ENGLISH LANGUAGE TEACHING AND ACQUISITION: IMPLEMENTING A SYSTEMATIC BLEND OF DEDUCTIVE AND INDUCTIVE METHOD IN NON-NATIVE COUNTRIES

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Abstract

Studying English as a peremptory subject is unavoidable in non-native countries like Pakistan, India and the list goes on. This educational escapade continues for more than ten years; however, even after studying English for many years, unfortunately, many students remain deprived of using English language effectively which further harms their social networking, educational endeavors, and professional growth. Academically, English is a substantial source to grasp knowledge about other subjects, whose language is English, with less dependency on teachers. Clinical investigation reveals that the most devastating factor is to teach English as a 'Subject' not as a 'Language'. Furthermore, the researchers have found 'Grammar Translation Method' a root cause of the students' failure to acquire English as a foreign language. To surmount this predicament, the researchers propounds a systematic blend of 'Deductive' and 'Inductive'

method of teaching and acquiring English. Therefore, the core-motive of this experiment, which was conducted in Pakistan, is to enhance students' English language flair. This three-month experimental study had been graduated into three sections: pre-test, experimental period and post-test. This new experiment proved to be a promising step for teaching and acquiring English as a foreign language in non-native countries.

1.1 Introduction

Categorically, it is not an exaggerated statement that English is the most dominant and influential language all over the world; unavoidably, it fairly seems indispensable to learn for everyone since English is the language of trading, diplomacy, science, technology and so on so forth. It carries the same privilege as once Latin had at the prime time of Roman Empire and Medieval age. To speak or write English language like natives is the most desirable choice for non-natives around the globe in the present era. However, in non-native countries, unfortunately, the only purpose of studying English is to just pass the exam as long as they study English as a 'Subject' not as a 'Language'. Furthermore, weak English language prowess does not let students progress in other subjects on true basis since the language of the most subjects is English.

Predominantly, it is true that when students plunge into the deep ocean of struggle just after completing their education, they find themselves in the labyrinth. They come to know that without having a good command on English language their progress is limited. At this stage of life, to spare a sufficient time for learning English from scratch is quite implausible. Therefore, the formal session of their education is the prime time to learn English.

Before heading forward, a vivid depiction of the most common methodologies is inevitable.

1.1.1 Inductive Method (Direct Approach)

Larsen-Freeman elucidates that persistent use of target language as a medium of instruction represents Inductive Methodology of teaching and acquiring a new language(Larsen-Freeman, 1986). He further claims that it arouses the learners to acquire language with keen interest and makes them more adamant on their goal(Larsen-Freeman, 1987).

1.1.2 Deductive Method

Walker and Elsworth justify that Deductive approach favors the GTM because it at first focusses on grammar rules which are subsequently practiced by making sentences or through worksheets(Walker & Elsworth, 1986). Teachers usually use students' native language for the explanation of English grammar rules.

1.1.3 Grammar Translation Method (GTM)

GTM is an approach to translate target language into native or native language into target language without considering the real nature of two different languages. It mainly focuses on strict grammar rules and regulations for the transformation of one language into other. It is easy to implement but extremely limited to achieve fluency. Both speaking and listening skills are compromised and never practiced in grammar translation method(Johnston, 2003; Richards & Rodgers, 2014).

1.1.4 Significance of Four Basic Skills of Language

To the best of profound linguists and language experts' views, natural fluency of any language demands serious consideration of listening, reading, speaking and writing.

Writing is the most lucrative skill that serves the students for their entire academic and professional life. It goes without saying that students have to face loads of problems with the writing process; consequently, they establish a negative impression of writing. Furthermore, underestimation of their own flairs is taken place whenever they happen to write in any situation (Algozzine & Diliberto, 2004).

Haupt(Haupt, 2015) noted that reading is extremely important to set the foundation of language learning with other language learning requirements such as writing, speaking, and listening. Furthermore, he elucidated that reading encourages students to take active part in improving their language learning endeavor.

According to Rost(Rost, 1994) and Kurita (Kurita, 2012), the vital difference between more proficient and least proficient user of English language is their consideration of listening as the most effective way to acquire language. According to Oxford (Oxford & Crookall, 1990), listening is the fastest way to learn any foreign language in comparison of other language skills such as reading, writing and speaking.

Brown (Brown, 1994) considers speaking as the most frequently used skill but it is by far margin an extremely challenging prowess to acquire since one language may have various features and characteristics: intonation, stress, rhythm, vowel reduction, elision, contraction and so on so forth.

1.2 Statement of the Problem

Circumspect analysis reveals the fact that available syllabus, which uses Grammar translation method, for the English language learners does not have enough and required efficacy to meet the prerequisites of English language teaching and acquisition. Albeit, already available and in use syllabus is being utilized but unfortunately opulent number of students can be deemed struggling throughout their academic career. Not to speak of using Standard English while speaking and writing, they are not even able to write or speak a single correct sentence with full confidence. It is no less than a tragedy that even after the completion of education, our students' condition regarding English language proficiency remains precarious.

1.3 Significance of the Research

Pragmatically, the study paves the new ways for the teachers' training and students' learning. Through the research, the course is meticulously organized keeping in view all the prerequisites for language learning in non-native countries. The content of the course has its own uniqueness on behalf of its simplicity and productivity. It eradicates the misconception about English language that it is the most difficult language of the world and impossible to learn for everyone without getting admission in so called high class schools, colleges and expensive language centers.

The syllabus comprises all pragmatic material for the gradual enhancement of the learners on true basis. All approaches are as simple as plausible to make the language learning process so easy and enjoyable. Another substantial benefit of this effort is to emancipate students from any extra tuitions. Home-assignments are keenly designed so students can complete them without

any further help and wasting a long stretch of time. Consequently, students would be able to concentrate on other subjects which require more time.

On the top of all benefits of this effort is to enhance over all competence of students in all subjects. It reflects on the fact that, the language of almost all subjects and most of the information about any topic on internet is available in English language. Therefore, without having a profound knowledge of English language students have to be excessively dependent on their subject teachers. Consequently, this effort brings about reducing 100 percent students' dependency on teachers, so students feel confident enough to pursue their academic and professional goals.

1.4 Scope of the Study

The study will provoke the English language teachers to find contemporary dimensions of teaching so they could train students at ease and prepare them for impending academic and professional life. It will also assist the concerned researchers to explore more effective ways to design curriculum, syllabus and productive courses for the English language learners.

