

**THESIS PAPER ON**

**" Problems and possibilities of GTM: A study on EFL teaching learning at  
secondary schools of Bangladesh "**

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## Declaration

I, hereby certify that the work on research paper entitled, “ Problems and possibilities of GTM : A study on EFL Teaching Learning at Secondary schools of Bangladesh” has been conducted under the supervision of Prof .Mohammed Shamsul Hoque, Department of English , Daffodil International University. I also convey that this project work has never been displayed or submitted for any sort of certificate.



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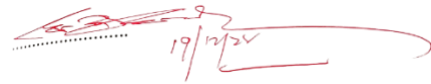
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### Certificate

This is to certify that the thesis student , Fariha Ulfat bearing ID-191-10-1910 has undertaken the course project paper with internship with my supervision . For completing this paper, she has delivered her full dedication and commitment . She fulfilled the whole research requirements with integrity and hard work . I declare that the report is an authentic one . During the whole process, she was in touch with me and asked for my guidance on a regular basis .



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Supervisor,

Prof. Dr.Mohammed Shamsul Hoque

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## **Acknowledgement**

Firstly, I want to express my gratefulness towards Allah(Swt) to blessed me with mercy .Then, I would like to disclose my gratitude towards ,my supervisor Dr. Mohammed Shamsul Hoque Sir for his endless support and immense guidance in order to complete my internship report . His friendly behavioral approach and strong concepts regarding English language teaching (ELT) has made the project work completed successfully . Along with that , the enhancement in terms of action research procedure and its analytical approach was very new to me which I really enjoyed while working with him .In short, having guidance by an expert of this particular field as well as working with my area of interest has been a new exposure for me which I will be always grateful for. Its been an wonderful memory working with him .

## **Abstract**

The present study experimentally investigate the problems and issues of Grammar translation method in Bangladesh Secondary schools in the viewpoint of EFL teaching learning process . The researcher applied mix method along with analytical action research process to achieve the desired goals .The researcher used both data analysis method like qualitative analysis moreover quantitative analysis to have a observation in a premeditative way .

**Keywords: investigate, EFL ,quantitative, qualitative ,premeditative.**

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## **1 .Introduction**

English as a foreign language is taught widely throughout the world .The predominance of learning English as a second language is mostly common in Bangladesh .Language use improves human communication. As a result, a type of approach for making it easier for society's members to learn languages arises throughout history. For more than 50 years, the grammar translation method GTM was employed to teaching rules of grammar and translation of English. Translations from English to Bangla were therefore desperately needed in the secondary schools of Bangladesh to teach English as a foreign language . This method ignores the process of communication , which is seen as one of the method's most notable drawbacks. This method is actually based on the principle of translating stereotype forms of sentences, which must be retained by memory by a group of learners who repeat these tedious sentences like parrots. This strategy may have been used in the nineteenth century in Bangladesh or other Asian nations subject to foreign occupation. However, continuing to use it in some Bangladeshi secondary schools is currently seen as a terrible problem and is in no way justified. The Bangladeshi secondary schools' continued using the grammar translation method which caused the pupils' speaking and writing proficiency in English to deteriorate.

Therefore, the facts associated with this teaching learning generally evolved the educational institutions along with the methodological approach with the curriculum . This report focuses on how language is being taught and what dimensions are being used while teaching a target language .However, this research aims to investigate how the practice of Grammar Translations Method is not well organized in the classroom of secondary level specially from class 8-10 . And what are the limitations a secondary level teacher is facing to circulate the four essential Skills( Listening, Speaking, Reading and Writing) .But the teaching of communication skills has always been ignored in lessons through GTM.Now the question is can GTM ensure teaching learning communication skills? This study aims to explore of GTM can be used to teach communication skills in schools of Bangladesh . Also what pedagogical obtainment is needed to revisit the Grammar translation method in the schools of tomorrow. But there is no research on if GTM can be used to teach communication skills in schools of Bangladesh .

### **1.1-Aims of the research:**

- To describe the ineffectiveness and restrictions of the G.T.M as a language teaching strategy.
- To determine whether G.T.M. students in Bangladesh can benefit in any way.

### **1.2-Statement of the problem:**

The general level of English proficiency among Bangladeshi secondary school learners is continuing to deteriorate as a consequences of the classroom employment of the grammar translation approach .

### **1.3-Research Objectives:**

- To explore the possibilities of GTM and it's application to improve English language competence of the students .
- To find out the strengths and weaknesses of GTM method in EFL learning in Bangladesh.
- To examine if GTM can be used in improve communicative competence.
- To get the overview of EFL teaching learning process .
- To identify the core aspects of memorization regarding teaching grammar rules .
- To reach the bottom of any problem while teaching in class try to implement solution conductive to the students .
- To find out whether the GTM method can break shackles of traditional teaching dissertation .



#### **1.4-Research Questions:**

1. Why are the English standards of Bangladeshi secondary school students becoming weak regularly ?
2. What are the factors affecting the English proficiency of the students at secondary schools in Bangladesh ?
3. Can the GTM be used to improve English language proficiency of the students of secondary schools of Bangladesh
4. Can GTM be used to improve communicative competence of schools in English at secondary schools of Bangladesh ?

#### **1.5-Research hypothesis:**

- Teachers in schools are limited to using the grammar translation approach when instructing.
- Other elements can play a role in students' poor academic achievement for example, lack of accommodations, lack of teaching instrument mostly English friendly environment.
- Due to lack of motivation and reinforcement ,always there is an attempt to hear only from the meritorious students not from weak ones.

#### **1.6- Research limitations :**

**Theme limit** : to cover two schools.

**Time limit** : from September to November 2022

**Location limit** : Northern Boarders in Dhaka city , Bangladesh

**Human limit** : Student + teachers

**Data Limit** : Insufficient permission for class observation

## **2 . Literature review**

### **Grammar Translation method**

The Grammar Translation method refers to a traditional method of teaching language .It's not new to use the grammar-translation method. Language instructors have been using it for a long time under various titles. Since Latin and Greek, the classical languages, were first taught using this method, it was once known as the Classical Method. This approach was employed earlier in the 20<sup>th</sup> century to aid pupils in reading and appreciating literature written in foreign languages. This method was developed by German scholars (Howatt **2000: 131**) and later on popularized through works of others such as the American linguist Sears— probably the first That comes to mind when translation in FLT is mentioned. This method inherited the Tenets of other traditional methods but at that time (that is, the 19<sup>th</sup> century) it started to be used with modern languages. The shortcomings of its methodology are Probably responsible for the general hatred for translation (**Vermes 2010: 86**) between speakers.

Generally, the method emphasizes on translating grammatical forms, memorizing vocabulary , learning rules and studying literature in target language . Therefore, it focuses on the target language accuracy rather on efficacy.

