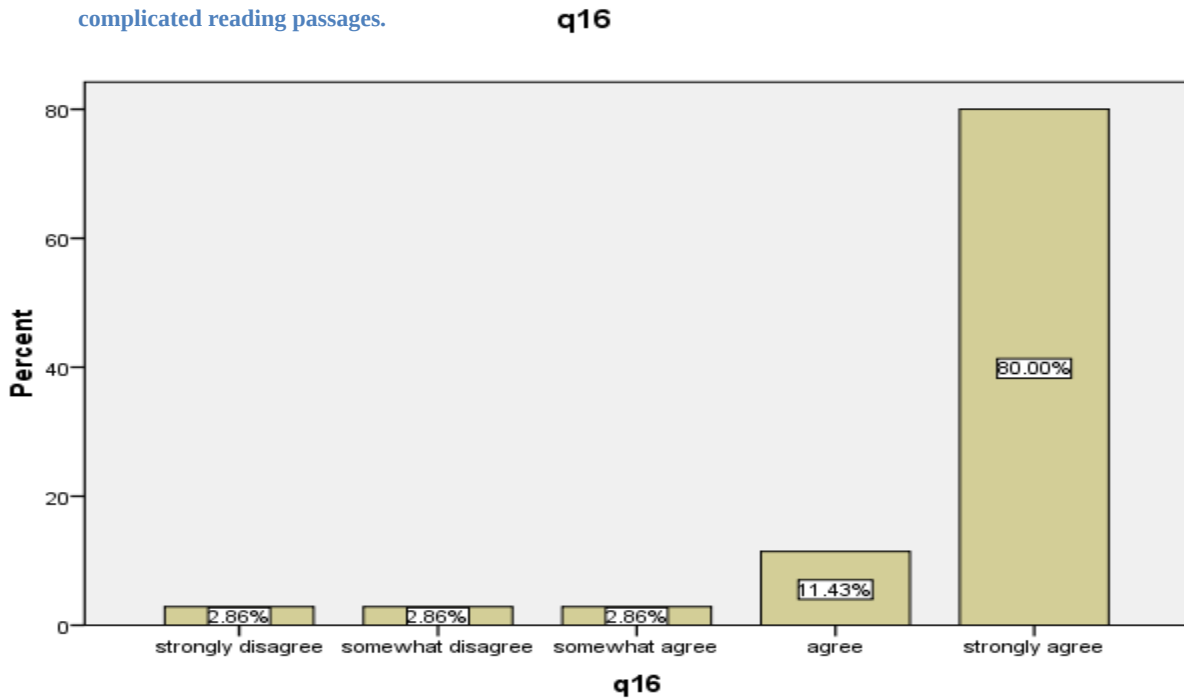
Question 16:

Cross tabulation and Chi squared test were used to examine the association between the dependent variable (The syllabi used at secondary schools encourage teachers to adopt GTM as they include a number of complicated reading passages) and the independent variables.

Crosstab

Count		q16					Total
		strongly disagree	somewhat disagree	somewhat agree	agree	strongly agree	
q20	somewhat agree	0	0	0	1	0	1
	agree	0	0	0	2	3	5
	strongly agree	1	1	1	1	25	29
Total		1	1	1	4	28	35

Figure 4.16 The syllabi used at secondary schools encourage teachers to adopt GTM as they include a number of complicated reading passages.



Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.862 ^a	8	.085
Likelihood Ratio	10.091	8	.259
Linear-by-Linear Association	.177	1	.674
N of Valid Cases	35		

a. 14 cells (93.3%) have expected count less than 5. The minimum expected count is .03.

The results above show the association between chi squared test and the use of the GTM as only method for teaching English language and the dependent variable (The syllabi used at secondary schools encourage teachers to adopt GTM as they include a number of complicated reading passage). The P value of chi squared test was calculated at (0.085) which indicated statistical significant association between the two variables.

