



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
SCHOOL OF EDUCATION AND LANGUAGES PEDAGOGY OF  
NATIONAL AND FOREIGN LANGUAGES**

**“CHALLENGES OF THE GRAMMAR-TRANSLATION  
METHOD FOR LEARNING ENGLISH”**

**RESEARCH PROJECT**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND  
FOREIGN LANGUAGES**

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**ADVISOR'S APPROVAL**

In my role as advisor of the research paper under the title "CHALLENGES OF THE GRAMMAR-TRANSLATION METHOD FOR LEARNING ENGLISH prepared by Rodríguez Malavé Luis Renato, undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.

Sincerely,

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## **Statement of the Authorship**

I, Rodríguez Malavé Luis Renato with ID number 2450119736, undergraduate student from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as a prerequisite to obtain a bachelor's degree in Pedagogy of National and Foreign Languages in my role as author of the research project "CHALLENGES OF THE GRAMMAR - TRANSLATION METHOD FOR LEARNING ENGLISH", certify that this study work is my authorship, except for the quotes, statements and reflections used in this research paper.

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## **Declaration**

The information and content in this degree and research work are the responsibility; the intellectual property belongs to Universidad Estatal Península de Santa Elena.

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I want to thank my parents for their unconditional love and support, thank you for always believing in me, and my dear girlfriend. I also thank my classmates and friends for always keeping me motivated at the university.

- Rodríguez Malavé Luis Renato

## **Dedication**

I want to dedicate this to my parents, Rubén Rodríguez, and Margarita Malavé. I want you to know that this achievement is because of you. Thank you for always showing me the right path, for your immense love and unconditional support, for your understanding and patience, and for believing in me even when I doubt myself. You are my foundation, my strength, and my motivation to move forward.

I also dedicate this achievement to someone incredibly special to me, my girlfriend, Keyko Quimí, the person who has been with me throughout this long journey. I share this accomplishment with you because, without your support, the process would have been much more difficult.

With love

- Rodríguez Malavé Luis Renato

## **Abstract**

In this research, the difficulties and limitations of the Grammar-Translation Method and the students' experiences in learning English as a second foreign language were explored. As different authors and theories were reviewed, it was determined that this method, in current education, is not highly effective for developing communicative competences at a global level.

To conduct an in-depth analysis, an appropriate population was selected within the Universidad Estatal Peninsula de Santa Elena. The sixth-semester students of the Pedagogy of National and Foreign Languages program stated in the interviews that, at the beginning of their learning process, they felt limited and bored by traditional teaching. They concluded that this method is effective for beginners who need to acquire vocabulary and grammatical rules; however, they considered it necessary to implement new strategies to complement language learning.

**KEY WORDS:** Learning and teaching of English Education, traditional methods, Grammar-Translation Method, communicative competence, learning and teaching of English, educational strategy

## Resumen

Dentro de este estudio logramos evidenciar los distintos desafíos del GTM, donde si bien la enseñanza y aprendizaje de una segunda lengua extranjera es actualmente un hecho importante para la competencia comunicativa podemos evidenciar qué existen varias opiniones y perspectivas del proceso de adquisición de esta. Dentro de la universidad Estatal península de Santa Elena se llevó a cabo entrevistas a estudiantes del sexto semestre de la carrera Pedagogía de Lenguas Nacionales y Extranjeras donde compartieron sus percepciones con respecto al aprendizaje basado en metodologías tradicionales, para ser específicos sobre el Método gramática traducción.

Las entrevistas dieron como resultado la exposición de casos de estudiantes en los cuales tuvieron que aplicar nuevas metodologías para poder complementar su aprendizaje debido que señalan al Método gramática traducción como obsoleto con respecto a que, si bien dan las bases teóricas facilitando las estructuras y la traducción de textos, este a su vez limita la interacción real y auténtica llevando a la desmotivación y aburrimiento

Los entrevistados se aventuran a sugerir que dentro de la enseñanza del inglés se incorpore estrategias que fomenten la participación y el pensamiento crítico para complementar su aprendizaje y tener una buena competencia comunicativa dentro de las instituciones a nivel nacional y mundial.

**PALABRAS CLAVES:** Educación, estrategia educativa, métodos tradicionales, método Gramática traducción, competencia comunicativa, aprendizaje y enseñanza del inglés.

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## Introduction

Learning a language as a foreign language is a primary goal today, with the global educational objective of international communicative competence. However, institutions continue to apply this method due to its significant relevance in social, academic, and professional contexts. Nevertheless, various institutions still rely on a traditional approach such as the grammar-translation method, which encourages the acquisition of grammatical rules, text translation, and vocabulary. While this method has contributed to the development of writing skills over the years, it has proven inefficient in developing communicative competence, genuine language use, and fluency.

This research will explore the challenges of the learning process for students at the Universidad Estatal Peninsula de Santa Elena. It will examine the impact of the Grammar-Translation method, specifically how it interferes with their stimulation, comprehension, and linguistic skills. Similarly, it will focus on finding innovative methodologies that contribute to language learning through interactive strategies that help improve the development of bilingual skills in students.

Through qualitative research, the study seeks to analyze students' perceptions while highlighting the importance of maintaining a balance between the practical and theoretical aspects of the language teaching process. Furthermore, it contributes to understanding how methodologies can be improved by incorporating innovative strategies that enhance competitive skills and provide meaningful learning experiences

## CHAPTER I

### **The Problem**

#### ***Research topic***

Educational assessment, Evaluation techniques, and instruments

#### ***Title***

Challenges of the Grammar-Translation Method for Learning English.

