



Vol. 3 No. 10 (October) (2025)

English Teaching Methods

Muhammad Bashir

Muhammad Bashir, BS English (Graduate) Department of English, FATA University
Dara Adam Khel, Kohat

Dr. Akbar Ali

Dr. Akbar Ali, Chairperson/Assistant Professor, Department of English FATA
University, KP, Kohat
Email: akbar@fu.edu.pk

Dr. Muhammad Ali khan

Dr. Muhammad Ali khan, Lecturer, Department of English, Hazara University Mansehra
Email: roomiee@hotmail.com

ABSTRACT

This thesis compares and contrasts two large approaches toward teaching English language- the direct method and communicative language teaching (CLT) in the context of their use in improving speaking in university students. Speaking is a fundamental part of language acquisition as it creates a practical method of communication, decision-making and interaction in an academic as well as a social context. Spoken language as a skill is celebrated but most university students, nonetheless, struggle to participate in oral proficiency in the English language and thus better practices are required.

The classroom action research design and qualitative and quantitative approaches form the basis of the research. The data were collected by observing as well as the student and teacher question either by questionnaire or classroom instruction in FATA University. The study attempted to compare the speaking abilities of the students in the stages of applying the methods and analyzing their reactions and establish the pros and cons of both approaches.

INTRODUCTION

Background to the study

Study compare's how the direct method and communicative language teaching are implemented in higher education classes. The main Goal of the current study is to determine how well the direct method and communicative language teaching work in language classrooms. The investigators begins by outlining the backdrop of the inquiry, which includes the following persevering topics:

Speaking skills

Bygale (1998) provides a definition of speaking based on international abilities that Contain communication decision making. In general, speaking ability is vigorous in our modern world. Students will learn a variety of hidden knowledge from different worlds of education through speaking. Speaking is one of the language skills that necessitates more provision and stress in English teaching. According to Oprandy (1994), speaking and writing are both deliberated productive skills, as opposite to the receptive skills of reading and listening. Speaking and listening are strongly unified modes of communication. Every speaker is also a listener, and every listener has the ability to be a speaker.

Speaking, according to Brown and Yule (1983), can also serve one of two basic functions:



Vol. 3 No. 10 (October) (2025)

Transactional or interactional. One of the four language abilities is speaking. A good speaker must therefore manufacture this range of skills and knowledge to succeed in a specific speaking act.” “Florez (1999) highlights the following skills underlying”

Using correct grammatical structure

Considering characteristics of the target audience

Selecting vocabulary that is clear and suitable for audience

Applying strategies to enrich clarity

English Teaching Method

Some different teaching styles and processes have been tried through the history of language instruction classroom, with some being more popular and effective than others. There are methods for teaching English speaking, such as the direct method which is needed to be the most comfortable method for teaching learning foreign or second language speaking. However, there are teachers that use open language teaching and few of them use direct Method to teach language speaking skill.

Direct Method

The abstract objectives of this technique are concerned, as Larson-Freeman (1986) argues, with the meaning of words, expression forms and language achievements that are actually connected to the image of something in your mind. In this plan, the teacher will never undervalue the talk by the student. Learning and acquiring a skill of some sort of knowledge is the most important and the best part in the process of foreign language achievement.

Communicative Language Teaching

It was originally thought of as an answer to the flaws of previous export and the communication demands of a globalized society this is why expansive language teaching (CLT) emerged in the 1970s, which essentially consisted of a reply to the shortcomings of the previous export. According to Chow and Mok-cheung (2004), transmission-oriented learning environment suggests that the shift of teacher-centered teaching approach to student-centered teaching is significant. Communicative language teaching refers to a teaching process in a second or unimportant language that deals in the communicative proficiency. Richard and Rodgers (1986) hold that bases of communicative language education are encompassed and to a considerable degree eclectic in their nature. Communicative language teaching is aimed at the impartation of communicative competence. This research is an attempt to go on an acceptable search of English speaking ability at university level achieved either directly or by communicative language teaching.

Statement of the Problem

Speaking a foreign or school language, or even one's own language, in a professional setting is difficult. The research challenge can be recognized in the students' speaking ability, which should be developed through many teaching practices, styles and methods at the university level. As a result, the primary goal of this thesis is to research and compare how direct method and communicative language instruction aid in reaching a high level of English speaking ability at the university level.

Objectives of the Study

To find out the profile on the speaking English language skill of students after applying the direct Method

To identify the characteristics of the English language speaking proficiency of the students



Vol. 3 No. 10 (October) (2025)

following the communicative language teaching when applied.

To determine the worthiness of using the direct Method or, communicating language teaching, to restore the use of English Language speaking skill at the university level in student.

Research Hypothesis

According to the investigator, the way students learn and talk in a foreign or second language in the classroom is significant especially in direct method and communicative language education. In addition, it seems that in direct or communicative language teaching, university-level students enhance the skills of speaking. Hence, a practical investigation will be presented to manage what teaching style and method is most advantageous to students so that they can enhance their communicative speaking and communication skills of English as a second or foreign language in the academic area.

Research Questions

How the English language speaking skill is profiled of the students after the implementation of direct method in the university classroom?

Title: How is the profile of the English language speaking skill of students immediately after applying expansive language teaching in university classroom?

The value of direct Method and communicative language teaching is how to improve English Language speaking skills in university classroom, in other words how?

Rational of the study

It is common comment that students studying at university level, often have a difficulty during speaking in English language both with teachers and noble. Keeping in mind the above situation, this study is showed to lock for teaching methods and methods to study which one language teaching methods fit to improve students' English speaking skill at university level. This study also show that how these different teaching methods are real after application in university classroom.

Significance of the study

This study is active from an educational and academic point of view in order to speak English exactly and well. It is expected to be important as an attempt to discover helpful language teaching methods and how to increase their speaking ability after adopting many language teaching methods in the classroom. This study motivates students to speak English successfully when choosing the best language education methods. In short, this study could help both students and teachers.

