**Lecture 3**

**THE USE OF GRAMMAR-TRANSLATION METHOD IN TEACHING FOREIGN LANGUAGE (1890s-1930s):**

1.Background of the**Grammar-Translation Method**

2. Techniques of GTM

3. Lesson Procedure.

A grammar-translation is one of the most effective methods that focuses on reading and translating the sentences which demonstrates grammatical rules to acquire English as second language. This method was used long time ago to teach Latin and Greek as a second language, then it was not recommended for a while until it has been revived in the 19th century by German to be preferable method again.

**Background**

**The Grammar-Translation Method** (GTM) evolved from the Classical Method that was used from the 15th century in the teaching of Latin and Greek — both long-since dead languages. The focus at this time was on the translation of texts, grammar, and rote learning of vocabulary.

There was no emphasis on speaking and listening comprehension because Latin and Greek were taught more as academic subjects rather than a means of oral communication. Latin and Greek were taught to promote the intellect and virtually no attempt was made to speak them.

Classwork is highly structured, with the teacher controlling all activities. The method focuses on the literature and grammar of the target language, with passages being translated into and from the mother tongue. Consequently it tends to be very much text-based. Typically, the teacher gives instructions and grammatical explanations in the mother tongue. Little or no attempt is made to teach pronunciation.

**Purpose**

* Help students read and appreciate foreign language literature
* Study grammar of the target language
* Better understand grammar of the native language through familiarity
* Speak and write their native language better
* Intellectual growth through grammar exercises

This method is believed to be suitable for teaching adults. Because of the sense of humour and mobility TPR is a method which doesn’t have to suit all of the adults; many of them, especially the older ones, will insist on using grammar-translation methods or at least cognitive methods [1]. This is not new method of teaching English, it was firstly called the “classical method”. This name has specially originated from teaching the classical languages like Greek or Latin. This method has been used by teachers for a long period of time [2]. It’s intended to teach vocabulary the grammar structures of the target language which will be worthy and useful in reading and understanding English texts. The only way to gain this is reading and translating texts from the target language into mother tongue and the other way round.

The following techniques are only the part of the whole range of these associations with the grammar-translation method. Nevertheless, these ones are described by Larsen-Freeman [2] as useful in this method.

**Translation of the literary passage**

Learners get a reading passage and they are asked to interpret it from the target language into their source language. The reading text can be an extract taken from the target language literature or it can even be a passage carefully written by the teacher; if it is written by the teacher the suitable grammar and lexeme have to be included in it. Learners are not inclined to translate it in a written way they can translate the passage orally. Idioms should not be translated literally they have to be in a way that shows that learners understand their meaning;

**Reading comprehension questions**

After reading and understanding of the reading passage learners are asked to answer questions, written in the target language, based on the given text. There are three groups of questions: in the first group of questions learners are asked to answer them using the information contained in the particular text. In the second group learners have to answer questions which are not directly placed in the text. Finally, the third group of questions, force learners to combine their own experience with the reading text.

**Synonyms and antonyms**

The set of words are given to the learners and they are asked to find antonyms or synonyms, depending on what the set of words contains, in the given text. Learners can be also asked to define the set of words using their understanding of the text, it means to use context to get to know the meaning of the words.

**Fill in the blanks**

Some words in sentences are missed. They can appear in brackets. Learners have to insert correct grammar structure or write some parts of speech like prepositions, adverbs or adjectives. All the items in brackets do not have to be in the target language.

**Memorization**

Learners’ obligation is to remember all the possible lists they get from their teacher. Lists can contain vocabulary, which is given in the target language and its equivalents in the native language of the learners, or grammatical paradigms (i.e. verb conjugations).

**Composition**

To write about a topic using the target language is followed by this process. Learners are given particular topic by the teacher. Topic should be suitable to the lesson. Learners can sometimes be asked to write the précis of the reading passage from the lesson instead of writing a composition [2].

