

# Comparing the Effectiveness of Grammar Translation Method and Unit-Shift on Translation-accuracy of Students at Intermediate Level in EFL Contexts

Saqlain Hassan<sup>1,\*</sup>,  Jamshaid Anjum<sup>2</sup>,

<sup>1</sup> Riphah International University, Islamabad, Pakistan

<sup>2</sup> Government Gorden Graduate College, Rawalpindi, Pakistan

Received: 14 / 05 / 2024

Accepted: 14 / 06 / 2024

Published: 15 / 07 / 2024

## Abstract

Translating a Source Text into a Target Language becomes inevitable in the EFL context. Though the complete equivalence of the Source Text into the Target Language is not yet possible, the translation accuracy reduces the loss of the equivalence gap between the Source Text and the Target Language. The current study aims to explain the effectiveness of two translation methods i.e., Grammar Translation Method and Unit-shift in translation accuracy of the students at intermediate level in the EFL contexts. The data for this study is collected through a field survey and teaching in the actual classroom and post-tests. This is a mixed-method study using quantitative data to support the qualitative analysis. The analysis of the data was conducted using the Quantitative Content Analysis theory by Bernard (1952) and Translation Shifts by Catford (1965). The findings of the study have revealed that unit shifts have helped increase the translation accuracy of the students at an intermediate level in the EFL contexts by 11.82% as compared to the Grammar Translation Method. This study helps find the effectiveness of unit shifts in solving the problems faced by intermediate students during the process of translation.

*Keywords:* Accuracy, EFL contexts, Grammar Translation Method, Unit-shifts, translation

---

\***Authors:** Saqlain Hassan & Jamshaid Anjum, **email:** [saqlain.hassan@riphah.edu.pk](mailto:saqlain.hassan@riphah.edu.pk)  
& [jamshaid1989@gmail.com](mailto:jamshaid1989@gmail.com)

## Introduction

Translation is the process or activity that transfers a text from the source language into the target language for the target audience. This process of translating Source Text (ST) into Target Language (TL) normally takes place between two different languages. However, the translation process may occur within the same language or between symbols (visual language) and written language. Jacobson (1959/2004) describes three categories of translation: 1) Interlingual: the one which takes place between two different languages 2) Intralingual: the one which takes place within the same language and 3) Intra-semiotic: the one which takes place between verbal signs and non-verbal signs.

The history of translation dates back to Horace and Cicero in the first century BC with different approaches. Cicero (46 BC, 2024 CE) presented his approach to translation. The translation process was mostly used for language learning until the 1970s when it appeared as a discipline known as translation studies with various news areas since the introduction of Holmes's map. Munday (2008) notes that "The surge in translation studies since the 1970s has seen different areas" (p. 13).

Since the introduction of Holmes's map, various methods of teaching translation as a subject have been introduced around the world by different translation scholars. Since then, scholars like Eugene Nida, Nida Peter Newmark, and Noam Chomsky have put forward various types of translation. It was Vinay and Dalbernet (1958, p. 1977) who introduced two main methods of translation: direct translation and oblique translation. These methods of translation further entail borrowing, *claque*, literal, transposition, modulation, equivalence, and adaptation.

Translating a Source Text (ST) into a Target Language (TL) is never an easy task. It presents a translator with multiple challenges of command over both ST and TL, culture, semantics, pragmatics, vocabulary, structures, etc. Al. Sohb (2022) has rightly noted that one of the biggest challenges faced by students in EFL contexts during the process of translation is structural problems.

### Grammar Translation Method

Grammar Translation method (GTM) is one of the oldest methods of teaching language. It dates back to the mid-15<sup>th</sup> century. In the 19<sup>th</sup> and 20<sup>th</sup> centuries, the Grammar Translation Method (GTM) was used for teaching Latin and Greek. But, in the last quarter of the 20<sup>th</sup> century, the GTM became a vital tool for understating foreign language literature by the students. Later, it became a tool for teaching a second language. Kelly (1969) argues that it was known as the Prussian Method in the USA. Richards and Schmidt (2002) rightly notice that GTM helps teach foreign or second languages. It uses both grammar and translation. In GTM, the students are supposed to learn and memorize structures, vocabulary items, spellings, etc. of the foreign language in the native language. Thornbury (2003) observes that GTM makes learning easier for EFL learners through input. Freeman and Anderson (2011) rightly note that one of the first features of the GTM involves translation. One of the key functions of the GTM is the translation of the text of a foreign language into the native language. Accuracy of grammar and corresponding vocabulary of both SL and TL are key factors in focus.

