

کاربرد میتود ترجمه دستوری در صنوف انگلیسی بحیث زبان خارجی

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چکیده

زبان انگلیسی طی چندین دهه در کشورهای مختلف به عنوان زبان اول، زبان دوم و زبان خارجی آموزش داده شده است و در افغانستان نیز طی سال‌های اخیر به عنوان زبان خارجی در پوهنتون‌ها و مکاتب با روش‌های گوناگون تدریس گردیده است. استفاده از روش ترجمه‌ی دستوری در کشور پدیده‌ای تازه به شمار می‌رود؛ در دیپارتمنت زبان انگلیسی استادان از روش مستقیم، آموزش ارتباطی و برخی روش‌های دیگر استفاده می‌کردند، اما روش ترجمه‌ی دستوری بیشتر در صنف‌های اول و دوم به کار گرفته می‌شد، در حالی که در صنف‌های سوم و چهارم روش مستقیم رواج داشت زیرا محصلان توانایی کافی در زبان انگلیسی داشتند. این پژوهش بر اساس رویکرد کمی انجام شد و داده‌ها از طریق پرسشنامه گردآوری گردید. یافته‌ها نشان داد که استادان در صنف‌های تازه‌وارد و دوم بیشتر از روش ترجمه‌ی دستوری استفاده می‌کردند، در حالی که محصلان روستایی در درک زبان نوشتاری و گفتاری با دشواری‌هایی مواجه بودند. در پایان، نتایج تحقیق بیان‌گر آن است که روش ترجمه‌ی دستوری عمدتاً در صنف‌های اول و دوم دیپارتمنت زبان انگلیسی به کار گرفته می‌شود.

کلید واژه‌ها: روش ترجمه‌ی دستوری، عملکرد، تطبیق، آموزش، یادگیری

The Application of the Grammar Translation Method in EFL Classes

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Abstract

English has been taught over decades in different countries as L1, L2 and Foreign language. In Afghanistan, it has been taught as a foreign language over the past years at universities and schools with different methods. The application of grammar translation method was the new subject in Afghanistan. In English Department, the instructors applied direct method, communicative language teaching and other methods, but grammar translation method was applied in the first and second classes. In junior and senior classes, in most cases, the teachers applied direct method because the learners had the knowledge of English language to get the information in the class in the best way. This research was based on quantitative and the data were collected via questionnaire. The findings showed that the instructors used grammar translation method in the fresh and sophomore classes. For the learners who came from the rural areas had difficulties in understanding the written and spoken English in the classes. In the junior and senior classes, instructors used direct method because the learners had the knowledge of English language. Finally, the empirical research concluded the application of grammar translation method used more the in the first and second classes of English Department.

Key words: grammar translation method, performance, application, teaching and learning.

Introduction

Statement of Problem

English is used as a foreign language in Afghanistan and it is not the medium of instruction at schools and universities. It has been taught at schools only for the purpose that the students should get the basic knowledge of English language. Dari and Pashto are the national languages and they play important roles in education and communications. Many researches have done in EFL context on how learning happens through different methods, especially in Afghanistan. Exploring the application of grammar translation and direct methods remained out in the previous searches in Afghanistan.

Goal of Research

The goal of this research is to investigate the effectiveness of grammar translation method in EFL context in Afghanistan. English is used as a foreign language in Afghanistan, it is being taught only in the class. In communication Dari and Pashto are the national languages play important roles. The learners come to universities have different proficiency levels and it is difficult for the teachers to apply only one method to teaching.

Significance of Research

This research is really useful because it shows the importance of grammar translation even in modern world is applicable in EFL context, in Afghanistan. This research also tells the readers about the perception of the learners why and how they are learning English as a foreign language in Afghanistan.

Research Questions

1. Does grammar Translation Method play any role in EFL classes?
2. Do the learners prefer to learn English through Grammar Translation Method in today's world?
3. Which method do the learner prefer the most in the classes?

Research Hypothesis

1. May be, Grammar Translation Method has a little effective in EFL classes.
2. Some learners might prefer to learn English through Grammar Translation Method.
3. Most of the learners might prefer direct method when the instructions apply to their classes.

Literature review

Historical background

Grammar Translation Method has been one of the oldest methods in teaching English as a second and foreign language in different contexts. Historically, it is dated back to Erasmus (1466-1536). Latin was the first language played a crucial role in communication, business and academia over long time in the history of language teaching. In the mid-19th century to the mid-20th century, the grammar translation method applied in language teaching. Through the history, it has different names when it applied language teaching classes. For instance, “Classical Method”, Traditional Method, and Classical Language Teaching (Freeman, 2000). In addition, grammar translation method has come under the names of Grammar School Method known as Prussian Method due to its wide applications in language teaching classes (Richards and Rodgers, 2001). When Grammar Translation Method employed in language teaching, especially teaching English as a foreign language, the teacher used both English and L1 in the class in order to convey the concepts of his teacher in the better way. Part of the main duty of the teacher was to translate his lecture to L1 which has been common language of the learners in the teaching class.

