

A COMPARATIVE STUDY OF DIRECT AND COMMUNICATE METHODS IN EFL CLASSROOM

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Abstract

The Direct Method and Communicative Language Teaching (CLT) approaches in English as Foreign Language (EFL) classrooms are compared in this article. It looks at their theoretical underpinnings, classroom uses, benefits, and drawbacks. The study illustrates how each approach promotes various facets of language acquisition by drawing on prior research and actual classroom observations. CLT places more emphasis on interaction and communicative ability than the Direct Method, which uses target language immersion to stress vocabulary and grammar. Suggestions for combining the two approaches for more successful EFL training are included in the article's conclusion.

Introduction

For many years, teaching English grammar to young students has been a major concern in language instruction. Numerous studies have looked at a variety of teaching techniques, from conventional ways to more cutting-edge, contemporary tactics. Because they are structured and seek to provide students a firm comprehension of grammatical norms, traditional approaches like rote memorization and explicit grammar education have been employed in schools for decades. Recent developments in educational psychology and linguistics, however, have sparked the creation of contemporary, student-centered strategies that prioritize language use in context rather than memorization. These strategies include task-based learning and communicative methods. Contemporary methods of teaching grammar place a strong emphasis on incorporating technology and communicative ability into language acquisition. Communicative Language Teaching (CLT), a well-known method, aims to improve students' capacity for successful communication in everyday contexts. CLT encourages pupils to use the language practically, emphasizing fluency and understanding over grammatical precision, in contrast to traditional techniques that place more emphasis on memorizing of vocabulary and grammar rules. The shortcomings of

the grammar-translation technique, which frequently prioritized rote memorization and translation above real-world language application, gave rise to the Direct technique in the late 19th century. Supporters of the Direct Method contend that rather than using translation exercises, language learning should emulate natural language acquisition, in which students interact with the target language in relevant contexts. Students' fluency and understanding are improved by this approach, which fosters an immersive setting where they are encouraged to think and speak in English directly.

Literature Review

Promoting learners' comprehensive communicative proficiency—which confers one's own successful language knowledge and skills—is the primary goal of the communicative approach to language instruction. Four main categories were identified by Canale and Swine as the communication competencies that can be realized using a communicative approach: A) Grammatical competence: understanding of phonological, morphological, syntactic, semantic, and orthographic norms as well as lexical objects (Canale & Swian, 1980). While the Direct Method includes interactive exercises including role-plays, debates, and games to improve listening comprehension and speech skills. In EFL environments, where students might not have much opportunity to interact with native speakers outside of the classroom, this method is very pertinent. There are still few empirical studies assessing the Direct Method's efficacy in contemporary EFL classrooms, despite its historical significance (Shuxratova, 2025). CLT offers a number of strategies that support the contextualization of grammar and vocabulary in the teaching and learning process in the classroom.

According to Turdiyeva (2025), The Direct Method's emphasis on oral communication and natural language acquisition has had a long-lasting effect on EFL education. Even though it might not be appropriate in every situation, its ideas nevertheless guide contemporary communicative language teaching methods. The method's effectiveness in encouraging linguistic fluency and intuitive learning highlights its applicability in modern education. Additionally, Faris(2019) said that the Direct Method exposes students to the "real" English by using solely the target language and the teacher acting as an example. On the other hand, students in CLT classes acquire the target language through interaction under the direction of their teachers, eventually becoming proficient in the

language themselves. In a similar vein, students in CLT classes act as meaning negotiators; communicators; discoverers; contributors of information, abilities, and experiences; and they prefer learning via peer or pair projects rather than depending on teachers as unique language skill models (Hu, 2002, p. 95).

Characteristics of the Direct Method:

1. Grammar instruction employs an inductive approach.
2. Employed the English language.
3. The Q&A session's effect.
4. The concept of instruction and vocabulary.
5. Graphical materials.

