

المرحلة : الثالثة مدرس المادة: د. عبدالله عايد المعضادي	جامعة الأنبار كلية التربية للعلوم الإنسانية قسم اللغة الانكليزية
المحاضرة: الخامسة	أسم المادة: طرائق – Methods
عنوان المحاضرة: طريقة الترجمة النحوية 2 <b>Grammar Translation Method –2</b>	

## Reviewing the Principles

The principles of the Grammar-Translation Method are organized below by answering the 10 questions posed in Chapter 1. Not all the questions are addressed by the Grammar-Translation Method; we will list all the questions, however, so that a comparison among the methods we study will be easier for you to make.

### 1- 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 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 another language provides students with good mental exercise, which helps develop their minds.

### 2- What is the role of the teacher? What is the role of the students?

The roles are very traditional. The teacher is the authority in the classroom. The students do as she says so they can learn what she knows.

### 3- What are some characteristics of the teaching/learning process?

Students are taught to translate from one language into another. Often what they translate are readings in the target language about some aspect of the culture of the target language community. Students study grammar deductively; that is, they are given the grammar rules and examples, are told to memorize them, and then are asked to apply the rules to other examples. They also learn grammatical paradigms such as verb conjugations. They memorize native language equivalents for target

language vocabulary words.

**4- What is the nature of student–teacher interaction? What is the nature of student–student interaction?**

Most of the interaction in the classroom is from the teacher to the students. There is little student initiation and little student–student interaction.

**5- How are the feelings of the students dealt with?**

There are no principles of the method which relate to this area.

**6 - How is the language viewed? How is culture viewed?**

Literary language is considered superior to spoken language and is therefore the language the students study. Culture is viewed as consisting of literature and the fine arts.

**7 - What areas of language are emphasized? What language skills are emphasized?**

Vocabulary and grammar are emphasized. Reading and writing are the primary skills that the students work on. There is much less attention given to speaking and listening. Pronunciation receives little, if any, attention.

**8 - What is the role of the students' native language?**

The meaning of the target language is made clear by translating it into the students' native language. The language that is used in class is mostly the students' native language.

**9- How is evaluation accomplished?**

Written tests in which students are asked to translate from their native language into the target language or vice versa are often used. Questions about the target culture or questions that ask students to apply grammar rules are also common.

**10- How does the teacher respond to student errors?**

Having the students get the correct answer is considered very important. If students make errors or do not know an answer, the teacher supplies them with the correct

answer.