LITERATURE REVIEW AND THEORITICAL FRAMEWORK

Introduction

Speaking

According to Cameron (2001), speaking implies active use of language when directing ideas so that they can be understood by other people. Since speech is most fundamental representation of human statement, the ability to speak a language can be equated with language knowledge. Speaking involves the volume to involve others in controlling speaking turn. It has a typical exercise of the real time wide planning. The spoken language in this state also forms a host of learned lexical expression and is also mandatory. The study of grammar might not be so important a thing to do as a result therefore in doing the most effective method of communicating (Thornbury, 2005).

According to "Chaney (1998) in Kayi (2006), the art of speaking entails structure and sharing of meaning (where the non-verbal symbols are used in a different context).



Vol. 3 No. 10 (October) (2025)

Aspects of Speaking Skill in Teaching Oral Communication

"Apart from the input provided by listening sessions, there are further factors that allow students to successfully drill their speaking skills, Brown (2004) classified speaking skills into micro and macro skills:"

"Micro-skills"

"The variety of the English phonemes and allophonic variants vowel and consonant."

"Make variety of length in chunks of language."

Produce form of stress in English, word in stressed and unstressed circumstances, regular forms and form of accent.

The reduce, produce slows down forms of words and phrases.

Use a passable amount of the lexical units (words) to accomplish realistic purposes.

Give fluent speech at varying rates of delivery.

Check what you yourself are producing and use different strategic devices -paused, fillers, self-corrections, backtracking to make the message even clearer.

Inclusiveness Subtractive to Classical: grammatical words classes (noun, verb, etc.), system (e.g. tense, contract, and pluralization), word order, pattern, rules and elliptical forms.

Produce speech consisting of natural constituents -in the correct phrases, pause groups, breathe groups, and sentence constituents.

Determine the way to express a certain meaning in other forms of grammar.

"Do use unanimous devices in the spoken."

"Macro-skills"

"Perform entirely appropriate outgoing functions to situations, members and goals."

Use correct registers, implication and practical conventions and other aspects of linguistics when holding face to face conversations.

To sum it up, connecting events with each other: Take links and connections between events and express such relations on which a main idea, a backup idea and new material, give information, generalization and example of the same

Proliferate meaning asap with facial features, kinematics, body language, and other nonverbal cues to verbal language.

Grow and pay a variety of speaking skills: emphasizing keywords, rephrasing, providing context to help decode the meaning of words, seeking clarification, and strike-perfect guessing the extent of understanding taken by your converser.

Purposes of Speaking

"Speaking that can be used for transactional or interactive purposes. Language is mostly employed in interactional discourse to convey information. This use message-oriented language rather than listener-oriented language (Nunan, 1989). Clearly, accurate and consistent communication of the information is essential in this type of contact, as is verification that message has been understood."

English Language Teaching and Learning

"Language has several definitions, according to Brown (2000), is a systemic mean of transmitting idea or sentiments through the use of conventionalized signs, sounds, gestures, or marks. Meanwhile, Brown defines language succinctly. He defines a language thus:"

"Language is systematic."

Language is an organism of arbitrary symbols.

Those signs as original speech, though can also be pictorial.

The symbols have become a conventional meaning to which they are addressed.

Communication is done with the use of language.



Vol. 3 No. 10 (October) (2025)

There is also operation of language within a speech community or culture.

Language is rooted in the human being yet could well not be restricted to human beings.

All people acquire language in much the same way language. 9. Both language learning are universal characteristic.

Teaching also enables the students to learn and design a learning environment. It shows that there is an inseparable connection between teaching and learning. The way the teachers understand learning will provide an insight into their knowledge of teaching. The philosophies of education and teaching styles that teachers have concerning children learning will impact on teaching approach, methods and techniques as well as classroom practices used.

Theoretical Framework

In this fresh study, the agents would like to investigate English speaking skills. The data investigated by using the Direct Method and Outgoing language teaching and their relevant topics are discussed in detail.

Direct Method

Teaching plans are numerous in nature. In Richards and Rogers (2001) Anthony points out a method as a general approach to the systematic display of language information all of which depends on the adopted methods and is not in any way a problem struggling with it. Where a method is technical, an approach is accepted. One of the techniques has been bequeathed to be the Direct Method. The Direct Method is a strong contrast to the Grammar-Translation Method because one teaches and transmits the information in the language classroom by means of the target language and message and does not employ the first language or the translation technique. It includes a transition away meals made in literary language towards the spoken colloquial language as the target of early teaching. According to this approach the acquisition of languages was considered like the acquisition of the first language, and the psychology of the process of acquiring languages was quite often considered as an association one. And the acquisition procedure was in general acclaimed in the terms of a psychology of an association.

Principles of Direct Method

The principles of Direct Method according to Richards and Rodgers in Brown (2001) were as following:

"Classroom was presented in the target language in full.

No more than ordinary words and sentences were taught.

Oral communication skills has provided an orally structured and graded progression on the question and answer wherein momentous small, intensive classes are used by teachers and students.

Taught of Grammar inductively

"Introduction of New teaching point by speaking orally

Prove, objects, and pictures explained actual vocabulary and reminder of ideas explained abstract vocabulary.

Speech and understanding of listening were also instructed.

Pronunciation and grammar were emphasized.

There is the direct method which is language learning in an appropriate situation. The Natural Approach is also referred to as Direct Method of teaching, which is widely applied in the teaching of a foreign language.

The plan fails to exploit the native language of the learners and only relies on the use of the target language.



Vol. 3 No. 10 (October) (2025)

Purposes of Direct Method

The main objective of the direct method is such that the student completes mastering a foreign.

the language verbally in such a way that he / she is able to discuss in English. In order to achieve this aim, pupils received assignments where students had to interpret words and sentences meaning using, e.g., shows movements, and mime. Language is acquired as a means of communication as in the Direct Method and, as explained by Larsen-Freeman (2000) language is basically speech. There is active participation by the students in the use of the target language because all the activities and classroom instructions will be done in the target language. Considering the conversational activities, it is a very important strategy. When students apply the language in real life situations, they have an improved opportunity to think and speak the target language.

