

EFFECT OF DIRECT METHOD OF TEACHING ENGLISH ON GRADE V STUDENTS' READING COMPREHENSION AND WRITING SKILLS

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Abstract

Direct method of teaching English emphasizes the natural approach of developing language skills. The objectives of the study were to investigate the effect of direct method of teaching English on grade V students' reading comprehension and writing skills. The study was quantitative in nature based on positivist philosophical research paradigm. A single subject experimental research with A-B-A-B design was used. All grade V students of district Kasur, enrolled in session 2019-20 were the population of the study. An intact group of 20 students was selected through convenience sampling technique. Two achievement tests were developed for data collection. The tests were validated from experts and piloted for item analysis. Items, not fulfilling the appropriate range for item difficulty and item discrimination, were revised. The experiment continued for 12 weeks. Data was analyzed through different statistical techniques. Mean, standard deviation and paired sample t-test were used to compare the scores of baseline and treatment phases. Findings revealed that there was no significant effect of direct method of teaching English on grade V students' reading comprehension but affected significantly on writing skills. On the basis of findings, it is recommended to use direct method of teaching English to improve writing skills.

Key Words: Direct Method, Reading Comprehension, Writing Skills, EFL and Inductive Method.

Introduction

English is designated as a universal language (Drubin, & Kellogg, 2012). Being the language of science and technology, it possesses prominent place in our everyday communication (Kaplan 2001). It is the only internationally accepted language for communication (Emir, 2010). Grubbs et al., (2009), stated that English helped to compete the world's economy.

Competency in English language skills has always been a problem for those persons who study English as second language. They have to focus on more than one language and consequently they are unable to master even a single language. To meet the challenges of learning English and keeping pace with modern world, the best option is to teach the students directly in target language. Taha (2007) stated that to learn English as a second language may help individuals to get job, to travel, to use as a tool for further studies or the requirement of the degree.

Language is an expression of ideas (Stapa & Majid, 2012). Letters form speech sounds which form words, words form sentences and ultimately sentences express ideas that are there in our minds to communicate. Learning a language

requires natural approach. For purposeful, accurate and comprehensive learning, one must adopt the already recommended approaches of teaching language. English should be taught in English. There is no place for mother language to teach English, and this is possible only in teaching through direct method.

Zia (2011) states that in direct method of teaching English we start teaching orally and use the target language in maximum. The first goal is to learn everyday communication. For this question-answer technique is used. In direct method of teaching English, inductive technique is used to teach grammar. Here, sentence is considered as the basic unit of language. The students are given different sentence structures to follow. Direct method of teaching is a systematic approach where we proceed from nouns of common use to simple sentences.

Gersten, Fuchs, William, & Baker (2001) stated that reading comprehension means to read with understanding because the ultimate goal of any reading is scanning the main idea of the text. Hakim (2019) stated that to improve reading comprehension, direct method of teaching proved to be useful. The improvement of others skills cannot to be ignored during the use of any method of teaching. Good writing is an art. It requires lots of skills to develop. In the beginning, basic writing skills include shaping of alphabets, vocabulary, spelling, punctuation, grammar, sentence structures and creativity.

Peterson (2003) states in his book that good writing is ensured by the correct usage of grammatical rules, especially the use of capitalization and punctuation marks. However, in direct method of teaching English, students learn grammatical rules inductively. They, themselves draw the rules by analyzing patterns given by the teacher. Now it is on the teacher that how successfully and skillfully, he/she presents activities to the students. Sentence is the basic unit in Direct Method of teaching English. Sentence formation is the beauty of good writing. No one is in the favor of irregular use of parts of speech in any sentence. In direct method of teaching English, different patterns are given to follow. Students learn them and use when and where needed.

Sumaiya (2015) stated that most of the literature takes direct method to be beneficial for listening and speaking skills and grammar, translation method for reading and writing skills. Hence, it may prove here in this study ideal to investigate the effect of direct method of teaching English on reading and writing skills.

Significance of the Study

In public primary schools of Pakistan, Grammar Translation and Bilingual methods are in use and perception behind this use is that our students have to spend lots of time in their homes where they use Urdu or any other regional language to communicate. So, a help should be taken from national or regional languages. Ultimately, our students of public schools are unable to get command on foreign language. Here the need of the hour is to introduce the most accepted language learning approach to improve reading and writing skills which is direct method of teaching. Direct method of teaching minimizes the use of mother tongue and creates an atmosphere of learning in a natural way.

