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**ENGLISH LANGUAGE CAREER**

**TITLE**

“THE GRAMMAR TRANSLATION METHOD AND THE DEVELOPMENT OF THE ENGLISH PRODUCTIVE SKILLS AMONG THE STUDENTS OF 5TH, 6TH AND 7TH YEARS OF BASIC EDUCATION AT IV CENTENARIO No. 1 SCHOOL. ACADEMIC PERIOD 2012-2013”.

THESIS PREVIOUS TO OBTAIN  
THE BACHELOR'S DEGREE IN  
SCIENCES OF EDUCATION,  
ENGLISH LANGUAGE  
SPECIALIZATION.

**Authoress:** Laura Yanina Cueva Prado.

**Thesis advisor:** Dra. Mg. Sc. Elizabeth Sarmiento.

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## **CERTIFICATION**

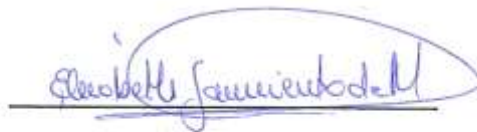
**DRA. MG. SC. ELIZABETH SARMIENTO, PROFESSOR OF THE  
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Loja, November 2014.



Dra. Mg. Sc. Elizabeth Sarmiento

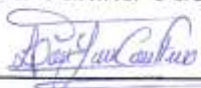
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**No. Cédula:** 1105019291

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**Autora:** Laura Yanina Cueva Prado.

**Cédula:** 1105019291

**Dirección:** Inmaculada 2

**Correo electrónico:** laurayaninacueva@yahoo.com

**Celular:** 0987424405 - 0995716836

**DATOS COMPLEMENTARIOS:**

**Director de Tesis:** Dra. Mg. Sc. Elizabeth Sarmiento.

**Tribunal de Grado:** Lcda. Mg. Sc María Augusta Reyes Vélez

Dra. Mg. Sc. Eva Margarita Samaniego Idrovo

Lcda. Mg. Sc. Rosa Paola Moreno Ordóñez

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## **DEDICATION**

Firstly, I want to dedicate this work to God who has illuminated me in my studies. To my parents, as they have given me all their support to finish one of the main goals in my life.

Researcher

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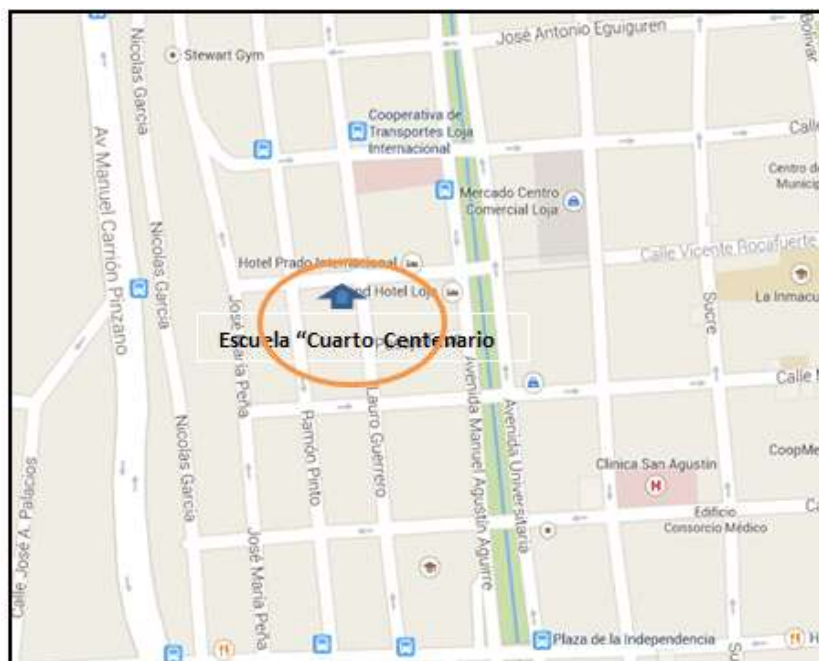
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## LOJA CANTON AND ITS PROVINCES



## GEOGRAPHICAL LOCATION



## **SCHEME OF THESIS**

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Geographical Environment of the Research

Geographical Location

Scheme

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**a. TITLE**

“THE GRAMMAR TRANSLATION METHOD AND THE DEVELOPMENT OF THE ENGLISH PRODUCTIVE SKILLS AMONG THE STUDENTS OF 5TH, 6TH AND 7TH YEARS OF BASIC EDUCATION AT IV CENTENARIO No. 1 SCHOOL. ACADEMIC PERIOD 2012-2013”.

## **b. RESUMEN**

El proyecto de investigación titulado “EL MÉTODO DE GRAMÁTICA TRADUCCIÓN Y EL DESARROLLO DE LAS HABILIDADES PRODUCTIVAS DEL IDIOMA INGLÉS EN LOS ESTUDIANTES DE 5<sup>TO</sup>, 6<sup>TO</sup> AND 7<sup>MO</sup> AÑO DE EDUCACIÓN BÁSICA EN LA ESCUELA IV CENTENARIO No.1. PERIODO ACADÉMICO 2012-2013”, cuyo objetivo general fue identificar la influencia que el método de gramática traducción tiene en el desarrollo de las habilidades productivas del idioma inglés. Los métodos científico, descriptivo, analítico-sintético y el hipotético-deductivo”, fueron utilizados para describir, analizar y sintetizar la información obtenida. La técnica utilizada fue la encuesta. Se aplicó a los estudiantes y profesores de 5<sup>to</sup>, 6<sup>to</sup> y 7<sup>mo</sup> años de educación básica de la Escuela “IV Centenario No.1”. Los resultados mostraron que el método de gramática traducción es usado por los profesores de inglés and las características de éste no ayudan al desarrollo de las habilidades productivas del idioma inglés lo que ha limitado el rendimiento de los estudiantes en el aprendizaje del idioma inglés.

## **SUMMARY**

The research work entitled: "THE GRAMMAR TRANSLATION METHOD AND THE DEVELOPMENT OF THE ENGLISH PRODUCTIVE SKILLS AMONG THE STUDENTS OF 5TH, 6TH AND 7TH YEARS OF BASIC EDUCATION AT IV CENTENARIO No. 1 SCHOOL. ACADEMIC PERIOD 2012-2013". The general objective was to identify the influence that the grammar translation method has on the development of the English productive skills. The "Scientific, Descriptive, Analytic-Synthetic and Hypothetic Deductive" methods were used to describe, analyze and synthesize the obtained information. The technique used was a survey, applied to the students and teachers of 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup>, years of basic education at IV Centenario No.1 School. The important findings are that the Grammar Translation Method is used by the English teachers and their characteristics do not help to develop the English productive skills in the English language. Therefore, it has limited the students' achievement in the English language learning.

## c. INTRODUCTION

This research work: **“THE GRAMMAR TRANSLATION METHOD AND THE DEVELOPMENT OF THE ENGLISH PRODUCTIVE SKILLS AMONG THE STUDENTS OF 5TH, 6TH AND 7TH YEARS OF BASIC EDUCATION AT IV CENTENARIO No. 1 SCHOOL. ACADEMIC PERIOD 2012-2013”**, is a very important theme for helping the teachers and students of elementary school “IV Centenario No. 1” School to think of alternative ways for teaching and learning English, not only through the use of the Grammar Translation Method but to develop other productive methods for the students of the 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> years of Basic Education.

This work contains all the information about the data needed to confirm whether the Grammar Translation Method really works on the development of English productive skills among the students of the school surveyed.

For starting this research, a main problem was stated: How does the Grammar Translation Method affect the development of the English productive skills among students of 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> years of Basic Education at IV Centenario No. 1 School. Academic Period 2012-2013.

Then, according to the main problem, the sub-problems were stated as well: What is the role of the Grammar Translation Method in the development of the English productive skills among the Students of 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> years of Basic Education at IV Centenario No.1 School. Academic Period 2012-2013. And what Characteristics have the English productive skills among the Students of 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> years of Basic Education at IV Centenario No. 1 School. Academic Period 2012-2013.

The motivation for this topic choice was from the continuously increasing importance of the English language as well as the necessity of learning it at all costs in all educational institutions. Therefore, it is important to find an alternative that can make the language learning process easier and more effective, not only using the Grammar Translation Method but also Communicative Methods.

The specific objectives related to the research were: to find out the role of the Grammar Translation Method in the development of the English productive skills among the students of 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> years of Basic Education at IV Centenario No.1 School, Academic Period 2012-2013. The second was to determine characteristics of the English productive skills among the students of 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> years of Basic Education at IV Centenario No.1 School. Academic Period 2012 -2013.

According to the main problem, the general hypothesis states: the Grammar Translation Method used by teachers influences the development of the English productive skills among students of 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> years of Basic Education at “IV Centenario No.1” School. Academic Period 2014 -2013.

It was necessary to work with the scientific method to clarify the idea that developing productive skills for the English language learning with the students of the 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> years of basic education at “IV Centenario No.1” School during the Academic Period 2012-2013.

The first part includes the summary, describing the general objective, all methods, techniques and procedures applied and the main results and conclusions about the research.

Then, the introduction explains the research work, such as the problems and sub-problems, the reasons that motivated the selection of the theme, the specific objectives, the hypothesis established, the methodology and the contents of the research work.

It also contains the Literature Review, which demonstrates the main topics regarding how the Grammar Translation Method and other methods can be used for developing English productive skills.

The materials and methods refer to the design of the research as well as the methods, techniques, instruments and the population researched.

Also, the results present the obtained findings through statistic tables and graphics.

Next, the discussion, describes the procedures in which each hypothesis was proved.

Finally, it includes the conclusions and recommendations about the use of the Grammar Translation Method as a possible solution, as well as alternatives and the different problems found at the researched institution.

## **d. REVIEW OF LITERATURE**

### **1. METHODS FOR TEACHING-LEARNING ENGLISH**

#### **1.1. DIRECT METHOD**

According to Cotterall S. and Hoffmann A. (1998) state the direct method, called the natural method was established in Germany and France around 1900. The direct method is a method that refrains from using the students native language focusing only on the target language. The direct method operates on the idea that second language must be learned in the way the first language was naturally learned as a child. Since the child never relies on another language to learn its first language the direct method assumes the mother tongue is not necessary to learn a foreign language.

The direct method places great stress on correct pronunciation of the target language from outset. In contrast to other traditional teaching methods the direct method focuses on teaching of oral skills. Cotterall S. and Hoffmann A. (1998)

Using this method, printed language and text is kept away from second language student for as long as possible the same as a child learning the first language cannot read until he has good grasp of speech. Learning of writing and spelling should be delayed until after the printed word has been introduced, and grammar and translation

should also be avoided because this would involve the application of the learner's first language. All above items must be avoided because they hinder the acquisition of a good oral proficiency. Cotterall S. and Hoffmann A. (1998)

Teaching writing and spelling should be delayed until after the printed word has been introduced. Grammar and translation should also be avoided as this would involve the application of the student's first language. Avoiding the written language will allow greater proficiency in language oral communication skill. (Cotterall, S. and Hoffmann A. - 1998)

## **1.2 AUDIO-LINGUAL METHOD**

According to (Lewis, M. - 1995) the audio-lingual method adheres to the natural presentation of skills in this order: listening, speaking, reading, and writing. It places priority on the development of listening and speaking skills first, and reading and writing skills development is introduced after listening and speaking skills are mastered.

The audio-lingual method adheres to the natural language learning skills in this order: listening, speaking, reading, and writing. It places priority on mastering listening and speaking skills before introducing reading and writing of the new language. (Lewis, M. - 1995)

The method is also based on the premise that students' native language patterns interfere with the learning of a second language and, consequently, use of the native language should be minimized and used primarily for clarifying information. Deriving from its roots in structural linguistics, the audio-lingual method emphasized the explicit presentation of grammatical structure and based the curriculum on a contrastive analysis of the grammar of the learners' native language and the target language. (Lewis, M. - 1995)

The direct method of language learning assumes the students' native language interferes with the learning of a second language; therefore, use of the native language should be minimized and used primarily for clarifying information. Derived from its roots in structural linguistics, the audio-lingual method emphasizes the explicit presentation of grammatical structure based the contrast curriculum between the student's native language and the new language being learned. (Lewis, M. - 1995)

The language learning environment should be a "cultural island," with realistic use of the target language. In this instance, culture is defined as the everyday behaviors and lifestyles of the speakers of the target language. (Lewis, M. - 1995)

Also, because language acquisition is considered a matter of habit formation, the instructor makes generous use of positive reinforcement techniques to encourage good language habits and rapid pacing of drills to encourage overlearning of language structures so that students can answer automatically, presumably without stopping to think. (Lewis, M. - 1995)

Some of the objectives of the audio-lingual method are accurate pronunciation, linguistic accuracy, quick and accurate response in speaking, and a sufficiently large vocabulary to use with grammar patterns to express oneself in practical, everyday situations. (Lewis, M. - 1995)

These objectives are achieved through memorization of dialogues and recombination of structures introduced through dialogues in drills. The development of a large vocabulary is of secondary consideration. (Lewis, M. - 1995)

### **1.3 SILENT WAY**

Teachers using the Silent Way want their students to become highly independent and experimental learners. Making errors is a natural part of the process and key learning device, as it is a sign that students are testing out their hypotheses and arriving at various conclusions about the language through a trial and error style

approach. The teacher tries to facilitate activities whereby the students discover themselves the conceptual rules governing the language, rather than imitating or memorizing them –Brown (1994) expresses this as being a process whereby “students construct conceptual hierarchies of their own which are a product of the time they have invested.”

In the addition to the idea that students became more autonomous learners and “develop their own inner criteria for correctness” Larsen Freeman,(1986:62), another key objective was to encourage students to work as a group- to try and solve problems in the target language together.

Based on these principles and using the techniques described below, it was hoped that students would eventually be able to actively use the language for self-expression, relating their thoughts, feeling and perceptions. (Martin Trepte – 2007).

#### **1.4 TOTAL PHYSICAL RESPONSE**

One of the primary objectives underlying Asher’s TPR methodology was that learning needed to become more enjoyable and less stressful. Asher thought that a natural way to accomplish this was to recreate the natural way children learn their native language, most notably through facilitating an appropriate “listening” and

“comprehension” period, and encourage learners to respond using right-brain motor skills rather than left-brain language processing. (Lexington Eleanor & A. Johnson - 2010)

## **1.5 NATURAL APPROACH**

Stephen Krashen and Tracy Terrell developed the Natural Approach in the early eighties, based on Krashen's theories about second language acquisition. The approach shared a lot in common with Asher's Total Physical Response method in terms of advocating the need for a silent phase, waiting for spoken productions to “emerge” of its own accord, and emphasizing the need to make learners as relaxed as possible during the learning process. Some important underlying principles are that there should be a lot of language “acquisition” as opposed to language “processing”, and there needs to be a considerable amount of comprehensible input from the teacher. Meaning is considered as the essence of language and vocabulary (not grammar) is the heart of language.

As part of the Natural Approach, students listen to the teacher using the target language communicatively from the very beginning. The Natural Approach has certain similarities with the much earlier Direct Method, with the important exception that students are allowed to use their native language alongside the target language as part of

the language learning process. In early stages, students are not corrected during oral production, as the teacher is focusing on meaning rather than form (unless the error is so drastic that it actually hinders meaning). (Krashen and Terrell, 1983).

Communicative activities prevail throughout a language course employing the Natural Approach, focusing on a wide range of activities including games, role plays, dialogs, groups work and discussions. There are three genetic stages identified in the approach: (1) Preproduction- developing listening skills; (2) Early Production- students struggle with the language and make many errors which are corrected based on content and not structure (3) Extending Production- promoting fluency through a variety of more challenging activities. (Krashen and Terrell, 1983).

