



University Ziane Achour, Djelfa

Master Two

Faculty of Letters and Languages

Language Approaches and Teaching Methods

Department of Foreign Languages

First Term

English Division

Didactics Students

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2. The Direct Method

Since the Grammar Translation Method was not very effective in preparing students to use the target language communicatively, the Direct Method became popular. In the Direct Method no translation is allowed. The Direct Method receives its name from the fact that meaning is to be connected directly with the target language without going through the process of translating into the students' native language. The method itself belongs to the natural approach of language teaching.

The goal of language learning is communication. In order to achieve this goal, students should learn to think in the target language.

The principles of the method:

- the initiation of the interaction goes both ways, from teacher to students and from students to teacher although the latter is often teacher-directed, at the same time student-student interaction is used as well;
- the native language should not be used in the classroom;
- the teacher should demonstrate not explain or translate;
- the teacher and the students are more like partners in the teaching/learning process;
- it is desirable that students make a direct association between the target language and meaning;
- students should learn to think in the target language as soon as possible;
- vocabulary is acquired more naturally if students use it in full sentences

rather than memorising word lists;

- pronunciation should be worked on right from the beginning of language instruction;
- lessons should contain some conversation activity – some opportunity for students to use language in real contexts;
- students should be encouraged to speak as much as possible;
- grammar should be taught inductively;
- there may never be an explicit grammar rule given;
- the syllabus is based on situations or topics not on linguistic structures;
- learning a language involves learning the behaviour culture of the people living in the target country;
- culture consisting of the history of the people who speak the target language and the geography of the country or countries where the language is spoken and information about the daily lives of the speakers in the target language are studied;
- vocabulary is emphasized over grammar;
- work on all four skills (reading, writing, speaking and listening) occurs from the start, oral communication is seen as basic;
- there is no formal evaluation in the class, students have to use the language using both oral and written skills;
- the teacher tries to get students to self-correct whenever possible.

Activities characteristic of the method:

- reading aloud
- conversation practice
- gap filling exercise
- dictation
- map drawing (The students are given a map with the geographical features unnamed. Then the teacher gives the students directions. (Following the teacher's instructions the students have to label the map of a country.)
- paragraph writing. (Larsen-Freeman 1986: 18-28)