

Effectiveness of the G-T Method in EFL Monolingual Adult Classes at Private Institutes in
the City of Puerto Plata, D.R.

Dr. Pedro Tavárez DaCosta
Geovanny Ventura, M.A.

Santo Domingo, D.R.
2018

Index

Abstract.....i

Introduction..... ii

Chapter I General Introductory Aspects5

Statements of the problem5

Justification.....6

Geographical Backgrounds.....7

Institution where the Research takes place: Impact Language Institute.....9

General Objective.....10

Specific Objectives.....10

Research Questions.....10

Chapter II Review of the literature11

Definition of Terms.....11

Andragogy as defined by Knowles.....12

Considerations on the Grammar Translation Method17

History of GTM..... 19

Chapter III Methodological Procedures.....21

Types of Research.....21

Population and Sample.....22

Techniques and Data Collection.....	22
Procedure.....	23
Chapter IV Findings and Results.....	24
Conclusions of the Study.....	29
Five Objections to the G-T Method.....	30
References.....	
Appendix.....	

Abstract

The goal of this research is to determine the effectiveness of Grammar -Translation Method on EFL adult learners. The sample of this investigation was based on 30 graduated students as a universe and a sample of 15 which represent the 50% in which 9 of them were female who represent the 60% and 6 male who represent the 40% from Impact Languages Institute. The research used random sampling process to lead this investigation.

The findings of this research indicated that there is a positive Correlation between the usage of Grammar Translation Method and both female and male EFL learners. This research concluded that both female and male EFL adult learners who were taught by using Grammar Translation Method progressed notably in grammar in which they achieved great self-confidence.

This study recommends that further future research be led toward this investigation to overcome problems with foreign language especially in grammar.

Keywords: Grammar, EFL adult learners, effectiveness, advantage, private education

Introduction

The present research is focused on determining the effectiveness of the Grammar Translation Method on EFL adult learners as a concern of many people who wonder whether it is effective or not, very specifically adult learners, and as it is said that this method is not appropriated for children.

To achieve the expected result, we went personally to a private English institute located in a tourist city, which has formed and graduated thousands of EFL students and therefore we chose this institute, because they have been using the Grammar Translation Method for over twenty years.

In chapter I we have all related to the introductory aspects such as: the statement of the problem in which it is explained with details the importance of this research topic, the research questions which were very careful elaborated in order to obtain the best information so that we can have the most closed idea to the real issue, we also have the objectives of this research paper and finally the justification in which we have detailed the aspects that actually justify this research.

In chapter II we have the review of literature, in it you will find important information based on the same topic and they reinforce the general objective of this job.

In chapter III we have the methodology which details the type of research, the approach utilized to accomplish the information that you will read and get to know whether the Grammar Translation Method is effective or not, you will also know the population and sample taken to get to the conclusion of this research, the instrument, techniques and procedure are also found in this chapter.

In chapter IV we have eventually the conclusion, recommendation, references and appendix so that you can have your own conclusion about the effectiveness of the English Translation Method on EFL adult learners.

Chapter I: General Introductory Aspects

Statement of the problem

The Grammar- translation Method is not new. It has had different names, but it has been used for language teachers for many years. At one time it was called the Classical Method since it was first used in the teaching of classical languages, Latin and Greek. Earlier in the 20th century, this method was used for the purpose of helping students to read and appreciate foreign language literature. It was also hoped that through the study of the grammar of the target language students would become more familiar with the grammar of the native language better. (Diane Larsen-Freeman and Martin Anderson 2011p. 12).

As it is well known that the grammar- translation- method is the oldest teaching method used since the antiquity and it was the first method to teach a modern language by the mid 19th, it is obvious that many other methods have been developed and applied to teaching modern languages. Such as : the Direct Method, the Audio-Lingual Method, the Silent Way, Desuggestopedia, Communicative Language Learning, Context -Based Instruction Total Physical Response and so forth. That means that the Grammar-Translation Method might be out of date to be used in the so called “Technological Era” which has received the most effective language teaching methods and therefore many people state that The Grammar -Translation Method is not appropriated or adequate to teaching modern language. But many teachers, institution and even adult learners prefer the Grammar-translation method till to our days and there is the importance to know if this method is effective in adult learners or not.

For this purpose we have made this research in order to determine the effectiveness of the grammar-translation method on EFL adult learners, but we don't pretend to place the grammar-translation method over any other method, but demonstrate if it effective or not, since many adult feel more comfortable regarding this method, as long as they have an equivalent meaning in their native language.

Justification

The present research paper is focused on determining the effectiveness of the Grammar Translation Method (GTM) on EFL adult learners in the Dominican Republic, due to the bad reputation this method according to what people say about it. Thus the present research will allow to show the actually degree of effectiveness of the GTM on EFL adult learners and deepen the theoretical knowledge about the way teachers apply the GTM in the Dominican Republic, very specifically in those private English Institutes in Puerto Plata city, besides offering a comprehensive look about the mental damage produced by the constant negative comments about the effectiveness of the GTM, helping to the conscientiousness of local people.

We propose then to investigate the activities, methodology, assessments, and any other kind of drills or procedures the Dominican EFL teachers use to get students be able to communicate properly, thus we consider the prior analyses made by empirical knowledge have skipped that most of the people who speak and teach English nowadays have learnt this method.

It is also said that teachers who use the GTM do not need to have a great English proficiency because the GTM is more basically focused on teaching the grammar of the language more than speaking the language itself. Therefore many people say that through the GTM English learners don't learn to speak proficiently and it is considered inadequate because through it learners don't get to have a good level of communication.

In addition it is also considered inadequate for EFL children learners, because children lack of grammar structure knowledge and therefore they will not be able to understand the grammar explanations and they will finally will get frustrated and not learning the target language.

In another hand adult learners do have grammar structure knowledge and they can understand the teacher's grammar explanations, and this is why we are conducting this research, in order to determine the degree of effectiveness achieved by EFL adult learners taught under the GTM.

