

The background of the slide features two white ceramic vases filled with a variety of flowers, including red and pink daisies and white daisies with yellow centers. The scene is set against a soft, light-colored background.

*Have a Nice time*

**With Teaching Methods**

# PART ONE

## TEACHING METHODS

### Chapter One: Definition of Basic Terms

Basic terms related to teaching English need to be identified from different perspectives. These terms include:

**1- Teaching:** the act or profession of a person who teaches something that is taught.

**2- Learning** (the process by which change in behavior, knowledge, skills, etc., comes about through practice, instruction or experience and the result of such a process . An example of learning is a student understanding and remembering what they've been taught. (Richards and Schmidt, 2002: 298).

**3- Education** is the process of gaining knowledge (noun). An example of education is attending college.

**4- Technique** is implementation, that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method and therefore in harmony with an approach as well.

**5- Approach** (in language teaching, the theory, philosophy and principle underlying a particular set of teaching practices) (Ibid: 29).

**6- Method** is a way of teaching a language which is based on systematic principles and procedures, i.e. which is an application of views on how a language is best taught and learned and a particular theory of language and language

# Teaching Methods

- 1: Grammar Translation Method( GTM)
- 2: The Direct Method(DM)
- 3: The Audiolingual(ALM)
- 4: Total Physical Approach(TPR)
- 5: Communicative Language Teaching (CLT)

Approach	Method Design	Techniques
<p>a. <b>A theory of the nature of language</b></p> <ul style="list-style-type: none"><li>- the nature of language proficiency</li><li>- the basic units of language structure</li></ul> <p>b. <b>A theory of the nature of language learning</b></p> <ul style="list-style-type: none"><li>- the psycholinguistic and cognitive processes involved in language learning</li><li>- conditions that allow for successful use of these processes</li></ul>	<p>a. <b>Objectives</b> of the method</p> <p>b. A <b>syllabus</b> model</p> <ul style="list-style-type: none"><li>- criteria for the selection and organization of linguistic and/or subject-matter content</li></ul> <p>c- Types of learning and teaching activities</p> <p>d. <b>Learners roles</b></p> <p>e. <b>Teacher roles</b></p> <p>- f. <b>The role of instructional materials</b></p>	<p>a. <b>Classroom practice</b> and behaviors observed when the method is used</p> <ul style="list-style-type: none"><li>- resources in terms of time, space, and equipment used by the teacher</li><li>- interactional patterns observed in lessons.</li><li>- tactics and strategies used by teachers and learners when the method is being used.</li></ul>

## Grammar Translation Method GTM (Classical Method)

Until the middle of the 20th century, the GTM was the predominant method for language teaching in most educational context. This method was derived from the learning of Latin and Greek, which were the classical languages taught in Europe.

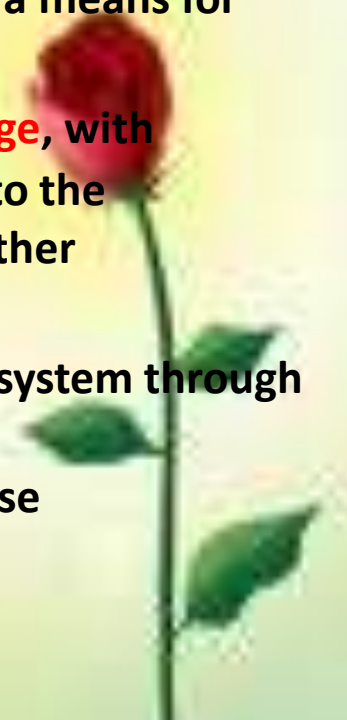
Grammar as a discipline has its roots in Greek and Roman scholarship and was revived during the Renaissance.

**The objective** of the method was to install intellectual rigor and to transmit the cultural values embodied in the literary canons to a new generation.

**Language** was thus viewed as an academic discipline, rather than as a means for conducting everyday social interactions.

