

Weeks 3-4

Critical Period Hypothesis & The Direct Method

Introduction

In this lesson, participants will learn about the Direct Method. This method is a natural method. It suggests that we learn an L2 in roughly the same way that we learn our L1 – that is, “naturally”. The Direct Method attempts to make L2 learning more like first language learning.

Learning Objectives

- Participants will learn about the Direct Method and its techniques and principles.

Learning Outcomes

- **Principles:** Participants will be able to describe key principles of the Direct Method such as its goal and “one very basic rule”.
- **Techniques:** Participants will be able to describe and express their thoughts about the predominant techniques used in a Direct Method lesson.
- **Application:** Participants will be able to create a sequence of activities for a given set of resources (i.e., *The Traffic Accident – Whose fault was it?*) that follow the principles and techniques of the Direct Method.

Key Vocabulary

- Demonstration (p. 25)
- Visual aids (p. 25)
- Realia (p. 28) versus Artifact (Vygotsky)
- Direct association (p. 29)
- Inductive grammar teaching (p. 29, p. 30)
- Self-correction (p. 31)
- Fill-in-the-blanks (p. 32)
- Dictation (p. 33)
- Map drawing (p. 33)
- Focusing questions
- Guiding questions
- Instruction check questions (ICQs)
- Comprehension check questions (CCQs)

Understanding the Direct Method

1. What is the goal of the Direct Method?
2. What is the “one very basic rule” of the Direct Method?

Experience

3. Consider the sample lesson in the textbook (pp. 25-28) and the observations and principles of the Direct Method (pp. 28-31).

- a) What is the topic of the lesson?
- b) What resources does the teacher use?
- c) How does the teacher teach; that is, what techniques does the teacher use? d)

What is the target language (grammar, vocabulary)?

- e) How is the target language taught?
- f) What is the role of the teacher?
- g) What is the role of the students?

Reviewing the Techniques

4. Look at the list of techniques on textbook pages 32-33. Choose two techniques that you think would be useful for your learners and explain why you like them.

Technique 1

Technique 2

What do you think?

5. Let's find out what everyone thinks about the Direct Method. The textbook on page 33 asks several questions for reflection. First, **choose one question** that you want to discuss with your classmates. Second, **prepare a sample answer** to share with the class.
- a) Do you agree that the goal of target language instruction should be to teach students how to communicate in the target language?
 - b) Does it make sense to you that the students' native language should not be used to give meaning to the target language?
 - c) Do you agree that the culture that is taught should be about people's daily lives in addition to the fine arts?
 - d) Should students be encouraged to self-correct?
 - e) Are there any other principles of the Direct Method which you believe in? Which ones?
 - f) Is dictation a worthwhile activity?
 - g) Have you used question-and-answer exercises and conversation practice as described here before? If not, should you?
 - h) Is paragraph writing a useful thing to ask students to do?
 - i) Are there any other techniques of the Direct Method which you would consider adopting? Which ones?

In-Class Activity

6. In this question, you will apply what you have understood about the Direct Method. You have been asked to teach a **high school intermediate** language class. Use the following principles and techniques of the Direct Method to create a sequence of activities:

Principles:

- Start with reading. Develop reading through speaking. (p. 28)
- Use only English. (p. 29)
- Teach and use vocabulary in full sentences. (p. 29)
- Include some conversational activity. (p. 29)
- Teach grammar inductively. (p. 29)
- Help students develop their writing skills (p. 29)

Techniques:

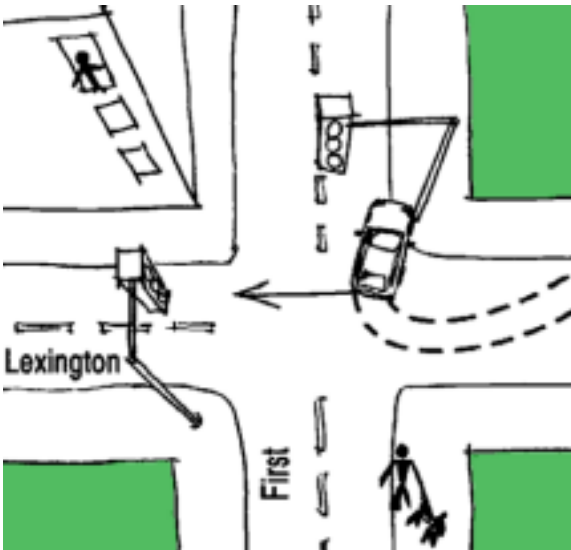
- Reading Aloud (p. 32)
- Question and Answer Exercise (p. 32)
- Fill-in-the-blanks Exercise (p. 32)
- Dictation (p. 33)
- Map Drawing (p. 33)

Lesson topic:

- The Traffic Accident – Whose fault was it?