### **Unit- Shift**

During the mid-20<sup>th</sup> century onwards, translation experienced a thoroughly new shift with the works of translation scholars like Roman Jakobson, Eugene Nida, Peter Newmark, and J. C. Catford. Following the footnotes of Vinay and Dalbarnet, Catford (1965) introduced Translation Shifts. Catford introduced two types of translation shifts i.e., level and category shifts. Category shift further entails structural, class, unit/unit, and intersystem shifts. Catford (1965) stated that “unit/unit -shift occurs when TL and SL equivalents are different in unit yet having the meaning of ST intact in TL. Catford followed the Firthian and Hallidgian linguistics model” (as cited in Munday, 2008, p. 15). This implies that Catford was more concerned about the functional aspect of translation rather than the structural aspect.

GTM is more focused on grammar, vocabulary, spelling, and structure of both ST and TL. However, the unit shift is more focused on the communicative function of ST and TL. It is least concerned with grammar, equivalent vocabulary, structures, etc. The current study tends to investigate the effectiveness of GTM and unit shift in improving the translation accuracy of the students of intermediate Levels in EFL contexts. During the application of either or both as a tool /strategy for translation, the maximum equivalence of ST into TL will be judged.

### **Background of the Study**

Translation is a rigorous task. A translator undergoes many challenges during the process, the chief one being creating equivalence of ST and TL, GTM. The situation further aggravates during the Interlingual translation in EFL contexts. Pakistan is one of the countries where

English is taught as a language as well as a subject. Translation of English (any type of text) into Urdu becomes unavoidable for performing many academic tasks, teaching, and learning English as a foreign language. Students at an intermediate level in Pakistan come across many challenges during the process of translation. The students are not familiar with various methods of executing translation. The current study is being conducted to investigate the effect of two methods of translation i.e., (GTM) and unit-shift.

The data for the current study has been collected from the students of selected classrooms of the intermediate level at Govt. Gordon College Rawalpindi, Punjab Pakistan. This was done mainly because of two reasons: 1) it was easy for the researchers to access the classroom and data collection. 2) the scarcity of time and space was another reason to stick to the aforementioned data population and data.

The current study can prove significant in the field of translation in general and translation in EFL contexts in particular. This study will provide the students of EFL in Pakistan in specific and EFL contexts, in general, to focus on a unique method of translation. Additionally, this study may be significant in teaching and learning the English language for communicative purposes.

### **Research Objectives**

1. To explicate the effectiveness of GTM and Unit-Shift on translation accuracy of students at an intermediate level in EFL contexts.

### **Research Question**

1. How do the GTM and Unit-Shift affect the translation accuracy of students at an intermediate level in EFL contexts?

## Hypotheses

1. The researchers believe that the translation accuracy of the students at an intermediate level in the EFL can increase if they are taught translation through unit-shift instead of GTM.

## Essential Terms

**GTM:** Grammar Translation Method, **EFL** English as a Foreign Language, **ST:** Source Text,

**TL:** Target Language

## Literature Review

In this section, an overview of past studies is given. This section will entail studies conducted about the Grammar Translation Method (GTM) and unit shifts.

### *Research Trends in Grammar Translation Method*

Nisha (2024) examined the role of Communicative Language Teaching and Grammar Translation Methods in language learning outcomes in EFL contexts. The researcher has concluded that even though the Communicative Language Teaching method is considered more advantageous in the modern era, GTM still has many positive attributes related to it in terms of language learning outcomes in the EFL contexts.

In the same vein, Zohaib et al. (2023) conducted a quantitative study based on the feedback of the students to discover the effectiveness of GTM in improving English Language accuracy of students of intermediate. They took a sample size of two hundred participants and found out that GTM is very effective for the students of intermediate level for learning a second or even third language.

Natsir (2014) investigated the role of GTM and Communicative Language Teaching. The researchers have found that GTM merely focuses on the reading and writing of the students while the Communicative Method is more focused on speaking and listening accuracy.

