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The instruction often focuses on the form and inflection of words.

The interaction is only one way, i.e. it occurs from the teacher to the students.

No students-students interaction takes place.

Major Characteristics of Grammar Translation Method

1. The approach comes from "*Faculty Psychology*" and "*Traditional Grammar*".
2. It is a deductive approach to the teaching of grammar.
3. Classes are taught in the mother tongue, with little active use of the target language.
4. Makes use of translation and grammar study as the main teaching and learning activities. Long elaborate explanations of the intricacies of Grammar are given. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
5. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
6. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
7. Much vocabulary is taught in the form of lists of isolated words.
8. Reading of difficult classical texts is begun early. It emphasizes reading rather than the ability to communicate in a language.
9. Little or no attention is given to

pronunciation.

Conclusion

In the mid-and late nineteenth century, opposition to the Grammar-Translation Method gradually developed in several European countries. This Reform Movement, as it was referred to, laid the foundations for the development of new ways of teaching languages and raised controversies that have continued to the present day.

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of the target language, achieve a better understanding of their native language, and finally develop their mental capabilities.

The GTM remarkably withstood attempts at the turn of the 20th century to "reform" language teaching methodology, and to this day it remains a standard methodology for language teaching in educational settings. Hadley says: "One can understand why GTM is so popular. It requires few specialized skills on the part of teachers. Tests of grammar rules and of translation are easy to construct and can be objectively scored... and it is same times successful in leading a student toward a reading knowledge of a second language." (Hadley, 2003)

Shortcomings

GTM does not conform to the modern objectives of second language teaching in the sense that it does not aim at increasing the communicative competence of the learners. It solely focuses on the *knowledge about the language* instead of the language itself. Thus, the students do not have any opportunities to be exposed to the everyday-life language particularly the spoken form. GTM can become boring and exhausting for the students.

As Richards and Rodgers (1986:5) pointed out, "it has no advocates. It is a method for which there is no theory. There is no literature that offers a rationale or justification for it or that attempts to relate it to issues in linguistics, psychology, or educational theory." As we continue to examine theoretical principles, we will understand more fully the "*theorylessness*" of the Grammar Translation Method.

This method gives pupils the wrong idea of what language is and of the relationship between languages. Language is seen as a collection of words which are isolated and

independent and there must be a corresponding word in the native tongue for each foreign word he learns.

Students are evaluated on the basis of their performance on the translation ability in the form of the final exam. They are forced to select from a multiplicity of rules and exceptions and individual words. It is inevitable that language learning process falls down. Translation serves small minority of learners.

The Worst effect of this method, according to Mirhasani (2003) is on pupils motivation. Students may end up with the feeling that this is all there is to language learning, and what they are involved in is not rewarding or satisfying. "Language learning should be fun, and bring some joy and pride in achievement with it."

This method mainly relies on cognitive ability.

There is a concern for accuracy, but this concern is so extensive that it does not let students to work creatively with language. They are not supposed to learn to communicate with others orally.

Too much emphasis on writing and reading does not give the learners the chance to work on listening and speaking.

The lack of orientation towards proficiency goals is the most obvious drawback of this method, at least as it is traditionally described.

The meticulous detail of the grammar explanations, the long written exercises, the lengthy vocabulary lists, and the academic forms of language presented in the readings make language learning both strenuous and boring.

Classes are taught in the mother tongue, with little active use of the target language.

Little attention is paid to the content of texts,



Materials

In the early forms of the method, literary and religious texts comprised the materials of GTM classes. However, the advocates of the method in more recent years prefer to use textbooks specially written for the purpose of language teaching.

A typical session starts with a reading passage, usually from the textbook. The teacher reads the passage and translates it into the student's native tongue. The reading and translating may also be done by different students with the teacher helping with the meaning of the new vocabulary items. Then the students are asked to write answers to the reading comprehension questions. At this stage, the teacher explains the new grammatical points in L1 along with their regulations and irregularities. Now the students

are ready to do different activities which include stating the rules, translating isolated sentences containing some grammatical points and/or complicated vocabulary items, and doing grammatical exercises. At times, the teacher may ask the students to summarize the passage they have worked on and/or write a dictation to practice their spelling.

Classroom Procedures

The teacher usually starts his class with a reading text from a textbook. The teacher may be asked to translate a few lines of the text he just finished reading. Later on, the teacher asked his students to translate the text. The teacher is to assist them in doing so. Then, they may be asked to answer the questions following the reading text. Here, the teacher explains new grammatical rules in learners' mother tongue in detail. Next, the students are required to translate sentences that contain the new grammatical rules and do a lot of exercises. At the end of the chapter, one finds a vocabulary list that students must memorize. They memorize the translation of new words and write a sentence in English using the word.

The rest of the lesson is spent on written tasks, such as writing out verb paradigms and filling in blanks in grammatical sentences. Students who do not complete these tasks before class ends are asked to complete them for homework as well as to memorize the vocabulary list preceding the reading in the next section of the book.

