

Pedagogy and Curriculum Innovations

Third Year 2020-2021

Asst. Prof. Mahdi Alasadi

First Semester

Week 1:

Lecture 1:

- Definitions of Basic Terms
- Grammar Translation Method



Approach

An approach refers to the general assumptions about what language is and about how learning a language occurs (Richards and Rodgers, 1986). It represents the sum of our philosophy about both the theory of language and the theory of learning. In other words, an approach to language teaching describes:

1. The nature of language,
2. How knowledge of a language is acquired,
3. The conditions that promote language acquisition.



Method

A method is a practical implementation of an approach. A theory is put into practice at the level of a method. It includes decisions about:

- The particular skills to be taught,
- The roles of the teacher and the learner in language teaching and learning,
- The appropriate procedures and techniques,
- The content to be taught,
- And the order in which the content will be presented.

It also involves a specific syllabus organization, choices of the materials that will boost learning, and the means to assess learners and evaluate teaching and learning. It is a sort of an organizing plan that relies on the philosophical premises of an approach.



Procedures

Jeremy Harmer (2001) describes 'procedures' as "an ordered set of techniques." They are the step-by-step measures to execute a method. A common procedure in the grammar-translation method, for example, is to start by explaining the grammar rules and exemplifying these rules through sentences that the students then had to translate into their mother tongue. According to Harmer, a procedure is "smaller than a method and larger than a technique."

