



# **UNIVERSIDAD NACIONAL DE CHIMBORAZO**

## **FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS**

### **LANGUAGE CAREER**

#### **PROJECT TITLE:**

**“EXPLORATION OF GRAMMAR TRANSLATION METHOD IN DEVELOPMENT OF  
WRITING IN ENGLISH LANGUAGE IN PRIMERO DE BACHILLERATO CLASS “A”  
AT UNIDAD EDUCATIVA “VICTOR PROAÑO CARRION” DURING 2016 – 2017  
SCHOOL YEAR”.**

**Project prior to obtaining a Degree in Languages**

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#### **ACADEMIC YEAR:**

**2016-2017**

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En calidad de tutora de tesis previa a la obtención del título de Licenciatura en Idiomas Especialización Inglés, con el tema: **“EXPLORATION OF GRAMMAR TRANSLATION METHOD IN DEVELOPMENT OF WRITING IN ENGLISH LANGUAGE IN PRIMERO DE BACHILLERATO CLASS “A” AT UNIDAD EDUCATIVA “VICTOR PROAÑO CARRION” DURING 2016 – 2017 SCHOOL YEAR”**, ha sido elaborado por Jairo Alexis Ati Ati, revisado y analizado en un cien por ciento con el asesoramiento permanente de mi persona, por lo cual se encuentra apto para ser sometido a la defensa respectiva.

Es todo cuando puedo informar en honor a la verdad



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## **ACKNOWLEDGEMENT**

A sincere thanks to God for being an inexhaustible source of love and kindness.

To Universidad Nacional de Chimborazo, to Facultad de Ciencias de la Educación Humanas y Tecnologías and Language Career for giving me the opportunity to become a professional.

To my teachers, especially to MsC. Elsa Basantes for support of my work of Degree since thanks to her work of mediation and permanent orientation I have fulfilled the indispensable requirements to obtain the approval of the Work of Degree.

To my girlfriend for her friendship, advice, support, and company in the most difficult moments of my life.

## DEDICATION

**To God.** For give me the life and allow me to reach another step to achieve my goals, through his infinite goodness and love.

**To my parents.** For their support, advices and example of perseverance and constancy, for their values instilled in me to be a good person and for their unconditional love.

**To my family.** For being a source of motivation and improvement and see in me an example to follow.

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## **RESUMEN**

El uso inadecuado del método de traducción gramatical en los estudiantes es un problema que afecta la habilidad de la escritura en el proceso de Enseñanza- aprendizaje en los estudiantes de Primero de Bachillerato paralelo “A” de la Unidad Educativa “Víctor Proaño Carrión” durante el año lectivo 2016-2017 en la parroquia Calpi. La presente investigación tiene como objetivo observar, analizar, identificar y determinar porque los estudiantes no obtienen una buena traducción gramatical dentro de la asignatura del idioma inglés. La misma investigación fue de tipo cualitativo y de nivel exploratorio porque fue explicada a través de teorías existentes usando la técnica de la observación. El instrumento utilizado fue una hoja de cotejo, para poder recolectar información de los estudiantes para conocer los problemas que ellos tienen al utilizar este método de traducción. El método cualitativo empleado fue el etnográfico ya que nos permitió realizar la investigación en una forma natural. Obteniendo como resultado que el método de traducción gramatical ayuda a los estudiantes a redactar párrafos o textos combinando diferentes estrategias y técnicas al momento de traducir. Concluyendo que el método de traducción gramatical es importante porque ayuda a entender el idioma y a desarrollar la habilidad de la escritura.

## Abstract

The inadequate use of the Grammar Translation method is a problem that affects the ability of writing in the process of Teaching-learning in the students of Eleventh grade class "A" at the Educational Unit "V́ctor Proaño Carrión" during 2016-2017 school year in Calpi parish. The present research aims to observe, analyze, identify and determine why students do not obtain a good grammatical translation within the subject of the English language. The same research was qualitative of an exploratory level because it was explained through existing theories using the observation technique. The instrument used was a tally sheet to be able to collect information from the students to know the problems that they have when using the grammar translation method. The qualitative method used was ethnographic as it allowed us to carry out the research in a natural way. As a result, the grammar translation method helped students to write paragraphs or texts combining different strategies and techniques when translating. Concluding that grammar translation method is important because it helps to understand the language and to develop the ability of writing.



Reviewed by: Enrique Guambo Yerovi.  
Language Center Teacher

## INTRODUCTION

The Unidad Educativa “Victor Proaño Carrion” is located in Chimborazo Province, in the parish of Calpi. On August 30, 2013, by Ministerial Agreement No. 307-11, confirms the functioning of the Bachillerato General Unificado en Ciencias and it authorizes the operation of the Technical high schools, especialización Industria de la Confección, and the Bachillerato Técnico Artístico, Especialización Música since 2013 -2014 school year. It has 30 teachers, and 500 students. In each class, there are more than 20-30 students in each class, especially on Primero de Bachillerato class “A”.