Krashen's (1983) theories and the Natural Approach have received plenty of criticism, particularly orientated around the recommendation of a silent period that is terminated when students feel ready to emerge into oral production, and the idea of comprehensible input. Critics point out that student will "emerge" at different times (or perhaps not at all) and it is hard to determine which form of language input will be "comprehensible" to the students.

These factors can create a classroom that is essentially very difficult to manage unless the teacher is highly skilled. Still, this was the first attempt at creating and naturally led into the generally accepted norm for effective language teaching. (Andrew Bayer and C. M. Pullman - 2013).

## **1.6 COMMUNICATIVE APPROACH**

Communicative language teaching (CLT) is an approach to the teaching of languages that emphasizes interaction as both the means and the ultimate goal of learning a language. Despite a number of criticisms, it continues to be popular, particularly in Europe, where constructivist views on language learning and education in general dominate academic discourse. (T. Phillip – 2002).

In recent years, Task-based language learning (TBLL), also known as task-based language teaching (TBLT) or task-based instruction (TBI), has grown steadily in popularity. TBLL is a further refinement of the CLT approach, emphasizing the successful completion of tasks as both the organizing feature and the basis for assessment of language instruction. (T. Phillip – 2002).

## **1.7 GRAMMAR TRANSLATION METHOD**

The grammar translation method is the oldest method of teaching in India. It is as old as the introduction of English in the country. A number of methods and techniques have been evolved for teaching English and also other foreign languages in the recent past, yet this method is still in use in many parts of India. (Edward J. Coleman and K. Keller - 1990)

It maintains the mother tongue of the learner as the reference particularly in the process of learning the second/foreign languages. The main principles on which the Grammar Translation Method is based are the following:

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

In this method, while teaching the text book the teacher translates every word, phrase from English into the mother tongue of learners. Further, students are required to translate sentences from their

mother tongue into English. (Edward J. Coleman and K. Keller - 1990)

These exercises in translation are based on various items covering the grammar of the target language. The method emphasizes the study of grammar through deduction that is through the study of the rules of grammar. (Edward J. Coleman and K. Keller - 1990)

A contrastive study of the target language with the mother tongue give an insight into the structure not only of the foreign language but also of the mother tongue. (Edward J. Coleman and K. Keller - 1990)

### **1.7.1 OBJECTIVES**

Most teachers who employ the Grammar Translations Method to teach English would probably tell you that (for their students at least) the most fundamental reason for learning the language is to give learners access to English structure, develop their minds “mentally” through foreign language learning, and to build in them the kinds of grammar reading, vocabulary and translation skills necessary to pass any one of a variety of mandatory written tests required at high school. (Samuel Bauer - 2001)

Some teachers who used the method might also tell you that it is the most effective way to prepare students for “global communication” by beginning with the key of reading and grammar. Others may even go so far as to admit that they think it is the “least stressful” for students, because almost all the teaching occurs in L1 and students are rarely called upon to speak the language in any communicative fashion. (Samuel Bauer - 2001)

### **1.7.2 TEACHER'S ROLE**

Teachers are just guides because grammar Translation deals with the memorization of rules, manipulation of the morphology and syntax of the foreign language. It requires few specialized skills on the part of teachers because test of grammar rules and translation are easy to construct and be objectively scored. The facilitator main function is that of observation rather than corrective intervention in regards to the learners. (Nichole Kinsman - 1997)

### **1.7.3 STUDENTS' ROLE**

Students are expected to memorize endless lists of grammar rules and vocabulary, and produce almost perfect translations. This method means a tedious experience and often creates frustration for students. Main activities and controls are stated by the students, he

or she is the one who provides the course of the learning process and the status of knowledge as well. Collaborative work is of s great importance, a real cooperative behavior from the learner, is required for the lessons. (Keith Wilcox - 1992)

#### **1.7.4 KEY FEATURES**

- Classes are taught in the mother tongue, with little active use of the target language.
- Much vocabulary is taught in the form of list of isolated words.
- Grammar provides the rules for putting words together, and instruction of then focuses on the form and inflection of words.
- Reading of difficult classical texts is begun early.
- Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
- Often the only drills are exercises in translating disconnected sentences form the target language into the mother tongue.
- Little or no attention is given to pronunciation.(Prator and Celce.Murcia 1979).

#### **1.7.5 REASONS WHY GRAMMAR TRANSLATION METHOD STILL USED**

The Grammar Translation Method is still common in many countries – even popular. Brown in his book *Incremental Speech Language*

(1994) attempts to explain why the method is still employed by stating:

“Grammar rules and Translation Tests are easy to construct and can be objectively scored.” “Many standardized tests of foreign languages still do not attempt to test communicative abilities, so students have little motivation to go beyond grammar analogies, translations and other written exercises.”(Brown. 1994)

#### **1.7.6 ADVANTAGES:**

- According Karl Buchanan and Emile Harrison (1987).The phraseology of the target language is quickly explained. Translation is the easiest way of explaining meanings or words and phrases from one language into another. Any other method of explaining vocabulary items in the second language is found time consuming. A lot of time is wasted if the meanings of lexical items are explained through definitions and illustrations in the second language. Further, learners acquire some short of accuracy in understanding synonyms in the source language and the target language.
- Teacher’s labour is saved. Since the textbooks are taught through the medium of the mother tongue, the teacher may ask comprehension questions on the text taught in the mother tongue.

Pupils will not have much difficulty in responding to questions on the mother tongue. So, the teacher can easily assess whether the students have learnt what he has taught them. Communication between the teacher and the learners does not cause linguistic problems. Even teachers who are not fluent in English can teach English through this method. That is perhaps the reason why this method has been practiced so widely and has survived so long. (Karl Buchanan and Emile Harrison - 1987).

#### **1.7.7 DISADVANTAGES:**

It is an unnatural method. The natural order of learning a language is listening, speaking, reading and writing. That is the way how the child learns his mother tongue in natural surroundings. But in the Grammar Translation Method the teaching of the second language starts with the teaching of reading. Thus, the learning process is reversed. This poses problems. (Karl Buchanan and Emile Harrison - 1987)

- Speech is neglected. The Grammar Translation Method lays emphasis on reading and writing.
- It neglects speech. Thus, the students who are taught English through this method fail to express themselves adequately in spoken English.

- Even at the undergraduate stage they feel shy of communicating through English.
- It has been observed that in a class, which is taught English through this method, learners listen to the mother tongue more than that to the second/foreign language. Since language learning involves habit formation such students fail to acquire habit of speaking English. Thus, they have to pay a heavy price for being taught through this method.
- Exact translation is not possible. Translation is, indeed, a difficult task and exact translation from one language to another is not always possible. A language is the result of various customs, traditions, and modes of behavior of a speech community and these traditions differ from community to community. There are several lexical items in one language, which have no synonyms/equivalents in another language. For instance, the meaning of the English word 'table' does not fit in such expression as the 'table of contents', 'table of figures', 'multiplication table', 'time table' and 'table the resolution', etc. English prepositions are also difficult to translate. Consider sentences such as 'We see with our eyes', 'Bombay is far from Delhi', 'He died of cholera', 'He succeeded through hard work'. In these sentences 'with', 'from', 'of', 'through' can be translated into the Hindi preposition 'se' and vice versa. Each language has its own

structure, idiom and usage, which do not have their exact counterparts in another language. Thus, translation should be considered an index of one's proficiency in a language.

- It does not give pattern practice. A person can learn a language only when he internalizes its patterns to the extent that they form his habit. But the Grammar Translation Method does not provide any such practice to the learner of a language. It rather attempts to teach language through rules and not by use. Researchers in linguistics have proved that to speak any language, whether native or foreign entirely by rule is quite impossible. Language learning means acquiring certain skills, which can be learnt through practice and not by just memorizing rules. The persons who have learnt a foreign or second language through this method find it difficult to give up the habit of first thinking in their mother tongue and then translating their ideas into the second language. They, therefore, fail to get proficiency in the second language approximating that in the first language. The method, therefore, suffers from certain weaknesses for which there is no remedy. (Karl Buchanan and Emile Harrison - 1987)

### **1.7.8 TYPICAL TECHNIQUES**

The grammar translation method has nine Techniques:

- Translation of a Literary Passage (Translating target language to native language).
- Reading Comprehension Questions (Finding information in a passage, making inferences and relating to personal experience).
- Antonyms/Synonyms (Finding antonyms and synonym for words or sets of words).
- Cognates ( Learning spelling/sound that correspond between L1 and the target language )
- Deductive application of rule (Understanding grammar rules and their exceptions, then applying them to new example )
- Fill-in-the blanks (Filling in gaps in sentences with new words or items of particular grammar types) Memorization (Memorizing vocabulary list, grammatical rules and grammatical paradigms)
- Use words in sentences( Students create sentences to illustrate they know the meaning and use of new words)
- Composition (Students write about a topic using the target language)  
(Prator and Celce Murcia 1979)

## **2. PRODUCTIVE SKILLS**

### **2.1 WRITING SKILL**

Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease

to a far larger audience than through face-to-face or telephone conversations.

You might be called upon to write a report, plan or strategy at work; write a grant application or press release within a volunteering role; or you may fancy communicating your ideas online via a blog. And, of course, a well written CV with no spelling or grammatical mistakes is essential if you want a new job. (Charles Charleston - 1958)

### **2.1.1 WRITING TECHNIQUES**

- **Narration**

Also known as storytelling, narration is the technique used in fiction books, from children's picture books to lengthy novels. All narratives have a setting and characters, often including a main character and those supporting him. Narratives generally expose a problem, which the main character and others must solve by the end of the story. For example, the setting in a narrative may be a school, where a boy has lost his pet turtle that he brought to class. The boy must solve the problem by finding the turtle before the end of the story. (Charles Charleston - 1958)

- **Persuasion**

The writing technique of persuasion is used to get readers to align their point of view with the writer's. Persuasive writing involves backing up your opinions with solid facts and evidence. This type of writing, outside of school papers, is often found in magazine or editorial writing. Advertising also contains large amounts of persuasive writing, albeit in a shorter, simpler form. One example of a persuasive paper may be an attempt to get readers to agree that war is unnecessary and peace is better. (Charles Charleston - 1958)

- **Compare and Contrast**

To compare or contrast something in your writing, you must show the similarities and differences between the object or situation. Similarities and differences can be listed in separate sections of the paper, or side by side. For example, you may compare and contrast facts about modern living and living in older times. You can write statements such as "In the modern world, we use telephones and e-mail to communicate, but in the past, people had to rely on carrier pigeons and mail delivered by horses, trains and ships." (Charles Charleston - 1958)

- **Description and Exposition**

Description and exposition are two closely related writing techniques. Description requires the writer to "show" the reader a picture through the use of senses such as sound, smell, touch and taste. Description can be used in many other styles of writing. As an example of description, you may write about the sound a flowing river makes, while describing its cold water and the earthy smell of the forest around it. Exposition is a form of description that requires the writer to explain his ideas and thoughts to the reader in great detail. (Charles Charleston - 1958)

## **2.2 SPEAKING SKILL**

Language arts incorporate study of the construction and use of a living language. Text, oration, discussion and practice exercises are used to promote the development of communication skills in students: writing, reading, listening and speaking. Conscious inclusion of activities that develop speaking skills is particularly important when working with young children and non-native speakers. (Emily Durance - 1989)

### **2.2.1 SPEAKING TECHNIQUES**

- **Talk**

Use assigned reading and in-class activities as a topic of discussion.

Open discussion encourages students to use technical knowledge of the language to form original, expressive statements. This activity focuses on speech indirectly, making it easier to unobtrusively correct use of the language. Corrections may be easily inserted into the conversation as reflective comments. For example, if a student says "These books I hated," you may reflect the comment with the statement "So, you hated these books." (Emily Durance - 1989)

- **Reading Out Loud**

Pursuant to Emily Durance (1989) read books and passages out loud to work on the production of speech sounds. In this activity, students are engaged in translating written text to verbal expression. Consistent practice and gentle correction will improve reading comprehension and speaking skills. Reading out loud is particularly important in English as a second/foreign language (ESL/EFL) courses because it allows the instructor to discuss aspects of spoken language such as intonation, emphasis, pace, loudness, pitch and pauses.

- **Small Group Work**

Divide students into small groups to work on in-class worksheets, reading passages and writing essays. This social environment will encourage students to communicate with each other. Small group work and working in pairs creates a safe learning environment for beginning language learners who are uncomfortable with addressing the whole class. While groups are working, float around the room and join different discussions. Compliment students on the progress of the work to build their confidence and make them more comfortable using the language. (Emily Durance - 1989)

- **Shadowing**

Have students speak along with an audio recording or native speaker. Listening to the correct use of the language and modeling the speech will encourage students to develop an ear for proper use in other contexts. The success of this exercise is entirely dependent on the articulation and expertise of the model speaker. Ensure the model speaker lacks an accent or other disfiguring speech impediment. (Emily Durance - 1989).

## **2.2 HOW TO LEARN ENGLISH**

- **Speak without Fear**

The biggest problem most people face in learning a new language is their own fear. They worry that they won't say things correctly or that they will look stupid so they don't talk at all. Don't do this. The fastest way to learn anything is to do it – again and again until you get it right. Like anything, learning English requires practice. Don't let a little fear stop you from getting what you want. (Henry Pickup - 2005) (Gia Jordan - 2006) (Jenna Haze - 2009)

- **Use all of your Resources**

Even if you study English at a language school it doesn't mean you can't learn outside of class. Using as many different sources, methods and tools as possible, will allow you to learn faster. There are many different ways you can improve your English, so don't limit yourself to only one or two. The internet is a fantastic resource for virtually anything, but for the language learner it's perfect. (Henry Pickup - 2005) (Gia Jordan - 2006) (Jenna Haze - 2009)

- **Surround Yourself with English**

The absolute best way to learn English is to surround yourself with it. Take notes in English, put English books around your room, listen to English language radio broadcasts, watch English news, movies and television. Speak English with your friends whenever you can. The more English material that you have around you, the faster you will learn and the more likely it is that you will begin “thinking in English.” (Henry Pickup - 2005) (Gia Jordan - 2006) (Jenna Haze - 2009)

- **Listen to Native Speakers as Much as Possible**

There are some good English teachers that have had to learn English as a second language before they could teach it. However, there are several reasons why many of the best schools prefer to hire native English speakers. One of the reasons is that native speakers have a natural flow to their speech that students of English should try to imitate. The closer ESL / EFL students can get to this rhythm or flow, the more convincing and comfortable they will become. (Henry Pickup - 2005) (Gia Jordan - 2006) (Jenna Haze - 2009)

- **Watch English Films and Television**

This is not only a fun way to learn but it is also very effective. By watching English films (especially those with English subtitles) you

can expand your vocabulary and hear the flow of speech from the actors. If you listen to the news you can also hear different accents.

(Henry Pickup - 2005) (Gia Jordan - 2006) (Jenna Haze - 2009)

- **Listen to English Music**

Music can be a very effective method of learning English. In fact, it is often used as a way of improving comprehension. The best way to learn though is to get the lyrics (words) to the songs you are listening to and try to read them as the artist sings. There are several good internet sites where one can find the words for most songs. This way you can practice your listening and reading at the same time. And if you like to sing, fine. (Henry Pickup - 2005) (Gia Jordan - 2006) (Jenna Haze - 2009)

- **Study As Often As Possible**

Only by studying things like grammar and vocabulary and doing exercises, can you really improve your knowledge of any language. (Henry Pickup - 2005) (Gia Jordan - 2006) (Jenna Haze - 2009)

- **Do Exercises and Take Tests**

Many people think that exercises and tests aren't much fun. However, by completing exercises and taking tests you can really

improve your English. One of the best reasons for doing lots of exercises and tests is that they give you a benchmark to compare your future results with. Often, it is by comparing your score on a test you took yesterday with one you took a month or six months ago that you realize just how much you have learned. If you never test yourself, you will never know how much you are progressing. Start now by doing some of the many exercises and tests on this site, and return in a few days to see what you've learned. Keep doing this and you really will make some progress with English. (Henry Pickup - 2005) (Gia Jordan - 2006) (Jenna Haze - 2009)

- **Record Yourself**

Nobody likes to hear their own voice on tape but like tests, it is good to compare your tapes from time to time. You may be so impressed with the progress you are making that you may not mind the sound of your voice as much. (Henry Pickup - 2005) (Gia Jordan - 2006) (Jenna Haze - 2009)

- **Listen to English**

By this, we mean, speak on the phone or listen to radio broadcasts, audiobooks or CDs in English. This is different than watching the television or films because you can't see the person that is speaking

to you. Many learners of English say that speaking on the phone is one of the most difficult things that they do and the only way to improve is to practice. (Henry Pickup - 2005) (Gia Jordan - 2006) (Jenna Haze - 2009)

## **e. MATERIALS AND METHODS**

### **1. Design of the Research**

This research work was considered as a none-experimental research and the descriptive method was used, because the researcher did not manipulate the variables and the phenomenon in the reality was observed.

