

**THE DIRECT  
METHOD OF  
TEACHING FRENCH**

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The Direct Method of Teaching French by E. Gourio

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# THE DIRECT METHOD OF TEACHING FRENCH

BY

E. GOURIO

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## AVANT-PROPOS

As I was writing the Preface of my French text, *La Classe en Français*, I thought I heard the teachers not yet initiated in direct teaching ask, at almost every line, for some additional explanations. They will find them in the present little volume. It contains, together with the method of using *La Classe en Français* and the justification of its program, a complete technique concerning the direct explanation of words, and a detailed description of the exercises by which they may be fixed in the memory. This, and more particularly, perhaps, such of the examples given as go to make up the language used in conducting the class, will smooth my young colleagues' way. And I hope that, confident in their method and sure of success, they will see their pupils come joyfully to receive their teaching.

E. G.





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# THE DIRECT METHOD OF TEACHING FRENCH

## CHAPTER I

### THE PRINCIPLES OF LANGUAGE TEACHING THE MATERNAL METHOD AND THE DIRECT METHOD

THE learning of a language is chiefly an affair of memory. The most effective way of teaching it will therefore be that which makes the strongest impression on the mind of the child, offers the highest interest so as the better to keep his attention, and introduces into the study the maximum of intelligent repetition. The direct method best fulfills these conditions. It consists in teaching the foreign language, without having recourse to translation, by associating names at once with the realities, and using known words to discover the meaning of a new one. It is the way in which we learn our mother-tongue.

Is this maternal method applicable in the foreign language class where the time apportioned to it is so limited? There is no doubt of it. But, obviously, it must be systematized there, according to strict rules which, leaving nothing to chance, do away with all groping about and obscurity. To the child learning his mother-tongue most words long remain so many riddles. Left to his own observation and industry, it is but slowly that, through combinations of words infinitely varied and frequently heard, he arrives at understanding the meaning of grammatical terms and all those other words which do not denote sensible objects. The pupil in our class can make more rapid progress, for his task is considerably facilitated. He is taught