It was also intended that by studying the grammar of the target language 1, students would become more familiar with the grammar of their native tongue, which would improve their ability to speak and write in their home tongue. Last but not the least, it was believed that learning a foreign language would help children develop cognitively ; even if it was acknowledged that they would likely never use the target language, the mental exercise of doing so would be advantageous.

The ability to read literature in the target language is one of the primary goals of language acquisition, claim educators who employ the Grammar-Translation Method. Students must study the grammar and vocabulary of the target language to accomplish this. Additionally, it is thought

that learning a second language gives students beneficial mental exercise, which promotes brain development.

There are some characteristics of Grammar translation method (GTM) .The art of translating between languages is taught to students. They frequently translate texts that are written in the target language about various facets of that community's culture. Grammar is taught to students deductively, which means that after receiving the rules and examples, they are instructed to memorize them before applying the principles to more cases. Additionally, they study grammatical paradigms like verb conjugations. They sometimes memorize dictions from the target language along with their original native language.

### **Definition of the Grammar Translation Method:**

According to **Freeman (2000: 11)**: The Grammar Translation Method is a Language teaching method that enable learners to read literature written in the target Language. The target can be reached by learning about the grammar rules and vocabulary of the Target Language. It is also believed that studying foreign language provides students with good mental exercise which helps develop the students' mind.

**Broughton, et al (1980: 39)** said that “the traditional view that the English Language consisted of a battery of grammatical rules and a vocabulary book

Produced a teaching method which selected the major grammar rules with their Exceptions and taught them in a certain sequence”.

According to **Setiyadi (2006: 32-33)**: The Grammar Translation Method embraces a wide range of approaches but broadly speaking, teaching target Language is seen as a mental discipline even through it is often claimed that the goal of the teaching is to be able to read literature in its original form. With regard to the nature of language and languages learning, GTM has different points of view from modern methods.

### **The characteristics of the Grammar Translation Method:**

**Freeman, D. (2000:4)** in his book titled “Techniques & principles in Language Teaching” discussed the following principles:

- The purpose of this method is to read literature of foreign language hence Literary language is superior.
- The second goal is to translate target language into native language.

- Importance is given to reading & writing on the other hand speaking & listening is neglected.
- The role of teacher is an authoritarian role.
- The students are passive in the classroom.
- Grammar is taught deductively.
- Learners memorize native language equivalents for target language vocabulary words .
- The interaction in the classroom is from teacher to students.
- Vocabulary & grammar is focused.

**Prator and Murcia (1991:10)**, listed the following major characteristics of Grammar-Translation Method: :Celce-Murcia, M. (Ed.) (1991). Teaching English as second or foreign language.

- Target language is used meagerly & classes are taught in the mother tongue.
- Vocabulary is taught in the form of lists of isolated words.
- Long & difficult explanations of the intricacies of grammar are provided
- Classical texts are used for reading.
- The context of texts is almost neglected.
- Drills are exercises in translating disconnected sentences from the target language into the mother tongue.
- -Pronunciation is not given importance.

**Richards & Rodgers** in their famous book “Approaches and Methods in Language Teaching” (2006: 51) discussed the following main principles of GTM:

- -Translation interprets the words and phrases of the foreign languages in the best possible manner.
- -The phraseology and idioms of the target language can best be assimilated in the Process of interpretation the structures of the foreign language are best learnt when Compared and contrasted with those of the mother tongue.

### **Limitations of GTM method :**

- Lack of attention to the development of comprehension and speaking proficiency .
- It neglects pattern practice .
- Makes the students a passive learner and only the teacher speaks .

- Exact translation is not possible and teaches English language by rules .
- No oral work takes place in the class room as a result the main focus remains only on the mother tongue and the target language remain ignored .
- Students can not master skills of English like listening and speaking,
- No interaction between the teacher and the students are recommended to stop all translation activities inside the classroom .

### **3. Methodology:**

The researcher explains the study methodology in this chapter and goes on to describe the tools used for data collection, including the classroom observation, the statistical analysis and survey questionnaire for teachers that was used in this study.

To analyze this data, she used the mixed method where she mainly entails collecting and examining both qualitative and quantitative data in order to better comprehend a phenomenon and respond to the research questions.

In short ,in order to know the impact of using the researcher used mixed method to examine how Bangladeshi secondary school pupils who were learning English as a foreign language performed.

**A few actions.** The classroom observation rubrics , Lecture transcription , graphical data ( pie chart ) are the crucial tools for this process, which is what this chapter is all about .

#### **3.1- Research Site :**

Two schools from northern Dhaka city near Mohammadpur was chosen in order to complete the research paper . A recommendation was given by the Head of the Department Liza Sharmin Department of English and research supervisor Dr. Mohammed Shamsul Hoque which provided access to talk with the principal of that school in order to carry on the project work .

#### **3.2-Sampling :**

In order to collect data for this study researcher received the classes schedule by the certain English class teacher .Total ten classes were observed in two secondary schools . Therefore from each

school researcher made the classroom observation of five classes . So in the secondary level she chooses class 9-10 (group -Science &Commerce) for collection the data .He was allowed to observe only ten classes .Each classes contain aming 30-35 students thus, she observe the English language teaching practice among more than 280-300 students .

### **3.3- Data analysis :**

#### **3.3.1-Classroom observation :**

The researcher observed total ten classes in class 9-10 where the Grammatical practices were done by the monitor .The class observation data are given below in descriptive form –

#### **Class -1**

**Class -** 9 Science

**Subject –** English Second paper

**Topic –** Right from of verbs

**Class Duration -** 40 Minutes

**Number of students-** 32

At the very beginning of the class ,the teacher provided a work sheet including the rules of Right from of verb which was around ten rules .The teacher asked them to read the grammar rules and if needed then memorize the specific complex one with words which he told them in the previous class .He also told them after they finishes up reading,the will give them fill in the blanks from each rules to practice He gives them 5-10 minutes to study on the topic. In the meantime, he was monitoring the class with his physical movement and seeing whether the students are reading or

not . After 10 minutes ,he started writing one exercise of right from of verb which was a gap filling with clue and instruct them to follow him . Therefore, he gives the exercise from the worksheet which he provided at first and from rule number 1 .

**1. In 2001, I \_\_\_\_\_( visit) Cox’s Bazar .**

He asked them to write the correct form of the given verb in the sentence and asked them to stand up when they are done . After finishing, one student stood up and show the teacher the answer . He nodded in the positive that she is correct . Followingly,3-4 students stood up and show the answer to the instructor from their script .But he did not say the answer loudly to them rather he just replied with one word like this is right or wrong .After that, he comes in front of f the blackboard and asked them what will be the answer. The students shouted, “Visited” . The teacher then asked , “Explain ,your answer” .By pointing to one of the student in class and asking her to explain the associated rules for this particular gap .She said, “As this event mentioned in the sentence is the past event so the verb will in past form . Then the teacher asked , “what is the key of this sentence which is pointing that this is a past event?”

