

المشاكل التي قد تواجهه الطلاب في الفهم عند استخدام المعلمين الطريقة المباشرة في التدريس
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ملخص البحث :

تدريس وتعلم اللغة الأجنبية ليس بالأمر الهين ولا السهل ؛ لأنها تحتاج إلى وقت وجهد كبير (علي 2008) ، وحيث إن هنالك العديد من طرق التدريس المختلفة التي يستخدمها المعلمون في التدريس والشرح فمن بين هذه الطرق الطريقة المباشرة ، وهى استخدام اللغة الأجنبية في التدريس دون غيرها.
وحيث إن الطريقة المباشرة تعتمد أساسا على استعمال اللغة الأجنبية والمستهدفة بالتعلم والتدريس دون غيرها فيستوجب على المعلم التحدث والشرح بتلك اللغة ، ولا يجوز له استعمال لغة المتعلم داخل الفصل نهائيا، لذلك فقد يواجه الطلاب العديد من المشاكل في فهم بعض الكلمات الجديدة أو الجمل ، وخاصة في المعاني المجازية ، والكلمات التي ليس لها مدلول مادي.
كذلك فإنه مما يزيد في صعوبة الفهم لدى الطلاب عندما يكون المعلم لا يتكلم لغتهم ، فقد يتوهّم في بعض الأحيان بأن الطلاب فهموا المعنى من خلال تحريك رؤوسهم التي تشير إلى الموافقة، وعلى الرغم من أن الطريقة المباشرة جيدة لاكتساب وتعلم اللغة الأجنبية .
ومشكلة الفهم تظل أحيانا مشكلة تواجه بعض الطلاب، لذلك فإن هذه الورقة تلقي الضوء على بعض الصعوبات التي قد تواجه الطلاب مع معلمهم في فهم بعض معاني الكلمات وإمكانية تفاديها.

The difficulties which may face students' understanding when their teachers use direct method

By

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Introduction:

Teaching and learning a foreign language is not an easy way because, it needs time and effort (Ali: 2008). It is not only these but also the suitable method which is more effective the operation of teaching and learning.

This paper investigates the difficulties which face secondary school Libyan students in learning English when their teacher apply and use direct method. During the last century, different approaches and methods in a foreign language teaching have been raised and they were the subject of discussion among researchers. This is because researchers and schoolers were looking for the most suitable method to help both teachers and students teach and learn foreign languages. By providing a more effective way of teaching, students may speed their way of learning (Haniza: 2011). Teaching Methods serve as a foil for reflection that can aid teachers in bringing to conscious awareness of the thinking that underlies their actions. When teachers are exposed to methods and asked to reflect on their principles and activity engage with their techniques, they can become clearer about why they do what they do. They become aware of their own fundamental assumptions, values and beliefs. By becoming clear on where they stand, teachers can choose to teach differently from the way they were taught. Knowledge of methods is part of the knowledge base of teaching. A knowledge of methods helps expand a teachers' repertoire of techniques.

Throughout the history of language teaching many attempts have been made to make the learning of second language more like first language learning. When the reformers found there were many short comings in grammar translation method, the Direct Method appeared as a solution.

This paper presents the Direct Method which concentrates on using the target language instead of using the students' native language (mother tongue) and what are the difficult which may cause to the learners.

Historical Background of the Direct Method:

The reformers in nineteenth century understood the Grammar translation method was not effective, and they wanted to go for another method. So, they adapted 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 students' native language. Direct Method rejects of translation as a teaching technique (see, Cook: 2001; Yule:1985; Harmer:2007). In the beginning it was called 'reform method', 'natural method', 'psychological method', 'phonetic method', etc.

The Direct Method started to prevail in Europe especially in France and Germany, and this wide prevalence caused foreign language specialists in the United States in the early part of the twentieth century. By the end of the century, some reformers shared a common belief that students learn to understand a language by listening as much as they can of it, and they learn to speak a language by speaking it. They noticed that the children living in different environments acquire a second language without difficulty by using the direct method.

