

THE DIRECT METHOD



Direct Method (Berlitz Method)

- Like GTM, the DM is not new.
- Its principles have been applied for many years.
- Late 19th, early 20th century
 - practical needs and interests for modern languages calls for reform
 - critical reaction to the GTM:
 - inadequate to teach living languages,
 - inability to create communicative competence
 - DM:
 - emphasized the primacy of speech,
 - general goal is to enable students to use a FL to communicate.
- The founding
- foundation of **IPA** in 1886.
- **Theoretical Foundation:** Pragmatism & Descriptivism



Reformers



- **Reformers**
 - teach FLs in a way that was more similar to L1 acquisition.
 - their attempts led to natural method and
 - the development of the Direct Method.
- **Gouin**
 - observations of children's language learning.
- **Wilhelm Vietor:**
 - the teaching of modern languages.
 - criticized the inadequacies of GTM.
- **Henry Sweet & Wilhelm Vietor:**
common principles for a new approach to FL teaching.

L. Sauveur

- **Applied natural principles to FL classes.**
- **Used intensive oral interaction in TL.**
- **Employed questions to present and elicit language**
- **Teach all FL through direct demonstration or action without translation or the use of learners' L1.**

F. Franke

- **Psychological principles: direct associations between the word and its meaning:**
- **Use language actively in the classroom.**
- **Induce grammar by using FL spontaneously and directly in classroom, not focus on their explanation.**
- **Replace textbook with teacher in the early stages of learning.**
- **Build speaking ability.**
- **Teach vocabulary by using mime, demonstration and pictures.**

General beliefs of the reformers

- The **spoken language** is primary and reflected in oral-based methodology.
- Apply the findings of **phonetics** to teaching and teacher training.
- Learners should **hear the language** first.
- Present **words** in sentences, practise sentences in meaningful contexts.
- First, practise **grammar in context**; then teach them.
- **Avoid translation**: L1 could be used to explain new words.

Introduction to Direct Method

- Established in **Germany** and **France** and became widely known in the **US**.
- No specific **language theory** for DM.
- In terms of learning theory, under the influence of the **native approach**.
- **Monolingual approach**: L2 is strictly used in the classroom.
- **One very basic rule: No translation is allowed.**
 - Meaning is connected directly with the TL through the use of demonstration and visual aids, without translating into the students' L1.

Central issue: **What** to teach?

Principles of the DM

- Teach **reading** in the TL from the beginning by factual texts; develop it through practice with speaking.
- **Writing** is an important skill, to be developed from the beginning of language instruction.
- Teach **speech** and **listening** comprehension.
- Teach **grammar** inductively; no explicit grammar rules.
- **Concrete vocabulary**: teach by demonstration, objects and other visuals
- **Abstract vocabulary**: direct association of meaning and the TL.
- Teach **common** and everyday **words** and phrases in the TL.
- **Direct association** between the TL and meaning is desirable.
- The purpose of language learning is **communication** (learn how to ask questions and answer them).

Principles of the DM

- **Pronunciation:** teach from the beginning of language instruction systematically in accordance with the principles of phonetics and phonology.
- **Self-correction** facilitates language learning.
- Build oral communication skills by questions and answers.
- Encourage to speak by **conversational activity** (opportunity to use TL in real contexts).
- Students should learn to **think in the TL** as soon as possible.
- The **syllabus** is based on situations or topics, not usually on linguistic structures.
- **Culture:** Learning another language also involves learning how speakers of that language live.
- **L1** should not be used in the classroom.

Teacher in DM

- demonstrates,
- does not explain or translate,
- should not speak with single word but with sentences;
- introduces new teaching points orally.

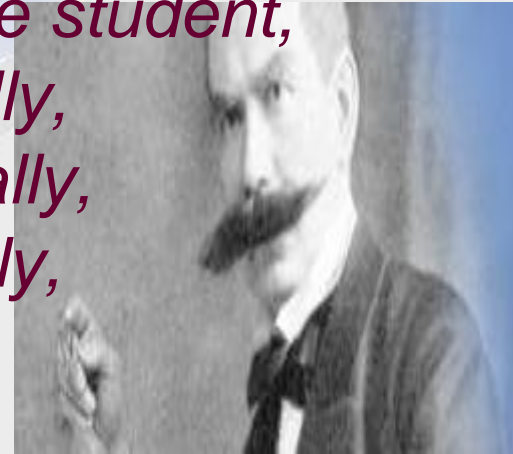
Direct Method in Europe



- **Successful:** in European private language schools
- **German Charles Berlitz:** adopted it in his school.
- **Problematic:** in public education
 - the constraints of budget,
 - classroom size,
 - time, and
 - teacher background.