1.5 Methodology

The experimental study has been experimented in Pakistan through the designed course materialized by Deductive and Inductive approaches for the students of 6th class to 8th class aimed at examining learners' initial responses and critically evaluating students' progress at the end of the study. The researchers were potentially adamant to see how lucrative this course could be for the students in the long run and if teachers could be benefitted using, optimistically, clinical blend ofDeductive and Inductive Method for their future teaching prospects. Furthermore, the researchers were convincingly inclined to explore more opportunities for the implementation of this methodology and determined to face challenges which come across this venture.

First part of the research was carried out with the pre-test. This was to evaluate students' present condition in all aspects of language such as reading, writing, speaking and listening. As far as listening was concerned, it was not tested by the artificial and expenses ways, which are thought to be conducted through playing multiple audios in a class with the help of a tape and speakers. Later, non-native students are asked to understand native style of speaking directly which is unfair by all means. Instead, students' listening skills were examined through students' ability to understand teacher's instruction delivered all the way in English. Similarly, to scrutinize students' reading, writing, and speaking skills, only practical approaches were considered.

The next stage of the research was the conduction of experimental teaching under the impression of suggested methodologies. Researchers tried around twelve various techniques to improve the English language competence of learners. Initially, the researchers had to face many problems, which would be discussed precisely later, because students were not used to this type of new methodology. Despite of the fact, with the passage of time students successfully accommodated themselves with this new approach of teaching under the circumspect guidance of the researcher.

At the end of three months experimental study, post-test was arranged to see the final outcome of strenuous efforts made by the researcher. To validate, Students' performance along with research

design were critically evaluated by juxtaposing the results of pre-test with post-test followed by the T-test for collecting statistical data.

1.6 Research Questions

Q1: To what extent, a blend of Deductive and Inductive approach of teaching English can bring the difference to non-native students' communicative competence?

Q2: Can English language competence improve overall educational performance of students?

1.7 Delimitation

The fundamental reasoning for the experimental research is to judge existing English language teaching and learning status in schools of Pakistan – a non-native country. Subsequently, experimental session was surfaced utilizing the combination of Deductive and Inductive method through a compact course design to see its efficacy. The course content was introduced and compiled by the researchers to see its impact on the students' progress in reference with their English language competency during and after the treatment.

Notwithstanding, as discussed ahead, a couple of constraints made the situation complex for the researchers.

Top of the list was to convince the school management to let the researchers perform experimental study in the selected school. Later, it was hard pressed to consume three straight months from their regular study session. Subsequent matter was to find a suitable teacher for this training session before the real experimental period. Furthermore, students used to study following teacher- centered approach so it was cumbersome to make up their mind to accept learner-centered approach which demanded their attention in a great deal during the lesson. Course was designed keeping in view the condition of all students and teacher's capability. Both Deductive and Inductive approaches were considered for the content to be used in the class room during the experimental session.

H. H. SHEIKH KHALIFA SCHOOL (SKPS) at Rahim Yar Khan (RYK) was selected for the experimental research(SKPS, 2011). Twenty Students from class 6th till 8th were the participants of the study. The size of class was the deliberate choice of the researchers to meet the international standards because it gets almost implausible to give individual feedback to the overcrowded class. Furthermore, experimental session was monitored vigilantly for consecutive three months and final performances of the participants analyzed critically at the end.

2. Literature Review

The literature review strives to bring credentials about teaching and acquiring English as a second language in this contemporary world to the light.

2.1 Introduction

Particular attention is given to get better understanding of divergent methodologies such as GTM, DEDUCTIVE and INDUCTIVE method. Substantial topic under discussion is to find the best possible ways to enhance academic English language flair; consequently, students could use English language effortlessly.

The potential purpose of the study is to design refine, productive and pragmatic English language courses using both deductive and inductive approaches for up scaling the standard of English language in non-native countries. Keeping in view the dire need of English language teaching and learning, practical improvisation has become inevitable to the existing system.

The preliminary literature review reveals that past studies are primarily focused on understanding the value of English language teaching and learning. Furthermore, this adamant literature review will accentuate some valid reasons to pursue the research on realistic grounds and locate some problems within the already functional courses based on GTM. With the assistance of this meticulous literature review, the researcher attempted to design an English language program which will surely turn out to be a great step forward to the success.

Literature review encompasses all related aspects of English language teaching and acquiring, ranging from getting optimal knowledge of DEDUCTIVE, GTM and INDUCTIVE methodologies along with their benefits and downsides. Furthermore, it makes the modern techniques conspicuous to improve all basic skills reading, writing, speaking and listening.

Existing literature review is categorically a substantial help for the primary research and the development of the course; however, for the sake of refinement, new and effective ideas must be introduced to meet up the modern need in the field of effective communication through English language.

2.2 General Review of Direct Method

Freemanthrows light on using direct methodology and its principles as a profound linguist(Larsen-Freeman, 1986). He explains and removes the misconception that direct method of teaching is relatively new method in comparison of indirect method of teaching. In fact, direct method has been in use of teachers for many years with all its effectiveness. Contemporarily, it is improvised as a typical method of teaching which supports the learning in a natural environment. Consistentuse of target language as a medium of instruction becomes easy for the students to understand every topic with the passage of time which surely intrigues the language learning process. Therefore, learners feel confident to use target language for communication irrespective of general or specific purposes. In this regard, indirect or grammar translation method is seen ineffective and boring to prepare students as a proficientuser of target language. Eventually, direct method through inductive style of teaching language emerged as the most popular method by all means. Furthermore, direct method justifies its name since this method does not use any traditional translation methodology and let the students absorb language directly.

2.2.1 Detailed Review of Direct Method of Teaching and acquiring English Language

The direct method was introduced in juxtaposition of indirect method or grammar translation method in order to make all language learning skills, which comprises speaking, writing, listening and reading, interesting and productive simultaneously without compromising students' attitude and linguistics requirements. The Reform Movement(Fotos, 2005)served GTM with serious challenges.

Language experts were curious to know about the difference between first language acquisition and second language acquisition (learning). They castigated deductive approach to teach English grammar, to pay too muchattention on irrelevant content which is insufficient for language

proficiency, and it is only helpful for the improvement of primary skills like reading and writing to some extent.