Advantages

The immediate objectives of GTM can be summarized in increasing the students' knowledge in grammar and vocabulary as well as the skills of reading, writing, and translating. The ultimate goals of the method are to help students explore and appreciate the literature

grammar and vocabulary were put to the test in translation. If the students could translate the readings to the first language and if they knew enough to translate especially selected and prepared exercises from the first to the second language, they were judged to have learned the language. In addition to translating, the students were commonly asked to "state the rule".

During the entire process of going from complete explanations designed to teach the students the rules of the language through to the end of the translation exercises, there was a constant comparison of the native language and the second language. The goal was to be able to convert each language into the other, and the process was one of problem solving, the problem being that of puzzling out the correct forms assisted by the grammar rules and the dictionary. There was little concern with being able to communicate orally in the language. Consequently, there were opportunities to listen to or speak the language in class. Learning the grammar and vocabulary was achieved by reading and writing exercises.

Syllabus

In the original forms of the method, there was no preplanned syllabus and thus teachers relied solely on the available literary and religious sources. It was only in the early decades of the 20th century that the advocates of GTM started to introduce the linguistic materials based on some predetermined syllabus. The underlying framework of the GTM syllabus reflects the grammatical approach toward language. As a result each lesson centers around one or more grammatical rule(s) and the introduction of new vocabulary does not follow any particular pattern. In fact,

the reading passages indirectly determine the vocabulary items that the students had to learn. The passages are usually literary, religious, and philosophical and, hence, far from daily life language.

Activities

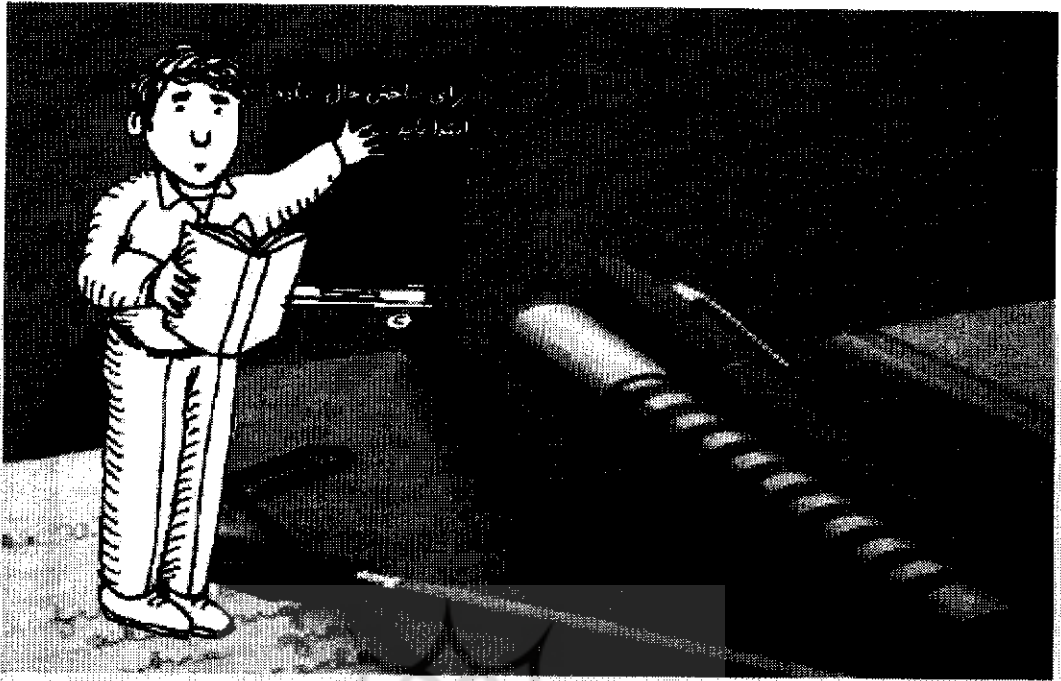
The teaching and learning activities can be summarized in reading, translating, explaining grammatical rules (by the teacher), doing different grammatical exercises (such as sentence transformation, answering questions, and making sentences), writing dictation and summaries, stating the rules in L1, writing grammatical paradigms, and reading aloud.

Learner Roles

Although the students are very much engaged in classroom activities and are usually busy doing something during the whole session, they are quite passive as far as language creativity is concerned. They have no initiation in using their knowledge of language. Moreover, they are not expected to converse in the target language.

