

RESEARCH PAPER

Impact of Grammar Translation Method on Student Learning In English: A Case Study at Secondary Level in Jacobabad

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Abstract

The study examine *impact of grammar translation method on student learning in English at secondary level in Jacobabad: an analysis*” aimed to examine the importance, process, impact, and difficulties of the grammar translation method (gtm) in English learning and to recommend an appropriate structure for teaching English at the secondary level. The research was descriptive in nature and used a mixed-method approach. The population included head teachers, secondary school teachers, and secondary-level students, while the sample consisted of 16 head teachers, 32 teachers, and 320 students from Jacobabad. Data were collected through school visits and analyzed using descriptive method. The findings revealed that the majority of students supported the use of gtm, particularly for translating difficult words into Urdu or Sindhi and improving vocabulary learning. The study concluded that gtm positively supports English learning at the secondary level and recommended its balanced use with modern teaching methods.

Keywords: *GTM, English Language Learning, Secondary Education, Student Learning, District Jacobabad*

Introduction

The manipulation of the English language has become a significant element in our daily lives and the activities we perform in it. It is a fact that English is one of the languages used globally nowadays, whether in the educational, corporate, or any other sector that contributes to an individual's flourishing. In recent times, many government higher authorities in countries use English as the primary language to carry out their jobs and complete other paperwork. The English learning societies have been developed in line with the global trend to carry out activities that help improve the skills lacking in the school compound since the start of the year. These functions are implemented so that students can be exposed to the importance of the English language, and predominantly the grammar (Aiiulistya, June 24).

English learning and its integrity

Grammar is known to be the structure, sound, and meaning system of the language. All languages existing in the world is having grammar not only English language. The focus on English learning is a centre point because it is used as formal language in almost all the places. Students who are the vernacular speakers of English or their mother tongue is English they already know the English grammar to some extent as compare to the person who do not belong to such native. These individuals can easily identify the words of English language, meaning of those words, and the familiar ways for joining the words together to make it a sense or to make a meaningful sentence that can be understood. Furthermore, the students can be the efficient speakers of the English after taking guidance of becoming the effective English writers. Many people can write English very well and use correct grammar but they hesitate to speak. Learning grammar is not an easy piece of cake to eat it requires efforts, understanding, and certain techniques too. The effective injunctions starts with whatever the student

know from the beginning about the grammar, which helps them in using the knowledge as they write and also putting the correct grammar to make the sentence join and understand by the reader. By interconnecting the information of the written language and oral language teacher can easily demystify the abstract that are help in identifying the grammatical terminologies so that student can write fearlessly and also read with greater confidence and competence. If the correct English grammar learning is transformed in an individual from the early age it make them dynamic and helps in future as well. Many people do not succeed because of the lack of English speaking and writing powers. In educational sectors English plays the most pivotal parts as most of the subjects are been taught in English and grammar is the chief principal of it (Aldea,S. 2018).

Contribution of grammar in Secondary classes English learning

Teachers should encourage the students to identify the grammatical mistakes in their writings and accept those mistakes in polite manner rather keeping a strict hand on them. The five grammatical methods are introduced to make the students of secondary classes easily predict their mistakes and bring improvement in the style, editing, and revision of the sentence. The concept is named as the "minimum of grammar for the maximum of benefits" this concept is introduced to make it easily for the student to write and speak. The concept involves the following:

- Teaching notions on subject, sentences, verb, clauses, phrases, and related concepts for editing
- Teaching style should include the sentence combining and sentence generating
- Must include the power of dialects and the dialects of power in the teaching methodologies
- Instructing the sentence senses through the manipulation of syntactic elements

- Teaching mechanics and punctuation for clarity, convention, and style (Hudson, 2005)

