

Direct Method

Ohio, introduced the *Cleveland Plan*, for the carefully graded instruction of French and other languages over a period of years in elementary and high schools. L2 was the main medium of instruction. Translation was to be avoided. The *Cleveland Plan* can be looked upon as the 20th century version of DM.

2. In Britain, in the interwar years, an adaptation of DM was used with an emphasis on the spoken language, but not to taboo translation or grammar. The new emerging method was referred to as the *Compromise Method* or the *Oral Method*. Collins, the author of one of the most widely used French course in the interwar years, advocated this approach. He coined the slogan: 'to teach French as Frenchly as possible.' The compromise was closer to GTM than to DM.
3. Although DM has disappeared, some of its techniques like the use of second language narratives, and question and answer techniques are still with us. Today, DM has been reaffirmed as a valid approach – a cognitive and rationalist method.

Bibliography

Bowen, D., et al. (1985). *TESOL techniques and procedures*. London: Newbury House Publishers, INC

Brown, H. D. (1993). *Principles of language learning and teaching*. N. J.: Prentice Hall.

Celce-Murcia, M., et al. (1979). *Teaching English as*

a second or foreign language. Rowley, M. A.: Newbury House.

Chastain, K. (1988). *Developing second language skills*. HBJ Publishers.

Hadley, A. O. (2003). *Teaching language in context, Third edition*. Heinle and Heinle.

Howatt, A. P. R. (1984). *A history of English language teaching*. Oxford: OUP.

Larsen-Freeman, D. (1986). *Techniques and principles in language teaching*. Oxford: OUP.

Mirhassani, A. (2003). *Theories, Approaches & Methods in Teaching English as a Foreign Language*. Tehran: Zabankadeh Publications.

Rivers, W. M. (1987). *A practical guide to the teaching of English as a second or foreign language*. N. Y.: Oxford University Press.

Richards, J. C., et al. (2001). *Approaches and methods in language teaching*. Cambridge: CUP.

Stern, H. H. (1983). *Fundamental concepts of language teaching*. Oxford: OUP.

Titone, R. (1968). *Teaching foreign languages: An historical sketch*. Washington, D. C.: Georgetown University Press.

Web Watch

In case you have access to the internet, just click the following links:

http://www.englishraven.com/method_direct.html

<http://www.aber.ac.uk/~mflwww/seclangacq/langteach5.html>

http://www.geocities.com/seabda/direct_method.htm

http://coe.ohio-state.edu/swong_703M2/0000001a.htm

<http://www.abacom.com/~nathan/grammar.htm>

<http://www.bogglesworld.com/glossary/directmethod.htm>

6. Much of the classroom time is spent on questions and answers about the text, and talking about the wall pictures.
7. Exercises mainly include: transpositions, substitutions, dictation, narratives and free compositions. (For more information refer to Stern,.....)
8. Good pronunciation is stressed.
9. Phonetic transcription is emphasized.

Learner Roles

The learner's role is less passive than in the GTM. The learners are involved in the process of inducing the grammatical rules and the meaning of vocabulary items from the input they receive. Classroom activities are based on interactions.

Teacher Roles

In DM, the teacher and the students are more like partners in the teaching/ learning process. Teachers who use the Direct Method believe the students need to associate meaning and the target language directly.

The main drawbacks can be:

1. Direct method was only successful in private schools due to the high motivation of the learners and the use of native-speaking teachers.
2. It was difficult to implement in secondary schools due to the overemphasis and distortion of the similarities between the naturalistic language and the one used in the classroom. It failed to consider the realities of the classroom as a matter of fact.
3. It lacked a rigorous basis in applied linguistics, thus was harshly criticized by

- the proponents of the reform movement.
4. It required native teachers (native-like fluency). It was dependant on the teacher's skills rather than the textbook.
5. Teachers sometimes were forced to go to grammatical length to avoid the use of L1. In other words, according to the Harvard Psychologist, R. Brown, teachers had to perform verbal gymnastics in conveying the meaning of the words whereas translation might be more effective.
6. According to Rivers (1981), the students might develop a 'glib/' school pidgin', an inaccurate fluency, clothing native language structures in foreign language vocabulary.

All in all, the goal of 'conversation skills' was viewed as impractical due to the limited time available, the limited skills of the teachers, etc. In 1929, According to Coleman Report, reading was established as a more reasonable goal of language instruction. In 1929, a study sponsored by the Modern Language Association of America (MLA) under the direction of Algernon Coleman recommended a reading approach. Its findings had indicated that most students do not go beyond two years of study in a foreign language. Therefore the committee concluded that the only practical objective was reading.

4. Subsequent Decades

Although due to the aforementioned, in subsequent decades DM was not integrally used, its influence in theory and practice was noticeable.

1. In America, De Sauze (1929), The Director of foreign language schools in Cleveland,



9. Syllabus should be based on situations, and topics and not on linguistic structures. (situational syllabus)
10. Culture should be paid specific heed to; learning a language also means learning how people live.
11. Self and peer correction must also be included within the syllabus.

9. Never go too fast: follow the pace of students.
10. Never speak too slowly: speak normally.
11. Never speak too quickly: speak naturally.
12. Never speak too loudly: speak naturally.
13. Never be impatient: take it easy!

