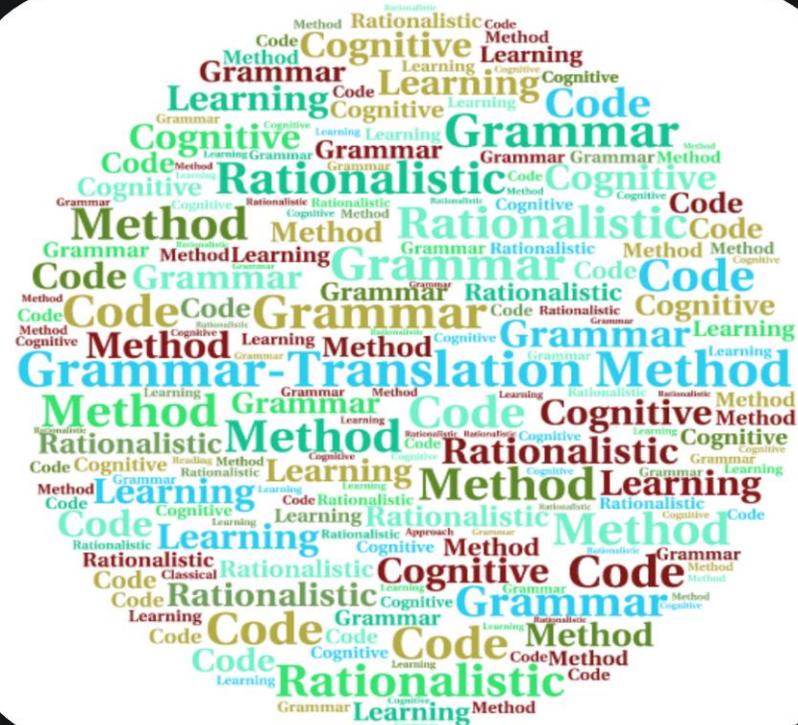


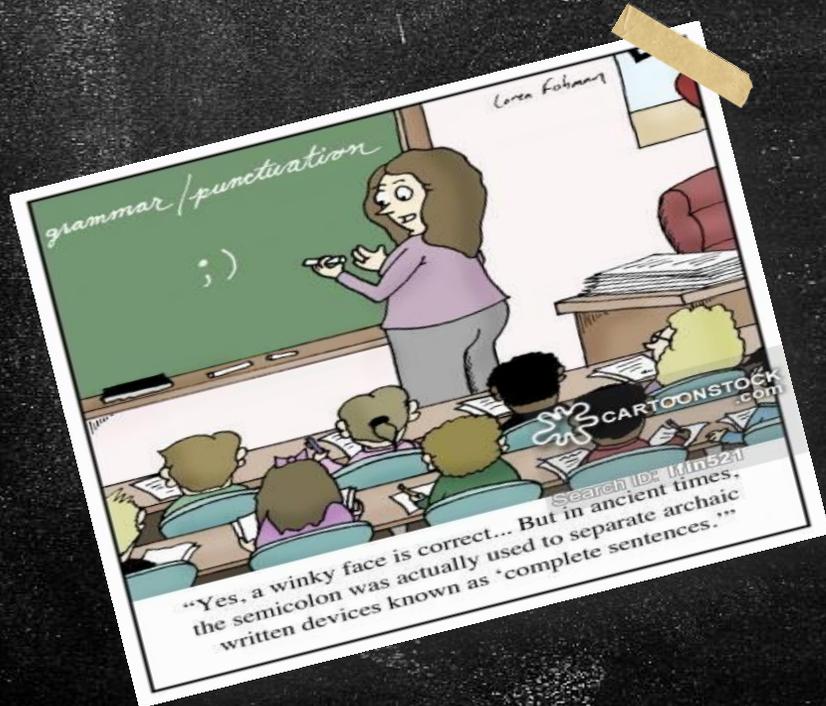
Grammar Translation Method



Laura Brass, EDER 669.50

Introduction

- An extension of the approach used to teach classical languages (such as Latin and Greek) to the teaching of modern languages.



Βράζετε το νερό
πριν το
χρησιμοποιήσετε

- Goal: to read and translate literary texts.

Non teneas aurum totum
quod splendet ut aurum.



