

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

The Grammar-Translation Method

Introduction

The Grammar-Translation Method is not new. It has had different names, but it has been used by language teachers for many years. At one time it was called the Classical Method since it was first used in the teaching of the classical languages, Latin and Greek. Earlier in the 20th century, this method was used for the purpose of helping students to read and appreciate foreign language literature. It was also hoped that through the study of the grammar of the target language students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better. Finally, it was thought that foreign language learning would help students grow intellectually; it was recognized that students would probably never use the target language, but the mental exercise of learning it would be beneficial anyway.

Let us try to understand the Grammar-Translation Method by observing a class where the teacher is using it. The class is a high-intermediate level English class at a university in Colombia. There are 42 students in the class. Two-hour classes are conducted three times a week.

Experience

As we enter the classroom, the class is in the middle of reading a passage in their textbook. The passage is an excerpt entitled ‘The Boys’ Ambition’ from Mark Twain’s *Life on the Mississippi*. Each student is called on to read a few lines from the passage. After he has finished reading, he is asked to translate the few lines he has

just read into Spanish. The teacher helps him with new vocabulary items. When the students have finished reading and translating the passage, the teacher asks them in Spanish if they have any questions. One girl raises her hand and says, 'What is paddle wheel?' The teacher replies, '*Es una rueda de paletas.*' Then she continues in Spanish to explain how it looked and worked on the steamboats which moved up and down the Mississippi River during Mark Twain's childhood. Another student says, 'No understand "gorgeous".' The teacher translates, '*primoroso.*' Since the students have no more questions, the teacher asks them to write the answers to the comprehension questions which appear at the end of the excerpt. The questions are in English, and the students are instructed to write the answers to them in English as well. They do the first one together as an example. A student reads out loud, 'When did Mark Twain live?' Another student replies, 'Mark Twain lived from 1835 to 1910.' 'Bueno,' says the teacher, and the students begin working quietly by themselves.

In addition to questions that ask for information contained within the reading passage, the students answer two other types of questions. For the first type, they have to make inferences based on their understanding of the passage. For example, one question is: 'Do you think the boy was ambitious? Why or why not?' The other type of question requires the students to relate the passage to their own experience.

For example, one of the questions based on this excerpt asks them, 'Have you ever thought about running away from home?' After one-half hour, the teacher, speaking in Spanish, asks the students to stop and check their work. One by one, each student reads a question and then reads his or her response. If the answer is correct, the teacher calls on another student to read the next question. If the student is incorrect, the teacher selects a different student to supply the correct answer, or the teacher herself gives the right answer. Announcing the next activity, the teacher asks the students to turn over the page in their text. There is a list of words there.