Didactics 3rd Year English

Lesson Five: The Direct Method

As in the case of the Grammar-Translation Method, the Direct Method is a traditional one as well.

Its ideologies have been used by foreign language instructors and educators for several years. Previously, it was re-energized as a method when the objective of teaching converted to be about learning how to use another language to communicate. Since the Grammar- Translation Method was not very efficient in making learners using the target language more communicatively, therefore, The Direct Method turn out to be famous.

The Direct Method has a single fundamental rule: No translation is authorized. Actually, the Direct Method obtains its term from the fact that meaning is to be transported unswervingly in the target language through the use of demonstrations and visual aids, with no recourse or resort to the learners’ native language.

Direct Method ought to be related immediately to target language without translation into native

language. The purpose is to afford language students with an efficiently beneficial method to thrust them to know how to communicate. The instructor should not clarify but relate the meaning over using actions and demonstrations. In this period, apprentices who are learning about a specific subject matter are inducing grammar rules over using illustrations and demonstrations. This method brings the teacher-student and student-student tasks into practice. Accurate pronunciation has given a scrupulous concern in this method and new lexes are imparted through using identified words.

The Direct Method is as well labeled the Natural Method that is very widespread that allows

learners to perform a specific act that provides the chance to apprentices to communicate with someone they share or exchange knowledge with which comprises a variety of sounds or printed signs. The Natural Method is manipulated day after day for communication and also gives attention to the answer-question pattern that concentrates on the language teaching process. The essential drive of this method is concentrated upon the meaning of a word, meaningful gestures and language accomplishments which straightly linked to the picture inside your mind that you think of and have such a plain memory or conception of which help you to know how to see it (Larson-Freeman, 1986).

1. Objectives of the Direct Method

Lecturers who implement the Direct Method plan learners to know how to communicate in the

target language contexts. In an attempt to organize this effectively, learners should learn how to think in the target language.

2 . Features of the Direct Method

In practice, the ultimate principles of the Direct Method as stated by Richards and Rodgers (1986,

pp. 9-10) are:

1. No L1 is handled in the academic setting.

2. Lexical items and sentences should be taught and used from daily forms. Tangible terminologies are taught over the use of pictures and real items; however, abstract ones are displayed through stream of consciousness.

3. Oral communication competencies are developed in a wisely arranged advance systematized about question-and-answer interactions between teachers and learners in small and intensive/ full classes.

4. Grammar is taught through inductive ways.

5. Correct pronunciation and grammar are highlighted.

6. The demonstration is favored for elucidation and translation versions. Meaning must be taught in the first place by demonstration to determine the exact meaning and then be identified and applied in a specific context to boost thinking in the target language.

7. Every single teaching point is presented orally first and then it is orally mastered, reading and writing will be coped with later.

8. Conversation is taught over the use of imitation and practice. Because of this, either native or nativelike instructors could be occupied by these institutes.

9. Pronunciation has been given a primary attention focusing on the form of correct pronunciation.

10. Instant correction is recommended: self-correction is favored to tutors’ correction.

11. Its course outline is topical, not constructional.

12. Culture is a fundamental section of the linguistic system; thus, the two items should be taught

together. In effect, learning a foreign language should be similar to visiting the needed country where it is spoken, that is more operative because “the language has been systematically, methodically, and logically settled”.

13. Attributable to its prominence on naturalness, DM doesn’t let learners to fix homework ahead of time.

3. Techniques of the Direct Method

1. Reading Aloud: learners act in sequence reading a unit of an extract, play, or dialogue performance should be out loud. Subsequent to each apprentice’s turn, the tutor displays gestures, pictures, regalia, illustrations, or other resources to make the meaning of the unit plain.

2. Question and Answer Exercise: this task is directed only in the target language. Undergraduates

are requested questions and answers in full sentences with the intention of practicing new lexes

and grammatical constructions. They have the chance to ask questions in addition to that answer

them all.

3. Learner Self-Correction: tutor of the lecture urges the learners to do self-correction by asking them to make an alternative answer about what s/he supplied or said. There are, however, other techniques of having learners to do self-correction. Another opportunity is for the lecturer to reproduce what the learner said, stopping just before the committed mistakes and errors. Then, the learners distinguish that the following word was incorrect.

4. Conversation Practice: the instructor asks learners several questions in the target language, which the learners should recognize to be able to answer them properly. The questions involved a specific grammar construction. Far ahead, learners will be able to ask one another their own questions applying the identical grammatical structure.

5. Fill-in-the-blank Exercise: all the elements are in the target language; additionally, no plain grammar rules would be used. Learners should have induced the grammar rules they require to fill in the gaps from instances and rehearsals with previous sections of the lecture.

6. Dictation: the lecturer reads the extract three times. The first time the lecturer reads it at a normal pace, while learners just hear. The second time s/he reads the extract phrase by phrase, breaking off long enough to let learners write down what they have heard. The last time the lecturer again reads at a normal velocity, and learners examine their own works.

7. Paragraph Writing: the lecture in this lesson asked the apprentices to write a paragraph in their

own words on a given geographical aspects. They could do this from memory, or they could use

the reading extract as a model to perform the task.

8. Map drawing: The lesson involved one illustration of a technique applied for learners to bring

listening to comprehensive practice. Learners should be given a map with geographical aspects

anonymous. Then the lecturer provides students with instructions.