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Third International Scientific Conference

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ФИЛОЛОГИЈА, КУЛТУРА И ОБРАЗОВАНИЕ ФИЛОЛОГИЈА, КУЛТУРА И ОБРАЗОВАНИЕ
PHILOLOGY, CULTURE AND EDUCATION

**ЗБОРНИК НА ТРУДОВИ
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26-27 април 2018 / 26-27 апреля 2018 / 26-27 April 2018

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IS GRAMMAR-TRANSLATION METHOD REALLY DEAD?

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Abstract: Teaching English as a foreign language at non- philological faculties faces the English language teacher with a lot of problems. The students who come to these faculties usually are not good speakers of English, and their prior knowledge leaves much to be desired. The question of how to teach the ESP at teacher-training faculties and what method to use is a crucial one. We all know that the current foreign language teaching puts communication before all, but translation from a foreign to a target language and vice versa is also very important. The paper discusses the ways in which translation can be applied in a foreign language classroom, and the role of dictionaries in foreign language teaching. The survey conducted among the students of the Faculty of Education in Uzice reveals the students` attitudes towards these issues.

Key words: foreign language teaching, translation, dictionaries, students, teaching method.

It is a well-known fact that the new and current ways of learning a foreign language insist on communication and communication only. Passing a message through has become the most crucial and most demanding task in any foreign language teaching and learning. The role of the teacher is no longer to teach the students **about** the language, but to encourage and enable them **to use** it in various contexts and situations. Therefore, the changes in teaching methods also had to occur. The Grammar-Translation method that was used decades ago in most schools throughout the world, but is now considered old-fashioned, was first replaced by Direct, then Audio-Visual, and finally, by Communicative approach.

I What is the Grammar-Translation method?

What is the Grammar-Translation method and why had it dominated the foreign language learning for so long? As the name says, the method was based on the good knowledge of grammar rules of the foreign language that the learner studied and on the translation of the original texts from L1 to L2 and vice versa. This method was developed, in the first place, for teaching the dead languages (Latin and Greek, for example), and its first and basic use was the academic and intellectual one. The method was focused on developing students` reading and writing skills and not on developing and improving the communicative or speaking skills. The goals of the method were to develop the ability to read literature in a foreign language, as well as

to develop "an excellent mental discipline, a fortitude of spirit and a broad humane understanding of life" (Titone, 1968: 26). Nobody expected the students to actually talk in Latin or Greek, but the translation of the original texts and good knowledge of grammar rules and the ability to recognize and apply them in work on a text were something that went without saying. As H. Widdowson pointed out "the method involves recognition of grammar's central mediating role in the use and learning of language." (Widdowson, 1978: 159). Also, making vocabulary lists of the new and unknown words and the knowledge of how to use a dictionary were the basic features of this method. The method also relied very much on the use of the learner's mother tongue because the explanations of the grammar rules and the translation of the texts were done in the native language of the learner.

As is evident, Grammar-Translation lessons were heavily centered around the textbook and followed its content quite closely. The teacher's role was to explain the material in the chapter and to correct students' translations. That is why the students often objected to this method as being boring and tedious, even useless and sometimes very far from their real life needs.

II Do we still need to use the Grammar-Translation method in our class?

Although the use of this method in foreign language teaching and learning has been highly criticized in linguistic circles, and although the method has almost been abandoned in primary and secondary schools, it is still unavoidable and preferable at certain levels of foreign language teaching and learning. Here, we primarily have in mind the teaching and learning of a foreign language at the tertiary level, and specifically, at the majority of non-philological faculties. The paper tends to shed some light on the situation in which the teacher and the students of the English language find themselves at the Faculty of Education (the former Faculty of Teacher-training) in Uzice. Most students who come to this Faculty come from the vocational secondary schools in which the number of the foreign language classes is limited to two per week; which, again, is not enough for any serious language learning. Also, the students' prior knowledge of the English language is, in most cases, very scarce, so, the task of the foreign language teacher at the Faculty is not a simple and easy one. It might appear that the use of the Grammar-Translation method at this stage of language learning is a kind of regression, a step back, but the truth is that sometimes it is the only way to make foreign language work and progress in a classroom environment. Also, considering the fact that the English language that is studied at this Faculty is a kind of ESP (the English for Special Purposes), and that the core of the course are the professional texts and their understanding and translation to Serbian, it is quite natural that the Grammar-Translation method is the right one to apply. The accent here is put on the right interpretation of a text for which a good knowledge of grammar and the mastery in the choice of words, idioms and phrases are essential. Also, the knowledge of how to use a dictionary and how to choose the best one are of utmost importance.

