



- a. *A theory of the nature of language*
- an account of the nature of language proficiency
 - an account of the basic units of language structure
- b. *A theory of the nature of language learning*
- an account of the psycholinguistic and cognitive processes involved in language learning
 - an account of the conditions that allow for successful use of these processes

- a. *The general and specific objectives of the method*
- b. *A syllabus model*
- criteria for the selection and organization of linguistic and/or subject-matter content
- c. *Types of learning and teaching activities*
- kinds of tasks and practice activities to be employed in the classroom and in materials
- d. *Learner roles*
- types of learning tasks set for learners
 - degree of control learners have over the content of learning
 - patterns of learner groupings that are recommended or implied
 - degree to which learners influence the learning of others
 - the view of the learner as a processor, performer, initiator, problem solver, etc.
- e. *Teacher roles*
- types of functions teachers fulfill
 - degree of teacher influence over learning
 - degree to which the teacher determines the content of learning
 - types of interaction between teachers and learners
- f. *The role of instructional materials*
- primary function of materials
 - the form materials take (e.g., textbook, audiovisual)
 - relation of materials to other input
 - assumptions made about teachers and learners

- a. *Classroom techniques, practices, and behaviors observed when the method is used*
- resources in terms of time, space, and equipment used by the teacher
 - interactional patterns observed in lessons
 - tactics and strategies used by teachers and learners when the method is being used

Method
Grammar Translation Method

Approach	Design	Procedure
A. A theory of the nature of language <ul style="list-style-type: none"> • Language is structural • Language is a stock of potential sentences: abstract grammatical frames with 	a. The general and specific objective of the method: At the end of each lesson, the students will be able to: <ul style="list-style-type: none"> • Remember a list of words • Translate those new words • Identify the structure of the target grammar point 	a. Classroom techniques, practices, and behaviors observed when the method is used. Technique 1: Introducing the Target Language Point

<p>slots that can be filled by any vocabulary, in principle</p> <p>b. A theory of the nature of language learning</p> <ul style="list-style-type: none"> • GT emphasizes the written language at the expense of the spoken. • Language is learned by conscious memorization of grammar rules and vocabulary. • The prime importance is attached to illustrating grammar can lead course-writers to include sentences which are unnatural, stilted, unlikely, remote from reality and so on. • Language is learned by conscious memorization of grammar rules and vocabulary. • Language is practised by manipulating grammar and vocabulary to write correct sentences with prescribed content – often through translation • L1 is a means to L2 • Translation is a basic technique. • GT insists on accuracy from the start. 	<ul style="list-style-type: none"> • Use the structure of the target grammar point to produce sentences of similar syntactic structure <p>b. A syllabus model</p> <ul style="list-style-type: none"> • Teacher-centered activities • Solo work • Drilling • Classical text • Formal language focus <p>c. Types of learning and teaching activities</p> <ul style="list-style-type: none"> • Teacher-centered activities • Solo work • Drilling • Translating texts <p>d. Learner Roles</p> <ul style="list-style-type: none"> • Students listen to the teacher speaking in L1 • Students use L1 to communicate with the teacher. (They don't interact with their peers) • students practice language by manipulating grammar and vocabulary to write correct sentences with prescribed content – often through translation. • Students work for accuracy from the start. • Students memorize words and recreate the given sample text. <p>e. Teacher Roles</p> <ul style="list-style-type: none"> • The teacher introduces and explains the lesson mainly in the L1. • The teacher explains, translates, conducts practice, and corrects mistakes. • Make the students practice language by manipulating grammar and vocabulary to write correct sentences with prescribed content – often through translation. • T insists on accuracy from the start. <p>f. The role of instructional materials</p> <ul style="list-style-type: none"> • Language use sample • Source for language analysis and practices • Classical texts, formal texts 	<ul style="list-style-type: none"> • Teacher greets the students • Teacher write the Target Language Point on the board. <p>Technique 2: Reading</p> <ul style="list-style-type: none"> • Teachers teaches the students a list of words and translate for them. • Teacher make the students read a given passage. • Teacher and students work together to translate the text. <p>Technique 3: Working on the Structure</p> <ul style="list-style-type: none"> • Teacher chooses and language structure from the text and explain the rules to the students. • Teacher asks students to find examples from the text that match with the structure of the language point. • Students use the rules to create more sentences. <p>Technique 4: Exercises</p> <ul style="list-style-type: none"> • Teacher gives students a set of grammar exercises. • Students work individually. • Teacher corrects the answers. • Class dismissed.
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