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AUTOEVALUACION

Tema:

DEVELOPMENT OF ORAL ENGLISH SKILLS AT HISPANO AMERICA HIGH
SCHOOL USING DIRECT METHOD

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Tema:

**DEVELOPMENT OF ORAL ENGLISH IN HISPANO AMERICA HIGH SCHOOL
USING DIRECT METHOD**

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En tal virtud, declaro que el contenido, las conclusiones y los efectos legales y académicos que se desprenden del trabajo propuesto de investigación y luego de la redacción de este documento son y serán de mi sola y exclusiva responsabilidad legal y académica

RESUMEN

El desarrollo de una buena fluidez del idioma es realmente importante no solo en lugares de una misma habla si no que al ser personas hablantes de un segundo idioma la rapidez y claridad del mismo es aun de mayor importancia para una buena comunicación y por ende mejor entendimiento.

El conocer las diferentes formas de crear un aula en el cual el desarrollo oral sea una de las prioridades principales del maestro que está comprometido con el estudiante moderno, se ha convertido en una meta primordial para los educadores. El uso de juegos y la didáctica dentro del aula son herramientas indispensables para poder de una u otra forma llegar a los estudiantes de una manera en la que ellos se sientan motivados y comprometidos, más no forzados y obligados a cumplirlo como algo que se debe hacer porque si. Los educadores buscamos más que todo que los educandos sientan la necesidad de indagar su auto-desarrollo, esto implica el auto superarse dentro de las aulas de habla inglesa en lo que se refiere a la fluidez del segundo idioma.

ABSTRACT

The development of a good language fluency is really important not only in countries with the same speech but, where people speak a language as a second one. The speed and clarity of it is even more important for good communication and therefore understanding.

Knowing the different ways to create a classroom in which oral development is the priority of a teacher, who is in charge of the new century student, it has become the first goal for educators. The use of games and funny strategies in the classroom are essential tools in order to reach students' knowledge in a way that they are motivated and committed more than forced and obligated to carry it as something to do because they simple have to do it. New educators try that all learners feel the need to investigate by themselves more than just simply get it from their teachers; this also means the need to get a good fluency when working in an English classroom.

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INTRODUCTION

CHAPTER 1

1.1. Topic

Development Oral English in Hispano America High School Using Direct Method

1.2. Justification

Learning English is really important for everybody around the world. It is the most important language in order to communicate with each other even when we all speak different ones.

It is clear that the English language has become more dominant around the world. In some countries it is used as the mother tongue and, in others it is learnt as second language in their schools. This made English widespread. In addition, many reasons which contributed to the rising of English spreading. For example, it is used for communication between people around the world, as well as, it is the language of modern times. On the other hand, English is the language of science and technology.

There is no doubt that English is a language of communication between the people with different cultures. It is also the language of computers that help to communicate with the people around the world through Internet technology and e-mail. People who know English can deal with the Internet, which is regarded as information and communications revolution.

Also one of the reasons that contributed to make English important is that it is the language that everybody uses these days. People use it in various fields of life such as, economy, commerce, medicine and aviation. In addition, it is the language which use in the tourism and travel. This reasons motive the people to learn English.

In Hispano America High School as in others institutions there is totally required to get a level of English knowledge to become graduated at the end of 6 years of being studying there. But there have been a lot of problems when students try to use the language with the simple purpose to communicate with their teachers. It shows us that bigger problems like just giving an oral lesson or practicing a conversation between classmates are happening in the classrooms and these kinds of problems are going to be the problem of the future for many of our actual students. Actually, the biggest problem is that we, as teachers, are letting our students speak the way they want. Sometimes it is because we think that they only should work the way they are able to do it or even worst, we just don't feel the enough responsibility to show them that there is more than just learning the rules of a new language, write some essays or having a good grade in a written test.

1.3. Objectives

1.3.1. General Objective

To have students speaking in a fluent way without too much mistakes

1.3.2. Specific Objectives

- To create an environment into the classroom that permits students to speak freely all the time in English.
- To teach the most basic rules of phonetic symbols in order to be used by students.
- To encourage students to find a way to speak English by using the phonetic symbols that dictionaries have.
- To create many posters that show the different grammar that students could easily use in order to express their ideas.

CHAPTER 2

Theoretical Framework

2.1. Oral English

Oral English, also known as spoken English, is the form of English that is used when people are speaking to one another. Students who are learning English as a Second Language (ESL) often feel uncomfortable using oral English because they fear that they will not be understood. It is important that a person who is learning to speak English practice using the language. The more a person practices her skills, the more easily spoken English will come.

http://www.ehow.com/how_5523709_learn-oral-english.html

Some ways to help students to feel comfortable when speaking English is by supporting them in the English class. Teachers can do it by not too much correction of mistakes in front of others because it cause that the student could feel ashamed of making laugh in front of others.