In this research was noticed that students have troubles at the moment of using the grammar translation method therefore it affects the writing skill during the teaching-learning process. Students do not differentiate the grammatical rules between Spanish and English. The grammar translation method is important for improving the writing skill but exist different strategies and techniques that can be used to obtain a good translation through of this method for instance the general content is divided in five chapters.

The observed problem was that teachers and students do not use adequate strategies and techniques, they do not teach the correct use of grammar translation method therefore students have troubles in the translation, therefore they choose a translation in literal way and they feel confused at the moment to translate from Spanish to English, as English language has different meanings into its words. The students do not have a clear idea at the moment of receive the message of a text or paragraph therefore they do not increase their skill to write. Therefore, the main problem teachers and students do not use adequate strategies and techniques to obtain a clear grammar translation method therefore they do not develop a good writing skill into English language. For this reason, we were applied a tally sheet to determine if the grammar translation method influence in the development of writing. This research provides a guide for students and teacher use techniques and strategies in a good way to get a efficient level of writing into the English language. At last, this research is important because the grammar translation method helps to understand the second language and improves the writing skill in students thus students can create their own paragraph using grammar translation method in a right way combining the different strategies when they translate.

The aim of this research was to explore why teacher and students do not obtain a good grammatical translation for this reason is necessary a deep study of different strategies and techniques during the teaching- learning process.

This investigation has been organized in five chapters:

**CHAPTER I:** Referential Framework, it shows the problem posed by we that be going to solve, outlining of the problem for verify the real situation or problem in our national context, question guidelines to facilitate the develop of the research, objectives to be achieved and justification which have the problem and its importance to be a feasible research.

**CHAPTER II:** Theoretical Framework, it contains some research related to the two variables such as: Grammar Translation Method and writing skill.

**CHAPTER III:** Methodological Framework, it contains the research design, type research and level research, population and sample, techniques and tools for data collection and method that will be used to obtain the information of investigation from the population.

**CHAPTER IV:** Contains the interpretation and analyze of all results of the research.

**CHAPTER V:** Contains the conclusions and recommendations of the research.

## **CHAPTER I**

### **REFERENCE FRAMEWORK**

#### **REFERENCE FRAMEWORK**

##### **1.1. THE RESEARCH PROBLEM**

Teachers and students do not use adequate strategies and techniques to obtain a clear grammar translation method therefore they do not develop a good writing skill into English language.

##### **1.2. PROBLEM DEFINITION**

According to Education First (2013) Ecuador was ranked 46 out of 60 countries, having one of the lowest English language proficiencies. Ecuador is moving towards a knowledge-based economy where investing in education, infrastructure, skills, and technology is essential. In order to improve future innovation, become more competitive internationally and provide mobility through education, countries such as Ecuador, Peru, Chile and Brazil created scholarship programs for local students to study abroad in the best universities around the world. Given the fact that Ecuador is a multicultural country, a certain number of Ecuadorian students who are learning English may descend from indigenous cultures— where their first language is Quechua, Spanish is their second language; and English their third. For many people the grammar translation method was a traditional method for teaching grammar into the learning- teaching process. Nowadays the Grammar translation method is fundamental for learning English language because it allows the students have a better development into the writing skill. The grammar translation method has a variety of approaches but the most important approach is that students analyze and understand the grammatical rules therefore they apply in the writing. This method facilitates to the students to understand fastly the meaning of phrases, texts, readings and stories, etc. In Chimborazo province, it has been observed by students have a low level of translation in English language, the factor which affect the writing skill.

The Unidad Educativa “Victor Proaño Carrion” is located in Chimborazo Province, in the parish of Calpi. On August 30, 2013, by Ministerial Agreement No. 307-11, confirms the functioning of the Bachillerato General Unificado en Ciencias and it authorizes the operation of the Technical high schools, especialización Industria de la Confección, and the Bachillerato Técnico Artístico, Especialización Música since 2013 -2014 school year.

Then, after many observations accomplished in the professional practices, it was noticed that students of Primero de Bachillerato Class “A” at Unidad Educativa “Victor Proaño Carrion” have troubles at the moment of using the grammar translation method therefore it affects the writing skill in the learning process. Therefore, students do not use the grammar translation method in adequate way because they do not differentiate the grammatical rules between Spanish and English language.

The problem is that teachers do not use adequate strategies and techniques; they do not teach the correct use of grammar translation method therefore students have troubles in the translation therefore they choose a translation in literal way and they feel confused at the moment to translate from Spanish to English, as English language has different meanings into its words. The students do not have a clear idea at the moment of receive the message of a text or paragraph therefore, they do not increase their ability to write.

The objective of this research is to explore why teacher and students do not do a good grammatical translation for this reason is necessary a deep study of different strategies and techniques during the teaching- learning process.

The present research was important to study because the grammar translation method helps to understand the second language and improves the writing skill in students thus students can create their own paragraph using of grammar translation method in right way combining the different strategies when they translate.



### **1.3. FORMULATION OF THE PROBLEM**

How does grammar translation method develop writing in English language in Primero de Bachillerato class “A” at Unidad Educativa “Victor Proaño Carrion” during 2016 – 2017 school year?

