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Class: Third year

Subject: Introduction to Didactics

Allotted time: 01 H

Correction of the Exam of the Fifth Semester

1) – Define the following three (3) concepts: **Approach, Method, and Technique ?**  
(05 pts)

[... ] **An approach** is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught [... ]

[... ] **Method** is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods [... ]

[... ] **A technique** is implementational – that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.  
(Anthony, 1963: 63 – 67)

2) **What are the main principles and characteristics of the Grammar Translation Method ? (05 pts)**

The principle characteristics of the Grammar Translation Method according to Richards and Rodgers (1986: 03-04) were these:

(1) The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study. Grammar Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language. It, hence, views language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language. The first language is maintained as the reference system in the acquisition of the second language .

(2) Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening.

(3) Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word lists, dictionary study, and memorization. In a typical Grammar Translation text, grammar rules are presented and illustrated, a list of vocabulary items are presented with their translation equivalents, and translation exercises are prescribed.

(4) The sentence is the basic unit of teaching and language practice. Much of the lesson is devoted to translating sentences into and out of the target language. It is this focus on the sentence that is a distinctive feature of the method.

(5) Accuracy is emphasized. Students are expected to attain high standards in translation, because of the high priority attached to meticulous standards of accuracy which, as well as having an intrinsic moral value, was a prerequisite for passing the increasing number of formal written examinations that grew up during the century.

(6) Grammar is taught deductively, that is, by presentation and study of grammar rules, which are then practiced through translation exercises. In most Grammar Translation texts, a syllabus was followed for the sequencing of grammar points throughout a text, and there was an attempt to teach grammar in an organized and systematic way.

(7) The student's native language is the medium of instruction. It is used to explain new items and to enable comparisons to be made between foreign language and the students' native language.

### **3) What are the fundamental principles of the Direct Method ? (05 pts)**

The fundamental principles of the Direct Method according to Richards and Rodgers (1986: 9-10) are:

(1) Classroom instruction was conducted exclusively in the target language.

(2) Only everyday vocabulary and sentences were taught.

(3) Oral communication skills were built up in a carefully graded progression organized around question and answer exchanges between teachers and students in classes.

(4) Grammar was taught inductively.

(5) New teaching points were introduced orally.

(6) Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.

(7) Both speech and listening comprehension were taught.

(8) Correct pronunciation and grammar were emphasized.

### **4) What are the main points of differences between the Grammar Translation Method and the Direct Method ? (05 pts)**

The main points of differences between the Grammar Translation Method and the Direct Method includes the following points:

- In the Direct Method, classroom instruction was conducted exclusively in the target language whereas students' native language is the medium of instruction under the umbrella of the Grammar Translation Method.
- While using the Grammar Translation Method, reading and writing are the major focus. On the contrary, the pedagogy of the Direct method concentrates on oral communication, that is, listening and speaking.
- In contrast to the Grammar Translation Method, grammar was taught inductively within the framework of the Direct Method. (Students can add other convincing differences).