### **Problem Statement**

In recent years, research has shown that a considerable number of students experience significant challenges when learning a new language using traditional methods such as GTM. This is based on the study of different dialects of the English language, focusing particularly on vocabulary and the study of grammatical rules. It is also a useful tool that helps students translate texts, which often leads to limitations in the understanding of the language, as well as in fluency and effective communication.

According to (Dilorom, 2025) "The GTM method helps with translation and knowledge base skills, however, it is not useful for developing communicative fluency with natural fluency," thus demonstrating that while it is important for establishing the foundations of the language, it does not help students communicate clearly in real life.

Among the main problems is the lack of interaction and daily communicative practice that students experience in real-life situations due to their memorization-based learning. This prevents the optimal development of their linguistic skills. In addition, the traditional learning environment can create a communicative disconnection, which leads students to demotivation or disinterest.

(Stern, 1983) points out that " This method of grammatical translation is primarily a set of rules to be learned, which does not guarantee its use as a means of communication." implying that literal translation should not always be applied due to the use of spoken expressions of the language.

The grammar-translation method, which focuses on teaching vocabulary, text translation, and grammar, has proven to be ineffective in developing communicative competence skills. According to (Howatt, 2004) "the grammar-translation method continues to this day due to beliefs in mental discipline, especially due to its classic educational style."

(Brown, 2007) states that " GTM emerged from the teaching of Latin and Greek as a classical method. It focuses on grammatical rules, text translation and vocabulary memorization." Students who learn this way must memorize grammatical rules without internalizing how to use them in everyday contexts, which makes it difficult for them to communicate effectively in conversations or real-life situations.

Another challenge is the demotivation students experience due to the monotonous nature of grammar- and translation-based lessons. (Richards, 2014) affirm that " GTM teaches grammar in a logical way; learners are given explicit sentences and teachers ask them to apply them to concrete examples by taking them to confusion."

Given these challenges, it is essential to reassess the use of traditional methods and vary them with more practical and interactive approaches that demonstrate true communicative competence. For this reason, we can realize that collaborative activities, interaction within a classroom and technology play a key role in improving student motivation, providing them with a more adequate preparation for the educational and professional environment.

## **Justification**

Learning English as a foreign language is a challenge for students who want to demonstrate their academic ability globally. The grammar-translation method focuses on the study of grammatical rules and vocabulary lists with the purpose of translating sentences and texts from one language to another. This approach presents various difficulties that limit certain communicative skills. This topic is crucial because, in the academic field, English has acquired a key role at a global level, and mastering this language is essential due to globalization and job opportunities.

This research is relevant because it aims to identify the challenges of the grammar-translation method and its impact on both students and teachers during the teaching and learning process of English. As time goes by, numerous studies indicate that there are different, more efficient learning methods that implement technology with games and social interaction. However, the grammatical translation method is based on literal translation and constant repetition of grammatical rules, which is the opposite of the new methods mentioned above. (Ahmad, 2025) mentions that "students can expose oral expressions, however, they have difficulties in establishing simple conversations in the English language." This highlights the importance of integrating practice in teaching to improve communicative competence.

This study will analyze the grammar-translation method and its challenges. It will also contribute to understanding students' perceptions of the effectiveness of the grammar-translation method. Through a qualitative analysis, it will be possible to determine the shortcomings of this method and, in turn, guide future research on the English teaching and learning process. The objective is to identify variables that can be adapted to educational methodologies to improve students' communicative competence in English.

When reviewing virtual repositories of local and national universities, it is concluded that although research has been conducted on the impact of modern methods in English teaching, there is a notable lack of studies that specifically mention the limitations of the grammar-translation method in the local context. Therefore, this research is innovative in identifying the challenges of this approach and the different variables that can be implemented within the teaching-learning process.

This project has access to a population of students from the "Universidad Estatal Peninsula de Santa Elena", which will allow for a concrete analysis and facilitate the achievement of significant results in the field of English teaching.

### **Problem question**

What are the main challenges of the grammar-translation method and how does it influence the learning English as foreign language?

### **Specific questions**

What specific challenges do students encounter when learning English with grammar-translation method?

What is students' perception of the effectiveness of the grammar-translation method in English teaching?

What strategies can be implemented to overcome the challenges of the grammar-translation method for English learning?

**Objective*****General Objective***

To recognize the main limitations and how they affect the grammar-translation method in learning English as foreign language within the “Universidad Estatal Peninsula de Santa Elena.”

***Specific objectives***

To explore the specific challenges that students encounter when learning English through grammar-translation methods.

To describe students’ perceptions of the effectiveness of the grammar-translation method in teaching English.

To identify the strategies that can be implemented to overcome the challenges of the grammar-translation method for learning English.

## CHAPTER II

### 2 THEORETICAL FRAMEWORKS

#### *2.1 Historical background*

**2.1.1 International background.** Latin and Greek. (Benati, 2018) The GTM method has been criticized for its many limitations in improving and developing effective communication skills. This approach often prioritizes the study of grammar rules and vocabulary, which hinders the natural understanding and use of language needed to communicate in real-life settings.

During the 20th century, these traditional approaches continued to predominate in the classroom, where their main characteristics, based on the memorization of grammatical rules, vocabulary lists and literal translation of texts, resulted in mechanical and impractical learning. Therefore, this research highlights numerous factors that support the difficulties of language learning through traditional methods in English.