### **1.4. QUESTIONS GUIDELINES**

How do factors of Grammar Translation Method help in developing writing?

Which are the benefits that Grammar Translation Method provides to develop writing skill?

Which strategies and techniques of Grammar Translation Method may develop writing?

## **1.5. OBJECTIVES:**

### **1.5.1. GENERAL OBJECTIVE**

- To observe if the grammar translation method develops the writing skill in English language in Primero de Bachillerato class “A” at Unidad Educativa “Victor Proaño Carrion” during 2016 – 2017 school year.

### **1.5.2. SPECIFIC OBJECTIVES**

- To analyze the factors of Grammar Translation Method to develop writing in English language.
- To identify the benefits of grammar translation method in the development of writing in English language.
- To determine strategies and techniques in grammar translation method to develop of writing skill in English language.

## 1.6. JUSTIFICATION

The project was done, based on exploration of grammar translation method in the development of writing in English language to verify the use of this method in Primero de Bachillerato class "A" at Unidad Educativa "Victor Proaño Carrion". Is important to know how to use different forms of translation to improve their development of writing skill thus with the correct use of translation method the students can give relevant and clear information that have cohesion and coherence at the moment of translate a text. When a student uses a method of translation in a good way they increase their knowledge and vocabulary into a second language.

This research is feasible because it has the bibliography, the approval of the highest authority of the institution to develop, we also have the financial resources, time required, and also to investigate in the library of the Universidad Nacional de Chimborazo, it was verified that there is no research conducted by students of the Language Career related variables, or the place where this research was developed.

This research helped to correct the difficulties that arising of the problem through adequate intervention by teachers, using some techniques and material according the grammar translation method with Students of Primero de Bachillerato in class "A" at Institución Educativa " Victor Proaño Carrion" 2015- 2016 school year in Riobamba City who are considered the direct beneficiaries, with the development of this project, and teachers too. In fact, they may learn to use the grammar translation method in a good way into the English language and put in practice in development of writing inside and outside the class.

Also this research must help the researcher because in a future to be a teacher in a near and all the collected information in this research must be to acquire and facilitate the learning- teaching process into the English subject to identify the correct use of grammar translation method into the group of students thus to teach the students how use this method trough of different techniques of translation using adequate materials. In the same way, this research must permit the finalization of my career to graduate as English teachers.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1. BACKGROUND OF PREVIOUS INVESTIGATIONS RELATED TO THE PROBLEM TO BE INVESTIGATED

Once reviewed the library's files of the Facultad de Ciencias de la Educación, Humanas y tecnologías at UNACH and, it was verified that there are not similar researches, but there is one research, which has similar variable it is: LAS ESTRATEGIAS METODOLÓGICAS EN LA ENSEÑANZA DE LA DESTREZA DEL WRITING EN LOS ESTUDIANTES DEL NOVENO AÑO DEL COLEGIO MALDONADO. By: Padilla Natali y Montero Fernanda, 2013 (UNACH). This project's objective is determined the influence of methodology strategies in the teaching of writing skill. In this research the authors conclude that teachers to develop writing skill in their students they use grammar translation method.

GRAMMAR TRANSLATION METHOD EN EL DESARROLLO DE DESTREZAS DEL IDIOMA INGLÉS (LISTENING – SPEAKING – READING – WRITING) EN LOS ESTUDIANTES DEL BÁSICO 1 DE INGLÉS DEL DEPARTAMENTO ESPECIALIZADO DE IDIOMAS. By: Wilmer Efraín Burbano Anacona, 2014. (Universidad Técnica de Ambato). This project's objective is to identify the influence of the grammar method translation into the four skills (listening, speaking, Reading and writing). This research was made to satisfy the necessities of the students into the teaching- learning process. He uses as reference to Johann Seidenstücker, Karl Plötz, H. S. Ollendorf, y Johann Meidinger.

EL APRENDIZAJE SIGNIFICATIVO EN EL DESARROLLO DE LA HABILIDAD ESCRITA DEL IDIOMA INGLÉS. By: Germán Patricio Reyes Cadena, 2013. (Universidad Central del Ecuador). This Project reflect the use of writing strategies to obtain a meaningful learning in the students. There are some factors that affect the proces of teaching-learning such

as: low level of writing practice, lack of materials, etc. Teacher needs to create a good environment where the students are motivated to develop the writing skill:

THE EFFECT OF USING GRAMMAR-TRANSLATION METHOD ON ACQUIRING ENGLISH AS A FOREIGN LANGUAGE. By: Ishraq M. Aqel, 2013. (Mu'tah University of Jordan). This research is an experimental research. The objective is to investigate the effect of using grammar translation to acquire a second language to verify the four skills in the English foreign language:

GRAMMAR TRANSLATION METHOD AND COMMUNICATIVE APPROACH IN TEACHING ENGLISH. By: Gabriela Vašátová, 2009. (Masaryk University BRNO). The project's objective is to compare the grammar translation method and communicative approach in teaching English because it is very important to choose the best method according to the necessities of the students.