One student stand up and answer , “In 2001,this is a year back 21 years”

The teacher said, “ very good ,sit down .”

After that, he explained the rules of that particular grammar right from of verb and move on to the next one.

**2 .Though Jarin was absent from the class ,she \_\_\_\_\_(try ) to answer .**

Again giving then two minutes to answer he was rounding to the class and watching that whether they are writing taking notes or not. If anyone is not doing the task he told them that they will have to explain the reason of the gap next time . Afterwards, he saw some of the script and then asked every student what will be the answer .Some of them said , “tries” and some says “tried” . He asked them to interpret .The students said , “ as this is a complex sentence and both of the sentence is independent clause ,so the subject will have freedom for verb not depending on the first clause .” As the main verb on the first clause was in past tense ,so the second verb will also be in past form

**3 . Recently, I \_\_\_\_\_(buy) a land for myself.**

The teacher asked the students to answer the above gap and give the proper illustration. Similarly, giving them two minutes, he asked one of the student to answer. The student answer that, “ have brought” .The teacher said it is correct and told him to elucidate the answer, if a sentence contains just, just now, already, yet, ever, lately, recently, etc., then the verb will be in the present perfect tense. The teacher repeated the rules and asked them to repeat with me for 2 minutes. The students repeated with him like parrots, “sentence contains just, just now, already, yet, ever, lately, recently, etc., then the verb will be in the present perfect tense”. Thus the teacher continued to let them memorize the rule by repeating 4-5 times.

Furthermore, the teacher continued to give them 7 more examples of fill in the blank ask them to complete the task. And he uses the same method as before. The rest of the 7 sentences are given below \_\_\_\_

**4. In 2005, I \_\_\_\_\_(make ) a house for the helpless .**

**Answer- will make .**

**5 . Now ,we \_\_\_\_ ( learn) English**

**Answer- are learning .**

**6 . I see the moon while he \_\_\_\_\_( work) in the field.**

**Answer- was working .**

**7 . We saw Nazia \_\_\_\_\_(dance) on thek road .**

**Answer- dancing .**

**8. She makes the boy \_\_\_\_\_( cry) .**

**Answer – crying .**

**9 .\_\_\_\_\_ (finish) this work he went to market \_\_\_\_\_(buy) .**

**10 . The problem \_\_\_\_\_(solve) yesterday.**

**Answer- : was solved .**

**11. Please avoid \_\_\_\_\_(tell ) a lie .**

**Answer – telling .**

**12 .\_\_\_\_\_(tell) lie is the mother of all sins .**

**Answer – Telling .**



Lastly, the teacher asked the students to revise the rest of the rules of right from of verbs from the work sheet in their home .Also ,he told them in the next class he will practice with model questions

## Class -2

**Class -** 10 commerce

**Subject –** English Second paper

**Topic –** Right from of verbs

**Class Duration-** 40 Minutes

**Number of students-** 30

The second class observation was with class 10 students group - Commerce where it was also a English second paper class based on the topic Right from of verb . But this time the teaching strategy of the particular course teacher was different .Teacher has no definite lesson plan for the class .He started the class by discussing about the question pattern for the class test which was about to held after 3 days of that instant . He told them there will be in total 20 marks exam .And 10 marks will be from Right from of verbs and other 10 will be Transformation of sentence .Then he started the class by giving then one model Question to work on .He assigned the Model Question Number -17 and told them to work on with Number- which is basically Right from of verb. The passage is given below-

<b>Pollute</b>	<b>Suffer</b>	<b>Save</b>	<b>Do</b>	<b>Look</b>
<b>Fall</b>	<b>Become</b>	<b>Be</b>	<b>Use</b>	<b>Throw</b>

The other name of water is life .We can not (a)\_\_\_\_\_a single moment without it .Water (b) \_\_\_\_\_not only for drinking purpose but also for household works and industrial works .Water becomes (c)\_\_\_\_\_ in many ways .The mills and factories pollute water (d)\_\_\_\_\_ waste into it .Water (e)\_\_\_\_\_polluted by chemicals and different elements . Sometimes people (f)\_\_\_\_\_from many diseases .We should (g)\_\_\_\_\_very careful about it .We must (h)\_\_\_\_\_for safe source of drinking water . Otherwise, we must (i)\_\_\_\_\_ in danger .Let us (j)\_\_\_\_\_water from pollution. .

Then he told them to write down the answer from (a-j) .And he also added that he will ask from each bench two students to answer one gap .So ,he told them to make a group of two people and hold only one single book . Thus,two students will share only one book .He give them 10-15

minutes to write the answer .In the meantime, he monitors the class activities through round up .Then after other students finished their work,the teacher asked them to check their own script .He started with their own script .He stay with the correction from number (a) to (j) .The teacher ask the student to mark themselves among 10 by the time he was correcting the students . Moreover, he also asked them the marks out of 10 .He said, “Raise your hand if you get 10 out of 10”.Among 30 students of the class around 5-6 students raise their hand .Then he said , “Who got 8/9 out of 10? . Only 12-16 students raise their hands .He said to the rest of the student to focus on who have gotten below 8/7 .Then he told all the students to practice another model test which was Dinajpur Board SSC-2017 number-4 which is the same topic Right from of verbs.

The mentioned text with right from of verb is given below :--

<b>Dissuade</b>	<b>Carry</b>	<b>Go</b>	<b>Employ</b>	<b>Work</b>
<b>Address</b>	<b>Forbid</b>	<b>Do</b>	<b>Be</b>	

Child labor has (a)\_\_\_\_\_ internationally by the UN .To make a child (b)\_\_\_\_\_ the work that is suitable for a man is unpunishable .Yet in them third world countries ,the number of child labour (c)\_\_\_\_\_ day by day . Bangladesh (d)\_\_\_\_\_ one of these countries . Though government is committed to rich. People to engage children in laborious work . things are not so easy . Poverty ,(f) \_\_\_\_\_ the first impediment in this field .The poor parents want to get additional earning by (g)\_\_\_\_\_ their children in work .Many children (h)\_\_\_\_\_ at different sectors now .But this should not be (i) \_\_\_\_\_ on. We should immediately (j)\_\_\_\_\_ this problem.