Finally we will make an analysis on every possible detail that may capture a way of determine the real effectiveness of the GTM applied on EFL adult learners. So that we can help understand people whether this method is effective or not or whether the method is not applied in its own essence and therefore it has renewed in a new GTM.

Geographical Backgrounds

The Puerto Plata province is the largest tourist enclave in the North Region of the country; as well as, the natural port of it. Its city is San Felipe de Puerto Plata.

The province has, according to the census carried out in 2002, the number of 288,612 inhabitants in the entire region. The place where the present city is located was discovered in the second trip of Admiral Christopher Columbus. The city was designed by the brothers Cristobal and Bartolomé Colon in 1496 and founded in 1502 by Fray Nicolás de Ovando. (Camarena 2000, p.22).

It also includes seven Municipalities and four Municipal Districts. In the educational field, Puerto Plata is the headquarters of Regional Education 011, located on the third floor of the public office building, located at the intersection of Separation and Antera Mota streets, which includes the following School Districts: a) 11 -01 from Sosúa, b) 11-02 from Puerto Plata, c) 11-03 from Imbert, d) 11-04 from Luperón, e) 11-05 from Altamira, f) 11-06 from El Mamey and Los Hidalgos, and g) 11-07 of La Isabela.

Higher education is represented locally by the extensions of the now closed, Pontificia Universidad Católica Madre y Maestra (PUCMM), the Technological University of Santiago (UTESA), the Dominican University O & M and the modern and majestic University Regional Center of the Autonomous University of Santo Domingo (CURA) - UASD). Tavaréz-DaCosta (2009).

The Boom of Tourism in the City of Puerto Plata and its effects on EFL Teaching

The Second Tourist Pole: "Costambar or Puerto Plata".

In the year of 1972, the Presidential Decree N0. 2125 declared this pole as a priority tourist demarcation. It covers the entire northern coast of the republic, from the Russian tip in the extreme northwest, La Isabela, Luperón, Cofresí Beach, Long Beach, Puerto Plata, Sosúa, Cabarete, Río San Juan and Cabrera in the extreme northeast. It is the fastest growing and developed tourist pole. The Secretary of State of Tourism (Public Document: 1972)

This area has the privilege of presenting a summer climate all year round, and is never touched by the cyclones that hit the Caribbean.

It is a city with marked Victorian style that exhibits the Fort of San Felipe as one of its colonial relics. Among its many attractions, is the cable car that climbs the peak of Mount Isabel de Torres, an important Museum of Ambar and Playa Dorada. It has the most important amber mines. Almost its entire coastline has been included in ambitious tourism projects, as well as, the Cruise ships Industry, which also began in the early 70's.

The above-described situation and its subsequent economic effects brought as a result, the flourishing of a series of School of English where the youth of Puerto Plata and of the

neighboring cities found its way to that language with the main purpose of enrolling in the recently- born industry, like the numerous hotel chains in the Park of Playa Dorada and in the Cofresi area.

The urgent need of hotel, tour-agencies, international airlines, and restaurants personnel, prompted the opening of many schools or institutes of English for that massive working-class people. Therefore, Schools like Puerto Plata English School, Renovation Institute, Impact Language Institute, Success Institute, Prominence Institute, etc., and others, soon appeared in the academic horizon of Puerto Plata.

They were devised mostly for adults who were working people at the tourism industry, and had only the chance to take those classes at night.

One of the main characteristics of those adult's classes of English, it was that the methodology used was primarily the so-called Grammar Translation Method, which was easily assimilated by those students, because: First, they were familiarized with that method since their high schools days (Public High Schools), Secondly: They were all Monolingual students(Spanish speaking people) and there was not a diversity of languages, Third: They were low-income students who couldn't afford to pay classes (nor a four-year program) at some existing private colleges that were running Bachelors' Degree Programs in the city, and Fourth: Those institutes managed to devise and produce their own textbooks.

Institution where the research takes place: Impact Language Institute

This Institute is located a 44 Villanueva Street, Puerto Plata, Dominican Republic; It offers English, French, German and Italian classes. It was founded by Manuel Henrique Ramos, B.A., Ramon Taveras, B.A. and Geovanny Ventura, M.A.

*Impact Language Institute webpage (2018)

General objective

To determine the Effectiveness of the Grammar Translation Method on EFL Adult Learners at the English Private Institutes in Puerto Plata.

Specific objectives:

1. To examine how the teacher encourages students to practice the target language after having explained the grammar in the learners` native language?
 2. To analyze if the evaluation method used by the teacher includes topics in both, in the target language and in the learners` native language?
 3. To establish if students are able to understand and be understood in the target language after having being studied under the Grammar Translation Method.
-

Research Questions:

1. Does the teacher encourage students to practice the target language after having explained the grammar in the learners` native language?
 2. Does the evaluation method used by the teacher include topics in the target language and in the learners` native language?
 3. Are students able to understand and be understood in the target language after having being taught in their native language?
-

Chapter II: Review of Literature

Definitions of Terms:

Adult Education

Adult education is a practice in which adults engage in systematic and sustained self-educating activities in order to gain new forms of knowledge, skills, attitudes, or values.^[1] It can mean any form of learning adults engage in beyond traditional schooling, encompassing basic literacy to personal fulfillment as a lifelong learner.

Andragogy

Andragogy refers to methods and principles used in adult education. The word comes from the Greek ἀνδρ- *andr-*, meaning "man", and ἀγωγός *agogos*, meaning "leader of"; it literally means "leading man", whereas "Pedagogy" literally means "leading children".

Grammar-Translation Method

A Method for EFL Teaching, which focuses on grammar, the normative of the language, rather than in communication.

Monolingualism:

Monoglossism (Greek: μόνος *monos*, "alone, solitary", + γλώττα *glotta*, "tongue, language") or, more commonly, monolingualism or unilingualism, is the condition of being able to speak only a single language, as opposed to multilingualism.. In a different context, "unilingualism" may refer to a language policy which enforces an official or national language over others.