Theoretical Background

According to Brown (2001), the application of Grammar Translation Method employed in language learning class instead of Latin and Greek which were very common before English language. According to Howatt and Widdowson that Valetine Meidinger was the first teacher of French and Italian who applied Grammar Translation Method in his language teaching. He is regarded as the originator of MTM. As Rivers stated that Direct

Method was emerged as a reaction to MTM (1981). As Mondal and Nitish explained the main focus of grammar translation method is to make language learning easier and its central feature is to replace tradition texts with exemplary sentences. Brown stated (1994), grammar translation method will never improve the learner's communicative competence. Cuningham argued (2000), MTM has its negative points in language teaching classes, but it also helps the learners when the instruction was translated to their L1.

Empirical Background

According to Moonlight and Kandilci (2017), a teacher conducted Grammar Translation Method (GTM) in Turkish, where English was used as a foreign language. The teacher taught grammatical points and vocabulary in her class. Her experience showed that the learners could memorize words if their sounds were more similar to their L1 in the class.

Method

Quantitative research applied to this study at Badakhshan University, Badakhshan Province in Afghanistan. The previous researches were done in Afghanistan, especially researches were about different topics and the applications of different methods in EFL Classes, but the effectiveness of Grammar Translation a Method remained out through the years at universities in Afghanistan.

In this study, there were 42 students from fresh, sophomore and junior and senior classes. Randomly, 14 students were chosen from each class of English Department. They were all male and had different proficiency levels in their classes. They came from different geographical areas and had different L1.

Questionnaire was the tool for data collection. It had three parts: 1. the first part of the Questionnaire was personal information. 2. In this part, there were 10 yes and no questions. 3. In this section, there were 10 noun, adjective and adverbial clauses. 4. Finally, there were 12 matching sentences and the learners were asked to match each of them with the correct one.

The Questionnaire administrated to the learners from, sophomore, junior and senior classes randomly. Physically, I participated in the class and the learners were asked to answer all the questions in terms of their own perception about the applications of Grammar Translation Method in EFL context, especially English has been taught as a foreign language in English Department, Language and Literature Faculty of Badakhshan University. They had 30- 40 minutes time to answer the questions.

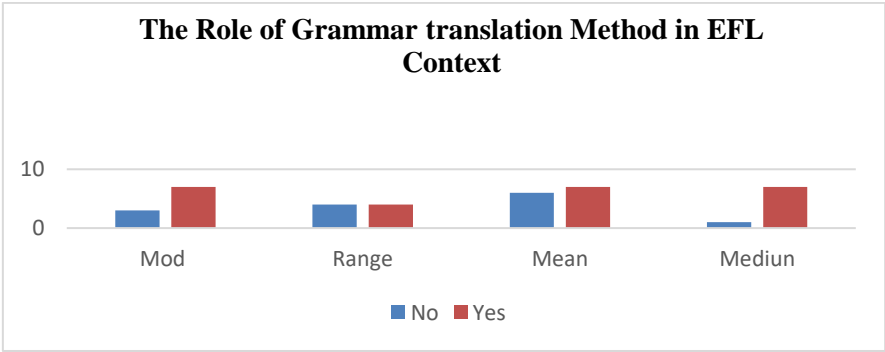
Having internal validity of this research, the Questionnaire was reviewed by the experienced researchers who have published many scientific articles in national and international journals in world. In addition, they presented many scientific articles at the International Conferences which were held in many developed countries in the world. In the data analysis, the results were discussed by different researchers to remove any political biases in this study, which took place in EFL context in Afghanistan. The data were reliable after findings represented the facts and realities of this research.

This research was based on academic principles of ethics and participants who took part in this research gave their consent to answer the questions. In addition, they agreed to give their consent for publication of this research paper, which was conducted in EFL classes in Afghanistan.