Similarly, Marzana (2012) explored the effectiveness of GTM in second language learning in Bangladeshi contexts. The researchers have found that GTM is amazingly effective for students in Bangladesh. It is because they know both native and target languages from the very beginning.

Likewise, Chang (2011) conducted an experimental study in Taiwan at the Intermediate level. He compared Grammar Translation Methods and Communicative Approaches for English Language Learning outcomes. His findings suggest that both these approaches have their respective roles to play. The former is more concerned with accuracy whereas the latter is with fluency. He further demonstrates that if accuracy and fluency are the targets of English language learning, both approaches are suitable.

### **Research Trends in Unit-Shift**

As the previous section demonstrated an overview of the studies conducted by GTM, this section contains an overview of the studies conducted on the Unit shift. Budi (2022) has conducted a qualitative descriptive study using content analysis techniques to find out the category shifts in the Indonesian translation of Harry Potter and Sorcerer's Stone. The findings of the study show that both novels experience category shifts when they are translated into the Indonesian language. The findings also demonstrate that unit shifts have the highest frequency whereas structural shifts have the lowest frequency.

Muamaroh and Hanggraningtyas (2021) analyzed the translation shifts and their equivalence in the Margot Heinemann by John Cornford which was later translated as Huesca by Chairil Anwar in 1948. The researchers have found that all the types of category shifts are found in the Huesca, the highest one being the unit shift with 43% of the total shifts.

Similarly, Stimorung and Arfiana (2019) researched Unit and Structural Shifts present in the novel Little Princes by Frances Hodgson Burnett using Catford's theory of Category Shift (1965). The findings of their study show that unit shifts can change the word of SL into a phrase, or clause in TL, and vice versa yet have the same communicative meanings in both ST and TL.

In the same vein, Herman (2014) analyzed the types of category shifts in subtitles of Harry Potter and the Philosopher's Stone movie in the Indonesian language. The study elucidates that all types of category shifts including unit shift are present in the subtitles in the Indonesian language. The researcher further elaborates that these shifts are unavoidable during the process of translation.

The overview of the literature of the studies conducted in the past shows, as far as the small data sets show, that many research studies have been conducted to elaborate the role of GTM in L2 learning whereas studies related to Unit-shifts have been conducted through what Holmes (1988b, p. 184; 2004, p. 190) calls 'product-oriented method' in which the existing translation works are examined through descriptive theory of translation (as cited in Munday, 2008, p. 10). The majority of the studies related to Unit shifts have been conducted in the Indonesian context. The current study differs from the previous studies in terms of objectives, contexts, and methods. The prime objective of the current study is to examine the effectiveness of GTM and Unit shift in translation accuracy of the students of intermediate level in Pakistan. Moreover, both GTM and Unit shifts have not been, as far as the researchers have seen, applied together in the EFL context classroom. Finally, previous research studies have utilized descriptive theories of translation while this study uses Quantitative Content Analysis. So, the current study tends to fill the above-cited gap(s) that exist in epistemology.

## **Methodology**

### ***Data Collection***

Data for this study has been collected by visiting an intermediate classroom at Govt. Gordon College Rawalpindi, Punjab Pakistan.

### ***Participants***

Randomly, 10 students from that class are selected as the population of the data. All the participants are male and aged between 16-18 years.

### ***Research Design***

This study is a blend of both quantitative and qualitative research paradigms. The quantitative method is essential because the study consists of the statistical presentation of data. Qualitative analysis of the data is based on the quantitative data outcomes. Both quantitative and qualitative data are interrelated and necessary for findings.

## **Conceptual Framework**

For the analysis of quantitative data gained through post-tests 1 and 2, the theory of (Quantitative) Content Analysis by Bernard (1952) and Translation Shifts by Catford (1965) will be used. This theory may be used to analyze the quantitative data sets obtained from classroom observations or instructional strategies. Since the data is obtained as a result of instructional strategies on translation methods, the selection of Quantitative Content Analysis seems an appropriate conceptual framework.

### ***Process***

Once the selection of 10 students was made, these students were separated from the rest of the class for 30 days from the 1<sup>st</sup> of April 2024- the 30<sup>th</sup> of April 2024. The selected period was divided into 2 equal halves of 11 days each. Excluding the public holidays, the researchers were left with 22 working days. 1<sup>st</sup> half comprising 11 days was reserved for GTM. The selected class was taught grammatical structures for five days, new vocabulary items of TL for four days, and spelling for the last two days.