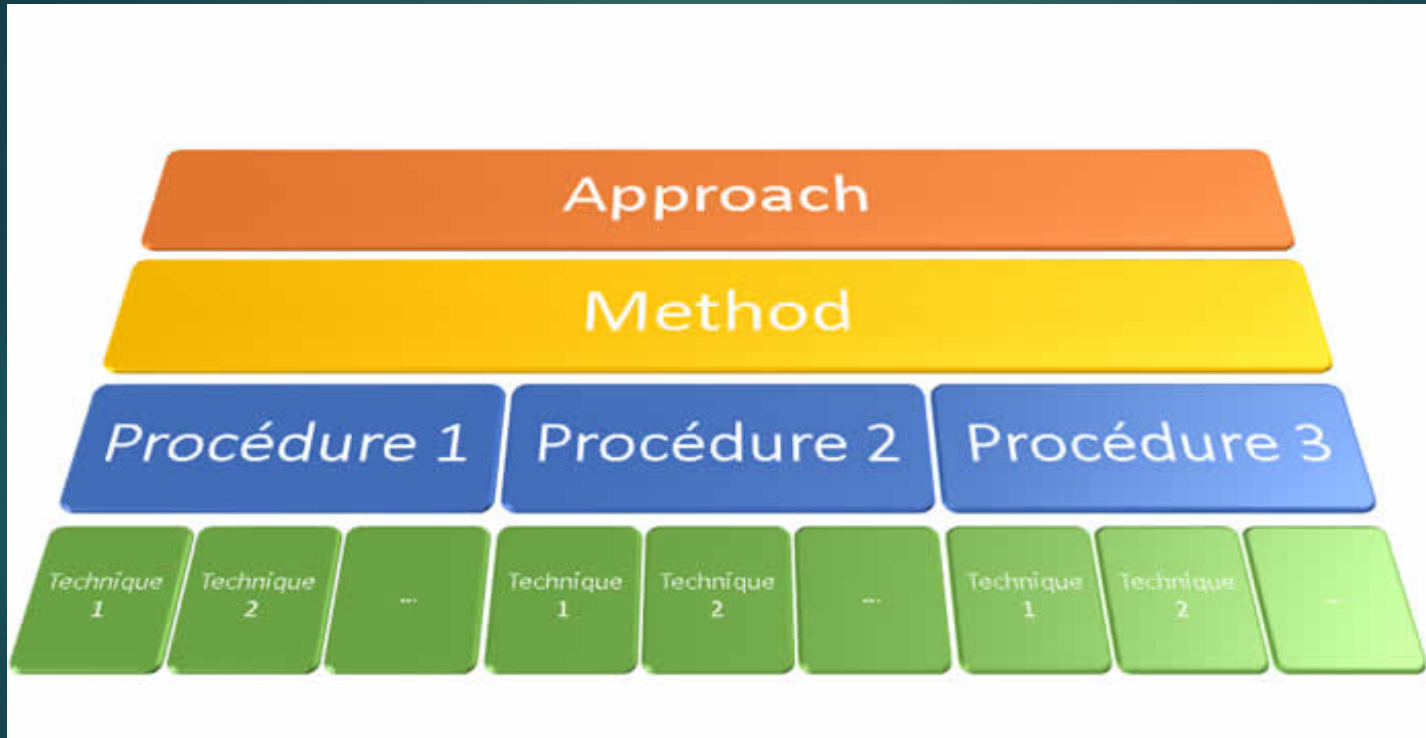


Technique

Implementing a procedure necessitates certain practices and behaviors that operate in teaching a language according to a particular method. These practices and behaviors are the techniques that every procedure relies on. Techniques, in this sense, are part and parcel of procedures. They are the actual moment-to-moment classroom steps that lead to a specified outcome. Every procedure is realized through a series of techniques. They could take the form of an exercise or just any activity that you have to do to complete a task. For instance, when using videos, teachers often use a technique called “silent viewing” which consists of playing the video without sound and asking students to figure out what the characters were saying.



Conclusion



Conclusion

In a nutshell, according to this framework, an approach informs methods with both the theory of language and the theory of learning. Methods are actual implementations of approaches. They are theories put into practice. Procedures, in turn, are informed by methods. They are ordered step-by-step events that have specified outcomes. Procedures rely on techniques to achieve desired results.



Grammar Translation Method

- The Grammar Translation Method (GTM) of foreign language teaching is one of the most traditional methods, dating back to the late nineteenth and early twentieth centuries.
- It was originally used to teach 'dead' languages (and literatures) such as Latin and Greek, involving little or no spoken communication or listening comprehension.



GTM Goal

According to the GTM, the goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign-language study.



GM: Principles 1

- Literary Language is superior to spoken language.
- The authority in the classroom is the teacher.
- The primary skills to be improved are (Reading & Writing)
- Its focus is on accuracy not fluency.
- Students are taught to translate
- Most of the interaction is from the teacher to the students.
- Errors are corrected at the spot by the teacher.
- The students' native language is the language mostly used in the class. Very little teaching is done in the target language.



GMT: Principles 2

- The ability to communicate in the target language is not a goal of language instruction.
- Learning is facilitated through attention to similarities between the target language and the native language.
- It is important for students to learn about the grammar or form of the target language.
- Deductive application of an explicit grammar rule is a useful pedagogical technique.
- Language learning provides good mental exercise.
- Students should be conscious of the grammatical rules of the target language.



GMT: Techniques 1

- Memorization of words, grammar rules and vocabulary.
- Readings in the target language are translated directly.
- Comparisons of the two languages.
- Grammar is taught deductively. Grammar rules are presented with examples.
- Reading Comprehension Questions.
- Antonyms/synonyms
- Fill in the blanks
- Use words in sentences
- Composition



GMT: Merits

- Grammar of the target language is mastered.
- Translation skills are mastered.
- Students' reading and writing abilities are well trained.
- It makes few demands on teachers. It saves the teachers' labor.
- It helps in building vocabulary.
- Comprehension and grammar are easily taught and tested.
- Translation is easily tested too.
- Least stressful for students as they use their native language



GMT: Demerits 1

- It is unnatural method: it does not follow the natural order of learning. LSRW
- Translation is an advanced skill; so this method can not be used in the early stages of learning.
- Social contextual exposure is essentially eliminated because teaching is done in the native language.
- Listening and Speaking skills are excluded.
- Lack of motivation and feeling of boredom.