Now the teacher asked the students to do this Dinajpur Borad SSC 2017 this 10 gap filling .And ask them not to do it in hurry rather do it slowly but make sure answers are correct . In a funny way,he also says that those group who will score more they will be first and the group have to treat him ice cream .In the same way he gives the correction from (a)- (j) and told them to peer check the answer script and mark themselves within 10 .Thus he ended up the class with positive reinforcement and giving them the topic to study for next class .He told them to read tag question rules and practice question no- 17 as a homework.

### **Class-3**

**Class - 9 Science**

**Subject – English Second paper**

**Topic – Right from of verbs**

**Class Duration- 40 Minutes**

**Number of students- 30**

The third class was also with the same class 9 students and the lesson plan was quite similar as the first class. Like, similarly, teacher gave each student a work sheet with the Right from of Verb rules, which numbered around five rules, at the very beginning of class. The instructor instructed them to read the grammatical rules and, if necessary, to memorize the particular complex one with words that he had previously taught them. Additionally, he informed them that they would receive fill-in-the-blank exercises from each rule after they finished reading it. He gives them five to ten minutes to research the subject. He was moving around the classroom in the meantime to keep an eye on the kids and determine if they were reading or not. After waiting for ten minutes, he began writing a right-form verb exercise that involved filling up gaps with clue from the worksheet as before.

**The fill in the gaps with correct from of verb is given below-**

- 1.Rishi is \_\_\_ honest man who lives his life by helping the poor people of his community.
- 2.Luna wore a \_\_\_ dress for the prom. The dress was owned previously by her elder sister.
- 3.Do you know where Manoj \_\_\_ last night?
- 4.The children are playing in the park. \_\_\_ come to the park daily in the evening.
- 5.The governess distributed the sweets \_\_\_ all the members of the house.
- 6.The army who were posted \_\_\_ the South point finally defeated all the enemies.
- 7.NASA informed us that a meteorite has \_\_\_\_\_ the surface of the Earth.
- 8.Do you know Sumit? How \_\_\_ do you see him in the colony?
- 9.If the doctor \_\_\_ you medicine, take it without fail.

The cabin is \_\_\_\_ away from the city.

10. Please \_\_\_\_ this ice cream in the fridge before it melts.

The teacher told each & every answer to the gaps and give suitable explanation to make them understand the rules .As those rules comparatively complex for them sometimes the teacher uses repeat and habit formation in order to memorize certain words. Also some creative ideas were given to them by the teacher . Students wrote down the answers of the exercise and provided answers to the teacher , this time the comparatively weaker students were seen to be in a very comforting situation .

By giving them an Model Question to practice at home he finishes the class.

## **Class-4**

**Class - 10 commerce**

**Subject – English Second paper**

**Topic – Completing sentence**

**Class Duration- 40 Minutes**

**Number of students- 33**

The fourth class was with the students of class-10 .The number of students were 33 .The teacher was going according to his course plan and the selected topic was “ Completing Sentence”. In this class,the learners were less active though they knew about the topic and had practiced of the lesson earlier . Then the teacher handed out a worksheet at the start of the rules of completing sentence which numbered around ten rules. The instructor instructed them to read the grammatical rules and, if necessary, to memorize any particularly challenging ones that involved vocabulary from the previous lesson. He also explained that after they complete reading, they will receive fill-in-the-blank exercises for each rule to practice. He gives them five to ten minutes to study the material. He was physically moving around the classroom throughout this period, keeping an eye

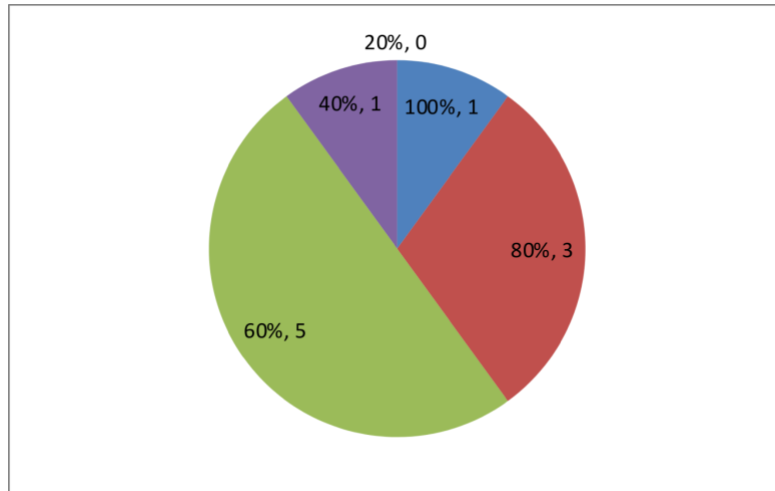
on the kids' reading habits. After ten minutes, he began writing an exercise in sentence completing which was a gap-filling exercise.

- a) It is English which is an international language.
- b) But most of the students don't know how to do well in English.
- c) If a student wants to do well in English he/she must practice it more and more.
- d) Unless he/she practices it he/she cannot do well in the examination.
- e) It is high time we learnt English well.

The teacher giving them exercise and allotted time for 10 minutes to complete the task . After all the students finished they submit the script to the teacher . Then the teacher collect all the scripts and give correction to each gap also marked them out of 10 .Then he call the class captain to distribute the answer script to the students and let them see the correction . The teacher said, "If you have any questions regarding the correction you can tell me also if any rules you didn't understand feel free to share with me" . Just 1-2 students raise their hands and ask questions to him other students are only just listening . Many students didn't have any questions regarding the topic . Some of the students were just concerned about their marks what they have got out of 10 Nevertheless, they are not even bothered of the learning rules . Then the bell ring and the teacher ended up the class .

### 3.3.2 -Statistical analysis

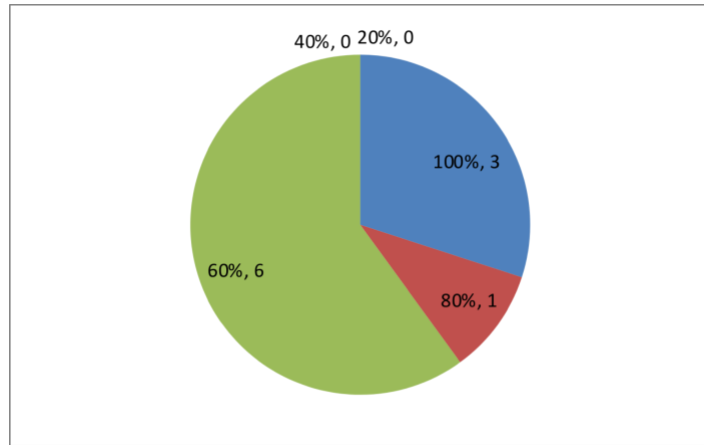
#### 1.The teacher has everything prepared for the class



The result shows only 50% of the teacher in Bangladesh secondary schools prepared lesson plan for the class where they only have 60% of the materials with them .Whereby around a very well prepared class is found just only in a scale of percentage with 10-15% .Around 80% teacher remain in a very neutral position . So, from the pie chart we can find out that majority of the English class in Bangladeshi schools are not well prepared.