As we had already said, the whole English learning course at the Faculty is in fact modeled on reading and translation of the professional texts related to school and teaching. So, students are supposed to understand the meaning of the text, and in order

to do that, they must be well acquainted with the grammar rules of the English language. Nowadays, most people, and among them some language experts, think that teaching students the rules of grammar is not a precondition for any successful language usage and that it does not contribute to successful language communication which is, as many think, the only reason why a language should be learned. Again, that is a big mistake. *“To put it metaphorically, one may have a million bricks, but cannot make a building without a plan. Similarly, if a person knows a million English words, but he doesn’t know how to put them together, then he cannot speak English.”* (Brumfit.2000: 61). Or, maybe, even if he could, that discourse would lack correctness, which is again something that cannot be allowed in any serious academic discussion. Without a sound knowledge of the grammatical basis of the language it can be argued that the learner is in possession of nothing more than a selection of communicative phrases which are perfectly adequate for basic communication but which will be found wanting when the learner is required to perform any kind of sophisticated linguistic task.

Although learning grammar and language structures might seem to be a passive way of using a language, we still consider it to be of great help. We also think that the students’ communicative abilities had to be worked on and developed at the earlier stages of language learning. At the university level, the students have to go deeper into the language, to be able to see and concentrate on convergences and divergences of the two languages: the English language and their mother tongue. So, grammar is the best way to compare the languages, to see the differences and to be aware of the fact that languages are not parallel, that their structures are divergent and that they have to be dealt with in different ways. *“Therefore, raising students’ consciousness of the non-parallel nature of language allows learners to think comparatively.”* (Atkinson 1993: 22).

That is why our opinion is that the English language course at non-philological faculties should rely, in the great extent, on the Grammar-Translation method. However, this method should not be the only one to use. At this level, it should be complemented with Communicative method whenever possible. Using the more enlightened principles of the Communicative Approach and combining these with the systematic approach of Grammar-Translation may well be the perfect combination for many learners. On the one hand they have motivating communicative activities that help to promote their fluency and, on the other, they gradually acquire a sound and accurate basis in the grammar of the language.

We think that the English language course should start with the revision of what the students had already mastered during their previous schooling, first of all, with the revision of the English grammar. For this, any good grammar book can be of great help, but it would certainly be better to have a grammar practice book written specifically for the students’ of teacher-training faculties (which is the case at our faculty) with the examples and exercises following the Faculty’s curriculum. It is also preferable for the students to have a textbook written specifically for the teacher-training faculties and with the texts chosen to meet the students’ professional needs. The contents of these two books should complement each other in a common goal. The textbook can have a vocabulary list of the unknown words printed at the end of it, but, our opinion is that the students will not benefit much from this. It is better to

guide the students to how to choose and use a good dictionary; the point that we shall discuss later in the text.

Another objection to the use of the Grammar-Translation method is that in it, the medium of instruction is the learner's mother tongue. That means that the explanations of the grammar structures and of the main language concepts are given in the native language of the learner. Here, the question, again, is: is it worth wasting the class time trying to explain very complicated things in a foreign language to students who are not good language speakers, or is it simpler to give the explanations in students' mother tongue and then go on practicing in English? The use of mother tongue in a foreign language classroom did not prevent thousands of learners to become excellent language connoisseurs in the past. Our opinion is that the students should be allowed to use their mother tongue when discussing what word or phrase to choose, or when they are in need of the teacher's support when dealing with some complicated issues. We must always have in mind the class composition and the knowledge level of our students when doing this. The use of mother tongue will certainly make no harm at this level of language studies. *"No one is in any doubt that students will use their L1 in class, whatever teachers say or do"* (Harmer. 2001:56).

A very important constituent of a foreign language course at the tertiary level of studying is translation. We might argue that translation of the texts word for word is not necessary, but we cannot ignore the fact that correctness in expression and good thought organization are crucial in any academic work. And they have to be developed systematically. And, again, for that, the best choice is the Grammar-Translation method. According to Peter Newmark: *"When dealing with some scientific or technical texts, freedom in translating is not to be allowed. In this case, two principles must be applied: accuracy and economy."* (Newmark, P. 1991:123). K.Chellapan in his paper "Translanguage, Translation and Second Language Acquisition" points out: *"Translation can make the student come to closer grips with the target language. A simultaneous awareness of two media could actually make the student see the points of convergence and divergence more clearly and also refine the tools of perception and analysis resulting in divergent thinking."* (Chellapan.1982: 58).

So, at this level of language study, the need for using the Grammar-Translation method is obvious because professional texts cannot be understood or translated without a firm framework; there can be no improvisations if we want to convey the meaning correctly. C. Cunningham, in his paper "Translation in the Classroom- a Useful Tool for Second Language Acquisition" indicates that *"while there may indeed be some negative effects from using translation, there is a place in the learning environment for translation. Translation can contribute to the students' acquisition of the target language, at all levels"*. (Cunningham: 2000:5).

But, when we talk about the translation of professional texts at the tertiary level of studies, we must mention, in our opinion, two very serious obstacles that the students face with, but that are usually overlooked in most academic discussions concerning this topic. The first is the students' poor knowledge of the Serbian language, and the second, the difficulties that arise from using a dictionary.