Lesson resources:

- Traffic accident report, which includes a police officer's hand-drawn diagram of the accident scene and a written account of the accident.

	Mrs. Fran Perry, 35, hit a traffic light pole on the corner of First and Lexington at 6:45 this evening. She said she had turned quickly to avoid a dog. The pole was not damaged, but her car had a broken light. She said she would take care of it right away. Mr. Jerry Thomas, 62, told an officer he'd seen the accident from his bedroom window. He saw a man who had taken his dog off its leash. He said the driver had been on her cell phone. Both the driver and the witness said that they would come in and make a full statement.
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Let's Talk about People! Using comparatives to ask and answer Qs

Name: 강재승	Age/Level Students Low Intermediate/Upper elementary (5-6 grade)
Student Learning Objective: By the end of the lesson SWBAT ask and answer questions using comparatives (A: Is Jane <u>taller</u> <u>than</u> Alice? B: Yes, Jane is <u>taller than</u> Alice . / No, Alice is <u>taller than</u> Jane.) by doing a class survey about famous people.	
Procedures	Method/Reason
Encounter 1. Before class hang pictures of famous Korean celebrities on the walls (film, music, sports, and TV) 2. Greet Ss and ask them about the pictures hanging on the walls (Do you know him/her/them? Who is he/she? Who are they? What do they do? What does he/she do? Do you like...etc..) 3. Introduce the topic: "Today we are going to talk about people. (point to images) Today we are going to talk about people like these. Do you often talk about famous people? But first I want you to meet my friends..." 4. Put picture on the PPT and ask focusing Qs (How many people do you see?) Then ask 2-3 guiding Qs to model the brainstorming activity. For example, point to one of the people (Alice) and with a gesture say "She is.... when Ss say short write in on the WB 5. Ask Ss to open up their books. Tell Ss to make a list of words that describe people to the right of the picture. Ss will do this alone. (CCQ:	1. Desuggestopedia – classrooms should be fun and interesting to create a positive learning environment 2. DM – activate schema and establish rapport and create friendly atmosphere 3. CLL – Knowing what will be studied makes a safer and more comfortable environment - allow Ss to get used to English and my voice – gives an overview of the topic in simple easy to understand language 4. DM/CLL – use Qs to check that you have Ss attn and to elicit prior knowledge. Use gestures and picture to help check and convey meaning directly in the TL – model activity / validate Ss participation by writing what they say on the WB 5. CLT/DM – treat Ss as knowledgeable participants and check their background knowledge / use Qs to check comprehension of

What are you going to do? What kind of words will you write? Are you working alone or with a partner?)	directions before Ss do activity
6. Walk around the classroom and monitor Ss brainstorming, when each S has 3-6 words ask Ss to share their list with their partner	6. CLT & CoopLL – sharing info promotes safety and comfort and provides opportunities for peer teaching and learning
7. Elicit words from the whole class and write those words on the WB. Use additional pictures (baby, Einstein, devil, angel, etc..) to elicit key words (good, bad, tall, short, young, old, smart, intelligent, pretty, beautiful, happy, handsome, cute, big)	7. CLT / DM / NA – this is part of the think-pair-share routine that is used in CLT to build in repetition which is helpful to internalization / additional T-lead Qs to elicit additional keywords need for lesson / a word bank helps to make a lesson more comprehensible
8. Ask Ss to open their books to the “who is who” sentences. Begin by asking focusing Qs: (How many friends are there? Do you know their names? How many name cards do I have? Can you guess what we are going to do?).	8. DM – using T-lead Qs creates a short lead-in for the next activity and allows T to preview materials by asking Qs to Ss
9. Then give the directions. “Look at this page [hold up page and point]. Ask focusing Q: "How many sentences do you see?" (7) Then give directions: “First I want you to READ all the sentences...Second...[show the picture of the 4 people]... I want you to THINK...[point to your head]...Third I want you to write [mime writing on the paper with the 4 people]. Then ask CCQs: "What do you do first?" [use finger to skim over sentences] (Read) "What do you do second?" [point to head] (think) "What do you do third?" [mime writing] (write). Excellent. You have three minutes. Begin.	9. DM / CLL – act out the sequence of the activity as you give the directions and then CCQ to check Ss comprehension / Give Ss a time limit so they are secure about their role
10. Monitor learner progress. If Ss are struggling	10. CLT – T facilitates learner achievement by

