

THE EFFECTIVENESS OF GRAMMAR TRANSLATION METHOD

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Annatation

The usefulness of the Grammar Translation approach in learning English was investigated by the researcher. This technique of instruction is employed in the study of foreign languages. People in Pakistan speak English as a second language. English is a required subject at educational institutions. It is taught in a variety of ways methods. The Grammar Translation Way is the most ancient method of language learning. As a result, in our country, it's a popular tool for learning foreign languages. The efficiency of this strategy is demonstrated in this publication. Quantitative analysis A questionnaire is used as a method to learn about the opinions of students on how much they value education. This strategy has made it easier for them to learn English.

Keywords: teaching methods, teching English, grammar translation, effectiveness.

Introduction

The Grammar Translation Method is a teaching and learning method for second and foreign languages. The major activities in this method are text translation and the study and application of grammatical rules. The use of target language is quite rare in the GTM class. In addition, pupils are taught in their native language, or L1. Vocabulary with definitions in the form of a list of terms. The structure of tenses is taught through putting words together and receiving training on word forms and inflection. The teacher uses this method to translate each word and sentence in the book into the learner's first language. The students are then expected to translate various sentences. A comparison of the target and source languages reveals a lot about structure.

Grammar instruction should be offered as part of the English major's curriculum. As a member of the grammar has been taught to English majors in universities and colleges for years as a mandatory requirement. It is well knowledge that "grammar is a set of rules that specify how words (or portions of words) are joined or modified inside a language to generate acceptable units of meaning" (Penny, 2000). For both English teachers and researchers, ensuring the accuracy of the sentences is primarily dependent on the learner's understanding of grammar. Grammar is such an important aspect of a language that both teachers and students have always placed a high value on grammar instruction and learning. For the reasons stated above, it is a critical task

for both English teachers and researchers to figure out how to make grammar teaching and learning successful and efficient. "In fact, learners regard translation, reading, and grammatical activities to be conducive to learning." (2002, Donough) Grammar teaching, according to Ellis (2006), "involves any instructional techniques that draw learners' attention to a specific grammatical form in such a way that it aids them in either understanding it metalinguistically or processing it in comprehension and/or production so that they can internalize it." "It accomplishes absolutely nothing to boost a student's communicative capacity in language learning," he writes in "Principles of Language Learning and Teaching." (1994, H.D.) "A contrastive analysis, like comparative linguistics research, is in fact very significant for the second language learner," he writes in his book "Issues and Options in Language Teaching." As a result, translation can play a role in language learning in some form or another. (H.H.1992). Despite the fact that college English teaching and learning research in Taiwan has changed dramatically over the last few decades. The use of the conventional teaching style, known as the Grammar Translation Method, is still prevalent in present grammar instruction in colleges. This methodology has the teacher introduce language structures, which are subsequently rehearsed in the form of spoken or written exercises, and then used by the students in less controlled speaking or writing activities. Although the standard grammar education method aids students in mastering grammatical principles, they are unable to use these rules in a flexible and appropriate manner in conversation. To put it another way, the standard grammar teaching method has drawbacks that inhibit pupils from improving their conversational skills. To begin with, traditional grammar instruction is concentrated on the teacher. As a result, the majority of the classroom time is spent listening to or taking notes as the professors elaborate on English grammar principles. As a result, the development of English communicative ability receives minimal emphasis. Students passively accept English information through methods established in place ahead of time by English professors. The English language is not widely used. Typical exercises include translating sentences from English to Taiwanese and vice versa, filling in blanks with appropriate words, and correcting grammatical faults. As a result, the pupils have limited opportunity to communicate in English. Second, memorization and rote learning are basic learning tactics that do not assist students develop enthusiasm, self-confidence, or increase conversational strategies in English learning, and even make them fear English grammar study. We'll look at several principles that can help us teach grammar. Both Hedge and Thornbury (2001) provide valuable responses. Hedge (2000) believes that teaching grammar to students should help them learn in a variety of ways: It can give information about the communicative use of language structures by contextualizing them in spoken and written form; it can give information implicitly through exposure to examples or explicitly through instruction on the stylistic variation of language form.

Conclusion: After witnessing and gathering student feedback on the Grammar Translation Approach, the researcher concluded that it is a highly useful method for students at the college level to acquire English, which is their second or third language in some circumstances. As a result, according to Generativist supporters, the pre-wired pattern of learning grammar of a language becomes less active when learning L3. Teaching using translation and grammatical norms becomes simple and effective in this instance. Furthermore, the researcher observes that, due to a lack of English-speaking community, it is difficult for students to learn English using other modern methods, such as the direct method and the audio-lingual method, because GTM aids them in grasping concepts presented in textbooks. It should also be emphasized that delivering a lesson solely in the target language causes mental discomfort to the students due to a lack of understanding. In this setting, students develop a fear of English. As a result, GTM proved to be a useful weapon in the fight against fear. The "Classical technique" is another name for GTM. It is the most ancient approach for learning other languages, and it is still extensively utilized, thus its significance cannot be overstated. GTM, without a doubt, does not play a greater part in improving a language's hearing and speaking skills, but it is demonstrated by the opinions of college level students that it is incredibly useful in growing and upgrading the language's other two skills: reading and writing.

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