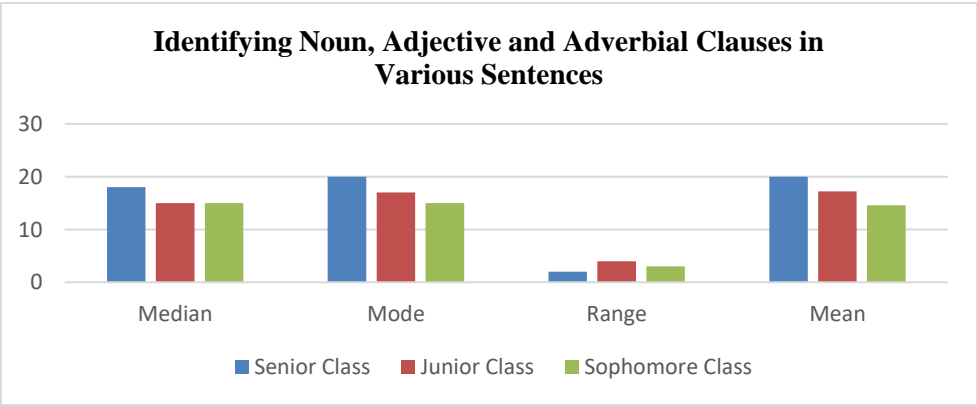
This study was done in EFL Context in Afghanistan and investigated to what extend the learners want the instructors to use grammar translation method. However, the learners in the three different classes based on their background knowledge had different attitudes toward applying grammar translation method. For example, the senior class in most cases wanted the teachers to explain their lectures only in English whereas in sophomore class, the learners were interested if the lecturers during their lectures used both Dari and English.

Results and Findings

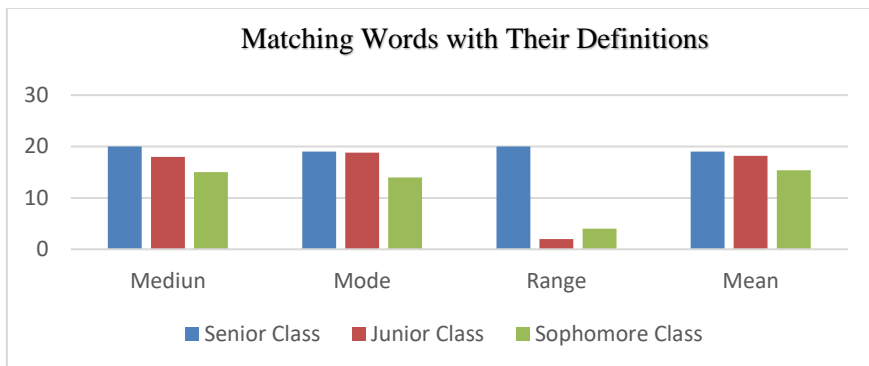
This research was done in EFL context in Afghanistan, especially at Badakhshan University. The teachers were using different methods in the teaching classes and among these, grammar translation method used in their classes as well.



In the above chart, the results show that the some of the learners expected their instructors to translate their lectures into their L1. As it was mentioned that English is used as a foreign language in Afghanistan. The learners in communications used the dominant languages, especially Dari and Pashto.



In this research, many sentences were given to the learners who have been learning English as a foreign language in Afghanistan, particularly the perception of learners in Senior, Junior and Sophomore classes in English Department at Badakhshan University toward grammar translation method in their classes. The above chart showed the success of each class in identifying noun, adjective and adverbial clauses based median, mode, range and mean.



The task was based on matching vocabulary with their definitions distributed in these three classes in EFL context in order to know the willingness of the learners about grammar translation method which has been applied in EFL classes. The chart represented each class with the differences based on median, mode, range and mean.

Discussion

English is used as a foreign language in Afghanistan and the medium of instruction is the national languages, Dari and Pashto. The people use these two languages as lingua franca or common languages in common places, communication, trade, and on media. The findings of this research showed that regardless of the applications of different methods in language teaching classes, especially teaching English as a foreign language in Afghanistan. Grammar translation method (GTM) was the main focus of this research.

The findings represented that the learners who used English as a foreign language in senior, junior and sophomore classes had different perceptions toward grammar translation method. For example, most of the learners did not expect the instructors of English Department to translate their lectures or even technical words into their L1. What they expected their instructors to teach only in English. If the learners don't understand the meanings of some technical words, the teachers should tell their synonyms in the target language. The sophomore class, to some extent they expected the teachers to translate the lectures into their L1. It is one of the reasons that English in Afghanistan is only in the class.

The learners were exposed to linguistic input of their L1 and national languages outside the classes.

Conclusion

After discussing the findings of this empirical research which was done in EFL context in Afghanistan. This study concluded that Grammar Translation Method is still applicable in EFL context, especially in Afghanistan. When the students joined English Department, some of them did not have the basic knowledge of English language. It is obvious if the learners don't have background knowledge of the target language, and at the same time it is the medium of instruction in teaching classes, they face to many challenges like not understanding what the teachers teach in the class.

Grammar Translation Method (GTM) plays a crucial role in the fresh and sophomore class because they joined English Department with basic knowledge of English language. Understanding scientific issues need those who are at advance level. In most cases, the senior students did not expect the teachers to translate their lectures into their L1. The senior and junior classes have the background of English language to communicate and understand what the teachers are teaching in the class. For the fresh and sophomore, it is was very difficult to understand, specifically for some of the learners don't have the basic knowledge in English language need grammar translation method.

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