Procedure:

A procedure or process for attaining an object: such as

a (1) : a systematic procedure, technique, or mode of inquiry employed by or proper to a particular discipline or art

b (1) : a way, technique, or process of or for doing something (<https://www.merriam-webster.com/dictionary/method>)

A particular procedure for accomplishing or approaching something, especially a systematic or established one. (<https://en.oxforddictionaries.com/definition/method>)

Effectiveness

Effectiveness is the capability of producing a desired result or the ability to produce desired output. When something is deemed effective, it means it has an intended or expected outcome, or produces a deep, vivid impression. (<https://www.wikipedia.org>)

Andragogy as defined by Knowles et al.:

Andragogy is defined by Knowles (1989:38) as the art and science of helping adults learn. Merriam and Brockett (1997:41) explain that —[a]ndragogy is based on the humanistic values of placing the individual at the heart of the learning transaction, of believing in the goodness of human nature and potential for growth and fulfillment and valuing autonomy and self-direction.

The implication that this has for the educator is that he/she should be a facilitator of learning rather than looking upon himself/herself as the sole possessor of knowledge that should be deposited into the empty minds of the learners. The facilitator has to be aware of the fact that there are several resources at his/her disposal to help him/her design and manage teaching and learning effectively.

According to Connor (2004:25) pedagogy literally means the art and science of educating children and is often used as a synonym for teaching. More accurately, pedagogy embodies teacher-focused education where teachers assume responsibility for making decisions about what will be learned, how it will be learned, and when it will be learned.

By contrast, andragogy, a theory of adult learning, —attempts to explain why adults learn differently to younger learners (Knowles 1984:56), but more importantly it acknowledges that adults' reasons for learning are often very different from those of

younger learners. Knowles popularised the notion of andragogy. Andragogy is learner centred. The theories of andragogy also recognise that adult learners are motivated to learn to the extent that they perceive it will help them perform tasks they confront in their life situations for example to read, write, etc.

While the concept of andragogy had been in occasional use since the 1830s it was Malcolm Knowles who popularised its usage for English language readers. For Knowles, andragogy was based on at least four crucial assumptions about the characteristics of adult learners that are different from the assumptions about child learners on which traditional pedagogy is premised. A fifth was added later.

1. Self-concept. As a person matures his/her self-concept moves from one of being a dependent personality toward one of being a self-directed human being.
2. Experience. As a person matures he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning.
3. Readiness to learn. As a person matures his/her readiness to learn becomes increasingly oriented to the developmental tasks of his/her social roles.
4. Orientation to learning. As a person matures his/her time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his/her orientation toward learning shifts from one of subject centredness to one of problem-centredness.
5. Motivation to learn. As a person matures the motivation to learn becomes internal (Knowles 1984:12).

Lifelong Education

in the preface to Singh and Nayak (2005:v), lifelong education is defined as an important part of the scheme of development of an individual, a society, a state and a nation. Lifelong education answers the basic problems of education now and in the future. This is because it intends to aim at the whole, evolving human being and at all his/her aspects throughout his/her lifetime. It does not only transcend the artificial barriers between academic and non-academic education, and the traditional distinction between conventional public educator and adult education.

Sing and Wayale consolidate this definition by referring to the United Nations Educational, Scientific and Cultural Organization (UNESCO) which says that education should cast the whole life of each individual, have as its ultimate goal the promotion of the

self-fulfilment of each individual and acknowledge the contribution of all available educational influences including formal and non-formal education.

Lifelong education encompasses much more than adult education. Lifelong education includes all levels, bands, unit standards, learning areas and qualifications of the NQF. In the South African context, the unit standards associated with each level of a learning area determine the knowledge and skills that the learners should achieve by the end of that particular learning programme. Further, the ideology of social democracy is transcended through all learning programmes placed within the NQF to promote the values and attitudes contained within the Manifesto on Values in Education (Department of Education 2001a). This ABT3621/501/3/2015 10 research report is concerned with ABET as part of a system of lifelong education and learning in the South African context.

Lifelong learning is explored as a central approach to literacy in this study guide because ABET learners are perfect examples of lifelong learners — they have, in many instances, practical, technical and academic expertise which they have gained on their life journeys. Their ABET learning is a means to acquiring additional knowledge and skills as well as formalising their past and present learning experiences.

Lifelong learning Adult education for nation-building may be part of lifelong learning. Lifelong learning implies that people should commit themselves to enhancing awareness of what goes on around them for the rest of their lives so that they might lead fruitful and meaningful lives. For adults to be able to function effectively as adults, they need to engage in lifelong learning. Titmus (1996:10—13) summarises this well by stating the following: —Although the idea that adult education should be a lifelong process was not unknown in the nineteenth century it was only in the second half of the twentieth century that it spread to achieve almost universal acceptance. As a field of practice, adult education's concern is perceived to be the meeting of all the educational needs of a category of persons called adults that are required to be met in order that they may function as adults. It appears that most categories of adult education could be referred to collectively as lifelong learning processes. In other words, adult education is almost synonymous with lifelong learning.

Life will continue to pose educational challenges to which people must respond. People's responses to their everyday life problems make up part of their lifelong learning process, which qualifies as adult education. Lovett, Clarke and Kilmurray (1983:72) offer useful advice to adult educators by stating the following: —The starting point for organising the programme of content education or political action must be the present, existential concrete situation, reflecting the aspirations of the people. The people's aspirations are their strong desires to get out of difficult situations that hamper their lives. This knowledge of the people's situation will go a long way toward enabling adult

educators to work successfully with the adult learners who are usually ready to learn those things they need to know.