## **2.2. THEORETICAL FOUNDATION**

### **2.2.1. GRAMMAR TRANSLATION METHOD**

#### **INTRODUCTION**

Grammar Translation Method is a method of language learning that is taught to promote intellectuality through mental gymnastics focusing on grammatical rules, memorization of vocabulary, various conjugations, translations of the texts, and doing written exercise (Brown: 2001)

Richards and Rodgers (1990) argues that, Grammar translation method is a way of studying a language that approaches the language through detailed analysis of its grammar rules, followed by application of this knowledge to task of translating sentences, and its language learning in order to understand and manipulate the morphology and syntax of the foreign language.

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.

The grammar translation method is a traditional method used through years, this method is important for acquire vocabulary, learn grammatical rules and understand the morphology and syntax of the foreign language. The use grammar translation method helps students to practice and improve the writing skill.

#### **2.2.1.1. Principles and characteristics of Grammar Translation Method:**

a) According Richards and Rodgers (1986) sum up the principal characteristics of the Grammar-Translation Method:

1. The goal of foreign language learning through the Grammar Translation Method was to read its literature and also to benefit from the 'mental discipline' and also to benefit from the 'mental discipline' and 'intellectual development' that are the direct results and 'intellectual development' that are the direct results at this point, emphasize that the language could be learnt through its grammar rules, and further, an application of these rules in translation. This in turn automatically leads one to the conclusion that language learning is nothing but simple memorization of rules and facts.
2. Reading and writing (which eventually means translation) skills were given the major role to play whereas the speaking skill was paid little or no attention.
3. Memorization and translation were used as means of learning a language. Words, however, were taught through bilingual word lists.
4. The sentence as a unit was taken into consideration as a distinguishing part, in this method. The reason was a distinguishing part, in this method. The reason was simply because the grammar was illustrated through the sentence which later on was translated.
5. Accuracy was emphasized throughout the method and a high standard was demanded.
6. In this method grammar was taught through a deductive method. Rules were presented and learners were given a chance to study and practice the rules and the practice as we know was dependent more on translation exercises.
7. The mother tongue of the learner was used as a medium of instruction.

b) According to Prator and Celce-Murcia (1991), the key features of the Grammar Translation Method are as follows:

1. Classes are trained in the mother tongue, with little active use of the target language.
2. Much vocabulary is taught in the form of lists of isolated words.
3. Long elaborate explanations of the intricacies of grammar are given.
4. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
5. Reading of difficult classical texts is begun early.
6. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.

7. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
8. Little or no attention is given to pronunciation.

### **2.2.1.2. Advantages of Grammar Translation Method**

a) According Harvey (1985), there are some advantages of Grammar Translation Method:

1. The target language is quickly explained in GTM.

Translation is the easiest method of explaining meanings or words and phrases from one language into another. Any other method of explaining vocabulary items in the second language is found time consuming. A lot of time is wasted if the meanings of lexical items are explained through definitions and illustrations in the second language. Further, learners acquire some short of accuracy in understanding synonyms in the source language and the target language.

2. Teacher and students are easy to communicate/It does not need native language

Teacher's labour is saved. Since the textbooks are taught through the medium of the mother tongue, the teacher may ask comprehension questions on the text taught in the mother tongue. Pupils will not have much difficulty in responding to questions on the mother tongue. So, the teacher can easily assess whether the students have learnt what he has taught them. Communication between the teacher and the learners does not cause linguistic problems. Even teachers who are not fluent in English can teach English through this method. That is perhaps the reason why this method has been practiced so widely and has survived so long.



3. The students easy to understand because of grammatical lessons.

ESL students taught successfully under the grammar translation method will have the ability to translate even difficult texts from their native language into English. They possess a thorough knowledge of English grammar, including verb tenses. These students will be familiar with several classical pieces of English literature, which are used for grammatical analysis and exercises.

This method requires few specialized skills on the part of teachers. Grammar rules and Translation Tests are easy to construct and can be objectively scored. Many standardized tests of foreign languages still do not attempt to test communicative abilities, so students have little motivation to go beyond grammar analogies, translations and other written exercises.

#### **2.2.1.3. Disadvantages of Grammar Translation Method**

According Marks (2008), there have been various disadvantages of the use of the grammar translation method for the teaching of modern languages. Marks provide a few objections:

- Speaking and understanding are more important for learners of modern languages than reading and writing. However, the grammar translation method prefers written language to spoken language.
- This method uses a graded grammatical syllabus and learners must gradually accumulate and accurate command of each item in the syllabus. This may be a big disadvantage for learners who want to start using the language straight away.
- Learning through exposure, experience and use is preferred nowadays. But grammar translation method uses conscious memorization of grammar rules or vocabulary instead.
- In grammar translation method the teacher and the learners speak mainly in their mother tongue. But the last experience shows that the target language should be used as much as possible.
- In the grammar translation method, the teacher plays a very prominent role and learners interact with the teacher, not with each other. Nowadays it is recommended that learners

should make their own discoveries independently. They should be able to cooperate as well.

- At present it is believed that translation, a basic technique in the Grammar Translation Method is not the best way how to learn a new language. It is better to think in that language instead.
- The Grammar Translation Method insists on accuracy. However, nowadays it is believed that fluency is more important.

