



Lecture on Methods of Teaching English

Third Year

By

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Department of English**

Techniques and Principles in Language Teaching

University Lectures for Third-Year English
Department Students

Based on the assigned curriculum book

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Based on the assigned curriculum book: Techniques and Principles in Language Teaching

Third Edition

Techniques & Principles in Language Teaching

Diane Larsen-Freeman
and Marti Anderson

[SRG]

LECTURE 2

The Grammar-Translation Method

Chapter: Grammar-Translation Method (pp. 13–24)

The Grammar-Translation Method

Learning Objectives

Students will be able to:

- explain the goals of Grammar-Translation;
- describe its view of language;
- identify its major classroom techniques;
- explain the role of grammar and translation;
- discuss its approach to error correction and assessment.

Major Characteristics

The method traditionally emphasizes:

- grammatical rules;
- vocabulary learning;
- translation;
- reading;
- writing;
- accuracy.

Language Skills

The strongest emphasis is generally placed on:

Reading + Writing

Speaking and listening receive considerably less attention.

Key Concept

Deductive Grammar Teaching

The teacher first presents the rule:

Rule → Examples → Practice

Core Principles and Roles

Core Principles

A long-established method historically associated with classical-language teaching.

A major purpose is reading and appreciating literature in the target language.

Translation between the target language and the first language is central.

Grammar is explicitly taught, often deductively.

Reading and writing receive primary attention; speaking and listening receive limited attention.

Teacher / Learner Roles

Teacher: authority and source of correct answers.

Learners: memorize vocabulary and grammatical paradigms and apply rules.

Language: strongly associated with written literary language and grammatical form.

Culture: represented mainly through literature and fine arts.

Classroom Techniques and Application

- Translation of passages.
- Reading comprehension questions.
- Vocabulary memorization.
- Deductive grammar exercises.
- Memorization of verb forms and grammatical paradigms.
- Composition and translation exercises.

Review and Discussion

1. Define the central idea of the approach/method in your own words.
2. Identify two classroom techniques associated with it.
3. What is the teacher expected to do?
4. What are learners expected to do?
5. Which element could be adapted to an Iraqi EFL classroom? Explain.

What are the possible advantages and limitations of the Grammar-Translation method for university EFL students?