Learner-centredness One of the ways of ensuring learner-centredness is to make sure that the education the learners receive is relevant in the sense that it helps them to help themselves in their fight against poverty in the society. Learner-centredness in adult

education implies that the learners must have a say and some control over the kind of education they will be able to use to make them fit for the market by either maximising their employability in the formal sector or sustaining their self-employment.

ABT3621/501/3/2015 11 Mezirow (1995:64) corroborates that for adult education to be learner-centred and successful, it must be linked with the most concrete reality in people's lives. Learner-centredness as one of the factors in ensuring successful delivery of adult education does not work in isolation.

The two theories that have a significant influence on adult teaching and learning are those of Malcolm Knowles and Paulo Freire.

The principles underlying the teachings of Knowles attempted to develop adult education and learning by popularising the notion of andragogy, which became widely discussed and used. His work was a significant factor in reorienting adult educators from educating people to helping them learn. Knowles was the first person to chart the rise of the adult education movement in the United States, and the first person to develop a statement of informal adult education practice via the notion of andragogy. The education of adults should recognise the experience of learners and use that experience as a resource for teaching and learning. Learners have to be self-directed, motivated volunteers of learning and cannot be forced. It is important to equip learners with motivation and skills for lifelong learning. The learners should be engaged in informal learning activities where they share and learn by doing. The education should recognise and respect readiness to learn. The learners should practise and refine the things learnt. There is a saying that practice makes perfect.

The learners should be made to know why they should learn particular skills. Freire made many important contributions to the fields of adult education. Freire's evolving thinking was on the learner-centred approach. Freire views teaching as a political process, as an act of knowing and as a creative act. According to Freire, everyone knows something and the learner is responsible for the building up of knowledge and for the re-signification of what he/she learns. For Freire, the human learns through his/her own transforming action in the world (transformational ABT3621/501/3/2015 12 learning). It is the learner who constructs his/her own categories of thought, organises his/her life and transforms the world. Adult learning should produce at least these outcomes: Adults should acquire a

mature understanding of themselves. They should understand their needs, motivations, interests, capacities and goals. They should be able to look at themselves objectively and maturely. They should accept themselves and respect themselves for what they are, while striving earnestly to improve themselves. Adults should develop an attitude of acceptance, love and respect toward others. This is the attitude on which all human relations depend.

Adults must learn to distinguish between people and ideas, and to challenge ideas without threatening people. Ideally, this attitude will go beyond acceptance, love and respect, to empathy and the sincere desire to help others. Adults should develop a dynamic attitude toward life. They should accept the fact of change and think of themselves as always changing. They should acquire the habit of looking at every experience as an opportunity to learn and should become skillful in learning from it. Adults should learn to react to the causes, not the symptoms, of behavior. Solutions to problems lie in their causes, not in their symptoms.

We have learned to apply this lesson in the physical world, but have yet to learn to apply it in human relations. Adults should acquire the skills necessary to achieve the potential of their personalities. Every person has capacities that, if realised, will contribute to the wellbeing of himself/herself and of society. To achieve this potential requires skills of many kinds — vocational, social, recreational, civic, artistic, and the like. It should be a goal of education to give each individual those skills necessary for him/her to make full use of his/her capacities. Adults should understand the essential values in the capital of human experience. They should be familiar with the heritage of knowledge, the great ideas and the great traditions of the world in which they live. They should understand and respect the values that bind men together.

Adults should understand their society and should be skillful in directing social change. In a democracy the people participate in making decisions that affect the entire social order. It is therefore imperative that every factory worker, every salesperson, every politician and every housewife knows enough about government, economics, international affairs and other aspects of the social order to be able to take part intelligently.

The society of our age, as Robert Maynard Hutchins warns us, cannot wait for the next generation to solve its problems. Time is running out fast. Our fate rests with the intelligence, skill and goodwill of those who are now the citizen-rulers. The instrument by which their abilities as citizen-rulers can be improved is adult education. This is our problem. This is our challenge. Malcolm S Knowles (1950) *Informal Adult Education*, Chicago: Association Press, pages 9—10. Malcolm S Knowles was responsible for a number of important ‘firsts’. He was the first to chart the rise of the adult education movement in the United States; the first to develop a statement of informal adult

education practice; and the first to attempt a comprehensive theory of adult education (via the notion of andragogy). Jarvis (1987:185) comments: —As a teacher, writer and leader in the field, Knowles has been an innovator, responding to the needs of the field as he perceived them and, as such, he has been a key figure in the growth and practice of adult education throughout the Western world during this century. Yet above all, it would perhaps be fair to say that both his theory and practice have embodied his own value system and that is contained within his formulations of andragogy.¶ Much of his writing was descriptive and lacked a sharp critical edge. He was ready to change his position — but the basic route of his thought remained fairly constant throughout his career. His focus was increasingly on the explanation of a field of activity rather than on social change — and there was a significantly individualistic focus in his work. —I am just not good¶, he wrote, —at political action. My strength lies in creating opportunities for helping individuals become more proficient practitioners¶ (Knowles 1989:146).

Considerations on the Grammar Translation Method

Grammar translation method is also known as translation method and Classical Method of Language Teaching(Elizabeth, 2004). Grammar translation Method was popular in the past, even today it enjoys the profound popularity among the language teachers (Elizabeth, 2004). It focuses on teaching grammar in a language class (Murcia, 2001), it was used to teach the target language by translating the passages of target language into the mother tongue(Elizabeth, 2004). The selection of words were taken from the texts used for translation, and the meaning of the vocabulary was taught through bilingual word list or dictionaries and memorization (Richards& Rodgers, 2001).The rules of grammar are taught explicitly and clearly explained by giving texts for translation. Grammar translation method is still one of the most important and effective way of teaching a foreign or second language (Elizabeth, 2004).

