Direct Method—

This method was developed at the end of the nineteenth century and it challenged the views on Grammar-Translation method. Gouin and others tried to put forth a method based on scientific observations of children's language learning.

Franke (1884) put forth a proposition that monolingual language teaching could be effective by associating form and meaning. Direct Method lost its popularity by 1920s in Europe and it was the first teaching method recognized by language teachers and experts. It moved language teaching into the 'methods era'.

Principles of Direct Method—

The language learning principles of the direct method are:

1. Teaching is done in the target language. Mother tongue/native language of the learners is neglected;

2. Everyday vocabulary and sentences are given importance while teaching;

3. Target language grammar is taught inductively;

4. Teaching items of the lesson are introduced to the learners orally;

Merits of Direct Method—

1. L2 is learnt just like learner's L1

2. Learner avoids L1 and thinks in L2

Demerits of Direct Method—

The Direct Method failed to consider the ground realities like:

1. English teachers must possess native-like fluency in English.

2. It is "the product of enlightened amateurism"