Among the numerous studies conducted worldwide, this approach has been studied and applied in Europe, the United States, Asia, and Latin America. Asia predominates, with the highest number of studies carried out, providing an important basis for identifying patterns in this problem. It also allows us to analyze the need for the implementation of communicative and dynamic approaches and to determine the numerous factors and opinions that contribute to and influence the difficulties of learning English through traditional methods.

**2.1.2 National background.** In the Ecuadorian educational system, the grammar-translation approach maintains a strong presence, particularly in secondary and higher education institutions. This method, based on teaching vocabulary and grammar rules, has been criticized over the years for its ineffectiveness in developing communicative skills.

At the “Humberto Mata Martínez” Municipal School in Quito, Arroyo Macías and Quito Sarango analyzed how the Grammar-Translation Method affects the English language learning process of students in the accelerated basic cycle. The authors mention in their research that this method does not allow for language development and limits progress in language level, resulting in poor linguistic ability (Arroyo Macias & Quito Sarango, 2019).

Several studies conducted in different Ecuadorian universities also share a similar view of this method. Although it strengthens grammatical structures, it is not sufficiently effective in the functional use of the language, especially in real-world situations. According to research found in national repositories, the Grammar-Translation Method leads to passive comprehension, where students depend on translation into Spanish, which makes it difficult to achieve fluency and functional use of the language. (Efraín, 2014).

Local research suggests that the Grammar-Translation Method does not achieve positive results due to its limited effectiveness in developing linguistic and comprehension skills, specifically its inability to develop important competencies such as listening and communication skills.

## ***2.2 Theoretical Foundations***

**2.2.1 Theory of Communicative Competence.** The concept of communicative competence was introduced by Dell Hymes (1972), an author who emphasized that the correct use and mastery of the language is important and a complement to the construction of written sentences with correct grammar. (Canale & Swain, 1980) They managed to expand this ideology by supporting communicative competence has different components such as sociolinguistic, strategic, grammatical, and discursive competence, while the GTM does not develop these points mentioned adequately.

**2.2.2 Krashen's Input Hypothesis.** Language acquisition occurs when students are immersed in a comprehensible input environment—in other words, language that is slightly above their current level ( $i+1$ ). The Grammar-Translation Method is based on translation exercises and decontextualized texts, which prevents students from receiving comprehensible input and hinders natural acquisition and communicative development. (Krashen, 2009).

Finally, we can note that these theories highlight the limitations of GTM and, in turn, suggest and support the implementation of more interactive and communicative approaches to achieve appropriate language use.

## ***2.3 Pedagogical Foundations***

**2.3.1 The grammar-translation method.** The grammar-translation method is one of the most common approaches in traditional education, as it prioritizes reading, writing, and translating texts, neglecting oral practice. According to (Gunay, 2025) “The grammar-translation method usually yields good results in the translation and reading of texts, but it has difficulties in real-life situations." This approach thus limits students' rote learning, creating difficulties with everyday interaction and internalization of structures.

**2.3.2 Communicative Language Teaching, CLT.** This communicative approach is essential for developing all four skills through various activities designed to develop practical language use rather than just grammatical accuracy. This alternative aims to counter the challenges and limitations students face when using the Grammar-Translation Method by prioritizing the functional use of language, fluency, and real interaction.

This approach allows students to improve their oral expression skills, generating high participation and interest that benefits their learning process. However, the traditional method remains prevalent in the education system, creating challenges and limitations such as a lack of more specialized training and a lack of resources.

**2.3.3 Task-Based Language Teaching (TBLT).** Task-based teaching (TBLT) is a pedagogical approach that gives the student more opportunities to develop communication, problem-solving and meaning management within effective communication and leaves aside repetitive grammatical texts (Ellis, 2017). In comparison, the Grammar-Translation Method (GTM) is not as effective in developing communicative competences efficiently.

Unlike the grammar-translation method, which focuses on the explicit teaching of grammar rules and the translation of texts, TBLT promotes language learning through communicative tasks that simulate real-life situations. It can be said that the approach makes students have a more active learning process with specific objectives and goals to achieve within problem solving, strengthening cognitive skills, decision making, collaboration and critical thinking of students and their learning process.

Furthermore, TBLT is better suited to the principles of modern education, especially in university contexts where students are expected to develop skills for the workplace and society. By focusing on the functional use of language, this approach responds to the demands of quality higher education, as established by Ecuadorian legislation. In this sense, TBLT not only represents a methodological improvement, but also a tool for complying with the principles of inclusion, participation, and educational relevance, overcoming the limitations of TFL in terms of developing real communication skills.

**2.3.4 Student-Centered Education.** In today's education, the factors considered important in students are their interests, learning styles, and needs. According to Nunan (2015), the way to ensure that students engage in a learning process fostered by motivation, genuine understanding, and an active role is the learner-centered approach. The Grammar-Translation Method, however, causes teachers to limit students' participation and autonomy, which leads to disinterest and negatively affects motivation and communicative development.

## *2.4 Legal basis*

### **1. Constitución de la República del Ecuador (CRE).**

*Article 26:* It recognizes education as a permanent right and an unavoidable duty of the State. It declares that education must be a guarantee of equality and social inclusion, and that people have the right to actively participate in the educational process. If the grammar-translation method limits students' active participation and the development of communicative skills, this constitutional mandate guarantees inclusive and participatory education would be violated.

*Article 27:* It establishes that education must be holistic, participatory, intercultural, inclusive, and of high quality. It must foster critical thinking, initiative, and the development of skills and abilities to create and work. The grammar-translation method, by focusing on memorization and translation of texts, may not be aligned with this comprehensive view of learning, highlighting a disconnect between educational practice and the constitutional mandate.