Recent principles in contemporary Berlitz schools

- Never translate: *demonstrate*,
- Never explain: *act*,
- Never make a speech: *ask questions*,
- Never imitate mistakes: *correct*,
- Never speak with single words: *use sentences*,
- Never speak too much: *make students speak much*,
- Never use the book: *use your lesson plan*,
- Never jump around: *follow your plan*,
- Never go too fast: *keep the pace of the student*,
- Never speak too slowly: *speak normally*,
- Never speak too quickly: *speak naturally*,
- Never speak too loudly: *speak naturally*,
- Never be impatient: *take it easy*.



Advantages of DM

- **An effective way in creating learners to be competent in using the TL communicatively.**
- **No need to speak students' L1.**

Disadvantages of DM

- Difficult to implement in public secondary school education.
- **Time-wasting.**
- **Not comprehensive.** (listening and speaking are encouraged but not reading and writing.)
- **Strict adherence** to principles is counterproductive: forced teachers to go to great lengths to avoid using L1 (a simple brief explanation in L1 would have been a more efficient route to comprehension).
- Innovations for teaching procedures but lacked a thorough methodological basis.
- Students' feelings/emotions are not taken into consideration
- **Teachers:**
 - native speakers or native-like fluency in the FL.
 - **Teacher's skill** more important than a textbook;
 - not all teachers were proficient enough in the FL to adhere its principles.

Rationale of DM



- **L1 learning process**
 - (1) *No grammar*
 - (2) *No L1*
 - (3) *No translation*
 - (4) *Postponement of printed word*
 - (5) *Postponement of written word*

Guidelines of DM for teaching oral language

- *Demonstrate*
- *Act*
- *Ask questions*
- *Correct*
- *Use sentences*
- *Make students speak much*
- *Use lesson plan*
- *Follow plan*
- *Keep the pace of the students*
- *Speak normally*
- *Speak naturally*
- *Take it easy*

Application: Typical Techniques



1 *Reading Aloud*

2 *Question and Answer Exercise*

3 *Getting Students to Self-Correct*

4 *Conversation Practice*

5 *Fill-in-the-Blank Exercise*

6 *Dictation*

7 *Map Drawing*

8 *Paragraph Writing*

Reviewing the Techniques

- **Reading aloud:** Students read in turns, teacher provides picture.
- **Question and answer exercise:** Students answer questions in full sentences to practise new words and structures; they also ask questions.
- **Getting students to self-correct:** Students make a choice between what they said and an alternative answer.
- **Conversation practice:** Teacher asks questions in TL, they have to understand to answer correctly.
- **Fill-in-blank exercise:** Induce the grammar rule to fill in the blanks from examples and practice.
- **Dictation:** Teacher reads the text three times:
 - ① Reads normal speed while the students just listen.
 - ② Reads the passage phrase by phrase.
 - ③ Students check their work.
- **Map drawing:** Listening comprehension practice.
- **Paragraph writing:** Do this from memory or use reading text as a model.

Experiencing DM

- Elementary level adult English class
- Direct Method
- Number of students: 30
- Teaching content: a short funny English story in about 40 words about watching TV at home.

Experiencing DM



- **A little funny story:**

Is Jim Clever?

One day, Jim and his brother were watching TV. Suddenly Jim turned off the TV. “Why do you turn it off?” asked his brother. “I want to drink water and I don’t want to miss the TV program.” replied Jim.

Jim and his brother were watching TV. Suddenly Jim turned off the TV.



Why do you turn it off?

I want to drink water and I don't want to miss the TV program.

Is Jim Clever?