#### **2.2.1.4. Common/typical techniques closely associated with the Grammar Translation Method**

Diane Larsen-Freeman (2000), in her book *Techniques and Principles in Language Teaching* provides expanded descriptions of some common/typical techniques closely associated with the Grammar Translation Method.

- Translation of a Literary Passage. - Translating target language to native language.
- Reading Comprehension Questions. - Finding information in a passage, making inferences and relating to personal experience.
- Antonyms/Synonyms. - Finding antonyms and synonyms for words or sets of words.
- Cognates.- Learning spelling/sound patterns that correspond between L1 and the target language.
- Deductive Application of Rule. - Understanding grammar rules and their exceptions, then applying them to new examples.
- Fill-in-the-blanks. - Filling in gaps in sentences with new words or items of a particular grammar type.
- Memorization. - Memorizing vocabulary lists, grammatical rules and grammatical paradigms.
- Use Words in Sentences. - Students create sentences to illustrate they know the meaning and use of new words.
- Composition. - Students write about a topic using the target language.

### **2.2.2. Development of writing in English Language**

The ability to write well is not a naturally acquired skill; it is usually learned or culturally transmitted as a set of practices in formal instructional settings or other environments. Writing skills must be practiced and learned through experience. Writing also involves composing, which implies the ability either to tell or retell pieces of information in the form of narratives or description, or to transform information into new texts, as in expository or argumentative writing. Perhaps it is best viewed as a continuum of activities that range from the more mechanical or formal aspects of "writing down" on the one end, to the more complex act of composing on the other end (Omaggio Hadley, 1993)

The writing skill is acquired during the teaching-learning process in different instructional settings and environments. Writing involves ability and compositions of texts for acquire experiences.

#### **2.2.2.1. What is Writing Process?**

Process writing is an approach to writing, where language learners focus on the process by which they produce their written products rather than on the products themselves. In the end, learners surely need to and are required to complete their products, yet the writing process itself is stressed more. By focusing on the writing process, learners come to understand themselves more, and find how to work through the writing. They may explore what strategies conform to their style of learning. Writing is a thinking process, a writer produces a final written product based on their thinking after the writer goes through the thinking process. (Brown, 2001)

Process writing is a sequence that a learner follows for obtain a written product but during this process learners have to understand and use strategies and techniques for obtain a good writing.

#### **2.2.2.2. Writing Process**

According Frances Hoch (2003) Strategies for helping English Language Learners throughout the writing process.

## The writing process and English Language Learners

The process approach to writing is ideally suited to the second language learner since listening, speaking, and reading can be so naturally integrated with it.

### Pre-writing

Pre-writing is essential for the writer whose first language is not English. Especially at the lower levels of proficiency, students have a limited lexicon and therefore often have difficulty expressing their ideas. Therefore, teachers or other students may need to assist second language students to generate vocabulary and grammatical structures relevant to the topic. Models and samples are often helpful.

- Brainstorming — depending on the students' level of language, the writing down of ideas can be done by the teacher or by native English speaking students; the teacher may need to provide some guidance by asking questions to elicit vocabulary and structures associated with the selected topic
- Word banks generated by the students or as assigned by the teacher
- Drawing and sketching — enable students to illustrate ideas for which they do not have the language
- Discussion with native English-speaking peers or with the teacher
- Note-taking (often with the use of charts)
- Graphic organizers for eliciting, organizing and developing background knowledge
- Dictations — give learners some alternative models for addressing a writing task
- Researching and gather data by viewing videos, reading, talking, interviewing, and searching reference books or internet

### Drafting

At the drafting stage students write their ideas down using some of the notes, language, and structures generated during the pre-writing activities. Second language students especially need to be aware that their first draft does not have to be perfect and that the purpose of this activity is

to get words on paper. Spelling will often not be accurate and there may be many grammatical errors. Some students may also insert words in their native language.

- Using notes taken during pre-writing activities — provides students with a starting point and a skeleton of ideas; especially useful for second language learners whose ideas are restricted by their limited vocabulary
- Sentence completions — may address the different ways to begin or end a paragraph or a story or may focus on vocabulary needed to describe or narrate a story
- Journal writing — allows students to take risks and experiment with language; it can provide a starting point for a longer writing assignment

### Revising/editing

Second language learners will also need assistance during the revising/editing stage from teachers and from other students. Changes in writing will need to address word usage and clarification of ideas, as well as grammatical accuracy, punctuation, spelling and capitalization. It is important to remember that second language students may have difficulty recognizing their own errors or the errors of their peers. A self-assessment checklist may help them monitor their own writing. However, care should be taken with peer editing groups. In addition, it is important that correction be done in a comfortable environment.