## **2. Ley Orgánica de Educación Superior (LOES)**

*Article 1:* It regulates the higher education system and establishes obligations for institutions. The university is legally obligated to implement methods that promote the development of real skills, not just formal compliance with content.

*Article 2:* It guarantees the right to a quality higher education, with universal access, retention, and graduation without discrimination. If the method used causes demotivation or limits effective English language learning, it would violate the principle of educational quality.

*Article 12:* Lists principles such as quality, relevance, comprehensiveness, equal opportunities, participation, and knowledge production. A method that does not foster active participation, critical thinking, or the development of communication skills contradicts these principles, reinforcing the need to review and improve teaching methodologies.

The articles of the Ecuadorian Constitution cited in this research, as established in the regulations of the Santa Elena Peninsula State University, demonstrate the Ecuadorian State's obligation to ensure quality and diverse higher education in the linguistic sphere, guaranteeing the right to education for all students.

Similarly, it is important to note that the Ecuadorian Constitution protects the free use of various information technologies within the educational sphere, recognizing them as essential tools for teaching and learning. This provision is directly related to the importance of this study, which analyzes the factors that contribute to holistic development and diversity in the English language learning process.

## CHAPTER III

### 3. Methodological Framework

#### 3.1 *Qualitative method*

Qualitative research is a research approach tool used to understand social phenomena and deepen their understanding. It can also be said that it is a natural method for collecting data from a holistic and exploratory perspective, with the main objective of identifying patterns, understanding experiences, and through these, contributing to the development of theories (Muzari, 2022). The research will be conducted using a qualitative methodology that seeks to collect detailed information that is of excellent value to understand the experiences and challenges that students face when studying English as a foreign language using the grammar-translation method.

#### 3.2 *Type of Research*

**3.2.1 Phenomenological Research.** In this research, personal perceptions and experiences were collected from a phenomenological perspective, and human perception was examined (Alhazmi & Kaufmann, 2022). Students' experiences are important within the phenomenological complex and must be accurately investigated and analyzed through developed arguments and opinions. The study participants answered specific questions that allowed them to develop their viewpoints, and their arguments were compared with scientific discussions and previous studies.

### ***3.3 Data Collection***

**3.3.1 Semi-Structured Interview.** Semi-structured interviews are essential for achieving social and verbal interaction with the goal of gathering information on a specific topic and qualitative data for research purposes (Osborne & Grant-Smith, 2021). Through various strategic questions, essential information was sought, and a more concrete analysis of this phenomenon was conducted. In this analysis, the students answered open-ended questions designed to obtain essential details that influence the results and the analysis.

### ***3.4 Instruments***

**3.4.1 Questionnaires.** Sharma (2022) Questionnaires are extremely important in research because they elicit participants' knowledge and perspectives. When designing questionnaires, the variables, aspects, number, and type of questions must be considered to achieve a more detailed and meaningful study.

**3.4.2 Open-Ended Questions.** Open-ended questions play a key role, allowing for exploration of subjective experiences and understanding behavior. Typically, questions are phrased with "wh" words and a reflective tone.

They also allow for detailed and extensive responses with a reflective and critical tone, rather than generalized or brief answers. Research questionnaires are flexible and aim to elicit broad opinions without being restricted by rigid formats.

**3.4.3 Population and Sample.** In this study, the population consists of 10 sixth-semester students from the National and Foreign Languages Pedagogy program at the Santa Elena

Peninsula State University. Considering that the population refers to the larger group of selected individuals who share characteristics of interest. On the other hand, the sample represents a much smaller group within the study but maintains the essential variables.

In this research, the population studied consists of students at the Santa Elena Peninsula State University, who are the main group facing limitations in the process of learning English. Student participation is crucial for gathering information on how this method limits the learning process and communicative skills when learning the language.

The group of participants represents crucial information for understanding and studying how the Grammar-Translation Method (GTM) affects the development of their communicative skills. Although GTM continues to be implemented in educational contexts, its limitations are notable.

## CHAPTER IV

### 4. Analysis of Findings

#### *4.1. Brief explanation of the findings.*

In this research, an interview was conducted with 10 sixth-semester students from the Santa Elena Peninsula State University to identify the challenges they face when studying using the grammar and translation method. According to the participants, their motivation is affected because not all of them consider this method effective for developing communicative skills. They agreed that they sometimes struggle with using and understanding everyday language, but this method has helped them understand grammar and vocabulary.

The interviewees also shared the idea that this method does not offer practical interaction, and because of this, they felt a lack of confidence in communicating. They also felt that translation is not always a good option in real-world contexts. Finally, the results reflect their decision to innovate and study with new methodologies that offered improvements in their communication skills.

#### *4.2 Interpretation of Bibliographic Review*

**Question 1.** Students described their learning experience and agreed that it is an excellent method for learning grammar and vocabulary; however, later in their studies, they were forced to incorporate new strategies since the grammar-translation method proved to be ineffective in helping them understand complex sentences used in real language contexts.

According to (Naghiyeva, 2025) although the Grammar-Translation Method is effective in developing grammatical accuracy and vocabulary acquisition, it proves to be less effective

when it comes to fostering communicative skills and genuine language use, resulting in interviews and research sharing opinions.

**Question 2.** Among the main challenges they faced were difficulties understanding certain phrases, generating ideas as responses, and applying grammatical rules. This happens because it creates confusion at the beginning of the learning process, as they first interpret everything into their mother tongue, which interferes with the expected learning progress.