2.2 Oral Language

A great deal of research has been done in the field of oral language acquisition. As a mean of attempting to negotiate their environment children actively construct language. From a child's earliest experience with personal narrative development, oral language

acquisition must be continually fostered. This becomes the building block for establishing success in all areas of literacy.

Oral language begins to develop at a very young age as children and parents interact with one another in the natural surroundings of the home environment. A child's home environment greatly impacts the rate, quality and ability to communicate with others. Factors related to language growth in the home environment include parent interaction, books, being read to, modeling; home language and literacy routines all closely parallel those of the classroom and school.

The development of oral language is an ongoing natural learning process. Children observe oral communication in many contexts – home, preschool, prekindergarten, and begin to develop concepts about its purposes. Target skill areas such as sequencing, classification, and letter sounds oral language skills are all components of early childhood educational programs.

http://www.bridgew.edu/Library/CAGS_Projects/MMAURANO/OralLanguage.htm

As children learn language as easy as possible because they acquire it in an innate way, teenagers could do it, too. It is well know that learning English at an adult age is not the same way as children do it, but it is also know that a great immerse in language field could give really good results. Nowadays there are a lot of institutions that work with what we know is the total application of English in all the subjects. The students have to study everything in the second language and furthermore they have to use English even

in corridors, when asking for information to the different staff and when they are in lunch time.

Meaning is a social and cultural phenomenon and all construction of meaning is a social process. Developmental stages of child language development: Phase I – Protolinguistic or “Protolanguage”, Phase II – Transition, Phase III – Language. The Protolanguage Stage, which is associated with the crawling stage, includes noises and intonation, physical movement, adult/infant interaction – this exchange of attention is the beginning of language. During the Transition Stage, which is associated with the developmental stage of walking, there is a transition from child tongue to mother tongue. During this stage the “pragmatic” mode develops; a demand for goods and services that seeks a response in the form of an action. In Phase III – Language Stage, the child moves from talking about shared experience to sharing information with a third person. The child realizes that reality is beyond their own experience; they invite confirmation, enjoy shared experience.

From the ontogenesis of conversation we are able to gain insight into human learning and human understanding. Meaning is created at the intersection of two contradictions – the experiential one, between the material and the conscious modes of experience, and the interpersonal one, between different personal histories of the interacting taking part. Properly developed oral language enables a child to effectively communicate their thoughts and viewpoints with others. It is also important for young children to have developed listening skills as they begin to experience the power of communication.

The environment influences our desire to communicate as well as the frequency of communication. Oral language develops through authentic experiences.

Kindergarten classroom environments that are alive with social interaction are ideal environments for nourishing speaking and listening skills that will be totally developed later in school and high school. But even when the previous knowledge was not realized in the space that it was supposed to be done, there are still opportunities to acquire it without many problems, but with a great desire and working from teenagers.

http://www.bridgew.edu/Library/CAGS_Projects/MMAURANO/OralLanguage.htm

The more you communicate with children at a very early age the faster and better they are going to develop a good fluency at speaking and understanding the second language. Most of the problems that many teenagers and adult students have is that they did not received a good exposure to English language when they were able to get it without much thinking about rules. The opposite occurs when people grow up and they start to react to the different rules that control grammar. Adults do not only want to learn the language, they also want to understand how to use language and they want to know everything about the way how it works.

As children participate in communicative events, they slowly acquire an understanding of the relevance of these forms. Students need to be provided and encouraged to participate in environmental literacy activities, as those experiences are indispensable to language development. Development of oral language skills must be addressed in Kindergarten as an integral part of the daily curriculum so in

this way we can have students succeeding throughout schooling and in today's society.

Kindergarten programs need to be structured but not formal. Classrooms that are carefully structured allow for maximum oral language acquisition through authentic literacy activities that take place in natural ways during a school day. Education is inquiry based, and as such the focus with education becomes learning, and the task of teaching becomes the inquiry process. The learner should be available to get the knowledge, in the process of the learning-inquiry cycle. Students need to be provided and encouraged to participate in environmental literacy activities, as these experiences are indispensable to language development.

