

## THE DIRECT METHOD AS AN EFFECTIVE APPROACH FOR TEACHING ENGLISH WITHOUT TRANSLATION

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**Annotation.** *The Direct Method of language teaching, first developed in the late 19<sup>th</sup> century, emphasizes exclusive use of target language without translation, unlike other earlier methods that relied heavily on grammar-translation. By using this method in English classrooms, teachers help students to improve their listening and speaking skills, as this method encourages learners to think directly in English rather than translate words or concepts from their native language.*

*This paper analyzes the theoretical foundation, principles and pedagogical effectiveness of the Direct Method, as well as in this paper the strengths and limitations of this approach in modern language education will be explored.*

**Key words:** *The Direct Method, Grammar-Translation Method, speaking fluency, listening comprehension, target language, oral proficiency.*

**Annotatsiya.** *Til o‘qitishning to‘g‘ridan-to‘g‘ri metodi XIX asr oxirida yaratilgan bo‘lib, u avvalgi metodlardan farqli ravishda tarjimadan foydalanmasdan, faqat o‘rganilayotgan tilni qo‘llashni asosiy tamoyil sifatida belgilaydi. Oldingi metodlar, ayniqsa grammatika-tarjima metodi, ko‘proq tarjima va grammatik qoidalarga tayanar edi. Ushbu metoddan ingliz tili darslarida foydalanish orqali o‘qituvchilar talabalarning tinglab tushunish va gapirish ko‘nikmalarini rivojlantirishga yordan beradi, chunki bu metod o‘quvchilarni so‘z yoki tushunchalarni ona tilidan tarjima qilish o‘rniga, bevosita ingliz tilida fikrlashga undaydi.*

*Mazkur maqolada to‘g‘ridan-to‘g‘ri metodining nazariy asoslari, prinsiplari va pedagogik samaradorligi tahlil qilinadi. Shuningdek, ushbu yondashuvning zamonaviy til ta‘limidagi kuchli va zaif tomonlari ham ko‘rib chiqiladi.*

**Kalit so‘zlar:** *To‘g‘ridan-to‘g‘ri metodi, grammatika-tarjima metodi, ravon nutq, tinglab tushunish, o‘rganilayotgan til, og‘zaki nutq malakasi.*

**Аннотация.** *Прямой метод обучения языку, разработанный в конце XIX века, основывается на использовании только изучаемого языка без перевода, в отличие от более ранних методов, которые в значительной степени опирались на грамматико-переводной подход. Использование данного метода на уроках английского языка помогает учащимся улучшить навыки аудирования и говорения, поскольку этот метод побуждает студентов думать непосредственно на английском языке, а не переводить слова или понятия со своего родного языка.*

*В данной статье анализируются теоретические основы, принципы и педагогическая эффективность прямого метода, а также рассматриваются сильные и слабые стороны данного подхода в современной системе языкового образования.*

**Ключевые слова:** *Прямой метод, грамматико-переводной метод, беглость речи, понимание на слух, изучаемый язык, устная речевая компетенция.*

**Introduction.** The Direct Method (DM) of language teaching is one of the oldest and most widely used approach due to its effectiveness in today’s contemporary language education. This method requires using the target language with zero translation in language teaching classrooms as it focuses on practical usage, conversational skills, and spontaneous communication, instead of translation and grammar lectures. The main goal

of DM is improving oral fluency and listening comprehension, by using target language directly.

*Historical background* - The Direct Method first developed in the late 19<sup>th</sup> century as a reaction to the Grammar-Translation Method, as it emphasizes immersion in the target language through active use and avoids translation. The main reason for the development of the Direct Method was that by the late 1800s, educators were dissatisfied with students' speaking skills, as the Grammar-Translation Method was not sufficient for improving listening comprehension and speaking fluency. Therefore, Maximilian Berlitz and Lambert Sauveur developed this approach, by the idea that foreign language learning should mimic first language acquisition (natural Immersion). All in all, Direct Method was rooted in 19<sup>th</sup>-century and the initial movements reformed in Germany and France.