(Tubayqi & Tale, 2021) note that although machine translation does not always yield good outcomes in the acquisition and comprehension of English as a second foreign language, both students and teachers show a positive attitude toward its use.

**Question 3.** They believe that the grammar-translation method has helped them in several situations from understanding texts through translation to developing grammatical structure skills. However, they emphasize that it is not a useful tool for addressing communicative needs in educational and social contexts.

(Nasreen y otros, (2024) This research examined the incorporation of a second language and the use of Grammar and Translation (GTM). The results establish that an appropriate combination of both languages facilitates students' understanding of grammatical rules and translations. However, literal translation and limited effectiveness in developing communicative competence are evident.

**Question 4.** Those interviewed mentioned that when teaching a class with the GTM, students initially feel confident and motivated, it becomes monotonous and boring. Therefore, they decide to implement new strategies and methods to continue their learning process. On the other hand, they mentioned that they have no difficulty adapting to new methodologies.

(Deen, 2023) The student experience reflects that English classes taught using traditional methodologies, based on repetition and teacher-centered approaches, caused them boredom and demotivation. For this reason, they chose to look for more dynamic and active methodologies. A study in Saudi Arabia showed that students indicated that, although the grammar-translation method is essential at the beginning of the learning process, over time it becomes monotonous, and they appreciated engaging in cooperative and dynamic learning activities as these renewed their confidence and motivation.

**Question 5.** Several interviewees explained that the grammar-translation method has worked for them in specific real-life and work situations, as they have had opportunities to converse with foreign people, achieving limited comprehension for communication. They also said they consider this method a good option to start learning English.

(Novruzova, 2025) The grammar-translation method is used in contexts where students aim to develop writing and reading skills by interacting with technical or literary texts. However, it is not effective for fluent communication. Several students have reported that it is useful for understanding written texts and participating in workplace interactions, which suggests that it can be helpful in the initial stages of the learning process.

**Question 6.** Students find it useful because it facilitates the understanding of grammatical rules; however, applying an overly strict approach hinders cooperative learning and makes critical thinking less effective. They also agree that they feel the method is only partially adapted to the learning process, leading them to apply new methods to achieve positive results.

(Nisha P. R., 2024) Students mention that, at times, they feel the grammar-translation method only partially adapts to their needs since it does not manage to develop communicative skills. Therefore, they decide to use other complementary alternatives. Nevertheless, it continues to be a good method for vocabulary teaching and learning, although its rigid and teacher-centered format sometimes interferes with students' autonomy and comparative learning, especially with meaningful interaction.

**Question 7.** The highlights for students are primarily the expansion of their vocabulary, the reinforcement of their grammar, and the improvement of their written expression. Those interviewed also said that learning idiomatic expressions gave them more confidence in understanding native speakers.

(P & A, 2024) Due to its effectiveness in teaching grammatical rules and vocabulary, the grammar-translation method is a good ally for developing an elevated level of competence in writing and text translation.

**Question 8.** The interviewees mentioned that they usually experience mixed emotions depending on the teacher's methodology when teaching and how it directly influences the

student's motivation, especially when they have questions and the teacher can effectively explain the application of the knowledge taught in class.

(Talebzadeh, 2025) The results of the study have shown that students experience a positive psychological state when the teacher maintains a strong and meaningful relationship with them. Emotional contagion encourages students to become motivated to learn the English language as a foreign language.

**Question 9.** They suggested that to achieve language comprehension and use, it is necessary to explore visual aspects that allow students to identify vocabulary, just as they did with their native language. They should avoid focusing solely on grammar by implementing new strategies, methods, and interactions in the classroom.

(Nisha & R, 2024) Although GTM is a useful tool for understanding grammar rules and acquiring vocabulary, students often consider it a very rigid, teacher-centered method. It limits students' needs, autonomy, and effective communication, and directly harms their learning outcomes.

## 4.3. Table 1

*Interpretation of interviews*

Questions	Answers	Authors
<p><b>1. 1) How would you describe your experience learning English through the Grammar-Translation Method?</b></p>	<p>Students' perceptions of the grammar-translation method are summarized as being good for learning vocabulary and grammar rules but inefficient for practical use.</p>	<p>(Naghiyeva, 2025) This method does develop vocabulary and grammatical accuracy within the learning process, but it does not foster communicative skills or language use.</p>
<p><b>2. What have been the main challenges you have faced when learning English through the Grammar-Translation Method?</b></p>	<p>The main challenges they faced were understanding sentences, applying grammatical rules, and specially forming ideas in an appropriate way, which slowed down their learning.</p>	<p>(Tubayqi &amp; Tale, 2021) It mentions that machine translation does not always yield good results for acquiring an understanding of dialogues in a second foreign language.</p>
<p><b>3. Do you think the Grammar-</b></p>	<p>They believe that this method helped them understand grammar rules</p>	<p>(Nasreen y otros, (2024) It argues that</p>

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<b>Translation</b>	and short texts, but they think it is not	while combining a
<b>Method has</b>	recommended for improving	second language with
<b>helped you</b>	communication skills	the new language may
<b>improve your</b>		result in limited
<b>ability to</b>		translations and little
<b>communicate in</b>		development of
<b>English? Why or</b>		communicative
<b>why not?</b>		competence, a
		combination of the
		native language and the
		new language being
		acquired is necessary for
		better comprehension.