### **2. Methods**

**Scientific Method:** To develop the research, the scientific method was taken as a base because it allowed the researcher carrying out a systematic and organized process in order to give a logical explanation of the relations that were established in the researched object and its variables which were useful for giving some alternatives and solutions to the problematic. It was also effective for organizing the available resources and the procedures which were needed to reach the established objectives as well as to ascertain the hypothesis.

**Descriptive Method:** It was used to describe the main results which were obtained after applying the survey to teachers and students. In the same way, this method facilitated the description of the different

methods for learning English in order to develop English productive skills. Finally, it was useful for the confirmation of the hypothesis and the final redaction of the research report too.

**Deductive Method:** This one was a great help for providing the observation and the analysis of the whole collected information in order to determine how the students of the 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> years of Basic Education at “IV Centenario N#1” school learn English by using the English productive skills.

**Analytical Method:** It was taken into account for analyzing the obtained results and to make the respective data interpretation to set up the conclusions which were based on the final results.

### **3. Techniques and Instruments**

In order to obtain the best results for this research work, the technique used for collecting the necessary information was the survey. It was applied to the teachers and the students of the 5<sup>th</sup>, 6<sup>th</sup> 7<sup>th</sup> years of Basic Education at “IV Centenario No.1” school. It was a questionnaire containing eleven different questions. Both questionnaires were different from each other because one was filled in by the teachers and the other one by the students.

#### **4. Procedures**

The processing of the collected information was carried out involving the following steps:

##### **a) Tabulating**

The tabulation of the obtained data was done in a quantitative way. Moreover, the tabulation of all the applied instruments was good enough for contrasting the information and to analyze the obtained results.

##### **b) Organization**

The organization of the empiric information was made in accordance with the specific variables which guided the classification of the questions depending of the hypothesis.

##### **c) Graphic Representation**

The graphic representation of the obtained information was made in different statistic charts for its visualization along the data and the tendency of the indicators for each variable.

#### **d) Analysis and Interpretation**

The analysis and the interpretation of the acquired information, the results in percentages and the analysis of the data were contrasted with the theoretical frame to fulfill the previous objectives which had been set up before in the research project.

#### **e) Hypothesis Verification**

The verification of the hypothesis was done by using the empiric method with a description of the indicators with higher tendency and contrasting them with the information taken from the theoretical frame.

#### **f) Conclusions and Recommendations**

The formulation of conclusions was done with worth bases taken into account the analysis and interpretation of the data that was based on the specific objectives which were very important for guiding the research process.

The elaboration of the final report was done by integrating all the components of the research with a logic interpretation among them; this all required a new revision of the already mentioned

components: theme, objectives, hypothesis and theoretical frame for setting up a good relation among them.

## 5. Population

The population that was taken for the fieldwork was constituted by the English teachers and the students of the 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> years of Basic Education at “IV Centenario No.1” School. The students’ population consisted of one hundred and eighty students while the teachers’ population consisted of two English teachers.

GROUPS	POPULATION
5 <sup>th</sup> Year	45
6 <sup>th</sup> Year	83
7 <sup>th</sup> Year	52
<b>TOTAL</b>	<b>180</b>
Teachers	2
<b>TOTAL</b>	<b>2</b>

So, in this case the population was small and there was no need of determining the sample distribution and its size.

## f. RESULTS

**Hypothesis one:** The Grammar Translation Method used by English teachers does not help to improve the writing and speaking skills in the learning of the English Language among the students of 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> years of Basic Education at “IV Centenario No.1 ” School. Academic Period 2012 -2013.

1. What do you think the Grammar Translation Method is for you, make a tick just one of the three?

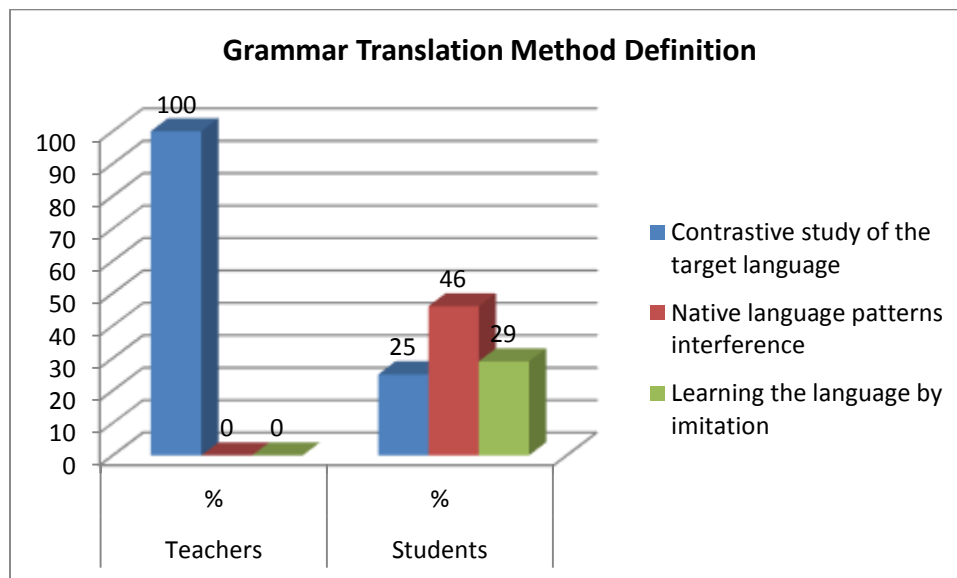
### a) Chart No. 1

Grammar Translation Method Definition	Teachers		Students	
	f	%	F	%
Contrastive study of the target language	2	100	45	25
Native language patterns interference	0	0	83	46
Learning the language by imitation	0	0	52	29
<b>TOTAL</b>	<b>2</b>	<b>100%</b>	<b>180</b>	<b>100%</b>

**Source:** Teachers and students' survey.

**Author:** Researcher.

**b) Graphic representation No. 1**



**Logical analysis:** The obtained information shows that all of the teachers think that the Grammar Translation Method is a contrastive study of the target language and most of the students see the grammar translation method as an interference of patterns of the native language. According to Jack Richards and Theodore Rodgers (2009), Teaching- learning process with the Grammar Translation Method is based on translation, the study of grammar rules through examples, memorization of vocabulary, and the classes are conducted in the native language. Since this method appeared to teach by reading and translation it helps to develop more receptive skill rather the productive ones. Therefore, Grammar Translation Method does not support as itself the development of the productive skills, it just helps on writing overcoming some difficulties with beginners.

## 2. What is the main focus into the English Language teaching learning process?

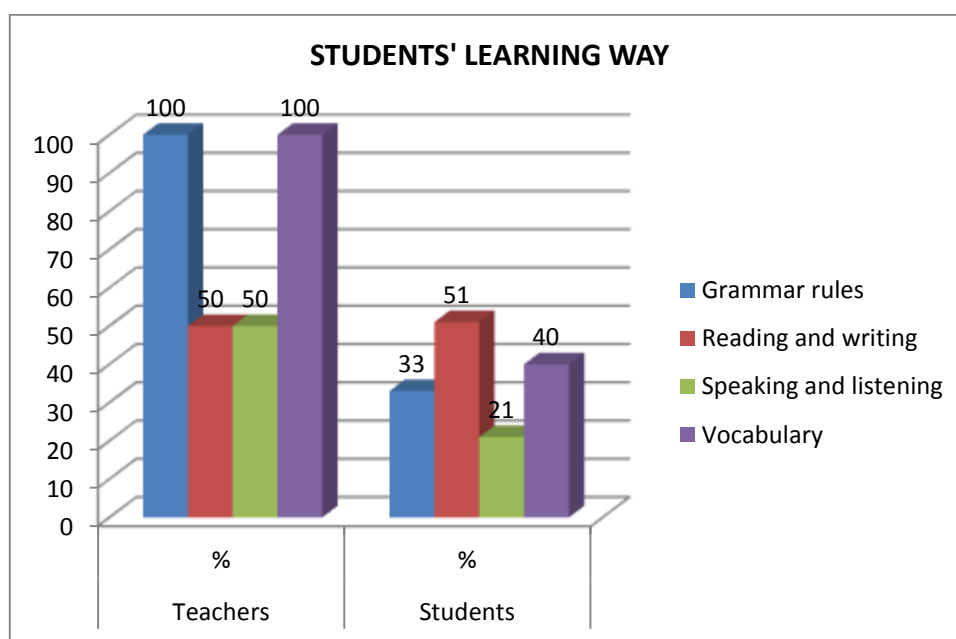
### a) Chart No. 2

Students' Learning Way	Teachers		Students	
	f	%	f	%
Grammar rules	2	100	60	33
Reading and writing	1	50	92	51
Speaking and listening	1	50	38	21
Vocabulary	2	100	72	40

**Source:** Teacher and students' survey.

**Author:** Researcher.

### b) Graphic representation No. 2



**Logical analysis:** The collected information suggests that all teachers do use the Grammar Translation Method because the main focus in teaching is grammar rules and vocabulary which are taught through reading and writing. (Yanhua, 2014) points out that the

ultimate purpose of foreign language teaching by using this method, is to read materials written by foreign language, such as reading foreign classics, so written language is emphasized rather than oral language. On the other hand, Nicole Wilson (2012), says that the best way students can learn English is putting into practice the four skills of the language; especially the speaking one. That is why; the Grammar Translation Method does not support the development of the productive skills in the English language teaching learning process.

### 3. Can you develop the writing and speaking skills with the Grammar Translation Method?

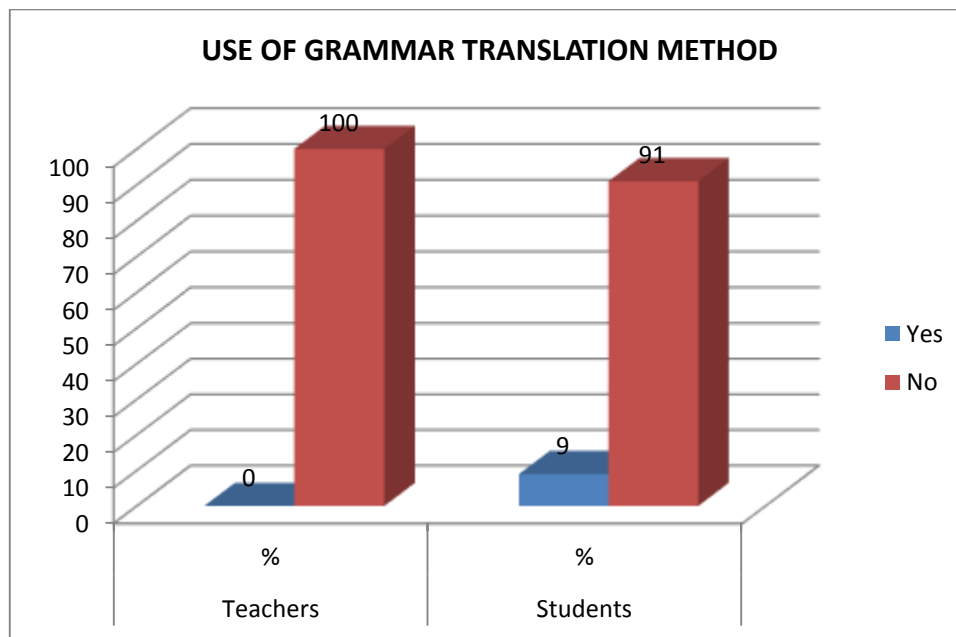
#### a) Chart No 3.

Grammar Translation Method in the development of writing and speaking skills	Teachers		Students	
	f	%	F	%
Yes	0	0	17	9
No	2	100	163	91
<b>TOTAL</b>	<b>2</b>	<b>100%</b>	<b>180</b>	<b>100%</b>

**Source:** Teachers and student's survey.

**Author:** Researcher.

**b) Graphic representation No 3**



**Logical analysis:** The obtained information shows that most of teachers and students consider that writing and speaking skills cannot be developed with Grammar Translation Method because language is taught by using many different methods. (Lake 2013), says that in the Grammar Translation Method, the oral language ability is not the goal of teaching that is why many learners who have learnt the English language even more than ten years, still are not able to use it to communicate with native speakers of the target language. Moreover, it neglects the oral production but accepts somehow writing even when it is used through translation of materials of the mother tongue. Therefore, it is supported the idea that this method gave some contributions as an approach in the learning of a foreign language but it is not that useful to work on productive skills in the English language teaching process.

**4. Do you think that it is important to study grammar rules in order to learn English?**

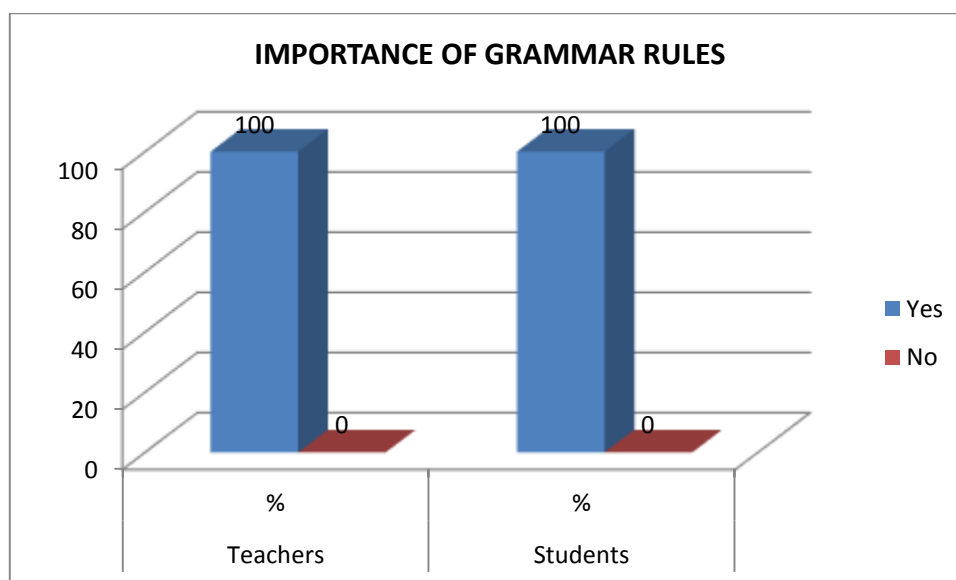
**a) Chart No. 4**

Importance of Grammar Rules	Teachers		Students	
	f	%	f	%
Yes	2	100	180	100
No	0	0	0	0
<b>TOTAL</b>	<b>2</b>	<b>100%</b>	<b>180</b>	<b>100%</b>

**Source:** Teachers and students' survey.

**Author:** Researcher.

**a) Graphic representation No. 4**



**Logical analysis:** These results show all of the teachers and students think that studying grammar rules is highly important in order to learn

English as well as improving the level of it constantly. Teachers also consider that it is more important at the beginning rather than all of the time because grammar practice is what increases the knowledge of the target language. This point of view is supported by Jianyun Zhang (2009), who states that teachers must put grammar in the foreground in second language teaching, because language knowledge of grammar and vocabulary are the base of English language. Opposite to this method (Strelkova 2013) states that communicative methodology aims at drawing language teaching process nearer to actual communication process, through the simultaneous development of basic language skills (listening, speaking, reading and writing) and the presentation of language material preceding by practicing and producing. When appearing the principles of the communicative method, the Grammar Translation one was left behind because it does not help to develop productive skills.

