

Comparison of Direct and Grammar Translation Methods

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ABSTRACT

Learning second language can have positive effect on the brain, even if it is taken up in adulthood. There are a lot of methods in learning language. Some learners have fallen into relative obscurity and others widely used; still others have a small following, but offer useful insights. According to questionnaire the most widely used methods are Direct and Grammar-translation. Both of them have their advantages and disadvantages, difficulties or easiness, differences and similarities So, this article will help to clear up which one is easier to use.

KEY WORDS: *Grammar, Methods, learning.*

The Direct method is based on the direct involvement of the student when speaking, and listening to, the foreign language in common everyday situations. Consequently, there are a lot of oral interactions, spontaneous use of the language, no translation, and a few analyses of grammar rules and syntax.

The Direct method of teaching was developed as a response to the GTM. It sought to immerse the learner in the same way as when the first language is learnt. Direct method is sometimes called the Natural method. This method is not limited but often used in teaching foreign languages.

Why it's named "direct" because meaning should be connected directly with the target language without translation into the native language. It is also known as: Natural method, Phonetic method, Anti-grammatical method and Reform method. In this method teachers should encourage students to participate in class and correct their mistakes immediately. In addition, teacher and students are partners in the learning process. However, students should be more active. Oral communication skills are emphasized: there is a large amount of learner - learner interaction. Students' native language shouldn't be used in the classroom at all. Students should be speaking at least 89% of the time during the lesson.

In addition, here are some basic principles of direct method:

- classroom teaching should be conducted absolutely in the target language. The teacher should demonstrate, not explain or translate;
- grammar is taught inductively. It means teachers do not give rules: make them figure out of the rule;
- both speech and listening comprehension are taught;
- the teacher, by asking the student to make a choice, gets him to correct his own error. Learning by self-correction;
- students should learn *to think* in the target language as soon as possible;
- communication - first preference.

On the other hand, Grammar-translation method has some disadvantages. For example, this method

gives pupils the wrong idea of what language is and the relationship between languages. Language is seen as a collection of words which are isolated and independent. Also, worst effect of this method is on pupil's motivation. Consequently, Grammar-translation method is the easiest for a teacher to employ.

It doesn't require a teacher to speak good English or make good lesson preparations. The ability of communicating in the target language is not a goal. For example, the students ask questions in their native language and are also answered by the teacher in their native language. In this method students can just improve their translation skill; they learn mostly the grammar of the target language.

In this method students will be able to read literature written in the target language and they will be able to translate from one language to another. It helps to students to develop reading and writing skill. The authority in the classroom is the teacher.

In addition, there are major characteristics of grammar translation;

- teacher teaches the target language using the mother tongue of the students; *the teacher explains details about the grammar rule in the simple grammar table;
- the teacher exposes to students with the literature text which is classical text earlier.
- little attention is paid to the content of texts, which are treated as exercises in grammatical analysis;
- little or no attention is given to pronunciation.

To sum up, direct method of teaching emerged as the reaction to Grammar Translation method. It sought to immerse the learner in the same way as when a first language is learnt. Therefore, all teaching is done in the target language, grammar is taught inductively. The weakness in the direct method is its assumption that a second language can be learnt in exactly the same way as a first, when in fact the conditions under which a second language is learnt are very different.

References

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