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<b>4. What level of</b>	The interviewees expressed that	(Deen, 2023)
<b>motivation do</b>	motivation in the classroom often varies	The grammar-translation
<b>you feel when</b>	due to the monotony of the classroom,	method is suitable for
<b>classes are taught</b>	which led them to adapt to new learning	beginners because it
<b>with a traditional</b>	methods.	provides the foundation
<b>approach?</b>		of the language, but as
		time goes on, this
		learning becomes
		monotonous due to the
		limited cooperative

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		activities within the method.
<b>5. Do you think this method has allowed you to use English in real-life situations outside the classroom?</b>	Students admit that GTM is ideal for beginners because they acquire knowledge about grammatical structures; however, it is not extremely helpful if their goal is to develop fluency in speaking since it focuses on basic communication.	(Novruzova, 2025) GTM is used in educational contexts where students develop their skills through technical and literary texts; however, it does not guarantee communicative competence.
<b>6. Do you consider that traditional teaching adapts to your learning style?</b>	They express that through this teaching method they fail to develop critical thinking skills and mention that it lacks creativity; furthermore, it is a method that only partially adapts to their learning style.	(Nisha P. R., 2024) The method is still considered effective for teaching, but teacher-student interaction can create interference, limiting autonomy and collaborative learning.

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<p><b>7. What positive aspects of the Grammar-Translation Method would you highlight in your learning process?</b></p>	<p>They mentioned that they noticed an improvement in their writing skills and their command of grammar, and that they also had greater ease in using idiomatic expressions, which gave them a little more confidence when expressing themselves.</p>	<p>(P &amp; A, 2024) It concludes that this method is a valuable resource because of its strong focus on grammar and extensive vocabulary, which helps students develop greater skills in writing and translating texts.</p>
<p><b>8. What emotions do you usually experience during a class based on translation and grammar?</b></p>	<p>They experience a range of emotions depending on the clarity and methodology used by the teacher, as students feel much more motivated when they understand concepts effectively.</p>	<p>(Talebzadeh, 2025) It mentions that students have positive responses depending on the meaningful and strong relationship they have with the teacher.</p>
<p><b>9. What suggestions or strategies would you propose to make</b></p>	<p>They recommended maintaining a balance between practical activities but also adding new practical strategies such as visual resources to avoid monotony</p>	<p>(Nisha &amp; R, 2024) It refutes the notion that the GTM is often considered a rigid</p>

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<b>the traditional</b>	that hinders learning and strengthens	method favoring the
<b>method more</b>	communication in real environments.	teacher; however, for
<b>effective for</b>		students, it limits their
<b>learning English?</b>		autonomy, needs, and
		effective
		communication, while at
		the same time helping
		them acquire grammar
		rules and vocabulary.

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## CHAPTER V

### 5. Conclusion and Recommendations

#### 5.1. Conclusion

During this research, it was found that the Grammar-Translation Method is fundamental in the learning process because it plays a key role in the initial stages. In this way, the approach has allowed students to explore and learn about relevant topics such as grammatical usage, the vocabulary handling and development based on grammatical rules, according to the data obtained, highlighting that the method is useful when translating text and generating structurally

correct sentences, establishing an excellent foundation from the beginning of their learning process.

Although some limitations were observed when applying it exclusively, students revealed that, despite being a useful tool for theoretical comprehension, the method does not promote oral or fluent communication for facing real-life situations. Moreover, they added that, in general, its focus on translation makes it difficult to think directly in English and lacks interaction. Additionally, this situation tends to slow down the process of language learning and acquisition, directly affecting their motivation. However, several interviewees agreed that the method can become monotonous over time, particularly if a participatory approach is not applied that involves dynamics that help their learning process.

Another aspect that stands out in the students is their confidence in handling grammatical structures and translating educational texts; however, when applying this approach in a real situation, they present difficulties in applying it. Participants indicated that learning English as a foreign language also required theoretical knowledge accompanied by methodologies and communicative practices.

Regarding motivation, they indicated that a translational and grammatical-analytic approach in the classroom becomes monotonous and repetitive, creating a lack of interest. Therefore, it is suggested to implement new methodological strategies that develop creativity, teamwork, and critical thinking, while promoting lasting and meaningful learning, helping to improve motivation.

It can be deduced that the grammar-translation method is key to establishing a solid foundation in the learning process; however, it is not recommended to apply it exclusively. Its

effectiveness depends on incorporating methodologies that aid oral expression, listening comprehension, and consistent practice with the language. The learning process requires a balance between practice and theory to be effectively consolidated, allowing students not only to understand grammatical structures but also to use and experience them in real-life situations.

## ***5.2. Recommendations***

According to the results obtained through this study, several recommendations are suggested for the Grammar-Translation Method (GTM) within the English teaching process. First, it is essential to combine participatory and communicative approaches, such as the task-based approach or the natural approach, which allow students to use the language in a practical and authentic way. It is also recommended to encourage oral and listening practice through activities such as role plays, oral presentations, or conversations that develop speaking and listening comprehension skills, motivating students to progress and gain confidence to communicate and achieve greater fluency.

Likewise, it is fundamental to implement approaches that help students with their listening and visual comprehension, such as songs, videos, digital learning resources, and English books influence motivation, helping to create a more dynamic classroom environment. Teachers should also stimulate critical thinking and reflection, leading to a better understanding of the language.

It is of utmost importance to design models that foster a more interactive classroom where text translation is combined with collaborative activities to encourage idea generation in real-life situations, as this will increase student motivation and interest. Finally, it is

recommended to implement assessments that not only measure grammatical accuracy but also contribute to the understanding of acquired knowledge and contribute to achieving communicative competence.