GTM was originally developed to teach dead languages such as Latin and Greek (Elizabeth, 2004) where no or less importance was given to spoken communications(Murcia, 2001).GTM dominated European countries and foreign language teaching from 1840s to 1940s (Richards & Rodgers 2001). Early linguists believed that the

language can be taught and learnt properly or effectively through the translation method (Elizabeth, 2004) therefore GTM stressed the form and memorizing conjugations (Murcia, 2001). The primary skills for GTM are reading and writing, little or no systematic attention is paid to listening and speaking (Richards, & Rodgers, 2001). Elizabeth (2004) says that GTM was also assumed to be enabling non-native learners to enhance their skills in getting more familiar with the grammar of their mother language. Elizabeth presents the following principles on which the grammar translation method was based:

Teaching of a foreign language through translation is easy, quick and economical. The structural patterns of two languages are compared and this comparison makes learning more clear and firm. The fundamental principle of proceeding from known to unknown is followed throughout. The knowledge of rules helps learners to avoid type of mistake’.

Richards et al. (2001) argued that GTM was first known in the States as Prussian method and some of its first users called it the creation of German scholars. In the middle of the 19th century, GTM was opposed in many of the European countries. This opposition paved the way for the development of new ways of teaching English language. According to one of the critics of GTM, the method aimed to know “everything about something rather than the thing itself” (Richards & Rodgers, 2001). The proponents of GTM claimed that the second language learners, through it, were able to read the literature of target language properly and they could easily translate from one language to another which ultimately enabled these learners to develop and excel their writing and reading skills (ibid). According to Murcia (2001), the key points of GTM are as follows:

Instruction is given in the native language of the students.

There is little use of the target language for the communication

Focus is on grammatical parsing. i.e., the form and identification of words.

There is early reading of difficult texts.

A typical exercise is to translate sentences from the target language into the mother tongue or vice versa.

The result of this approach is usually an inability on the part of the learner to use the language for communication.

The teacher does not have to be able to speak the target language.

Long elaborate explanations of the intricacies of grammar are given.

Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.

Little or no attention is given to pronunciation. '

In addition, Richards et al. (2001) stated that GTM is the way of teaching and studying language through the teaching of grammar rules in detail followed by the application of knowledge of the target language. It focuses on the memorization of few rules and their understanding to manipulate the sentence structure of the target language.

History

The Grammar Translation Method is an old method which was originally used to teach dead languages which explains why it focuses mainly on the written form at the expense of the oral form. It was designed according to the *faculty psychology approach* which was very popular during the 18th and 19th century. It contended that "mental discipline was essential for strengthening the powers of the mind". The way to do this was through learning classical literature of the Greeks and Romans.

Method of use:

Use of mother tongue.

Vocabulary items are taught in the form of word lists.

Elaborate explanations of grammar.

Practice focuses on exercises translating sentences or texts from mother tongue to the target language and vice versa.

Translation is the easiest and shortest way of explaining meaning of words and phrases.

Learners have no difficulties to understand the lesson as it is carried out in the mother tongue.

It is a labor-saving method as the teacher carries out everything in the mother tongue.

	Observations	Principles
1	<i>The class is reading an excerpt from Mark Twain's life on the Mississippi.</i>	<i>A fundamental purpose of learning a foreign language is to be able to read literature written in it. Literary language is superior to spoken language. Student's study of the target culture is limited to its literature and fine art.</i>
2	<i>Students translate the passage from English to Spanish.</i>	<i>An important goal is for students to be able to translate each language into the other, if student can translate from one language into another, they are considered successful language learners.</i>
3	<i>The teacher asks students in their native language if they have any questions. A foreign language student asks one and is answered in her native language.</i>	<i>The ability to communicate in the target language is not a goal of foreign language instruction.</i>
4	<i>Students write the answers to reading comprehension questions.</i>	<i>The primary skills to be developed are reading and writing. Little attention is given to speaking and listening, and almost none to pronunciation.</i>
5	<i>The teacher decided whether an answer is correct or not. If the answer is incorrect, the teacher selects a different student to supply the correct answer or the teacher herself gives the right answer.</i>	<i>The teacher is the authority in the classroom. It is very important that students get the correct answer.</i>

Chapter III Methodological Procedure

Type of Research

According with C.R. Kothari (2004, p. 1) research in common parlance refers to a search for knowledge. One can also define research as a scientific and systematic search for pertinent information on a specific topic. In fact, research is an art of scientific investigation. The Advanced Learner's Dictionary of Current English lays down the meaning of research as "a careful investigation or inquiry especially through search for new facts in any branch of knowledge."¹ Redman and Mory define research as a "systematized effort to gain new knowledge."² Some people consider research as a movement, a movement from the known to the unknown. It is actually a voyage of discovery. We all possess the vital instinct of inquisitiveness for, when the unknown confronts us, we wonder and our inquisitiveness makes us probe and attain full and fuller understanding of the unknown. This inquisitiveness is the mother of all knowledge and the method, which man employs for obtaining the knowledge of whatever the unknown, can be termed as research.

In the same way, Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In it we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them. It is necessary for the researcher to know not only the research methods/techniques but also the methodology. Researchers not only need to know how to develop certain indices or tests, how to calculate the means, the mode, the median or the standard deviation or chi-square, how to apply particular research techniques, but they also need to know which of these methods or techniques, are relevant and which are not, and what would they mean and indicate and why. The design of the study is: not experimental, According to Hernández, Fernández and Baptista (1998. P.120) non-experimental research is systematic and empirical; in it, the independent variables are not manipulated. First, because the

researchers have no control over the independent variables, because it was already managed and they could not influence the variables and their effects.

This research of quantitative type which according to Hernandez (1898, p.123) is a set of sequential and approbatory processes. This is carried out from the observation and the structured interview.

The type of researches are bibliographic, field and descriptive. Bibliographic, because we had to read and consult books, theses and any other type of written information that is considered important and necessary to carry out the research.

Field research, because it was held at Impact Languages Institute Puerto Plata. The study is descriptive, because it describes in detail the Director's leadership and his relationship with the educational management process.

