

TEACHING ENGLISH THROUGH THE DIRECT METHOD

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ABSTRACT

This article deal with the method which is related the directly style, as well as, how, when and where created this method. It will show The history of direct method, The principles of that and its techniques and also key aspects of this method, advantages and disadvantages too. Furthermore, we will analyze all of its characteristics.

Keywords: *techniques, principles, direct method, natural method, audiovisual, Germany and France, Maximilian Berlitz, Berlitz, Alliance, Francaise, foreign language, Cagri Tugrul Mart, advantages and disadvantages, teacher's and student's role.*

АННОТАЦИЯ

В этой статье речь пойдет о методе, который непосредственно связан со стилем, а также о том, как, когда и где был создан этот метод. Он покажет историю прямого метода, его принципы и приемы, а также ключевые аспекты этого метода, его преимущества и недостатки. Кроме того, мы проанализируем все его характеристики.

Ключевые слова: *приемы, принципы, прямой метод, естественный метод, аудиовизуальный, Германия и Франция, Максимилиан Берлиц, Берлиц, Альянс, Франсез, иностранный язык, Кагри Тугрул Март, преимущества и недостатки, роль учителя и ученика.*

INTRODUCTION

Most of the time, many people interested in to learn new language. We know that, everyone try to choose a particular learning method correctly to teach new language. During learning English as an example, teaching methods refer to organize general principles and management strategies. The main reason is that, everyone who wants to learn English prefers to learn using a certain method, that is to say, they choose a teaching method for themselves and thus begins to master a new language. One of them is the direct method in teaching a language is directly establishing a properly and audiovisual association between expressions and experiments, words and phrases, idioms and their meanings, rules and designs by the teachers or tutors' some skills related to the language without any help of the learners' main

language(mothertongue). For example, as I said that the direct method associate with audiovisual, that is why, demonstrating videos or films to students, learners could be considered a form of direct instruction. The role of teacher is not actively instructing students, the teacher relies on videos and presentations during the lesson in most of the time. In addition, this method focuses on all your attention on the classroom environment, that is, because the mother tongue is not used in the room at all. In contrast, instead of learning through listening and speaking not grammar. There are some techniques of direct method like example proliferation, visual support, listening activities, oral exercises and such kind of tasks. Reading aloud is one of the main techniques of the direct method like reading passages, play or dialogues aloud. There are a history of this style and also some concepts, teaching techniques which rely mostly on particular tasks and key aspects of this method. Moreover, there are pros and cons and mainly students' role too.

DISCUSSION AND RESULTS

Natural method is other name of direct method. This method for learners of foreign language that uses the target language, reject tendency use of mother tongue in the classroom. Also known as the conversational method or natural method was developed by Maximilian Berlitz (1852-1921) towards at the end of the 19th century as a perceptionist other displeasure with grammar translation method. It was adopted by key international language schools such as Berlitz, Alliance Francaise and Inlingua in the 1970 and many of the language departments of foreign Service Institute of US State Department in 2012. This method is called like that because the target language has to be related with the meaning without interpretations into the native language (mothertongue).This method continues to motivated interest and passions today, but it is not an easy methodology to use in a classroom situation. For this reason, this method almost disappeared as a distinct method during the 1930's has become a tool for teachers to teach a foreign language.

As I said, there are some teaching techniques rely mostly on the reading aloud. While a classroom lecture is perhaps the most commonly associated with the direct method mainly one of the instruction of it reading aloud. For example, when presenting a video or film to students could be considered a form of technique of direct method. The direct method has been useful in that it "provided an exciting and interesting way of learning the foreign language through activity. It proved to be successful in releasing students from the inhibitions all too often associated with speaking a foreign language particularly at the early stages".

Next step is namely other techniques of the method is question answer exercises .This exercise-the teacher asks questions of any type from students and they

answer. Furthermore, split the students up into pairs and let them do question and answer dialogues. One of the students will ask any questions that they want and the answer given their partner or must be as honest as possible. The target goal here is not to ask grammatically perfect questions and give grammatically perfect answers, but, students talk each other in the target language.

This method has been interpreted differently by different scholars and each of them has given their opinion.

- Cagre Tugrul Mart: the direct method is a result of the grammar translation method and it shifts from literary language to spoken language and gives more emphasis to teaching audio-oral skills.