On the other hand, some discussions are interactional and aimed at developing a relationship. The latter type of language use is also known as relational language use. In social interactions, it has an important social function. The language used in greetings, small conversation, and compliments are all examples of interactional language use.

Characteristics of Direct Method

According to straight(1990), The Direct Method has its famous usage with the language used as a tool of teaching and communication in the language classroom as well as avoiding the use of the First language and replacing it as a way. These concepts may be located in the guidelines of teaching oral language and they are the following:

"Never translate"

"Never describe"

"Never make a speech"

"Never imitate mistakes"

No speak with one word.

"Never speak too much"

"Never use the book"

"Never jump around"

"Never go too fast"

"Never speak too slowly"

"Never speak too quickly"

"Never speak too loudly"

"Never be impatient"

The first attempt in the language learning was done through the direct method whereby language is directly experienced. It demanded the teacher to be inspired leading to the development of new language-learning techniques like presentation of pictures and objects; focusing on questions and answers and use of spoken stories, dictation and imitation. This plan also needs, as a condition, the teacher, native or possessing native-like proficiency in the foreign language he is teaching, which is hard to come by in reality.

The target language is taught to students at the initial stages and they are expected to echo in it. Discourse questions and answer are also used as supplement to pictures and simple tasks. Right structure is not emphasized, and right pronunciation is. Also, there are passages related to the target culture that may be read by students. Teachers can ask some questions about the reading to check understanding, yet they never translate questions.

"Norland and Terry (2006) describe how to apply Direct Method in teaching as follow:"

In The teacher show There is a set of images, which in most cases depict the life in the target language.

The induction of the target language by the description of the picture by the teacher.

Target language questions arise by the teacher regarding the picture.



Vol. 3 No. 10 (October) (2025)

Students respond to the questions in as perfect way as it is possible in the target language. Areas of grammatical structure are not corrected, but they are corrected with pronunciation.

Students can also read a passage in target language.

The target language questions to the teacher Concerning the reading.

Students provide the answers to the questions as they are most capable of doing in the target language.

Role of the Teacher in Direct Method

Teacher introduce a new target language word or phrase to the students and there is no native language usages.

Teacher is the activist and facilitator.

Teacher in Direct Method is a monitor and check all the activities.

Teacher is the source for students.

Learning by self-correction

The role of the teacher in class activities is active.

Role of students in Direct Method

Students in this teaching method are very active.

Oral communication skills are stress.

There is a large amount of learner-learner interaction.

Advantages of Direct Method

Influence of the gestures and the expression.

English Attention and relationships in sense and words,

Engage everyone who is bound up in something.

Direct Method may rely on low to high rank of employees.

Direct-Method disadvantages.

Neglect the systematic written work that proceeds to a predetermined plan in a thorough and an effective manner.

This is the reason why a Direct Method is so exclusive, that it conveys that effect on the aids of high cost aids.

Direct Method aids at the early phase. It is not work in the better classes.

Communicative Language Teaching

Communicative Language Teaching (CLT) has been identified as the most superior technique of helping students learn the foreign language. This system was founded amidst the changes in the British language teaching tradition in late 1960s. British linguists were quite unjust in their needs of the Communicative Language Approach which sought to achieve a communicative fitness in the destination of language training (Hymes, 1972). This strategy has the aim of implementing the four language skills-listening, speaking, reading, and writing -that recognize the connection between language and communication,"

Richards and Rodgers (1980) defined Communicative Language Teaching as a strategy as opposed to a method. This theory holds that CLT is the pedagogical beliefs founded on the communicative aspect of using language. Moreover, the approach to CLT has been supported by many linguists as this method facilitates the practical concepts especially communicative competence in the process of creating in interdependence in discussing a communicative language approach, as opposed to grammatical structures, as essential to instruction,

The Communicative Language Teaching impulse began with the idea of language as communication of Hymes (1972) which validated that the aim of language teaching is to



Vol. 3 No. 10 (October) (2025)

construct what he termed communicative competence,

Keyten to Communicative language Teaching.

As Richards (2006) writes the methodology emerged in the 1970s, and its major postulates then were as follows,

Make actual communication the theme of learning language,

Give learners the opportunity to experiment and test things.

Accept errors by learners wave of their wings because they indicate that the learner is accruing his or her communicative competence.

Offer the learners a chance so that they can become more accurate and more fluent.

Connect the various skills/speaking, reading, and listening to each other, as they normally appear together in real life.

Allow the students to cause or discover rules of grammar.

Goals of Communicative language Teaching.

The main idea behind this strategy is to advance the communicative competence by relying on the institutional setting characterized by a means of communication, a foreign language during the class sessions. Canal and Swain (1980) described the communicative competence as comprising four qualities that are importing in the.

Communicative Language Teaching style. These measures are the following:

Grammatical Competence

The concept "grammatical fitness" means the capacity to use the grammar rules provided to produce and comprehend a message well.

Sociolinguistic Competence

Sociolinguistic fitness consists in the ability to use language in my social context."

Discourse competence:

Discourse competence can be understood as the ability to tie a collection of ideas together accurately in order to know, understand and tell a message.

Strategic competence

Strategic competence is to use aptitudes and method of communication due to a scarcity of language. The overlaying motive of using these talents is to be in a position to understand and also to be understood simultaneously. With this said it should be clear that communicative eventuality has to be the main anxiousness during grammar a language. In other words, during the process of teaching language in question, grammar alone should not be considered, as the language itself and its purpose. Besides, CLT has further been integrated to be a significant strategy that is commonly accepted in the teaching of a language.

Aims of communicative Language Teaching

Communicative competence is tied to be the main goals of CLT. As stated in advance, the grammatical competence is defined as the particular knowledge of the language i.e. rules, grammatical structures. Though learners must have such knowledge in expressing sentences in the correct manner, learners must not be left devoid of such without a communicative setting. That is why the essence of the language teaching based on CLT is oriented to the communication skills to which the term is inherited and which reflect the following aspects.:



Vol. 3 No. 10 (October) (2025)

(A) Knowledge of language and how to utilize it with various purposes and purposes.

