

وزارة التعليم العالي والبحث العلمي
جامعة ديالى / كلية التربية الاساسية
قسم اللغة الانكليزية | المرحلة الثالثة
م.م. سامية محمد رزوقي
طرائق تدريس اللغة الانكليزية
المحاضرة الاولى / الوقت ٥٠ دقيقة

The subject : The Direct Approach

Direct Method: A method for teaching language that avoid the use of the native tongue, and that emphasizes listening / speaking over reading / writing (Nunan,2001: 306).

The Direct Method is a reaction against the Grammar-Translation Method. It is also called as the Natural Method in which the children are trained to learn English in the same nature way in which they learn mother tongue (Vallabi, 2011:156).

Mowla (2011:167) mentions that the Direct Method is a not a method in itself, but it is a set of principles to be followed while teaching. The basic principle of the Method is that English is learnt in the same way as the mother tongue is learnt.

On the other hand, Brown (2007,380) says that the Direct Method is a language teaching method popular in the only twentieth century that emphasized direct target language use and communication skills and inductive grammar without recourse to translation from the first language.

Principles of the Direct Method

- The native language should not be used in the classroom.
- The teacher should demonstrate, not explain or translate. 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 memorizing word lists.
- Pronunciation should be worked on right from the beginning of language instructions

(Freeman, 2003:27).

- A foreign language can be learnt in the same way as the native language is learnt.
- Language is fundamentally oral. Writing is subsidiary to speech.
- Language learning chiefly involves the acquisition of the four skills: listening, speaking, reading and writing.

(Al-Hamash and Younis, 1980:70)

- Repetition was essential if associations had to be formed and reinforced. The teacher should begin with a limited number of items.
- Memory depends not only on repetition, but attention and interest as well. So, if a learner is motivated and wants to learn a language, he will do it.

(Vallabi, 2012: 157)

- Classroom instruction was conducted exclusively in the target language.
- Only everyday vocabulary and sentences were taught.
- Grammar was taught inductively.

(Richard and Rodgers, 1986:9-10)

Objectives and Aims of the Direct Method

The direct method represents a shift from literary language to the spoken everyday language as the object of early instruction, a goal that was totally lacking in grammar – translation. The mind training objective of grammar – translation is not central to direct method. For the rest, the direct method represents more a change in means than in the ends of language teaching, and it can be said that the direct method did not convey a fundamentally different view of the main goals of language instruction from that of its predecessors (Stern, 1991:458).

On the other hand, Vallabi (2012,156) says that the Direct Method aims at establishing a direct bond between thought and expression. The

learner should experience the new language in the same way in which he experienced the mother tongue. The learner should be given no scope to think in the mother tongue. So he begins to think in English and gets an active command of the language.

The Advantages of the Direct Method

There are certain advantages in the Direct Method:

- ❖ In the Direct Method, the pupil learns English in the same way he learnt his mother tongue. He listens to the statement and questions from the teacher and practices speech himself.
- ❖ The extensive oral work helps the pupil to think in English, avoid his mother tongue and speak English.
- ❖ The Direct Method, with its emphasis on speech practice, helps correction of mistakes the moment they are made.
- ❖ More items on the syllabus can be covered in a short time.

(Mowlla, 2011:178)

- ❖ The method helps the learners develop oral fluency and spontaneity.
- ❖ The learners get a lot of exposure to the English language.
- ❖ The use of pictures, objects, models, illustrations, actions and demonstrations make the lesson interesting and real.
- ❖ Their method facilitates reading and writing.

(Vallabi, 2012:157)

The Disadvantages of the Direct Method

Some of the disadvantages of the Direct Method are:

- ❖ Vocabulary is presented not on the basis of frequency but on the basis of demonstrability in class. Sometimes, unless words are presented easily to learners.
- ❖ The approach does not involve sufficient emphasis on oral practice. Often only the first few weeks are devoted to oral practice. As a matter of fact, many advocates of the direct method use reading as the skill through which all language activities are channeled.
- ❖ The teacher often has to use expression very much above the level of his students if he insists on the use of nothing but the foreign language.

(Al-Hamash and Younis,1980 :72-73)

- ❖ Reading and writing are neglected or postponed to a later stage. So this is not a complete method in itself.
- ❖ This method finds difficulty for slow learners.
- ❖ This method does not suit or satisfy the needs of individual students in large classes.
- ❖ It is difficult to give the meanings of words in English without the use of the mother tongue.
- ❖ Audiovisual aids are not easily available, so the method becomes expensive and is beyond the reach of ordinary schools and teachers.

(Mowla, 2011:169)

- ❖ This method is not suitable to all students and would be difficult for average and below average students.
- ❖ Ignores the use of the mother tongue completely. So it is difficult to explain the meaning of abstract words.
- ❖ There are not enough competent teachers to use this method effectively.

