

The Direct method

Basic information	
<ul style="list-style-type: none"> • = the natural method • = communication and use of language • Since the grammar-translation method wasn't very effective in preparing students to use the target language communicatively, the direct method became popular. • The method Direct is named "direct" because meaning should be connected directly with the target language without translation in to the native language. • Procedure. • Only English used. • A lot of teacher-students dialogues, later systematic teaching of grammar and vocabulary. • Mainly speaking, both communication and stressed a grammatical syllabus. • The Direct teaching method is a method of foreign and second language teaching which consist that only the target language should be used in class and meaning should be communicated "directly" by associating speech forms with action, objects, mime, gesture and situations. • The direct method has one very basic rule: no translation is allowed. In fact, the direct method receives its name from the fact that meaning is to be connected directly with the English language, without going through the process of translating in to the students' native language. 	
Key words	
<ul style="list-style-type: none"> • Demonstration • Speaking and listening • Communication • Classroom instructions in the target language • Visual and spatial intelligence • Inductively • Correct pronunciation • Only English used • Everyday vocabulary • Fluency of speech 	
Advantages	Disadvantages

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• Demonstration (objects, toys, location of toys,...).	• It is easier to explain sth in mother language, not in target language.	
• Fluency of speech (speaking is a big part of the lesson).	• Object and other supplies can not be available.	
• Mainly speaking, not grammar.	• In the class are huge amount of Ss.	
• Personalization (Have you got a dog? How old is your dog?...).	• T has to be able to speak target language very well and have a good accent.	
• Correct pronunciation.	• Some things can be difficult to explain in target language.	
• Visual intelligence development (demonstration).	• T has to be patient.	
• Spatial intelligence development (using own body).	• Questions and answers – T has to keep Ss focus (not a long activity)	
• Auditory intelligence development (listening target language during lesson).	•	
•	•	
•	•	
Principles and procedures	Yes/no - particular exercise/activity	My notes
• Make the second language learning more like first language learning.	Yes – whole lesson	Kids learn first language through object and his/her parents also talk only in first language.
• The syllabus is based on situations or topics, not usually on linguistic structures.	Yes – the topic: Prepositions	In, on, under
• Learning another language also involves learning how speakers of that language live.	No	There was no culture or history.
• Classroom instruction is conducted exclusively in the target language.	Yes – All lesson was in E	It is not always ok to speak only in E because sometimes it can save time to explain sth in first language
• Writing is an important skill, to be developed from the beginning of language instruction.	Yes – we did a completing exercise and wrote a dictate	
• Only everyday vocabulary and sentences are taught.	Yes – we used basic everyday vocabulary	A dog, a car, a girl, a boy....
• Oral communication sullivan are built up in a carefully graded progression organized around question –and-answer exchanges between teachers and students in small,	Yes – there was a lot of questions and answers.	Be careful – the T has to keep Ss focus (not a long activity)

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intensive classes.		
<ul style="list-style-type: none"> • Grammar is taught inductively. <ul style="list-style-type: none"> ○ Grammar should be taught inductively. ○ There may never be an explicit grammar rule given. 	Yes – no grammar rules were given or written, Ss repeat what the T says	
<ul style="list-style-type: none"> • New teaching points are introduced orally. 	Yes – no grammar rules were given or written	
<ul style="list-style-type: none"> • Concrete vocabulary is taught through demonstration, objects and picture. <ul style="list-style-type: none"> ○ Objects present in the immediate classroom environment should be used to help students understand the meaning. 	Yes – T has a lot of toys and she demonstrates the position of the toys for using prepositions	The dog is on the car.
<ul style="list-style-type: none"> • Abstract vocabulary is taught by association of ideas. 	No – there was no abstract words	
<ul style="list-style-type: none"> • Both speech and listening comprehension are taught. 	Yes – a lot of listening and speaking	
<ul style="list-style-type: none"> • Correct pronunciation and grammar are emphasized. <ul style="list-style-type: none"> ○ Pronunciation should be worked on right from the beginning of language instruction. 	No – we did not do mistakes	
<ul style="list-style-type: none"> • Intensive speech practise, usually training in phonetics. <ul style="list-style-type: none"> ○ The purpose of language learning is communication (therefore, students need to learn how to ask questions as well as answer them). ○ Lesson should contain some conversational activity—some opportunity for students to use language in real contexts. ○ Students should be encouraged to speak as much as possible. 	Yes – context of objects and classroom, creating a question based on the listening from previous activity	

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<ul style="list-style-type: none"> The exclusive use new language. <ul style="list-style-type: none"> The native language shouldn't be used in the classroom. 	Yes – there was no first language	
<ul style="list-style-type: none"> Reading in the target language should be taught from the beginning of the language instruction; however, the reading skill will be developed through practice with speaking. <ul style="list-style-type: none"> Language is primarily speech. 	Yes	First: listening and speaking Second: reading and writing
<ul style="list-style-type: none"> The approach initially unacceptable any choice to the mother tongue either for exercise on translation or for clarification of vocabulary and grammar. 	Yes	
<ul style="list-style-type: none"> The learner experiences the new language in the same way in which he has experienced his mother tongue. 	Yes – whole lesson	Kids learn first language through object and his/her parents also talk only in first language.
<ul style="list-style-type: none"> According to the direct method, the students should think directly in English. 	Yes	I am not sure how can we demonstrate it.
<ul style="list-style-type: none"> Never translate – demonstrate. 	Yes – using toys	
<ul style="list-style-type: none"> Never explain – act. 	Yes – using toys	
<ul style="list-style-type: none"> Never make a speech – ask questions. 	Yes – a lot of questions and answers	
<ul style="list-style-type: none"> Never imitate mistakes – correct. <ul style="list-style-type: none"> Self-correction facilitates language learning. 	No – there was no correction needed	
<ul style="list-style-type: none"> Never speak with single words – use sentences. 	Yes- from the beginning we had to focus on using sentences than it was easy and natural	
<ul style="list-style-type: none"> Never speak too much – make students speak much. <ul style="list-style-type: none"> 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 	Yes – we spoke a lot	

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memorizing.		
<ul style="list-style-type: none"> Never use the book – use your lesson plan. 	Yes – we used a worksheet	
<ul style="list-style-type: none"> Never jump around – follow your plan. 	Yes – we accomplished it	
<ul style="list-style-type: none"> Never go too fast – keep the pace of the student. 	Yes- we had enough time to answer questions	
<ul style="list-style-type: none"> Never speak too slowly – speak normally. 	Yes – it was fluent	
<ul style="list-style-type: none"> Never speak too loudly – speak naturally. 	Yes – it was ok	
<ul style="list-style-type: none"> Never be impatient – take it easy. 	Yes	
<ul style="list-style-type: none"> <i>First: listening and speaking</i> <i>Second: reading and writing</i> 		

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