to figure out who is who, point to the sentence number 5 and say, “ This is my favorite sentence.” 11. Have learners check their answers in pairs and then have volunteers put the name cards under the picture of the person on the screen or WB. Put up PPT slide and confirm. Internalization 12. Put the pattern on the PPT slide (A is ___ than B). Nominate one S to read the first sentence aloud. Then ask guiding Qs about the pattern: “Is Cindy A or is Alice A? Who is B?” T should repeat this process several times until it is clear that Ss recognize the pattern 13. Ask Ss to write 3 sentences about the 4 people on the PPT. Tell them to use the pattern on the PPT and tell them to use word from the word list. CCQ the directions: “How many sentences? Who do you write them about? What pattern do you use?” 14. Have Ss share sentences with a partner 15. Ask Ss: “Do you want to play a game?” Hold up a stuffed animal and ask: “What is this?” (monkey/elephant) “Yes, we are going to play toss the ____ game. To play the game we will	monitoring and providing in-time scaffolding and hints 11. CLT & CoopLL / CLL & MI / NA– sharing info promotes safety and comfort and provides opportunities for peer teaching and learning / let Ss volunteer and let Ss choose who goes next for safety and comfort & integrating VKT activities makes the leaning more inclusive for learners with various sensory learning modality preferences / input before output and silent period so Ss become comfortable with new form 12. DM – teaching grammar inductively by asking guiding Qs with a focus on the pattern not the rules 13. DM & NA – writing is an important skill to be developed from the beginning & writing provides additional silent period to help Ss feel comfortable about speaking 14. CLT & CoopLL – sharing info promotes safety and comfort and provides opportunities for peer teaching and learning 15. Desuggestopedia, MI & DM – games allow for Ss to actively use the new TL in fun and interesting ways, integrating Kinesthetic/Tactile activities makes the leaning more inclusive for
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toss the monkey. If you have the monkey, you need to say one of your sentences. Then you will toss the monkey to someone else. Are you ready to play? Who has the monkey?" [teacher] "What do I do?" [say a sentence] "Cindy is more beautiful than Jane. What do I do next? [toss the monkey] then toss the monkey to start the game	learners with various sensory learning modality preferences & the game promotes the use of complete sentences
16. Take the stuffed animal back and say: "Listen." Then ask: "Is Jane taller than Alice?" Point to the pattern and point to the Ss and ask the Q again: "Is Jane taller than Alice?" Have answer in complete sentence. [Yes, Jane is taller than Alice.] Then ask another Q: "Is Jane smarter than Cindy?" Point to the pattern and point to the Ss and ask the Q again: "Is Jane smarter than Cindy?" Have answer in complete sentence. [No, Jane isn't smarter than Cindy / No, Cindy is smarter than Jane.]	16. DM & NA - teaching grammar inductively by asking guiding Qs with a focus on the pattern not the rules – promote speaking in complete sentences – Ss should hear and comprehend a new pattern (Q-form) before using it themselves
17. Show the new pattern on the PPT (Q-form). Ask Ss to write 3 Qs about the 4 people on the PPT. Tell them to use the pattern on the PPT and tell them to use word from the word list. CCQ the directions: "How many Q? Who do you write them about? What pattern do you use?	17. DM & NA – teaching grammar inductively - writing is an important skill to be developed from the beginning & writing provides additional silent period to help Ss feel comfortable about speaking
18. Have Ss share ask their Qs to their partner. Model the interaction with one Ss. One S asks the other S answers. Take turns until all Qs are asked.	18. DM, CLT & CoopLL – Q&A exercise to practice new structure, sharing info promotes safety and comfort and provides opportunities for peer teaching and learning
19. Draw table with 3 columns on the WB. Ask Ss to open their books. Ask focusing Qs to preview the materials: "How many column do you see? What is at the top of the first column?	19. DM – teach grammar inductively ask Qs don't tell - demonstrate don't explain – get Ss to self correct by giving Ss choice