(B) The ability to learn how to change anything about our uses of language depending on the context and its participants.

(C) Knowledge of how to create and comprehend varieties of text. The ability to proceed with communication despite being restricted in terms of knowledge of their language Richards, (2006)

Role of Teacher

The primary aims of CLT are connected to communication skills. As was up to that time noted, grammatical fitness relates to a person's precise understanding of the grammar rules, and other aspects of the language. Despite the fact that learners require this information to well construct sentences, it's crucial to provide these phrases a communicative context. Because of this, the basis of CLTs approach to teaching language is centered on communication skills, a term that covers the following elements:"

The ability to well use language for a wide range of goings-on and goals"

The ability to modify our language use in answer to the situation and audience having the ability to create and follow a variety of texts"

Knowing how to produce and understand different types of texts. Knowing how to maintain Communication despite having limits in one's language knowledge (Richards, 2006)"

The relevance of teaching to children and young learners is squarely rooted on two very important pillars which are home and school. And here, even though these parents are the most significant humans in the house who will perform educational and social work, training of teaching staffs in the school is the main matter of discussion. Being an agent of influencing the learning lives of children his/her role has changed to that of a disseminator of knowledge to that of a go out agent/implementer. All that makes us think about the highest significance which occupies the place of teachers in a school environment and the highest role to create the principal relations which arise during the interaction of student and teacher in classroom, so to say.

Role of Students

According to Ozsevik (2010), the general atmosphere in the CLT classroom is studentcentered, and does not rely on the teachers all of the time for instruction, correction permissions, and words of approval, judgment, and praise. In its place, the students play an important role. They do not disregard one another, but instead opposite with one another. They value each other's efforts and team up and learn from one another in the highest way possible. The central goal is for learners to assist one another through dialogue. If any issues or queries arise during the lecture, the students rather than seeking aid or guidance from the teacher, attempt to solve the problem themselves. Only after they have tried to get the answer by themselves even in pairs or groups, they can seek the help of the teacher."

Prerequisites of communicative Language Teaching

Communicative approach is far more student-focused approach, since it is founded on needs and focus of students.

Communicative approach aims at reflecting and localizing language and customizing to the interest of students.

Protocol: awesome, strives to apply credible sources.

Grular rules are learned by the students and since they need to speak is more efficient and competent.

The downsides of Communicative Language Teaching

It gives too little attention to the context, in which teaching and learning occurs.



Vol. 3 No. 10 (October) (2025)

The Communicative approach tends to appear to be conceptualized when the teacher comprehend the student is the good case communication.

Communicative approach = focus on the fluency and not accuracy.

Communicative approach does not aim at reducing errors but rather it poses a scenario in which, learners are left alone to find whatever ways they feel is appropriate to address their communication problems using their own apparatus. In this way they can give grammatically wrong, disjointed sentences.

Related Literature

The research article being discussed was compiled by Shih-Chuan Chang (2010) and titled A Virtual Study of the Grammar Translation Method and of the Communicative Approach in Teaching English Grammar. This study is meant to identify the predictability and feasibility of the two systems and to identify the best system suitable in teaching grammar in Taiwan. Two classes were taught using Grammar Translation Method and communication Approach. The general English fitness of them showed an equal measure of general fitness before the intervention through the use of a college entrance test. In the pre test, the grammatical capability across the two classes had a wide disparity. The post test indicated that there was a profound difference between the course two and one in grammar ability. Experimental Class students did better than the Control Class. The result showed that the outline of teaching grammar around Grammar Translation Method outweighs that of Communicative Approach. Nonetheless, the Grammar Translation Method relies on the correction, whereas the Communicative Approach can foster the fluency. English learning has the purposes of accuracy and fluency. Hence, the most effective manner in which to reorient the situation is through teaching of English grammar to them by application of both methods.

The article by Fang-an Ju (2013) is titled, Communicative Language Teaching (CLT): A Grave and Comparative Perspective. The investigators state that Communicative Language Teaching (CLT) appeared in the beginning of the eighteenth century and was finalized at the end of the 60s due to the social mechanisms. Based on a thorough checkup of its history, theory, and implementation, it is critically appraised as a theory in foreign language education. However, issues like cultural clashes and teacher preparation are frequently raised as barriers to its use in some nations. Based on the evaluation, this article concludes that CLT will only have a greater impact on language instruction when paired with other factors, including the teaching environment, the educational and cultural backgrounds of the instructors and learner, and test systems.

In this thesis, Andriuyani (2015) used the DIRECT Method on teaching to enhance the speaking competence of students taught at purikids language course, According to the conclusion of the research in the thesis, the research had two objectives. The first objective is to learn the profile of speaking skills among students after the approval of the Direct Method. In the second essay, the success of the use of the Direct Method to enabling speaking skills in the Purikids Language Course is then discoursed. To determine the quality of qualitative data reduction, visualization and verification, the investigators employed three procedures. The quantitative data were analyzed with the help of the score in order to define the actual average of the class. The validity procedures that were chosen to guarantee reliability of the researches are those that were elected: validity, result validity, process validity, catalytic and dialogue validities. The findings of the study proved that with the aid of the Direct Method, students may become more efficient writers. Depending on the qualitative data provided, the students may polish their ideas and draw up a short statement in more refined language, sentence construction, and pronunciation. Moreover, they participated in both the teaching and learning activities in an energetic



Vol. 3 No. 10 (October) (2025)

way.

The research thesis, in Castella I Fosch (2017), is called The Role of Both. The development of these teachers and students is made in a communicative language approach. Specific Case, in a Polish primary school. Identifying strategies adopted by the teacher when a second language is being taught in the primary school, and evaluating the role played by teachers and students in communicative language approach are the key objectives of this research. First, the study was made by observing the English classes in the TAK School, a primary school, in Opole, Poland. There have also been development of three feedback forms in order to answer any questions the observation may have. The three English teachers took one survey each, in the attempt to study about their individual lookouts, dynamics, methodology and approaches. Nevertheless, since they were certainly the main force behind this study work, the involvement of students in the research is also critical.