The method used to collect the information was the Deductive method, according to Bernal, C. (2006, p.56). The deductive method is the reasoning that consists of taking general conclusions for particular explanations. This is based on the technique of the survey.

Population and sample

In order to obtain the effectiveness of the GTM we had a population of 30 of which we interviewed 15 of them, and we observed the teacher teaching the English grammar to the students of Impact Languages Institute with the objective of determine the effectiveness of EFL adult learners.

Techniques and data collection:

The techniques and instruments of data collection are means that were used to measure the procedures and particularities of the variable. In this sense, Hernandez (2006, p.274), express that, "to collect the data implies to elaborate a detailed plan of procedures that lead to gather data with a specific purpose". In addition this process of gathering information is directly from the reality where the problem is, through an interview type instrument. For this, an interview was designed with several alternatives to verify the measurement of the variable.

Procedure

The participants were chosen randomly from a group of graduated and they were chosen according to the focus of this research which is to determine whether the Grammar Translation Method is effective on adults or not, but the sex was not limitation. They were participated volunteer and they filled up a questionnaire which they completed according to their reality.

Chapter IV: Findings and Results:

Table No. 1

Frequency distribution and percentage of students by sex interpret the sociodemographic characteristics (sex) of Impact Languages Institute French students graduate graduated from English from different private Institutes

<i>Sex</i>	<i>Frequency</i>	<i>%</i>
Male	6	40%
Female	9	60%
total	15	100%

Source: Questionnaire applied to the students.

Table No. 1

According to the results obtained from Table No. 1, 60 % of the students were female and the rest of them are male.

Table No. 2

Frequency distribution and percentage of students by age interpret the socio-demographic characteristics (age) of Impact Languages Institute French students graduate graduated from English from different private Institutes

<i>Age</i>	<i>Frequency</i>	<i>%</i>
18 to 20	7	47%
21 to 25	4	27%
26 to 30	3	20%
Other	1	7%
Total	15	100%

Source: Questionnaire applied to the students.

Table No. 2

According to the results obtained from Table No. 2, 47 % of the students were between the range of age from 18 to 20, the 27 % between 21 to 25, the 20% between 26 to 30 and 7 % from other.

Table No. 3

The teacher asks questions in English after having explained the grammar?

<i>Reason</i>	<i>Frequency</i>	<i>%</i>
Totally agree	10	67%
Agree	4	27%
Disagree	1	7%
Totally disagree	0	0%
Total	15	100%

Source: Questionnaire applied to the students.

As it is shown the graphic 67% totally agreed 27% agreed and 7% disagreed

Figure No. 3

Table No. 4

You interact in English among students during the class.

<i>Reason</i>	<i>Frequency</i>	<i>%</i>
Totally agree	5	33%
Agree	8	53%
Disagree	2	13%
Totally disagree	0	0%
Total	15	100%

Source: Questionnaire applied to the students

This table shows that 33% totally agrees 53% agrees and 13% disagrees

Figure No. 4

Table No. 5

The teacher uses Reading comprehension in the target language?

<i>Reason</i>	<i>Frequency</i>	<i>%</i>
Totally agree	12	80%
Agree	3	20%
Disagree	0	0%
Totally disagree	0	0%
Total	15	100%

Source: Questionnaire applied to the students

This table shows that 80% totally agrees, and 20% agrees

Figure No. 5

Table N. 6

The teacher asks the vocabulary in English

<i>Reason</i>	<i>Frequency</i>	<i>%</i>
Totally agree	11	73%
Agree	3	20%
Disagree	1	7%
Totally disagree	0	0%
Total	15	100%

Source: Questionnaire applied to the students

As it is shown in the graphic 73% totally agreed 20% agreed and 7% disagreed.

Figure No.6

Table No. 7**The teacher assigns expositions in English?**

<i>Reason</i>	<i>Frequency</i>	<i>%</i>
Totally agree	10	67%
Agree	5	33%
Disagree	0	0%
Totally disagree	0	0%
Total	15	100%

Source: Questionnaire applied to the students

As it is shown in the graphic 67% totally agreed and 33% agreed

Figure No. 7**Table No. 8****You understand properly when you speak English with native speakers**

<i>Reason</i>	<i>Frequency</i>	<i>%</i>
Totally agree	5	33%
Agree	8	53%
Disagree	1	7%
Totally disagree	1	7%
Total	15	100%

Source: Questionnaire applied to the students

According to the results obtained from table No. 9, 33% totally agrees, 53% agrees and 7% disagrees

Figure No. 8

Table No. 9.

Native English speakers can understand you properly when you talk to them?

<i>Reason</i>	<i>Frequency</i>	<i>%</i>
Totally agree	7	47%
Agree	8	53%
Disagree	0	0%
Totally disagree	0	0%
Total	15	100%

Source: Questionnaire applied to the students

According to the results obtained from table No. 10, 47% totally agrees, and 53% agrees.

Table No. 10.

You understand at least 85% when you watch English program?

<i>Reason</i>	<i>Frequency</i>	<i>%</i>
Totally agree	3	20%
Agree	10	67%
Disagree	2	13%
Totally disagree	0	0%
Total	15	100%

Source: Questionnaire applied to the students

According to the results obtained from table No. 11, 20% totally agrees, 67% agrees and 13 disagrees.

Conclusions of the Study

In the analysis of effectiveness of the Grammar Translation Method on EFL adult learners the following conclusions are drawn;

Objective No. 1 “ Examine how the teacher encourage students to practice in the target language”

- 92% of the students stated that the teacher uses the target language to interact with them after having explained the grammar in the students` native language.
- 86% of the interviewed students answered that the teacher encourage them to speak English among them.
- 80% of the students totally agreed and the 20% agreed that the teacher uses reading comprehension in the target language.