In this method, students have to learn speaking before reading. The students should be encouraged to shape direct bond between the printed words and their comprehension of it without using translation.

Thus the Direct Method became very popular during the first quarter of the twentieth century. Specifically, schools in Europe where the students could study a new language and they do not have to travel away for study.

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The Principles of Direct Method:

- 1- Learning takes place naturally in the same way the first language is acquired in early childhood. There should be direct association with objects and persons of the immediate environment.
- 2- The target language is the medium of classroom instruction and communication.
- 3- Grammar is taught inductively.
- 4- Students must think in target language.
- 5- Oral communication skills are built up in a carefully graded progression. Reading and writing exercises are based upon what the students practice orally first.
- 6- There is focus on sounds and correct pronunciation.
- 7- Both speech and listening comprehension are taught.
- 8- New words should not be introduced separately in lists but in complete sentences in order to be meaningful only everyday vocabulary and sentences are taught.
- 9- Concrete vocabulary is taught through demonstration, objects and pictures. Abstract vocabulary is taught by association of ideas.

Difficult expressions are explained by the teacher in the foreign language with the help of paraphrases, synonyms and context.

Many techniques are developed to make this method more effective in foreign language teaching and learning, Dian Larsen-Freeman in her book (Techniques and Principles in Language Teaching). (1986:26- 27) organized the most important techniques which associated with the Direct Method:

- 1- Reading aloud (reading parts of a passage, play or dialogue out loud).
- 2- Question and answer exercise, (students are asked to answer in complete sentences for the questions, so that they practice new words and grammatical structures. They have chance to ask questions as well as answer them).
- 3- Students' self-correction (teacher facilitates opportunities for students to self-correct follow-up questions).
- 4- Conversation practice (the teacher asks students' questions in the target language, which the students have to understand to be able to answer correctly).
- 5- Fill-in-the blank exercise, (items are in target language., no explicit grammar rule would be applied).
- 6- Dictation, (the teacher reads the passage aloud several times at various tempos, students writing down what they hear).
- 7- Paragraph writing (students write paragraphs in their own words using the target language).

The Objectives of Direct Method

The main goal of this method is to learn how communicate in the target language and to do this successfully, students should learn to think in the target language.

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 the Direct Method. For the rest, the Direct Method presents 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. The objectives also include teaching the students how to use the language spontaneously and orally linking the meaning with the target language (Larsen-Freeman, 1986:24).

The other aims of this method are the teacher who uses this method, believes that a student needs to associate meaning with the target language directly, when the teacher introduces a new foreign language word or phrase, s/he should not explain or translate but demonstrates the meaning through the use of real objects or pictures. This indicates that the students' native language should not be used in the classroom. While grammar is taught inductively; that is, the students are presented with examples and they figure out the role from the examples. But vocabulary is emphasized over grammar. Although working on all skills (reading, writing, speaking and listening) occurs from the start, oral communication is seen as basic (Larson-Freeman, 1986:29). Reading and writing exercises are based upon what the students practice orally first. Pronunciation should be worked on right from the beginning of language instruction.

The Role of the Teacher and the Student in the Direct Method:

In using the direct method in teaching a foreign language the teacher needs a lot of offer in order to explain new words or convey meaning. When the teacher cannot convey the meaning of the new words by using concrete representation, s/he tries to explain the meaning by using the target language. The teachers who use the Direct Method should not use the students' native language except as a last resort. The students try to learn the target language writing by using transcription, then by composition. The teacher prepares the students for reading passage through an oral presentation in the target language, and reading is also done aloud. The students try to infer the meaning of the contents rather than finding equivalents in the native language (see Rivers, 1981:32-3 and Kara, 1992:28).

According to Freeman (2000:28) in the Direct Method, the teacher dominates the class activities and "the students work as partners in teaching and learning process".

Classroom application of the Direct Method:

In the light of our discussion about the Direct Method, we have briefly explained some of the most important stages of this method, but what is important to our discussion here is to focus on the application of the Direct Method in the classroom.