Techniques of the Direct Method:

1. Read out loud so you can be heard.
2. Question response session.
3. The Dictation Act
4. Finish the incomplete exercise.
5. Students' self-correction
6. Talking to oneself.
7. Fluency in language (speaking, listening, and reading).

The Basics of the Direct Method:

1. Introduce the new lesson points verbally.
2. Every day, the vocabulary and sentences were taught.
3. Throughout class, students spoke in English.
4. The grammar and pronunciation are correct.
5. The ability to communicate verbally.
6. Communication is accomplished through language.
7. Provided

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6. Communication is accomplished through language.
7. Delivered a speech and listened to a comprehensive comprehension of the topic.

The Direct Method has certain drawbacks in addition to its benefits. The challenges listed below are as follows:

Less emphasis is placed on writing and reading abilities. The Direct Method's focus on speaking and listening may occasionally come at the price of improving one's ability to read and write. The approach may not give adequate practice in literacy skills, which are crucial for a thorough language education, even though it can be quite successful in improving oral fluency.

Teachers using the Direct Method must be extremely adept at running the classroom without using the students' mother tongue. It can be difficult for less experienced teachers to use gestures, visual aids, and contextual signals effectively enough to promote understanding. Without adequate teacher preparation, the potential benefits of the Direct Method may not be fully realized, leading to inconsistent results in language learning outcomes. Without adequate teacher preparation, the potential benefits of the Direct Method may not be fully realized, leading to inconsistent results in language learning outcomes.

Characteristics of Communicative Language teaching:

The emphasis is on students' capacity for fluent and meaningful communication in authentic settings. One characteristic of the communicative approach is that meaningful communication is accomplished through language.

2. The value of fluidity above precision.
3. A learning environment that is focused on the student.
4. Making use of real resources (such as menus and newspapers).
5. Combining all four linguistic abilities.
6. A focus on using language in a functional way (e.g., asking for directions).
7. Through engagement, learners negotiate meaning.

Methods of Teaching Communicative Languages:

1. Simulations and role-plays.
2. Group conversations and pair work.
3. Tasks involving problem-solving.

4. Surveys and interviews.
5. Communication exercises and games.
6. Activities for information gaps.
7. Applying tasks and scenarios from actual life.
8. Improvisation and dialogue construction.
9. Meaning rather than form was the main emphasis of the feedback.

Foundations of Communicative Language Teaching:

1. Start classes with the goal of communicating (e.g., topic-based conversation).
2. A focus on communication and student involvement.
3. Grammar is not taught in solitary drills but rather in context.
4. Teachers are not controllers; they are facilitators.
5. Students apply the target language in everyday situations.
6. Priority is given to communicative capability (fluency, sociolinguistic abilities).
7. The needs and interests of the pupils inform the lessons.
8. Learning through tasks is crucial.
9. Errors are viewed as a necessary component of learning.

Nevertheless, it has proven extremely difficult to implement the approach's ideas in practice up to this point, mostly due to a number of tough aspects that the current essay aims to address. The implementation of the communicative approach has been hampered by elements relevant to teachers, students, national educational systems, and cultural considerations, according to studies conducted in numerous Latin American, Asian, and African nations where English is spoken as a second or foreign language (Ebissa, 2014). Therefore, as long as the communicative technique is thankfully the most advised method for teaching foreign or second languages, no other highly effective option has yet to be suggested on a global scale.

Conclusion. Both approaches have pedagogical merit, as this comparison study shows, and the decision between them should be based on the learning objectives, student proficiency, and classroom environment. In order to ensure that students acquire both communicative fluency and linguistic accuracy, teachers may choose to include aspects of both approaches in their EFL instruction. For example, the Direct Method's methodical approach works very well when the main objective is to guarantee linguistic precision and establish a

solid grammatical basis. Conversely, Communicative Language Teaching provides a better framework when the emphasis is on improving students' communicative ability, fluency, and real-life language use.

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