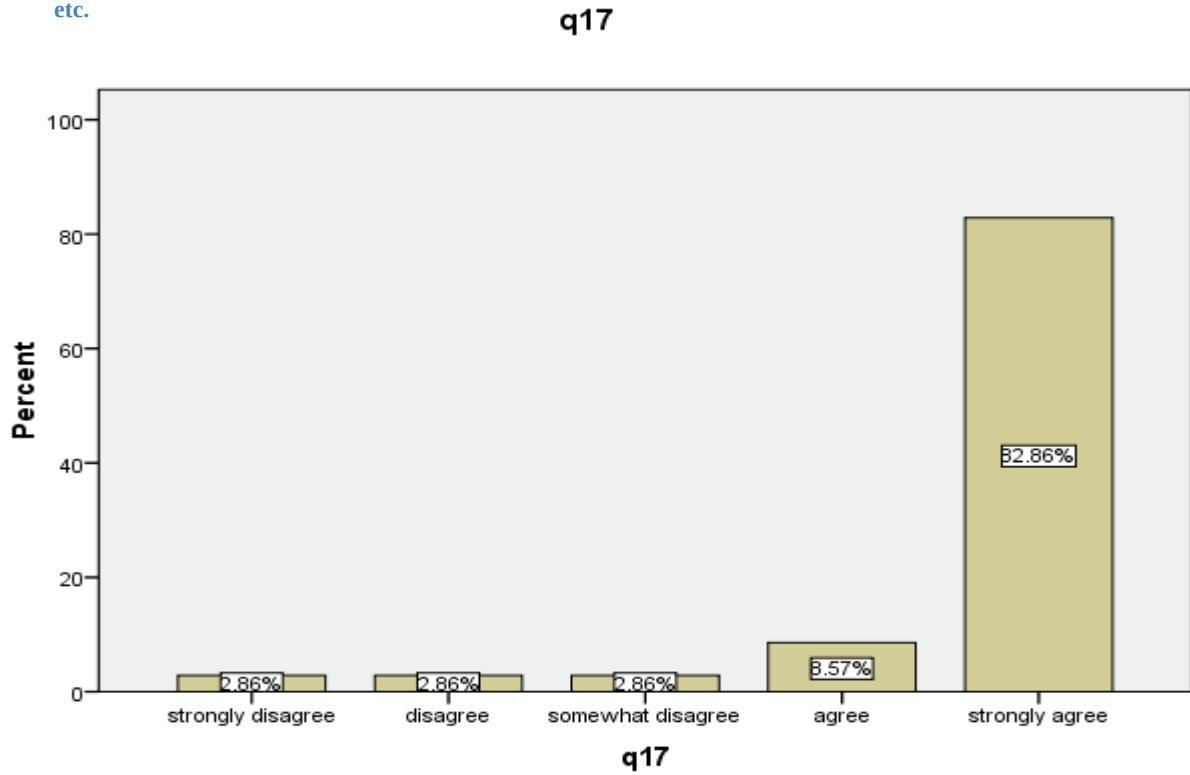
Question 17:

Cross tabulation and Chi squared test were used to examine the association between the dependent variable (Using GTM helps students' get a better understanding of complicated concepts and meaning of words, phrases, etc.) and the independent variables.

Crosstab

Count		q17					Total
		strongly disagree	disagree	somewhat disagree	agree	strongly agree	
q20	somewhat agree	0	0	0	1	0	1
	agree	0	0	1	1	3	5
	strongly agree	1	1	0	1	26	29
Total		1	1	1	3	29	35

Figure 4.17 Using GTM helps students' get a better understanding of complicated concepts and meaning of words, phrases, etc.



Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.122 ^a	8	.014
Likelihood Ratio	11.595	8	.170
Linear-by-Linear Association	.865	1	.352
N of Valid Cases	35		

a. 14 cells (93.3%) have expected count less than 5. The minimum expected count is .03.