- Peer or group reviews of mixed ELLs and native English speakers
- Language expansion and sentence combining activities — enable students to move beyond subject/verb/object format by encouraging students to combine two or three different statements in various ways to make their sentences more complex
- Rearranging words within sentences
- Using dictionaries, including personal dictionaries, and other resource materials such as grammar books and textbooks

### Word processing

Second language learners should be encouraged to use word processing programs throughout the writing process. The programs facilitate the process and are especially helpful with the

composing, revising, and editing stages because they do not require students to rewrite their work. They help students format their work and produce copies which are clearly legible and professional looking. These programs are especially helpful for students who are accustomed to a different alphabet (i.e. Chinese, Russian) and are only beginning to learn to write using the romanized alphabet for English.

## Translating

Translating is the least useful strategy for writing in a second language. There is often a wide discrepancy between what students can express in their first language and what their limited foreign language lexicon enables them to do. They frequently resort to using a dictionary to look up every word and end up with a literal translation that may be completely incomprehensible and even embarrassing.

## 2.5. Definitions of basic terms

**Grammar.** – the study or use of) the rules about how words change their form and combine with other words to make sentences (Cambridge Dictionary, 2014)

**Translation.** - words that have been changed from one language into a different language: words that have been translated ( Merrian Webster Dictionary, 1928)

**Method.** – A particular procedure for accomplishing or approaching something, especially a systematic or established one. (Oxford Dictionaries, 2011)

**Strategy.** - a careful plan or method for achieving a particular goal usually over a long period of time. (Merrian Webster Dictionary, 1928)

**Writing.** - the skill or activity of producing words on a surface. (Cambridge Dictionaries, 2014)

**Skill.** – An ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills). See also competence. (Business dictionary, 2016)

**Memorize.** - to learn something so that you will remember it exactly. (Cambridge Dictionary, 2015)

**Learning.** - Measurable and relatively permanent change in behavior through experience, instruction, or study. Whereas individual learning is selective, group learning is essentially political its outcomes depend largely on power playing in the group. (Business dictionary, 2016)

## 2.6. OBJECTIVE OPERACIONALIZATION

OBJECTIVE	INFORMATION	PLACE OF THE RESEARCH	TECHNIQUES/TOOLS
<p>1.- To analyze the factors of Grammar Translation Method to develop writing in English language.</p>	<p>-The factors that permit to facilitating the development of writing skill such as make lists of isolated words, elaborate explanations, rules for putting words together; in English language.</p>	<p>-Unidad Educativa “Victor Proaño Carrión”</p>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Tally sheet</li> </ul>
<p>2.- To identify the benefits of grammar translation method in the development of writing in English language.</p>	<p>-The benefits that provide grammar translation method such as the target language is quickly explained in GTM, easy communication, better understanding of grammatical lessons, etc.</p>	<p>-Unidad Educativa “Victor Proaño Carrión”</p>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Tally sheet</li> </ul>



<p>3.- To determine strategies and techniques in grammar translation method to develop of writing skill in English language.</p>	<p>- The best strategies and techniques using by teacher and students during the teaching-learning process such as, translation of a literary passage, reading comprehension questions, antonyms/synonyms, cognates, etc.</p>	<p>-Unidad Educativa “Victor Proaño Carrión”</p>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Tally sheet</li> </ul>
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**SOURCE:** Objective Operacionalization

**DONE BY:** Jairo Ati

## **CHAPTER III**

### **METHODOLOGICAL FRAMEWORK**

#### **3.1. RESEARCH DESIGN**

##### **Qualitative method to be used:**

**Ethnographic.** - It is a systematic process that is studied in a natural context.

**Field research.** - The information was collected at Unidad Educativa “Victor Proaño Carrion” where the reviewed event occurs.

**Documentary.** - The purpose was to support that arguments collecting information and using books, papers and printed documents in Universidad Nacional de Chimborazo.

#### **3.2. TYPE RESEARCH**

This research was qualitative because can be explained through existent theories using data collection that contribute with this research.

#### **3.3. LEVEL OF RESEARCH**

It was an Exploratory Descriptive research because it was observed the situation of the population in this case Unidad Educativa “Victor Proaño Carrion” during 2016-2017 school year.

### **3.4. POPULATION AND SAMPLE**

#### **3.4.1. POPULATION**

The population is relatively small; for this reason, was not necessary to take a sample therefore this study was made up of 1 Teacher, 19 Students of 15-16 years old in Primero de Bachillerato in class “A” at Unidad Educativa “Victor Proaño Carrion” during 2016-2017 school year, given as result 20 beneficiaries. This group was choosed because during the pre-professional practices was evidenced a low level of English and a bad use of grammar translation method in English learning. Students of Primero de Bachillerato have problems at the moment to do the grammar translation method to comprehend the target language because teacher and students do not know the adequate strategies and techniques to develop their writing skills into the English subject. Their principal necessities are to develop the best grammar translation method and improve their writing skill therefore facilitate the understanding of English language during the teaching-learning process.

#### **3.4.2. SAMPLE**

The population is small therefore no sample was applied consequently; the work is involved with anyone indicated in the research process.

### **3.5. PROCEDURE**

To develop this study the researcher had to take some necessary steps to obtain the results. The researcher to collect the data and results followed some steps such as:

First Step: Field Access, Field recognition, Report writing, draft, Gathering tools recognition, Participant definition, Observation with teacher and students.