## 5. What are the main strategies developed in the English language class?

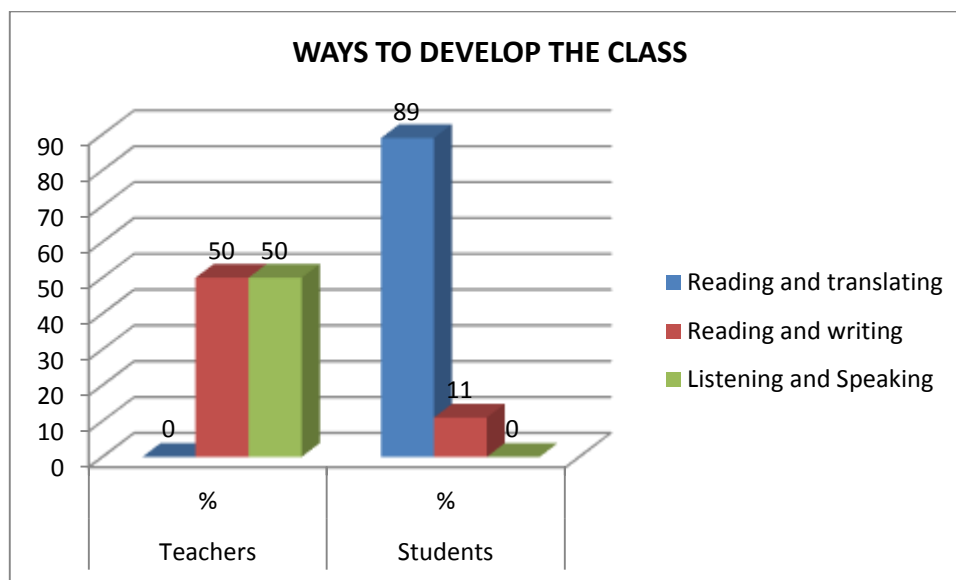
### a) Chart No. 5

Ways to Develop the Class	Teachers		Students	
	f	%	f	%
Reading and translating	0	0	160	89
Reading and writing	1	50	20	11
Listening and Speaking	1	50	0	0
<b>TOTAL</b>	<b>2</b>	<b>100%</b>	<b>180</b>	<b>100%</b>

**Source:** Teachers and students' survey.

**Author:** Researcher.

**b) Graphic representation No 5**



**Logical analysis:** Regarding to this question all teachers said that the class is developed by working on the four skills, listening and speaking and reading and writing. While most of students said that teachers teach by reading and translating unknown phrases so it is clear that the Grammar Translation Method is used somehow. (Yanhua 2014) says that the goal of foreign language learning is to translate that foreign language into one's mother tongue. If a student can do this, he or she has become successful in foreign language study. While Willis (1981) states that if teachers teach a foreign language, it must be taught through the medium of that language. The rationale for using only the target language in the classroom is that the more students are exposed to English the more quickly they will learn; as they hear and use English, they will internalize it to begin to think in English and be able to produce it. Consequently, the

use of the grammar translation method has not been successful in learning of the English language.

### **Hypothesis Two:**

The characteristics of the Grammar Translation Method do not support the development of the English productive skills among the students of 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> years of Basic Education at “IV Centenario No. 1” School Academic Period – 2012-2013.

## **6. What techniques do you use in the English Language classes?**

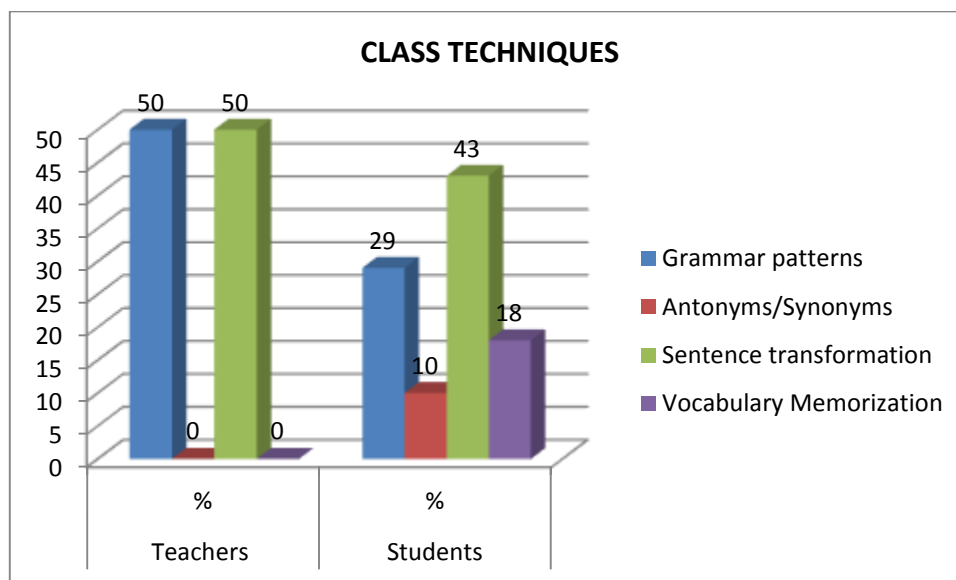
### **a) Chart No. 6**

<b>Class Techniques</b>	<b>Teachers</b>		<b>Students</b>	
	<b>f</b>	<b>%</b>	<b>F</b>	<b>%</b>
Grammar patterns	1	50	52	29
Antonyms/Synonyms	0	0	17	10
Sentence transformation	1	50	78	43
Vocabulary Memorization	0	0	33	18
<b>TOTAL</b>	<b>2</b>	<b>100%</b>	<b>180</b>	<b>100%</b>

**Source:** Teachers and students' survey.

**Author:** Researcher.

**b) Graphic representation No 6**



**Logical Analysis:** The information shows the sentence transformation and grammar patterns followed by vocabulary memorization are the most used techniques by teachers and students. Teachers prefer to work with these techniques due they still conserve some characteristics of the Grammar Translation Method in the teaching of the English language. Larsen-Freeman (2013) states that the main features of the grammar translation method such as: grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words. 2. Much vocabulary is taught in the form of lists of isolated words. 3. Long elaborate explanations of the intricacies of grammar are given; and 4. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue. All these characteristics of the Grammar Translation Method have been

determined as ineffective and opposite to the development of the productive skills.

## 7. What is the most predominant language used in the English language class?

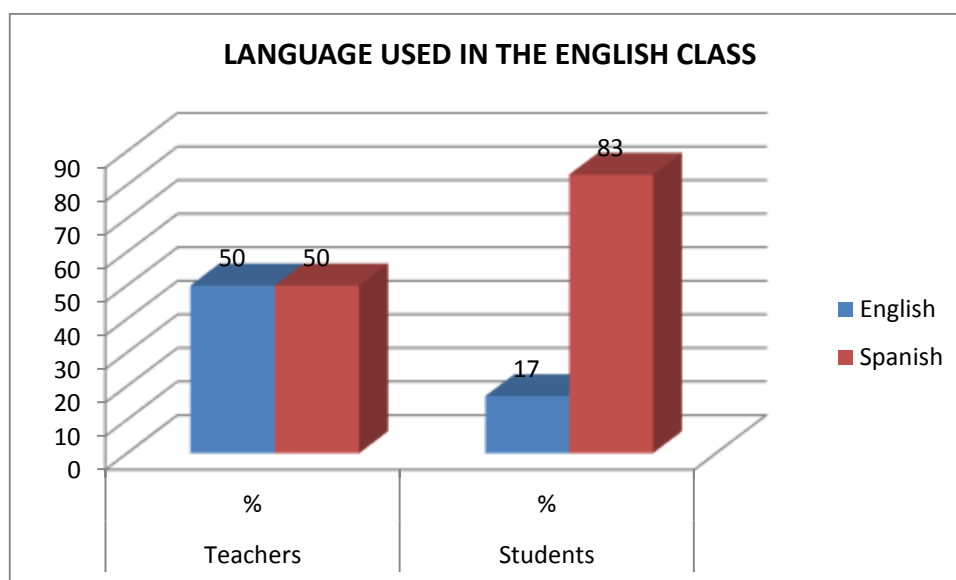
### a. Chart No. 7

Language used in the English class	Teachers		Students	
	f	%	f	%
English	1	50	30	17
Spanish	1	50	150	83
<b>TOTAL</b>	<b>2</b>	<b>100%</b>	<b>180</b>	<b>100%</b>

**Source:** Teachers and students' survey.

**Author:** Researcher.

### b) Graphic representation No 7



**Logical Analysis:** The results show that while teachers say that English and Spanish are used fifty and fifty percent, students say that Spanish is the most predominant language to teach the English language. Larsen-Freeman (2013) states that another characteristic of the Grammar Translation Method is that the structures of the foreign language are best learned when compared and contrast with those of mother tongue and the students are required to translate sentences from their mother tongue into English. Therefore, the most used language is Spanish to teach the target language and it does not support the development of productive skills because at early stages of learning a new language is very important to give learners a lot of input precisely in the learned language.

## 8. Which techniques do you apply to improve the speaking skill?

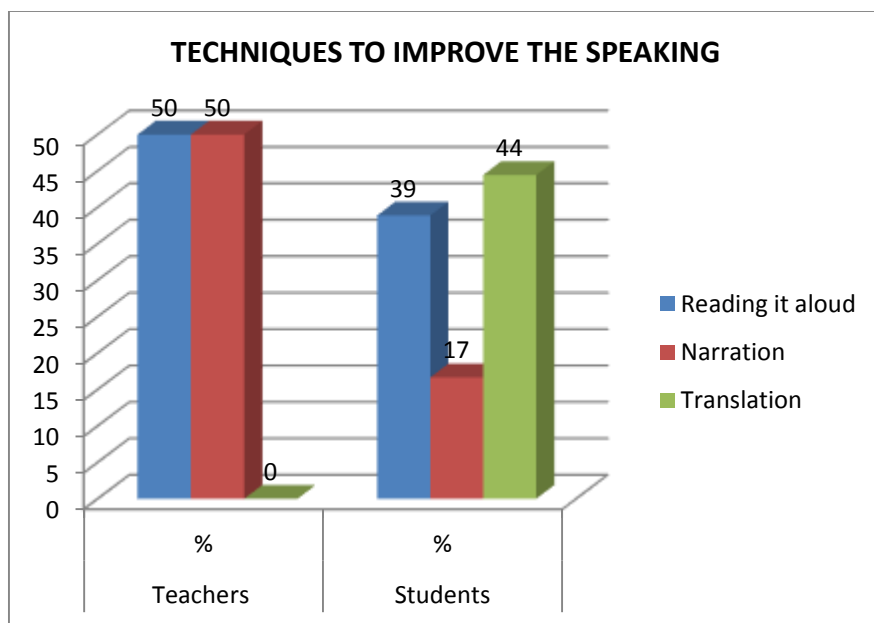
### a) Chart No. 8

Techniques to Improve the Speaking Skill	Teachers		Students	
	f	%	f	%
Reading out loud	1	50	70	39
Narration	1	50	30	17
Translating	0	0	80	44
<b>TOTAL</b>	<b>2</b>	<b>100%</b>	<b>180</b>	<b>100%</b>

**Source:** Teachers and students' survey.

**Author:** Researcher.

**b) Graphic representation No 8**



**Logical analysis:** The obtained information shows that most teachers stated that they apply the technique of reading out loud and narration. However, the majority of students mentioned reading out loud and translation as techniques most used. Translation is, indeed, a difficult task and exact translation from one language to another is not always possible. A language is the result of various customs, traditions, and modes of behavior of a speech community and these traditions differ from community to community. There are several lexical items in one language, which have no synonyms/equivalents in another language. According to Emily Durance (1989) in Grammar Translation Method the natural order of learning a language is listening, speaking, reading and writing. That is the way a learner learns his mother tongue in natural

surroundings; but, in the Grammar Translation Method the teaching of the second language starts with the teaching of reading. Thus, the learning process is reversed. This poses problems because it neglects speech. Thus, the students who are taught English through this method fail to express themselves adequately in spoken English. Consequently, results demonstrated that the characteristics of the grammar translation method do not favor the development of productive skills.

**9. To develop the speaking skill, what activity do you use in class?**

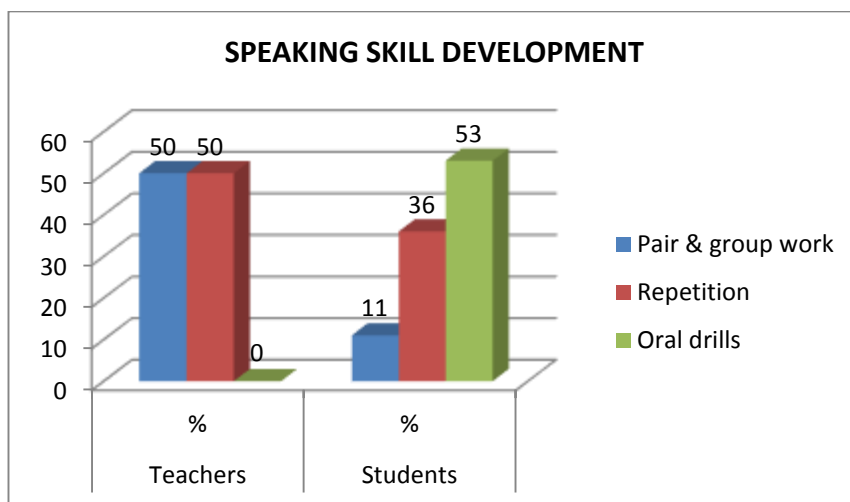
**a) Chart No. 9**

<b>Speaking Skill Development</b>	<b>Teachers</b>		<b>Students</b>	
	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
Pair & group work	1	50	19	11
Repetition	1	50	65	36
Oral drills	0	0	96	53
<b>TOTAL</b>	<b>2</b>	<b>100%</b>	<b>180</b>	<b>100%</b>

**Source:** Teachers and students' survey.

**Author:** Researcher.

a) **Graphic representation No. 9**



**Logical analysis:** Half of the teachers' population mentioned that they use pair and group and Repetition whereas most students stated that teachers apply repetition and drills to work on the development of the speaking skill. According Krall (1989), Working in a group learners are more engaged not only intellectually but emotionally as well. They have to think, contribute to the group, evaluate what other members of the group say, share information, ask friends for clarification, and prepare a presentation together. Group work gives learners exposure to a range of language items and language functions. However, in Grammar Translation Method repetition and drills would be used to exercise and strengthen the knowledge without much attention on the oral or communication skill, which seem to be taught through repetition and oral drills and this do not favor the development of speaking skill.

