



## Some advantages of grammar-translation method in teaching medical students

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### ABSTRACT

This article explores the use of the Grammar-Translation Method (GTM) to support third-year medical students with different English language levels at the Impulse Medical Institute in Namangan. Given the mixed-language backgrounds of students, GTM was applied to enhance vocabulary acquisition, reading comprehension, and speaking preparation. While often criticized for being outdated, the study highlights the method's contextual benefits, particularly when adapted through differentiated instruction. Activities such as word matching, translating the parts of the text by selecting randomly helped scaffold learning and promote engagement, especially among students with weaker language skills. The study found that 10 out of 15 students actively participated, showing gradual improvement in both vocabulary and motivation. The method also provided opportunities for students to engage with complex medical terms in both English and their native language. The author concludes that while no single method is universally best, GTM can be a useful tool in specific contexts like medical English instruction. Teachers are encouraged to adapt and integrate traditional methods with modern approaches for more effective learning outcomes.

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## **Tibbiyot talabalarini o'qitishda grammatik tarjima usulining ayrim afzalliklari**

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**Kalit so'zlar:**

hamkorlik asosida o'qitish, kontentga asoslangan, deduktiv yondashuv, tabaqalashtirilgan o'qitish, grammatik-tarjima usuli, tarjima mashqlari.

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**ANNOTATSIYA**

Ushbu maqolada Namangandagi Impuls Tibbiyot Institutining uchinchi bosqich talabalarining ingliz tilini o'rganish darajalaridagi farqlarni hisobga olgan holda, grammatik-tarjima usulini (GTU) qo'llash tajribasi o'rganiladi. Talabalar til bilish darajalari turlicha bo'lganligi sababli, GTU lug'at boyligini oshirish, o'qishni rivojlantirish va gapirishga tayyorgarlik ko'rishda qo'llaniladi. Ushbu usul har doim ham zamonaviy deb hisoblanmasa-da, maqolada bu usulning aynan shu kontekstdagi, xususan, tabaqalashtirilgan yondashuv qo'llashning foydali jihatlari ko'rsatib o'tiladi. So'zlarni moslashtirish, juftlikda matn tarjimasi va matn qismlarini tasodifiy tanlab tarjima qilish kabi bosqichli mashg'ulotlar talabalarni, ayniqsa til darajasi past bo'lgan talabalarni faol ishtirok etishga undadi. Tadqiqot natijasida 15 talabaning 10 nafari faol ishtirok etdi va lug'at boyligi hamda motivatsiyada ijobiy o'zgarishlar ko'zga tashlandi. GTU yordamida talabalar ingliz va ona tillarida murakkab tibbiy terminologiyani o'rganish imkoniyatiga ega bo'ldilar. Xulosa qilib aytganda, muallif "eng yaxshi metod yo'q" degan fikrni qo'llab-quvvatlaydi va GTU to'g'ri moslashtirilsa, tibbiy ingliz tilini o'rgatishda samarali vosita bo'lishi mumkinligini ta'kidlaydi.

## **Некоторые преимущества грамматико-переводного метода в обучении медицинских студентов**

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**Ключевые слова:**

коллаборативное обучение, обучение на основе контента, дедуктивный подход, дифференцированное обучение, грамматико-переводческий метод, переводческие упражнения.

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**АННОТАЦИЯ**

В данной статье рассматривается использование грамматико-переводного метода (ГПМ) в преподавании английского языка студентам третьего курса Медицинского института «Импульс» в Намангане, обладающим различным уровнем языковой подготовки. С учётом языкового разнообразия обучающихся, ГПМ был применён для расширения словарного запаса, улучшения понимания текста при чтении и подготовки к устной речи. Несмотря на распространённую критику ГПМ как устаревшего подхода, проведённое исследование подчёркивает его эффективность в определённом контексте – особенно при использовании дифференцированного подхода. Такие виды деятельности, как подбор слов, групповая работа по переводу и поэтапный перевод текста, способствовали активному вовлечению студентов, в особенности обучающихся с низким уровнем владения языком. Результаты показали, что 10 из 15 студентов активно включились в работу и продемонстрировали прогресс в освоении лексики и

повышении учебной мотивации. Метод также оказался полезен для усвоения медицинской терминологии как на английском, так и на родном языке. В заключение автор подчёркивает, что универсального метода, подходящего для всех ситуаций, не существует, и грамматико-переводной метод может быть эффективным инструментом в обучении медицинскому английскому при условии его грамотной адаптации.