Teacher Roles

The teacher is the center of the class, making all decisions and directing the students' activities. (s)/he teaches the grammatical rules deductively, introduces all their exceptions, provides L1 equivalents and definitions for new vocabulary items, and frequently corrects the students' errors. Besides, in order to teach students to translate to and from L1, (s)/he should have a good command of L1 grammar and vocabulary as well. Nevertheless, a GTM teacher is not expected to have an acceptable pronunciation, nor is (s)/he required to be competent in oral skills.



versions. Today, however, psychologists have traced the inclination of this method toward **faculty psychology**. According to this school of psychology, the development of the learners' intellectual faculties, such as reasoning, analyzing, and remembering, could be achieved through the learning of grammatical rules and their exceptions as well as lengthy bilingual vocabulary lists with their antonyms and synonyms. Learners' intellectual faculties could be further strengthened through the application of rules in the accurate translation of texts from and to the second language.

Objectives

The primary purpose of the grammar-translation approach of the 1930s, 1940s, and 1950s was to prepare the students to be able to study literature. A secondary objective was to gain a greater understanding of the first language. An equally important goal was to

improve the students' capability of coping with difficult learning situations and materials.

In attaining these objectives, the students first had to learn grammar and vocabulary. Grammar was taught deductively by means of long and elaborate explanations. All the regularities and irregularities, all the rules and exceptions to the rules were described using traditional grammatical terminology. This presentation contained the prescription that the students were to apply to translate the readings and do the exercises. (Textbooks written in the grammar-translation format were easily identifiable: the explanations took several pages and the exercises were relatively short.) Much class time was spent "*talking about*" the language. Normally, the vocabulary was listed somewhere in the chapter, and the students memorized these lists of words along with the native language meanings.

Comprehension and assimilation of

Introduction

Looking back into the history of language teaching reveals the fact that there were not any research-based methods before the twentieth century. The learning of Latin and Greek was modeled in language classes. Latin was believed to develop intellectuality through "*Mental Gymnastics*." It was thought by what is called the "Classical Theory." This method concentrated on grammatical rules memorization of vocabulary, translation of texts, and doing written exercises. The classical method became more popular and was used in teaching of other foreign languages. Languages were not to be used for oral communication, but to gain a reading proficiency in a foreign language. Later on, in the 19th century the Classical Method came to be known as the Grammar Translation Method. It focused on learning grammatical rules as the basis for translating from the second to the native language.

Approach

The first step in comprehending the direction language teaching took in the 1950s is to consider the **grammar-translation** approach teaching that preceded it. Grammar translation was in fact first known in the United States as the Prussian Method. Grammar-translation teaching satisfied the desires of the "*mental faculties*" school of thought and the "*traditional humanistic orientation*", which placed primary emphasis on the "*belles lettres*" of the country, but it did not prove to be entirely suitable to the world that emerged after World War II.

As its name suggests, this method

emphasizes the teaching of the second language grammar; its principal practice technique is translation from and into the target language.

No full and carefully documented history of grammar-translation exists. There is evidence that the teaching of grammar and translation has occurred in language instruction through the ages (Escher 1928; Kelly 1969); but the regular combination of grammar rules with translation into the target language as the principal practice technique became popular only in the late eighteenth century.

Theory of Language

As an ancient method, GTM had a traditional view toward language which justified its attachment to **prescriptive grammars**. According to this method, language consists of lexis and grammar used in reading, writing, and translating. The advocates of GTM ignored the two skills of speaking and listening as well as pronunciation since they believed that the kind of language used in everyday conversations violates the rules prescribed by grammarians. In fact, the influence of prescriptive grammar on this method could be related to the teaching of the classical languages of Greek and Latin to monks and nuns in monasteries and convents to enable them to translate religious books to other European languages.

Theory of learning

GTM as a prescientific method did not have a specific theory for learning in its early



Grammar- Translation Method

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چکیده

روش تدریس به صورت «دستور-ترجمه» درست با نظریه روان‌شناسانی هم‌زمان بود که عقیده داشتند، نظام فکری در قدرت بخشیدن به نیروهای مغزی نقش اساسی دارد. این روش تدریس، ابتدا برای آموزش زبان‌های لاتین و یونانی و بعد هم برای تدریس زبان‌های مدرن در سال‌های اواخر قرن نوزده و اوایل قرن بیست به کار می‌رفت. هدف اصلی این روش آن بود که زبان‌آموز به گونه‌ای تربیت شود که به عمق مطالب متن‌های سنگین ادبی پی ببرد و در عین حال، تجزیه و تحلیل طیف وسیعی از قواعد دستوری و ترجمه زبان هدف، باعث بالا رفتن درک او از زبان مادری خویش شود.

کلید واژه‌ها: دستور، ترجمه، تدریس، روش.

Abstract

The Grammar-Translation approach language teaching was congruent with the view of faculty psychologists that mental discipline was essential for strengthening the powers of the mind. Originally used to teach Latin and Greek, this method was applied to the teaching of modern languages in the late nineteenth and early twentieth centuries. Its primary purpose was to enable students to "explore the depths of great literature," while helping them understand their native language better through extensive analysis of the grammar of the target language and translation.

Key Words: grammar, translation, teaching, method.