Overview



Grammar

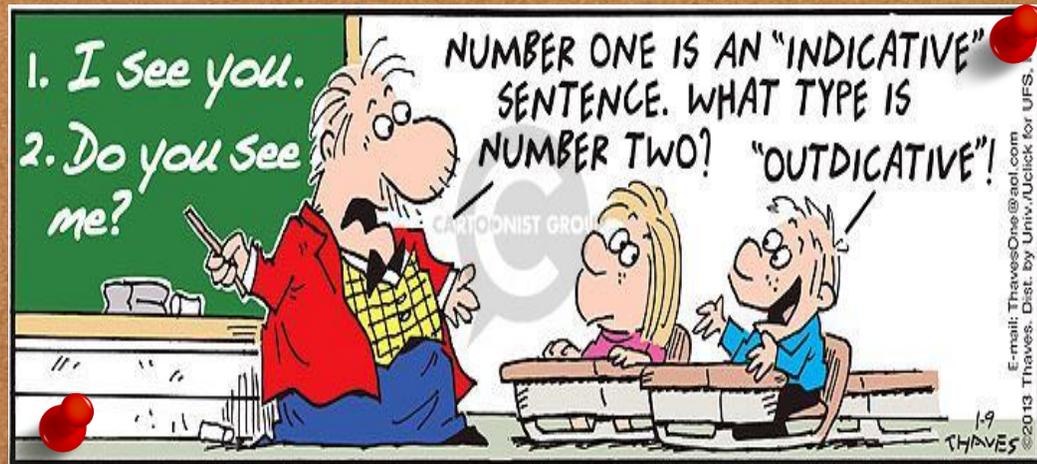
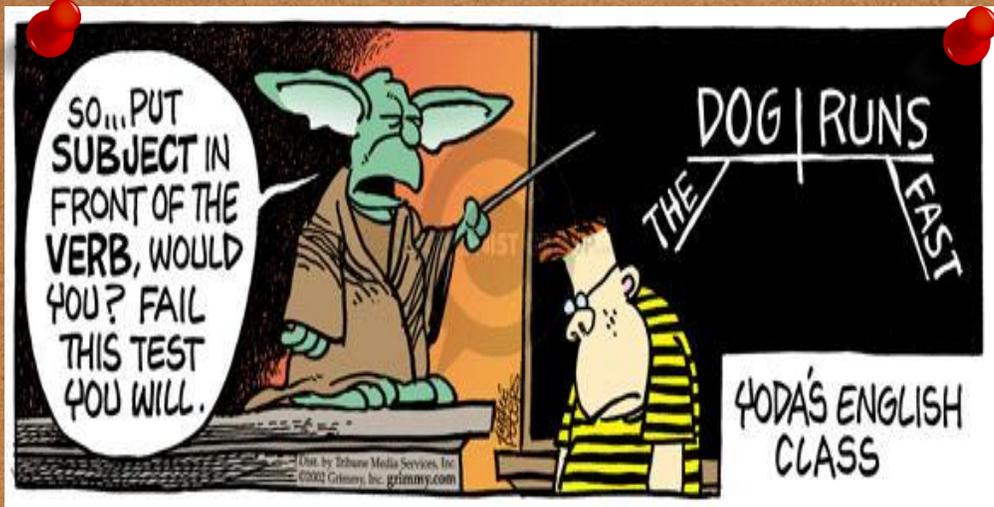
- A set of rules that define how words are combined or changed to form acceptable units of meaning within a language (Penny, 2000)



Translation

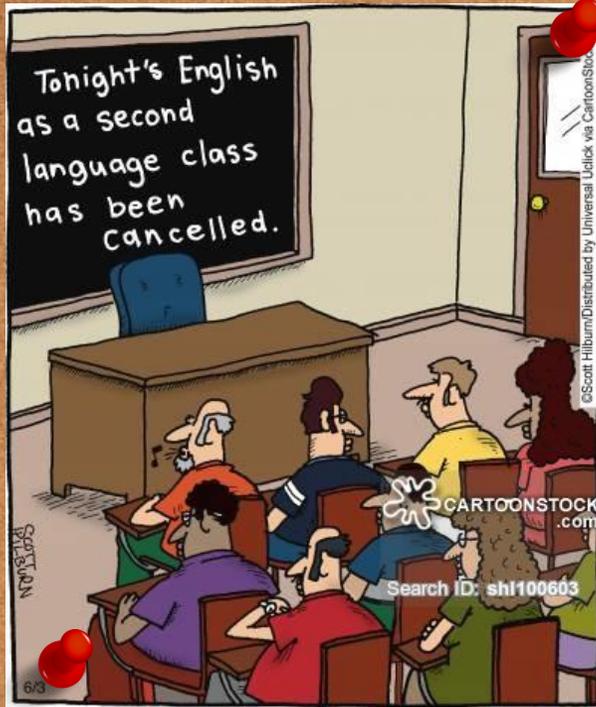
- A rendering from one language into another (Merriam – Collegiate Dictionary)