**10. To develop the writing skill, what activities do you do in class?**

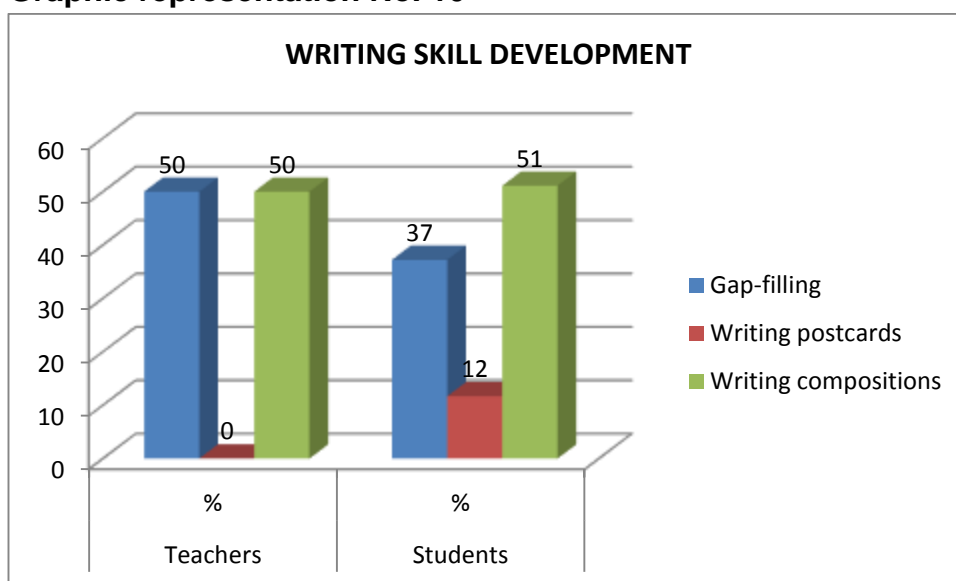
**a) Chart No. 10**

Writing Skill Development	Teachers		Students	
	f	%	F	%
Gap-filling	1	50	67	37
Writing postcards	0	0	21	12
Writing compositions	1	50	92	51
<b>TOTAL</b>	<b>2</b>	<b>100%</b>	<b>180</b>	<b>100%</b>

**Source:** Teachers and students' survey.

**Author:** Researcher.

**b) Graphic representation No. 10**



**Logical analysis:** The data collected stated that teachers and students agree about the use of gap-filling which consists on completing simple texts in order to develop the writing skill. Composition is part of the grammar translation method because it

pays attention only to written language instead of spoken language. In this method students write about a topic using the target language in the classroom. The topic is based on some aspects about the read passages but it is isolated without any connection, structure, coherence and cohesion. Even when, this method focus on the development of reading and writing, the second skill is more difficult to work in the classroom, due to students are not trained to develop the writing process but they are just asked to develop composition based on the reading and using the grammar because it provides the rule for putting words together, and instruction often focuses on the form and inflection of words. Larsen-Freeman (2013), states that, this method is not useful to develop the writing skill as itself, because it can cause frustration and discouragement students to study the language which is not useful to improve productive skills.

# **11. What is the students' achievement of the productive skills in the English language class?**

## **a) Chart No. 11**

ACHIEVEMENT IN ENGLISH SKILLS	STUDENTS								TOTAL
	diez/nueve		ocho /siete		seis/cinco		cuatro o menos		
	f	%	f	%	f	%	f	%	
Speaking	0	0	57	32	86	48	37	21	180
Writing	0	0	63	35	75	42	42	23	180
English language	23	13	38	21	74	41	45	25	180

**Source:** students' survey.

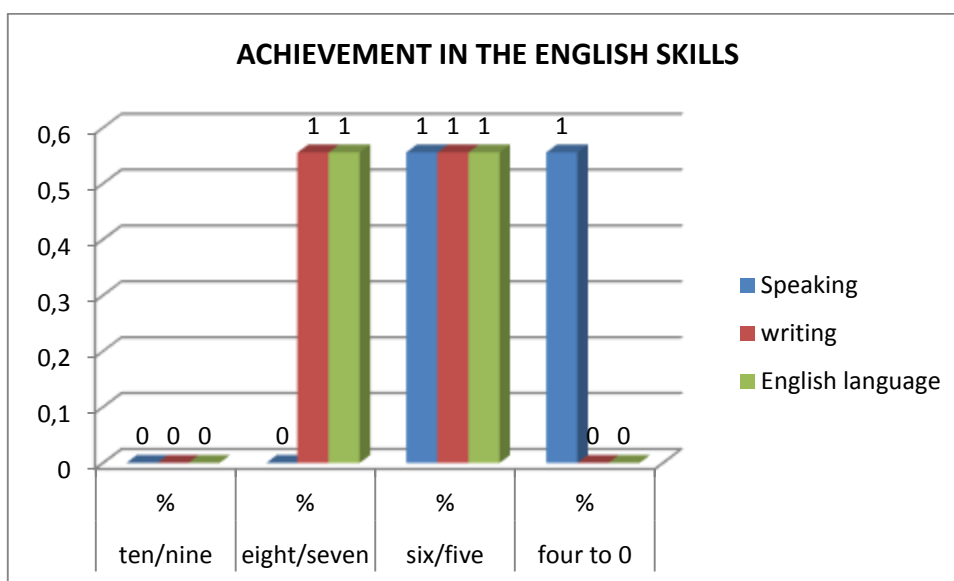
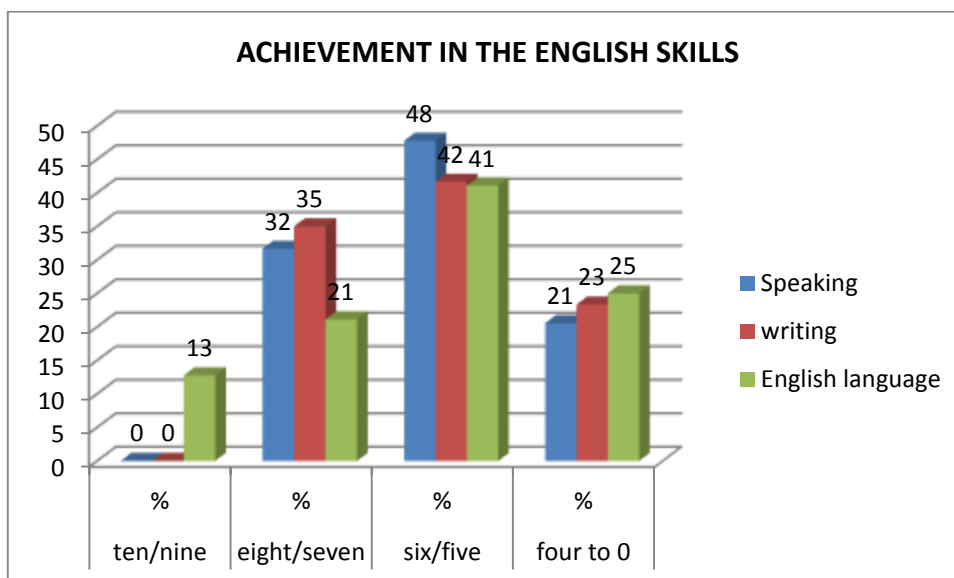
**Author:** Researcher

ACHIEVEMENT IN ENGLISH SKILLS	TEACHERS								TOTAL
	diez/nueve		ocho /siete		seis/cinco		cuatro o menos		
	f	%	f	%	f	%	f	%	
Speaking	0	0	0	0	1	1	1	1	2
Writing	0	0	1	1	1	1	0	0	2
English language	0	0	1	1	1	1	0	0	2

Source: Teachers' survey.

Author: Researcher

**b) Graphic representation No. 11**



**Logical analysis:** The results indicate that teachers and students agree that students' achievement in speaking, writing and the English language in general are placed in an average between six and five that means that they almost get the required knowledge in the English language in general but the speaking skill is not focused as it should because according to Michael Berry (2008), the disadvantage of the Grammar Translation Method lays emphasis on reading and writing. It neglects speech. Thus, the students who are taught English through this method fail to express themselves adequately in spoken English. Even at the undergraduate stage they feel shy of communicating using English. Since language learning involves habit in grammar patterns students fail to acquire a habit of speaking English. Therefore, the characteristics of this method do not support the development of productive skills.

## **g. DISCUSSION**

### **Hypothesis No 1**

#### **Statement:**

The Grammar Translation Method used by English teachers does not help to improve the writing and speaking skills in the learning of the English Language among the students of 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> years of Basic Education at “IV Centenario No.1” School. Academic Period 2012 -2013.

**Demonstration:** The independent variable of this hypothesis is the grammar Translation Method. And the dependent variable is the writing and speaking skills

- Question **one** which is about what is the Grammar Translation Method. The results demonstrate that 100% of teachers said that it is a contrastive study of the target language and 46% of students see this method as an interference with patterns of the native language. Analyzing the data it seems that teachers know the meaning of the Grammar Translation Method but students unknown about how they are being taught the English language.
- Question **two**, refers to the best way that students learn English. The results show that 100% of teachers said that students learn through grammar rules and 51% of students chose through reading and

writing which are the main focus of the Grammar Translation Method, what means that this method is being used in the English language teaching.

- Question **three**, was about the use of the Grammar Translation Method on the development of the writing and speaking skills and 100% of teachers and 91% of students marked that it is not possible to develop writing and speaking skills by using the Grammar Translation Method. Therefore, teachers are conscious enough about the inconvenient use of this method to develop productive skills.
- Question **four**, which was about the importance to study grammar rules in the English language learning. The results stated that 100% of teachers and students said that they are very important in order to learn English. Therefore, the Grammar Translation Method also gives some contribution in the grammar learning of the English language even though, it is not communicatively.
- Question **five**, about the strategies to develop the English language class, the results demonstrated that 50% of teachers said that reading, writing, listening and speaking strategies are used, but 89% of students pointed out that reading and translation strategies are worked to develop the English language. These strategies are in relation to the Grammar Translation Method because it teaches English through translation of some reading texts.

**Decision:**

- Based on the previous analyzed information, the researcher accepts the first hypothesis, stating that the Grammar Translation Method, which is used by English teachers, does not help to develop writing and speaking skills in the English language among the students at “IV Centenario No. 1” school. The fundament is that there is an overuse of it, because it can make some contributions in the grammar learning but there should be also some strategies to work on productive skills and use it communicatively.

**2. Hypothesis No. 2****Statement:**

The characteristics of the Grammar Translation Method do not support the development of the English productive skills among the students of 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> years of Basic Education at “IV Centenario No. 1” School Academic Period – 2012-2013.

**Demonstration:** The independent variable of this hypothesis is the characteristics of the grammar translation method and the dependent one is the English productive skills.

- Question **six** discusses the techniques used in the class and the results have demonstrated that 50% of teachers said that grammar patterns and 43% of students stated that sentence transformation as

the techniques more used in the English language teaching. These answers revealed that teachers work with certain characteristics of the grammar translation method which does not favor the development of productive skills.

- Question **seven** discusses about the most predominant language used to teach English in the researched school and the results show that teachers speak 50% Spanish and 50% English while 83% of students answered that Spanish is the most predominant language. Giving the class in the mother tongue is a characteristic of the grammar translation method which do not help to develop productive skills.
- Question **eight** which asked about the techniques to improve the speaking skills. The analysis of the data confirmed that 50% of teachers apply reading out loud and narration, whereas 44% of students said that translation is always used. This means that the techniques that are being used belong to the Grammar Translation Method which do not support the development of the speaking skill.
- Question **nine** was about the activities to develop the speaking skill. The results demonstrate that 50% of teachers refer to pair and group work and repetition while 53% of students indicated that speaking is developed through oral drills. This answers evidenced that teachers

are using some characteristics of the Grammar Translation Method which do not favor the development of speaking since speech is neglected as it lays emphasis on reading and writing.

- Question **ten** related about the activities to develop the writhing skill. The analysis of date confirmed that 50% of teachers chose gap-filling and compositions and 51% of students also said compositions. Gap filling and compositions are techniques very characteristic of the grammar translation method which influence on the development of the writing that is a productive skill.
- Question **eleven** about the achievement of the students on the English language and on the speaking and writing skills; where the results stated that most of teachers and students place students' achievement between six and five in the English language and in the productive skills. The answers document that the grammar translation method does not favor the development of the productive skills.

**Decision:**

- Based on the results, the second hypothesis is accepted because it states the characteristics of the Grammar Translation Method do not support the development of the English productive skills among the students of 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> years of Basic Education at "IV Centenario

No. 1” School Academic Period – 2012-2013. It was possible to confirm this hypothesis because the methodology that teachers use in the development of the English classes has characteristics of the Grammar Translation Method because it focus on the use of native language, translation, reading where most students learn grammar through patterns but there is little development of the productive skills.

## **h. CONCLUSIONS**

- Teachers know the definition of the Grammar Translation Method because they teach the Language through contrast with the native language as well. But students are confused about the definition of this type of methodology. Therefore, this method can be used but not as itself because learning a language should be worked by using the target language.
- Teachers are using the technique of translating phrases to help students to comprehend the contents they are currently learning. This actually results in a constant use of both languages, the target language and the mother tongue. However, in some cases, teachers ask students to translate throughout the whole class, because students do not have a proficient level of the target language. So, they help them to understand the class by changing the contents from the original language to the mother tongue.
- The techniques most used in the English language teaching are the grammar patterns and sentence transformation which are part of the Grammar Translation Method. These are focused on the development of grammar rules to write sentences in affirmative, negative, questions and this limits the written communication and the production.

- Reading and translation are the main characteristics of the teachers' methodology because they use the mother tongue to teach the English language. While teaching the text book the teacher translates every word, phrase from English into the mother tongue of learners. Further, students are required to translate isolated sentences neglecting the target language production
- The characteristics of the Grammar Translation Method such as: repetition, drills, gap filling a composition are being used in the English language teaching because most students have got a low achievement in the speaking and writing skills. It neglects communication and students know some grammar in the English language but they cannot use it communicatively.

## **i. RECOMMENDATIONS**

- That, teachers read about the Grammar Translation Method since it is important that they identify the advantages and disadvantages of using this method in the English Language teaching. They should deduce that by using it, students are not able to produce the target language.
- That teachers use the target language most of the time during the English language classes because it has been proved that, people who have learnt a foreign or second language through this method find it difficult to give up the habit of first thinking in their mother tongue and then translating their ideas into the second language.
- That teachers get some training in the new trends of methodology so they can implement them into the English language classes. There are a lot of strategies that can be used like: multiple intelligences, learning styles and other tendencies that have given better results when a foreign language is taught. It is important that teachers introduce new ideas to develop the receptive and productive skills.
- That teachers use a kind of eclectic set of techniques because grammar can help but if it is taught inductively and communicatively so that, if teachers want to make students produce the target

language they can help students to deduce the grammar from reading and from communicative practical examples in the real expressions of the target language. This will lead students to have a higher level in the speaking and writing skills.

- That teachers take advantage of the grammar translation method to help students in the vocabulary memorization but they should make them use it in real communication by applying new techniques in the English language teaching. They could be role plays, problem solving, jig saw techniques which are useful to apply the learned language communicatively.
- That teachers change the focus of their teaching methodology, taking advantage of the new technology. They can make students work on the speaking and writing skills by using diverse tools that technology offers so they can help students to produce the target language through written stories, blogs and facebook, reading books in English, or speaking journals by using recordings so that students have the opportunity to improve their achievement in the productive skills .

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**k. ANNEXES**



**UNIVERSIDAD NACIONAL DE LOJA**

**ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN**

***ENGLISH LANGUAGE CAREER***

**THEME**

**“THE GRAMMAR TRANSLATION METHOD AND THE DEVELOPMENT OF THE ENGLISH PRODUCTIVE SKILLS AMONG THE STUDENTS OF 5TH, 6TH AND 7TH YEARS OF BASIC EDUCATION AT IV CENTENARIO No. 1 SCHOOL. ACADEMIC PERIOD 2012-2013”.**

**PRELIMINARY THESIS PROJECT TO OBTAIN THE BACHELORS DEGREE OF SCIENCE OF EDUCATION IN ENGLISH LANGUAGE SPECIALIZATION**

**Authoresse:**

**Laura Yanina Cueva Prado**

**LOJA-ECUADOR**

**2013**

**a. THEME**

**“THE GRAMMAR TRANSLATION METHOD AND  
THE DEVELOPMENT OF THE ENGLISH  
PRODUCTIVE SKILLS AMONG THE STUDENTS OF  
5TH, 6TH AND 7TH YEARS OF BASIC EDUCATION  
AT IV CENTENARIO No. 1 SCHOOL. ACADEMIC  
PERIOD 2012-2013”.**

## **b. PROBLEM STATEMENT**

### **1. BACKGROUD**

The purpose of this research is to analyze the weaknesses of English language teaching methods within the academic structure of “IV Cuarto Centenario No. 1” educational institution established on February 2, 1961 by Carlos Manuel, Orellana Rivas, Wilfrido Coronel, Giraldo Becerro and Daniel Novillo.