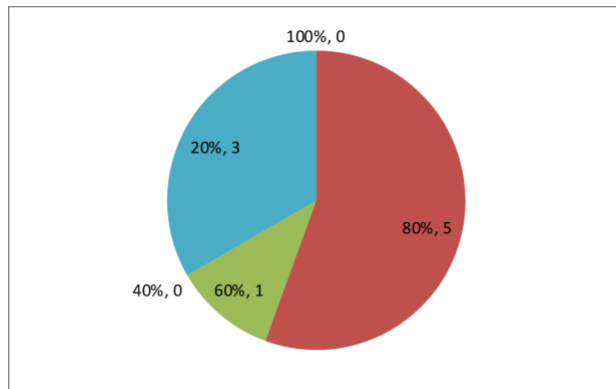
**Field note-** Though 50% of the teacher maintain materials and lesson plan but the field note reveals that it was just a showcase as they are informed earlier . However, only 10-15% class materials are relevant and well prepared .

**2.The teacher uses English language for instructions, explaining content .**



The result shows that around 30% of the teacher uses English language as a medium of instruction to teach in secondary schools . Around 60% of the teacher sometimes mixed Bangla to teach English grammar rules . However, just 10% of the teacher maintain the communication in English language with students in order to instruct the children properly .

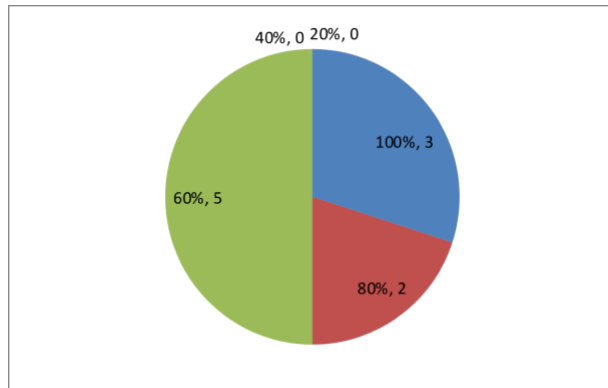
**3.The teacher uses Bangla sometime .**



The result depicts that around 80% of the teacher in Bangladesh uses Bangla language as a medium of instruction to teach English .They uses Bangla around 50 percent of the time as a native language to teach the target language . From the statistics we can also see that a very less marginal scale of 20% teacher just use only 30 % Bangla words to make the student understand about the topic . However in some classes, the teacher only use Bangla 60 % of the class time .

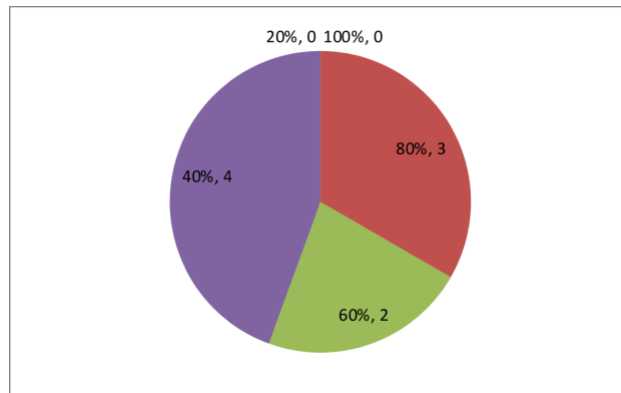


**4. The teacher has knowledge about the content covered .**



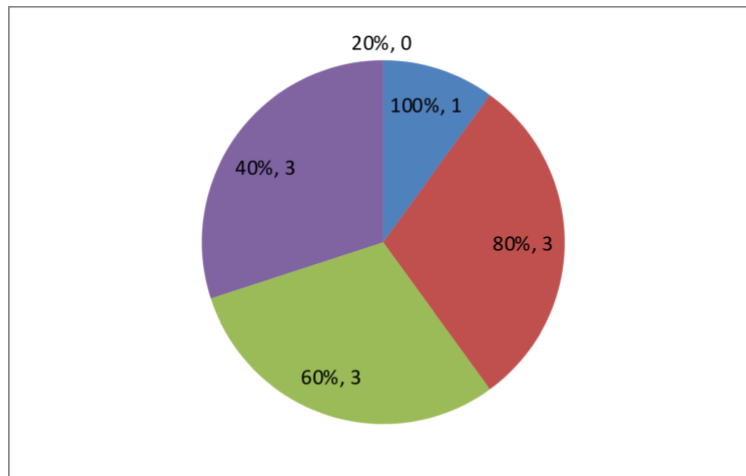
The result shows around 50% of the teacher has academic knowledge regarding the topic that they are going to teach . And they have around 60% of the knowledge regarding the content . But around 30% of the teacher in schools only know about the full content and have the certain good excellency in Grammar .The other 20% of the teacher just know the 80% of the topics and manage to overcome it with their additional knowledge not so well prepared .

**5.The teacher clarifies doubts to students in English**



This statistics illustrates that only 40% of the teacher elucidate the doubts of the students in English language in Bangladesh secondary schools .Other 30% of the teacher clarifies doubts both mixed in Bangla and English . However, other 20 % just uses English to understand the questions only 60% of the time .

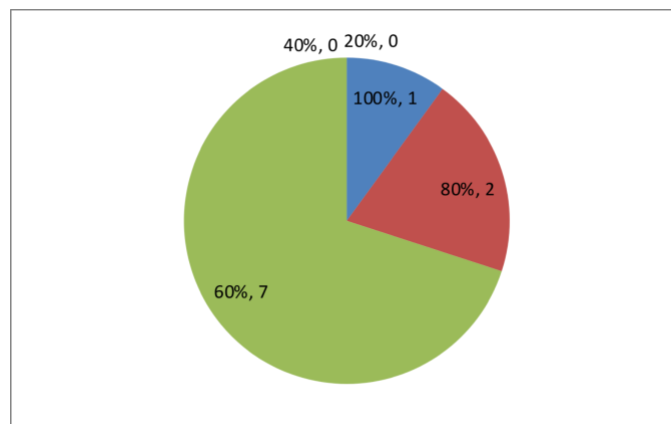
## 6. Students participation in English lessons



This graph portrays the real picture of classroom scenario regarding the active student participation in English language class which shows only 30 % of the students in the class participate in English lessons actively. Though their participation also varies due to class topic preparation sometimes with 40%, sometimes 60% . Also sometimes they participate around 80% in English lessons if the class topic is easy and they can answer the grammar easily .