According to the objective No. 2: “analyze if the evaluation method used by the teacher includes topics in both languages, the target language and the learners` native language.” one got to the following conclusion:

-
- The students` perception is that teacher evaluates the grammar of the target language translating from the learners` native language to the target language or vice- versa.
 - 73% of the students totally agreed and 20% agreed the teacher evaluates the vocabulary using the target language.
 - 67% totally agreed and 33 agreed that the teacher encourages students by assigning them expositions in the target language.
-

Objective No. 3 “to establish if students are able to understand and be understood in the target language after having been taught under the GTM” one got to the following conclusion:

- 53% of the students totally agreed and 33% agreed they were able to understand native English speakers.
- 47% totally agreed and 53% agreed they could be understood by native English speakers.

After having carefully examined and the result of our research we have gotten to the conclusion that the GTM is actually effective on EFL adult learners and it seems that using the learners` native language to explain grammar does help adult learners understand better the grammar structure of the target language and opposite to children they actually need to have equivalents in their own language to understand the target one.

In addition the GTM applied by teachers nowadays is different from the old GTM used twenty years ago, now it is more like eclectic in which teachers use different approaches but more focused on GTM.

This research applied to EFL adult learners from private institutes in Puerto Plata city, Dominican Republic reflects that adult learners are able to communicate properly in the target language, understand English native and being understood properly.

Five Objections to the Grammar-Translation Method

Despite of the fact, of the above mentioned benignities for the Grammar-Translation Method, there has been a lot of criticism to that and to the other methodologies employed in the wide-world of EFL Teaching, some of them as a result of the practical process, and others as a result of theoretical analysis. Let us proceed now, to cite and therefore examine some of the strongest criticism posted by scholars and authors as well, on that matter.

Objection One:

GT emphasizes the written language at the expense of the spoken. But being able to speak, and to understand the spoken language, are higher priorities than reading and writing for most learners.

Even if we strive to provide plenty of speaking practice, it's probably a good idea to include time for writing as a regular thread in lessons. Writing gives learners time to be reflective, to experiment and see the results of their attempts, to stop and consider 'Is this OK?', 'Is this really what I want to say?', 'Is there a better way of expressing this?' – and to consult dictionaries, grammar books, other learners and the teacher to help them answer their questions and doubts. Sometimes we might specify the content of writing exercises precisely, and on other occasions we can give a more open-ended instruction such as: 'Write some of the sentences that we've been practicing (orally) in this lesson' or 'Write a paragraph using some vocabulary that was new for you in this lesson.'

Objection Two:

GT uses a graded grammatical syllabus, and assumes that learners will progress towards mastery of the language by gradually accumulating an accurate command of each item in the syllabus. But most learners, and especially adults, want/need to start using the language straight away; they haven't got time to learn it first and only then start using it.

We can adopt a two-track approach, where some activities are geared towards promoting fluency in the use of whatever English the learners have acquired, and other activities focus on particular items of grammar, providing clarification and practice. We should not expect these items to become acquired immediately and used accurately ever after; they will need to be recycled, focused on again, and used repeatedly in various contexts and in combination with other parts of the grammar.

Objection Three:

GT treats language as a stock of potential sentences: abstract grammatical frames with slots that can be filled by any vocabulary, in principle. But more recent views emphasize language as a set of tools and materials for constructing discourse, in which the sentence plays a subordinate role or in which – especially in spoken language – it isn't possible to identify sentences, as such. Recent views of language also highlight the importance of lexical 'chunks' of various kinds.

Nevertheless, the sentence is an important and useful unit of language. There's a lot to learn about the construction of sentences; of course it's also important to know how to combine them. And yes, learners need to build up a repertoire of lexical chunks, but note that these range from fixed expressions like 'Long time no see', which doesn't relate to any standard grammar structure, to open-ended items like 'It's/was the best/most interesting/most frightening book/film/place I've ever read/seen/been to', which looks suspiciously like a grammatical frame with lexical slots to fill!

And apart from that, although fixed and semi-fixed lexical expressions will successfully see us through quite a lot of situations, there are other times when we want to express more original ideas – or express old ideas in a more original way – and then we need to be able to construct what we say from scratch, out of the basic building blocks.

Objection Four:

In GT, the prime importance attached to illustrating grammar can lead course-writers to include sentences which are unnatural, stilted, unlikely, remote from reality and so on. But recent decades have seen a rising expectation that language presented to learners should be 'authentic' and/or immediately usable for communicative purposes.

Let's not forget that the purpose of being in a language classroom isn't primarily to communicate; it's to learn the language. Here's a sentence for translation from one of my Russian textbooks:

The astronaut gives a model of the sputnik to the student.

Well, this probably isn't an event that happens – or has happened – very often, and it's particularly unlikely that you'd need to report it in the present tense. But that doesn't mean it's useless. If you try to translate it, perhaps get it wrong, try again, and get it right, it can actually help you to pay attention to, and understand, a couple of pretty fundamental things about Russian grammar. Apart from that, the absurdity of it can help to make it memorable. Here's another example:

The English engineer asks the captain to hand this important letter to the Commander of the Fleet.

The fact that it's so decontextualized and fraught with mystery invites you to visualize your own context, and to endow the sentence with your own personal authenticity. What's in the letter? Did the engineer write it, or did someone else give him it? Does he know what's in it? What will the consequences be when the Commander reads it? Why are we told that the engineer is English? Does it mean that the captain and the Commander aren't English? Maybe they're Russian? So what's the English engineer doing there? And so on. On the other hand, of course, it's also quite possible to illustrate the same grammar in sentences which are more obviously useful:

Objection Five:

In GT, language is learned by conscious memorization of grammar rules and vocabulary. But nowadays memorization isn't highly regarded; internalization through exposure, experience and use is preferred.

