



A Summarized Paper
of
Techniques and Principles in Language
Teaching
(Pedagogy)

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Grammar-Translation Method (GTM)

Grammar Translation Method: it is a method of foreign language teaching, is one of the most traditional methods. it is mainly depends on **translation** and **grammatical rules** study. it is originally used to teach *dead* language and *literature* such as Latin and Greek.

Purpose of the Method: the fundamental purpose of GTM is to be able to understand the literature texts written in target language, so in order to do this students need to learn grammar rules and vocabulary of target language.

Goal of GTM: there are two main goals of GTM, they are:

- To memorize vocabulary, through translation from one language to another, the teacher list the new unknown words
- To understand the grammatical rules, student should learn the structure of the sentences of both languages, native and target languages.

Characteristics of GTM:

There are a set of characteristics which recognize it from other methods, they are:

- 1.Focus on learning the grammar rules and vocabulary of the target language, to read the literature in target language.

e grammar and vocabulary of the target language.

2. A fundamental goal for student to be able translate one language to another.

3. Grammar is taught deductively.

4. The sentence is the basic unit of teaching and language practice.

5. Accuracy is emphasized

6. The main skills to develop are writing and reading.

7. The students' native language is the medium of instruction, it used mainly to explain the a new subjects, and maintain the native language as reference system for the acquisition target language.

Advantages of GTM.

1. Student are more familiar with both languages (native and target).

2. Translation is the easiest way of explaining meaning or words and phrases from language to another.

3. Teachers can ask and discuss in native language.

Disadvantages of GTM.

1. students lack interaction and comprehension

2. Does not allow students to create meaning in target language.

3. Less learners motivation.

4. Speaking skill is neglected.

Techniques of the method teaching:

1. Memorization

Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorize them.

2. Deductive Application of Rules

Grammar rules are presented with examples.

3. 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.

4. 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.

5. 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.

5. 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.

Direct Method (DM)

Direct Method: it is not new. Its principles have been applied by language teachers for many years. Most recently, it was revived as a method when the goal of instruction became learning how **to use another language to communicate.**

Since the Grammar- Translation Method not very effective in preparing students to use the target language communicatively. The Direct Method became popular.

The Direct Method has one very basic rule: *No translation is allowed.* In fact, the Direct Method receives its name from the fact that meaning **is to be conveyed directly in the target language through the use of demonstration and visual aids**, with no recourse to the students 'native language.

Characteristics of Direct Method:

- 1.No native language is used in the classroom.
- 2.Vocabulary and sentences taught are of ordinary forms which are used daily. Concrete vocabularies are taught through **pictures and real objects**, but abstract ones are presented via association of idea.
- 3.Oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
4. Grammar is taught inductively.
5. Correct pronunciation is emphasized.

6. The demonstration is preferred for explanation and translation, meaning should be taught in the first instance by demonstration to establish the meaning and then be defined and used in context to **encourage thinking in the target language**.
7. Every teaching point is introduced orally first and only after it is orally mastered, reading and writing will be dealt with.
8. Conversation taught through **imitation** and **repetition**.
9. Immediate correction is suggested: self-correction is preferred to teachers' correction.
10. Culture is part of the language, so the two should be taught together. In fact, learning a language should be like visiting the country where it is spoken, only more effective because "the language has been methodically and systematically arranged".

Advantages of Direct Method.

1. Student of DM develop fluency in spoken English and can use this knowledge in communication in target language.
2. Understanding the target language takes place. So there is no need for translation and hence no division between active and passive vocabularies.
3. Its outcome or the ability to communicate in the target language is very attractive to those who need to learn a language other than their mother tongue.
4. Its use of reality for teaching vocabulary is a natural way of changing perception into the conception.

Disadvantages of Direct Method.

1. Not all teachers are able to teach in this method. DM teachers have to have native-like competence, creativity, time, devotion, energy and imagination to design their own courses.
2. It doesn't build upon the reading skills the learners have already developed in their L1 and instead passes all the responsibilities on to the teachers. So success in DM becomes too much dependent on teachers' skill rather than on methodology itself.
3. Its rejection of translation makes this method very time and energy consuming. At times when it is difficult to convey meaning through realia, explanation in L2 can be a great asset in the hands of the teacher.
4. Not all age groups and not all educational contexts benefited equally from DM. It was more useful for adult language learners in a private language school.

	<h2>The Audio-Lingual Method</h2>
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The Audio-Lingual Method: is an oral-based approach. However, it is very different, in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the Audio-Lingual Method drills students in the use of grammatical sentence patterns.