Field note: Though there may be found 10% of active student participation in class during lessons but it is just applicable for the good category students .Around 40% of bad students don't even give an attempt to participate in English lessons .

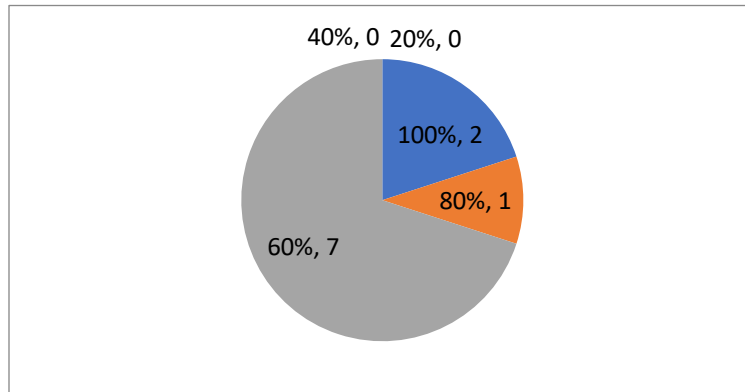
## 7. Teacher monitor grammar and spelling mistakes



The result shows that around 70% of the teachers in Bangladeshi secondary schools are very concerned about the grammar and spelling mistakes of the students during class time .They almost

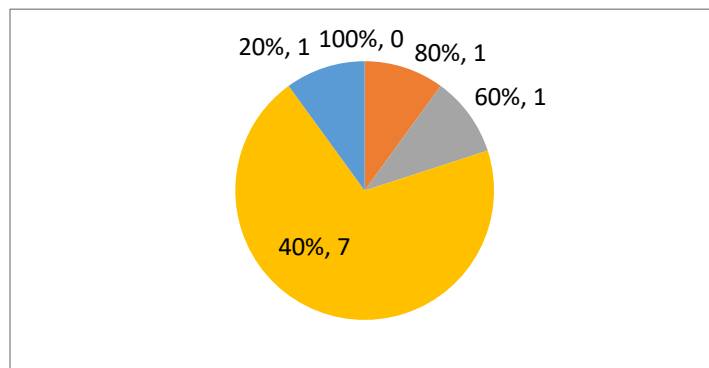
check 60% of the grammar and spelling during lesson practice or practicing grammar rules sometimes in paragraph, composition . Though sometimes 20% percent of mistakes remain unchecked due to huge number of students in one class .The teachers almost can not check 10% of the scripts of the students in every class .

**8. Teacher pronounces the words well during the lesson and uses grammar correctly .**



The graph shows that around 70% teacher in secondary schools pronounces 60% of the English words correctly during teaching .Only 10% of the teacher uses correct pronunciation around 80% of the class .The ration of pronunciation differs due to lesson practice difference . Whereby only 20% of the teacher properly pronounce the word with accent and diction and also use grammar correctly .

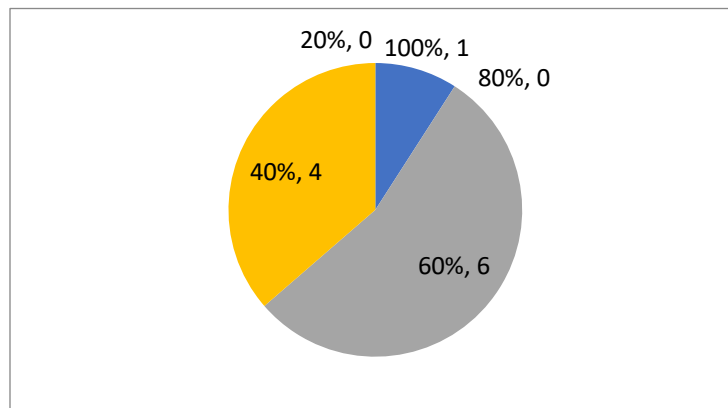
**9. Teacher conducts warm up, practice and closing activity .**



The result depicts that around 70 % the teacher in Bangladesh does not end there class with suitable closing activity like revision, homework .Also around only 10% of them just give a overview of the next class topic preparation merely about 20%<60%<80%.

Field note- Though only 10% of the teacher give a attempt to practice with warm up activities and close the class with proper homework but all of the topics are related to the topics of their upcoming exams not for any development of skills .

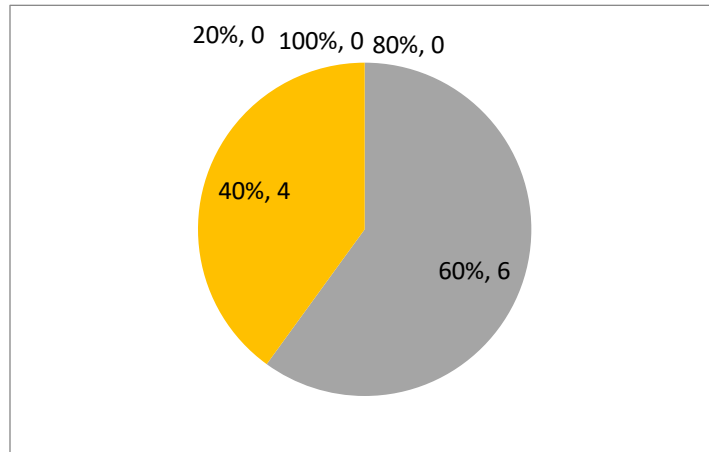
### 10.Students are involved during the lesson to participate



The above chart shows that around 60 % of the students in the class are involved during the lesson to participate in English language in Bangladesh secondary schools .And 40% of the students who are inattentive during the lesson and also sit in the last bench in the classroom .Only 10% of them just properly attend the class with active participation in reading, writing lessons .

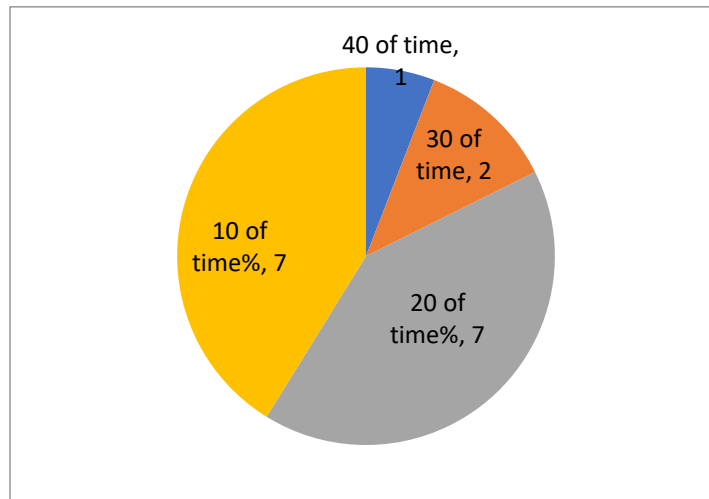
Field note – To the majority of the students who are not focusing on the lessons ,but the teacher has not taken any attempt to motivate them to participate in the lesson .Rather a less amount of concentration is given to the poor students in the class