The results above show the association between chi squared test and the use of the GTM as only method for teaching English language and the dependent variable (Using GTM helps students' get a better understanding of complicated concepts and meaning of words, phrases, etc.). The P value of chi squared test was calculated at (0.014) which indicated statistical significant association between the two variables.

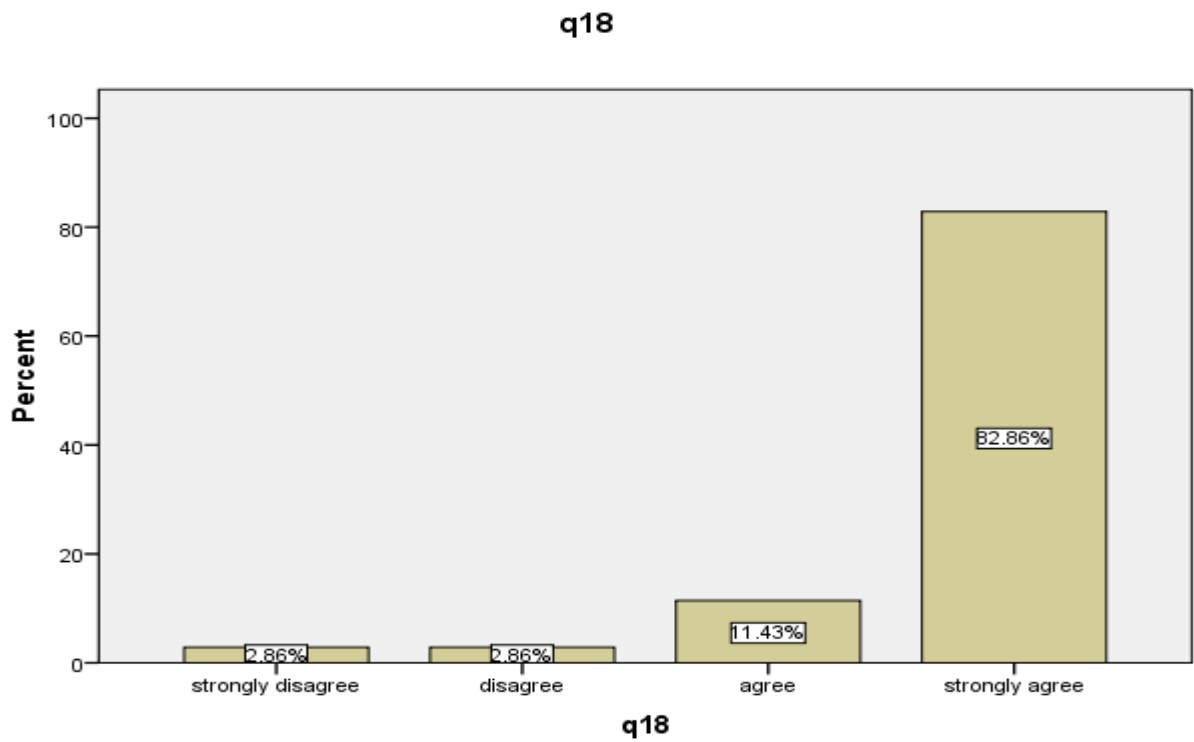
Question 18:

Cross tabulation and Chi squared test were used to examine the association between the dependent variable (When using GTM method, translation does not hamper communication as students are taught in their mother tongue) and the independent variables.

Crosstab

Count		q18				Total
		strongly disagree	disagree	agree	strongly agree	
q20	somewhat agree	0	0	1	0	1
	agree	0	0	2	3	5
	strongly agree	1	1	1	26	29
Total		1	1	4	29	35

Figure 4.18 When using GTM method, translation does not hamper communication as students are taught in their mother tongue.



Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.771 ^a	6	.032
Likelihood Ratio	9.869	6	.130
Linear-by-Linear Association	.218	1	.640
N of Valid Cases	35		

a. 11 cells (91.7%) have expected count less than 5. The minimum expected count is .03.