*Theoretical background* - The Direct method is based on the idea that foreign languages should be learned in a way similar to how people acquire their first language by focusing on every day vocabulary, oral communication and inductive grammar learning (Brandao et al., 2021). According to the Gonzales-Lloret (2020), the Direct Method contrasts with traditional Grammar-Translation Method (GTM), as GTM relies heavily on the learners' native language and mainly aims to develop knowledge of grammatical structures through translation and written exercises.

As the student is centered in the Direct Method and the teacher role is as a facilitator and monitor, students can improve their speaking and listening fluency. As a result, it has been adapted in various educational settings, especially in foreign language instruction (Dakhalan, M, A., & Tanucan, M, C, J. (2024).

In contrast, according to the research of Mudinillah et al., the Direct Method has faced criticism for its limitations, particularly in developing comprehensive language proficiency, however it has been used significantly in language education. It is essential to note that even though this approach plays a vital role improving speaking and listening skills, it lacks sufficient focus on reading, writing and complex grammar instructions. Critics argue that a narrow focus on specific aspects of a language may hinder learners' ability to fully master the target language especially at more advanced levels (Dörnyei, 2021).

*Key principles* - The Direct Method is founded on a number of key principles that emphasize natural language acquisition and the exclusive use of the target language in the classroom.

1. ***Use the target language only.*** One of the main principles of the DM is the exclusive use of the target language in the classroom. Learners encourages to avoid the use of their native language and translation during the learning process.

2. ***Emphasis on speaking and listening.*** The Direct Method places a strong emphasis on the development of speaking and listening skills in the learning of a new language. Its primarily goal is to enhance verbal fluency and communication proficiency. This method

is designed to help learners become confident and adept in using the language in real-life situations (Javid Babayev, 2025).

3. **Vocabulary taught through context.** Language educators rely heavily on visual aids, real-life objects, and contextual examples to facilitate the acquisition of new vocabulary and expressions. This often involves the use of gestures, pictures, and demonstrations to engage learners in the learning process. The primary objective is to enable students to comprehend the meaning of the words and phrases without relying on translation.

4. **Correct pronunciation.** Teachers mainly focus on the students' pronunciation while the direct method is used in the language classrooms. Students engage in regular practice to improve their pronunciation through repetition. Learners also strive to mimic native speakers through structured drills to ensure they sound natural. It is essential to prioritize pronunciation from the beginning to develop a strong foundation for language skills.

*Pedagogical effectiveness.* The direct method is mostly used for enhancing verbal fluency and listening comprehension, as it encourages to use target language during the learning process. As well as this approach not only improves speaking and listening skills, but also it encourages an immersive learning experience, which can lead to create greater motivation and engagement. Moreover, using the target language actively in real communication situations can help learners become fluent more quickly. The direct method emphasizes immediate correction during speaking, which allows students to prevent fossilization of errors, meaning mistakes that become permanent habits in their speech. Despite the effective and widespread use of the Direct Method in language teaching, there are some limitations, such as neglecting writing and reading skills. Therefore, many researches concern the ability of the Direct Method in diverse educational contexts. The majority of the existing research has been carried out within western educational systems, where the emphasis on oral communication is in line with cultural and pedagogical norms (Oliver, 2021). However, there is a lack of exploration into how this approach translates to non-western or more traditional educational settings, where there may be a greater emphasis on reading, writing, and grammar. It is crucial to understand how the direct method can be adapted to different cultural contexts in order to assess its global applicability (Wang, 2018). In conclusion, although the Direct Method has significant advantages in language teaching, its limitations should also be taken into account.