### 11. Teacher encourages students to memorize



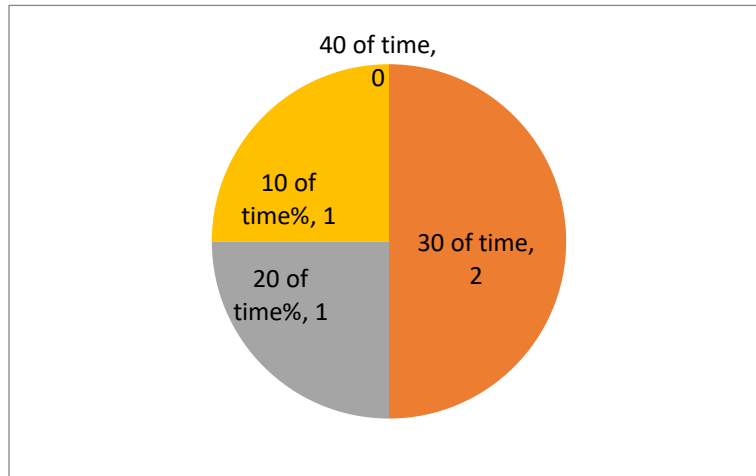
The graph shows that majority of the teacher in secondary schools in Bangladesh encourages their students to memorize in the class during the practice .Where the ratio is marginally big around 60% .And the remaining 40% teacher sometimes use habit formation with pattern practice of grammatical rules .Though around 10% of the complex grammar rules are taught through examples .

### 12. Students read



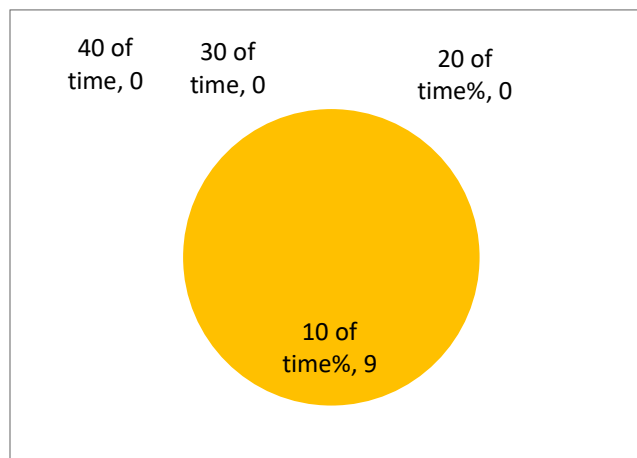
The chart shows that around 70 % of the students in secondary schools read less than 20 minutes during the class time . Other 20% of the students read less than 30 minutes of the class time as they like to gossip with their friends during the class . And the remaining 10% of the students don't even bother to read the comprehension , grammar rules and vocabulary .

### 13. Students write



The above chart illustrates that only 20% of the total class students write in the class time properly which is less than 30 minutes. Then the remaining minority 10% of the students just write for less than 20 minutes .

### 14 . Students speak



The statistics shows that around 90% of the students in Bangladeshi secondary schools don't speak in English more than 10 minutes of total class time . The remaining 30% minutes are not involved with any lesson practice in terms of enhancing the speaking fluency in target language . Therefore

form the chart we can see, no speaking practices were done among most of the 80-90% students in the class .

**Field note** – Though the speaking practice is less in the class time along with the activities regarding fluency but the school teacher don't come with an initiative to enhance their speaking skills rather he just focuses on his assigned examination syllabus .

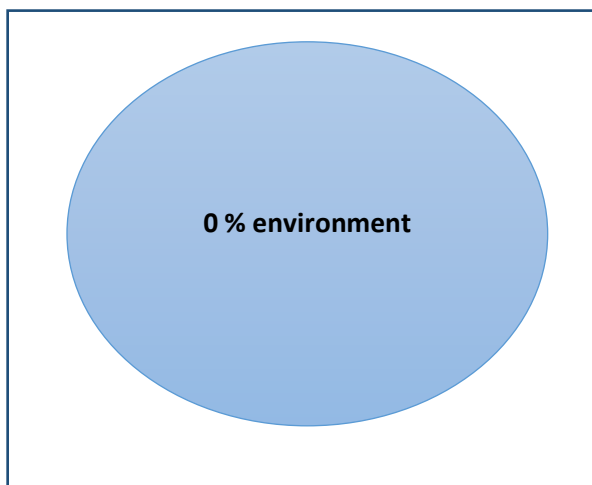
### 15 . English Environment

\*English Posters – 0%

\*Wall magazine – 0%

\*Library -0%

\* Pictures -0%



The graph shows that around 100% of the secondary schools teacher don't engage with English friendly environment .Almost in all the classes there were just arrangements of books .Zero arrangements of wall magazine, library, posters and pictures were seen in the classroom .

**Field note** – The books which were used to taught grammar are not updated rather the traditional books like Advance Learner ,Nobodut English test paper ( Book name) were used for practice . Therefore, the updated new grammar updates from NCTB were not taught to the students . Due to less arrangements of English friendly environment students can not gather the communicative competence

### **3.3.3- Questionnaire**

The researcher interviewed around five teachers who teaches English in the secondary school of Bangladesh . Therefore, she asked almost

Ten questions which she shortlisted now to get the overview of EFL teaching learning aspects in terms of GTM method to get the result.

#### **Q-1**

**\*How many years you have been teaching English? Tell something about your English background ?**

**Answer** – Around 80-90% of the teacher said that they have been teaching English for around 5-6 years . Almost all of them have completed their Bachelor’s and Master’s from reputed public university .60-70% of the teacher also have teaching experiences previously worked in another school .

#### **Q-2**

**What methods do you follow to teach English ? Which one you follow from the following -**

**\* Grammar Translation Method (GTM)**

**\* Communicative Language Teaching (CLT)**

**\* Direct method ( DM )**

**Answer** – Almost 70% of the teacher claimed that they use CLT method to teach English language mostly English grammar and also sometimes comprehension in English for today .Other 30% said that they sometimes use the traditional teaching method GTM Where they have to enforce the memorization among the children.

**Field note** – Though 70% of the teacher claimed that they use CLT method to teach English grammar but the result from class observations does not show that .As the learners active participation is missed in English classes due to its advancement of traditional approach .Whereby



one of the core facts of CLT includes that students will be able to master communicative competence .