On the contrary, direct method offers inductive approach which mainly focuses on Listening and Oral production of speech. Oral communication is considered the most essential aspect of Direct Method; therefore, linguists believe that direct method is reliable source to pave the right way to teach English language.

In indirect method of teaching, teachers are supposed to translate words and texts in their native language and students are bound to learn this translation accurately without making any improvisation.

In Direct Methodology, the responsibilities of students and teachers get reversed: the teachers become conscious enough to ask questions, to persuade students to be active in answering to the questions asked, and to coax the students for self- correction. Students have to impart the precise meaning using the target language and strive to be adamant to achieve speaking competence.

The direct method was first exposed by Maximilian Berlitz(Berlitz, 1888)in the late 19th century, and its basics were based on the perception that L2 learning is similar to L1 learning. This methodology was named 'DIRECT' because language is taught in the target language itself without taking any resort from translation of any other language. It was genuinely known as the "oral" or "natural" method(Krause, 1917), and was seen as an alternative to the grammar translation method. In the direct method, students try their best to use new language in order to say anything and avoid using native language as much as possible. In this case, this is teachers' responsibility to provide enough opportunities to the students to participate in the class room sufficiently. In the early 20th century, direct method adventured to France and Germany before getting feat in the United States. Known as the "Berlitz method," it was utilized in private schools and colleges. Berlitz auspicated a language school in Rhode Island(Benati, 2018; Howatt & Howatt, 1984).

The direct method was increasingly decried in 1920s, because of its limitation to the development of speaking skills. This methodology was not deemed pragmatic for two reasons: Direct method requires immense amount of timefor required oral production, and unavailability of trained teachers to produce desired results. Opulent number of hindrances made this methodology impractical apparently such as time, budget, classroom size, trained language experts and committed students who can spare themselves for longer period of time for the sake of language learning on true basis. Therefore, the rise of direct methodology was on the decline at the beginning of 1930s.

One of the most dominant disadvantage of DM is to compromise two important skills: writing and reading. Because of using inductive approach students are more vulnerable to make grammatical mistakes. Additional downside to this approach is to arrange competent and fluent teachers because the medium of instruction remains in the target language. It seemed quite implausible to find fluent English language teachers especially in non-native countries which is still a problem nowadays as well.

2.3 Needs Analysis

Extensive and considerate literature review has already made the researchers aware about the prerequisites and potential aspects of teaching and acquiring English as a second language which

need to be addressed before heading forward towards experimental session. Eventually, it has become researchers' responsibilities to materialize needs analysis for the development of conducive English language program keeping in view the present condition of Pakistani education system regarding teaching and acquiring English language, teaching methodology, content, and students' academic, social, and financial background.

To make it transpire, some due-diligences are as follow:

2.3.1 Lacks

- Congruous method of teaching and acquiring language

- Appropriate content

- Required amount of content for practicing

- Multifarious content to avoid monotonous

- Trained English language teachers to teach English as a 'Language' not as a 'subject'

2.3.2 Wants

- Proficiency: to be able to use target language correctly and effortlessly for general or specific purposes

- Independence: English is the language of almost all subjects; so, students must be least dependent on subject teachers because of good command on target language

2.3.3 Needs

- Teaching methodology

- Content

- Trained English language teacher

2.3.4 Needs Assessment

- Practicality: Most productive and convenient approach of teaching should be practiced

- Reliability: Results of the methodology and content in use must be consistent overtime

- Validity: Selection of the content and methodology must be based on precise requirement

Finally, researcher was able to conduct a meaningful and practical research for three months in order to see the impact of his suggested methodologies and course design on teacher's teaching and students' acquisition of English language.

3. Research Tools

To carry out the research systematically and scientifically, it was inevitable to determine the research tools which were used meticulously to generate and collect the data. The first step in this regard was to select the students for the experimental study. For this purpose, 20 students were selected randomly from class 6th, 7th and 8th at "H. H. Sheikh Khalifa Public School, Rahim

Yar Khan, Pakistan"(SKPS, 2011). The researcherd were aware of the fact that if the class size of English as second language is over 20 students, it is highly implausible to pay attention to every student equally. On behalf of researchers' vast and practical teaching experience in IGCSE system(International General Certificate of Secondary Education, (Cambridge, 2003)), the class size was restrained to 20 students advertently.

Eventually, three basic components were materialized as research tools:

1. Pre-Test
2. Experimental Study
3. Post-Test

3.1 Pre and Post-test Activities, Assessment Criteria and Marking Principles

The pre and post-test activities, assessment criteria and marking principles for all four activities are presented in Table 1-3, respectively.

Table 1: Pre and Post-Test Activities

Pre-Test	Activities
Speaking	1. Self-Introduction 2. Describing events through different tenses 3. One line answer to the question 4. Reading a text aloud to observe pronunciation and fluency
Listening	1. Listening to a short text 2. Listening to a grammar based lecture 3. Listening to the multiple questions and statements in different tenses 4. Dictation of isolated words and sentences
Reading	1. Information retrieval from a fictional Text 2. Information retrieval from a non-fictional Text 3. Information retrieval from a science based Text 4. Information retrieval from an IT based Text
Writing	1. Writing a Story 2. Writing an Essay 3. Writing an Informal Letter 4. Writing a Summary

Table 2: Pre and Post-Test Assessment Check-Points

Pre-Test	Assessment Check-Points
Speaking	• Grammar accuracy • Range of vocabulary • Fluency and correct pronunciation • Confidence
Listening	• Extraction of explicit and implicit meaning • Grammar knowledge and range of vocabulary

	• Concentration level • Memorizingcapability of recently heard English sentence or word
Reading	• Overall understanding of the text • Understanding of implied information • Identification and retrieval of facts and details • Recognition of grammatical structures
Writing	• Grammatical accuracy • Range of vocabulary • Content based knowledge • Appropriate register and style

Table 3: Pre and Post-Test Generic Marking Categories

Activities	Generic Marking Categories		
	Category	**Percentage**	**Principles**
Speaking	Poor	1-30%	Not able to respond at all
	Satisfactory	31-50%	Communicate ideas with broken and limited sentences
	Good	51-70%	Make rare grammatical mistakes and use appropriate vocabulary
	Excellent	71% & above	Communicate with extensive vocabulary, consistent grammar accuracy and linking devices
Listening	Poor	1-30%	Recognize some isolated words
	Satisfactory	31-50%	Understand limited grammar and vocabulary
	Good	51-70%	Recognize and understand sufficient grammatical structures and vocabulary