Dyson (1983) conducted a study of the role early language plays in early writing. Through observations of children at a Kindergarten writing center she concluded that oral language is an integral part of the early writing process. Talk provided both meaning and for some children the systematic means for getting that meaning on paper. The child as a language learner progresses along a developmental continuum. Language acquisition is fundamentally a social process in which language is used to make and share meaning of experience.

Children require opportunities to interact with both peers and adults in a wide variety of settings as they learning and practice language and literacy knowledge, skills, and strategies. Children like to talk about themselves, their friends, their families, their pets, their hobbies, etc. Engaging young children in conversation about things with

which they are familiar affords them a comfort level to experiment with ways to express themselves.

http://www.bridgew.edu/Library/CAGS_Projects/MMAURANO/OralLanguage.htm

A good organization in the classroom activities allows many opportunities to have students speaking in English all the time. Not only children, but also teenagers need to be encouraged in order to have an opportunity to break ice between their classmates and with the teachers. Some of the strategies with teenagers are that they could be allowed to talk with their classmates the things they want, but the rule is that they should do it only by using the second language. We are going to have students laughing and feeling comfortable with the class. They are not going to do an excellent job at all, but they are processing and interpreting with each other.

Literacy acquisition is dependent on oral language abilities. Many opportunities for exploration and play promote emergent literacy occur naturally throughout the school day. A child uses and is exposed to oral language throughout each and every day. Oral language is not “taught” as a separate component of a literacy program, as it is an integral part of everyday life. As a speaker and a listener, in instruction or in play, a child learns language.

Opportunities to increase oral language abilities and applications are embedded within the literacy program. Conversation, collaboration, and learning through others are integral to learning. A child's oral language ability is the basis for

beginning literacy instruction, and as such initial informal assessments as well as ongoing assessment during the school year would provide key information regarding a child's oral language abilities.

Rog provides a list of child's oral language skills as a means of evaluating a child's oral language and vocabulary:

Behaviors

- Uses appropriate volume and tone of voice
- Knows how to take turns when speaking
- Stays on topic
- Asks Questions
- Seems to pay attention when another person is speaking

Vocabulary

- Can name colors, numbers, and names of familiar objects
- Uses vocabulary appropriately for purpose and audience
- Is able to retell parts or all of a story read aloud
- Understands and uses prepositions such as under, over, in, and beside
- Understand directions

Language Structures

- Can use connectors such as and, so, because, and if
- Often speaks in complete sentences
- Generally speaks with grammatical correctness

Speech Sounds

- Articulates speech sounds correctly

- Speaks clearly and fluently

http://www.bridgew.edu/Library/CAGS_Projects/MMAURANO/OralLanguage.htm

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2.3. The Importance of Oral Language

While teachers of both younger and older children work hard to provide their students with the best literacy experiences, oral language is often neglected in the classroom. The following articles on oral language development were selected and reviewed by Lynn Kirkland, associate professor of early childhood education at the University of Alabama at Birmingham and Director of the Children's Creative Learning Center, a summer enrichment program and graduate practicum site for the university.-J.A.

Oral language is crucial to a child's literacy development, including listening, speaking, reading, and writing skills. While the culture of the child influences the patterns of language, the school environment can enable children to refine its use. As children enter school, they bring diverse levels of language acquisition to the learning process. Therefore, teachers face the challenge of meeting the individual needs of each language learner, as well as discerning which methods work most effectively in enhancing language development. Conflicting messages regarding methodology in oral language development have resulted in a heavy reliance on programs and "quick fixes," inhibiting the use of authentic, contextualized language experiences in classrooms.

http://findarticles.com/p/articles/mi_qa3614/is_200504/ai_n13498775/

A problem that we face today is that many students of a foreign language study the rules of grammar in order to start writing in English, but they totally forget what the most powerful key of communication is. Having a good fluency is important not only for a good understanding, but for a total talking with others. We all know that what we first develop into language is the speaking ability, but when we are learning a new language the first thing that we start to develop is the writing ability and all the rules that it contains. Because of it is that we reject to speak English and furthermore to develop fluency.

Most recently, the **No Child Left Behind** Act of 2001 has placed an overemphasis on using standardized means of testing children, while holding schools accountable for systematic progress during the year. Although NCLB emphasizes scientific research-based teaching methods, many of these methods primarily promote the teaching of discrete pieces of information and a fragmented curriculum. The development of oral language, which ultimately affects all aspects of curriculum, has been relegated to a more incidental byproduct of many classrooms, in order to allow time to drill children on test items. Additionally, as curriculum is pushed down into the primary grades, teachers feel the need to spend time on academic content, rather than allowing children opportunities to build language.