A research article by Nadia-et all (2017) is entitled THE DIRECT METHOD: A Good Start to Teach Oral Languages. Oral language takes a crucial role in politics and in the media as it is spoken to talk about people, employed to explain jobs about the activities in countries that are not the home country of the person the government speaking about him or her. Having oral ability in a talent or expertise which you confirm is in addition a purposeful role in learning the foreign graphics. Oral needs a communication approach. Such a study would encourage students to converse with each other and concentrate on the goal or outcome they expect to realise in the classroom. This paper will center on this profitability of teaching people how to speak in the target language with the help of the Direct Method.

The article under analysis was a research article by Farikha (2022) titled The comparative Study of speaking. Skills Learned through grammar translation method/ technique and direct method in sibling English Course. In the research, the authors raised the question on the positive significant difference in grammatical translation method and direct method used in the Sibling English Course, and the method used afterwards, ladder is much more convenient in imparting speaking skills in the Sibling English Course. The investigation was designed as a comparative study. The research subjects were thirty students. The test tool was utilized. The test score as per the outcomes go this investigation is 6.960. It does better than the table on the 5% or 1 percent significance margin. Consequently, one can conclude that the direct technique is more effective in teaching speaking, and that there is a positive generous difference between grammatical translation method and the direct one at the Sibling English Course. The teacher is encouraged to employ these techniques in teaching the students their skills.

RESEARCH METHODOLOGY

Type of Research

The research falls into the category of action research. Classroom action research is classroom-based research guided by teachers to reflect and grow their teaching. It is a routine, recorded helps investigations into a subset of instruction and student learning in a definite classroom. This study collected both qualitative and quantitative data. The qualitative data were written in the form of the view of the research contributors where the marks collected on the protecting and surveys and post observation and questionnaires were the quantitative data in the momentary.



Vol. 3 No. 10 (October) (2025)

Research Design

Troche (2006) differentiates two types of reasoning as inductive and deductive. Induction, Trochim (2006) argues, moves from the particular to the general, whereas deduction starts with the general and concludes with the specific. This research is deductive in nature, which indicates that the investigators focus on the theoretical framework which is numerical analysis.”

Participants

The information was consulted in the Fata University. The researchers utilized three at the same level. Contributors were 30 students in total. The students were 18 males and 12 females aged approximately between 20 and 25 years old. They study English as a foreign language.

Setting of Data Collection

This research study made use of both primary and secondary sources of data. The primary data were the students of BS level at FATA University. The investigators used many books, articles, journals and visited library related to the study as a secondary sources of data.

Instrument Use in the Data Collection

The researchers relied on a number of tools in the gathering of data. These were the Observation sheets, the interview plans and the tests. The observe action sheets were the first tool. There was a use of them in the teaching and learning process to 41 observe the students. They include the information regarding the students behaviors in the classroom. Here, Observation was done as to whether the students liked the process when using the Direct Method or the Communicative language method.

Data collection tools used are:

Observation

This method was employed by the researchers to explain the activities of the subjects in the classroom at specific time. The researchers monitored the instructional and learning activities prior to, during the sessions and after the movements within the classroom. The observations were determined in order to obtain some data regarding the impact of the actions implemented on the students. Field notes regarding the entire situation were also available since the observation technique was used throughout the research.

Questionnaires

It was assumed that there would be one questionnaire indicating the students and the other one indicates English teachers. The first was expected to find out what the students consider attitudes to speaking. The former was aimed at identifying attitudes of the students towards speaking of English and it comprised of few statements established with the aim of enumerating their existence vis-a-vis common usage extending to either never or always. Simple and easy to understand vocabulary of the questionnaire was employed to ensure students comprehensively comprehended what is required. They were presented to the same students as to those involved in the speaking task. The second survey was to be given to the teachers so they



Vol. 3 No. 10 (October) (2025)

could find out their attitudes and perspectives towards teaching English.

ANALYSIS AND DISCUSSION

Introduction

The strongest skill for students learning English as a second or foreign language is Speaking. To speak and even write proper phrases and discourses in English, one must follow to a set of rules. The rules of the English language do not appear to be tough for followers to learn and understand. But when it comes to putting these norms into practice, they are unable to communicate properly. There are numerous causes for this, which shall be described in more deepness. This study was supposed to enhance the speaking ability of the students in university. The research was conducted according to steps which are prepared in advance. The study was concentrated on the application of comparative research of Direct Method and Communicative Language Teaching.

Communicative language Teaching

Popularly referred to as Communicative Language Teaching, standard principles of Communication the Communicative Language Teaching include the following teachings/ principles: Standard principles of Communicative Language Teaching is the general principles of Communicative Language Teaching that Teaching and Learning a language that are Standard Nunans(1991) Popularly known Communicative Language Teaching refers to Communicative Language Teaching.

a focus on the talk of the target language.

Introducing real life literature into the classroom

Giving students the chance to devote their time to the learning process and not to language learning alone

Firming of own experiences of the student as value forms of contribution factor of the classroom.

Components of Communicative language Teaching Method

Tasks, communication, and meaning all are the essential three significant aspects of Communicative Language Teaching. Tasks refer to the activities where the English language is acted out to perform real activity that enhances learning. Activities are performed under different settings and contexts to give the students a generalized picture on how they can apply the language. Lastly, the meaning component is a significant aspect of learning in the students because a meaningful language accuser a student of communicative resources.

Role of Teacher in Communicative Language Teaching

The teacher is just a helper who help the learning process.

The responsibility of teachers to create such situations in which communication can take place between the students

Teacher monitor the learning process.

The teachers are needs forecaster in this method of teaching.

Role of Learner in Communicative Language Teaching

Learners take on new tasks as a result of communicative language teaching.”

Communicative teaching is a learner-centered method in which the learners are well-ordered.

Learners are required to actively take part in the communication process.

Direct Method

The Direct Method contrasts the Grammar-Translation Method in that it teaches and communicates in his/ her target language as they are practiced in the language classroom,



Vol. 3 No. 10 (October) (2025)

but avoids the first-language/translation strategy. The shift of the purpose of early education is away to literary language to ordinary speech. Language Learning was thought of as similar to that of the acquisition of first language in this way and the developing process of language learning was commonly interpreted in the psychology of a association.