The current study may prove supportive for English language teachers. They may find some evidences to review their approaches towards teaching of English. The policy makers and curriculum developers may have a review of planning and development of national curriculum. This study may prove a benchmark in imparting the foreign language to the students who have English phobia.

Objectives of the Study

The objectives of the study were to:

1. Investigate the effect of direct method of teaching English on grade V students reading comprehension skill.
2. Investigate the effect of direct method of teaching English on grade V students' writing skills, which include the correct usage of capitalization, punctuation marks, grammar, and creative writing.

Research Hypotheses

The research was expected to test the following null hypotheses.

- H₀₁: There is no significant difference in scores after teaching reading comprehension in English with direct method.
- H_{02.1}: There is no significant difference in scores after teaching writing in English with direct method.
- H_{02.2}: There is no significant difference in scores after teaching capitalization in English with direct method.
- H_{02.3}: There is no significant difference in scores after teaching punctuation in English with direct method.
- H_{02.4}: There is no significant difference in scores after teaching correct usage of grammar in English with direct method.
- H_{02.5}: There is no significant difference in scores after teaching creative writing in English with direct method.

Literature Review

Teaching is an art, which demands lots of training and orientation. Awareness about psychological, social and cultural aspects proves helpful while teaching. Teaching a language requires different approach as compared to teaching physical sciences. In teaching a language, mostly formalist and activist approach is used. Formalist approach put more emphasis on forms. Teacher gives more stress on teaching the rules and their application to master the language skills. This approach is commonly known as deductive form of teaching. In contrast to formalist approach, there exists activist approach. In activist approach of teaching a language, emphasis is given on the structure of the language (Zia, 2011).

Wragg, (2002) states that teaching at primary level always requires a varied range of subject matter knowledge and proficient skills. A lot of skills and expertise are needed in teaching young children. It is not easy to make primary graders able to understand the world around them and to grasp the meaning of the phenomena. At primary level it is not easy to instill the developing intelligence and imagination of the children which may play fruitful role in living and working harmoniously

with others. All these, along with the ability to manage a class, explaining the subject matter clearly, asking questions intelligently, and monitoring and assessing learning, are required to be a successful teacher at primary level

English plays an important role in our system of education and everyday life. It was the planning of the British to introduce English in our system of education, especially to produce clerks. English is rich in literature and culture. English is the globally recognized language. It is considered to be a language of trade and industry (Jain & Patil, 2008). Short and Echevarria (2004) state that learning of English is widely depended upon backgrounds, languages, and educational know-how of the English language learners.

Grammar translation method (GTM) is considered to be traditional method of teaching English. Parallel to GTM, there we find a natural approach of teaching English that is direct method (DM). It is the creation of Romantic Movement which has the slogan as "Return to the Nature". It is also called "Reformed method" as it took birth under the process of reformation in language teaching methodologies. It claims teaching target language without using mother language (Awan & Nawaz, 2015). However, Bhatti and Mukhtar (2017) are of the view that in Pakistani context, it is better to use both of the methods at the same time.

Sumaiya (2015) stated that direct method of teaching is supportive for overall expertise in foreign languages. In this method, students read the text aloud. Meanwhile, the teacher explains the context by showing pictures and posters. Students are encouraged to use target language. Here, the teacher teaches grammar inductively. Grammar rules are not given. In direct method of teaching English students are given liberty to review and correct their errors by themselves. However, in some cases teacher helps students indirectly. By using question-answer technique, teacher urges students to think and answer in target language.

Stern (1997) points out some limitations regarding direct method of teaching English. These include usage of demonstration instead of translation, acting instead of speaking, correcting mistakes instead of imitating mistakes, encouraging students to ask questions in place of lecturing, speaking naturally instead of speaking slowly and quickly, and using a planned lesson in place of just teaching from book.

It is stated by Guthrie, et.al. (2004) that academic performance of students is increased by the enhancement of skills in reading comprehension. Further, the motivation for reading also proved helpful. At elementary level, it is the goal of education to develop skills of reading comprehension in all student Alyousef (2006) states that reading comprehension requires mastering lots of skills like skimming, scanning, vocabulary, sentence structure, content knowledge, and metacognitive knowledge. Teacher can motivate reading by selecting the most relevant materials. This may be emphasized at the early stages of learning.

