

aspect of the culture of the target language community. Students study grammar deductively; that is, they are given the grammar rules and examples, are told to memorize them, and then are asked to apply the rules to other examples. They also learn grammatical paradigms such as verb conjugations. They memorize native-language equivalents for target-language vocabulary words.

4 What is the nature of student-teacher interaction? What is the nature of student-student interaction?

Most of the interaction in the classroom is from the teacher to the students. There is little student initiation and little student-student interaction.

5 How are the feelings of the students dealt with?

There are no principles of the method which relate to this area.

6 How is the language viewed? How is culture viewed?

Literary language is considered superior to spoken language and is therefore the language that students study. Culture is viewed as consisting of literature and the fine arts.

7 What areas of language are emphasized? What language skills are emphasized?

Vocabulary and grammar are emphasized. Reading and writing are the primary skills that the students work on. There is much less attention given to speaking and listening. Pronunciation receives little, if any, attention.

8 What is the role of the students' native language?

The meaning of the target language is made clear by translating it into the students' native language. The language that is used in class is mostly the students' native language.

9 How is evaluation accomplished?

Written tests in which students are asked to translate from their native language to the target language or vice versa are often used. Questions about the target culture or questions that ask students to apply grammar rules are also common.

10 How does the teacher respond to student errors?

Having the students get the correct answer is considered very important. If students make errors or do not know an answer, the teacher supplies them with the correct answer.

REVIEWING THE TECHNIQUES

Ask yourself if any of the answers to the above questions make sense to you. If so, you may choose to try some of the techniques of the Grammar-Translation Method from the review that follows. On the other hand, you may find that you agree very little with the answers to these questions, but that there are still some useful techniques associated with the Grammar-Translation Method. Below is an expanded description of some of these techniques.

Translation of a literary passage

Students translate a reading passage from the target language into their native language. The reading passage then provides the focus for several classes: vocabulary and grammatical structures in the passage are studied in subsequent lessons. The passage may be excerpted from some work from the target language literature, or a teacher may write a passage carefully designed to include particular grammar rules and vocabulary. The translation may be written or spoken or both. Students should not translate idioms and the like literally, but rather in a way that shows that they understand their meaning.

Reading comprehension questions

Students answer questions in the target language based on their understanding of the reading passage. Often the questions are sequenced so that the first group of questions asks for information contained within the reading passage. In order to answer the second group of questions, students will have to make inferences based on their understanding of the passage. This means they will have to answer questions about the passage even though the answers are not contained in the passage itself. The third group of questions requires students to relate the passage to their own experience.

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

High Level Group on the Modernisation of Higher Education New modes of learning and teaching in higher education REPORT TO THE EUROPEAN COMMISSION ON

is available free of charge and may be freely reproduced . techniques, and procedures to collect .

Note you can select to send to either the free.kindle . you will be asked to authorise Cambridge Core to . Techniques and Principles in Language Teaching .

The Success Principles . in simple language with step-by-step instructions, . If your goal is greater accomplishment, more money, more free time, and less .

Effective Practices for Developing the Literacy Skills of English Language . The studies selected for review address what is particular to teaching ELA . 19 .

95ec0d2f82

[Fungal physiology griffin free 30](#)

[piping handbook pdf free 11](#)

[brent hartinger geography club pdf 85](#)

[pb3 and the vegetables pdf 51](#)

[IBM SPSS Statistics 24 Crack Keygen Full Version 379](#)

[version originale 3 cahier d'exercices pdf 58](#)

[pro facebook hack v2.0 genuine free 1129](#)

[asme section viii 2010 pdf free 18](#)

[manasellam film kayil deepam songs free 37](#)

[Trademarking Your Business Trademark Secrets - 21 Tips to Keeping Your Brand Safe! 25](#)