Efficient Strategies enacted by instructors

The instructions of grammar are most likely to be integrated during the time of editing, revising, and the proof reading phases of the writing process. After the child has completed his/her writing and feel comfortable with the idea and formation of their writing, at that time the instructors which to adopt certain strategies in order to help student to easily see and check grammatical concept. The techniques that teachers can implement are as follows: firstly, teacher should facilitate the student with the with effective word choices along with their appropriate meanings. As the teachers and the student are the mere audiences for the discussion of the writing. More number of attracted words is used along with the correct grammar usage more was the English writing and oral conversation was appreciated. Secondly, the relationship between the teacher and students should be flexible to that they can easily exchange their ideas and methodologies of the writings. The teacher should remind the student that all people must have the ability to adjust in the level of formality in oral conversations, focus on the speaking context depending on the listeners. By applying all the above techniques on the student's teachers wish that all the students understand and apply the grammar purposefully to their own writings and in oral conversation as well. Strategies which include partnership writing, writing conferences, mini lessons, and peer editing groups are methods which have high worth and value for integrating grammar in to writing and oral conversation in English (Alviator, M. G. 2015,).

Prominence of English learning to Secondary Students

In recent time the English learning has become the language of opportunity to the individuals. Now it has become essential that every student who completed their higher education must have good English skills. The effectiveness in the English skills will open the number of days in

front of him or her. As this language is given priority in all the fields whether it relates to arts, science, commerce, music, architecture and many more and belong to which sector of society which includes manufacturing or servicing sectors (Barbre, J. 2013).

Now a day's its became difficult for the people to get in to job after completing their higher studies among one them the reason is the lack of English learning abilities which includes mainly involve correct usage of grammar while speaking and writing English language. In any cases, students are able to write remarkable English but fail to speak while on the other hand there are also some students who can speak outstanding and fluent English but their writing skills are not up to the mark because of the bad usage of grammar and its concepts, but in between many people succeed with their luck by having efficiency only in one element whether speaking or writing. In the world English is not the most spoken language but in many of the countries existing on the globe is using English as their official language. They make dealing and all other associated work in English.

Literature Review

The pedagogy is the study of divergent edifying tactics that primarily incorporate and embrace the grails of education and explain those ways in which the goals are achieved in shorter time period efficiently and logically. This field relies deliberately on the educational psychology which circumscribes the scientific postulates and to the lesser extent on the philosophy of education as well as they go side by side (Al-Musawi, N. M. 2014). They consider all the aims and the value of teaching methods from the philosophical perspectives. Their centers of attention are the students to whom they must be presented as the perfect man so that they get inspired with the teacher and the methods applied by them (Anastas, J. 2010). To avoid all such thing and to gain highest respect in the eyes of students the teachers should be careful about these principle and the teaching methods that they will implement in the classrooms. In this

study four main types of teaching methods are described below, teachers need to think which one is best for their student

Advantages and disadvantages of grammar translation methods

Other and very predominant is to differentiate between right and wrong: it facilitates those clusters of learners who have different learning styles which are leaning towards the left cerebral originated comfort with the grammar and translation rules and structures and efficiently respond to the correction in between the right and wrong answers. For all types of students: under this approach all the average and below average students can learn together without any hesitation as they all are new to it (Arnell, A. 2012,).Erudition process: the learning approach in which error correction is essential to the advancement and enhancement, it will ultimately put the student in to the defensive learning positions which will impede some of the students learning of the target language. Fifthly, The directives of grammar: main emphasis is made on the structures and rules of grammar not on any other thing. Instructors will keep teaching only those techniques which can improve their sentence formation and structures (Arslan et al. 2010). Because there are many aspects for running the task and designing the activity appropriately. Along with the characteristics and goals of the grammar translation methods the following activities which are described below can be easily conducted in the classroom by the pedagogies (Asl, E. H. 2015).

they just need to give the one word answer which will improve their grammar usage and bring further improvement in the usage of this, this activity can be conducted on the days when the students are having tough days for assignments and exams (Awan, A. G., & Hiraj, A. A. 2016). Describes Grammar Translation methods are those in which the pupils acquire an understanding principles of English Grammar, usually they are asked to go through a paragraph and they have to answer the question is second

language and interpret them from their natural language to foreign language. The objective of this technique is to enhance studying ability, cognitive skills, sentence formation and use of new words but does not focus on improving speaking power of students (Awan, A. G., & Shafi, M. 2016).