**Theory of Language:** Priority was given to the **written language**, with comprehension achieved **through translation** from the target language into the mother tongue, and competence developed through translation from mother tongue into the target language,

**Theory of Learning** underpinned by mastery of the grammar system through parsing and other form focused exercises, and memorization of lexical items. Oral skills were fostered through the use of dictations, rote-learning of texts and reading aloud.





## characteristics of GTM

Prator and Celce Murcia (1979: 3) listed the major characteristics of GTM:

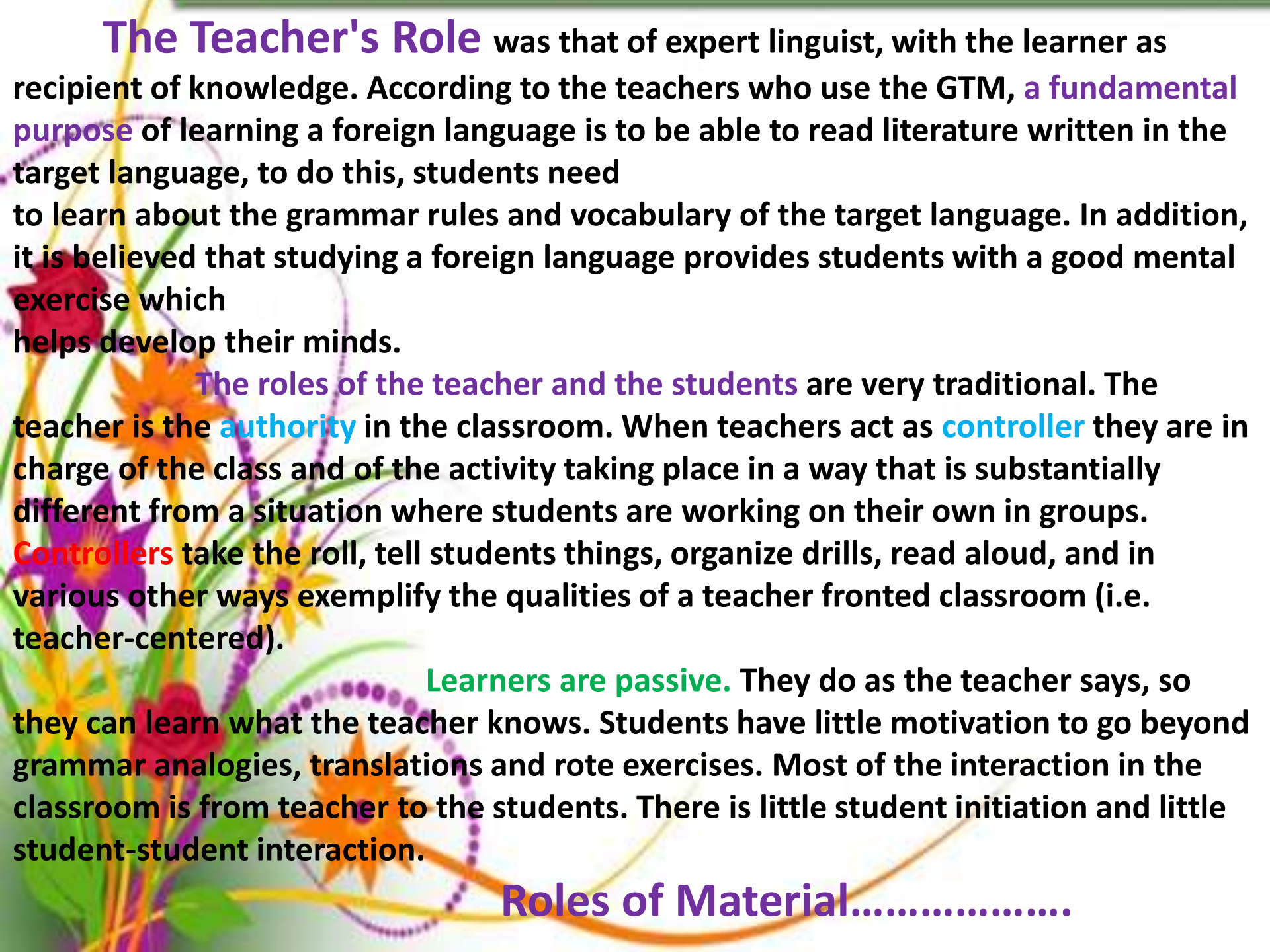
- 1- Classes are taught in the mother tongue, with little active use of the target language.
- 2- Much vocabulary is taught in the form of lists of isolated words.
- 3- Long elaborated explanations of the intricacies of grammar are given.
- 4- Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
- 5- Reading of difficult classical texts is began early.
- 6- Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
- 7- Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
- 8- Little or no attention is given to pronunciation. According to the teachers who use the GTM, a fundamental purpose of learning a foreign.