The journal articles chosen for this column represent current conversations in the education field regarding innovative ways to encourage practitioners to overlay curriculum, with a focus on the development of oral language.

Let's talk: A Different Approach to Oral Language Development. Woodward, C., Haskins, G., Schaefer, G., & Smolen, L. *Young Children*, 2004, 59(4), 92-95. Teachers in Buffalo, New York, were concerned over finding a two-year deficit in language among their kindergarten children. Knowing that oral language is a predictor in the literacy development of children, the teachers implemented "table talk" in their preschool and kindergarten urban classrooms. After participating in professional development regarding the development of oral language, the teachers introduced the "Let's Talk" approach to facilitate children's interactions. Using the Brigance screening test to identify children with low language skills, these children were paired with classmates who had higher language skills for 15 minutes per day. The role of each teacher was to manage the centers, which comprised boxes of carefully selected dramatic play toys, and stimulate conversation, if needed. Pre- and posttest results showed positive improvements across such survey factors as vocabulary, comprehension, information, main idea, and gesturing.

http://findarticles.com/p/articles/mi_qa3614/is_200504/ai_n13498775/

(See Annex 1).

As teachers engaged in ongoing professional development designed to provide feedback about the program, they reported growth in many areas related to oral language development in all the children chosen for the project. The teachers also felt more

confident in refining the planning and implementation of oral language activities in their classrooms.

Several factors seemed to contribute to the success of the Let's Talk approach to oral language development:

- * Children worked together in designated pairs at the tables, with little intervention from adults.
- * Manipulatives used for the table talks were rotated weekly to initiate new conversations.
- * Teachers modeled literature and vocabulary related to the manipulatives each week.
- * Opportunities for sharing with others were provided routinely in the classroom.
- * Extensions related to the manipulatives were integrated throughout the curriculum.

This article brings a fresh perspective to dramatic play in early childhood classrooms. Teachers will find the table talk approach in this article easy to implement in their classrooms.

2.4. Using text talk as a gateway to culturally responsive teaching.

This part describes how theory and strategy were combined to examine the potential benefits for children who find reading to be a challenge. The theoretical foundation of culturally responsive teaching was used to include children's language and background

when facilitating literacy connections. Culturally responsive teaching, as posited by Neuman, affects curriculum through: 1) recognition and value of the child's culture, 2) promotion of collaboration, 3) establishment of high standards and expectations of all children, and 4) appreciation of the importance of continuity between literacy found in the home and in the school.

http://findarticles.com/p/articles/mi_qa3614/is_200504/ai_n13498775/

(See Annex 2).

CHAPTER 3

Direct method

3.1. The Direct Method

The Direct Method was the outcome of a reaction against the Grammar Translation Method. It was based on the assumption that the learner of a foreign language should think directly in the target language. According to this method, English is taught through English. The learner learns the target language through discussion, conversation and reading in the second language. It does not take recourse to translation and foreign grammar. The first verses are taught while pointing to objects or pictures or by performing actions. According to H.G. Palmer, The Direct Method has the following:

- 1.** Translation in every shape or form is banished from the classroom including the use of the mother tongue and that of the bilingual dictionary.
- 2.** Grammar, when it is taught, is taught inductively.
- 3.** Oral teaching precedes any form of reading and writing.
- 4.** The use of disconnected sentences is replaced by the use of connected texts.
- 5.** Pronunciation is taught systematically in accordance with the principles of phonetics and phonology of the target language.
- 6.** The meanings of words and forms are taught by means of object or natural context.
- 7.** The vocabulary and structure of the language are inculcated to a large extent by the teacher and answered by students.

<http://www.brighthub.com/education/languages/articles/72191.aspx>

A total English class, with students of a different language, works well only depending on the teacher and the strategy (s) he uses with learners at different ages. Even with teenagers, teachers should use a lot of mimic in order to be understood by them. The use of a lot of realia helps students to get the new knowledge without the necessity of using translation.

3.1.1. Aims

The Direct Method aims at establishing the direct bond between thought and expressions and between experience and language. It is based on the assumption that the learner should experience the new language in the same way as he experienced his mother tongue. In the Grammar Translation Method, the foreign concept or idea is first translated into the mother tongue and then understood. But in the Direct Method the intervention of the mother tongue is done away with the learner understands what hereads or hears in the second or foreign language without thinking of the mother tongue equivalence. Likewise, he speaks or writes the foreign language without the need of translating his thought or idea from the mother tongue into the second/foreign language. He acquires, what Champion calls that instinctive, unerring language sense which we all possess in variant degree in the mother tongue, and which superseding all rules, grammar and dictionaries, resting at bottom on the direct association between experience and expression, is the only sure guide in the use of language.