The development of literacy skills is very important to individuals. By enhancing writing skills, children will be better prepared to participate in education, employment and daily living (Millar, Light, & Mcnaughton, 2004). Nasir, Naqvi and Bhamani (2013) describe that learning writing skills are quite important for

students to express their feelings, thoughts and emotions in a proper way. They are of the view that it becomes more essential for foreign language learners. Altamimi, Rashid, and Ali (2019) stated a method in which students first looked at a word. Then they pronounced the word. After that they closed their eyes and visualized the word. In the next step, they opened their eyes and wrote the word. At the end, they checked the spelling of the word and repeated all these steps until they had written the word correctly several times.

The process of writing of a word with its first letter in uppercase and the remaining letters in lowercase is called capitalization. This skill can be mastered by following some rules of capitalization and making an adequate practice. Ekanayake (2017) stated that students of primary and secondary level admit mistakes related to capitalization while creating any piece of writing. He further described that this error was more visible in the writings of those students who had bilingual background. He revealed during that study that rules of capitalization were easy to learn but special cases or exceptions created problems for students. Achiri-Taboh and Lando (2017) pointed out in their study that basic skills in the usage of capitalization were also not mastered by the students. It is a common rule to capitalize the first letter of the first word in the sentence and 'I' is always capitalized when is used alone. But students committed these mistakes a lot.

Punctuation is a less explored region in writing and learning. This is least supported area by the literature. Most part of this small body of literature discusses the ways of teaching punctuation (Hirvela, Nussbaum, & Pierson, 2012). Renaissance school masters claimed the needs of studying punctuation for writing and reading. They showed their interest was in exploring different signs of punctuation. The lack of punctuation marks affects the interpretation of a writer's words (Rodríguez-álvarez, 2010). Achiri-Taboh and Lando (2017) conducted a study and found that the respondents had problems in the correct usage of punctuation marks. The statistics of their study showed that about 82.5% respondents used punctuation marks wrongly. Most of the respondents wrote sentences without ending punctuation mark. Furthermore, the correct usage of apostrophe was also lacking.

It is said that vocabulary is the flesh of the language and grammar is the skeleton. Afrin (2016) revealed in his study that mistakes made students' writing weak. He pointed out areas of mistakes like spelling, subject-verb agreement, preposition, capitalization, punctuation etc. He concluded that most of the students were unable to present their ideas in a meaningful way. The basic aim of knowing the rules of grammar are to prevent learners from making mistakes. Grammar helps us to produce and make our input comprehensible. The sentence should also be free from grammatically mistakes (Bhatti & Mukhtar, 2017). Putthasupa (2010) founded in her study that there were about 25 types of grammatical errors. From these, five types of errors which were frequently admitted by the students included verb, tenses, use of noun, use of pronoun and first language interference. He also found that inductive approach proved effective for students to learn grammar.

Further he found the positive attitudes of the students towards the learning of English grammar through inductive approach.

Brown (2001) states that in teaching writing, grammar cannot be ignored. It is because that a sentence is formed based on some rules that are to be mastered by the writer. To introduce new language and practice and revise already learnt language, grammar must be mastered. He also supported inductive method of teaching grammar. He was of the view that students should be left to discover the rules by themselves. Contrary to this, Sumaiya (2015) found it difficult to teach grammar through direct method of teaching English. She found grammar translation method helpful in learning rules of grammar.

Vethamaiccam and Ganapathy (2017) conducted a study to analyze errors in essay writing in Chinese students. They revealed errors related sentence structure, prepositions, subject-verb-agreement and word choice. So, learning of grammar was recommended by the researchers. In 2018, Fareed, Javed and Awan conducted a study related practices and problems of teaching English language at SSC level in Pakistan. The results showed that the main problems while teaching writing skills were the deficiency of pre-writing activities and learners' command over vocabulary, poor grammatical background. They also added the lack of command over spellings and punctuation. Furthermore, the lengthy syllabus and limited time were pointed out as the hurdle in mastering skills related writings.

It is not an easy task to master the skill of creative writing. Teacher first works on students' imagination. Then he/she proceeds towards inspiration and original ideas. Additionally, teacher creates an environment of creativity by providing open space for their imagination. Consequently, there appear some master pieces in writing (Cheung, Tse& Tsang, 2003).

The literature highlights many suggestions, said by Al-Jerf (2007) for improving creativity in the classroom setting. The teacher may start from avoiding odd or unusual questions from students. Then he / she may proceed towards finding positivity in their ideas and rewarding their creativity. At the next step, the teacher may demand creativity in writing after presenting modeling creative behaviors. To replace rote learning with creativity is the need of the hour. Students feel hesitation in developing some piece of writing because they are afraid of committing mistakes. There appeared another hurdle in creative writings named as lack of idea. However, modern man can take help from latest technology to write creatively, concisely and correctly.