## INTRODUCTION

It is known that there are many types of language learners with different language backgrounds and language levels in the classroom. Typically, the difference in the students' language levels may be observed in the first level, first course, or students of any course who are learning English for specific purposes. In this sense, the students of the Impulse Medical Institute in Namangan have the same problem: students with different language levels in each course. This article studies this problem particularly by applying traditional methods, the grammar-translation method, to develop vocabulary, reading, and preparing for speaking skills. Before reviewing the relevant literature, it is important to highlight the reason of choosing grammar – translation method. Nowadays high school students are achieving B2 and C1 levels before entering the university. However, entrance requirements differ from university to university. For some of them, this requirement is not mandatory. It can be stated that this is the possible or perhaps precise cause why teachers of English for specific purposes are mostly using or have to use this method.

## LITERATURE REVIEW

As Moe stated in his research (as cited by Vireak & Bunrosy), Latin and Greek were taught through the grammar translation method. This method was also called the “classical method” and the “Prussian method”. At the beginning of the 20th century, it was used to improve language learners' reading and understanding of books written in foreign languages [12].

In 2012 Rahman mentioned seven characteristics of the grammar translation method (GTM): 1) Lessons are instructed in L1 and less L2; 2) Words are learnt out of context. 3) Grammar rules are explained in detail; 4) Teaching is focused on word formation explanation. 5) Difficult classical works are used in reading early; 6) Form-based exercises are more preferred than meaning-based. 7) More translation drills from L2 into L1 are applied [7]. In terms of the positive side of this method, Jazilah et al. (2020) noted the following: 1) Strong emphasis on grammar structure and translation drills develops both reading and translation skills. 2) It encourages learners to understand books in L2; 3) It helps language learners use language according to its rules; 4) It improves language learners' vocabulary through translating literature in foreign language; 5) It leads to accurate and ordered language using in writing skill [11]

Below it can be seen the negative sides of the grammar translation method. Rahmati et al. (2019) stated that instruction was mainly with this method and reasonably was applied in textbooks [8]. In 2012, Mirzaei and Azizian, students in Iran, had low reading comprehension skills because of this traditional method [5]. As Richards and

Renandya argued that in this approach meaning is secondary and causes students to be confused and lose their interest in the text in L1 [9]

In 2007, Sattayatham and Honsa conducted research to identify medical students' most frequent errors at Mahidol University. According to their research, translation errors in sentences, paragraphs, and opinion paragraphs were analysed. Results showed that respondents made errors in conditional sentences (unreal past) in the first category (85.23%), wrong choice of words in the second category (57.8%), and finally, wrong choice of vocabulary in the third category (64.90%). [10]

Mesbah et al. studied the effectiveness of two methods, task-based and grammar translation teaching methods, in teaching reading comprehension. Expectedly, the task-based method was identified as a better method than grammar translation in teaching reading to nursing students in Iran who study English for specific purposes. [4]

We analyzed and mentioned a brief history of GTM, its features, its main advantages, and some disadvantages of it in some domains, research, and context. We claim that it is not suggested that an argument of a researcher or researchers is absolutely true towards something, in this context, advantages or disadvantages of the grammar-translation method. Because the result of both sides of the method is context bound.

## METHODOLOGY

In this article, we aim to show some advantages of this method with 15 third-year mixed-language ability students of the Impulse Medical Institute in Namangan. As research material, a difficult text from the study manual in the program is chosen to translate. Some difficult words, combinations, and their translations are given as a matching activity. Before translating the text, the parts of text written on slips of paper are handed out to the pairs of students so they translate it together in 10 minutes. After pairs of students translated the parts of the text orally at the appointed time, it was asked to put into the box again. Finally, to check vocabulary and grammar structure indirectly, a slip of paper with parts of the text is chosen and translated again by a student.

## DISCUSSION

Although this article analyses the advantages of the grammar translation method, it is not purely this method. For instance, first, the task in the study manual is changed into a translation exercise; second, before translating the text, words and word combinations are given to translate to check and prepare the translation of the whole text; third, the slips of paper with parts of the text are handed out to pairs of students so they do the complex task together; and fourth, every student checks their knowledge, grammar, and vocabulary by randomly choosing the slips of paper with parts of the text in the box. It can be seen that the slips of paper with parts of the text are given to translate rather than asking, "Translate the following text." In other words, one exercise can be done in several stages, by forming, developing, and reinforcing activities. As activities are scaffolding, multistage, and differentiated, so it is differentiated instruction. On the other hand, we did not explain the structure out of context, but in context, while or after students translate the parts of the text, we mainly emphasized how students understand the vocabulary and meaning of the text by working in pairs. This is likely the

features of number methods and approaches, such as the lexical approach, communicative approach, content-based, and collaborative learning.