### ***Post-test 1***

After teaching the participants, the GTM for 60 minutes for 11 consecutive working days, a post-test based on the GTM of translation was conducted. The participants were given 20 sentences of Urdu and asked to translate them into English with the help of the guidelines provided during the teaching of GTM rules. The results of the participants were recorded and saved.

During the second half, the same group of participants is taught methods of constructing unit shifts of complete sentences. During the lesson, 60 minutes and 40 minutes were spent on teaching the methods, and 20 minutes were consumed on practice each day.

### ***Post-test 2***

After the second half of the time allotted was used, the participants were given 20 more sentences of Urdu and were asked to translate them into English. This time, the participants were encouraged to translate the given sentences with the help of the unit-shift method. The results were recorded at the end of the test.

## **Findings**

This section illustrates the analysis of the data gathered because of 2 post-tests conducted after teaching the participants about two methods of translation i.e., Grammar Translation Method and Unit-shift. The following data is gathered after the first post-test which is conducted after teaching rules of GTM to the participants for 11 consecutive days for 60 minutes a day.

### ***Data Analysis of Grammar Translation Method***

The test contained 20 sentences in Urdu and the participants were asked to translate them into English using the Grammar Translation Method (GTM). The test comprised 20

structures, 20 corresponding words of vocabulary, 20 spellings, 10 correct uses of prepositions, and 10 correct uses of articles. The data has been analyzed accordingly.

Table 1. *Translation accuracy of participant 1*

S No	Variable	Correct%	Incorrect%
1	Structures	70	30
2	Corresponding Vocabulary	55	45
3	Spellings	90	10
4	Article + preposition	70	30
5	Average	71.25	28.75

Table One shows the details of the translation accuracy of Participant 1. The data shows that the participant has achieved an overall 71.25% accuracy in 20 given sentences using GTM. Spelling is the highest with 90 % whereas vocabulary is at the lowest with 55%.

Table 2. *Translation accuracy of participant 2*

S No	Variable	Correct%	Incorrect%
1	Structures	85	15
2	Corresponding Vocabulary	65	35
3	Spellings	90	10
4	Article + preposition	70	30
5	Average	77.5	22.5

The data presented in Table Two shows that the participant has reached an overall 77.5% accuracy in 20 given sentences using GTM. Spelling hikes at 90 % whereas vocabulary is at the lowest with 65%.

Table 3. *Translation accuracy of participant 3*

S No	Variable	Correct%	Incorrect%
1	Structures	70	30
2	Corresponding Vocabulary	75	25
3	Spellings	75	25
4	Article + preposition	65	35
5	Average	71.25	28.75

As shown in Table Three above, the participant scored an overall 71.25% accuracy in the 20 given sentences using GTM. Both spelling and vocabularies are at the top 75 accuracy % whereas the article and preposition are at the lowest with 65%.

Table 4. *Translation accuracy of participant 4*

S No	Variable	Correct%	Incorrect%
1	Structures	85	15
2	Corresponding Vocabulary	50	50
3	Spellings	90	10
4	Article + preposition	75	25
5	Average	75	25

The data in the above table shows that the participant while using GTM has achieved an overall 75% translation accuracy in 20 given sentences while spelling accuracy reached 90% and vocabulary is at the lowest with 50%.

Table 5. Translation accuracy of participant 5

S No	Variable	Correct%	Incorrect%
1	Structures	80	20
2	Corresponding Vocabulary	40	60
3	Spellings	85	15
4	Article + preposition	75	25
5	Average	70	30

Table Five shows the details of the translation accuracy of Participant 5. The data shows that the participant has achieved an overall 70% translation accuracy in 20 given sentences using GTM. Spelling is at the top with 85% accuracy while vocabulary is at the lowest with 40%.

Table 6. Translation accuracy of participant 6

S No	Variable	Correct%	Incorrect%
1	Structures	65	35
2	Corresponding Vocabulary	50	50
3	Spellings	75	25
4	Article + preposition	70	30
5	Average	65	35

It can be seen in the table above that the participant has shown an overall 65% translation accuracy in the given task while both Spelling and vocabulary have also been improved.

