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The Effects of Vocabulary Learning between the Grammar-Translation Method and the Group-Consulting Method

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For decades, there has been a continuous controversy about the use of grammar-translation (GT) method in the English as a second or foreign language (ESL/EFL) instruction. The purpose of this study was to explore and compare the effectiveness of vocabulary learning between the grammar-translation method and the group-consulting (GC) method. The subjects of the study were 82 freshman students. An experimental teaching was designed for the college English reading class; the research instruments were a series of teacher-made vocabulary tests. Through descriptive statistics analyses, Pearson product-moment correlation, and dependent *t*-test, the data were collected to analyze for study. The findings of the study included that college students' learning performance was significantly different after the experiment no matter which instructional methods were adopted, that students' performance was significantly different with each other after the experiment, and that the difficulty of the reading texts and the limited time were the major factors for the performance of vocabulary learning. In addition, based on the classroom observation, the possible influence factors for the outcomes of students' vocabulary learning included the consideration of the teacher-made tests and the way of grouping students. Based on the findings, this study found that college students would have a better performance in vocabulary learning if language instructors tried to effectively use some effective instructional methods or make certain modifications during instruction.

Keywords: reading instruction, vocabulary learning, the Grammar-translation (GT) method, the Group-consulting (GC) method