Method and Material

The major purpose of this research study was the impact of Grammar. Learning in English Secondary level Jacobabad. It was an exploratory and descriptive research study. Therefore mix method was used for data analysis keeping in the view the object of study questionnaire was developed and administered according to mix methods. In this research, the size of samples was used as Thirty Two (32) Teachers from Higher and Secondary Schools District Jacobabad. Three hundred and twenty (320) Students from Higher and Secondary Schools District Jacobabad was taken randomly from the population

The population of study was comprised

1. Students of Higher Secondary and Secondary Schools Jacobabad.
2. Teacher of Higher Secondary and Secondary Schools Jacobabad.

Result and Discussion

Particularly in rural Sindh, English learning is deficient due to number of reasons. The environment of the students is not conducive to English learning as a result their grammar is also weak. Majority of the teachers themselves were being taught in government schools and therefore the English is also not good as well. Moreover the teachers and the school management have a lack of appreciation of the importance of grammar for English learning. Therefore the students are not able to write and speak correct English.

Descriptive Results

1. *According the findings 1.3% strongly disagreed with above statement, 0.3% disagreed, 84.6% agreed and 13.8% strongly agreed with the statement. The overall mean score and standard deviation were found 4.09 and 0.50 respectively,*

2. *To increase my vocabulary I prefer that all difficult words should be mentioned in form of list along with their meaning in Sindhi or Urdu. According the findings 0.6 % strongly disagreed with above statement 1.9 % disagreed 1.3 % Undecided and 83.1% agreed 13.2 strongly agreed with the statements. The overall mean Score and Standard deviation were found 4.6 and 0.522 respectively,*
3. *That English Grammar is explained to me in Urdu or Sindhi and elaborate explanations should be giving with proper examples etc. According the findings 1.6% strongly disagreed with above statements 1.3 % disagreed and 0.6% undecided 83.1% agreed 13.5% strongly agreed with the statement. The overall mean score and deviation were found 4.06 and 0.575 respectively.*
4. *the different forms of English words parts of Speech, Nouns, Verbs Should be explained to me for example how a noun can become a verb and vice versa (write writing) and how it is converted to different forms of tenses write, wrote, written. s according to the findings 17.9% Strongly disagree with above statement, 41.7% disagreed, 0.9% undecided, 33.0% agreed 6.0% Strongly agreed with above statement the overall means score and standard deviation were found 2.68% and 1.268% respectively.*
5. *The farming of sentence i.e. how to start and where to place different words in sentence should be explained to mean with reason and justification if any. according to the findings 12.2% Strongly disagree with above statement, 26.0% disagreed, 1.6% undecided, 53.0% agreed 7.2% Strongly agreed with above statement the overall means score and standard deviation were found 3.17% and 1.242% respectively.*
6. *The difficult part of the course should taught first while the easier may follow later. according to the findings 7.2% Strongly disagree with above statement, 41.1% disagreed, 1.6% undecided, 43.9% agreed 6.3% Strongly agreed with above statement the overall means score and standard deviation were found 3.01% and 1.180% respectively.*
7. *Translation of sentence or texts should be done in both ways form English to urdu / Sindhi to English I am sure that it helps to understand and improve the English language better. according to the findings 3.1% Strongly disagree with above statement, 16.9% disagreed, 1.6% undecided, 69.6% agreed 8.8% Strongly agreed with above statement the overall means score and standard deviation were found 3.64% and 0.967% respectively.*
8. *Translation is the easiest and shortest way of explaining of words and phrases according to the findings 3.1% Strongly disagree with above statement, disagreed, 4.7% undecided, 0.3% agreed 83.1% Strongly agreed 8.8% above with statement the overall means score and standard deviation were found 3.90% and 0.743% respectively.*
9. *Learner has no difficulties to understand the lesson as it is carried out in Urdu/Sindhi. according to the findings 4.4% Strongly disagree with above statement, disagreed, 10.0% undecided, 0.6% agreed 76.8% Strongly agreed 8.2% above with statement the overall means score and standard deviation were found 3.74% and 0.906% respectively.*
10. *Translation method helps the student a lot since everything is taught and explained in mother tongue. According to the findings 3.8% Strongly disagree with above statement, disagreed, 6.0% undecided, 1.6% agreed 79.3% Strongly agreed 9.4% above with statement the overall means score and standard deviation were found 3.85% and 0.815% respectively.*