Table 7. Translation accuracy of participant 7

S No	Variable	Correct%	Incorrect%
1	Structures	75	25
2	Corresponding Vocabulary	35	65
3	Spellings	85	15
4	Article + preposition	70	30
5	Average	66.25	33.75

The above statistics show that the translation accuracy of the participant reached an overall accuracy of 66.25% while using the Grammar Translation Method (GTM).

Table 8. Translation accuracy of participant 8

S No	Variable	Correct%	Incorrect%
1	Structures	90	10
2	Corresponding Vocabulary	80	20
3	Spellings	100	00
4	Article + preposition	90	10
5	Average	90	10

Participant 8 as shown in table eight above has displayed greater accuracy in spelling with no misspelled words.

Table 9. Translation accuracy of participant 9

S No	Variable	Correct%	Incorrect%
1	Structures	75	25
2	Corresponding Vocabulary	70	30
3	Spellings	85	15
4	Article + preposition	80	20
5	Average	77.5	22.5

Table Nine shows the details of the translation accuracy of Participant 9. The data shows that the participant has achieved an overall 77.5% translation accuracy in 20 given sentences using GTM. Spelling is at the top with 85% accuracy while vocabulary is at the lowest with 70%.

Table 10. Translation accuracy of participant 10

S No	Variable	Correct%	Incorrect%
1	Structures	60	40
2	Corresponding Vocabulary	65	35
3	Spellings	65	35
4	Article + preposition	75	25
5	Average	66.25	33.75

As shown in Table 10 above, the participant has shown less translation accuracy as compared to the rest of the participants.

Table 11. Average% of translation accuracy of the participants using the GTM technique

S No	Variable	Correct%	Incorrect%
1	Structures	75.5	24.5
2	Corresponding Vocabulary	66	34
3	Spellings	92.5	7.5
4	Article + preposition	74	26
5	Overall	77	23

In Table 11, the participants managed to attain an overall translation accuracy of 77% in 20 sentences provided through GTM. However, spelling emerges as the top performer with an accuracy rate of 92.5%, while vocabulary lags with an accuracy rate of 66%.

### **Data Analysis of Unit-shift**

The test contained 20 sentences in Urdu and the participants were asked to translate them into English using the unit-shift technique of translation. The test comprised 20 structures, 20 corresponding words of vocabulary, 20 spellings, 10 correct uses of prepositions, and 10 correct uses of articles. The data is analyzed accordingly.

Table 12. Translation accuracy of participant 1

S No	Variable	Correct%	Incorrect%
1	Structures	100	00
2	Corresponding Vocabulary	95	05
3	Spellings	90	10
4	Article + preposition	100	00
5	Average	96.25	3.75

Based on the data presented in Table 12 above, the participant has successfully achieved an impressive 96.25% accuracy rate in translating 20 sentences using the unit-shift technique. The results indicate that article, preposition, and sentence structure translations were all performed with 100% accuracy, while vocabulary translations were at 95%.

Table 13 *Translation accuracy of participant 2*

S No	Variable	Correct%	Incorrect%
1	Structures	100	00
2	Corresponding Vocabulary	90	10
3	Spellings	100	00
4	Article + preposition	100	00
5	Average	97.5	2.5

The data displayed for Participant 13 in the table above shows that the unit-shift technique has tremendously helped the participant to improve the structure, spelling, articles, and prepositions usage.

Table 14. *Translation accuracy of participant 3*

S No	Variable	Correct%	Incorrect%
1	Structures	95	05
2	Corresponding Vocabulary	90	10
3	Spellings	100	00
4	Article + preposition	90	10
5	Average	93.75	6.25

Table 14 shows the details of the translation accuracy of Participant 3. The data shows that the participant has achieved an overall 93.75% accuracy in 20 given sentences using the unit-shift technique of translation. Spellings are at the top with 100% accuracy whereas structures are second top with 95% and vocabulary articles are at the bottom with 90% accuracy each.

Table 15. *Translation accuracy of participant 4*

S No	Variable	Correct%	Incorrect%
1	Structures	100	00
2	Corresponding Vocabulary	80	20
3	Spellings	90	10
4	Article + preposition	90	10
5	Average	90	10

Table 15 shows the details of the translation accuracy of Participant 4. The data shows that the participant has achieved an overall 90% accuracy in 20 given sentences using the unit-shift technique of translation. Structures are the highest with 100 % accuracy, vocabulary 80% whereas the spellings, articles, and prepositions achieved 90% accuracy.