The results above show the association between chi squared test and the use of the GTM as only method for teaching English language and the dependent variable (When using GTM method, translation does not hamper communication as students are taught in their mother tongue). The P value of chi squared test was calculated at (0.032) which indicated statistical significant association between the two variables.

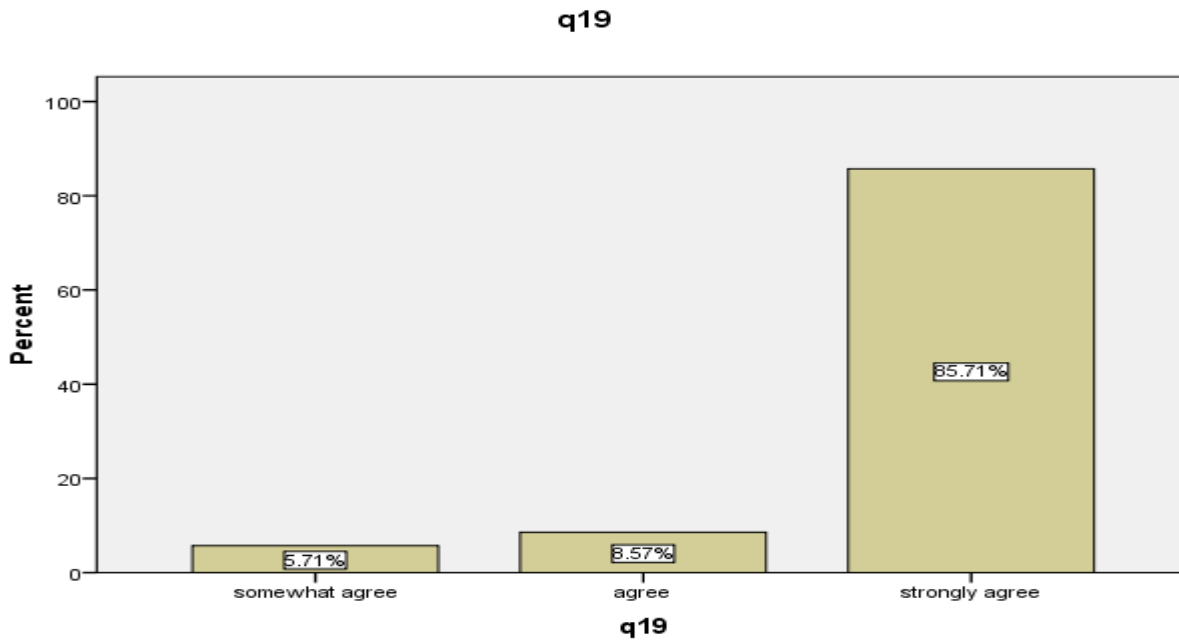
Question 19:

Cross tabulation and Chi squared test were used to examine the association between the dependent variable (GTM does not foster active class participation by Sudanese secondary students) and the independent variables.

Crosstab

Count		q19			Total
		somewhat agree	agree	strongly agree	
q20	somewhat agree	1	0	0	1
	agree	0	2	3	5
	strongly agree	1	1	27	29
Total		2	3	30	35

Figure 4.19 GTM does not foster active class participation by Saudi secondary students.