While reading the students' translations of academic texts, the teacher immediately notices the shortcomings in students' knowledge. Surprisingly, those

shortcomings are not only the result of the poor knowledge of the English language, but also the result of the lack of fluency in students' mother tongue ; a thing most absurd at first sight. But the truth is that many of the students do not know the Serbian syntax well, or they cannot follow their own thoughts from the beginning to the end of the sentence, and they easily lose the thread in translating. For example, they switch from singular to plural or vice versa in the middle of the sentence, forget that they started the sentence in the past tense and go to the present, sometimes they do not pay attention to the comparison of adjectives, and so forth. The result is that the sentences are often clumsy, unrefined, and difficult to follow. This certainly is due to the lack of translation practice that had been neglected during their previous schooling. This also supports the opinion that the language is something that the teachers and students must work on together, analytically and consistently, for which, again, the Grammar-Translation method is the best choice.

Translation cannot be done without a good and resourceful dictionary. A survey conducted among the students of the third year of the Faculty of Education in Uzice (51 of them) confirmed some things already known from our teaching experience.

The students were asked to answer a few questions about the role and usefulness of dictionaries in English language learning. The questions were:

1. Do you think that dictionaries are necessary in foreign language learning? Explain why.
2. Do you have a printed English language dictionary? If you do, which one (s)?
3. How do you translate a text from and to English?
4. Do you use online search engines and which ones?
5. In your opinion, which dictionaries are better – the printed or the online ones? Give the reasons for your opinion?

1. The answers to the first question were as expected. Forty four of the students said that they thought the dictionaries were necessary and only seven of them said that they were not. The reasons for the use of dictionaries were: to find the meaning of the unknown words, to notice the different variants of the words' use, to think about the different meanings and situations in which the word could be used, to see all the word forms, to choose the most appropriate meaning of those offered, to work on pronunciation, to be able to translate easier.

2. Of 51 students, 39 said that they had a printed dictionary at home, but most of them, 23 to be precise, said that they did not know which dictionary it was. Ten of them said that they had an Oxford edition of a dictionary, and 6 that it was a copy of a standard English/Serbian- Serbian/English dictionary. Those 12 students who said they did not have a dictionary, gave the reasons for that. They said that good dictionaries were expensive and that the cheaper ones were not good, that it was a waste of time to look a word up in a printed dictionary, that they could find everything on the Internet, that they had some dictionaries in the Faculty's library, that they did not need any dictionary at the moment and the most sincere of them said that they simply did not like English.

3. The students said that they find the word explanations on the Internet, or guess the meaning from their experience, or copy from their friends, or call a friend and ask for help.

4. The answers to this question were almost unison. All but four students questioned said that they used a search engine regularly whenever it was possible. Forty one said they used the Google Translate, 1 Krstarica and 1 Online Serbian-English Translation. The four students who said they did not use any of the search engines thought that they were not reliable.

5. And finally, 30 students answered that they thought printed dictionaries were better, 13 declared in favour of the online dictionaries and 8 of them said that they did not care. Those who preferred printed dictionaries pointed out that those dictionaries were more reliable, more accurate, more detailed and in-depth, that they gave better explanations of the words, were easier to handle and that they were portable.

The students who said that the online dictionaries were better had their own reasons. They said that online dictionaries could translate the whole sentences or passages, that they were faster, that they constantly updated their corpus, they were more available and more practical, but they also admitted that online dictionaries were not that precise in their translation. The students said that they were very often misled by wrong translation, and although the online dictionaries were being improved rapidly, still, they were far from being perfect.

So, our conclusion about the use of dictionaries in a foreign language class is that online dictionaries are good for a momentary and informal translation, while for a serious translation the printed dictionaries are still irreplaceable. Also, no matter how good a dictionary is, it is the teacher whose support the students need most. The students need instructions about how to use a dictionary, especially a printed one, correctly. Very often, the students choose the first meaning stated in the dictionary, and use it without thinking or checking; the thing which influences the whole translation.. They often do not understand the phrases and idioms and again cannot translate well.

A very serious problem in our country is the lack of good printed bilingual dictionaries. Except for the one or two exceptions, the bilingual dictionaries that could be found in our bookshops are not good and are written without any serious work on them. They could help a primary school pupil, but not a faculty student to translate well. Although there are very good monolingual dictionaries from respected publishers, they are not available to most students because they are expensive and are hard to find and buy. Also, most students are not able to use them because of their poor knowledge of English. That is why most students turn to the not so reliable online dictionaries.

III Conclusion

The aim of the paper was to discuss the values of the GTM in foreign language learning and to confirm the need for its use in a language classroom. We still think that students cannot become good language users without a good knowledge of grammar rules and their skillful use in communication. We also think that work on

translation is essential at the third level of studies, especially at the non-philological faculties. And that it is very important to direct students to how to choose and use good dictionaries, especially printed ones without which all the work might turn to be unsuccessful.

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