(Vallabi, 2012:158)

Teacher/student role in the Direct Method

Although the teacher directs the class activities, the student role is less passive than in the Grammar-Translation Method. The teacher and the students are more like partners in the teaching-learning process (Freeman and Anderson, 2011:30).

In direct method, teachers introduce a new target language word or phrase to the students and there is no mother tongue. Therefore, the role of the teacher is as demonstrator because the teacher demonstrates the meaning of words through the use of realia , pictures or pantomime, they never translate it into the student's native language . The teacher is also a facilitator because he facilitates the students with the target language. The teacher can be the monitor of the students. He watches the students' progress in using the target language.

The students' role in direct method is the active learner. They are active in exploring new words, expression ...etc(www.novaekasari09.wordpress.com)

The Techniques of the Direct Method

There are a lot of techniques adopted in the Direct Method, some of them as follows:

❖ **Reading Aloud**

Students take turns reading sections of a passage, play or dialogue out loud. At the end of each student's turn, the teacher uses gestures, pictures, realia, examples or other means to make the meaning of the section clear.

❖ **Question and Answer Exercise**

This exercise is conducted only in the target language. Students are asked questions and answer in full sentences so that they practice new words and grammatical structures. They have the opportunity to ask questions as well as answer them.

(Freeman and Anderson,2011:32).

❖ **Map Drawing**

The class included one example of a technique used to give students listening comprehension practice. The students were given a map with the geographical features unnamed. Then the teacher gave the students directions such as the following, Find the mountain range in the West. Write the words "Rocky Mountains" across the mountain range. He gave instructions for all the geographical features of the United States so that students would have a complete labeled map if they followed his instructions correctly. The students then instructed the teacher to do the same thing with a map he had drawn on the board. Each student could have a turn giving the teacher instructions for finding and labeling one geographical feature. (Ibid: 33)

❖ **Dictation**

The teacher reads the passage three times. First time the teacher reads it at a normal speed, while the students just listen. The second time he reads the passage phrase by phrase, pausing long enough to allow students to write down what they have heard. The last time the teacher again reads at a normal speed and students check their work.

❖ Paragraph writing

The teacher in this class asked the students to write a paragraph in their own words, on the major geographical features of the United States. They could have done this from memory or they could have used the reading passage in the lesson as a model.

(Freeman, 2000:31-32)

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www.novaekasari09.wordpress.com and (Grand shaykh, professor Hasan Qaribullah shaykh Ahmad Darwish, www.E-Quran.com).

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The subject : The Silent Way

The silent way capitalized on such discovery-learning procedures. Gattegno (1972) believed that learners should develop independence, autonomy, and responsibility. At the same time, learner in salient way classroom had to cooperate with each other in the process of solving language problems (Brown, 2000:45).

The silent way was proposed by Galeb Gattegno, who emphasized that fact that teaching should be subordinated to learning and that the learner should be held responsible for his or her own learning. (Zare-ee, 2000:188).

Caleb Galtegno in the 1960's evolved the silent way method which was based on the tenet teaching must be subordinate to learning'. In this method, the teacher is almost silent and the learners do all the talking. The teacher builds on what learners already know. She follows' principle. (Vallabi, 2012: 189).

The Principle of the Silent Way

- 1-Teachers should concentrate on how students learn, not on how to teach.
- 2-Imitation and drill are not the primary means by which students learn.
- 3-Learning consists of trial and error, deliberate experimentation, suspending judgment, and revising conclusions.

4-In learning, learners draw on everything that they already know, especially their native language.

5-The teacher must not interfere with the learning process.

6-The skills of speaking, reading, and writing reinforce one another.

7-The syllabus is composed of linguistic structure.

8-A teacher's silence frees the teacher to closely observe the student's behavior.

(freeman, 2000:63).

9-Students need to learn to listen to themselves.

10-student can learn from one another the teacher's silence encourages group cooperation.

11-The teacher work with the student while the students work on the language.

12-Errors are important and necessary to learning .They show the teacher where things are unclear.

(Freeman and Anderson, 2011:59-60)

The Role of Teacher and the Role of Learner.

The teacher is a technician and engineer. 'Only the learner can do the learning,' but the teacher, relying on what his students already know, can give what help is necessary, focus the students' perception, 'force their awareness', and 'provide exercises to insure their facility' with the language.

The teacher should respect the autonomy of the learners in their attempts at relating and interacting with the new challenges. The role of the students is to make use of what they know, to free themselves of any obstacles that would interfere with giving their utmost attention to the learning task, and to actively engage in exploring the language. No one can learn for us Gattegno would say; to learn our responsibility.

As Gattegno says, the teacher works with the student; the student works on the language. (freeman, 2003:65).