Role of the Teacher in Direct Method

Instructors present new target language word or phrase to learners and there is no indigenous.

Language usages.

Teacher is the supporter and facilitator.

Teacher in Direct Method is a monitor and check all the activities.

Teacher is the source for students.

Learning by self-correction

The role of the teacher in class activities is active.

Role of the Learner in Direct Method

Students in this teaching method are very active.”

Verbal communication skill are stress.”

There is a large amount of learner-learner interaction.”

Data Analysis and Discussion

The results of this research exposed that the students have difficulty while speaking in English language at university level. It was found that language teaching have very strong inspiration on students language talent. The data can be analyzed through observations and two questionnaires.

Observations

Full class observation has been used as the early-data-gathering method. When one observes a person, he or she will be able to watch other people behavior and interactions directly. Besides, you may find it easier to analyze or research the subject that you are analyzing by going to the area or location where the process happening. The communicative language and teaching/direct method of learning and teaching a language and the teacher training of the teacher and the methodology adopted formed the basis of my case since in this case several types of observations can be made when collecting the data as with any other method of gathering data. The foundation of my case is these types of observation recorded sheets checklists, the most consistent methods of collecting observational data composed of both set questions and replies. The primary aim of the classroom observation was to observe the practices of the language teacher and the students who were involved in the work Direct Method, and Communicative Language Teaching to contribute to the enhancement of communicative English language proficiency on the university level. The latter observations were then set apart in three groups. The role of the teacher was at the first phase. In other words, the manner of the language teacher allocating the classroom session as either individual, pair, or group work during the Communicative Language Teaching and the Direct Method of language learning and language teaching classroom. The second stage was focused on the learners role. Every item in this area centered on the role that students play both individually and in groups. The final phase concerned the application of the Communicative Language Teaching/Direct Method of English language teaching and learning classroom on the university level. It relied more on whether the listening and speaking were focal in the approach as well as whether they included no grammar teaching or not, and whether these two approaches were more inclined towards communication and acquiring second or foreign language in English. The



Vol. 3 No. 10 (October) (2025)

initial meeting with the teachers of English language in the Communicative Language Teaching and the Direct Method served as an individual meeting carried out by the investigators. The role of the teacher in the Communicative Language Teaching involving the above five items is: The first item is identified through the fact that the teacher of the English-language method nearly never prohibits autonomous participation. The second one, which is the allocation of the classes into work groups by the teacher is recognized. It displays the dynamics in which students are identified to work in groups in most instances. Also, the actual reason that students work in groups is always decided by the fact that the programmed activities promote students competence of speaking the English language at the university levels. Concerning the third point, the frequency in which the teacher structured the class to work in pairs is perceived. Here we find the almost universal practice of commencing, somewhere in the term, pair-work. As observed above, the material on Communicative Language Teaching can be analyzed and it turns out to focus on developing communication in the target language through interaction rather than in the native language. With such a teaching manner, students can also pay attention to the process of learning rather than just the language. A second watching happened in the Direct Method teaching and learning classroom and revealed that the method of the direct method assists the students in understanding language and provides ease of language. The observations indicated that students acquire the previous speech based on this type of language teaching and learning. Students find it easy to know whether the teachers are using the direct method since this method enhances effective communication. The observations also reveal that capacity of the teacher to do something good or effectively influences the students who do not have an occasion to exercise the skills of language unless the native-like capacity is taken over by the teacher. More observation pursued in the Direct Method language classroom has revealed that the Direct Method is considerably more costly since it can influence the value of the supports which is very high.

Students' Questionnaires

We have analyzed data in tabular form. We first give statement in the form of questions and then show the answers in the form of mathematical results in the tables.

Students 'Questionnaire

The data obtained through questionnaires on responses of the teachers and students were thoroughly examined. The information obtained through the responses of the students, is illustrated in the following table: The contribution that Communicative Language Teaching (CLT) has on the English language speaking competence on the university level is as follows:

Table 1 Students Response to Questionnaire on CLT

S. no	Speaking skill factors	Teaching Method	Never	Seldom	Sometimes	Always
1.	The student attraction for	CLT	7.6	3.3	12.3%	66.6%
2.	"The role of textbook on English speaking skills	CLT	13.3%	73.3%	3.3%	3.3%
3.	Lack of speaking activity	CLT	00%	6.6%	16.6%	86.6%



Vol. 3 No. 10 (October) (2025)

4.	Not understanding the grammar rule	CLT	00%	6.6%	20%	86.6%
5.	Not understanding the procedure	CLT	6.6%	6.6%	10%	73.3%
6.	Mother language interference	CLT	10%	16.6%	43.3%	50%
7.	Lack of motivation	CLT	6.6%	6.6%	33.2%	53.3%
8.	Lack of vocabulary	CLT	6.6%	10%	20%	63.3%

The table above At the initial glance, it may seem that twenty out of thirty (66.6) students assumed that the Communicative Language Teaching was always significant to their language Speaking English, but seven students (23.3) of our sample thought that the Communications Language Teaching This percentage is a serious one and has to be examined attentively. As indicated in the table above (1), it is evident that twenty (73.3) students felt that the exemplary had no role in their English speaking proficiency taught through Communicative Language Teaching. Four Students (13.3%) had an opinion that the textbook had never negatively contributed to Communicative Language Teaching. The table (1) above indicates that in the teaching of Communicative Language, twenty three Students (76.6%)sued on the grounds that insufficient speaking practice was one of the reasons which delayed communication, and that in a Communicative Language teaching, five students(16.6%) believed that this was the case sometimes. Indication likewise as shown in the table above (1) shows that 26 out of the thirty students (86.6) never ceased to struggle with grammar in the Communicative Language Classroom but instead 6 out of these 26 pupils (20%), never struggled with grammar but difficulties only arose abroad in speaking an English language at university level. Further, it can be revealed in the tabulistic summation (1) that twenty two (73.3) students were unable to completely mould their ideas due to opaqueness of speaking process in Communicative Language Teaching whereas on the other position. Besides this, the table shown above (1) also indicated that thirteen students (43.3%) believed that their difficulties in speaking English language were caused by their first language interfering in Communicative language teaching. One out of every five students (50 th) stated that their speaking competence was a result of their first language. The above table (1) also reveals that sixteen students (53.3) always experienced nervousness that decreased their motivation to speak English in Communicative Language Teaching and vice versa. Finally, according to the table above (1), nineteen students (63.3%), as opposed to six students (20%), did not engage in Communicative Language Teaching without difficulty sometimes. The majority of them lacked sufficient vocabulary that can help them convey their Ideas and thoughts or comprehend the meaning of some words. This percentage shows that the Majority of the students had some difficulties in vocabulary knowledge