The Guidelines for Teaching Oral Language as cited from Titone (1968: 100-1) were:

1. Never translate: demonstrate.
2. Never explain: act.
3. Never make speech: ask questions.
4. Never imitate mistakes: correct.
5. Never speak with single words: use sentences.
6. Never speak too much: make students speak.
7. Never use the book: use your own lesson plan.
8. Never jump around: follow your plan

According to Stern(1983), the techniques are:

1. Classroom presentation of a text by the teacher.
2. The new expressions are explained in the target language through paraphrases, synonyms, demonstrations and context.
3. The teacher asks questions about the text.
4. The students read aloud for practice.
5. As far as grammar is concerned, the students are encouraged to discover grammar in the context for themselves.

established schools based on Series Method which gained popularity for a time. The main emphasis here was on presenting the new material in a context that made its meaning clear. Use of gestures and actions was also emphasized.

2. The Reform Movement

From the 1880s, practically minded linguists began to provide the intellectual leadership needed to give reformist ideas greater credibility and acceptance. The discipline of linguistics was revitalized. Phonetics – the scientific analysis and description of the sound systems of language – was established, giving new insights into the speech process. Linguists emphasized that speech, rather than the written work, was the primary form of language. The International Phonetic Association (IPA) was established whose main goal was to improve the teaching of modern languages. Speech patterns, rather than grammar, were seen as the fundamental elements of language. DM's advocates argued that learning can be enhanced when learners associate words and phrases with objects and actions without using L1.

The shared Beliefs of the Reformers included:

1. Spoken language should be of primary importance leading to an oral-based methodology.
2. Phonetics should be paid specific heed to.
3. Learners should hear language first before seeing it in the written form.
4. Words should be presented to the learners in contextualized sentences.
5. Grammar should be taught inductively;

that's, grammatical rules should only be practiced after being seen in contexts.

6. Translation must be avoided.

3. The Direct Method

Toward the end of the 19th century, Gouin and other reformers attempted to build a methodology round the observation of child language learning. They turned their attention to naturalistic principles of language learning and for this reason are sometimes referred to as advocates of a 'natural' method. In fact, at various times throughout the history of language teaching, attempts have been made to make language teaching much like first language learning. These natural language learning principles provided the foundation for what came to be known as Direct Method, the most widely known of the natural methods.

Principles of this method were:

1. Classroom instruction should be mainly in target languages.
2. Only everyday vocabulary and sentences must be taught.
3. Oral communication skills must be worked on through carefully-graded materials.
4. Grammar should be taught inductively.
5. New teaching points must be presented orally.
6. Concrete vocabulary must be taught through demonstrations, objects and pictures. Abstract vocabulary must be taught via the association of ideas.
7. Speech and language comprehension must both be taught.
8. Correct pronunciation and grammar should be emphasized.



1. Language Teaching Innovations in the 19th Century

Early in the 19th century, GTM was questioned and rejected for the increased opportunities for communication among Europeans and thus the demand for oral proficiency, and the attention to the teaching of modern languages in secondary schools. Individual approaches were developed in Germany, England, and France as a reform movement for the teaching of the modern languages.

C. Marcel (French, 1793-1886): asserted that Child language learning must be used as a model for language teaching, he also focused on the importance of meaning, and the teaching of the reading skill before the other ones.

T. Prendergast (English, 1809-1886): said our second/ foreign language instruction must

be based on Foreign Language Acquisition (FLA), and that based on the children's use of contextual and situational cues in interpreting utterances, cliché phrases and 'routines' must be used in promoting the speaking skill. He proposed the first *structural syllabus* according to which learners had to be taught the most basic structures.

F. Gouin (French, 1931-1896): is one of the best-known of mid 19th century reformers. He developed an approach to language teaching based on FL observation. According to him, language learning was facilitated through using language to accomplish events consisting of a sequence of related actions.

He innovated the *Series Method* using situations and themes as ways of organizing and presenting the oral language. The instruction mainly consisted of using a series of sentences related to activities like 'chopping wood/ opening the door.' He later or



Direct Method

Mohaddeseh Amini

Islamic Azad University at Karaj

m_amin58@yahoo.com

چکیده

روش یادگیری مستقیم اغلب با نام فرانسیس گوین و چارلز برلیتز همراه است. در این روش، یادگیری زبان خارجی از زبان اول الگو می‌پذیرد، چرا که می‌باید همانند آن به طور مستقیم آموخته شود. به علاوه لازم است، دستور زبان بدون توضیح مستقیم تدریس شود، زبان اول فراگیران در کلاس مورد استفاده قرار نگیرد، و کلمات جدید با استفاده از تصویر تدریس شوند. این روش در اواخر قرن نوزدهم به عنوان جایگزینی برای روش دستور-ترجمه، ظهور پیدا کرد ولی در اوایل قرن بیستم، به دلیل عملی نبودن در کلاس درس کم‌کم به فراموشی سپرده شد و پس از جنگ جهانی دوم با تغییراتی تحت عنوان روش شنیداری-گفتاری دوباره ظهور یافت.

کلیدواژه‌ها: روش مستقیم، اکتساب زبان اول (مادری)، روش دستور-ترجمه، حرکت اصلاح طلبانه، زبان اول، زبان دوم.

Abstract

Direct Method is a method of language learning associated with Francois Gouin and Charles Berlitz. In this method, foreign language learning models first language learning, that is, it should be learned 'directly', grammar is taught inductively with no explanations, the learner's first language is not used in the class, and new vocabulary is introduced by demonstration. This method came about as a needed replacement for the grammar-translation method in the late 1800s. It faded in the early 1900s as it was not practical in classroom settings, and then was rediscovered and came back under the name of the audio lingual method after World War II.

Key Words: DM (Direct Method), FLA (First Language Acquisition), GTM (Grammar Translation Method), the reform movement, L1 and L2.