<http://www.brighthub.com/education/languages/articles/72191.aspx>

Learning a new language by using English immersion could carry the necessity of using some mother tongue words in order to get the meaning of new vocabulary. Teachers should immediately avoid this necessity by asking them to use English to create a meaning for the word. Some good tools for students to use are dictionaries, not with translation, but with meanings in the second language. A well used internet tool is the Cambridge English-English Dictionary that provides a menu that facilitates the students the opportunity to get the meaning in the level they are able to understand.

3.1.2. Principles

1. Oral Training

The direct Method emphasizes the value of oral training in learning a foreign language. The pupil is given sufficient practice in listening to the language and then speaking it. It also lays emphasis on the knowledge of phonetics so that the learner may be able to acquire intelligible pronunciation. Oral training helps in establishing direct association between the words of the foreign language and the ideas for which they stand.

<http://www.brighthub.com/education/languages/articles/72191.aspx>

Even when the students do not have enough vocabulary knowledge to start English class (direct method), it is the best opportunity to start speaking fluency training. It is known that they are not going to do it well at all, but at least it will provide them the first steps for socializing different sounds and recognizing them into a conversation.

3. Inhibition of the Mother Tongue

Another way of securing bond between experience and expression is to inhibit the use of the mother tongue. Pupils are taught new words by actually showing them the objects for which they stand or performing actions or by suitable illustration in context. This enables them to think in English and respond directly in English.

<http://www.brighthub.com/education/languages/articles/72191.aspx>

It could be really frustrating for students the prohibition of mother tongue, but it is the unique way to keep them making an effort to understand and to be understood by others in the classroom. Students are not going to understand everything, but at least they are going to make connection between words, gestures, actions and even sounds.

3. Sentence is the Unit of Speech

Therefore, the teaching of a language starts with the teaching of sentence patterns rather than individual words. This enables the learner to internalize the structure of the target language. New vocabulary items are introduced gradually based on the principle of selection and gradation. They are taught through material association, explanation or use in suitable context.

<http://www.brighthub.com/education/languages/articles/72191.aspx>

Teaching sentences patters could be one of the most difficult tasks for teachers that use direct method. This is because it is not as simple as teaching vocabury in which students only associate words with objects or movements. But even that the use of flash cards could be a powerful tool for showing the different parts of a sentence.

4. **Inductive Teaching of Grammar** In the direct method, grammar of the target language is not taught for its own sake. It is a means to an end. Its aim is to enable the learner to correct errors in his speech and writing. Grammar is taught inductively. It may be pertinent to point out here that in the Direct Method also lessons are prepared by the teacher or the author of textbooks according to some grammatical plan. The quantum of exposure to the language enables the learner to form his own hypothesis and rules of the language.

3.1.3. Advantages:

1. It is a natural method.

It teaches the second/foreign language in the same way as one learns one's mother tongue. The language is taught through demonstration and conversation in context. Pupils, therefore, acquire fluency in speech. They are quick at understanding spoken English. They can converse in English with felicity and ease.

2. No gap between active and passive vocabulary.

This method does not differentiate between active and passive vocabularies. According to this method whatever is required for understanding through English is also required for expressing through it. If English is taught through the mother tongue, the gulf between the active and passive vocabularies is widened. The learner acquires more of passive vocabulary because he concentrates on understanding English rather than expressing through it.

3. This method is based on sound principles of education.

It believes in introducing the particular before general, concrete before abstract and practice before theory.

<http://purwarno-linguistics.blogspot.com/2006/01/direct-method.html>

The way students learn mother tongue, the way they can learn a foreign language. If students start learning this way at a very young age they are not going to have problems when going to high school. Even with teenagers it works because the vocabulary and grammar patterns they need to learn at that age are basic.

3.2. The Direct Method (P.P.P.)

Is fairly simple and straightforward in its application towards language acquisition. The general manner of teaching using this method involves a three-stage procedure:

- Presentation
- Practice
- Production

The Presentation Stage: In the presentation lesson stage of the Direct Method, the English or foreign language learners are introduced to the topic or theme of the lesson. This can be done through images, a video clip, a sound or audio clip, a short story, an anecdote, a Total Physical Response (TPR) physical activity or game, a drama

presentation, teaching of lexis or a short six to eight word vocabulary list or other introductory method lasting approximately five to eight minutes at the beginning of the lesson.