Carlos Manuel Orellana Rivera was designated as first director. Dr. Romulo Torres, Lic. Martha Gonzales, Prof. Vicente Tiliberto, Mr. Esperanza Paladines were the first teachers of the initial 160 students.

Land was donated in 1966 in sector “Cuarto Centenario” by Dr Vicente Burneo for construction of a new school under Ministry Agreement N#001 D.P.E.L.

The second director, Lic. Servio Tulio Fernández, created “IV Centenario No.1” due to an increase in numbers of students, requiring additional teachers for the newly created evening classes, separating male and female students.

The objective of “IV Centenario No.1” school is to increase quality of education and to give the students a foundation for problem solving in today’s society.

Under the current director, Dr. José Salomón Riofrío, the school consists of 540 students and 26 teachers.

The **mission** of IV Centenario No.1 School is to create good students with social competency ability and skills as part of the student psych enabling a higher standard of functioning within a social framework of human integrity, giving students the ability to differentiate between beneficial and destructive social development processes.

The **Vision** of the IV Centenario No.1 School. “A prestigious educational institution can always retain a warm human environment within the institutional disciplines of academic, scientific and technological framework.

The balance of blending science, art and culture will be the way of success.”

## **2. CURRENT SITUATION OF THE RESEARCH OBJECT**

Today, English is the most widespread language in the world, consisting of linguistic code highly applied in all branches of world knowledge and social organizations.

With the advancement of new technologies English language communication is considered an essential component in the modern world workplace. People with English communication skills are better equipped to compete successfully in the modern world.

Additionally, English communication is a requirement for success within American mainstream workforce. A working knowledge of the English language can create many opportunities in international markets and regions. Further English language proficiency plays an important role in all aspects of society allowing greater opportunity for people who can master the language.

But as will be pointed out in the following paragraphs, certain weaknesses exist in the teaching learning process due to lack of knowledge of methodical strategies for increasing learning proficiency of students.

This research project will focus on the “Grammar Translation Method”, an important structural method for the teaching English language as a second English language in the students, due to retaining the security of relating equivalent grammatical structures the student’s mother tongue. Above all, the Grammar Translation Method can give students a basic foundation upon which they can then build their communicative skills, but it is not enough to teach English.

To define the student learning proficiency problem, it was necessary to conduct an observation survey within the classroom environments of “IV CENTENARIO No.1”SCHOOL. The classroom observation survey indicated students became bored and distracted due to teaching methods not able to hold students focus and attention. Also the teachers do not use didactic material and they teach only with text book and translate every word, phrase from English into the mother tongue of learners. And in that way students do not have the opportunity to develop the productive skills (speaking and writing skills).

### **3. RESEARCH PROBLEM**

**“HOW DOES THE GRAMMAR TRANSLATION METHOD AFFECT THE DEVELOPMENT OF THE ENGLISH PRODUCTIVE SKILLS AMONG STUDENTS OF 5<sup>TH</sup>, 6<sup>TH</sup>, 7<sup>TH</sup> YEARS OF BASIC EDUCATION AT “IV CENTENARIO No.1”SCHOOL. ACADEMIC PERIOD 2012-2013.**

## **4. DELIMITATION OF THE RESEARCH**

### **4.1 Temporal**

The present research work will be carried out at “IV Centenario No.1” high School, Academic Period 2012-2013.

### **4.2 Spatial**

The present research work will be carried out at “IV Centenario No.1” located on avenue Lauro Guerrero between Rocafuerte and Miguel Riofrio Street.

### **4.3 Observation units**

The people involved in the present research work are:

Authorities, teachers and students of 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> grades.

## **4.4 SUBPROBLEMS**

- What is the role of the grammar translation method in the development of the English productive skills among the Students 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> years of Basic Education at “IV Centenario No.1” School. Academic Period 2012-2013.
- What Characteristics have the English productive skills among the Students of 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> years of Basic Education at “IV Centenario No.1” School Academic Period 2012-2013.

### c. JUSTIFICATION

The present research work is very important because it will allow us to know and determine the weaknesses of the English teachers have into the teaching English language and how they manage to develop the productive skills (writing and speaking)

According to the arguments, this research project is justified by the following reasons:

Since **scientific** point of view, it will be analyze the different methods that can be useful by the English teachers of IV Centenario No.1 School to improve the teaching –learning process. This information will be into the theoretical frame work.

Since the **educational** point of view, it is essential to develop this research work because it helps to teachers to become acquainted more knowledge and improve the teaching English Language.

Since **social** point of view, this research work will help people who are interested to get more knowledge about how the grammar translation method affect the learning of the English language and they easily picked up the English language and consequently improving their living standard

and getting some more jobs opportunities in different parts of the world, especially where English language is spoken.

Also as a future professional, it is my hope to participate in finding solutions for increasing student learning proficiency through implementation of the best possible English language teaching methods.

Finally, this research work is necessary for the undergraduate English language career students as a requirement to get the professional degree as English language teachers.

#### **d. OBJECTIVES**

##### **1. GENERAL**

To identify the influence that the Grammar Translation Method has in the development of the English productive skills among the students of 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> years of Basic Education at “IV Centenario No.1” School. Academic Period 2012-2013.

##### **2. SPECIFICS**

- To find out the role of the grammar translation method in the development of the English productive skills among the students

5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> years of Basic Education at “IV Centenario No.1”School.  
Academic Period 2012-2013.

- To determine characteristics of the English productive skills among the students of 5<sup>th</sup>, 6<sup>th</sup> 7<sup>th</sup> years of Basic Education at “IV Centenario No.1”School Academic Period 2012 -2013.

## **e.THEORETICAL FRAME**

### **METHODS OF TEACHING-LEARNING**

#### **1. Direct Method**

The direct method, sometimes called the natural method was established in Germany and France around 1900. The direct method is a method that refrains from using the students native language focusing only on the target language. The direct method operates on the idea that second language must be learned in the way the first language was naturally learned as a child. Since the child never relies on another language to learn its first language the direct method assumes the mother tongue is not necessary to learn a foreign language. The direct method places great stress on correct pronunciation of the target language from outset. In contrast to other traditional teaching methods the direct method focuses on teaching of oral skills.

Using this method, printed language and text is kept away from second language student for as long as possible the same as a child learning the first language cannot read until he has good grasp of speech.

Teaching writing and spelling should be delayed until after the printed word has been introduced. Grammar and translation should also be avoided as this would involve the application of the student's first language. Avoiding the written language will allow greater proficiency in language oral communication skill.<sup>1</sup>

## **2. Audio Lingual Method**

The audio-lingual method adheres to the natural language learning skills in this order: listening, speaking, reading, and writing. It places priority on mastering listening and speaking skills before introducing reading and writing of the new language.

The direct method of language learning assumes the students' native language interferes with the learning of a second language, therefore, use of the native language should be minimized and used primarily for clarifying information. Derived from its roots in structural linguistics, the audio-lingual method emphasizes the explicit presentation of grammatical

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<sup>1</sup> WIKIPEDIA. *Methods and Approaches to English language teaching*. Esjob. Japan.( 2008)  
[http://www.esljobproject.com/esl\\_info/methods-approaches.html](http://www.esljobproject.com/esl_info/methods-approaches.html)

structure based the contrast curriculum between the student's native language and the new language being learned.

The language learning environment should be a "cultural island," with realistic use of the target language. In this instance, culture is defined as the everyday behaviors and lifestyles of the speakers of the target language.

Also, because language acquisition is considered a matter of habit formation, the instructor makes generous use of positive reinforcement techniques to encourage good language habits and rapid pacing of drills to encourage overlearning of language structures so that students can answer automatically, presumably without stopping to think.

Some of the objectives of the audio-lingual method are accurate pronunciation, linguistic accuracy, quick and accurate response in speaking, and a sufficiently large vocabulary to use with grammar patterns to express oneself in practical, everyday situations.

These objectives are achieved through memorization of dialogues and recombination of structures introduced through dialogues in drills. The development of a large vocabulary is of secondary consideration.

Absent from the audio-lingual method's objectives are (a) An emphasis on using language or vocabulary to create meaning, (b) Recognition of errors as a useful part of language learning, (c) Student interaction with each other and with native speakers of the target language while using the target language, (d) Attention to grammatical explanations in instruction, (e) Attention to the emotional aspects of learning, (f) Acknowledgment of one's native language as a foundation on which to base learning a second language, and (g) Acknowledgment of what some call "large C" cultural artifacts, such as masterpieces of the culture's literature, performing arts, and visual arts.<sup>2</sup>

### **3. Silent Way**

Teachers using the Silent Way want their students to become highly independent and experimental learners. Making errors is a natural part of the process and key learning device, as it is a sign that students are testing out their hypotheses and arriving at various conclusions about the language through a trial and error style approach. The teacher tries to facilitate activities whereby the students discover themselves the conceptual rules governing the language, rather than imitating or memorizing them –Brown (1994:63) expresses this as being a process

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<sup>2</sup> WIDE, Sally .The Audio-Lingual Method. Ezinearticles. US.(2009)<http://ezinearticles.com/?The-Audio-Lingual-Method&id=4373811>

whereby “students construct conceptual hierarchies of their own which are a product of the time they have invested.”

In the addition to the idea that students became more autonomous learners and “develop their own inner criteria for correctness” (Larsen Freeman, 1986:62), another key objective was to encourage students to work as a group- to try and solve problems in the target language together.

Based on these principles and using the techniques described below, it was hoped that students would eventually be able to actively use the language for self-expression, relating their thoughts, feeling and perceptions.

#### **4. Total Physical Response**

One of the primary objectives underlying Asher’s TPR methodology was that learning needed to become more enjoyable and less stressful. Asher thought that a natural way to accomplish this was to recreate the natural way children learn their native language, most notably through facilitating an appropriate “listening” and “comprehension” period, and encourage learners to respond using right-brain motor skills rather than left-brain language “processing.

## **5. Natural Approach**

Stephen Krashen and Tracy Terrell developed the Natural Approach in the early eighties (Krashen and Terrell, 1983), based on Krashen's theories about second language acquisition. The approach shared a lot in common with Asher's Total Physical Response method in terms of advocating the need for a silent phase, waiting for spoken productions to "emerge" of its own accord, and emphasizing the need to make learners as relaxed as possible during the learning process. Some important underlying principles are that there should be a lot of language "acquisition" as opposed to language "processing", and there needs to be a considerable amount of comprehensible input from the teacher. Meaning is considered as the essence of language and vocabulary (not grammar) is the heart of language.

As part of the Natural Approach, students listen to the teacher using the target language communicatively from the very beginning. The Natural Approach has certain similarities with the much earlier Direct Method, with the important exception that students are allowed to use their native language alongside the target language as part of the language learning process. In early stages, students are not corrected during oral production, as the teacher is focusing on meaning rather than form (unless the error is so drastic that it actually hinders meaning).

Communicative activities prevail throughout a language course employing the Natural Approach, focusing on a wide range of activities including games, role plays, dialogs, groups work and discussions. There are three genetic stages identified in the approach: (1) Preproduction- developing listening skills; (2)Early Production- students struggle with the language and make many errors which are corrected based on content and not structure (3) Extending Production- promoting fluency through a variety of more challenging activities.

Krashen's theories and the Natural Approach have received plenty of criticism, particularly orientated around the recommendation of a silent period that is terminated when students feel ready to emerge into oral production, and the idea of comprehensible input. Critics point out that student will "emerge" at different times (or perhaps not at all) and it is hard to determine which form of language input will be "comprehensible" to the students.

These factors can create a classroom that is essentially very difficult to manage unless the teacher is highly skilled. Still, this was the first attempt at creating and naturally led into the generally accepted norm for effective language teaching.

## **6. Communicative Approach**

Communicative language teaching (CLT) is an approach to the teaching of languages that emphasizes interaction as both the means and the ultimate goal of learning a language. Despite a number of criticisms, it continues to be popular, particularly in Europe, where constructivist views on language learning and education in general dominate academic discourse.

In recent years, Task-based language learning (TBLL), also known as task-based language teaching (TBLT) or task-based instruction (TBI), has grown steadily in popularity. TBLL is a further refinement of the CLT approach, emphasizing the successful completion of tasks as both the organizing feature and the basis for assessment of language instruction.

## **7. Grammar Translation Method**

The grammar translation method is the oldest method of teaching in India. It is as old as the introduction of English in the country. A number of methods and techniques have been evolved for teaching English and also other foreign languages in the recent past, yet this method is still in use in many parts of India. It maintains the mother tongue of the learner as the reference particularly in the process of learning the second/foreign

languages. The main principles on which the Grammar Translation Method is based are the following:

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

In this method, while teaching the text book the teacher translates every word, phrase from English into the mother tongue of learners. Further, students are required to translate sentences from their mother tongue into English. These exercises in translation are based on various items covering the grammar of the target language. The method emphasizes the study of grammar through deduction that is through the study of the rules of grammar. A contrastive study of the target language with the mother tongue give an insight into the structure not only of the foreign language but also of the mother tongue.

### **7.1 Objectives**

Most teachers who employ the Grammar Translations Method to teach English would probably tell you that (for their students at least) the most

fundamental reason for learning the language is to give learners access to English structure, develop their minds “mentally” through foreign language learning, and to build in them the kinds of grammar reading, vocabulary and translation skills necessary to pass any one of a variety of mandatory written tests required at high school.

Some teachers who used the method might also tell you that it is the most effective way to prepare students for “global communication” by beginning with the key of reading and grammar. Others may even go so far as to admit that they think it is the “least stressful” for students, because almost all the teaching occurs in L1 and students are rarely called upon to speak the language in any communicative fashion.

## **7.2 Teacher’s role**

Teachers are just guides because grammar Translation deals with the memorization of rules, manipulation of the morphology and syntax of the foreign language. It requires few specialized skills on the part of teachers because test of grammar rules and translation are easy to construct and be objectively scored. The facilitator main function is that of observation rather than corrective intervention in regards to the learners.

### **7.3 Students' role**

Students are expected to memorize endless lists of grammar rules and vocabulary, and produce almost perfect translations. This method means a tedious experience and often creates frustration for students. Main activities and controls are stated by the students, he or she is the one who provides the course of the learning process and the status of knowledge as well. Collaborative work is of s great importance, a real cooperative behavior from the learner, is required for the lessons.

### **7.4 Key features**

- Classes are taught in the mother tongue, with little active use of the target language.
- Much vocabulary is taught in the form of list of isolated words.
- Grammar provides the ruler for putting words together, and instruction of then focuses on the form and inflection of words.
- Reading of difficult classical texts is begun early.
- Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
- Often the only drills are exercises in translating disconnected sentences form the target language into the mother tongue.

- Little or no attention is given to pronunciation.<sup>3</sup>

### **7.5 Reasons why Grammar Translation Method still used**

The Grammar Translation Method is still common in many countries – even popular. Brown in his book *Incremental Speech Language* (1994) attempts to explain why the method is still employed by stating:

“This method requires few specialized skills on the part of teachers.”

“Grammar rules and Translation Tests are easy to construct and can be objectively scored.” “Many standardized tests of foreign languages still do not attempt to test communicative abilities, so students have little motivation to go beyond grammar analogies, translations and other written exercises.”