People have different learning styles; some people like memorizing words, phrases, sentences, patterns and rules, and find that they can draw productively on memorized material, at least in situations where they have time to stop and reflect before speaking or – especially – writing. Marks (Document retrieved on 8/3/2018)

Reference

- Berlitz, M. 1887. *Méthode Berlitz*. New York: Berlitz and Company. deSauzé, E. 1929. *The Cleveland Plan for the Teaching of Modern Languages with Special Reference to French* (Revised edn.). Philadelphia: Winston, 1959.
- Brooks, N. 1964. *Language and Language Learning: Theory and Practice* (2nd edn.). New York: Harcourt Brace.
- Chastain, K. 1988. *Developing Second-language Skills* (3rd edn.). Chicago: Rand McNally College Publishing.
- Coleman, A. 1929. 'The teaching of modern foreign languages in the United States.' Vol. 12. American and Canadian Committees on Modern Languages.
- Diller, K. 1978. *The Language Teaching Controversy*. Rowley, MA: Newbury House.
- Finocchiaro, M. 1974. *English as a Second Language: From Theory to Practice* (2nd edn.). 62–72, 168–72. New York: Regents Publishing.
- Freire, P. (2005) *Pedagogia del Oprimido*, Siglo XXI.
- Fries, C. 1945. *Teaching and Learning English as a Foreign Language*. Ann Arbor: University of Michigan Press.
- Gatenby, E. 1958. *A Direct Method English Course* (3rd edn.). London: Longman.
- Gouin, F. 1880. *The Art of Teaching and Studying Languages* (H. Swan and V. Betts trs.). London: Philip.
- Harper, Douglas. (2010). *Grammar*.
-

- Hutchins, R.M.(1943) *Education for freedom*. Louisiana State University Pres.
- Impact language Institute (2018) Puerto Plata, Dominican Republic. Webpage:
- Kelly, L. 1969. *25 Centuries of Language Teaching*. Rowley, MA: Newbury House.
- Plotz, K.1887. *Elementarbuch der Französischen Sprache*. Berlin: F. A. Herbig.
- Knowles, M. S. (1968). Andragogy, not pedagogy. *Adult Leadership*, 16(10), 350–352, 386.
- Krause, C. 1916. *The Direct Method in Modern Languages*. New York: Charles Scribner.
- Lado, R. 1957. *Linguistics Across Cultures: Applied Linguistics for Language Teachers*. Ann Arbor: University of Michigan Press.
- Larsen – Freeman, D. and Anderson, M. (2011). *Techniques & Principles in Language Teaching*.
- Lovett, T. & Clarke, C.(1985) *Adult Education and Community Action*, Vol. 6 N0. 3
- Marks, J.(N/D) A discussion on the use of the grammar translation method in English teaching. Document retrieved on 8/3/2018.
- Merriam, S.B.& Brockett, R.(1997) *The Profession and Practice of Adult Education/An Introduction*.
- Paulston, C. 1971. ‘The sequencing of structural pattern drills.’ *TESOL Quarterly* 5/3, 197–208.
- Prator, C. 1965. ‘Development of a manipulative-communication scale’ in R. Campbell and H. Allen (eds.). *Teaching English as a Second Language*. New York: McGraw-Hill.
- Richards, J. and T. Rodgers. 1986. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Rivers, W. 1968. Teaching Foreign Language Skills. Chicago: University of Chicago Press.

Skinner, B. F. 1957. Verbal Behavior. New York: Appleton-Century-Crofts.

Schmidt, N. (2010). An introduction to applied linguistics.

Stern, H. 1983. Fundamental Concepts of Language Teaching. Oxford: Oxford University Press.

Tavárez-DaCosta, P. (2009) Discrepancias entre los Procesos de Enseñanza y Evaluación del Inglés de Media: *Doctoral Dissertation from Nova Southeastern University, Fort Lauderdale, Fla., USA.*

The Secretary of State of Tourism (1972) Presidential Decree N0. 2125, Declaring Puerto Plata as Tourist Pole N0. 2. Dominican Government. Public Document, Santo Domingo, D.R.

Thomas, C. (ed.). 1901. Report of the committee of twelve of the Modern Language Association of America. Boston: DC Heath.

Tutorial letter 501/3/2015 PRINCIPLES AND THEORIES OF ADULT EDUCATION ABT3621

Department of Adult Basic Education and Youth Development. (Document retrieved on 8/4/2018)

UNIVERSIDAD AUTONOMA DE SANTO DOMINGO

-UASD-



FACULTY OF HUMANITIES
THE SCHOOL OF FOREIGN LANGUAGES
EFL MASTER'S DEGREE PROGRAM
Center of Nagua, D.R.

Research Questionnaire:

1. Institution _____ 2. Class Level _____ 3. Time
studying _____ years. 4. Sex _____ 5. Age _____

QUESTIONS:

1- The teacher asks questions in English after having explained the grammar.

- a) Totally agree
- b) Agree
- c) Disagree
- d) Totally disagree

2- You interact in English among you during the class.

- A) Totally agree
- B) Agree

C) Disagree

D) Totally disagree

3- The teacher uses reading comprehension in the target language.

a) Totally agree

b) Agree

c) Disagree

4- The teacher evaluates the grammar translating sentences from Spanish to English

a) Totally agree

b) Agree

c) Disagree

d) Totally disagree

5- The teacher asks the vocabulary in English.

a) Totally agree

b) agree

c) disagree

d) Totally disagree

6- The teacher assigns expositions in English.

a) Totally agree

- b) agree
 - c) disagree
 - d) Totally disagree
-

7- You understand properly when you speak English with native speakers.

- a) Totally agree
 - b) agree
 - c) disagree
 - d) Totally disagree
-

8- Native English speakers can understand you properly when you talk to them.

- a) Totally agree
 - b) agree
 - c) disagree
 - d) Totally disagree
-

9- You understand at least 85% when you watch English programs.

- a) Totally agree
 - b) agree
 - c) disagree
 - d) Totally disagree
-

10- English speaking people feel comfortable talking with you.

- a) Totally agree
 - b) agree
 - c) disagree
 - d) Totally disagree
-

Thanks for your allotted time for answering this questionnaire.