Teachers 'Questionnaire

Table 1. Teacher's responses to the questionnaire for communicative language teaching nerve the most proper box.



Vol. 3 No. 10 (October) (2025)

S	Questions	Language Teaching Method	Never	Seldom	Sometimes	Always
1	Do you feel that there is a lack of English-speaking ability in your students in communicative language teaching?	CLT	00%	10%	30%	60%
2	How do you feel about implementing a CLT in your lesson?	CLT	00%	00%	20%	80%
3	Do you use supplementary source in communicative language teaching classroom for English speaking skill?	CLT	10%	80%	10%	00%
4	Do the students in your Communicative Language Teaching class	CLT	00%	10%	10%	80%



Vol. 3 No. 10 (October) (2025)

	speak in English language on daily basis?					
5	What do you think the rule of teacher should be in the language classroom ?	CLT	100 %	00%	00%	00%
6	Do your students make different errors in their speaking in English language?	CLT	00%	00%	00%	90%
7	Do you agree that CLT improve communicative competence?	CLT	00%	10%	10%	75%

The table intricately developed encountered that six teachers (60 percent) believed that there was deficiency of writing Ability in their pupils, whereas, three teachers (30 percent) believed that pupils may have lack of writing Ability at times. Nobody selected the type never and felt that dispositionally there was no lack of ability. Only a single teacher (10%) made seldom choices. As revealed in the table above (1), it can be seen that eight teachers (80 percent) were consistently delighted with the functioning of Communicative language teaching in language curriculum that they taught their students. It is only that two teachers rated the course sometimes pleasing. Never and seldom not selected. The teachers where content with the materials they were using fully according to the results. Table A above (1) also suggests that eight teachers (80 per cent) Seldom used additional materials in language learning classroom. A teacher reached the materials in addition to the usual materials (10%), and the supplementary materials were not used by one teacher (10%). This absence of supplemental works provided to the students contributed towards writing problems. Similarly, the table above (1) indicates that nine teachers (90) Below Seldom used speaking in English language on daily basis and only one teacher(10)Sometimes used writing On daily Basis. The outcome indicated the absence of the daily writing habits, which form one of the significant challenges in composing English sentences.



Vol. 3 No. 10 (October) (2025)

In addition, the table presented above (1) shows that all teachers (100 colleges) believed that the role of Teacher in Communicative Language Teaching was never required in English language learning Process. In the table above (1), nine teachers (90 percent) reported that students had always committed Errors of the different types when composing English sentences. One of the teachers (10 percent) was willing to state that Students only 'sometimes' heads to the writing mistakes of this character. In the last table (1), all teachers (75 percent) replied that they always used apposition to appliance Communicative Language Teaching in language Classroom and 15 percent Teachers sometimes agree with this outcome to introduce Communicative Language in language Classroom.

Students 'Questionnaire

The teachers and students questionnaire responses were read with a fine attention. The Results of the responses made by the students are represented in the table below: The role of the Direct Method on the English language speaking ability of the university level is that:

Table. 2 Student's response to questionnaires on Direct Method

S. NO	English Speaking Factors	Language Teaching Method	Never	Seldom	Sometimes	Always
1	Does the students' attractions for English speaking skill in Direct?	Direct Method	5.0%	2.3%	16.6%	50.2%
2	"What is the role of textbook on English speaking skill in direct Method classroom?	Direct Method	10%	70%	2.6%	2.0%
3	Does the lack of speaking activity effect the English speaking in Direct Method Classroom?	Direct Method	1.2%	5.6%	13.3%	73.3%
4	Not understanding the grammar rules.	Direct Method	1.1%	4.6%	10%	8.3%
5	Not understanding the procedure to speak in Direct Method classroom.	Direct Method	4.8%	5.6%	7%	66.3%



Vol. 3 No. 10 (October) (2025)

6	Does Mother Language interference on English speaking skill in Direct Method classroom?	Direct Method	7.1%	12.1%	35.6	33.3%
7	What is the role of motivation for speaking English in Direct Method classroom?	Direct Method	4.9%	5.2%	25.1%	44.6%
8	Does lack of vocabulary block the way to speak in English language in Direct Method?"	Direct Method	4.5%	6.8%	11%	73.3%

The answers of the teachers and students questionnaires were thoroughly examined. The results of the answers of the students are reflected in the table below: The effect of Direct Method in the English language speaking skill in the university level is in:

As seen in the above table (2) 50.2% of the respondents believed that Direct Method was important to English speaking skill in university level where five students (16.6) believed that Sometimes Direct Method was important in English speaking skill. The table (2) above indicates that twenty one students (70%), felt that text book in Direct Method not played an important role in English language speaking skill and three students (10%), Believed that textbook played a negative role in Direct Method teaching in enhancing English-speaking proficiency. As the table (2) above indicates, twenty two students (73.3) felt that since leaving speaking practice in Indirect Method could cause a problem with the language competency, and four Students (13.3) felt that in Direct Method sometimes a problem. Thus, according to the table above (2), it is indicated that twenty-five pupils (83.3%) encountered the same Problem in Direct Method teaching classroom. Direct Method teaching classroom Three students (10%), occasionally experience the grammar challenge in the process of communication. The large proportion of this Difficulty commanded the fact that it introduced a new grave difficulty to be learnt. In addition, the table above (2) reveals that twenty (66.6) students were not always able to systematize their complexity of speaking skill taught and learned in Direct Method Classroom. Further, to support the above table (2) it is meant that eleven students (36.6) thought that first Language had a bearing in speaking English language in Direct Method classroom, and ten students (33.3) thought that they were the reason why they were speaking in Direct Method classroom. It is also evident in the table (2) above that 13 students (43.3%) held the opinion that in Direct Method classroom have the anxiety of low motivation to achieve speaking in English language. Thus, it emphasized the impact of the psychological factor and its critical significance on learning process among students and teachers. The above table (2) also demonstrates as finals that on Direct Method twenty-two students (73.3) Always had difficulties in vocabulary, and 10% in Direct Method.