	Excellent	71% & above	Identify explicit and implicit meaning along with advanced grammar structures
Reading	Poor	1-30%	Not able to understand the text at all
	Satisfactory	31-50%	Partially understand the text and sentence formation
	Good	51-70%	Able to gather significant information with good overall understanding
	Excellent	71% & above	Consistently retrieve facts, figures and implied information
Writing	Poor	1-30%	Multiple types of errors in grammar/spelling/word usage
	Satisfactory	31-50%	Use simple structures and vocabulary along with minor mistakes
	Good	51-70%	Use wide range of vocabulary and variety of sentence structures
	Excellent	71% & above	Construct well-formed sentences with good sense of purpose and audience

According to the assessment design, students' performances were critically observed through the pre-test, during the experimental period and   post-test. On the basis of their performances, students were allocated marks ranging from 0 to 20; although, the obtained marks are converted into percentage andshown in the form of graphs.

Certain measures were taken into serious considerations:

- All activities must be elucidated vividly and explicitly to the students

- Students must be given sufficient amount of time prior to attempting any task

- Students should not be pushed for time to get any task done

- Convenient, serene, and motivating environment is the dominant need of the students to make any task through

3.2 T-Test Application

The data regarding students' pre and post-test performance has been presented in percentage form through graphs. The vital reason of considering percentage representation is that the graphs are displayed and explained in percentage profusely. Moreover, to see the vivid difference between pre and post-test performances, percentile representation is the first and foremost choice worldwide. Conversely, to derive the statistical difference between pre and post-test results, t-test was applied. According to the nature of the study, T-test appeared to be the most adaptable statistical test in order to stand out the difference between the participants' performance in pre and post-test.

4.Results and Discussion

4.1 Comparative Analysis of Participants' Performance in Pre and Post-Tests

Comparative analysis has been presented to see the decisive difference between students' performance in pre and post-tests. Learners' performance in each test is displayed in the form of graphs. First bar (blue color) presents the overall performance of students in a specified category of pre-test; however, second bar (red color) is the representative of post-test performance.

4.1.1 Speaking

Comparative analysis of participants' performance in speaking pre and post-tests is presented in Figure 1.
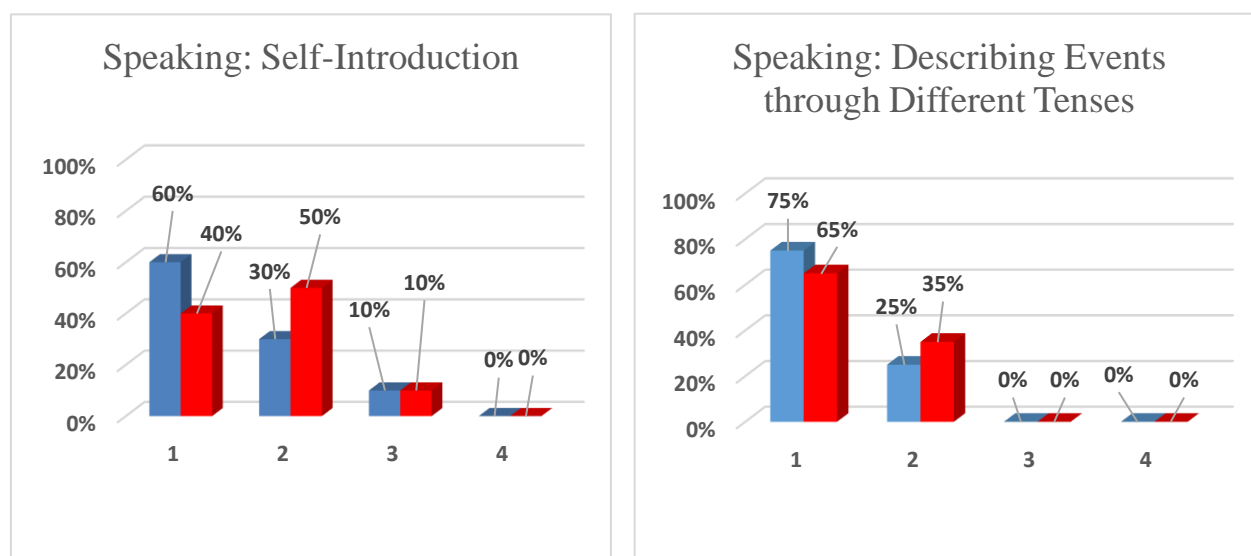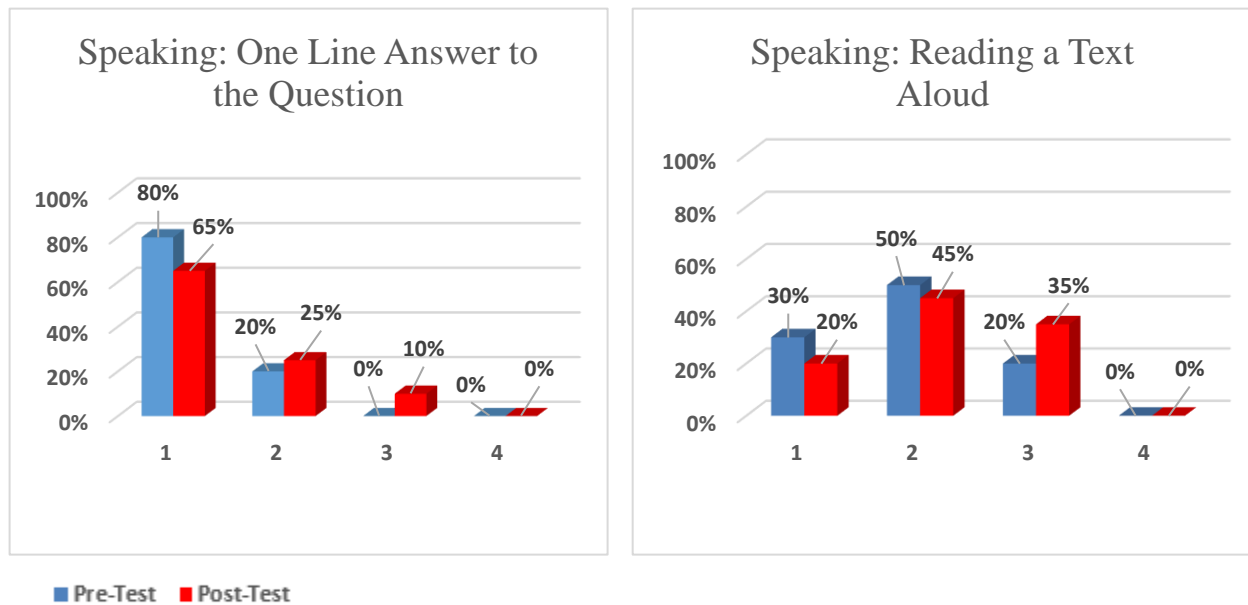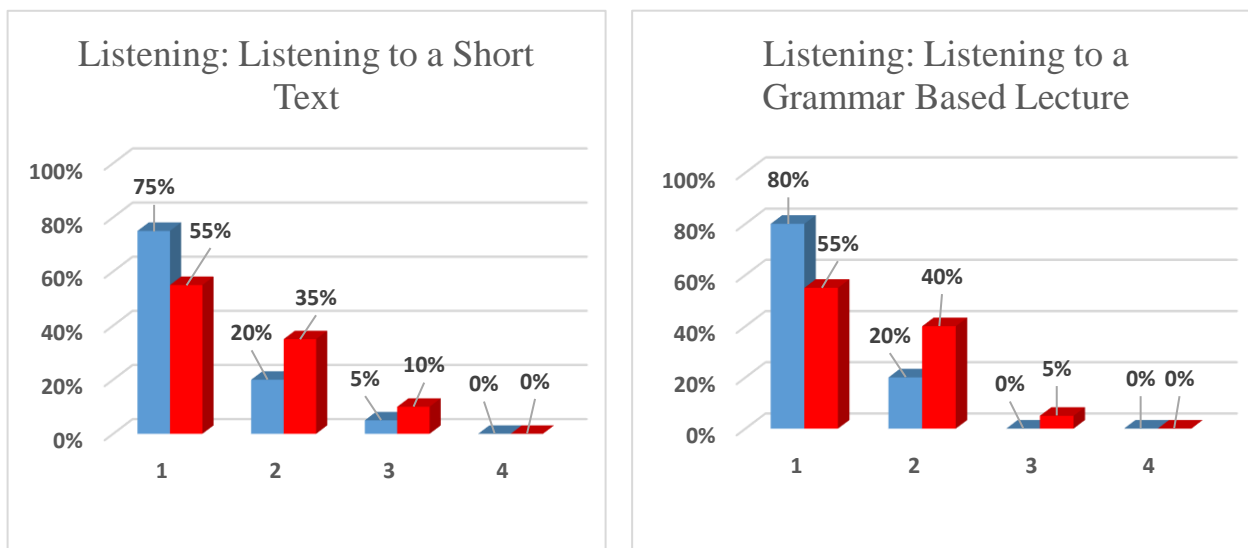
Figure 1: Comparative Analysis of Speaking Activities

