

THE ROLE OF THE DIRECT METHOD IN ENGLISH LANGUAGE LEARNING

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Abstract: A language teaching strategy known as the Direct method emphasizes speaking the target language directly and without translation. By focusing on oral communication and deep learning, this approach improves students' comprehension, pronunciation, and fluency. This study examines the effects of the "Direct" approach to teaching English on students' overall language acquisition and speaking skills. According to a mixed-method approach that includes surveys and interviews with English language learners, although practice poses challenges for students who have difficulty remembering terms, it significantly increases speaking confidence and listening skills. According to the results, vocabulary building techniques should be used in addition to the "Direct method", which is very useful for improving communicative skills.

Key words: English language learning, fluency, speech abilities, communication ability, and the direct method.

Introduction.

Language learning is an important part of school, and how students are taught has a major impact on how proficient they become. A popular strategy for learning English that emphasizes direct interaction with the language was developed in the late 19th century and is known as the "Direct method." Unlike the Grammar-translation method, which relies on explanations in the native language, the Direct method creates an immersive environment where students learn through interaction, context, and repetition [Richards & Rodgers, 2001].

This study examines how well the Direct Method works to improve English speaking and listening skills. This study attempts to determine whether the method improves fluency, pronunciation, and overall communicative competence by examining students' experiences and outcomes. The study also explores potential shortcomings and suggests strategies to optimize its benefits in language teaching.

Several studies have been conducted on the Direct method in language teaching. Richards and Rodgers [2001] argue that this approach, which promotes organic conversation without the need for translation, significantly increases students' fluency. Brown [2007] argues that students' listening and pronunciation improve as a result of the method's frequent exposure to the target language. However, there are also some disadvantages, according to researchers. Larsen-Freeman [2000] notes that students may struggle to acquire new terms without clear explanations in their mother tongue. Additionally, the method might not work as effectively for students who do not have the opportunity to speak English outside of the classroom [Krashen, 1985]. Despite these disadvantages, the Direct method remains a widely used technique for assisting English language learners in improving their communication skills.

Methodology

The present study used a mixed-methods research methodology that blends qualitative interviews and quantitative surveys to evaluate the effects of the Direct method on English language learners. The study included one hundred students from an intermediate-level English language course. Students completed a structured questionnaire to collect information about how they felt about their progress in speaking, listening, and vocabulary retention. Using the Direct technique, ten students participated in in-depth interviews to collect qualitative data about their experiences. The quantitative survey data was statistically analyzed, and the qualitative interview responses were thematically grouped, in order to identify significant trends.

Results

A mixed-methods research design was used in this study to assess how the Direct method affected English language learners. There were multiple stages to the study:

1. Survey phase: One hundred students enrolled in an intermediate-level English language course were given a structured questionnaire. The purpose of the survey was to collect self-reported information from students regarding their vocabulary retention, speaking fluency, and listening comprehension.

2. Collection of qualitative data: Ten students took part in in-depth qualitative interviews in addition to the survey. These interviews were done in order to learn more about their individual experiences using the Direct approach and to get in-depth input on how well they felt the method worked for them in terms of improving their English.

3. Data analysis: To evaluate the general patterns in students' answers, statistical techniques were applied to the quantitative survey data. To find recurrent themes and ideas, the qualitative interview material was transcribed and then thematically organized. A thorough grasp of the method's effect on students' learning was made possible by this two-tiered analysis.

The study's findings revealed the following:

- **Speaking fluency and confidence:** According to 78% of students, the Direct method's immersive, interaction-focused approach helped them become more at ease speaking English.

- **Pronunciation:** A noteworthy 65% of students reported that their pronunciation has improved. This implies that their capacity to effectively pronounce words was positively impacted by their ongoing exposure to spoken English in a natural setting.

54% of students reported having trouble understanding unknown words without the need of a translation, despite these improvements. The Direct method may provide a problem in that pupils can find it difficult to properly understand new vocabulary if it is not explained to them in their mother tongue.

- **Recalling complicated vocabulary:** According to 40% of participants, in-context recollection of more complex words was difficult for them. The significance of strengthening vocabulary retention is highlighted by this research, since context-based learning might not always be enough to help people recall and use challenging words.

In the interviews, students indicated that they appreciated the immersive nature of the method, but they also struggled with understanding new phrases and words in certain contexts. Many expressed that while their conversational skills had improved, additional support with vocabulary and grammar would be beneficial for more well-rounded language development.

Recommendations

Recommendation	Description
Enhancing vocabulary acquisition	Teachers can support students in retaining new words by using structured vocabulary exercises.
Blended learning approaches	A combination of guided grammar explanations with direct instruction helps maintain a balance between accuracy and fluency.
Multimedia resources	Real-life simulations, role-playing activities, and movies can be used to create immersive learning experiences.
Student support programs	Establishing peer discussion groups helps students reinforce and consolidate their learning outside of the classroom.

Conclusion

English language learners' speaking and listening abilities can be greatly enhanced by the direct technique. Students are encouraged to think directly in English by being immersed in the language, which improves their confidence and fluency. However, by adding techniques to deal with typical language acquisition issues, its efficacy can be increased. Including structured vocabulary support, like vocabulary drills or flashcards,

is one strategy to help children retain new words. Authentic materials, such role-playing games, movies, and real-life scenarios, can also help teachers create a more immersive learning environment. This gives students the opportunity to practice their English in a relevant, real-world setting. Speaking abilities can also be enhanced in a supportive setting by promoting peer engagement through debates or group discussions.

Additionally, pupils' speaking fluency can be enhanced by routinely correcting pronunciation mistakes. Teachers can reinforce classroom material with technology-based resources like online tests or language learning applications to enhance student learning. Furthermore, the direct method can be enhanced by incorporating grammar education in a way that helps students comprehend language principles without interfering with their speaking practice. Teachers can help students overcome language learning challenges and advance their English language proficiency by combining the direct method with these supplementary techniques.

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