The silent way has seemed somewhat inhuman, with the teacher's silence acting as a barrier rather than an incentive. But to other, the reliance student are forced upon themselves and upon each other is exciting and liberating. It is students who should take responsibility for their learning; it is the teacher's job to organize this. (Harmer, 2006 :71). The teacher remains silent unless speaking becomes absolutely necessary. The learner write out the sentences learnt. The teacher's silence encourages peer interaction and group cooperation.

The pupils listen and the learner's main task is to recall and try to imitate the teacher's presentation as best as they can. A lot of peer interaction or correction follows as well. Language learning is done best in anon-threatening atmosphere. The teacher is salient 'engineer' in the class and so the learner do not threatened. Learner errors are dealt through self-monitoring and peer correction. No disapproval is indicated by the teacher. (vallabi, 2012:190).

The Advantages of the Silent Way

1-Learning through problem solving looks attractive especially because:

A-creativity,

B-discovery ,

C-increase in intelligent potency and,

D- long term memory.

2-The indirect role of the teacher highlights the importance and the centrality of the learner who is responsible in figuring out and testing the hypotheses about how language works. In other word teaching is subordinated to learning. (Brown ,1987: 66).

The Disadvantages of the Silent Way

- 1- The silent way is often criticized of being a harsh method. The learner works in isolation and communication is lacking badly in a silent way classroom.

- 2- With minimum help on the part of the teacher, the silent way method may put the learning itself at stake.
- 3- The material (the rods and the charts) used in this method will certainly fail to introduce all aspects of language. Other material will have to be introduced. (Ibid: 65).

Techniques of the Silent Way

Freeman and Anderson mention some techniques which they are:-

1-sound-color chart

The chart contains blocks of color, each one representing a sound in the target language. The teacher, and later the students, point to block of color on form syllables, words, and even sentence. Although we did not see it in this lesson, sometimes the teacher will tap a particular block of color very hard when forming a word.

2-Teacher's silence

The teacher gives just as much help as is necessary and then is silent. Or the teacher sets up an unambiguous, puts a language structure into circulation (for example, 'Takerod'), and then is silent.

3-Peer correction

Students are encouraged to help another student when he or she is experiencing difficulty.

4-self-correction Gestures

We already examined some self-correction techniques in the chapter on the Direct Method. Some of the particular gestures of the silent way could be added to this list.

5-word chart

The teacher, and later the students, points to words on the wall charts in a sequence so that student can read aloud the sentences they have spoken. (freeman, and andrson,2012:66).

The Theory of Language and the Theory of Learning.

1-The Theory of Language

The theory of language in the silent way attaches great importance to grasping the spirit of the language. The spirit of the language is the way in which each language is composed of phonological and super-segmental elements that combine to give the language its unique sound system and melody. The silent way takes a structural approach to the organization of language to be taught. The sentence is the basic unit of teaching. In this method, functional vocabulary is central to language learning. Every language has a spirit. That is, every language creates its own special feeling for its speakers. The learner's job is to understand and to get that spirit to feel the language. Every language is a set of arbitrary conventionalized vocal symbols used for the expression of meaning with a particular spirit. (Zare-ee, 2000:188).

The silent way does not attach great importance to social dimensions the contextualization of language. Grammar and vocabulary are two main parts of the language in the silent way. Two kinds of vocabulary items are considered: semi-luxury vocabulary and luxury vocabulary. Semi-luxury vocabulary is everyday-life vocabulary like words about clothes, foods, object in the environment, and so on. Luxury vocabulary is abstract vocabulary about ideas, concepts, and dreams. It also includes grammatical or functional words such as articles and preposition. The silent way tries to teach the language without the teacher active role in describing, illustrating, and explaining grammar rules. (Ibid: 189).

2-The theory of Learning

Having referred to these processes, however, Gattegno states that the processes of learning a second language are “radically different ” from those involved in learning a first language. The second language learner is unlike the first language learner and ‘cannot learn another language in the same way because of what he now knows ’’ (Gattegno, 1972: 11).

The “natural ” or “direct” approaches to acquiring a second language are thus misguided, says Gattegno, and a successful second

language approach will “replace a ‘natural’ approach by one that is very ‘artificial’ and, for some purposes, strictly controlled” (Ibid: 12).

The “artificial approach” that Gattegno proposes is based on the principle that successful learning involves commitment of the self to language acquisition through the use of silent awareness and then active trial. Gattegno’s repeated emphasis on the primacy of learning over teaching places a focus on the self of the learner, on the learner’s priorities and commitments. The self, we are told, consists of two systems—a learning system and a retaining system. The learning system is activated only by way of intelligent awareness. “The learner must constantly test his powers to abstract, analyze, synthesize and integrate” (Scott and page 1982: 273).

Richards and Rodgers (1986:99).summarized the t

1-Learning is facilitated if the Learner discovers or creates than remembers and repeats what is to be learned.

2-Learning is facilitated by accompanying (mediating) physical objects.

3-Learning is facilitated by problem solving involving the material to be learned.

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