

## The Direct Method

### Observation sheet

instructions in the target language    oral communication skills  
 correct pronunciation    oral introduction of the NEW    speaking and listening  
 everyday vocabulary    question-answer exchange    inductively  
 association of ideas    demonstration, mime. pictures

Did the T give Ss the instructions in the target language? How the Ss reacted on that?	The T spoke only in English, so did the Ss. Ss were supposed to talk in English only and it was natural for them.
Was the correct pronunciation emphasized by the T? How did the T work with Ss's mistakes?	Yes. Ss repeated after the T a few times. They worked on <del>the</del> the pronunciation through listening and repeating. The dictation task was focused on the connection between the sounds and letters. The correction of mistakes would be emphasized by the T and self-corrected by the Ss.
Was the lesson focused on both speaking and listening? Which exercises were used?	Most of the activities were focused on oral communication. <u>Questions-answers</u> were worked with mostly - the T asked, the Ss answered, then the Ss were asked to ask their friends.
Was grammar taught inductively? How were the Ss involved?	Yes. Through given examples of <u>everyday questions</u> . The T didn't say any rule to the Ss, introduced the objects, said sentences and asked questions which the Ss should answer.
Did the Ss work with everyday vocabulary and sentences? Were in the lesson enough challenges for them?	Yes. They talked about their car, dog and about its appearance, position in the space, who did it belong to... I think so, there were more objects which could be <u>combined</u> and used in different context.
Did the Ss learn vocabulary through associations of ideas or demonstration, mime or using pictures?	Yes. Through demonstration of <u>real objects</u> - a car, a dog, a ball. Using different use of the words in sentences <ul style="list-style-type: none"> <li>• Have you got...?</li> <li>• Has she got...?</li> </ul>
What type of work was used in the class? What ratio was between TTT X STT?	<u>answer-question exchange</u> between the T and the Ss the ratio was 1:1 → there was a balance between turntaking of the T and the Ss

⊕ context of the classroom  
 a variety of questions on each object  
 full complete sentences  
 inductive learning

⊖ the ability of the T to speak perfectly  
 question-answer exchange may not be  
 entertaining for the whole lesson