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## Annexes

### Annex A: Certified Anti-plagiarism System

#### **Certificado Sistema Anti-Plagio**

En calidad de tutora del Trabajo de Integración Curricular denominado "CHALLENGES OF THE GRAMMAR-TRANSLATION METHOD FOR LEARNING ENGLISH" elaborado por el estudiante RODRÍGUEZ MALAVÉ LUIS RENATO de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 6% de la valoración permitida, por consiguiente se procede a emitir el informe. Atentamente,



**Lcda. Ketty Vergara Mendoza, MSc.**

**Tutora**



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**Annex B: Questionnaire****CHALLENGES OF THE GRAMMAR-TRANSLATION METHOD FOR LEARNING****ENGLISH**

**Population:** UPSE students from the 6th semester

**Sample:** 10 UPSE students from the 6th semester

**Questions aimed at students**

1. ¿Cómo describirías tu experiencia aprendiendo inglés con el método de gramática y traducción?
2. ¿Cuáles han sido los principales retos a los que te has enfrentado al aprender inglés con el método de gramática y traducción?
3. ¿Crees que el método de gramática y traducción te ha ayudado a mejorar tu capacidad de comunicarte en inglés? ¿Por qué sí o por qué no?
4. ¿Qué nivel de motivación sientes cuando las clases se imparten con un enfoque tradicional?
5. ¿Crees que este método te ha permitido usar el inglés en situaciones reales fuera del aula?
6. ¿Consideras que la enseñanza tradicional se adapta a tu estilo de aprendizaje?
7. ¿Qué aspectos positivos del método de gramática y traducción destacarías en tu proceso de aprendizaje?
8. ¿Qué emociones sueles experimentar durante una clase basada en la traducción y la gramática?
9. ¿Qué sugerencias o estrategias propondrías para hacer más efectivo el método tradicional para aprender inglés?

**Annex C: Transcripts of interview aimed at students**

**INTERPRETACIÓN DE LAS RESPUESTAS DE LOS ESTUDIANTES**

**ENTREVISTADOS**

<p><b>1. ¿Cómo describirías tu experiencia aprendiendo inglés con el método de gramática y traducción?</b></p>	<p><b>2. ¿Cuáles han sido los principales retos a los que te has enfrentado al aprender inglés con el método de gramática y traducción?</b></p>	<p><b>3. ¿Crees que el método de gramática y traducción te ha ayudado a mejorar tu capacidad de comunicarte en inglés? ¿Por qué sí o por qué no?</b></p>
<p>R1: Mi experiencia fue bastante estructurada; aprendí muchas reglas gramaticales que me ayudaron a comprender el funcionamiento del idioma. Sin embargo, sentí que no podía aplicarlas con soltura al hablar.</p>	<p>R1: El principal desafío fue dejar de traducir mentalmente y comenzar a pensar directamente en inglés.</p>	<p>R1: No realmente, porque este método enfatiza la escritura y lectura, dejando de lado la comunicación oral.</p>

<p>R2: Considero que fue útil al inicio porque me dio una base sólida de vocabulario y gramática, pero con el tiempo se volvió repetitivo y poco comunicativo.</p>	<p>R2: Me costó mucho entender oraciones largas, especialmente aquellas con estructuras complejas.</p>	<p>R2: Me ayudó a entender cómo funciona la gramática, pero no a usar el idioma de manera natural.</p>
<p>R3: Me gustó porque me permitió analizar el idioma desde un punto lingüístico, aunque no me ayudó a expresarme con naturalidad.</p>	<p>R3: Aplicar las reglas gramaticales en una conversación real fue difícil porque requería rapidez y confianza.</p>	<p>R3: Pude leer textos con facilidad, aunque no logré mantener una conversación fluida.</p>
<p>R4: La experiencia fue buena en cuanto al aprendizaje teórico, pero noté que dependía mucho del libro y de la traducción literal.</p>	<p>R4: En ocasiones me sentía frustrado por depender demasiado del español para comprender el inglés.</p>	<p>R4: Gané seguridad en la estructura de las oraciones, pero no en la pronunciación ni en la interacción.</p>
<p>R5: Me ayudó a traducir correctamente textos, pero me di cuenta de que pensar en inglés era un reto constante.</p>	<p>R5: Me resultaba complicado recordar tantas reglas mientras intentaba comunicarme.</p>	<p>R5: Pienso que el método favorece la precisión escrita, pero no desarrolla las habilidades comunicativas.</p>

R6: Aprendí a ser más analítico con el idioma, pero la falta de práctica oral limitó mi fluidez.	R6: Formar ideas coherentes sin traducir palabra por palabra fue un gran reto.	R6: Me sirvió para traducir y redactar correctamente, pero no para hablar espontáneamente.
R7: Lo considero un método tradicional pero necesario para principiantes; sin embargo, no fomenta la interacción real.	R7: Sentía que mi aprendizaje avanzaba lentamente porque priorizábamos la exactitud sobre la fluidez.	R7: Considero que contribuyó de forma indirecta, ya que sin una base gramatical sólida tampoco se puede comunicar correctamente.
R8: Me permitió mejorar mi redacción y comprensión lectora, pero me sentí poco preparado para hablar o escuchar.	R8: Después de años con este método, adaptarme a estrategias comunicativas fue complicado.	R8: Es útil para comprender, pero no para producir lenguaje.
R9: Es un método que genera precisión, aunque carece de dinamismo y de contexto comunicativo	R9: La monotonía de las clases reducía mi motivación y afectaba mi rendimiento.	R9: No me ayudó mucho en situaciones reales porque me acostumbré a depender de la traducción.
<b>4. ¿Qué nivel de motivación sientes cuando las clases se</b>	<b>5. ¿Crees que este método te ha permitido usar el</b>	<b>6. ¿Consideras que la enseñanza tradicional se adapta</b>