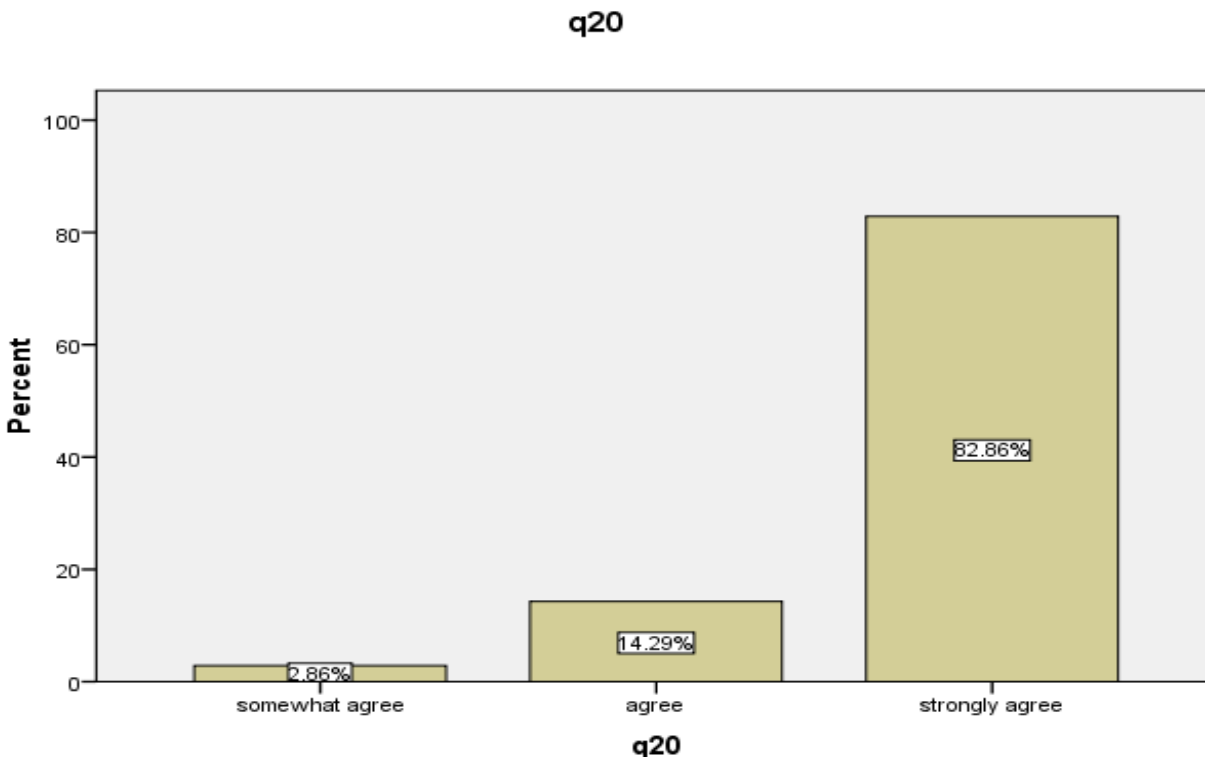
Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24.267 ^a	4	.000
Likelihood Ratio	11.380	4	.023
Linear-by-Linear Association	9.861	1	.002
N of Valid Cases	35		

a. 8 cells (88.9%) have expected count less than 5. The minimum expected count is .06.

The results above show the association between chi squared test and the use of the GTM as only method for teaching English language and the dependent variable (GTM does not foster active class participation by Sudanese secondary students). The P value of chi squared test was calculated at (0.000) which indicated statistical significant association between the two variables.

Figure 4.20 The use of GTM has cause a dramatic drop in the standard of Saudi secondary school students in English.



4.2 Analysis of the interview:

Introduction:

The researcher designed an interview. It is consisted of five questions which were addressed to five experts. The interview was used, as an additional tool, to increase the rate of the validity of the research.