Vol. 3 No. 10 (October) (2025)

Teachers 'Questionnaires

Table. 2. Teachers' Responses to the Questionnaire for Direct Method of language Teaching and Learning

Tick the most appropriate box

S. NO	Questions	Language Teaching Method	Never	Seldom	Sometimes	Always
1	Do you feel that there is a lack of English-speaking ability in your students In Direct Method teaching and learning?	DM	00%	73%	25%	50%
2	How do you feel about implementing Direct Method in your lesson?	DM	1.1%	00%	14.5%	65%
3	Dou you use supplementary sources for English language learning and speaking?	DM	8.2%	70.2%	7.3%	1.1%
4	Do the students in Direct Method teaching and learning class speak in English language on daily basis?	DM	00%	80%	9.6%	00%
5	What do you think about the role of teacher in language classroom?	DM	30%	40%	30%	00%
6	Do your students make different errors in their speaking in English language?	DM	00%	0.1%	7%	80%
7	DO you agree that Direct Method communicative competence?"	DM	00%	30%	15%	55%

Table (2) above revealed that 6 teachers (50%) believed that their students had a lack of writing Ability and three teachers (25) believed that lack of writing Ability amongst students at other times. Nobody selected the question never and believed that there was in



Vol. 3 No. 10 (October) (2025)

no way weaker ability. There was only one teacher (9.3) who selected seldom at English speaking skill at university level in Direct Method language teaching and learning Classroom. according to the above table (2), eight teachers (65%) were always happy with the above program: the Execution of Direct Method. These three instructors had only positive remarks about the curriculum stating that the curriculum was sometimes satisfactory. Not seldom, though, did we select not to use and. As indicated by findings, the teachers were having complete satisfaction with the materials they were employing. As also shown in the above table (2), ten teachers (70.2%) indicated that they rarely used extra resources in speaking English language. One teacher (8.2) employed supplementary materials and one teacher (7.3) did not make use of the supplementary materials at all. The absence of supplemently supporting material provided in the students contributes to the challenges of speaking the English language among them. Similarly, according to the table above (2), nine teachers(72) answered Rarely and only one(14) teachersanswered Sometimes. The finding indicated the absence of speaking practices daily, which basified central challenge in speaking English language in Direct Method of language teaching and learning. In addition, the table above (2) shows that three teachers (30%) believed that, the role of teacher in language classroom, never, objectionable, as contrasted to 30%teachers who found that, the teacher role obligatory in tectaching language class to eradicate mistake that students made constantly in the language class. Four (40) teachers believed that the teacher role was in the process of Direct Method language teaching and learning seldom. In the table above (2), seven educators (80 percent) stated that students were indeed constant in making an error of varying magnitude when they wrote English sentences. Only a single teacher (7%) added that students only occasionally committed speaking English language errors of various kinds. And finally in the above table (2),(55)teacher it has been stated that said teachers had 'always'assured that Direct Method can ameliorate student communicative capability, in English language and that 15teacher respondent had seemed in 'seldom' years of tempest wish that Direct Method better current topography.

CONCLUSION AND RECOMENDATIONDS

Conclusion

There is no ideal method of teaching the second language or of a foreign language. Efficient teacher will never limit them self to one single mode of teaching. A given procedure that has been effective with a certain group of students on a single occasion might not necessarily be so effective with the same group of students at a different point in time. These findings suggest that both a linguistic method possesses an upside and downside. The corner finch of the communicative teaching approach is the perception that it is important to be able to talk with integrity to master the English language. Nonetheless, the impact of the mother-tongue caused numerous errors in speaking the English language at the university level. Students could apply useful sides of the language in their day-to-day lives only with the assistance of communicative language teaching. The direct method however rely also on the power to express oneself words. It should be learner-oriented teaching of the communication language. The most prominent of the elements of the direct method is the maintenance of the English speaking. The data obtained during the surveys administered to the students also proved that a significant number of them believed that their weak speaking skills were strictly due to the absence of speaking exercises and tasks. An important percentage of the students responding to the survey showed also that speaking of communicative language teaching, the more up-to-date manner of imparting and acquiring English speaking skills in comparison with the method that is older, which



Vol. 3 No. 10 (October) (2025)

is the direct manner, it was continually responsible in the enhancement of the English-speaking skills in students. Based on the findings of the teachers' survey, some believed that handsome speaking proficiency would turn into learning skill superior through communicative language teaching and only a low percentage believed that verbal skill progression would become learning abilities optimal through the use of the Direct Method.

Recommendations

Having conducted this research, such investigators suggest the following proposals to the English teachers, students and other investigatologists.

Based on the research findings, both Communicative Language Teaching and direct Method can be used to enhance the speaking of the student. Direct Method and Communicative Language Teaching were useful in order to hook their students. As such, this implies that the English teacher adapt the Direct Method and the Communicative language teaching in teaching English, particularly speaking skills at the university level. Spoken responses of student were influenced as motivated by "The Communicative Language Teaching and Direct Method.

They will have more ideas to talk with in case they have a stock of vocabulary.

This research explains how the Direct Method and Communicative language Teaching would be able enhance the students speaking skills. One can hardly solve every problem during speaking since there are many problems. They are complex actually. This study could be viewed by them as one case before they conduct research concerning the issue of students speaking skills.