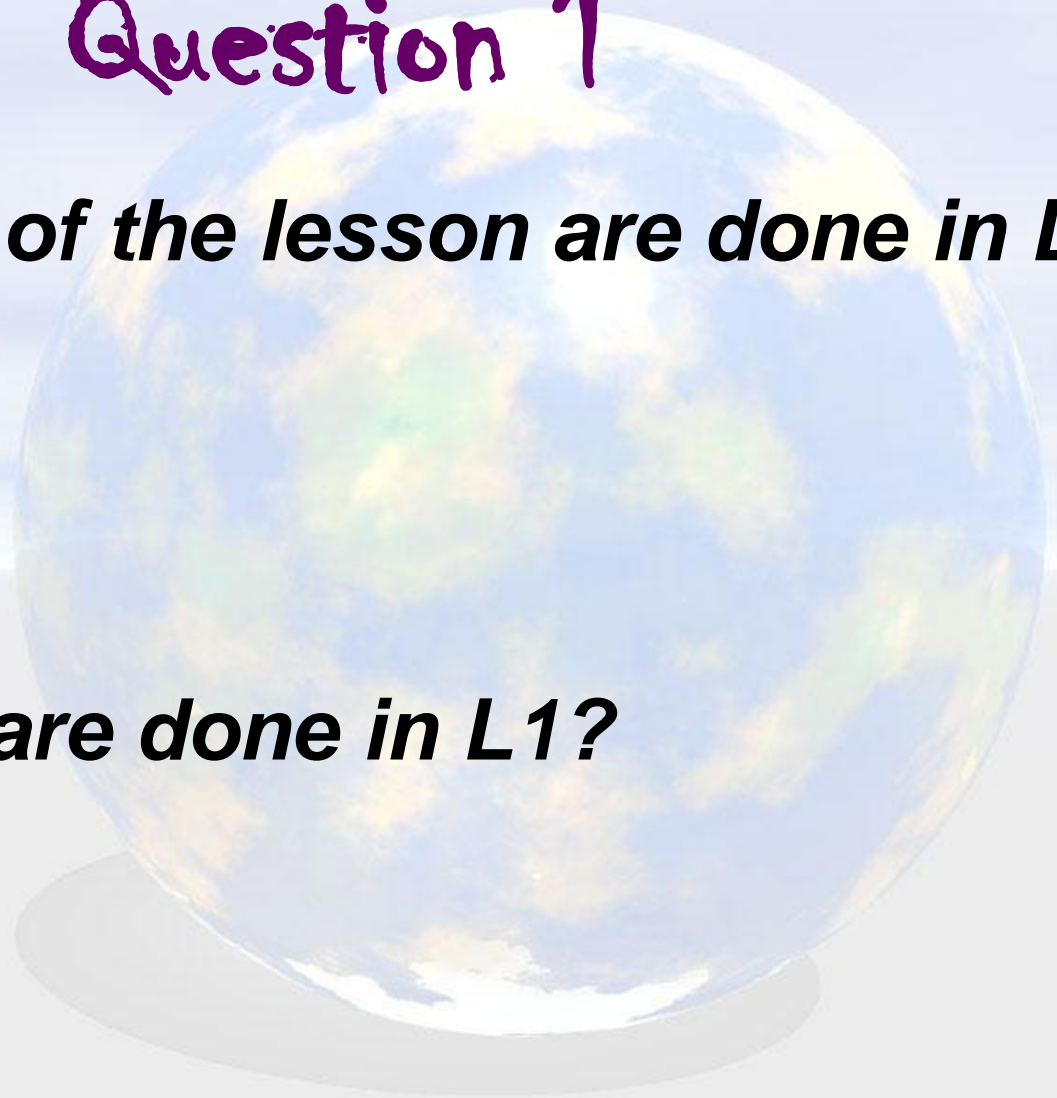
Experiencing DM

- Teacher puts up the picture of the story on the blackboard.
- Calls on the students one by one and reads a sentence from the reading passage.
- Points to the part of the picture the sentence describes after each student has read his sentence.
- Questions and answers session in the TL: answers students' questions in TL by
 - gestures,
 - facial expressions,
 - drawings on the blackboard,
 - giving examples, and
 - relating the explanations to the students' own life.

Question 1

1a *What parts of the lesson are done in L2?*

1b *What parts are done in L1?*



Question 2

2a *Does the teacher encourage students to speak in L2?*

2b *Do the questions encourage individual thought?*

2c *Do the students express any original ideas in L2?*

Question 3



3a *What are the advantages of the materials?*

3b *Do you like the DM? Why or why not?*

3c *What personality of student would like it?*

Question 4

Which of the followings is not true about the direct method?

- A. It was viewed as a method when the goal of instruction became learning how to use a foreign language to communicate
- B. It became popular because GTM was not very effective in preparing students to use target language communicatively
- C. Native language is used in the class
- D. No translation is allowed
- E. Meaning is conveyed through using the use of demonstration and visual aids

Question 4

Which of the followings is not true about the direct method?