**1: Role of teacher in GTM**

* Traditional
* Authoritative
* Provider of knowledge
* Students do what he/she asks them to.

**2: Nature of student-teacher interaction**

* Most of interaction is teacher-student interaction
* Little or no student-student interaction
* No pair work, no discussion, no group work
* Only individual work
* Feelings of students not dealt with

**3: Which language skills are emphasized?**

* Vocabulary
* Grammar
* Reading skills: literary text reading
* Writing skills : comprehension questions and composition writing

**4: What is the role of students’ native language?**

* Language of classroom interaction between teacher and students
* Language used for understanding and translating the foreign language text

**5: How is evaluation accomplished**?

* Written tests focusing on translation from one language to the other
* Questions about foreign language culture
* Questions on the application of foreign language grammar rules.

**6: Teacher’s response to student errors**

* Correction is emphasized/ appreciated
* Errors as unnecessary and signs of failure
* Accuracy to be attained
* Teacher knows the RIGHT answer

**Lesson Procedure:**

1. Translation of Literary passage
2. Reading Comprehension Questions

Purpose: to check understanding of the passage

First type of questions: information questions from the text

* 1. When did Mark Twain live?

Second type of questions: Inference questions based on understanding of the passage

* 1. Do you think the boy was ambitious? Why or why not?

Third type of questions: Related the passage to the personal experience

* 1. Have you ever thought of running away from home?
1. **Antonyms/ Synonyms.**
* Students given a set of words and asked to search antonyms from the text
* Students given a set of words and asked to search synonyms from the text
* Define difficult words from the text
* Other vocabulary exercises
1. **Cognates**

Students are taught to recognize the spellings or sound patterns which are similar in foreign language and mother tongue

English word ‘Possibility (-ty)

Spanish word ‘Posibilidad (-dad)

5. **Deductive application of rules**

6. **Fill in the blanks**: use of prepositions, verbs, helping verbs, pronouns and other vocabulary exercises

7. **Memorization**: vocabulary lists, rules, conjugations,

8. **Sentence formation**

9. **Composition**: writing exercise that makes use of words and structures learned from the text and bringing students personal experience in class

**Typical features of a GTM lesson**:

* mother tongue
* teacher-centred
* vocabulary taught through wordlists and translation
* reading of literary passages even at low levels, with reading comprehension questions
* practice based on translation of texts to and from MT
* elaborate presentation of grammar rules
* memorization of grammar rules and vocabulary
* vocabulary exercises include antonyms and synonyms, definitions etc based on words in reading texts
* composition exercises based on topics from reading texts

**Flaws of GTM**

* Explicit grammar rule based teaching
* Focus on memorization rather than meaningful learning
* Speaking and listening skills ignored
* Pronunciation ignored, fluency ignored
* No communication/ interaction encouraged
* Teacher oriented classes
* Students feelings and pace of learning ignored
* Students not having freedom in language practice
* Focus on accuracy and correctness

Overall, some teaching methods of the English language are appropriate for particular age groups. Learners differ from each other and have special needs. The needs should always be provided sensibly in order to encourage learners and do not repulse them. In selecting the suitable method - teachers are opted to take care of that the learners enjoy learning and do not associate it with something boring.

**References**

1. Richards Jack and Rogers Theodore, 2001. 2-nd edition. Approaches and methods in language.

2. Larsen-Freeman Diane, 2000. Techniques and principles in language teaching. 2-nd edition. Oxford: Oxford university Press (Teaching Techniques in English as a Second Language seroes). 189 p.

3. Bozorova L.B. Sovremennye informatsionnye tehnologii v protsesse formirovaniya leksicheskih navykov na urokah an liysko o yazyka «Nauka, obrazovanie i kultura». № 4 (19), 2017.

4. Bazarova L.B. Learnin forei n lan ua e throu h readin «Nauka i obrazovanie se odnya». № 5 (16), 2017. S. 40.