Teaching Grammar

- **Any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them to understand it meta-linguistically and process it in comprehension and/or production so that they can internalize it. (Ellis, 2006).**



Book	House
Carte	Casa
Cat	Tree
Pisica	Copac



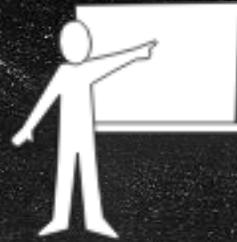
Characteristics

- **Classes are taught in the students' mother tongue**
- **There is little use of the target language**
- **Focus is on reading and writing**
- **Little attention to pronunciation, speaking and listening**
- **Priority is given to grammar (i.e. the form and inflection of words)**
- **Vocabulary is taught through lists of isolated words**
- **Memorization of forms, rules, and paradigms**
- **Disconnected sentences are translated from L2 into L1**
- **Reading of difficult classical texts is done at an early stage**



Teacher

- Teacher-centered
- Is the authority in the classroom
- is the source of knowledge
- Explains, translates, conducts practices, and corrects mistakes
- Does not have to be able to speak l2.



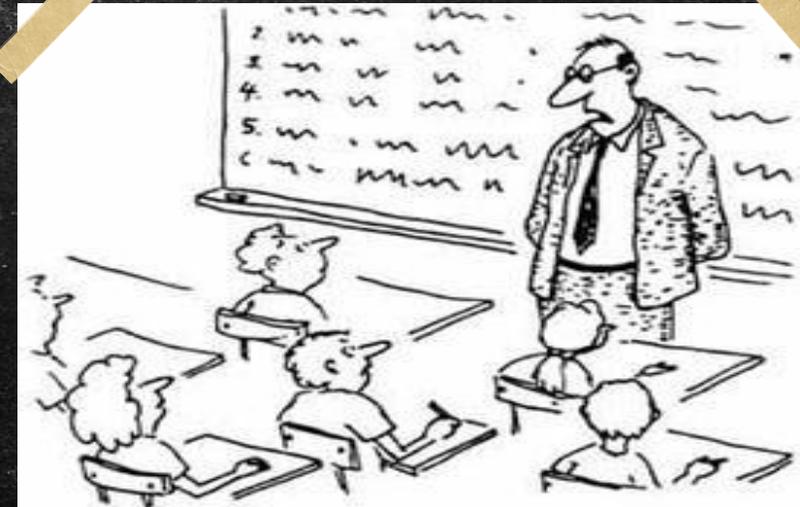
Roles

Learner

- Do what the teacher says
- Are passive
- Interact mostly with teacher
- Interact little with other learners



"It's not easy texting my mother. She's an English teacher and all she does is correct my spelling."



"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"

Learning Tasks

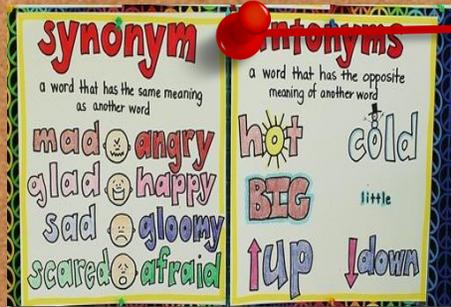
Fill in the blank with the correct sight word.

Sight words:

round stop thank take some

1. I want a _____ cake for my birthday.
2. Would you like _____ tea?
3. Please _____ the music.
4. Let us _____ the dog for a walk.
5. I must _____ my teacher for her help.

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- Reading comprehension questions
- Fill-in-the-blanks
- Antonym / Synonym
- Memorization
- Translation

Advantages

- Grammar can complement communication
- Students can use their mother tongue
- The use of L1 helps in the process of L2 learning
- Makes few demands on teachers
- Students develop reading and writing skills
- Students learn to read L2
- Students learn to translate texts from L2 into L1, and from L1 into L2



disadvantages

- Little attention to speaking and listening
- Reading texts chosen by the teacher
- Little contextualization of grammar
- Insists on accuracy from the start
- Memorizing grammar rules and lists of words
- Leads to boredom, frustration, and lack of motivation
- Students' inability to use L2 for communication