The Practice Stage: In the practice stage of a Direct Method lesson, the learners get an opportunity to work with lexis, vocabulary or grammatical elements of the lesson theme using a variety of short, dynamic activities as an aid in internalizing the selected material.

This is most frequently done in context using practice activities including:

- Word search puzzles
- Crossword puzzles
- True / false exercises using the lexis or vocabulary
- Cloze exercises and / or fill – in – the- blanks writing exercises
- Cognitive pairs or matching written activities, to name a few

This stage of the lesson features guided practice in using the lexis, vocabulary or grammar structure of the lesson. This stage is also relatively short, lasting from fifteen to twenty minutes, typically longer than the presentation stage.

The Production Stage: The production stage of a Direct Method lesson allows the learners an opportunity for free or unguided practice in producing new language using the lexis, vocabulary or grammatical theme structure of the lesson. Learners may have short dialogues, conversations, interviews or inter-active oral discourse and dynamic speaking activities among themselves. Writing production activities like producing e-mails, notes, recipe or shopping lists, completing questionnaires by talking with several other learners or a small group are included as production stage activities. The purpose here is to give learners ample time for actual application of the lexis, vocabulary, grammar structure or other featured linguistic element.

(See Annex 3)

3.3. Language Acquisition Advantages

The Direct Method of language acquisition and teaching offers several key advantages to both the English or foreign language teacher and the learners. Some of these are:

- The lesson approach is simple and straightforward
- Learners can easily follow the pace and content of the lesson
- The simple format of a Direct Method lesson makes it easier for teachers to prepare
- Lesson objectives for each stage are clear and simple
- Pacing or timing of each Direct Method lesson stage allows ample time to develop each stage

- Priority is given to the third or final stage of Direct Method lessons giving added weight to the free or unguided production of new language on the part of the English or foreign language learners
- Lessons are prepared to feature a specific grammar or structure point, specific key lexis or vocabulary, develop reading, listening comprehension or communicative writing skills

<http://www.brighthub.com/education/languages/articles/72191.aspx>

A good lesson plan could lead to a perfect direct method class. Planning the class according to the age of the students and using the concrete information that they need will give as a result a good learning process from students. If the teacher plans to teach a specific grammar, nothing else such as complement or contrast grammar to demonstrate differences between them should be shown during the class explanation due to that this could carry to a misunderstood or as a result too much information could start to get students boring and knowledge could be lost totally.

3.4. Disadvantages of Direct Method

1 Major fallacy of Direct Method was belief that second language should be learned in way in which first language was acquired - by total immersion technique. But obviously

far less time and opportunity in schools, compared with small child learning his mother tongue.

2 Is first language learning process really applicable to second foreign language learning at later stage

First language learning is essential part of child's total growth of awareness of world around him. He starts off with blank sheet, then starts collecting/selecting organizing the experience of a totally new world, perceived through his senses, by formulating a variety of pre-verbal concepts.

Subsequently part of the process of learning how to live is the acquisition of skills to verbalize his desires and aversions and to label his concepts, so as to make living more sufficient and secure.

Effectiveness of these verbalizing skills depends on maturation level of the child / on type of environment on intelligence.

Language is part of an intrinsic process through which child learns to recognize/ deal with new situations.

3 Compare learning of second language

-At 11 years of age, child is not interested in recognition of new living situations; child has normally learned the basic concepts and can handle situations for ordinary living purposes. So as far as 'learning to live' is concerned, no similarities between two

processes of learning. (not the case for immigrant children - they need to learn English for survival purposes - therefore motivating force is totally different).

-Older child has already at his disposal a first language, which is securely fixed to the universe of things; (s)he is equipped with this advantage; first language learner does not have this.

-Older child is more mature and it would seem nonsensical to imitate first language learning processes totally for learning additional language. (think of contact hours needed) this is argument for using MT (anti Direct Method).

-What does foreign language learner wish to know first? To know the FL equivalent of MT sentences/ words used in hitherto familiar situations.

-To learn how to handle certain known/ recurring situations through the medium of the FL. He doesn't wish to handle completely new situations in FL terms.

4 The Direct Method rejects use of the printed word - but this objection is illogical since second language learner has already mastered his reading skills.

Does printed word interfere with FL pronunciation? -In fact experiments show that the printed word is of real help to consolidate the FL and actually reinforces retention (ef 'Je ma pel') - leaves mental imprint, image of shape of word.

5 Later disciples of Direct Method took it to extremes and refused to speak a single word of English in lessons. To avoid translating new words, they searched for an association between new words and the idea it stood for: 'Voilà un livre, voici une craie'.