[write what Ss say on WB] (+ er) What is at the top of the second column? [write what Ss say on WB] (-y + ier) What is at the top of the third column? [write what Ss say on WB] (more). Tell Ss that we will put the 10 word above the table into the correct columns. Ask Ss "Where do we put tall? In column one, two or three? Ask Ss to spell it an point to +er. Do this for happy and intelliegent. Make purposeful mistakes (happyer and more intelligenter) have the Ss correct these errors. Ask Qs to clarify the rules. Have do the remaining 7 words on their own. Monitor and use phonics to help them self correct. (Ex: cutter and cuter are they the same word or different? How do you write cuter?) 20. Have Ss compare answers and then have Ss come to the WB and fill out the chart 21. Put slide on PPT showing a dialog of a conversation I had with my daughter about K-pop singers. Have one S come to the WB, have the other Ss say names of famous people, let the S write the names of the famous people in Korean on the WB. Put Ss in pairs and have them ask and answer Qs using the dialog. Model the activity: Is Shrek more handsome than Donkey? (tell Qs about any 2 people are OK – but the Qs should be interesting). Monitor the Ss when they seem to be asking Qs easily,	20. CLT & CoopLL /CLL & MI – Sharing info promotes safety and comfort and provides opportunities for peer teaching and learning / Having Ss write on the WB helps build community and ownership & integrating Kinesthetic/Tactile activities makes the leaning more inclusive for learners with various sensory learning modality preferences 21. CLT & CLL – language and support and scaffolding is provided at first and then is taken away & Ss allowed to choose who they will talk about to make the TL more relevant.
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remove support language

Fluency

22, Ask Ss to open their books to the survey sheet. Have Ss work with their partner and have them choose 3-5 of the most interesting Qs that they asked each other. CCQ this. "Will you and your partner have the same Qs or different Qs? (same Qs)." Once each pair has 3-5 Qs, put the Ss into groups of 3 or 4. Have Ss take turns asking their group members Q and writing the answers down. Put the original pair back together and let them present their findings. 7 people thought Jeon Jihyun was more beautiful than Kim Taehee. 6 people thought Kim Taehee was move beautiful than Jeon Jihyun.

22. CLT – Ss do an activity with a clear communicative purpose – Ss demonstrate they can use the TL on their own to ask and answer their own thoughts and feelings. Ss share their finding with classmates to bring the lesson to a close.

Additional Materials:

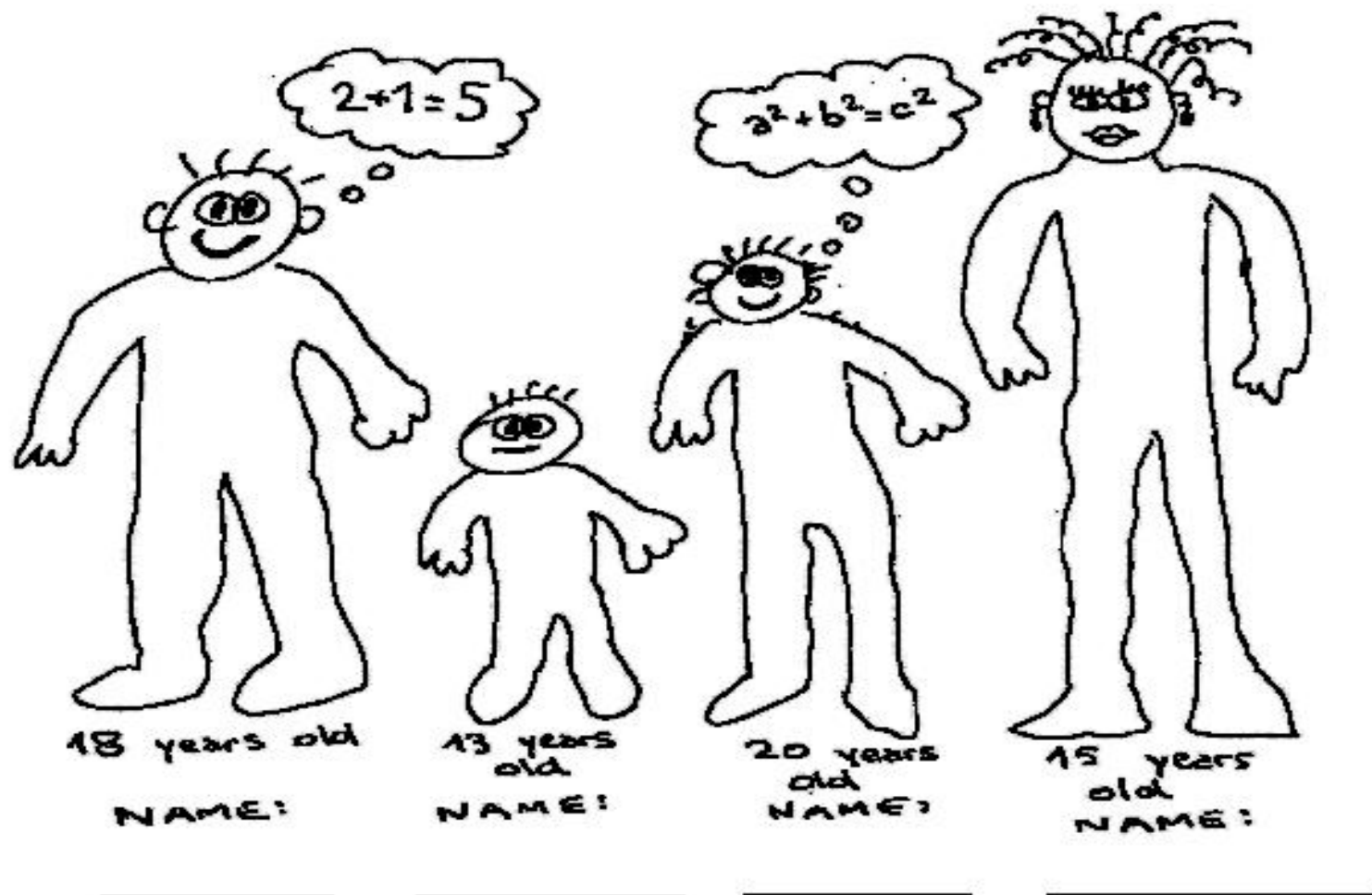
- Laminated pictures of famous Koreans such as singers, actors and sports stars
- Pictures of angel, devil, Einstein and a baby

Mary

Jane

Cindy

Alice



Who is who?

Cindy is taller than Alice.

Jane is taller than Cindy.

Mary is older than Alice.

Jane is happier than Alice.

Cindy is more intelligent than Jane.

Mary is prettier than Cindy.

Cindy is older than Jane.

Where do these go?

Tall, happy, intelligent, pretty, old, interesting, beautiful, cute, big, young

+er	- y + ier	more

Special: Good – better; bad – worse.

Survey

Write questions about famous people, ask your classmates and write their answers.

Question	Name & Answer	Names & Answer	Name & Answer	Names & Answer

The Direct Method

Introduction

As with the Grammar-Translation Method, the Direct Method is not new. Its principles have been applied by language teachers for many years. Most recently, it was revived as a method when the goal of instruction became learning how to use another language to communicate. Since the Grammar-Translation Method was not very effective in preparing students to use the target language communicatively, the Direct Method became popular.

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 conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language.

We will now try to come to an understanding of the Direct Method by observing an English teacher using it in a *scuola media* (lower-level secondary school) class in Italy. The class has 30 students who attend English class for one hour, three times a week. The class we observe is at the end of its first year of English language instruction in a *scuola media*.

Experience

The teacher is calling the class to order as we find seats toward the back of the room. He has placed a big map of the USA in the front of the classroom. He asks the students to open their books to a certain page number. The lesson is entitled 'Looking at a Map.' As the students are called on one by one, they read a sentence from the reading passage at the beginning of the lesson. The teacher points to the part of the map the sentence describes after each has read a sentence. The passage begins:

We are looking at a map of the United States of America. Canada is the country to the north of the United States, and Mexico is the country to

the south of the United States. Between Canada and the United States are the Great Lakes. Between Mexico and the United States is the Rio Grande River. On the East Coast is the Atlantic Ocean, and on the West Coast is the Pacific Ocean. In the east is a mountain range called the Appalachian Mountains. In the west are the Rocky Mountains.

After the students finish reading the passage, they are asked if they have any questions. A student asks what a mountain range is. The teacher turns to the whiteboard and draws a series of inverted cones to illustrate a mountain range.