### **Q-3**

**Which activities do you undertake in the class for teaching English using Communicative approach ? Do you take lesson plan with you ?**

**Answer -** Around 50% of the teacher said that they used student oriented learning activities like giving exercises, examples to fill up regarding English language teaching . Sometimes they provides hand notes, worksheet to practice the grammar rules . Although other 40% of them , sometimes they took lesson plan but could not be able to execute it due to lack of accommodation and proper sitting arrangements in classes .Due to congested classroom system students can not participate in classroom activities like team work, group activities .

### **Q-4**

**What do you think which method is more applicable and effective to teach Grammar rules along with four essential skills .GTM or CLT ?**

**Answer -** Around 60-70% of the teacher answered for CLT approach as they argued that GTM possibilities still in a dark position in Bangladesh circumstances .Due to proper implications of GTM method in order to teach the target language along with grammar students can not master the communication skills . Therefore almost all of the teacher voted positive for the effective implications of CLT method in Bangladeshi secondary school .

### **Q-5**

**Have you taken any English language training ?**

**Answer –** Almost 40-50 % of the teacher don't have any professional training in terms of teaching English language in classroom rather they have mastered in particular field in English literature some have in English linguistics . Other 30-35% % of the teacher said that they have participated in training program in their student life arranged by their particular institutions .Other 15-20% of the teacher sometimes participate in the central teacher training program given by the authority sometimes by the Government in the end of the year December .

## **4 - Conclusions and Recommendations**

To sum up, The application of Grammar Translation method in EFL classroom in Bangladeshi secondary schools is complicated due to its traditional approach to teaching learning through GTM. The study shows the authentic scenario in the schools of Bangladesh where this particular pedagogical technique resulted as a deductive application. Therefore, through mixed method of quantitative data along with qualitative description the research study reveals the actual situation of EFL classroom in Bangladeshi secondary schools as following –

- Least use of English in lessons practice .
- Less possibilities to establish English language competence
- Foreign language anxiety (FLA )
- Students cannot master all the four skills of English.
- Lack of teaching instruments .
- Lack of English friendly environment
- Lack of accommodation
- Lack of reinforcement.

While teaching foreign languages a teacher must use appropriate method inside the classroom .As one of the reason behind the employment of Grammar Translation Method in the earlier 20<sup>th</sup> century was that ,foreign language learning would help students grow intellectually; it was recognized that students would probably never use the target language, but the mental exercise of learning it would be beneficial anyway. But due to lack of learning opportunities , motivation along with foreign language anxiety the application of GTM method can not ensure the advancement of the learners . Therefore, in reality, the conventional teaching approach is “test – driven .” Students are required to learn and be able to repeat the “answers” as necessary after

teachers have explained the “solutions” to various queries. Student involvement and learning are made possible by a “enquiry-based” teaching methodology. Teachers ask “questions” that provide students the opportunity to add their own perspectives, feelings, and interests to the learning process. Through implications of an inquisitive classroom ,the method can make student mind active instead of passive curious people always ask questions and search for answers. Their minds will be always active. Since the mind is like a muscle which becomes stronger through continual exercise, the mental exercise caused by curiosity makes your mind stronger and stronger . Because learning provides good mental exercise. In addition, a teacher can also use visual aids in the classroom while teaching English as a foreign language .

To conclude, a massive execution in the delivery of CLT curriculum and trough teaching learning , keeping English friendly environment, making lessons student friendly and a program teachers development is highly recommended .

## **5 - Findings & Results :**

The analysis reveals the problems and possibilities of Grammar Translation Method in Bangladeshi secondary schools . Through the descriptive data analysis it shows the approach of Grammar Translation Method in Bangladeshi secondary schools should be revisited . Therefore, she reaches the following conclusions and research –

- Teachers in schools are limited to using the grammar translation approach when instructing. Therefore students cannot master all the four skills of English (listening, speaking, reading, and writing).
- There is less possibilities of GTM method in terms of establishing English language competence among the students due to less learning opportunities
- Bad effect of this method is on pupil's motivation. Because students cannot succeed in learning the difficult grammar rules of the target language. Due to lack of teaching instruments and English friendly environment it leads to the boredom in the classroom.
- There are some factors affecting the English proficiency of the students at secondary schools in Bangladesh just like lack of accommodation ,lack of reinforcement.
- An attempt to hear only from the meritorious students in the class and less concentration for the weaker students is also one of the major drawbacks of GTM.
- Due to foreign language anxiety (FLA) the spiralling effect occurs in the classroom which generally implied as a vicious circle affective learners feelings along with undesirable performance.

## **6 - References**

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Eissa, S. A. H., & Supervised, A. K. (2016, September 25). The impact of using grammar translation method on the performance of Saudi Secondary School Students. SUST Home. Retrieved December 5, 2022, from <http://repository.sustech.edu/handle/123456789/14946>

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## 7 - Appendix

### 1 . Classroom Observation Rubrics:

This questionnaire asks problems and possibilities of GTM : A study of EFL teaching learning in the secondary schools of Bangladesh Please tick (☑) the number according to your understanding.

S/N	Questions	100% of the class time	80% of th e class time	60% of the class time	40% of the class time	20% of the class time	Remarks
1	The teacher has everything prepared for the class						
2	The teacher use English language for instructions, explaining content etc.						
3	The teacher use Bangla some time						
4	The teacher has knowledge about the content covered.						
5	The teacher clarifies doubts to students in English.						
6	Student Participation in English Lessons						
7	Teacher monitor grammar and spelling mistakes						

8	Teacher pronounces the words well during the lesson and uses grammar correctly .						
9	Teacher has warm up, practice and closing activity						
10	Student are involved during the lesson to participate						
11	Teacher encourages students to memorize						
		Less than 40 min	Less than 30 min	Less than 20 min	Less than 10 min		Remarks
12	Students read						
13	Students write						
14	Students speak						
15	English environment	Wall magazine	Library	Posters	Pictures	Books in the class	

## **2. Interview Questionnaire ( Teacher)**

1. How many years you have been teaching English?
2. Tell something about your English background ?
3. Do you feel confident in speaking English ? Why or why not ?
4. What methods do you follow to teach English ? GTM / CLT/ DM
- 5 .Which activities do you undertake in the class for teaching English using Communicative approach?
6. Do you take lesson plan with you in the class?
- 7 .Do you arrange students in group discussions ?
8. Do you follow communicative method for English for today ?
- 9 .Do you speak English with your students ?
- 10 .Do you use sentence pattern to make the student understand grammatical topic?
11. Have you taken any English language training ?



### 3. Pictures

#### Implementation of Inquisitive class with secondary school students



## **4.Drive link of the recoded classroom Observation**

<https://drive.google.com/drive/folders/1Cg-jRt3Tm5a8DnwKD2qs5H8JW37K7un3>

Thank you