

The Direct Method

Reviewing the Principles

The goals of teachers

- to teach how to communicate in the target language
- Students should learn to think in the target language

The role of the teacher

- directs the class activities

The role of students

- Less passive than in GTM
- Like partners with their teachers

Reviewing the Principles

Characteristics of teaching/learning process

- Students need to associate meaning with the target language directly
- No translation but demonstration of meaning through the use of realia, pictures, or pantomime
- Speaking target language and communicating as if they were in real situations
- Syllabus is based on situations
- Grammar is taught inductively, no explicit rule is given
- Vocabulary is practiced in complete sentences

Reviewing the Principles

Student-teacher interaction

- Initiation of interaction goes both ways

Student-student interaction

- S-S interaction is possible

The feelings of students

- No principles

The language

- Primarily spoken, not written
- Everyday speech in the target language

Reviewing the Principles

The culture

- History of the people who speak the target language
- Geography of the country where the TL is spoken
- Everyday life of speakers of the TL

Areas of language

- Vocabulary is emphasized over grammar

Language skills

- Four skills are seen, but oral communication is basic
- Reading and writing exercises
- Pronunciation receives attention

Native language

- No use

Reviewing the Principles

Evaluation

- No formal evaluation
- Oral interview
- Writing paragraph

Error correction

- Various ways
- Self-correction whenever possible

Reviewing the Techniques

Reading aloud

Question and
Answer
Excercise

Getting
students to
self-correct

Conversation
practice

Fill-in-the-
blanks
exercise

Dictation

Map drawing

Paragraph
writing

References

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- Richards, J. C. & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press