- Shamsiddinova.I.D, Bakhtiyarovna Z.N: direct method establishes direct or instant relationship between practice and expression, between the English vocabulary, phrase or idiom and its meaning through substantiation, exaggeration without the use of the first language. This aims to help students to learn the way of communication in the target language as they learnt communication skills of their native language.

When it comes to the advantages of this method, it is a natural method of teaching English, the main reason is that, this method students learn English in the same way as they learnt mother tongue. Also, learners can understand directly which they hear or reading English. The language is taught through various useful activities, showing conversation and dialogues in the context. One of the advantages of this method is that it facilitates understanding of English. That is why, there is direct connection between objects or English words and their meanings which facilitate better understanding of English.

Then, fluency of speech namely there is not implication of mother tongue, so students think in English and try to speak only target language. Therefore they can express their thought in speech and writing easily. Students learning English through this method converse in English with great fluency.

If English is learnt through the mother tongue, there is a gap between passive and active vocabularies. However, there is not use of mother tongue, students achieve great vocabulary in direct method, because their attention is summarize only comprehending in English.

In addition, there are many positive sides of this method in Teaching English Oral communication:

- The more activities focus is so the communication skills improve.
- Learning vocabulary which are suitable for teaching and its branches such as words and idioms.
- English learners speak complete sentences with others without hesitation.

In contrast, we can see some negative sides of this method. Firstly, this method does not suit an average child and has one sided approach. It is not good for those children who learn more with their eyes while, students who have sensitive ear and facile tongue will use full by it. Because, the first type of students' visual appeal is stronger than the aural-oral appeal. Breton says about this method, "only the clever child can be profited by the direct method".

The weakness of this method becomes clear more in practice than in theory. It gives less time to attend reading and written work. As I said above, mother tongue is not use in this method, so it makes some difficulty to explain the meaning of each and every word by English. That is why, students may give incorrect definition or meaning of the words instead of desire one. First language is essential part of the child's total growth and so they cannot stop the use of mother tongue. Because of this, they compare learning of second language with native language.

Richards and Rodgersin Brown started the principles of Direct method as follow:

1. Classroom was conducted exclusively in the target language.
2. Only everyday vocabulary and sentences were taught.
3. Oral communication skills have built in a carefully graded progression organized around question and answer exchanges between teachers and students in small, intensive class.
4. Grammar was taught inductively.
5. New teaching points were introduced orally.
6. Concrete vocabulary was taught through demonstration, objects and pictures whereas abstract vocabulary was taught by association of ideas.
7. Both speech and listening communication prehension were taught.
8. Correct pronunciation and grammar were emphasizes.

The teachers' and students' role in the direct method.

In the direct method, introduce a new language word or phrase to do students and there is no mother tongue. Therefore, the role of the teacher is as demonstrator namely showing and explaining the meaning of the words through the use of pictures, presentations, videos, films. They never translate them into the students' native language. The teachers provide information of the target language including the culture and history of English-speaking countries and people who speak the target language. The teacher is the partner of the students and also monitor of them.

The teacher and students are more like partners in the teaching and learning process. They should be active in the lessons and can explore new words, expressions, idioms in English language.

Norlandand Terry (2006) describe how to apply Direct Method in teaching as follow;

- 1) The teacher shows a set of pictures that often portray life in the country of the target language.
- 2) The teacher describes the picture in the target language.
- 3) The teacher asks questions in the target language about the picture.
- 5) Students may also read a passage in the target language. Pronunciation is corrected, but grammatical structure is not.
- 4) Students answer the questions as best they can using the target language.
- 6) The teacher asks questions in the target language about the reading.
- 7) Students answer questions as best they can using the target language.

We can make learning a foreign learning a foreign language an exciting process. In this way, we tend to choose a particular method to learn a target language. I explained an example of teaching English through the direct method. The direct method of teaching was developed as a response to the Grammar Translation method. We saw a lot of techniques, principles, advantages and disadvantages of this of this method. We knew that, there are some difficulties during learning English. Despite of some difficulties, we can explain many various benefits to be master of English in the future. Especially, we can improve our communication skills in target language. But, this will require the professionalism of a teacher who will be able to build his work in such away that various methods will be used competently and not one taken separately. That is why, the role of teachers and students are the same during learning English by the direct method.

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