Extreme Direct Methodists had cupboards full of realia. Explanations became cumbersome and time-consuming. (Definition type explanations UN meunier est UN homme qui travaille dans UN moulin' / 'court est le contraire de long'). Teachers would be jumping over desks flapping fins, rather than say that the English for 'saumon' is 'salmon'. Concepts like cependant/'néanmoins' - obviously need immediate translation!

6 Successful teacher of the Direct Method needed competence in his language / stamina/ energy/ imagination/ ability and time to create own materials and courses - beyond capacity of all but gifted few.

"The method by its very nature presupposes a teacher of immense vitality, of robust health, one endowed with real fluency in the modern language he teaches. He must be resourceful in the way of gesture and tricks of facial expression, able to sketch rapidly on the board and in the language teaching day, he must be proof against linguistic fatigue".

7 Also Direct Methodists failed to grade and structure their materials adequately - no selection, grading or controlled presentation of vocabulary and structures. Plunged pupils into flood of living language - quite bewildering for pupils.

However, many teachers did modify the Direct Method to meet practical requirements of own schools, implemented main principles, i.e teaching through oral practice and banning all translation into target language. Obviously compromise was needed.

<http://www.aber.ac.uk/~mflwww/seclangacq/langteach5.html>

3.4.1. Other Defects

1. There are educationists, who hold the view that the Direct Method does not take into account all aspects of language teaching. Dr. Michael West considers that the best thing about this method is that it links the foreign word with idea that it represents. Hence, instead of being called a Direct Method it should be called a Direct Principle.

2. Not Comprehensive

Language learning involves acquisition of skills – listening, speaking, reading and writing. The Direct Method concentrates on listening and speaking but not reading and writing. That is why many of those who have learned English through the Direct Method feel that they do not get adequate command over written language.

<http://purwarno-linguistics.blogspot.com/2006/01/direct-method.html>

As we can find good results at using direct method in the classrooms, we also should get the idea that we can find some problems in the process of teaching. Some of them are that students will still thinking in their mother tongue in order to get the idea in the second language. Most of the teachers think that total English immersion in the school will be sufficient to have students working with Direct Method, but the reality is different. We can have students listening, speaking, reading and even reading in school hours, but they spend more of their time at home and in social life where they do not feel the necessity of becoming English speakers. People that go to live in other countries, where they have to speak another language, feel forced to learn because they need it and

that difference works more than only asking learners to learn something because is good for them.

3.5. Strategies using the direct method

1. Q & A: The teacher asks questions of any nature and the students answer. In preparation for this activity the teacher models, extensively, the use of complete answers to questions. Once doing this activity the teacher expects full sentences as answers to each question. Students can also be given the opportunity to ask the questions.

Objective: Experiment with words and sentence patterns to create interest and variety.

2. Dictation: The teacher chooses a grade appropriate passage from a book and reads the text aloud three times. The first time the passage is read the students only listen. The second time the passage is read it is read phrase by phrase, with the teacher pausing long enough for students to write down what they have heard. The third time the text is read, it is read at normal speed and the students check their work.

Objective: Listen attentively, courteously, and purposefully to a range of texts from a variety of cultural traditions for pleasure and information.

3. Reading Aloud: Students take turns reading sections of a passage, play, or dialog out loud. At the end of each student's turn the teacher uses gestures, pictures, examples, or role play to help the students make meaning of the text.

Objective: Orally and silently read a range of contemporary and classical grade appropriate texts for enjoyment and information.

4. Getting Students to Self-Correct: The teacher when provided with the opportunity should have the students self-correct by offering them a choice between what they said and the proper pronunciation. For example if the student says, "I have cree apples," the teacher should say, "Do you have cree apples or three apples?"

Objective: Reflect on speaking behaviors and strategies.

5. Map Drawing: Students are provided with a blank map of Canada. The teacher gives specific instructions to the students. Once they are finished, their map will be completely labeled. The teacher takes the same map on an overhead and the students give the teacher instructions on how to label the map.

Objectives: Listen purposefully to determine the main ideas and important details; use language appropriate to audience, purpose, and situation.

http://www.saskschools.ca/curr_content/hutt/esl/dmstrat.htm

(See Annex 4)

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APPENDIX

Annex 1

Let's talk

Activity

-The activity can take place with children or teenagers.

The teacher sits the students in groups of four or five. A topic is given to the group in order to find the mistakes they have in speech and fluency when giving opinions to others. This is the perfect moment to find the students that are not as good as others. The teacher is gone place the students with problems among those who are better in order to improve their speaking and fluency. The result is going to be that students with low fluency are feeling more comfortable at having classmates correcting errors instead of teachers. They are not going to be under pressure and self-correction is happening without much thinking.