### **7.6 Advantages:**

- The phraseology of the target language is quickly explained.  
Translation is the easiest way of explaining meanings or words and phrases from one language into another. Any other method of

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<sup>3</sup> MODULE four .Approaches, methods, strategies, and techniques, for the English language teaching –learning process. Universidad Nacional de Loja.(2010)

explaining vocabulary items in the second language is found time consuming. A lot of time is wasted if the meanings of lexical items are explained through definitions and illustrations in the second language. Further, learners acquire some sort of accuracy in understanding synonyms in the source language and the target language.

- Teacher's labour is saved. Since the textbooks are taught through the medium of the mother tongue, the teacher may ask comprehension questions on the text taught in the mother tongue. Pupils will not have much difficulty in responding to questions on the mother tongue. So, the teacher can easily assess whether the students have learnt what he has taught them. Communication between the teacher and the learners does not cause linguistic problems. Even teachers who are not fluent in English can teach English through this method. That is perhaps the reason why this method has been practiced so widely and has survived so long.

### **7.7 Disadvantages:**

- It is an unnatural method. The natural order of learning a language is listening, speaking, reading and writing. That is the way how the child learns his mother tongue in natural surroundings. But in the Grammar Translation Method the teaching of the second language starts with the

teaching of reading. Thus, the learning process is reversed. This poses problems.

- Speech is neglected. The Grammar Translation Method lays emphasis on reading and writing. It neglects speech. Thus, the students who are taught English through this method fail to express themselves adequately in spoken English. Even at the undergraduate stage they feel shy of communicating through English. It has been observed that in a class, which is taught English through this method, learners listen to the mother tongue more than that to the second/foreign language. Since language learning involves habit formation such students fail to acquire habit of speaking English. Thus, they have to pay a heavy price for being taught through this method.
- Exact translation is not possible. Translation is, indeed, a difficult task and exact translation from one language to another is not always possible. A language is the result of various customs, traditions, and modes of behavior of a speech community and these traditions differ from community to community. There are several lexical items in one language, which have no synonyms/equivalents in another language. For instance, the meaning of the English word 'table' does not fit in such expression as the 'table of contents', 'table of figures', 'multiplication table', 'time table' and 'table the resolution', etc. English prepositions are also difficult to translate. Consider sentences such as 'We see with our eyes', 'Bombay is far from Delhi', 'He died of cholera',

He succeeded through hard work'. In these sentences 'with', 'from', 'of', 'through' can be translated into the Hindi preposition 'se' and vice versa. Each language has its own structure, idiom and usage, which do not have their exact counterparts in another language. Thus, translation should be considered an index of one's proficiency in a language.

- It does not give pattern practice. A person can learn a language only when he internalizes its patterns to the extent that they form his habit. But the Grammar Translation Method does not provide any such practice to the learner of a language. It rather attempts to teach language through rules and not by use. Researchers in linguistics have proved that to speak any language, whether native or foreign entirely by rule is quite impossible. Language learning means acquiring certain skills, which can be learnt through practice and not by just memorizing rules. The persons who have learnt a foreign or second language through this method find it difficult to give up the habit of first thinking in their mother tongue and then translating their ideas into the second language. They, therefore, fail to get proficiency in the second language approximating that in the first language. The method, therefore, suffers from certain weaknesses for which there is no remedy<sup>4</sup>

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<sup>4</sup> AQSA, Riaz. Second language acquisition. Numl. Agoust (2011). <http://www.eliterarysociety.com/tag/the-grammar-translation-method/>

## 7.8 Typical Techniques.

The grammar translation method has nine Techniques:

Translation of a Literary Passage (Translating target language to native language)

- Reading Comprehension Questions (Finding information in a passage, making inferences and relating to personal experience)
  - Antonyms/Synonyms (Finding antonyms and synonym for words or sets of words).
  - Cognates ( Learning spelling/sound that correspond between L1and the target language )
  - Deductive application of rule (Understanding grammar rules and their exceptions, then applying them to new example )
  - Fill-in-the blanks (Filling in gaps in sentences with new words or items of particular grammar types)Memorization (Memorizing vocabulary list, grammatical rules and grammatical paradigms)
  - Use words in sentences( Students create sentences to illustrate they know the meaning and use of new words)
    - Composition (Students write about a topic using the target language
- )<sup>5</sup>

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<sup>5</sup> MODULE four .Approaches, methods, strategies, and techniques, for the English language teaching –learning process. Universidad Nacional de Loja.(2010)

## **8. Basic Education**

Basic Education is a technical term, meant to capture the knowledge and skills needed to participate in the economy and in our democracy and meant to comply with our state's constitutional paramount duty. The law defining basic education is RCW 28A.150.200

"It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex." –

Also a basic education is an evolving program of instruction that is intended to provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. Additionally, the state of Washington intends to provide for a public school system that is able to evolve and adapt in order to better focus on strengthening the educational achievement of all students, which includes high expectations for all students and gives all students the opportunity to achieve personal and academic success. To these ends, the goals of each school district, with the involvement of parents and community members,

shall be to provide opportunities for every student to develop the knowledge and skills essential to:

- Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
- Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
- Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
- Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

### **8.1 Objectives**

The objective of basic education is to support pupils' growth towards humanity and ethically responsible membership of society and to provide them with the knowledge and skills needed in life. The education should promote learning and equality in society as well as acquiring knowledge

and skills that the students need in studying and developing themselves later in life. Education also aims at guaranteeing sufficient equality in education throughout the country.

## **8.2 Fundamental Features of Basic Education**

The fundamental features of the scheme having undergone some changes are as follows:

- Free and compulsory education to be given in 8 years (from 6 to 14 years) in two stages, instead of 7 to 17. The junior stage will cover five years and the senior 3 years.
- The medium of instruction is to be the mother tongue.
- Education is to center round some form of productive work. The social and physical environment should be used for correlation in addition to craft.
- The self-supporting aspect is not being overemphasized. The sale proceeds of the finished goods should be able to help the school to cover some part of its expenditure.
- External examinations are to be abolished. The day to day work of the students is to be determining factor.
- Textbooks to be avoided as far as possible.

- Cleanliness and health, citizenship, play and recreation are to be given sufficient importance.<sup>6</sup>

## **9. The writing and speaking Skills**

### **9.1 Writing skill**

Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

You might be called upon to write a report, plan or strategy at work; write a grant application or press release within a volunteering role; or you may fancy communicating your ideas online via a blog. And, of course, a well written CV with no spelling or grammatical mistakes is essential if you want a new job.

### **9.2 Writing Techniques**

- **Narration**

Also known as storytelling, narration is the technique used in fiction books, from children's picture books to lengthy novels. All narratives have a

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<sup>6</sup> SHEEHAN, Gerry. Goals of school districts [Washington State Legislature](http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.150.210)  
<http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.150.210>

setting and characters, often including a main character and those supporting him. Narratives generally expose a problem, which the main character and others must solve by the end of the story. For example, the setting in a narrative may be a school, where a boy has lost his pet turtle that he brought to class. The boy must solve the problem by finding the turtle before the end of the story.

- **Persuasion**

The writing technique of persuasion is used to get readers to align their point of view with the writer's. Persuasive writing involves backing up your opinions with solid facts and evidence. This type of writing, outside of school papers, is often found in magazine or editorial writing. Advertising also contains large amounts of persuasive writing, albeit in a shorter, simpler form. One example of a persuasive paper may be an attempt to get readers to agree that war is unnecessary and peace is better.

- **Compare and Contrast**

To compare or contrast something in your writing, you must show the similarities and differences between the object or situation. Similarities and differences can be listed in separate sections of the paper, or side by side. For example, you may compare and contrast facts about modern living

and living in older times. You can write statements such as "In the modern world, we use telephones and e-mail to communicate, but in the past, people had to rely on carrier pigeons and mail delivered by horses, trains and ships."

- **Description and Exposition**

Description and exposition are two closely related writing techniques. Description requires the writer to "show" the reader a picture through the use of senses such as sound, smell, touch and taste. Description can be used in many other styles of writing. As an example of description, you may write about the sound a flowing river makes, while describing its cold water and the earthy smell of the forest around it. Exposition is a form of description that requires the writer to explain his ideas and thoughts to the reader in great detail.<sup>7</sup>

## **10. Speaking skill**

Language arts incorporate study of the construction and use of a living language. Text, oration, discussion and practice exercises are used to promote the development of communication skills in students: writing, reading, listening and speaking. Conscious inclusion of activities that

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<sup>7</sup>KING,Melissa.Writingtechniques.ehow.US.1999.[http://www.ehow.com/info\\_7942191\\_writing-techniques.html](http://www.ehow.com/info_7942191_writing-techniques.html)

develop speaking skills is particularly important when working with young children and non-native speakers.

### **10.1 Speaking techniques**

- **Talk**

Use assigned reading and in-class activities as a topic of discussion. Open discussion encourages students to use technical knowledge of the language to form original, expressive statements. This activity focuses on speech indirectly, making it easier to unobtrusively correct use of the language. Corrections may be easily inserted into the conversation as reflective comments. For example, if a student says "These books I hated," you may reflect the comment with the statement "So, you hated these books."

- **Reading Out Loud**

Read books and passages out loud to work on the production of speech sounds. In this activity, students are engaged in translating written text to verbal expression. Consistent practice and gentle correction will improve reading comprehension and speaking skills. Reading out loud is particularly important in English as a second/foreign language (ESL/EFL)

courses because it allows the instructor to discuss aspects of spoken language such as intonation, emphasis, pace, loudness, pitch and pauses.

- **Small Group Work**

Divide students into small groups to work on in-class worksheets, reading passages and writing essays. This social environment will encourage students to communicate with each other. Small group work and working in pairs creates a safe learning environment for beginning language learners who are uncomfortable with addressing the whole class. While groups are working, float around the room and join different discussions. Compliment students on the progress of the work to build their confidence and make them more comfortable using the language.

- **Shadowing**

Have students speak along with an audio recording or native speaker. Listening to the correct use of the language and modeling the speech will encourage students to develop an ear for proper use in other contexts. The success of this exercise is entirely dependent on the articulation and expertise of the model speaker. Ensure the model speaker lacks an accent or other disfiguring speech impediment.

## **Speaking Activities**

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

## **Structured Output Activities**

Two common kinds of structured output activities are *information gap* and *jigsaw* activities. In both these types of activities, students complete a task by obtaining missing information, a feature the activities have in common

with real communication. However, information gap and jigsaw activities also set up practice on specific items of language. In this respect they are more like drills than like communication.

#### **a) Information Gap Activities**

- Filling the gaps in a schedule or timetable: Partner A holds an airline timetable with some of the arrival and departure times missing. Partner B has the same timetable but with different blank spaces. The two partners are not permitted to see each other's timetables and must fill in the blanks by asking each other appropriate questions.
- Completing the picture: The two partners have similar pictures, each with different missing details, and they cooperate to find all the missing details. In another variation, no items are missing, but similar items differ in appearance.

#### **b) Jigsaw Activities**

Jigsaw activities are more elaborate information gap activities that can be done with several partners. In a jigsaw activity, each partner has one or a few pieces of the "puzzle," and the partners must cooperate to fit all the pieces into a whole picture. The puzzle piece may take one of several

forms. It may be one panel from a comic strip or one photo from a set that tells a story. It may be one sentence from a written narrative. It may be a tape recording of a conversation, in which case no two partners hear exactly the same conversation.

- In one fairly simple jigsaw activity, students work in groups of four. Each student in the group receives one panel from a comic strip. Partners may not show each other their panels. Together the four panels present this narrative: a man takes a container of ice cream from the freezer; he serves himself several scoops of ice cream; he sits in front of the TV eating his ice cream; he returns with the empty bowl to the kitchen and finds that he left the container of ice cream, now melting, on the kitchen counter. These pictures have a clear narrative line and the partners are not likely to disagree about the appropriate sequencing. You can make the task more demanding, however, by using pictures that lend themselves to alternative sequences, so that the partners have to negotiate among themselves to agree on a satisfactory sequence.

### **Communicative Output Activities**

Communicative output activities allow students to practice using all of the language they know in situations that resemble real settings. In these

activities, students must work together to develop a plan, resolve a problem, or complete a task. The most common types of communicative output activity are *role plays* and *discussions* .

In role plays, students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because role plays imitate life, the range of language functions that may be used expands considerably. Also, the role relationships among the students as they play their parts call for them to practice and develop their sociolinguistic competence. They have to use language that is appropriate to the situation and to the characters.

Students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels may find them intimidating at first. To succeed with role plays:

- Prepare carefully: Introduce the activity by describing the situation and making sure that all of the students understand it
- Set a goal or outcome: Be sure the students understand what the product of the role play should be, whether a plan, a schedule, a group opinion, or some other product

- Use role cards: Give each student a card that describes the person or role to be played. For lower-level students, the cards can include words or expressions that that person might use.
- Brainstorm: Before you start the role play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use.
- Keep groups small: Less-confident students will feel more able to participate if they do not have to compete with many voices.
- Give students time to prepare: Let them work individually to outline their ideas and the language they will need to express them.
- Be present as a resource, not a monitor: Stay in communicative mode to answer students' questions. Do not correct their pronunciation or grammar unless they specifically ask you about it.
- Allow students to work at their own levels: Each student has individual language skills, an individual approach to working in groups, and a specific role to play in the activity. Do not expect all students to contribute equally to the discussion, or to use every grammar point you have taught.
- Do topical follow-up: Have students report to the class on the outcome of their role plays.
- Do linguistic follow-up: After the role play is over, give feedback on grammar or pronunciation problems you have heard. This can wait

until another class period when you plan to review pronunciation or grammar anyway.

Discussions, like role plays, succeed when the instructor prepares students first, and then gets out of the way. To succeed with discussions:

- Prepare the students: Give them input (both topical information and language forms) so that they will have something to say and the language with which to say it.
- Offer choices: Let students suggest the topic for discussion or choose from several options. Discussion does not always have to be about serious issues. Students are likely to be more motivated to participate if the topic is television programs, plans for a vacation, or news about mutual friends.
- Set a goal or outcome: This can be a group product, such as a letter to the editor, or individual reports on the views of others in the group.
- Use small groups instead of whole-class discussion: Large groups can make participation difficult.
- Keep it short: Give students a defined period of time, not more than 8-10 minutes, for discussion. Allow them to stop sooner if they run out of things to say.

- Allow students to participate in their own way: Not every student will feel comfortable talking about every topic. Do not expect all of them to contribute equally to the conversation.
- Do topical follow-up: Have students report to the class on the results of their discussion.
- Do linguistic follow-up: After the discussion is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

## **11. How to Learn English!**

- **Speak without Fear**

The biggest problem most people face in learning a new language is their own fear. They worry that they won't say things correctly or that they will look stupid so they don't talk at all. Don't do this. The fastest way to learn anything is to do it – again and again until you get it right. Like anything, learning English requires practice. Don't let a little fear stop you from getting what you want.

- **Use all of your Resources**

Even if you study English at a language school it doesn't mean you can't learn outside of class. Using as many different sources, methods and

tools as possible, will allow you to learn faster. There are many different ways you can improve your English, so don't limit yourself to only one or two. The internet is a fantastic resource for virtually anything, but for the language learner it's perfect.

- **Surround Yourself with English**

The absolute best way to learn English is to surround yourself with it. Take notes in English, put English books around your room, listen to English language radio broadcasts, watch English news, movies and television. Speak English with your friends whenever you can. The more English material that you have around you, the faster you will learn and the more likely it is that you will begin "thinking in English."

- **Listen to Native Speakers as Much as Possible**

There are some good English teachers that have had to learn English as a second language before they could teach it. However, there are several reasons why many of the best schools prefer to hire native English speakers. One of the reasons is that native speakers have a natural flow to their speech that students of English should try to imitate. The closer ESL / EFL students can get to this rhythm or flow, the more convincing and comfortable they will become.