Second Step: Productive data gathering, Class observation N° 1, Class observation N° 2 and Tutor revision.

Third Step: Data reduction, Data transformation, Objectives review, Objectives Vs. Data confrontation, Tutor revision, Final report draft revision, Tutor revision, Final report presentation

This research belong to Methodology area. The same was chosen because Methodology is the systematic revision of the methods applied to a field of study. This topic was chosen because students at the moment of translate do not apply the grammar translation method in a right way and they translate in a literal way.

In Methodology area, the grammar translation method is very important because it allows to focus on grammatical rules, memorization of vocabulary, translations of the texts and doing writing exercises. In this research was investigated the specific problem “teachers and students do not use adequate strategies and techniques to obtain a clear grammar translation method therefore they do not develop a good writing skill into English language”.

### **3.6. FIELD WORK**

The first step was requested authorization to the authorities at “Victor Proaño Carrion” Institution, after that our investigation title was approved in H- consejo, the office directed to the main authority of that Institution was request in the career direction, which gave the authorization in order to perform the field research without inconvenience in this process as the authorities of the institution provided the approval to carry out this investigation.

The authorities gave a specific time to apply the evaluation instruments to students, in this time students was observe in active way during the class. They performed very happy and very active.

There were some main aspects that were observed such as; the troubles at the moment to use grammar translation method, techniques and strategies relate to this method. To be realized this project was important know if the students distinguish the techniques and strategies of this method for improve the writing skill.

This research verified that teachers and students did not use adequate strategies and techniques to obtain a clear grammar translation method so they do not develop a good writing skill into English language. The information was obtained from teachers, students, books and internet.

### **3.6. TECHNIQUES AND TOOLS FOR DATA COLLECTION**

#### **TECHNIQUES**

The observation technique was applied in this investigation to look for the essential information.

**Observation:** Observation is a way of gathering information by observing behavior or events in their natural setting. There are two kinds of Observations, they can be overt (students know they are being observed) or covert (students do not know they are being observed and the observer is concealed).

## **INSTRUMENTS**

The instrument applied was the tally sheet, where the relevant aspects were recorded about grammar translation method in the development of writing in English language that was be investigated.

**Tally sheet:** It is a manner for counting identical events that do not have to be followed-up.

### **3.6. METHOD**

- **Scientific method:** because it is an ongoing and logical process, which begin through observation in the real world to come to the problem, given clear and specific objectives, gathering reliable information.
- **Inductive method:** because it seeks to know the reality and apply concepts based on theories in the research problem.

**CHAPTER IV**  
**SURVEY 1**

**4. DATA PROCESSING, ANALYSIS OF RESULTS**

This research was developed at the Unidad Educativa “Victor Proaño Carrion” with Primero de Bachillerato class “A” during 2016-2017 school year in order to explore the grammar translation method in development of writing in English language.

**Table 2.** Tally sheet to the students of Primero de Bachillerato class “A” at Unidad Educativa “ Victor Proaño Carrion” during the school year 2016-2017” in the Calpi parish.

<b>OBJECTIVES</b>	<b>INFORMATION</b>	<b>ANALYSIS</b>	<b>CONTRAST WITH THEORY</b>
1.-To observe if the grammar translation method develops the writing skill in English language in Primero de Bachillerato class “A” at Unidad Educativa “Victor Proaño Carrion” during 2016 – 2017 school year.	- Students at the moment of writing try to understand the message in a coherent way.	The analysis shows that the majority of students of Primero de Bachillerato of Class “A” have troubles at the moment to use the grammar translation method because they translate in literal way therefore they do not improve the writing skill	The grammar translation is a method used through years, this method is important for acquire vocabulary, learn grammatical rules and understand the morphology and syntax of the foreign language. The use grammar translation method helps students to practice and improve the writing skill.

		and they do not understand the message into the text.	
2. - To analyze the factors of Grammar Translation Method to develop writing in English language.	- Students understand the idea that teacher transmit at the moment to speak in target language.	The results show that the students do not understand the idea when teacher speak in the target language because the principal factor that affect are the classes which are taught in the mother tongue with little active use of the target language so they do not increase their vocabulary.	There are some factors into the grammar translation method: 1. Simple memorization of rules and facts. 2. Reading and writing (which eventually means translation) skills were given the major role to play whereas the speaking skill was paid little or no attention. 3. Memorization and translation were used as means of learning a language. 4. The sentence as a unit was taken into consideration as a distinguishing part, in this method. 5. Accuracy was emphasized throughout the method and a high standard was demanded. 6. The mother tongue of the learner was used as a medium of instruction.