4.1.2 Listening

Comparative analysis of participants' performance in listening pre and post-tests is presented in Figure 2.
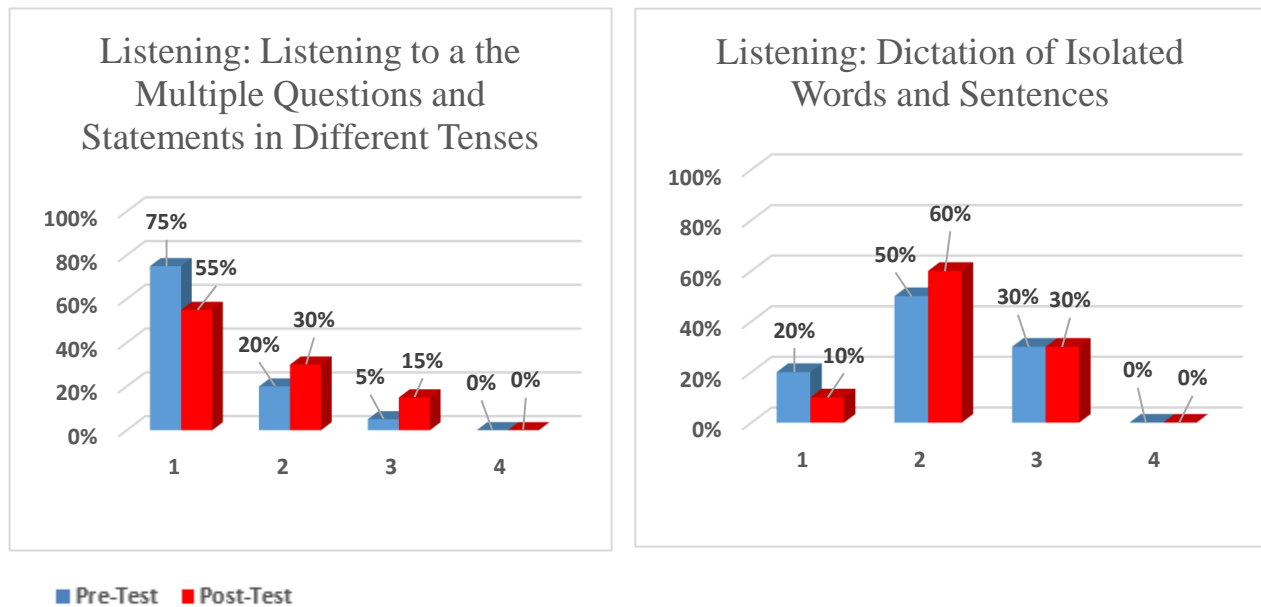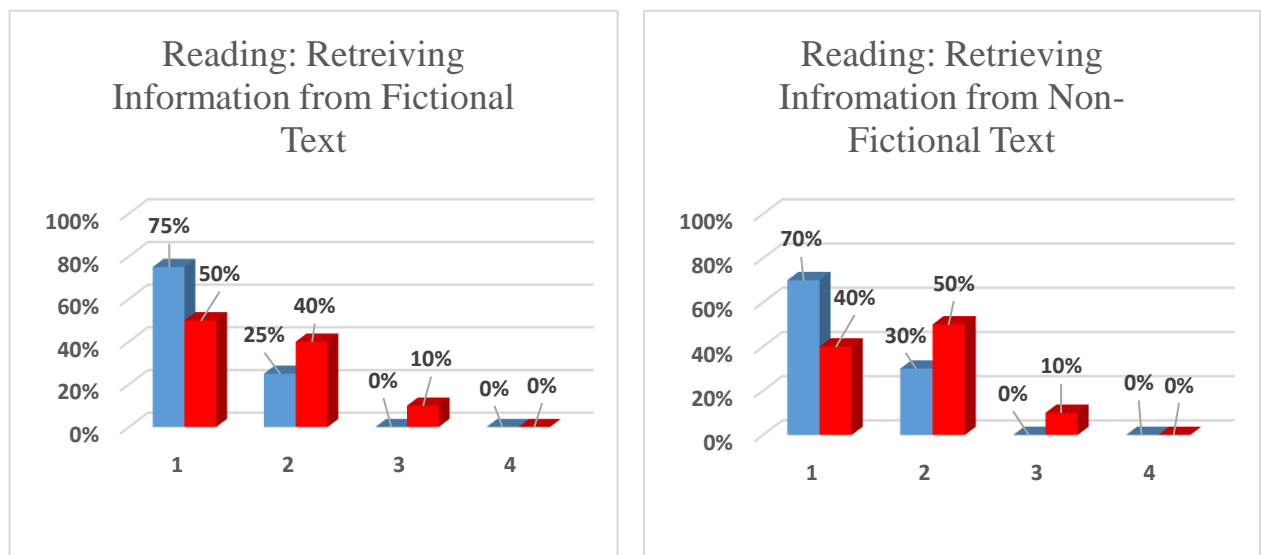
Figure 2: Comparative Analysis of Listening Activities