- **Watch English Films and Television**

This is not only a fun way to learn but it is also very effective. By watching English films (especially those with English subtitles) you can expand your vocabulary and hear the flow of speech from the actors. If you listen to the news you can also hear different accents.

- **Listen to English Music**

Music can be a very effective method of learning English. In fact, it is often used as a way of improving comprehension. The best way to learn though is to get the lyrics (words) to the songs you are listening to and try to read them as the artist sings. There are several good internet sites where one can find the words for most songs. This way you can practice your listening and reading at the same time. And if you like to sing, fine.

- **Study As Often As Possible!**

Only by studying things like grammar and vocabulary and doing exercises, can you really improve your knowledge of any language.

- **Do Exercises and Take Tests**

Many people think that exercises and tests aren't much fun. However, by completing exercises and taking tests you can really improve your English.

One of the best reasons for doing lots of exercises and tests is that they give you a benchmark to compare your future results with. Often, it is by comparing your score on a test you took yesterday with one you took a month or six months ago that you realize just how much you have learned. If you never test yourself, you will never know how much you are progressing. Start now by doing some of the many exercises and tests on this site, and return in a few days to see what you've learned. Keep doing this and you really will make some progress with English.

- **Record Yourself**

Nobody likes to hear their own voice on tape but like tests, it is good to compare your tapes from time to time. You may be so impressed with the progress you are making that you may not mind the sound of your voice as much.

- **Listen to English**

By this, we mean, speak on the phone or listen to radio broadcasts, audiobooks or CDs in English. This is different than watching the television or films because you can't see the person that is speaking to you. Many learners of English say that speaking on the phone is one of the most difficult things that they do and the only way to improve is to practice.<sup>8</sup>

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<sup>8</sup> NICOLE,Willson.VIVEK,Kumar and others .How to learn English. October( 2012)[http://www.world-english.or/how\\_to\\_learn\\_english.htm](http://www.world-english.or/how_to_learn_english.htm)

## **HYPOTHESIS**

### **GENERAL**

- The Grammar Translation method used by teachers influence the development of the English productive skills among students of 5th 6th 7th year of Basic Education at “IV Centenario N#1”School. Academic Period -2013.

### **SPECIFICS**

- Grammar Translation Method used by English teachers does not help to improve the writing –speaking skills in the learning of the English Language among the students of 5<sup>th</sup>,6<sup>th</sup> ,7<sup>th</sup> years of Basic Education at “IV Centenario No.1”School. Academic Period 2012 - 2013.
- The characteristics of the Grammar Translation Method do not support the development of the English productive skills among the students of 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> years of Basic Education at “IV Centenario No. 1” School Academic Period – 2012-2013.

## **f. METHODOLOGY**

### **1. DESIGN OF THE RESEARCH**

#### **METHODS**

As a general method the scientific method will be used in the development of research because, it will let the researcher develop a set of procedures oriented to discover, demonstrate and verify the knowledge in a systematic way trying to prove the hypothesis. Through this method it will be possible to develop the phases of observation, questioning of the object in the same way as it is in the reality. It will also facilitate the verification of the hypothesis in through the gathering of enough empiric data that will be contrasted with the theoretical referents to contrast the variables cause and effect. It also will be useful to deduce the conclusions under the basis of the theoretical referents and the tendencies of the obtained results in the field research.

As particular methods the researcher will use the descriptive, the analytic-synthetic and the explicative methods. It will also be necessary to use the descriptive statistics as a tool to present the data in an expressive way.

### **Descriptive Method**

This method will be used to describe the collected information in the field work through the research instruments applied. It will also let organize that information according to the variable of the stated hypotheses and the indicators that the researcher will find out about each variable.

It will give the rules to demonstrate the meaning of the research, describing the problematic about the problem found in the researched educative institution. Finally this method will serve to describe the grammar translation method and the development of the productive skills of the English language among the students of 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> years of basic education at “IV CENTENARIO No. 1” school.

### **Analytic-synthetic Method**

The researcher will use the **analytic-synthetic** method, because it will serve to analyze and examine the obtained information from the applied research instruments by making the interpretation of the data and setting out the respective conclusions, based on the major results tendency. It also will help the researcher to find the most appropriate strategies to develop the productive skills.

### **Explicative method**

The **explicative method** will be also used, in the explanation of the logical implications of the variables of every hypothesis and in this way the researcher will be able to prove them, through a descriptive deductive analysis according to the obtained outcomes contrasted with the theoretical referents and in this way it will be possible to prove the specific stated hypotheses in the project.

### **TECHNIQUES AND INSTRUMENTS**

In order to get enough empiric information about the researched object, the researcher will use the most appropriate techniques and instruments.

**A Survey:** It will be used as main research technique because it is widely used for collecting data in most areas of social inquiry; it will be elaborated with its instrument the questionnaire to get enough information about the indicators that will let prove the specific hypotheses.

The survey will be applied to two English teachers who work in the morning session at “IV CENTENARIO No.1” School to know more about the grammar translation method and the development of the English productive skills used by the teachers in the English learning process.

It will also be applied to the students of 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> year of basic education at “IV CENTENARIO No.1” school to know about the grammar translation method and the development of the productive skills used by the teachers. It will be applied through a questionnaire that will be elaborated with close questions about the indicators that will guide our research work. To apply the survey the researcher will explain the purpose and the intention of obtained data in the survey, due to people involved on it, may be able to collaborate actively and this will facilitate the development of the research process.

## **PROCEDURES**

After, the researcher picked up all the information through the research instruments; the following procedures will be developed.

### **1.1 Tabulating**

To tabulate the obtained information the researcher will use the descriptive statistics to classify the questions by categories in order to facilitate their interpretation. The tabulation of all the applied instruments will permit the researcher contrast the obtained

information from the teachers as well as from the students to make the respective inferences.

## **1. Organization**

Once the information is tabulated, the researcher will organize it by analyzing the questions that will serve of supporting to prove every hypothesis and keeping in mind the variables as a guide that will help researcher to prove them.

## **2. Graphic Representation**

After that, the tabulated empiric information will be represented in tables and graphs which will facilitate the readers to see the results in bar diagrams and interpreted it in percentages for every question in the survey.

## **3. Analysis and Interpretation**

One the information is represented graphically; every question will be analyzed considering two points of view: the teachers and students' opinion contrasted with the theoretical referents that will guide the process of the research work.

#### **4. Hypothesis verification**

The verification of the hypothesis will be done through the analytic-deductive method with a description of the indicators with major tendency and contrasting them with the information of the theoretical frame of the project.

#### **5. Conclusions and Recommendations**

The conclusions will be drawn on base of a specific analysis of the results of each question and they will serve to give respective recommendations to the authorities of the researched institution and also to the teachers and students in order to contribute with the solution of the problem that motivated the development of the present research work.

To elaborate the final report it will be necessary to integrate all the components of the investigative process trying logic integration among them; this will require a new revision of the theme, objectives, hypotheses and theoretical frame so the researcher will get a good relation of them.

## 2. POPULATION AND SAMPLE

The present research project will be developed with teachers and children, which are represented as follows:

Years	Population
5th year of basic education	45
6th year of basic education	83
7 <sup>th</sup> year of basic education	52
<b>Total</b>	180
Teachers	2
<b>Total</b>	2

So, in this case the population was small and there was not necessary of determining the simple distribution.

### g. TIME TABLE

[illegible]

## **h. ORGANIZATION AND MANAGEMENT OF THE RESEARCH**

### **1. RESOURCES**

#### **1.1 HUMAN RESOURCES**

- ✓ Teachers of the school
- ✓ Children of the school
- ✓ Director of the thesis Researcher

#### **1.2 MATERIAL RESOURCES**

- ✓ Universidad Nacional de Loja
- ✓ Area de la Educacion Arte y la Comunicacion
- ✓ English Language Career
- ✓ "IV Centenario" School.

#### **1.3 TECHNICAL RESOURCES**

- ✓ Internet
- ✓ Mobilization
- ✓ Computer
- ✓ Copies
- ✓ Impressions
- ✓ Others

#### 4.BUDGET

Nº	MATERIALS AND OTHERS	VALOR(Dollars )
1	• Desk Materials	220
2	• Internet	150
3	• Copies	120
4	• Transport	220
5	• Printing	150
	<b>Total</b>	<b>860</b>

#### 5. FINANCING

The cost will be financed by the researcher to finish the present inverstivative work.

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## ANNEXES



### UNIVERSIDDA NACIONAL DE LOJA

#### ÁREA DE LA COMUNICACIÓN, ARTE Y LA COMUNICACIÓN

#### Teacher's Survey

Dear teacher:

Today English is considered as universal Language so it is important to know about the grammar translation method used in the class and its influence in the development of the productive skills. This data are important to look for alternatives in order to improve English teaching methodology. Therefore, please answer this questionnaire.

**1. What do you think the grammar translation method is for you, make a tick just one of the three?**

- The method emphasizes the study of grammar through deduction that is through the study of the rules of grammar. A contrastive study of the target language with the mother tongue ( )
- Based on the premise that students' native language patterns interfere with the learning of a second language ( )

- The method operates on the idea that second language learning must be an imitation of first language learning ( )

**2. What is the main focus into the English Language teaching learning process?**

- Grammar Rules ( )
- Reading and Writing ( )
- Speaking and Listening ( )
- Vocabulary ( )

**3. Can you develop the writing and speaking skills with grammar translation method?**

Yes ( )      No ( )

How?.....

.....

**4. Do you think that it is important to study grammar rules in order to learn English?**

- Yes ( )
- No ( )

Why?.....

.....

**5. What are the main strategies developed in the English language class?**

- Reading and translation ( )
- Reading and writing ( )
- Listening and speaking ( )

**6. What techniques do you use in the English Language classes?**

- Grammar patterns ( )
- Antonyms/Synonyms ( )
- Sentence Transformation ( )
- Vocabulary Memorization ( )

**7. What is the most predominant language used in the English language class?**

- English ( )
- Spanish ( )

**8. Which techniques do you apply to improve the speaking skill?**

- Reading out loud ( )
- Narration ( )
- Translating ( )

**9. To develop the speaking skill, what activity do you use in class?**

- Pair & group work ( )
- Repetition ( )

- Oral Drills ( )

**10. To develop the writing skill what do you do in class?**

- Gad-Filling ( )
- Writhing Post Cards ( )
- Writhing Composition ( )

**11. What is the students' achievement of the productive skills in the English language class?**

- Speaking ( )
- Writhing ( )
- English Language ( )

Explain .....

Thanks for your collaboration



## **UNIVERSIDAD NACIONAL DE LOJA**

### **AREA DE LA EDUCACIÓN, ARTE Y LA COMUNICACIÓN**

#### **Student's Survey**

Dear student :

Today English is considered as universal Language so it is important to know about the grammar translation method used in the class and its influence in the development of the productive skills. This data are important to look for alternatives in order to improve English teaching methodology. Therefore, please answer this questionnaire.

**1.What do you think the grammar translation method is for you, make a tick just one of the three?**

- The method emphasizes the study of grammar through deduction that is through the study of the rules of grammar. A contrastive study of the target language with the mother tongue ( )
- Based on the premise that students' native language patterns interfere with the learning of a second language ( )

- The method operates on the idea that second language learning must be an imitation of first language learning ( )

**2.What is the main focus into the English Language teaching learning process?**

- Grammar Rules ( )
- Reading and Writhing ( )
- Speaking and Listening ( )
- Vocabulary ( )

**3.Can you develop the writing and speaking skills with Grammar Translation Method?**

Yes ( )      No ( )

How?.....

.....

**6. Do you think that it is important to study grammar rules in order to learn English?**

- Yes ( )
- No ( )

Why?.....

.....

**7. What are the main strategies developed in the English language class?**

- Reading and translation ( )
- Reading and writing ( )
- Listening and speaking ( )

**6. What techniques do you use in the English Language classes?**

- Grammar patterns ( )
- Antonyms/Synonyms ( )
- Sentence Transformation ( )
- Vocabulary Memorization ( )

**7. What is the most predominant language used in the English language class?**

- English ( )
- Spanish ( )

**8. Which techniques do you apply to improve the speaking skill?**

- Reading out loud ( )
- Narration ( )
- Translating ( )

**9. To develop the speaking skill, what activity do you use in class?**

- Pair & group work ( )
- Repetition ( )

- Oral Drills ( )

**10. To develop the writing skill what do you do in class?**

- Gad-Filling ( )
- Writhing Post Cards ( )
- Writhing Composition ( )

**11. What is the students' achievement of the productive skills in the English language class?**

- Speaking ( )
- Writhing ( )
- English Language ( )

Explain .....

Thanks for your collaboration

## CONSISTENCY MATRIX

### “THE GRAMMAR TRANSLATION METHOD AND THE DEVELOPMENT OF THE ENGLISH PRODUCTIVE SKILLS AMONG THE STUDENTS OF 5<sup>TH</sup>, 6<sup>TH</sup> AND 7<sup>TH</sup> YEAR OF BASIC EDUCATION AT “IV CENTENARIO N#1” SCHOOL” .ACADEMIC PERIOD 2012-2013

PROBLEMS	OBJECTIVES	HYPOTHESES	VARIABLES	INDICATORS
<b>GENERAL</b> ✓ “How does the grammar translation method affect the development of the English productive skills among students of 5 <sup>th</sup> ,6 <sup>th</sup> , 7 <sup>th</sup> year of basic education at “iv Centenario No.1”school. Academic period 2012-2013.	<b>GENERAL</b> ✓ To identify the influence that the Grammar Translation Method has in the development of the English productive skills among students of 5 <sup>th</sup> , 6 <sup>th</sup> , 7 <sup>th</sup> year of Basic Education at “IV Centenario No.1”School . Academic Period	<b>GENERAL</b> ✓ The Grammar Translation method used by teachers influence the development of the English productive skills among students of 5 <sup>th</sup> 6 <sup>th</sup> , 7 <sup>th</sup> year of Basic Education at “IV Centenario No.1”School. Academic Period -2013	✓ Grammar translation method	Methods <ul style="list-style-type: none"> <li>• Direct method</li> <li>• Audio lingual method</li> <li>• The silent way</li> <li>• Total physical response</li> <li>• Natural approach</li> <li>• Communicative approach</li> <li>• Grammar translation method</li> </ul> Speaking <ul style="list-style-type: none"> <li>• Speaking techniques</li> </ul>
<b>SPECIFICS</b> ✓ What is the role of the grammar translation method in the development of the	<b>SPECIFICS</b> ✓ . To find out the role of the grammar translation method in the development of the English productive skills	<b>SPECIFICS</b> ✓ Grammar Translation Method used by English teachers does not help		

<p>English productive skills among the students 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> year of Basic Education at “IV Centenario No.1” School Academic Period 2012-2013.</p> <p>✓ What characteristics have the English productive skills among the students of 5<sup>th</sup>, 6<sup>th</sup> 7<sup>th</sup> year of Basic Education at “IV Centenario No.1” School Academic Period 2012-2013.</p>	<p>among the students 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> year of Basic Education at “IV Centenario No.1” School Academic Period 2012-2013.</p> <p>✓ To determine characteristics of the English productive skills among the students of 5<sup>th</sup>, 6<sup>th</sup> 7<sup>th</sup> year of Basic Education at “IV Centenario No. 1” School Academic Period 2012-2013.</p>	<p>to improve the writing – speaking skills in the learning of the English Language of students of 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> years of Basic Education at “IV Centenario No.1” School. Academic Period 2012- 2013.</p> <p>✓ The characteristics of the Grammar Translation Method do not support the development of the English productive skills among the students of 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> years of Basic Education at “IV Centenario No. 1” School Academic Period – 2012-2013.</p>	<p>✓ Productive skills</p>	<ul style="list-style-type: none"> <li>• Developing speaking activities</li> <li>• Teaching speaking</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Writing techniques</li> <li>• Strategies to develop writing skills</li> </ul>
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