Target language was the medium of instruction in classroom. *

Lessons begin with a dialogue using a modern conversational style in the target language. Material is first presented orally with actions or pictures and the mother tongue is never used.

The teacher should demonstrate not explain or translate. Vocabulary is acquired more naturally if students use it in full sentences, rather than memorizing word lists. The purpose of language learning is communication. Therefore students need to learn how to ask questions as well as answer them. Although the teacher directs the class activities in a better way, the students' role is active, that they have the opportunity to correct their mistakes, (self-correction) and they get benefit from this technique of correction (Harmer, 2007).

The teacher and the students are more like partners in the teaching-learning process. The initiation of the interaction goes both ways, from teacher to students and from students to teacher, although the latter is often the teacher directed towards the target aim of the lesson in order to lead students to communicate with each other well. The teacher often develops the lesson through pictures of real life.

As it is well known by many researchers, language is primarily spoken not written (Harmer: 2007; Cook: 2004). 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.

Question and answer exercises, fill in blank exercises, Dictation and paragraph writing are done in the class.

The Critiques of Direct Method:

Every teaching method has got some advantages and disadvantages, and the Direct Method also is not without its problems. It has arrived at the end of nineteenth century and was reacting to the restriction of Grammar Translation method (Harmer 2007)

The advantages of the Direct Methods:

This method focuses sounds rather than forms. Therefore the students are motivated towards mastering the sound system of the language and producing acceptable pronunciation which is understood by the speakers of the target

language. This means that the direct method gives priority to speech and oral skills while it rejects the learners' mother tongue as it considers translation a useless activity in teaching a foreign language (Al - Mutawa an: 1989). Most of the items taught in class are well-practiced through various activities both oral and practical such as drills, dialogues and games showing a new and interesting way of learning the language. However, Harmer (2007:63) states that "it was considered vitally important that only the target language should be used in the classroom).

Many students are released from their inhibitions and anxiety in producing the language especially orally because of the constant support and encouragement to use the target language. When implementing this method the atmosphere is somewhat different from old traditional ones. It creates a foreign language atmosphere. The greatest success is achieved in situation where the students hear and practice the language outside the classroom.

The disadvantages of the Direct Method:

The Direct Method disregarded the practical realities of the foreign language classroom and neglected the differences between language acquisition and foreign language learning. There are circumstances which this method failed to consider such as time constraints, class size, teacher proficiency and student level making it in public schools.

In many situations teachers go to great lengths to avoid using the first language whereas occasionally a brief explanation using the learner's first language could be easier, more efficient and comprehensible. Resorting to first language is sometimes an effective learning. This method calls for the need of native like teachers as it is dependent on the teachers' skills rather than the text book. Moreover, the method requires, among other things, for its proper application, a highly competent teacher who is endowed with fluency in the foreign language and adequate knowledge of its techniques.

This method is effective with learners who have the ability to induct the grammatical rules and the generalization of the foreign language. As for the learners who are not as clear and talented they cannot learn without clarification from their teachers and end up in situations of confusion and discouragement.

Exposure to the target language is very important. In a realistic fame, students lack the opportunities to use the spoken English or listen to it outside the classroom. And since the English input is very limited, students' enhancement in learning the foreign language is inhibited making it difficult and sometimes impossible for the learners to understand their teachers when they only use English in class. However, many students at the age of puberty lack the motive to learn a foreign language. They feel that their first language meets their communicative needs including the ability to interact with others and discover the world around them therefore, learning a second language is not necessary.

Conclusion

This humble work was attempted to deal with one of the language teaching methods basically "Direct Method".

The Direct Method has not been newly introduced. Its principles have been applied by language teachers for many years.

What came to be known as Direct Method its main goal was the use of the target language without translation to the native language, the students will learn to communicate in the foreign language and to do this they should learn how to think in that language without involving the native language. On the other hand grammatical explanations are not totally avoided.

Anyhow, we conclude by saying that the Direct Method could be considered to be an effective approach which enables the learners to practice and speak the target language that they are studying. Moreover, a teacher should know various methods and s/he may use the method which suits their students.

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