Annex 2

Using text talk as a gateway to culturally responsive teaching.

Activity

Teachers can provide students with a variety of different reading. Nowadays there are a lot of readings on the internet that are categorized and specifically selected to the different needs. For lower levels teachers should assign the same book for everybody in order that students could share information and the task won't be something to be scared about. The reason to have students reading is for vocabulary enrichment, so when we want students speaking they at least are going to have something to say about a topic. This is the kind of activity that we can arrange in a "table talk". For students with a higher knowledge of vocabulary teachers should assign books that could even be full of non-standard English to make them notice the differences between one speaking and other. The books should be different for everybody, so we are going to have students trying to transmit their own information to others and this is going to give a great opportunity to have them speaking for a lot of time.

Annex 3

Example of Presentation – Practice -Production

Activity

Level: elementary

Lesson time: 45 minutes

Target language:

Nick: What did you do last weekend?

Jane: Last weekend I rode a bike/ate a pizza

- **Went shopping**
- **Went swimming**
- **Played football/cricket**
- **Watched TV**
- **Listened to music**

Possible confusion: Students need to understand this tense is used for past events. (use calendar)

Materials: Activity flash cards, white board pens, calendar, one large diary sheet, individual diary sheets

Presentation:

Warm up (2 mins)

Show flash cards previously learned, and elicit activities –these will be present tense as class have not learned past tense.

Presentation (meaning, pronunciation, form- 10-12 mins)

1. Point to last to Saturday and Sunday on diary sheet write ‘last weekend’ above the days/dates.
2. What did I do last weekend? (point to large sheet) Last weekend I (show flashcards) rode a bike, ate pizza etc... go through all 6 flashcards
3. Drill each activity. Last weekend I _____ . Prompt with flash cards.
4. Pin up the flashcards on diary sheet. Ask the question again. Point to each flashcard, class respond ‘Last weekend I _____’
5. Write on board title ‘What did I do last weekend?’ Write down structures in substitution table. Group verbs as above.

Practice (15-20 mins)

1. Write down 3 activities on large diary sheet pinned on board.
2. Students write down 3 activities on their diary sheet.
3. Write chart on the board.

What did you do last weekend?

Name	Activities
------	------------

1.

2.

3.

4. Ask student 'What did you do last weekend?' Demonstrate with two class students.

Write down student's name and activities on the chart.

5. Students do milling exercise and ask each other 'What did you do last weekend?' Last weekend I _____. Students write down names of people asked, and activities they did. Monitor exercise.

Feedback, listen to a couple of students and perform in front of class to build up confidence.

6. Students write out title 'What did you do last weekend?' Last weekend I _____ in a substitution table, with a simple drawing next to each activity.

Production task

1. Write down 5 things you did yesterday.

Yesterday I _____

2. Write a short paragraph about what you did last summer?

Annex 4**Strategies using the direct method****Activity****Map Activity**

Using the map provided, have the students label the map as follows. Then put an overhead of the map or an enlarged copy of the map up and have the students repeat the instructions to you to label your blank map.

1. Label Saskatchewan.

2. Put a dot approximately where we are right now.
3. Label the area in the Northwest corner as the Yukon. It is one of three Territories in Canada.
4. Label the province directly under that as British Columbia.
5. The province next to British Columbia is Alberta. Label it now.
6. The area right above Alberta and Saskatchewan is another territory in Canada. Label it Northwest Territories.
7. The newest province/territory to become part of Canada is right next to the Northwest Territories. Label it Nunavut.
8. Right beneath Nunavut is another province called Manitoba. Label it now.
9. Next to Manitoba is the province called Ontario. Label it now.
10. Right above Ontario is a famous Canadian waterway called Hudson's Bay. Label it now.
11. The largest province in Canada is called Quebec. Label it now.
12. The smallest province in Canada is an island province. See if you can find it. Label it Prince Edward Island.

13. Joined to the Southeast corner of Quebec is a *Maritime* province called New Brunswick. Label it now.

14. Joined to the Northeast corner of Quebec is part of a province which extends directly to the East. This province is called Newfoundland/Labrador. The island part of this province is called Newfoundland. The land bound part of this province is called Labrador. Label them now.

15. The ocean on the Eastern coast of Canada is called the Atlantic Ocean. Label it.

16. The ocean on the Western coast of Canada is called the Pacific Ocean. Label it.

17. The group of lakes below Ontario is called the Great Lakes. Label them The Great Lakes.