OBSERVATION SHEET FINDINGS

1. **Student knows about declarative sentence?**
According to the findings 61.4% were viewed Never, with above statement, 7.8% were viewed rarely, 8.2% were viewed Sometimes, 2.2% were viewed Very Often, 20.4% were viewed Always, with above statement.
2. **Student knows about Imperative Sentence?**
According to the findings 53.3% were viewed Never, with above statement, 4.4% were viewed

rarely, 11.3% were viewed Sometimes, 2.2% were viewed Very Often, 28.8% were viewed Always, with above statement.

3. Student know about Interrogative Sentence?

According to the findings 42.3% were viewed Never, with above statement, 4.4% were viewed rarely, 12.9% were viewed Sometimes, 3.8% were viewed Very Often, 36.7% were viewed Always, with above statement.

4. Student knows about part of speech?

According to the findings 30.1% were viewed Never, with above statement, 2.8% were viewed Rarely, 14.1% were viewed Sometimes, 1.6% were viewed Very Often, 51.4% were viewed Always, with above statement.

5. Student knows about Common Noun?

According to the findings 36.7% were viewed Never, with above statement, 5.3% were viewed Rarely, 12.5% were viewed Sometimes, 3.8% were viewed Very Often, 41.4% were viewed Always, with above statement.

6. Student knows about Proper Noun?

According to the findings 41.7% were viewed Never, with above statement, 4.1% were viewed Rarely, 13.8% were viewed Sometimes, 4.4% were viewed Very Often, 36.1% were viewed Always, with above statement.

7. Student knows about Abstract Noun?

According to the findings 53.0% were viewed Never, with above statement, 5.0% were viewed Rarely, 15.0% were viewed Sometimes, 2.5% were viewed Very Often, 24.5% were viewed Always, with above statement

8. Student knows about Possessive Noun?

according to the findings 60.8% were viewed Never, with above statement, 7.5% were viewed Rarely, 9.1% were viewed Sometimes, 3.4% were viewed Very Often, 19.1% were viewed Always, with above statement.

9. Student knows about Adjective of Quality?

according to the findings 57.1% were viewed Never, with above statement, 6.0% were viewed Rarely, 11.9% were viewed Sometimes, 4.4%

were viewed Very Often, 20.7% were viewed Always, with above statement.

10. Student know about Adjective Quantity?

According to the findings 59.6% were viewed Never, with above statement, 6.3% were viewed Rarely, 12.5% were viewed Sometimes, 3.1% were viewed Very Often, 18.5% were viewed Always, with above statement.

11. Student knows about Adjective Numbers/Numerical?

According to the findings 64.6% were viewed Never, with above statement, 4.4% were viewed Rarely, 11.6% were viewed Sometimes, 3.1% were viewed Very Often, 16.3% were viewed Always, with above statement.

12. Student knows about Demonstrative Adjective?

According to the findings 66.5% were viewed Never, with above statement, 5.6% were viewed rarely, 10.0% were viewed Sometimes, 1.9% were viewed Very Often, 16.0% were viewed Always, with above statement.

Conclusion

The objectives of the study were to understand the importance of grammar translation method in English, to explore the process of grammar translation method in English, to analyze the impact of grammar translation method in English, to identify the difficulties of grammar translation method in English, to recommend appropriate structure of learning English at secondary level. The major research question of the study was what is the importance of grammar Translation method in English? The Study was descriptive in nature was mix method. Population the Study was all of the Head Teachers, all of the senior secondary Teachers, all of the students of secondary classes.

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