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Direct Method

It is one of the best methods in teaching English. The method originated in France in 1901. It is also called as the natural method or reformed method. The direct method of teaching an English language came as a reaction against the translation-cum-grammar method. It is the method of teaching English through conversation, discussion and reading without use of the pupil's language, without translating and without the study of formal grammar. In this the student is encouraged to think directly in English. This method could be defined "as a method of teaching English language, through conversation, discussion and reading, in the language itself, without use of pupil's language, without translation and without the study of formal grammar. The first words are taught by pointing to objects or pictures or by performing actions.

For example, in reading a lesson to class V, a new word *ōwatchō* occurs. If we associate it with its intermediate in the vernacular, i.e. *ōGhareeō*, we are teaching the meaning indirectly; but if on the other hand, we associate the word with an actual *šwatch* or with the picture of a watch, we are teaching the meaning directly.

Principle:-

It brings thought, experience, expression and language closer. It lays more stress on listening and speaking English. Mother-tongue is completely avoided in this method. The pupil gets an exposure to objects through the direct method. It emphasizes the establishment of a direct bond between word and idea. It follows full sentences not words. Pupils senses of listening, seeing, smelling, feeling, touching etc gets the first hand knowledge and as there is no hurdle of translation the thoughts, concepts, idea, word or object is fully grasped by his senses. It completely ignores the translation-grammar method. In this method vocabulary is used directly. In the initial stage it lays emphasis purely on oral work. The teacher helps students to build up good speech habits. Good speech habits are the basis for good writing habits. Audio-visual material to illustrate the words, history, literature etc. of the foreign nation whose language is to be taught is extensively used. In this method the role of teacher is very important.

Characteristics:-

In this method the teacher either shows the object or its picture or gives the meaning indirectly, through synonym, inference, definition or explanation. Thus a direct contact between foreign words and concept is established. In this way mother tongue is not used at all. This method follows the maxim; "From simple to complex" and "From concrete to abstract". Many questions are asked by the teacher when teacher is teaching. In this method, grammar is taught inductively. Audio-Visual material is used extensively to explain the meaning. In this method a direct bond is established between word and idea, word and experience. The auditory impressions and motor activities, that is listening and speaking plays a very important role in picking up of language skills.

Merits:-

It is an interesting method as it involves many activities. It helps to make understanding of English easier. In this method time and energy which are needed in teaching through mother tongue are saved, as there is a direct contact established with the object that is introduced. The students are never dull in this of teaching. They have to use their sense organs to feel all the objects in the class. They cannot thus lose their interest in the class. In this method cramming of words and their meanings is discouraged. It helps in improving the pronunciation of the child. In this method the use of audio-visual aids becomes easy. It develops the linguistic sense and makes the students active. It is based on psychological principles. It bridges the gap between the active and the passive knowledge. It enables the learners to express their thoughts and feelings directly in English. It helps the pupil to acquire a practical command of language. It requires correctness and activity on the part of both the tutor and the taught. The pupil can speak fluently, they can also write fairly, quickly and correctly. It lays emphasis on speech, as oral drill is conducted again and again.

Demerits:-

It is an incomplete method. It promotes the oral aspect of language learning and ignores reading and writing aspects of language learning. In this method grammar is not taught systematically. This method makes only an aural-oral appeal. It is an expensive method as a



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lot of audio-visual aids are needed. In this method much time is consumed in creating life situations. It is very laborious method on the part of the teacher because teacher has to spend a lot of time for the preparation of the lesson. It is not suitable for all students. It suits only those students who are linguistically minded. Direct method ignores translation completely. Only a limited number of words can be directly associated with their meanings or objects they re-present. There are certain words in English, the definition or explanation of which, is difficult to explain only in English. In the Indian conditions where the classroom are over-crowded and even the proper seating arrangement is not available for the learners. This method is inconvenient and impractical. This method is not popular in Indian because of shortage of teachers who can teach English through this method. This method gives less importance on systematic written work and reading lesson. Many times it becomes quite difficult to bring word meaning and child's experience together. Dr. West does not consider it a method. In their opinion it is principle which can be used along with same method. Because of these demerits the method has failed to yield the desire results. Even then this method is superior to translation-cum-grammar method. In the end we can say that this method has its limited utility and cannot be used in big classes of our school. Only the public schools with better facilities can use this type of method of teaching.