We frequently use this method with our medical students intentionally, mainly for two reasons, for linguistic and extra-linguistic reasons. By its name, linguistic reason is known that students have an opportunity to learn some complex medical terms in the target language and mother tongue as well as grammar via peers or teachers' explanations within the context directly. While extra linguistic reason is, there are some students who are shy, lazy, or with limited language background in the class. Their inactiveness may impact the motivation of the whole class. Thus, in this sense, differentiated activities work well, particularly for this type of student.

Expectedly, some students reacted negatively when they saw the whole text in the book to translate. However, most of them changed their behavior gradually when they translated some difficult words and sentences separated from the text in whole class and small groups. Importantly, we managed to involve almost all (10 out of 15) students to participate in the activities by applying the grammar-translation method.

## CONCLUSION

In this article we attempted to present some advantages of the grammar-translation method and how this method effectively impacted third-year multilevel students of the Impulse Medical Institute in Namangan. We used this method considering students' abilities. Based on the point, we have the following recommendations. The first and the most, as Prahbu stated, 'There Is No Best Method' [6][3] as sometimes the audience chooses for themselves or teachers choose an appropriate method for the audience. The teachers are facilitators, so they should and can change the tasks given in the book. The last, but not least, grammar-translation method is suggested to apply for medical students for linguistic and extralinguistic reasons.

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## APPENDICES

A Match the word combination with their translations.

energy intake	sarflangan energiya
energy expended	yondosh kasalliklar
worldwide concerns	surunkali kasalliklar
epidemic proportions	yoshga qarab standartlashtirilgan foizlar
saturated fats	tana vazni indeksi
chronic illnesses	butun dunyo bo'ylab muammolar
associated illnesses	to'yingan yog'lar
energy imbalance	energiya iste'moli
age-standardized rates	epidemik nisbatlar
cardiovascular disease	katta xavf
body mass index	energiya nomutanosibliqi
acceptable weight	yurak-qon tomir kasalliklari
major risk	maqbul vazn

B A list of words to ask orally

1. consumption
2. perceptions
3. compares with
4. linked to
5. based on
6. implications
7. perceptions
8. exceeds

C Slips of paper with parts of the text

1) Overweight and obesity have become worldwide concerns, reaching epidemic proportions. Obesity is caused by an energy imbalance where energy intake exceeds energy expended over time.

2) This imbalance has been linked to lifestyle factors such as increased consumption of foods with high levels of sugar and saturated fats, as well as a reduction in physical activity.

3) Overweight and obesity pose a major risk to long-term health by increasing the risk of chronic illnesses such as diabetes, cardiovascular disease, and some cancers. It has been estimated that obesity and its associated illnesses cost Australian society and governments a total of \$21 billion in 2005.

4) In July 2006, the Australian Government implemented a five- year, \$500 million program, the Australian Better Health Initiative, aimed at reducing the impacts of chronic disease which includes a focus on promoting healthy weight.

5) This article discusses adults who were classified as overweight or obese according to their body mass index (BMI), based on self-reported height. Overweight and obesity trends In 2004-05, more than half (54%) of all adults, or 7.4 million people aged 18 years and over were either overweight or obese, an increase from 45% (5.4 million adults) in 1995.

6) Using age-standardized data, the rate of overweight adults has increased from 33% in 1995 to 36% in 2004-05, while the rate of obesity in adults has increased from 13% to 18% over the same period.

7) Each of the national health surveys conducted since 1995 has reported a higher rate of overweight and obesity for males than for females. Perceptions of own weight For many people, particularly men and older women, self-perception of acceptable weight\* differs from the standard BMI definitions.

8) This may have implications for the management of healthy body weight in adults. In 2004-05, more than half of adults (63% of males and 59% of females) considered themselves to be of acceptable weight. The proportion of males (32%) and females (38%) who considered themselves to be overweight was considerably lower than those who were classified as overweight / obese according to their BMI (62% and 45% respectively).

9) Between 1995 and 2004-05, after adjusting for differences in the age structure of the population, the proportion of people in the overweight and obese BMI categories who considered themselves to be of acceptable weight increased. In 2001-05, almost (4 males and around one-fifth (21%) of females who were overweight or obese considered themselves to be of acceptable weight. This compares with age-standardized rates of around one third (35%) for males and 12% for females in 1995.