<b>imparten con un enfoque tradicional?</b>	<b>inglés en situaciones reales fuera del aula?</b>	<b>a tu estilo de aprendizaje?</b>
R1: Mi motivación suele ser baja porque el método se vuelve predecible y poco participativo.	R1: No mucho, porque las clases se centran en escribir y traducir, no en hablar o escuchar.	R1: No completamente, porque soy un aprendiz kinestésico y necesito practicar.
R2: A veces me interesa por la claridad con la que se explican las reglas, pero me aburro si no hay interacción.	R2: Me ayudó a leer y comprender textos, pero no a desenvolverme en conversaciones reales.	R2: Prefiero aprender con recursos visuales, audios o juegos, no solo con traducciones.
R3: Siento que la falta de dinamismo disminuye mi entusiasmo por aprender.	R3: Podía entender información escrita, pero me costaba responder en inglés.	R3: Me cuesta mantener la atención cuando todo se basa en reglas y repeticiones.
R4: Me cuesta mantenerme motivado cuando solo hacemos traducciones o ejercicios gramaticales.	R4: Solo fue útil para aprobar exámenes, no para interactuar naturalmente.	R4: Este método no estimula mi creatividad ni mi pensamiento crítico.

<p>R5: Si el profesor conecta la gramática con ejemplos reales, mi motivación aumenta.</p>	<p>R5: Es ideal para principiantes, pero no para alcanzar fluidez.</p>	<p>R5: Me gusta la estructura que ofrece, pero no satisface mis necesidades comunicativas.</p>
<p>R6: En general, me mantengo motivado solo cuando hay variedad en las actividades</p>	<p>R6: Me ayudó con estructuras gramaticales, aunque no me sentía preparado para hablar con nativos.</p>	<p>R6: Funciona parcialmente, ya que me ayuda con la gramática, pero no con la expresión oral</p>
<p>R7: Me parece que el método tradicional no despierta la creatividad del estudiante.</p>	<p>R7: Desarrollé una buena comprensión del idioma, pero no habilidades comunicativas reales.</p>	<p>R7: Considero que limita la autonomía del estudiante y la participación.</p>
<p>R8: Mi motivación varía según el profesor; algunos logran hacerlo más atractivo</p>	<p>R8: Aprendí a traducir y escribir correos, pero no a mantener un diálogo.</p>	<p>R8: Se adapta solo si el profesor incorpora actividades más activas y colaborativas.</p>
<p>R9: Cuando las clases son muy rígidas, pierdo el interés rápidamente.</p>	<p>R9: Siento que fuera del aula el método tiene poca aplicación práctica.</p>	<p>R9: No fomenta el aprendizaje significativo, sino la memorización.</p>

<p><b>7. ¿Qué aspectos positivos del método de gramática y traducción destacarías en tu proceso de aprendizaje?</b></p>	<p><b>8. ¿Qué emociones sueles experimentar durante una clase basada en la traducción y la gramática?</b></p>	<p><b>9. ¿Qué sugerencias o estrategias propondría para hacer más efectivo el método tradicional para aprender inglés?</b></p>
<p>R1: Mejoré mi precisión al escribir y mi comprensión de la estructura del idioma.</p>	<p>R1: A veces siento tranquilidad porque el método es claro y estructurado.</p>	<p>R1: Incorporar más actividades comunicativas donde los estudiantes hablen y escuchen en inglés.</p>
<p>R2: Me ayudó a ampliar mi vocabulario y a usarlo de manera correcta en contextos escritos.</p>	<p>R2: Me aburro cuando se repite la misma dinámica clase tras clase.</p>	<p>R2: Usar materiales visuales o audiovisuales para reforzar la comprensión.</p>
<p>R3: Gracias a este método, aprendí a identificar y corregir errores con facilidad.</p>	<p>R3: Siento frustración cuando no logro aplicar las reglas aprendidas al hablar.</p>	<p>R3: Equilibrar la teoría con la práctica mediante juegos y debates.</p>
<p>R4: Me dio una base sólida para entender textos literarios y académicos.</p>	<p>R4: Me motivo cuando el profesor explica con ejemplos prácticos.</p>	<p>R4: Promover que los estudiantes piensen en inglés, no solo traduzcan.</p>

R5: Desarrollé disciplina y atención al detalle, cualidades útiles en la enseñanza.	R5: Me genera ansiedad cometer errores de traducción o de estructura.	R5: Integrar herramientas tecnológicas que hagan las clases más interactivas.
R6: Me permitió comprender mejor las similitudes entre el inglés y el español.	R6: Experimento satisfacción al traducir correctamente textos difíciles.	R6: Alternar ejercicios tradicionales con dinámicas grupales o proyectos.
R7: Sentí mayor confianza al redactar ensayos o trabajos en inglés.	R7: A veces me siento indiferente cuando la clase carece de dinamismo.	R7: Usar canciones, películas o textos auténticos para contextualizar la gramática.
R8: Es un método que fortalece la parte analítica del aprendizaje del idioma.	R8: Me da curiosidad ver cómo cambian los significados entre idiomas.	R8: Fomentar el trabajo colaborativo para desarrollar la expresión oral y la confianza.
R9: Aunque no fomenta la fluidez, ayuda mucho a desarrollar precisión.	R9: Me siento más seguro con tareas escritas que con las orales.	R9: Dar retroalimentación centrada tanto en la precisión como en la fluidez.