



Tikrit University

College of Education for Women

English Department

Subject: Methods of Language Teaching

Class: 3rd class

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Grammar Translation Method

The objectives of a certain method

1-The language content selected and organized (the syllabus)

2- The types of activities used

3- The role of the teacher

4- The role of students

5- The role of instructional materials (course books and the like).

By making use of your personal, academic, and professional knowledge, brainstorm ideas/provide examples for each of the aspects listed above

Examples: how many objectives can come up with when it comes to the teaching/learning English? How many classroom activities can you think of How might teachers behave/teach/act? How about the students?

1-dominated Europe from 1840s to 1940s

2-previously referred as Classical Method

3- a method without a language and learning theory

4-major focus on Reading and Writing

5-little or no attention to Listening and Speaking

6-vocabulary selection

7-endless lists of words and unusual grammar rules to be memorized

8-emphasis on Accuracy

9-deductive learning: first the language is presented, then it is

10-practiced

Teacher's Roles:

Teachers are just guide because grammar translation deals with the memorization of rules, manipulation of rules, manipulation of the morphology, and syntax of the foreign language. It requires few specialized skills on the part of teachers because test of grammar rules and translation are easy to construct and be objectively scored. The facilitator main function is that of observation rather than corrective intervention in regards to the learners

Students' Role

Students are expected to memorize endless list of grammar rules and vocabulary, and produce almost perfect translations. This method means a tedious experience and often creates frustration for students. Main activities and controls are started by the students, he or she is the one who provides the course of the learning process and the status of knowledge as well.

What are the goals of teachers who use the Grammar-Translation Method?

According to the teachers who use the Grammar-Translation Method, a fundamental purpose of learning a foreign language is to be able to read literature written in the target language. To do this, students need to learn about the grammar rules and vocabulary of the target language. In addition, it is believed that studying a foreign language provides students with good mental exercise which helps develop their minds.

The Grammar-Translation Method is a traditional approach to language teaching that focuses on the explicit teaching of grammar rules and the translation of texts between the target language and the native language of the learners. Here are some implications of the Grammar-Translation Method:

Focus on Grammar Rules: Grammar is taught deductively, with an emphasis on memorizing rules, conjugations, declensions, and other structural aspects of the language. Lessons typically involve explanations of grammar points followed by drills and exercises to practice applying the rules. .1

Translation Exercises: Translation plays a central role in the Grammar-Translation Method. Students translate sentences, passages, and texts from the target language to their native language and vice versa. Translation tasks are used to reinforce vocabulary, grammar, and comprehension skills. .2

Use of Literary Texts: Literary texts and classical literature are often used as the primary source material for translation exercises in the Grammar-Translation Method. Students analyze and translate passages from literature to develop their language skills and cultural knowledge. .3

Reading and Writing Skills: The Grammar-Translation Method prioritizes the development of reading and writing skills over speaking and listening skills. Students focus on understanding written texts and producing written compositions rather than engaging in oral communication. .4

Accuracy over Fluency: The emphasis in the Grammar-Translation Method is on accuracy and correctness in language use rather than fluency or communicative competence. Students are expected to produce grammatically correct sentences and translations, even if they lack naturalness or spontaneity. .5

Teacher-Centered Instruction: Instruction in the Grammar-Translation Method is typically teacher-centered, with the teacher serving as the primary source of knowledge and authority. Lessons are structured around explanations, demonstrations, and drills led by the teacher. .6

Little or No Authentic Communication: The Grammar-Translation Method provides limited opportunities for authentic .7

communication in the target language. Interaction between students is minimal, and communication tasks are often artificial or contrived.

Lack of Cultural Context: The Grammar-Translation Method tends .8 to neglect the cultural context of the target language. Cultural aspects are not explicitly taught or integrated into language instruction, focusing instead on linguistic structures and rules.

Rote Learning: Memorization plays a significant role in the .9 Grammar-Translation Method, with students expected to memorize vocabulary lists, grammar rules, and translation equivalents. Learning is often rote and repetitive, with an emphasis on memorizing information for tests and exams.

Limited Practical Application: Critics argue that the .10 Grammar-Translation Method has limited practical application for real-life language use. While it may help develop reading and writing skills and an understanding of grammatical structures, it may not adequately prepare students for communicative competence or practical language use in authentic contexts.