- A. Pronunciation should be worked on right from the beginning of language instruction
- B. Self-correction facilitates language learning
- C. The purpose of language learning is to gain the ability to understand foreign language literature
- D. The native language should not be used in the classroom
- E. Grammar should be taught inductively

ANALYSIS



- **APPROACH**

- **THEORY OF LANGUAGE?**

- **THEORY OF LEARNING ?**

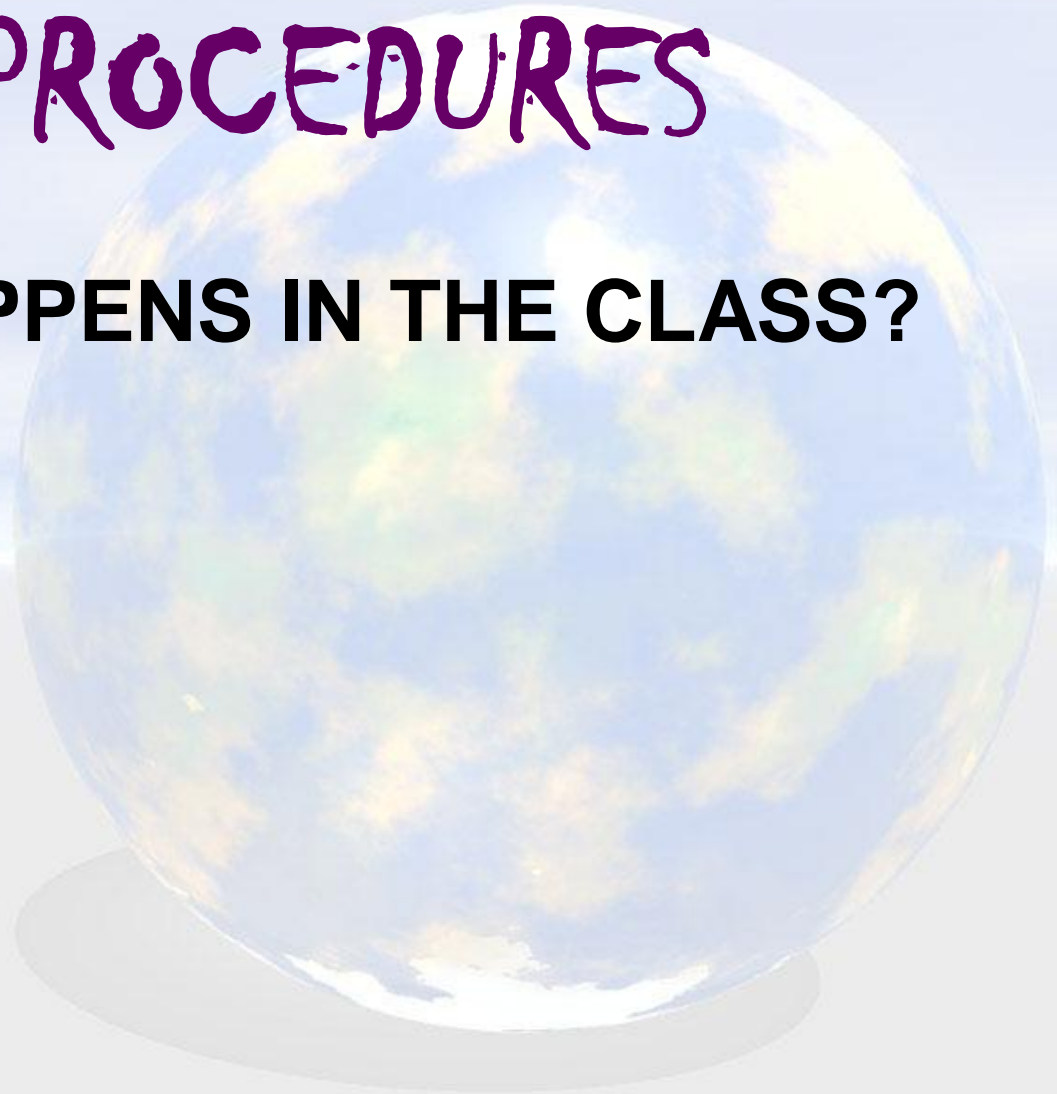
DESIGN



- OBJECTIVES
- SYLABUS
- TYPES OF LEARNING AND TEACHING ACTIVITIES
- ROLES
 - TEACHERS
 - LEARNERS
 - INSTRUCTIONAL MATERIALS

PROCEDURES

- **WHAT HAPPENS IN THE CLASS?**



Conclusion



- You have considered the principles and techniques of the **Direct Method**.
- Do you agree that the goal of **target language instruction** should be to teach students how to **communicate** in the TL?
- Should students be encouraged to self-correct?
- Should grammar be presented inductively?



THANK
YOU!

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