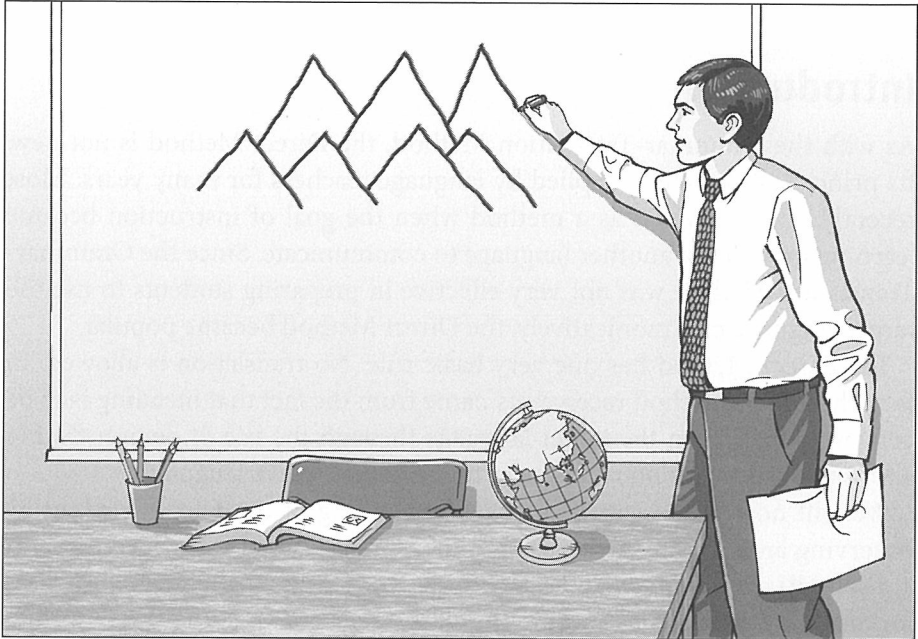


Figure 3.1 The teacher drawing on the board to illustrate the meaning of ‘mountain range’

The student nods and says, ‘I understand.’ Another student asks what ‘between’ means. The teacher replies, ‘You are sitting between Maria Pia and Giovanni. Paolo is sitting between Gabriella and Cettina. Now do you understand the meaning of “between”?’ The student answers, ‘Yes, I understand.’

After all of the questions have been answered, the teacher asks some of his own. ‘Class, are we looking at a map of Italy?’

The class replies in chorus, ‘No!’

The teacher reminds the class to answer in a full sentence.

‘No, we aren’t looking at a map of Italy,’ they respond.

The teacher asks, ‘Are we looking at a map of the United States?’

‘Yes. We are looking at a map of the United States.’

‘Is Canada the country to the south of the United States?’

‘No. Canada isn’t the country south of the United States.’

‘Are the Great Lakes in the North of the United States?’

‘Yes. The Great Lakes are in the North.’

‘Is the Rio Grande a river or a lake?’

‘The Rio Grande is a river.’

‘It’s a river. Where is it?’

‘It’s between Mexico and the United States.’

‘What color is the Rio Grande on the map?’

‘It’s blue.’

‘Point to a mountain range in the west. What mountains are they?’

‘They are the Rocky Mountains.’

The question and answer session continues for a few more minutes. Finally, the teacher invites the students to ask questions. Hands go up, and the teacher calls on students to pose questions one at a time, to which the class replies. After several questions have been posed, one girl asks, ‘Where are the Appalachian Mountains?’ Before the class has a chance to respond, the teacher works with the student on the pronunciation of ‘Appalachian.’ Then he includes the rest of the class in this practice as well, expecting that they will have the same problem with this long word. After insuring that the students’ pronunciation is correct, the teacher allows the class to answer the question.

Later another student asks, ‘What is the ocean in the West Coast?’ The teacher again interrupts before the class has a chance to reply, saying, ‘What is the ocean *in* the West Coast? ... or *on* the West Coast?’ The student hesitates, then says, ‘On the West Coast.’

‘Correct,’ says the teacher. ‘Now, repeat your question.’

‘What is the ocean on the West Coast?’

The class replies in chorus, ‘The ocean on the West Coast is the Pacific.’

After the students have asked about 10 questions, the teacher begins asking questions and making statements again. This time, however, the questions and statements are about the students in the classroom, and contain one of the prepositions ‘on,’ ‘at,’ ‘to,’ ‘in,’ or ‘between,’ such as, ‘Antonella, is your book on your desk?’ ‘Antonio, who is sitting between Luisa and Teresa?’ ‘Emanuela, point to the clock.’ The students then make up their own questions and statements and direct them to other students.

