

ENGLISH TEACHING METHOD

Grammar translation method

- Also known as classical method. originated in germany.
- Wherever a second languge was learned this method was used .Came with the british
- The words,phrases and sentences are to be taught with the help of mother tongue.
- A word to word translation of english words phrases are to be taught with the help of mother tongue.
- The content of teaching is word not the sentence (in a way students are forced to cram up the rules whether they understand it or not)

- Process of teaching grammar translation method :
- Stress is given to reading because without reading word to word translation is not possible.
- The teacher reads the content word by word and translates it into pupil's mother tongue.
- The teacher role is very important here. Learners are passive listeners
- Judicious use of mother tongue is advisable in the teaching.
- The notion is that words, phrases and sentences if we want to make the students understand well then it should be explained in mother tongue.

- Stress is on the usage of grammar books and rules.
- Uses deductive method of grammar.
- Evaluation is also based on grammar
- Teacher should be fluent in mother tongue and English and should have the same amount of mastery in both the languages

Merits

- Makes extensive use of students knowledge in mother tongue.students are comfortable and ready to learn a foreign language.
- Judicial use helps students in understanding vocabulary.saves time and is economical
- Words and phrases are translated into the mother tongue ensure better and quicker understanding and clearness of the term or vocabulary.
- Offers the shortest way to learn a foreign language.

- Learners learn the words easily this method
- Follows the maxim from known to unknown (learners have a sufficient knowledge of mother tongue when they start learning english)
- Helps in testing comprehension. (for primary level students the teacher can ask the students to answer in mother tongue....very useful at primary level)
- Is useful in explaining differences between the structure of the sentences in English and vernaculars.
- Develops the art of translation in students.
- Can be easily used in overcrowded classes.

Demerits

1. It is an unnatural method. The natural order of learning a language is listening, speaking, reading and writing. That is the way how the child learns his mother tongue in natural surroundings. But in the Grammar Translation Method the teaching of the second language starts with the teaching of reading. Thus, the learning process is reversed. This poses problems.
2. Speech is neglected. The Grammar Translation Method lays emphasis on reading and writing. It neglects speech. Thus, the students who are taught English through this method fail to express themselves adequately in spoken English.
3. Exact translation is not possible. Translation is, indeed, a difficult task and exact translation from one language to another is not always possible. A language is the result of various customs, traditions, and modes of behaviour of a speech community and these traditions differ from community to community. There are several lexical items in one language, which have no synonyms/equivalents in another language. For instance, the meaning of the English word 'table' does not fit in such expression as the 'table of contents', 'table of figures', 'multiplication table', 'time table' and 'table the resolution', etc.

4. It does not give pattern practice. A person can learn a language only when he internalizes its patterns to the extent that they form his habit. But the Grammar Translation Method does not provide any such practice to the learner of a language.

It rather attempts to teach language through rules and not by use. Language learning means acquiring certain skills, which can be learnt through practice and not by just memorizing rules.

The persons who have learnt a foreign or second language through this method find it difficult to give up the habit of first thinking in their mother tongue and then translating their ideas into the second language.

They, therefore, fail to get proficiency in the second language approximating that in the first language. The method, therefore, suffers from certain weaknesses for which there is no remedy

THANKS YOU

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DATE:-11/10/2022**