4.1.3 Reading

Comparative analysis of participants' performance in reading pre and post-tests is presented in Figure 3.
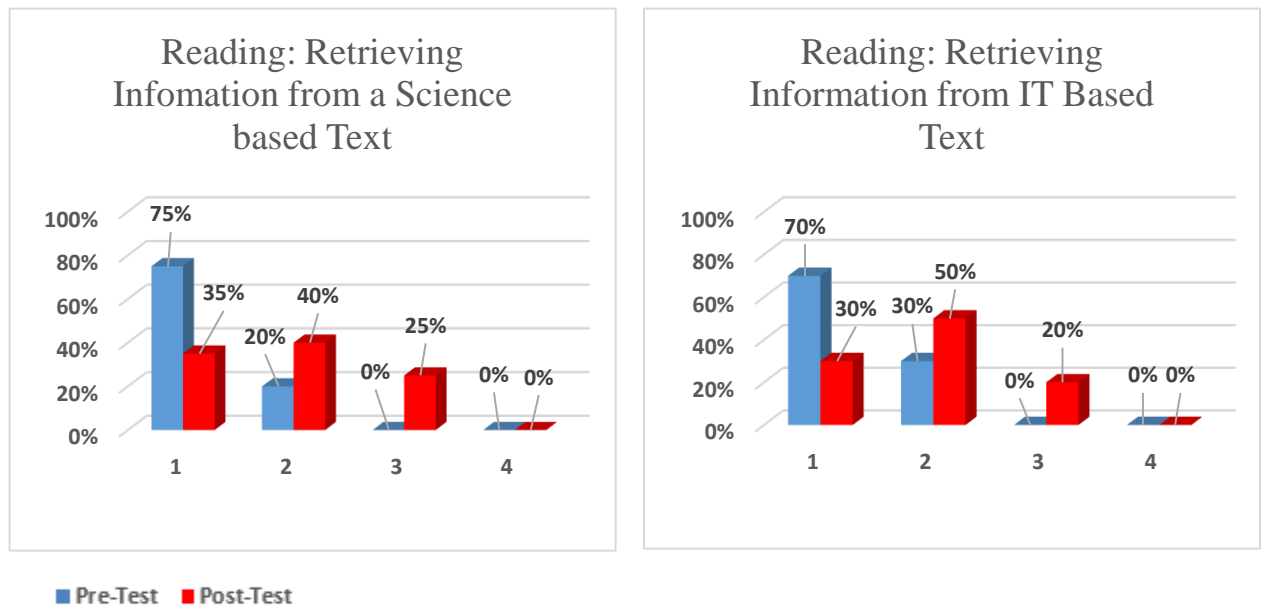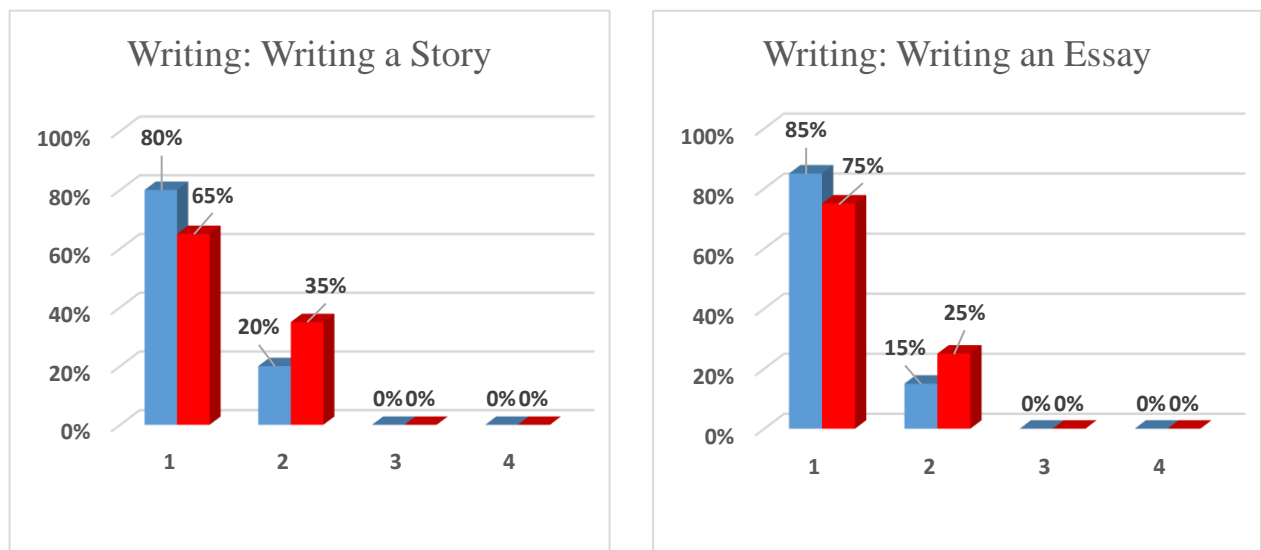
Figure 3: Comparative Analysis of Reading Activities