<p>3. - To identify the benefits of grammar translation method in the development of writing in English language.</p>	<p>- The Translation methods are used in class.</p> <p>- Translation facilitate the development of writing skill in the students.</p>	<p>Students use the grammar translation method with complications then this makes translation difficult to develop the writing skill. Students do not acquire the benefits of grammar translation method such as; easy communication in target language, easy understanding and good translation of texts.</p>	<p>Benefits of Grammar Translation Method:</p> <p>1. - The target language is quickly explained in GTM. Translation is the easiest method of explaining meanings or words and phrases from one language into another. A lot of time is wasted if the meanings of lexical items are explained through definitions and illustrations in the second language.</p> <p>2.- Teacher and students are easy to communicate/It does not need native language</p> <p>Teacher's labour is saved. Since the textbooks are taught through the medium of the mother tongue, the teacher may ask comprehension questions on the text taught in the mother tongue. Communication between the teacher and the learners does not cause linguistic</p>
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			<p>problems.</p> <p>3. - The students easy to understand because of grammatical lessons.</p> <p>ESL students taught successfully under the grammar translation method will have the ability to translate even difficult texts from their native language into English. They possess a thorough knowledge of English grammar, including verb tenses.</p> <p>4. - This method requires few specialized skills on the part of teachers. Grammar rules and Translation Tests are easy to construct and can be objectively scored.</p>
<p>4. - To determine strategies and techniques in grammar translation method to develop writing skill in English language.</p>	<p>- Students at the moment to translate a text apply the grammatical rules in a correct way.</p> <p>- Students translate in literal way.</p>	<p>A few students know and apply some strategies and techniques when they translate a text or try to understand a message. Other students translate a text in literal way because</p>	<p>Common/typical techniques closely associated with the Grammar Translation Method.</p> <p>-Translation of a Literary Passage. - Translating target language to native language.</p> <p>-Reading Comprehension Questions. -</p>

	<p>- Students use strategies at the moment to write a text such as; brainstorming, graphic organizers and others.</p>	<p>they do not know the different strategies closely associated with this method. When the students apply the techniques and strategies, they increase the level into the target language because they know how to use brainstorming, discussion graphic organizers and others into the group of class.</p>	<p>Finding information in a passage, making inferences and relating to personal experience.</p> <p>-Antonyms/Synonyms. - Finding antonyms and synonyms for words or sets of words.</p> <p>-Fill-in-the-blanks. - Filling in gaps in sentences with new words or items of a particular grammar type.</p> <p>-Memorization. - Memorizing vocabulary lists, grammatical rules and grammatical paradigms.</p> <p>-Use Words in Sentences. - Students create sentences to illustrate they know the meaning and use of new words.</p>
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**SOURCE:** Survey applied to students

**DONE BY:** Jairo Ati

## CHAPTER V

### 5. CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 CONCLUSIONS

- The grammar translation method develops the writing skill in English language because it is a way of studying used to focus on grammatical rules, memorization of vocabulary; improving the writing skill, translations of texts and understanding the morphology and syntax of the foreign language.
- The factors of grammar translation method helps to develop writing skill, as they are key features to provide the grammatical rules and focus on the form and inflection of words; an important factor for improving writing skill using this method is the activity in the use of the target language during the classes.
- There are some benefits that grammar translation method provide to improve the writing skill such as; the target language is quickly explained in Grammar translation method, easy communication and understanding of grammatical lessons. Grammar translation method is easier for explaining meanings and words from the mother tongue into another. Communication between the teacher and students do not cause linguistic troubles.
- Majority of students do not use the techniques and strategies of grammar translation method because they do not know how to use and how to apply at the moment to translate. There are some strategies and techniques that can help to improve the writing skill in the group of students such as; translating target language to native language, antonyms/synonyms, cognates, composition and others.

## 5.2 RECOMMENDATIONS

- Students have to use the grammar translation method to improve the writing skill and memorize numerous grammatical rules as well as enormous vocabulary lists therefore students can be prepared to read and translate literary texts or to create paragraphs.
- Focus on the factors that affect the use of the grammar translation method to develop the writing skill as it can cause difficulties into the translation.
- Teacher must know the benefits of grammar translation method for improving the writing skill in students using exercises of grammar, synonyms and antonyms, translation of paragraphs, and others; thus to obtain an easy communication and easy understanding of grammatical rules.
- Teachers must teach to their students about different strategies and techniques used into the grammar translation method for that they know how use and apply during the translation.

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## **6. ATTACHMENTS**

**ATTACHMENT 1  
TALLY SHEET**



**UNIVERSIDAD NACIONAL DE CHIMBORAZO  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS  
CARRERA DE IDIOMAS**

**TALLY SHEET FOR THE STUDENTS OF PRIMERO DE BACHILLERATO CLASS “A” AT UNIDAD EDUCATIVA “VICTOR PROAÑO CARRION” OF THE CALPT’S PARISH.**

**OBJECTIVE:** To determine if the grammar translation method influence in the development of writing in English language in Primero de Bachillerato class “A” at Unidad Educativa “Victor Proaño Carrion” during 2016 – 2017 school year.

Parameters		Yes	No
		1	2
1	The Translation methods are used in class.		
2	Students at the moment to translate a text apply the grammatical rules in a correct way.		
3	Students understand the idea that teacher transmit at the moment to speak in target language.		



Parameters		Yes	No
		1	2
4	Students translate in literal way.		
5	Students at the moment of writing try to understand the message in a coherent way.		
6	Translation facilitate the development of writing skill in the students.		
7	Students use strategies at the moment to write a text such as; brainstorming, graphic organizers and others.		