

9. **Memorization**: Language learning provides good mental exercise. Students **memorize** vocabulary, present tense, past tense, and past participle forms of one set of irregular verbs.
10. **Conscious learning**: Students should be conscious of the grammatical rules of the target language.

Reviewing Important questions on The Grammar-Translation Method (GTM)

1) *What is the role of the teacher? What is the role of the students?*

The roles are very traditional. The teacher is **the authority** in the classroom. The students do as he/she says so they can learn what he/she knows.

2) *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**.

3) *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**.

4) *How is evaluation accomplished?*

Written tests in which students are asked to translate from their native language into 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.

5) *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**.

The Techniques of GTM

(definition) *A technique* refers to Specific activities manifested in the classroom that are consistent with a method and therefore in harmony with an approach.

1. Translation of a Literary Passage

Students translate a reading passage from the target language into their native language. 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*.

2. Reading Comprehension Questions

Students answer questions in the target language based on their understanding of 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.*

3. 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 find *synonyms* for a particular set of words.

4. Deductive Application of Rules

Grammar rules are presented with examples. Exceptions to each rule are also noted. Once students understand a rule, they are asked to apply it to some different examples.

5. Fill-in-the-blanks Exercise

Students are given *a series of sentences with words missing. They fill in the blanks* with *new vocabulary* items or with items of a particular grammar type, such as prepositions or verbs with different tenses.