: Interview analysis 4.3

All the experts agreed that school teachers are not aware of other teaching .1 methods and there is no any improvement in the performance of the students in .learning English, as relates to the use of GTM

Also all the experts agreed that some of the school teachers restricted themselves .2 .to the use of GTM while teaching

Three experts agreed that school teachers are not keen enough to overcome all .3 .the weakness and the problems which they face while teaching

All the experts agreed that other factors may contribute to the weak performance .4 .of the students

They are all agreed that school teachers should create a new advanced methods of .5 .teaching to improve the performance of English language at secondary schools

Analysis of the test 4.4

:Introduction

The researcher has designed a speaking test, which consist of two parts for twenty five students. This procedure has been done so as to increase the rate of validity and reliability beside the questionnaire inquires and .the interview

Test analysis tables 4.5

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre	4.8000	25	2.90115	.58023
	post	21.0000	25	3.39116	.67823

		N	Correlation	Sig.
Pair 1	pre - post	25	.233	.262

Paired Sample Test

	Paired Differences					t	df	Sig.(2-tailed)
	Mean	Std. Deviation	Std..Error Mean	95% Confidence Interval of The Difference				
				Lower	Upper			
Pair 1 pre - post	-16.20000-	3.91578	.78316	-17.81635-	-14.58365-	-20.686-	24	.000

The following table shows the test results:

Figure : 4.21

20% of the students answered all the questions successfully to some extent
--

40% of the students could not answer any question.
--

20% of the students answered half of the questions.

20% of the students answered some of the questions.

Therefore the results of the test can be sorted out as follows:

1. 5 students out of 25 have succeeded in answering all test questions.
2. 10 students out of 25 could not answer any question.
3. 5 students out of 25 answered only one part.
4. 5 students out of 25 answered the questions from 1 to 8 only .

The analysis and the results of this test shows clearly the students weaknesses as for speaking skill .This in turn is compatible with the questionnaire results and the interview.

Chapter Five

Conclusion and Results

Recommendations and further suggestions

5.1: Conclusion :

Using the GTM in Saudi secondary schools is a real problem. The researcher has used the descriptive method in conducting this study. He made use of the (SPSS) in analyzing data . Thus the researcher reached the following conclusions and results.

5.2 : Results :-

1. Language is seen as a collection of words which are isolated and independent. So, students themselves are not seemingly able to produce sentences.
2. This has a negative effect on pupil's motivation. Because they fail to learn the difficult grammar rules of the target language. That leads to boredom in the classroom.
3. Students cannot master all the four skills of English (listening, speaking, reading, and writing).
4. The grammar-translation method is the easiest for a teacher to employ. It doesn't require a teacher to speak good English or make good lesson preparations.
5. In GTM there is no interaction between the students and the teacher.
6. In GTM there is no creativity and it is not based on scientific method.

5.3 :Recommendations:

Teachers should use the most appropriate method while teaching foreign .1
.languages

Instead of using the GTM they should use methods like the Eclectic method .2
because it is more flexible and should be adopted by all teachers inside the
.classroom

By using the eclectic method teachers are not restricted to only one method , but .3
.so many methods can be used in a particular time with the students

Teachers should take the suitable decision at any given time to which method to .4
.be used or combination of methods

It is recommended that all language teachers stop using the GTM inside .5
.classrooms immediately and to apply another teaching methods

English teachers specially in secondary schools should be well aware of this .6
"opinion " the problem is not what to teach the problem is how to teach

.Teachers are recommended to stop all translation activities inside the classroom .7
Itis recommended that grammar teaching should be incorporated into curriculum .8
.design

5.4: suggestions:

The researcher advises other researchers who are interested in the area of
teaching to investigate the following points:

1. Making use of literature as a main source of vocabulary.
2. Teachers should apply other methods of teaching to increase the students learning abilities.
3. To use visual aids in the classroom while teaching.

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Appendix (1)
The questionnaire
بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Sudan University of Science & Technology
Collage of Post Graduate Studies

Research on:

**The Effects of Using Grammar Translation Method on the performance of
Saudi EFL learners'**

(A case study of the third class in Saudi secondary schools in Northern
Boards)

**A Thesis Submitted in fulfillment
Of the Requirements for the Ph.D.
Degree in ELT**

By:

Saber Ahmed Hago Eissa

Supervised by:

Proff.Ali Khalid

Questionnaire The

Dear: _____

Name: (Optional) _____

Gender:

Male Female

Qualifications:

University Graduate Post Graduate

Experience:

Less than 5 years 5-10 years More than 10 years

College attended:

Education Arts Others

Questionnaire for Teachers

The grammar translation method (GTM) is the only method used in Saudi -1
.secondary schools for a long time

strongly disagree disagree somewhat disagree
somewhat agree agree strongly agree

Teachers prefer adopting (GTM) because of its ease of application in teaching -2
.English language

strongly disagree disagree somewhat disagree
somewhat agree agree strongly agree

.Saudi teachers tend to use (GTM) because it allows direct translation-3

strongly disagree disagree somewhat disagree
somewhat agree agree strongly agree

Most of Saudi English language teachers have no or little knowledge of other -4
.teaching methods

strongly disagree disagree somewhat disagree
somewhat agree agree strongly agree

.GTM is the most widely used method in secondary schools -5

strongly disagree disagree somewhat disagree
somewhat agree agree strongly agree

GTM requires teachers not to use other teaching methods, and as such they use -6
.direct translation

strongly disagree disagree somewhat disagree

somewhat agree agree strongly agree

.**GTM** is commonly used in Saudi secondary schools as a mode of instruction -7

strongly disagree disagree somewhat disagree

somewhat agree agree strongly agree

.Saudi school teachers are supposed to adopt other methods of teaching English-8

strongly disagree disagree somewhat disagree

somewhat agree agree strongly agree

.Diversifying quality of teaching methods will improve teachers' performance-9

strongly disagree disagree somewhat disagree

somewhat agree agree strongly agree

.Students' weaknesses in English performance is not linked with GTM-10

strongly disagree disagree somewhat disagree

somewhat agree agree strongly agree

In addition to the use of the direct translation method, other factors may -11

.contribute to the weak levels of students' in the English language

strongly disagree disagree somewhat disagree

somewhat agree agree strongly agree

Teachers should be aware of the most useful methods of teaching.-12

strongly disagree disagree somewhat disagree

somewhat agree agree strongly agree

Teachers never use other methods such as the communicative method in Saudi -13

.secondary schools

strongly disagree disagree somewhat disagree

somewhat agree agree strongly agree

Secondary school students are content with the use of regular translations as -14

.they practice

strongly disagree disagree somewhat disagree

somewhat agree agree strongly agree

For Saudi secondary school students, translation may be understood as an end -15
.in itself

strongly disagree	<input type="checkbox"/>	disagree	<input type="checkbox"/>	somewhat disagree	<input type="checkbox"/>
somewhat agree	<input type="checkbox"/>	agree	<input type="checkbox"/>	strongly agree	<input type="checkbox"/>

The syllabi used at secondary schools encourage teachers to adopt GTM as they -16
.include a number of complicated reading passages

strongly disagree	<input type="checkbox"/>	disagree	<input type="checkbox"/>	somewhat disagree	<input type="checkbox"/>
somewhat agree	<input type="checkbox"/>	agree	<input type="checkbox"/>	strongly agree	<input type="checkbox"/>

Using GTM helps students' get a better understanding of complicated concepts -17
.and meaning of words, phrases, etc

strongly disagree	<input type="checkbox"/>	disagree	<input type="checkbox"/>	somewhat disagree	<input type="checkbox"/>
somewhat agree	<input type="checkbox"/>	agree	<input type="checkbox"/>	strongly agree	<input type="checkbox"/>

When using GTM method, translation does not hamper communication as -18
.students are taught in their mother tongue

strongly disagree	<input type="checkbox"/>	disagree	<input type="checkbox"/>	somewhat disagree	<input type="checkbox"/>
somewhat agree	<input type="checkbox"/>	agree	<input type="checkbox"/>	strongly agree	<input type="checkbox"/>

.GTM does not foster active class participation by Saudi secondary students -19

strongly disagree	<input type="checkbox"/>	disagree	<input type="checkbox"/>	somewhat disagree	<input type="checkbox"/>
somewhat agree	<input type="checkbox"/>	agree	<input type="checkbox"/>	strongly agree	<input type="checkbox"/>