Table 16. *Translation accuracy of participant 5*

S No	Variable	Correct%	Incorrect%
1	Structures	90	10
2	Corresponding Vocabulary	70	30
3	Spellings	90	10
4	Article + preposition	90	10
5	Average	85	15

Table 16 shows the details of the translation accuracy of Participant 5. The data shows that the participant has achieved an overall 85% accuracy. Vocabulary accuracy is at the bottom with 70% accuracy.

Table 17. *Translation accuracy of participant 6*

S No	Variable	Correct%	Incorrect%
1	Structures	80	20
2	Corresponding Vocabulary	70	30
3	Spellings	90	10
4	Article + preposition	90	10
5	Average	76.5	23.5

Table 17 shows the details of the translation accuracy of Participant 6. The data shows that the participant has achieved an overall 76.5% accuracy in 20 given sentences using the unit-shift technique of translation. Article, preposition, and spelling are at the top with 90 % accuracy each, structures at 80% whereas vocabulary is at the lowest with 70% accuracy.

Table 18. *Translation accuracy of participant 7*

S No	Variable	Correct%	Incorrect%
1	Structures	90	10
2	Corresponding Vocabulary	50	50
3	Spellings	95	05
4	Article + preposition	90	10
5	Average	81.25	18.75

The data in Table 18 indicates that the participant has achieved an overall accuracy of 81.25%. The highest accuracy rate is recorded for spellings, with 95%, followed by structures, articles, and prepositions, with 90% accuracy. However, the corresponding vocabulary has the lowest accuracy rate, with only 50%.

Table 19. *Translation accuracy of participant 8*

S No	Variable	Correct%	Incorrect%
1	Structures	100	00
2	Corresponding Vocabulary	90	10
3	Spellings	100	00
4	Article + preposition	100	00
5	Average	97.5	2.5

Table 19 shows that the participant has achieved an overall 97.5% accuracy. The participant has achieved 100% accuracy in structures, spellings, articles, and prepositions while corresponding vocabulary is lowest with 90% accuracy.

Table 20. *Translation accuracy of participant 9*

S No	Variable	Correct%	Incorrect%
1	Structures	90	10
2	Corresponding Vocabulary	80	20
3	Spellings	90	10
4	Article + preposition	80	20
5	Average	85	15

The findings in the Table above show that the participant has achieved an overall 85% accuracy in 20 given sentences using the unit-shift technique of translation. Spellings and structures are at the top with 90% accuracy each while article+ prepositions are at the bottom with 80% accuracy each.

Table 21. *Translation accuracy of participant 10*

S No	Variable	Correct%	Incorrect%
1	Structures	70	30
2	Corresponding Vocabulary	70	30
3	Spellings	75	25
4	Article + preposition	75	25
5	Average	72.5	27.5

The results retrieved from the above table 21 indicate that the participant attained an overall accuracy of 72.5% when translating 20 given sentences using the unit-shift technique. Specifically, the accuracy for articles, prepositions, and spelling was highest at 75%, while vocabulary and structures were both at 70%.

Table 22. *Average% of translation accuracy of the participants using the Unit-shift technique*

S No	Variable	Correct%	Incorrect%
1	Structures	91.5	8.5
2	Corresponding Vocabulary	78.5	21.5
3	Spellings	92	08
4	Article + preposition	90.5	9.5
5	Overall	88.12	11.87

Table 22 shows the details of the average translation accuracy of all participants. The data shows that the participants achieved an overall 88.125% translation accuracy in 20 given sentences using the unit-shift technique. Spellings are at the top with 92. % accuracy while vocabulary is at the bottom with 78.5% accuracy. Structural accuracy is recorded at 91.5% which is the second highest.

### Discussion

This section demonstrates the results and discussion based on the data gathered after teaching the participants two techniques of translation i.e., Grammar Translation Method and Unit-Shift. Throughout the analysis of the data gathered because of the test conducted after teaching translation accuracy through the GTM, the data has shown that the participants have achieved maximum accuracy of translation in spellings with 92.5% while the lowest accuracy during the translation is seen in the corresponding vocabulary of ST into TL with 66% on average. Accuracy of structures and article and proposition is recorded at 75.5% and 74% on average, respectively. The overall accuracy of translation of the participants is found to be 77% on average.