**Methodology.** For conducting this research, a thorough search of various academic databases, such as Google Scholar, JSTOR, and ERIC was carried out to identify studies focused on the Direct Method in language teaching. The search terms "Direct Method", "language teaching methods", "oral proficiency", "language immersion" were utilized to ensure a comprehensive approach. In order to gather correct and current trends in language teaching, almost all of the used sources in this research belong to the last two decades. This approach aimed to provide a contemporary perspective on the application and

effectiveness of the Direct Method in language instruction. The finding of this review are intended to be accessible and beneficial to a wide audience, including educators, researchers, and language learners. The main goal of this paper is explaining the effectiveness of the Direct Method and exploring its principles, benefits, as well as some limitations. In the process of gathering information, the focus was on extracting key details from each research. This included aspects such as the research design, teaching method employed, language skills that were assessed, and the outcomes for learners. To aid in the comparison across different studies, the data was meticulously organized into tables. This holistic approach was aimed at gaining valuable insights into the various factors that influence the success of the Direct Method in diverse educational settings. The intention behind this comprehensive data collection and analysis was to provide a thorough understanding of the subject for a wide range of individuals.

**Result and Discussion.** The literature review shows that the Direct Method plays a crucial role in developing speaking and listening skills, particularly for beginner and intermediate language learners. Research studies consistently highlight the positive impact of this approach on oral fluency, pronunciation, and listening comprehension. The emphasis on the exclusive use of the target languages in Direct method highly encourages student to communicate naturally. As well as this study analyzed that as a result of the daily practical usage by communicating, the learners' motivation increases. Integrating the Direct Language teaching process is the best way to create an engaging and interactive classroom atmosphere. Learners participate actively in conversations and debates, which helps them become more confident in using language real-life situations.

This article not only highlights the benefits of this approach, but also explains its ineffectiveness in enhancing writing and reading skills. The Direct method less focus on grammar rules. Therefore, this method is not sufficient to explicit grammar instruction and reading comprehension. Studies suggest that learners using the Direct Method may encounter challenges with grammar accuracy in writing and face difficulty when applying language rules in formal contexts, in order to overcome them.

The effectiveness of this approach highly relies on the teachers' ability to create engaging classroom atmosphere. If the teacher is proficient in target language and good at choosing correct techniques according to the topic and situations, this method will be successful. In contrast, educators, who do not have adequate training may find it difficult to uphold an language-rich environment, resulting in decreased student involvement and skill development. Stern's (1992) influential study delved into the psychological aspects of language learning and highlighted the effectiveness of the Direct Method in facilitating intuitive language acquisition. His research revealed that learners who utilize the Direct Method tend to develop language skills in a manner that mirrors the natural process of acquiring a first language. This approach ultimately leads to improved fluency and pronunciation.

Stern also underscored the significance of immersing learners in an environment where they can practice the language within meaningful contexts, without relying heavily on translation. This immersive approach fosters a deeper understanding and application of the language, further enhancing the learning experience.

In a study conducted by Richards and Rodgers (2014), the effectiveness of the Direct Method was compared to other language teaching approaches. The findings of their research indicated that the Direct Method surpassed traditional grammar-translation methods in the development of speaking and listening skills. However, it also brought to light the limitations of the Direct Method in advancing language competencies, such as reading comprehension and academic writing. Richards and Rodgers suggested that the Direct Method is most suitable for beginner and intermediate learners. For those seeking to enhance their advanced language skills, supplementary methods may be necessary.

**Conclusion.** In conclusion, the direct method is widely used for improving speaking fluency and listening comprehension, as this approach offers significant advantages, especially in the development of oral fluency, pronunciation improvement, and enhanced listening comprehension through immersive learning. The key finding of this study is that the method encourages learners to think directly in English, facilitating spontaneous communication without relying on translation. In contrast, the study also underscores the need to address the method's limitation in enhancing writing, reading and grammar instruction. Future researches should explore the integration of the Direct method with other modern and traditional teaching methodologies to create more effective and engaging learning environment. In addition, more research is also needed to understand how it can be adapted to non-western contexts and how it can be complemented with additional approaches to overcome its limitations in literacy development.

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