Moreover, Richards and Rodgers (2001:5-6) add the following characteristics:

- 1- Reading and writing are the main focus, little or no attention is paid to speaking and listening.
- 2- Accuracy is emphasized.

Larson-Freeman (2000:18-19) adds the following characteristics:

- 1- The feelings of the students are not considered.
- 3- Culture is viewed as consisting of literature and the fine arts.
- 4- It is very important that students get the correct answer. If they make errors or do not know an answer, the teacher supplies them with the correct answer. This is called "immediate feedback"



**The Teacher's Role** was that of expert linguist, with the learner as recipient of knowledge. According to the teachers who use the GTM, **a fundamental purpose** of learning a foreign language is to be able to read literature written in the target language, to do this, students need to learn about the grammar rules and vocabulary of the target language. In addition, it is believed that studying a foreign language provides students with a good mental exercise which helps develop their minds.

**The roles of the teacher and the students** are very traditional. The teacher is the **authority** in the classroom. When teachers act as **controller** they are in charge of the class and of the activity taking place in a way that is substantially different from a situation where students are working on their own in groups. **Controllers** take the roll, tell students things, organize drills, read aloud, and in various other ways exemplify the qualities of a teacher fronted classroom (i.e. teacher-centered).

**Learners are passive.** They do as the teacher says, so they can learn what the teacher knows. Students have little motivation to go beyond grammar analogies, translations and rote exercises. Most of the interaction in the classroom is from teacher to the students. There is little student initiation and little student-student interaction.

**Roles of Material.....**

A decorative background on the left side of the slide featuring a cluster of pink and yellow flowers, possibly lilies, with soft, blurred petals and green foliage. The flowers are positioned vertically, extending from the top to the bottom of the left margin.

# The Teaching Techniques Associated with the GTM are:

- 1- Translation of literary passage.
- 2- Reading comprehension questions.
- 3- Antonyms/synonyms.
- 4- Cognate.
- 5- Fill in the blanks.
- 6- Memorization.
- 7- Use words in sentences.
- 8- Composition.

## **Merits of the GTM:**

- 1- It requires few specialized skills on the part of the teacher.**
- 2- Tests of grammar rules and translation are easy to construct and can be objectively scored.**
- 3- It is sometimes successful in leading a student toward a reading knowledge of foreign language, where understanding literary tests is the primary focus of foreign language study, and there is little need for a speaking knowledge of the language.**





## **Demerits of the GTM:**

- 1- It does virtually nothing to enhance a student's communicative ability in the language.**
- 2- It focuses on memorization which is considered a tedious experience for learners.**
- 3- It neglects students' need, interests, and abilities.**


**The limited practicality of the GTM for communicating in everyday situations created dissatisfaction toward the end of the 19th century emerge language teachers in Europe. Oppositions to it gradually developed in several countries. Several factors contributed to questioning and rejection of the GTM. Increased opportunities for communication among Europeans created a demand for oral proficiency in a foreign language.**

# Tasks:

- 1- Write a short description of the GTM.
- 2- List the steps to be followed in teaching a class by the GTM.
- 3- Based on the merits and demerits of the GTM, write a short argument about your preference or not to use this method in teaching English.
- 4- Review the teaching techniques employed in GTM, then in pairs or groups play roles to apply them inside your classroom.

**Homework**  
**Prepare( DM) next week**





Thanks  
for your attention