On the other hand, the results recorded based on the data gathered after the test conducted with the use of Unit-shift have shown the highest translation accuracy of 92% in spellings while the lowest accuracy is recorded in corresponding vocabulary at 78.5% on average. The average accuracy of structures, articles, and prepositions is recorded at 91.5% and 90.5% respectively on average. Overall, the accuracy of translation accuracy of all the participants is recorded at 88.12% on average.

The results have shown that the participants have shown improved results in translation accuracy when they are taught the unit-shift technique of translation as compared to the GTM. The participants have shown more accuracy in all variables under investigation as well as all accuracy of the translation with the unit-shift technique of translation. The highest accuracy is observed in structures and corresponding vocabulary with a difference of 16% and 12.5% as compared to 75.5% and 66% accuracy of the GTM respectively. Furthermore, the accuracy of prepositions and articles also in the unit-shift method has increased by 16.5%. However, the spelling accuracy in the unit-shift technique has gone down by a mere 0.5%. Similarly, the data shows that the overall translation accuracy of the participants has also increased with the unit-shift method. The overall translation accuracy of the participants is 77% which is 11.12% less than the translation accuracy of 88.125% on average achieved through Unit-shift.

Four broader categories i.e., structures, corresponding vocabulary (both of ST and TL), spellings, and articles and prepositions were targeted during the process of translation from ST into TL during both techniques of translation. The findings based on data have shown that the translation accuracy of the participants is found to be less as compared to unit-shift. Four broader categories i.e., structures, corresponding vocabulary (both of ST and TL), spellings, and articles and prepositions were targeted during the process of translation from ST into TL during both techniques of translation. The findings based on data have shown that the translation accuracy of the participants is found to be less with the Grammar Translation Method (GTM) as compared to unit-shift. It is common for translators to adopt the method of shifts during the process of translation. Muamaroh and Hanggraningtyas (2021) have also affirmed that several types of shifts are adopted by the translators. Among all other shifts used in the translation process, unit shifts are the most frequently used shift. The findings of Budi (2022) support this very idea. The unit shift can change the words of ST into phrases, clauses, and sentences of TL and vice versa. This unit shift can bring accuracy and precision to TL. This idea aligns with the idea presented by Stimorung and Arfiana (2019). However, the findings of this study seem to disagree with the findings of Nisha (2024) who observes that the Grammar Translation Method (GTM) improves language learning accuracy in EFL contexts. Here, in the process of translation, the Grammar Translation Method (GTM) did not bring as much accuracy of translation as created by unit shift. The study has shown that in the EFL contexts, the accuracy of translation has a significant connection with the unit-shift technique rather than the Grammar Translation Method (GTM). The Grammar Translation Method (GTM) in this study also theorizes that unit shift has a vital role to play in creating accuracy of translation in the EFL contexts. Hence, the EFL teachers and translators must promote unit shifts for the translation of ST into TL.

## **Conclusion**

The current study has investigated the role of unit shift and Grammar Translation Method (GTM) in improving the translation accuracy of the students of intermediate level in the EFL contexts. The unit shift shows more accuracy in all aspects of translation i.e., structures, corresponding vocabulary, (both in ST and TL), spellings, and article and preposition, under investigation. Interestingly, the accuracy of all other aspects of the translation process except for spellings has increased while the accuracy of spellings has decreased in the unit shift. However, the accuracy of the translation of the participants has increased with the use of the unit-shift technique. The study stresses that the unit-shift

technique should be used more frequently in translation to provide accuracy, brevity, and precision to the process of translation.

The hypotheses of the researchers have proven to be true that the unit-shift technique has proved more effective, and its use has increased the translation accuracy of the students at an intermediate level in EFL contexts.

### **Limitations**

The current study does not claim perfection. However, certain things lemmatize the scope of this study. To begin with, the data sets are limited to only 10 participants. The increase in number of the samples and data size can be changed. Moreover, the current study is conducted in the Pakistani context so the change in contexts can also bring results otherwise to this study.

### **Future Research**

The analysis of the outcomes of the translation accuracy of the participants provides a comprehensive snapshot of the effectiveness of unit-shift to increase the translation accuracy of the students at an intermediate level in Pakistan. The findings of this study however cannot be generalized as Pakistan is one unique EFL context-based country where English is taught as language, subject, and literature with frequent use of Urdu language. In the future, further studies can be conducted to know the effectiveness of unit shifts in solving problems faced by intermediate students during translation.