The use of GTM has cause a dramatic drop in the standard of Saudi secondary -20
.school students in English

strongly disagree	<input type="checkbox"/>	disagree	<input type="checkbox"/>	somewhat disagree	<input type="checkbox"/>
somewhat agree	<input type="checkbox"/>	agree	<input type="checkbox"/>	strongly agree	<input type="checkbox"/>

Appendix (2)
Sudan University of Science & Technology
Collage of Post Graduate Studies

Research on:

**The Effects of Using Grammar Translation Method on the performance of
Saudi EFL learners'**
(A case study of the third class in Sudanese secondary schools in
Northern Borders)

**A Thesis Submitted in fulfillment
Of the requirements for the Ph.D.
Degree in ELT**

By:
Saber Ahmed Hago Eissa

Supervised by:
Proff.Ali Khalid

Interview for Teachers

Name: _____

Gender: Male Female

Qualifications: University Graduate Post Graduate

Experience: Less than 5 years 5-10 years

 More than 10 years

College attended:

Education Arts Others

Comment on the following points:

1.School teachers are not aware of other Teaching methods that may improve students’ performance in English.

2.School teachers restrict themselves while adopting the grammar translation method.

3.School teachers are not keen enough to overcome the problems behind this weakness.

4.There are other factors that contribute to the weak performance of students.

5. School teachers should create new advanced methods of teaching to improve the performance of English language at secondary schools.

Appendix (3)

The test

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Sudan University of Science & Technology Collage of Post Graduate Studies

Research on:

**The Effects of Using Grammar Translation Method on the performance of
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**A Thesis Submitted in fulfillment
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By:

Saber Ahmed Hago Eissa

Supervised by:

Proff.Ali Khalid

Name: (Optional) _____

Gender:

Speaking sample task – Part 1

Part 1 Introduction and interview

[This part of the test begins with the examiner introducing himself or herself and checking the candidate's identification. It then continues as an interview.]

A. Let's talk about your home town or village.

1. What kind of place is it?

2. What's the most interesting part of your town/village?

3. What kind of jobs do the people in your town/village do?

4. Would you say it's a good place to live? (Why?)

B. Let's move on to talk about accommodation.

5. Tell me about the kind of accommodation you live in?

6. How long have you lived there?

7. What do you like about living there?

8. What sort of accommodation would you most like to live in?

Speaking sample task – Part 2

Part 2 – Individual long turn

***Candidate Task Card* Describe something you own
which is very important to you.**

You should say:

where you got it from

how long you have had it

what you use it for

and explain why it is important to you.

You will have to talk about the topic for 1 to 2 minutes.
You have one minute to think about what you're going to say.
You can make some notes to help you if you wish.

Rounding off questions:

1 Is it valuable in terms of money?

2. Would it be easy to replace?

Appendix (4) Names of judges

N o	Qualificatio ns	Name	Specialization	University
1	Prof.	Said Faiq	Translation and intercultural Studies.	American University of Sharjah
2	Dr.	Mukhtar Ahmed Khan	English Language Teaching	Jazan University KSA
3	Dr.	Badrالدain Balal	English Language Teaching	King Khalid University
4	Dr.	Imad Ahmed Ali	Literature	Gezira

Comments :

Professor Said Faiq approved the interview, the test and questionnaire and commented that they are suitable to be used in the research.

Dr. Mukhtar Ahmed Khan (associated professor) Approved the interview, the test and the questionnaire and said that they are very good and commented that if the research follow guidance and comments .

Dr. Badrالدain Balal (Associated professor) approved the questionnaire, the test and the interview, commented that they are suitable to be used in the research.

Dr. Imad Ahmed (Associated professor) approved the questionnaire, the test and the interview. He mentioned that they are suitable.