Methodology

The study was quantitative in nature based on positivist philosophical research paradigm. This was a single subject experimental research and the proposed design was 'A-B-A-B'. This design was considered to be the effective designs in minimizing the threats to internal validity and ensuring all necessary ethical considerations.

Sample and sampling design

All grade V students of district Kasur enrolled in session 2019-20 were the population of the study. Convenient sampling technique was used to select a contact group of 20 students for the study.

Instrument development and validation

Two achievement tests were developed, named as 'Achievement test for Reading Comprehension (ATRC)' and 'Achievement Test for Writing Skills (ATWS)'. In total, there were eight achievement tests, four to assess reading comprehension and four to assess writing skills for different levels of baseline and treatment. Achievement Test for Reading Comprehension (ATRC) was comprised of two paragraphs along with MCQs and short answers. Here, the students were expected to read the passages carefully and give the most appropriate answer. Achievement Test for Writing Skills (ATWS) was further subdivided into five different questions related to correct use of capitalization, punctuation, spellings, basic grammar and creative writing skills. The ultimate goal of this test was to assess students' ability to write correctly and concisely.

At first, tables of specification (TOS) were developed to ensure content validity. The researcher had analyzed the national curriculum of English (2006) for grade V to know the percentage of cognitive levels. Questions related knowledge, comprehension, application, analysis and synthesis level were included. All necessary rules of test development were considered to develop balanced and comprehensive tests. The tests were made free from grammatical mistakes.

Adequate time and space were ensured to solve the tests properly. For the convenience of students, tests related reading comprehension and writing skills were administered on different but successive days. The researcher developed keys for the objective part of the tests and rubrics for the subjective part of the tests to mark the papers of the students properly and avoid the aspects of objectivity. There were no extra questions in the tests. All questions were compulsory to solve.

The instruments were validated with the help of experts. Two experts having sound experience in research, assessment and test development were chosen from the faculty members. A subject specialist in English and an in-service teacher having M. Phil in Education and ten years teaching experience at primary level was also selected for the validation of the instruments. The instruments were revised considering suggested changes by the experts.

The researcher conducted a pilot test to meet the needs of reliability of the instruments. For this, 45 students were selected. Those students were not included in the main sample. Item analysis procedures were performed. It includes item difficulty, item discrimination and distractor index. The researcher adopted this procedure to avoid the easy or difficult items. Items, having desirable range of item difficulty and discrimination index were accepted. Items, having difficulty level

and discrimination index other than prescribed levels were revised completely or partially.

Data collection

The researcher decided a study plan with the help of expert teachers from the English book of grade V of Punjab Curriculum and Text Book Board, Lahore. The activities related to reading comprehension and writing skills were entered additionally. To meet the ethical considerations, the researcher got permission for conducting research in the school from the concerned headmaster in written form. It was ensured not to harm any subject physically, emotionally or socially. At first, tests related reading comprehension and writing skills were performed to know the true baseline level of students. Then the concerned group was taught through Direct Method of teaching English. After the intervention of four weeks, the class was treated with post test. Post test means test after intervention. At second base line phase, the students were taught through traditional method for the next four weeks. Here, again tests were taken to know the scores of reading comprehension and writing skills. In the next four weeks, the students were given intervention again and tested again. During this whole period of 12 weeks, different oral and written tests on any one skill or part of skill were planned to motivate the students and know their attentiveness during the lesson. The analyses of the scores, after and before intervention were done using statistical techniques.

Data Analysis and Interpretation

For data analysis, different statistical techniques such as descriptive statistics and inferential statistics were applied. Mean score of the group at each baseline and treatment level was computed using descriptive statistics. To compare the scores at different levels, i.e. baselines and treatments, paired sample t-test was used. Here only score of baselines, one and treatment two were compared. It is because we were seeking the actual effect of target method.

Findings

On the basis of data analysis, following findings were derived.

Objective 1: To investigate the effect of Direct Method of teaching English on grade V students' reading comprehension skill.

H₀₁: There is no significant difference in scores after teaching reading comprehension in English with Direct Method.

