

# Pedagogy and Curriculum Innovations

## Third Year 2020-2021

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**First Semester**

**Week 1:**

**Lecture 2:**

- **Grammar Translation Method/Application of Teaching Techniques**



## Reading an Excerpt from a Literary Masterpiece

The teacher prepares an excerpt from a literary masterpiece and asks the students to start reading. 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 his native language. The translation may be written or spoken or both. The teacher helps the student with new vocabulary items. When the students have finished reading and translating the passage, the teacher asks them in their native language if they have any questions. If they have questions, they usually ask in their native language. The teacher provides the answer or explanation in the students' native language as well.



# Reading Comprehension Questions

After the students have finished reading and translating the passage, the teacher will ask them three groups of questions:

- The first group of questions asks for information contained within the reading passage.
- The second group of questions requires the students to make inferences based on their understanding of the reading excerpt. This means they will have to answer questions about the passage even though the answers are not found in the passage itself.
- The third group of questions requires students to relate the passage to their own experience.



## Memorization

Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorize them. Students are also required to memorize grammatical rules and grammatical paradigms such as verb conjugations.

## Use Words in sentences

In order to show that students understand the meaning and use of a new vocabulary item, they make up sentences in which they use the new words.



# Antonyms/Synonyms

Students are given one set of words and are asked to find antonyms in the reading passage. A similar exercise could be done by asking students to find synonyms for a particular set of words. Or students might be asked to define a set of words based on their understanding of them as they occur in the reading passage.



# Cognates

Students are taught to recognize cognates by learning the spelling or sound patterns that correspond between the languages. Students are also asked to memorize words that look like cognates but have meanings in the target language that are different from those in the native language. This technique, of course, would only be useful in languages that share cognates.

- Could this technique be of use in our situation?
- Do Arabic and English share cognates?



## Deductive Application of Rules

Grammar rules are presented with examples. Exceptions to each rule are also noted. Once students understand a rule, they are asked to apply it to some different examples.



## Fill-in-the-blanks Exercise

Students are given a series of sentences with words missing. They fill in the blanks with new vocabulary items or with items of a particular grammar type, such as prepositions or verbs with different tenses.





## Composition

The teacher gives the students a topic to write about in the target language. The topic is based upon some aspect of the reading passage of the lesson. Sometimes, instead of creating a composition, students are asked to prepare a précis of the reading passage.