The teacher next instructs the students to turn to an exercise in the lesson which asks them to fill in the blanks. They read a sentence out loud and supply the missing word as they are reading, for example:

The Atlantic Ocean is _____ the East Coast.

The Rio Grande is _____ Mexico and the United States.

Edoardo is looking _____ the map.

Finally, the teacher asks the students to take out their notebooks, and he gives them a dictation. The passage he dictates is one paragraph long and is about the geography of the United States.

During the remaining two classes of the week, the class will:

- 1 Review the features of United States geography.
- 2 Following the teacher’s directions, label blank maps with these geographical features. After this, the students will give directions to the teacher, who will complete a map on the board.
- 3 Practice the pronunciation of ‘river,’ paying particular attention to the /ɪ/ in the first syllable (and contrasting it with /i:/) and to the pronunciation of /r/.
- 4 Write a paragraph about the major geographical features of the United States.
- 5 Discuss the proverb ‘Time is money.’ Students will talk about this in order to understand the fact that Americans value punctuality. They will compare this attitude with their own view of time.

Thinking about the Experience

Let us make some observations about our experience. These will be in the column on the left. The principles of the Direct Method that can be inferred from our observations will be listed in the column on the right.

Observations	Principles
1 The students read aloud a passage about the geography of the United States of America.	Reading in the target language should be taught from the beginning of language instruction; however, the reading skill will be developed through practice with speaking. Language is primarily speech. Culture consists of more than the fine arts (e.g. in this lesson we observed the students studying geography and cultural attitudes).
2 The teacher points to a part of the map after each sentence is read.	Objects (e.g. realia or pictures) present in the immediate classroom environment should be used to help students understand the meaning.

3 The teacher uses the target language to ask the students if they have a question. The students use the target language to ask their questions.	The native language should not be used in the classroom.
4 The teacher answers the students' questions by drawing on the whiteboard or giving examples.	The teacher should demonstrate, not explain or translate. It is desirable that students make a direct association between the target language form and meaning.
5 The teacher asks questions about the map in the target language, to which the students reply in a complete sentence in the target language.	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.
6 Students ask questions about the map.	The purpose of language learning is communication (therefore students need to learn how to ask questions as well as answer them).
7 The teacher works with the students on the pronunciation of 'Appalachian.'	Pronunciation should be worked on right from the beginning of language instruction.
8 The teacher corrects a grammar error by asking the students to make a choice.	Self-correction facilitates language learning.
9 The teacher asks questions about the students; students ask each other questions.	Lessons 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.
10 The students fill in blanks with prepositions practiced in the lesson.	Grammar should be taught inductively . There may never be an explicit grammar rule given.
11 The teacher dictates a paragraph about United States geography.	Writing is an important skill, to be developed from the beginning of language instruction.

12 All of the lessons of the week involve United States geography.	The syllabus is based on situations or topics, not usually on linguistic structures.
13 A proverb is used to discuss how Americans view punctuality.	Learning another language also involves learning how speakers of that language live.

Reviewing the Principles

Now let us consider the principles of the Direct Method as they are arranged in answer to the 10 questions posed earlier:

1 What are the goals of teachers who use the Direct Method?

Teachers who use the Direct Method intend that students learn how to communicate in the target language. In order to do this successfully, students should learn to think in the target language.

2 What is the role of the teacher? What is the role of the students?

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.

3 What are some characteristics of the teaching/learning process?

Teachers who use the Direct Method believe students need to associate meaning with the target language directly. In order to do this, when the teacher introduces a new target language word or phrase, he demonstrates its meaning through the use of realia, pictures, or pantomime; he never translates it into the students’ native language. Students speak in the target language a great deal and communicate as if they were in real situations. In fact, the syllabus used in the Direct Method is based upon situations (for example, one unit would consist of language that people would use at a bank, another of the language that they use when going shopping) or topics (such as geography, money, or the weather). Grammar is taught inductively; that is, the students are presented with examples and they figure out the rule or generalization from the examples. An explicit grammar rule may never be given. Students practice vocabulary by using new words in complete sentences.

4 What is the nature of student–teacher interaction? What is the nature of student–student interaction?

The initiation of the interaction goes both ways, from teacher to students and from student to teacher, although the latter is often teacher-directed. Students converse with one another as well.