4.1.4 Writing

Comparative analysis of participants' performance in writing pre and post-tests is presented in Figure 4.
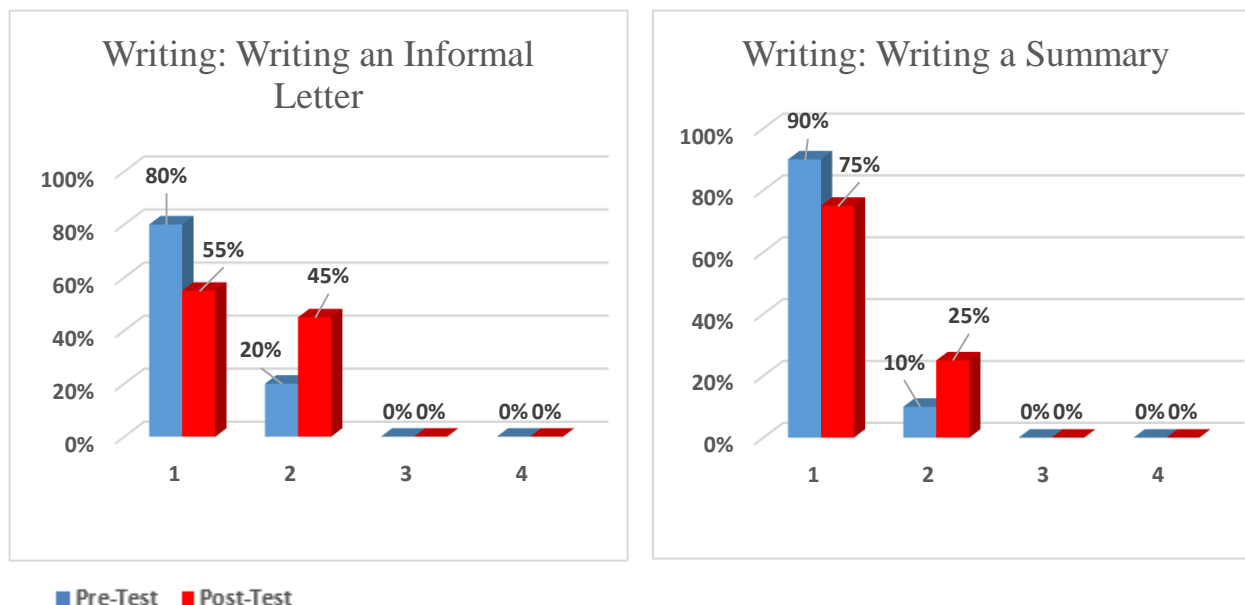
Figure 4: Comparative Analysis of Writing Activities

Comparison between the final results of pre and posttests justifies the success of three-month experimental study. Although, the improvement cannot be seen in a great deal but the results of post-test signifies the noticeable progress. Right after the comparative analysis, the researcher has a firm belief that if the identical process, which was experimented, lasts for longer period of time in schools, it will surely bring desirable results for the students of Pakistan.

4.2 T-Test Analysis

After showcasing the overall performance through graphs, t-test was also applied to examine if two sets of measure were fundamentally different or not. Actually, the study revolves around statistical representation of data as well; therefore, to locate the numerical difference between two performances in pre and post-test, t-test was deemed as the ultimate choice. The results of t-test analysis are put forward in the tables presented.

4.2.1 Speaking

The Table 4 demonstrate the comparative results of pre and post-test findings of Speaking.

Table 4: Paired Sample T-Test of Speaking Activities

Speaking Test		Mean	Standard Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Activity 1	Pre-test	5.85	3.44	0.77	-2.13	-1.47	11.568	19	4.798

	Post-test	7.65	3.17	0.71					$\times 10^{-10}$
Activity 2	**Pre-test**	4.90	2.34	0.52	-1.68	-1.12	10.465	19	2.516 $\times 10^{-9}$
	Post-test	6.30	2.08	0.47					
Activity 3	**Pre-test**	3.45	2.72	0.61	-3.45	-2.15	8.949	19	3.050 $\times 10^{-8}$
	Post-test	6.25	3.06	0.68					
Activity 4	**Pre-test**	7.73	2.94	0.76	-2.68	-1.46	7.277	19	9.253 $\times 10^{-8}$
	Post-test	9.80	2.98	0.77					

4.2.2 Listening

The Table 5 demonstrates the comparative results of pre and post-test findings of Listening.

Table 5: Paired Sample T-Test of Listening Activities

Listening Test		**Paired Differences**					**t**	**df**	**Sig. (2-tailed)**
		Mean	**Standard Deviation**	**Std. Error Mean**	**95% Confidence Interval of the Difference**				
					Lower	**Upper**			
Activity 1	**Pre-test**	4.60	3.27	0.73	-3.10	-1.80	7.856	19	2.189 $\times 10^{-7}$
	Post-test	7.05	2.98	0.67					
Activity 2	**Pre-test**	3.40	2.56	0.57	-3.46	-2.44	12.003	19	2.577 $\times 10^{-10}$
	Post-test	6.35	2.56	0.57					
Activity 3	**Pre-test**	4.10	3.31	0.74	-3.55	-2.45	11.469	19	5.543 $\times 10^{-10}$
	Post-test	7.10	2.99	0.67					
Activity 4	**Pre-test**	8.50	3.72	0.83	-2.10	-0.90	5.252	19	4.545 $\times 10^{-5}$
	Post-test	10.00	3.06	0.68					

4.2.3 Reading

The Table 6 demonstrates the comparative results of pre and post-test findings of Reading.

Table 6: Paired Sample T-Test of Reading Activities

Reading Test		**Paired Differences**					**t**	**df**	**Sig. (2-tailed)**
		Mean	**Standard Deviation**	**Std. Error Mean**	**95% Confidence Interval of the Difference**				
					Lower	**Uppe**			

						r			
Activity 1	Pre-test	5.15	2.60	0.58	-2.86	-1.84	9.647	19	9.362×10^{-9}
	Post-test	7.50	3.00	0.67					
Activity 2	Pre-test	5.15	2.60	0.58	-2.81	-1.79	9.515	19	7.818×10^{-7}
	Post-test	7.45	2.80	0.63					
Activity 3	Pre-test	4.00	3.23	0.72	-4.06	-3.04	14.445	19	1.066×10^{-11}
	Post-test	7.55	3.02	0.67					
Activity 4	Pre-test	5.75	2.27	0.51	-2.89	-1.51	6.681	19	2.718×10^{-6}
	Post-test	7.95	2.98	0.67					

4.2.4 Writing

The Table 7 demonstrates the comparative results of pre and post-test findings of Writing.