### **About the Author**

**Dr. Saqlain Hassan** is an Assistant Professor and Corpus Specialist in the Department of English Linguistics and Literature at the Riphah International University, Islamabad, Pakistan. **Mr. Jamshaid Anjum** serves as an Assistant Professor and specialist in applied linguistics at Government Gordon Graduate College, Rawalpindi, Pakistan.

### **References**

- Al. Sobh, M. A. (2022) Translation Challenges Facing University Students a Case Study: EFL Students at Ajloun National University. *European Journal of English Language and Literature Studies*, 10(5), 10-23,
- Berelson, B. (1952). *Content Analysis in Communication Research*. New York: Free Press.
- Budi, W. (2022). Analysis of category shifts translation: A case study of Harry Potter and The Sorcerer's Stone novel translation from English to Indonesian. *Journal of Economics and Business Letters*, 2 (2), 20-24
- Chang, S. (2011). A Contrastive Study of Grammar Translation Method and Communicative Approach in Teaching English Grammar. *Canadian Center of Science and Education*, 4 (2)
- Herman, M. P. (2014). Category shifts in the English translation of Harry Potter and the Philosopher's Stone movie subtitle into Indonesia (An Applied Linguistics Study). *Journal of Humanities and Social Sciences*, 19, 31–38.
- Kelly, L. (1969). *25 Centuries of Language Teaching*. Rowley, Mass: Newbury House.
- Larsen-Freeman, D. & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed). Oxford, England: Oxford University Press.
- Muamaroh, D. E. H. (2021). An analysis of translation shifts and its equivalence into Margot Heinemann (1935) by John Cornford into Huesca (1948) by Chairil Anwar. *Advances in Social Science, Education, and Humanities Research*, 662.  
<https://doi.org/10.2991/assehr.k.220503.078>
- Munday, J. (2008). *Introducing Translation Studies: Theories and Alienations*. Second Edition. Routledge Francis & Taylor London and New York.
- Natsir, M. (2014). Grammar Translation Method (GTM) Versus Communicative Language Teaching (CLT); A Review of Literature. *International Journal of Education & Literacy Studies*, 2(1), 58-62. <http://dx.doi.org/10.7575/aiac.ijels.v.2n.1p.58>
- Nisha, R. P. (2024). Comparing grammar translation method (GTM) and communicative language teaching (CLT) in EFL context: A qualitative literature review. *Journal of English Language Teaching*. 5 (1). <http://dx.doi.org/10.24256/foster-jelt.v5i1.159>
- Rajput, Z., Junejo, S. & Ghouri, Z. (2023). The effectiveness of the grammar-translation method (GTM) in improving English language accuracy at an intermediate level. *Pakistan Languages and Humanities Review*, 7(3). [http://doi.org/10.47205/plhr.2023\(7-III\)13](http://doi.org/10.47205/plhr.2023(7-III)13)
- Rehman, M. (2012). Grammar Translation Method (GTM): An effective and feasible method in the Bangladeshi context. *Department of Humanities and English BARC University*.
- Richards, J. C., & Schmidt, R. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics*. Pearson Education Limited.
- Roman, J. (1959). On Linguistic Aspects of Translation. In R. Brower (Ed.), *On Translation* (pp. 232-239). Cambridge, MA and London, England: Harvard University Press. <https://doi.org/10.4159/harvard.9780674731615.c18>
- Situmorang, T.K. & Afriana, A. (2019). An analysis of unit shift and structure shift found in A Little Princess novel by Frances Hodgson Burnett *SCIENTIA JOURNAL: Jurnal Ilmiah Mahasiswa*, 1 (1).
- Thornbury, S. (2003). *How to Teach Grammar*. Beijing: World Affairs Press.
- Vinay, J. P. & Dalbernet, J. (1995). *Comparative Stylistics of English and French: A Methodology for Translation*. John Benjamin's Publishing Company.

**Cite as**

**Saqlain, H., & Jamshaid, A.** (2024). Comparing the Effectiveness of Grammar Translation Method and Unit-Shift on Translation-accuracy of Students at Intermediate Level in EFL Contexts. *ATRAS Journal*, 05 (02), 189-204