

The Direct Method

Background (1)

- Use the natural way to communicate, like a baby learning its mother tongue.
- In the late 19th century in Europe, for economic development, the communication among nations became more frequent.
- Foreign languages learning was highly demanded.
- Oral communication became the main goal of foreign language teaching.

Background (2)

- Revolution to Grammar Translation Method. One of the revolutionists was Francois Gouin.
- First introduced in France and Germany.
- Berlitz (Maximilian D. Berlitz, 1852-1921) used extensively in Rhode Island, USA, and opened the first language school.

Language (1)

- Strong theoretical base in linguistics and psychology.
- Language is primarily spoken, not written.
- The basic unit of a language is sentence.
- Learning how to use a foreign language to communicate.
- No translation is allowed.

Language (2)

- Emphasising vocabulary acquisition through exposure to its use in situations.
- Meaning is to be conveyed directly in the target language through the use of demonstration and visual aids.

Teaching (1)

- Direct communication: as baby learning mother tongue.
- Imitation: repetition and practice
- Association: e.g.: hand – arm, shoulder, foot, leg...

Teaching (2)

Kelly's 5 steps of teaching:

- Preparation: review previous lesson.
- Presentation: introduce new lesson.
- Association: associate previous and new lessons.
- Systematization: systematize the new lesson in certain situation.
- Application: practice

Goal

- Learn how to communicate in the target language-learn to think in the target language.
- Correct pronunciation
- Emphasise on listening and speaking. (GTM: reading, writing and translation)
- Think in target languages. No native language. No translation.
- Learning basic sentences, introducing daily life.

Role of the teacher/ students

- Teacher centered. Student role is less passive than in GTM.
- T/S are partners.
- Teacher is the only demonstrator. He/she never translates but demonstrates the meaning through the use of realia, pictures or pantomime.

Activities—Berlitz School(1)

- Never translate: demonstrate.
- Never explain: act.
- Never make a speech: ask questions.
- Never imitate mistake: correct.
- Never speak with single words: use sentences.
- Never speak too much: make Ss speak much.

Activities –Berlitz School(2)

- Never jump around: follow your plan.
- Never go too fast: keep the pace of the Ss.
- Never speak too slowly: speak normally.
- Never speak too quickly: speak naturally.
- Never speak too loudly: speak naturally.
- Never be impatient: take it easy.

Techniques

- Reading loud
- Question and answer exercise
- Getting students to self-correct
- Conversation practice
- Fill-in-the-blank exercise
- Dictation
- Map drawing
- Paragraph writing

Characteristics (1)

- Associate meaning and the target language directly.
- Demonstrate meanings through the use of realia, pictures, and pantomime.
- Ss speak in the target language a great deal and communicate as if they were in real situations.
- Method is based upon situations.

Characteristics (2)

- Grammar is taught inductively: Ss are presented with examples.
- Grammar rules are never given.
- Ss practice vocabulary by using new words in complete sentences.

Conclusion/ Comments

- Language learning should be of use.
- Immersion.
- Good for the class of small size.
- Culture should be taught about people's daily lives.