Table 7: Paired Sample T-Test of Writing Activities

Writing Test		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Standard Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Activity 1	Pre-test	4.15	2.48	0.55	-2.16	-1.44	10.484	19	2.442×10^{-9}
	Post-test	5.95	2.63	0.59					
Activity 2	Pre-test	3.40	2.74	0.61	-2.46	-1.54	9.189	19	2.018×10^{-8}
	Post-test	5.40	2.56	0.57					
Activity 3	Pre-test	3.75	2.45	0.55	-2.99	-2.11	12.074	19	2.336×10^{-10}
	Post-test	6.30	2.25	0.50					
Activity 4	Pre-test	3.05	2.26	0.51	-2.68	-1.82	11.052	19	1.027×10^{-9}
	Post-test	5.30	2.15	0.48					

The T-test paired sample test table reveals Significance Difference in various ranges. Particularly, like Reading skill activities, the difference appeared in the post-test results of writing skill is not very significant. Some participants responded according to the expectation of the researcher; conversely, some seemed to be struggling during the experimental period in all categories. Although their performance remained mediocre but a little improvement cannot be ignored, especially, considering the fact that experimental session was carried out only for three

months. Consequently, the researcher believes that continuous study following the suggested methodologies can potentially be lucrative and productive in acquiring English as a second language in schools of Pakistan.

5. Findings and Accomplishments of the Experimental Research

As accentuated earlier in the introduction, the pivotal target of the study is to introduce an effective methodology of teaching and acquisition of English language in Pakistan and emancipation from the outdated Grammar Translation Method which has already done the serious damage to the students' progress in achieving language proficiency. Additionally, the researchers' endeavored to discard the misconception and ordinary approach about learning English language, which was previously considered only for writing or speaking a couple of correct sentences, rather the researchers desired to gain good control of overall educational competence through refine English language flair.

The researchers exposed the loop-holes of the existing methodology which never let the students speak, write, listen and read properly. Eventually, students of Pakistan have to struggle to cop up with contemporary education and they remain dependent only on teachers' instructions. To make the most of self-study is beyond imagination with this dependency.

After the pre-test, most of the students turned out to be too weak in almost all basic sections of English language. As for listening is concerned, most of the students could not apprehend any sort of instructions and some of them understood a tad piece of explanation by the teacher. Talking about writing, all students used to write crammed material in the exams so to write on a new topic was impossible. They lacked in content and found extremely economical with grammatical structures. Speaking was never or once in a blue moon practiced in the class, therefore, expecting any positive response was ridiculous. Reading section was also weak because our students are limited to a one book for the whole year and English teachers find the answers of the questions related to the text for the students or handbooks render the same service. Deficiencies are found in these prerequisites of language: vocabulary, grammatical structures, pronunciation, content, confidence and the list goes on.

To attain proficiency of English language, researchers designed a compact English language course which compels students and a teacher to use target language all the way. The noticeable features of the suggested and utilized methods during the treatment period were to make students able start thinking in English instead of transforming their thoughts (obviously generated in their native language) into English.

Experimental period brought significant changes to students' prowess and prepared them for the next level as well. They are no more 100 percent dependent on subject teachers to understand any topic and grasping the main idea. Memorization of any topic written in English with minimum effort and time has made them so confident and relaxed. Consequently, the amount of time they used to spend for cramming before the treatment has been reduced to some extent after the treatment which can be improved further with the improvement of language proficiency.

Experimental period proved to be a promising step towards improvement for the selected teacher and brought significant changes to his teaching style; indeed, his own English language proficiency was also aggrandized. Continuous use of target language in order to deliver the

lecture, to answer the questions of students, and giving feedback improved the fluency of the teacher with relatively wide range of vocabulary and variety of grammar structures.

In the end, aftermaths made the researchers so confident about the implementation of this new system of teaching and acquiring English language.

6. Conclusion

The research introduces a comparatively new approach of teaching and acquiring English language in Pakistan at school level based on clinical blend of Deductive and Inductive methodologies. The researchers brought up all his potentialities to implement this new approach of English language acquisition in non-native countries and carefully examined all possible hurdles which might slow down or halt the process. The entire process of this research has been graduated into three phases: pre-test, experimental period, and post-test. To set the base of the study, pre-test was designed to evaluate the deficiencies of students in all sections such as speaking, writing, reading, and listening. The second phase was an experimental period of the research study which was crucial, decisive, and prolonged session among all three phases. It initiated with implementing Deductive methodology to teach functional English grammar; subsequently, inductive method was utilized to master the all skills. The third and final phase of the research was post-test held at the end of three-month's experimental study. It was conducted to see the improvement of the students related to their overall communicative competence. Later, T-test was considered for the comparative analysis of students performances.

Furthermore, participants of the experimental study, who studied through the combination of Deductive and Inductive methodology, showed significant overall improvement. Even though, after the experimental study, they were still making grammatical mistakes but with a little help they were able to self-correct their errors. To the best of researchers' point of view, to bring absolute accuracy is not possible within the short period of time; nevertheless, it was a great achievement to make them independent to find out their mistakes and correct them as well.

Once what seemed to be a long short, had become realistic to the researchers. The approaches were used bore ripe fruit for the all participants: the students, the teacher, and the researchers. Realistically, the suggested methodology along with its content does not need expensive books and fancy equipment for English language teaching in the class rooms. It only carries the sustainable, suitable and effective ways of teaching and acquiring English as a second language.

7. Recommendation for the Further Research

Successful session of experimental study has already paved the way to explore new dimensions in the field of linguistic research; therefore, teaching and learning may harvest the optimum expectations. Students of Pakistan with their all strenuous efforts and desperate craving for learning English language deserve to be given opulent amount of chances to excel by all means. Moreover, this study is experimented only for three months and surprisingly meets the expectations convincingly; similarly, identical use of methodology for longer period of time would yield better results. Furthermore, suggested methodology and course design can be helpful at college level as well.

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