5 How are the feelings of the students dealt with?

There are no principles of the method which relate to this area.

6 How is language viewed? How is culture viewed?

Language is primarily spoken, not written. Therefore, students study common, everyday speech in the target language. They also study culture consisting of the history of the people who speak the target language, the geography of the country or countries where the language is spoken, and information about the daily lives of the speakers of the language.

7 What areas of language are emphasized? What language skills are emphasized?

Vocabulary is emphasized over grammar. Although work on all four skills (reading, writing, speaking, and listening) occurs from the start, oral communication is seen as basic. Thus the reading and writing exercises are based upon what the students practice orally first. Pronunciation also receives attention right from the beginning of a course.

8 What is the role of the students' native language?

The students' native language should not be used in the classroom.

9 How is evaluation accomplished?

We did not actually see any formal evaluation in the class we observed; however, in the Direct Method, students are asked to use the language, not to demonstrate their knowledge about the language. They are asked to do so, using both oral and written skills. For example, the students might be interviewed orally by the teacher or might be asked to write a paragraph about something they have studied.

10 How does the teacher respond to student errors?

The teacher, employing various techniques, tries to get students to self-correct whenever possible.

Reviewing the Techniques

Are there answers to the 10 questions with which you agreed? Then the following techniques may also be useful. Of course, even if you did not agree with all the answers, there may be some techniques of the Direct Method you can adapt to your own approach to teaching. The following expanded review of techniques provides you with some details, which will help you do this.

- **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.

- **Getting Students to Self-correct**

The teacher of this class has the students self-correct by asking them to make a choice between what they said and an alternative answer he supplied. There are, however, other ways of getting students to self-correct. For example, a teacher might simply repeat what a student has just said, using a questioning voice to signal to the student that something was wrong with it. Another possibility is for the teacher to repeat what the student said, stopping just before the error. The student then knows that the next word was wrong.

- **Conversation Practice**

The teacher asks students a number of questions in the target language, which they have to understand to be able to answer correctly. In the class we observed, the teacher asked individual students questions about themselves. The questions contained a particular grammar structure. Later, the students were able to ask each other their own questions using the same grammatical structure.

- **Fill-in-the-blanks Exercise**

This technique has already been discussed in the Grammar-Translation Method, but differs in its application in the Direct Method. All the items are in the target language; furthermore, no explicit grammar rule would be applied. The students would have induced the grammar rule they need to fill in the blanks from examples and practice with earlier parts of the lesson.

- **Dictation**

The teacher reads the passage three times. The 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.

- **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 completely 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.

- **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.

Conclusion

Now that you have considered the principles and the techniques of the Direct Method, see what you can find of use for your own teaching situation.

Do you agree that the goal of target language instruction should be to teach students how to communicate in the target language? Does it make sense to you that the students' native language should not be used to give meaning to the target language? Do you agree that the culture that is taught should be about people's daily lives in addition to the fine arts? Should students be encouraged to self-correct? Are there any other principles of the Direct Method which you believe in? Which ones?

Is dictation a worthwhile activity? Have you used question-and-answer exercises and conversation practice as described here before? If not, should you? Is paragraph writing a useful thing to ask students to do? Should grammar be presented inductively? Are there any other techniques of the Direct Method which you would consider adopting? Which ones?

Activities

A Check your understanding of the Direct Method.

- 1 In the previous chapter on the Grammar-Translation Method, we learned that grammar was treated deductively. In the Direct Method, grammar is treated inductively. Can you explain the difference between deductive and inductive treatments of grammar?
- 2 What are some of the characteristics of the Direct Method that make it so distinct from the Grammar-Translation Method?
- 3 It has been said that it may be advantageous to a teacher using the Direct Method not to know his students' native language. Do you agree? Why?

B Apply what you have understood about the Direct Method.

- 1 Choose a particular situation (such as at the bank, at the railroad station, or at the doctor's office) or a particular topic (such as articles of clothing, holidays, or the weather) and write a short passage or a dialogue on the theme you have chosen. Now think about how you will convey its meaning to students without using their native language.
- 2 Select a grammar point from the passage. Plan how you will get students to practice the grammar point. What examples can you provide them with so that they can induce the rule themselves?
- 3 Practice writing and giving a dictation as it is described in this chapter.

References/Additional Resources

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