Reviews

Pros



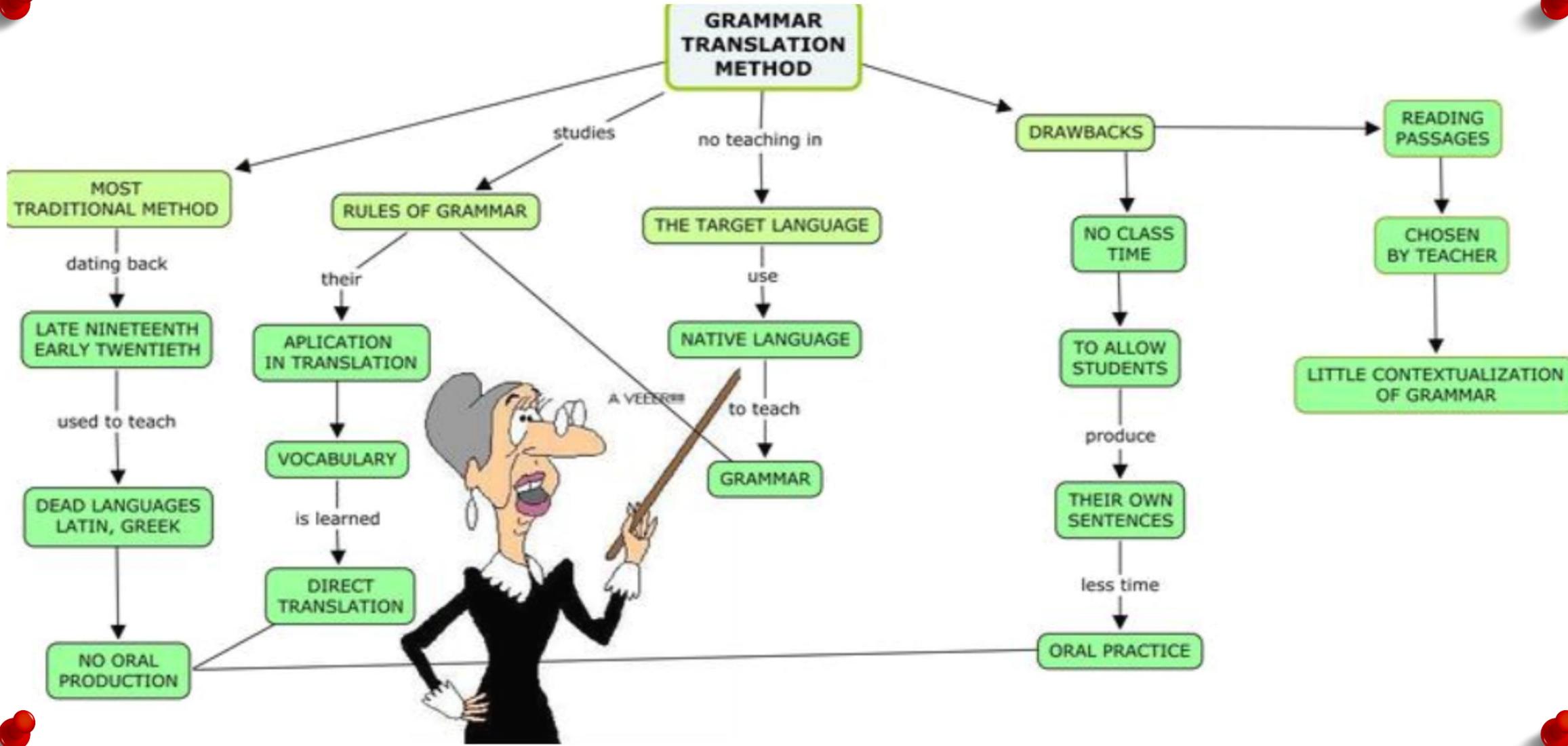
- Grammar still occupies a leading place in the minds of the majority of modern language teachers (Fife, 1934).
- The teaching of grammar on roughly the old formal lines goes on (UNESCO, 1953).
- Translation can make the student come to grips with the target language (Chellapan, 1982).
- Translation techniques form a part of the preferred learning strategies of most learners in most places (Atkinson, 1987).
- The most persistent and durable element in [...] foreign language teaching (Grittner, 1990).
- Translation can contribute to the students' acquisition of the target language at all levels (Cunningham, 2000).

Cons



- Stressing grammatical accuracy in the second classroom is not only counter-productive, but has a negative effect on second language acquisition (Krashen and Terrell, 1983).
- Memorizing endless lists of unusable rules and vocabulary is tedious (Richards and Rodgers, 1986).
- The deductive teaching of grammar is of little or no value to the acquisition of a second language (Chastain, 1987).
- It does virtually nothing to enhance a student's communicative ability in the language (Brown, H.D. 1994).
- Little consideration to what students might do to promote their own learning (Griffiths and Parr, 2001).

Summary



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