Table 1

Comprehension between Base line 1 and Treatment 2 in Terms of Reading Comprehension

Variables	n	Mean	SD	t-value	df	P
Reading Comprehension B1	20	10.30	4.07	.98	19	.338
Reading Comprehension T2	20	9.20	3.64			

Table 1 shows that there is a decrease in the mean score after treatment phase. Before treatment phase, at baseline 1, the mean score was 10.30 and after treatment phase, the mean score decreased to 9.20. After intervention, there is a difference of 1.10 in mean scores. The table also shows that there is statistically no significant decrease in score from baseline 1 (M = 10.30, SD= 4.07) to treatment 2 (M = 9.20, SD = 3.64), $t(19) = .98$, as $p > .05$ ($p=.338$).

Objective 2: To investigate the effect of Direct Method of teaching English on grade V students' writing skills which include the correct usage of capitalization, punctuation marks, grammar, and creative writing.

H_{02.1}: There is no significant difference in scores after teaching writing in English with Direct Method.

Table 2

Comprehension between Base line 1 and Treatment 2 in Terms of Writing Skills

Variables	N	Mean	SD	t-value	df	P
Writing Skills B1	20	3.60	2.11	-8.48	19	.000
Writing Skills T2	20	10.15	2.68			

Table 2 shows an increase in the mean score after intervention phase. Before intervention phase, at baseline 1, the mean score was 3.60 and after treatment phase, the mean score increased to 10.15. After intervention, there is a difference of 6.55 in mean scores. The table also shows statistically significant increase in score from baseline 1 (M = 3.60, SD = 2.11) to treatment 2 (M = 10.15, SD = 2.68), $t(19) = -8.48$, as $p < .05$ ($p=.000$).

H_{02.2}: There is no significant difference in scores after teaching capitalization in English with Direct Method.

Table 3

Comprehension between Base line 1 and Treatment 2 in Terms of Capitalization

Variables	N	Mean	SD	t-value	df	P
Capitalization B1	20	1.20	1.06	-7.29	19	.000
Capitalization T2	20	3.65	1.23			

Table 3 shows an increase in the mean score after intervention phase. Before intervention phase, at baseline 1, the mean score was 1.20 and after treatment phase, the mean score increased to 3.56. After intervention, there is a difference of 2.45 in mean scores. The table also shows statistically significant increase in score from baseline 1 (M = 1.20, SD= 1.06) to treatment 2 (M = 3.65, SD = 1.23), $t(19) = -7.29$, as $p < .05$ ($p=.000$).

H_{02.3}: There is no significant difference in scores after teaching punctuation in English with Direct Method.

Table 4

Comprehension between Base line 1 and Treatment 2 in Terms of Punctuation

Variables	N	Mean	SD	t-value	df	P
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Punctuation B1	20	.55	.69	-3.71	19	.001
Punctuation T2	20	1.50	.89			

Table 4 shows an increase in the mean score after intervention phase. Before intervention phase, at baseline 1, the mean score was .55 and after treatment phase, the mean score increased to 1.50. After intervention, there is a difference of .95 in mean scores. The table also shows statistically significant increase in score from baseline 1 (M = .55, SD= .69) to treatment 2 (M = 1.50, SD = .89), $t(19) = -3.71$, as $p < .05$ ($p=.001$).

H_{02.4}: There is no significant difference in scores after teaching correct usage of grammar in English with Direct Method

Table 5

Comprehension between Base line 1 and Treatment 2 in Terms of Grammar Competence

Variables	N	Mean	SD	t-value	Df	P
Grammar Competence B1	20	1.15	1.14	-4.45	19	.000
Grammar Competence T2	20	3.10	1.37			

Table 5 shows an increase in the mean score after intervention phase. Before intervention phase, at baseline 1, the mean score was 1.15 and after treatment phase, the mean score increased to 3.10. There is a difference of 1.95 in mean scores before and after intervention. The table also shows statistically significant increase in score from baseline 1 (M = 1.15, SD= 1.14) to treatment 2 (M = 3.10, SD = 1.37), $t(19) = -4.45$, as $p < .05$ ($p=.000$).

H_{02.5}: There is no significant difference in scores after teaching creative writing in English with Direct Method.

Table 6

Comprehension between Base line 1 and Treatment 2 in Terms of Creative Writing

Variables	N	Mean	SD	t-value	df	P
Creative Writing B1	20	.70	.73	-3.56	19	.002
Creative Writing T1	20	1.90	1.21			

Table 6 shows that increase in the mean score after intervention phase. Before intervention phase, at baseline 1, the mean score was .70 and after treatment phase, the mean score increased to 1.90. There is a difference of 1.20 in mean scores before and after intervention. The table also shows statistically significant increase in score from baseline 1 (M = .70, SD= .73) to treatment 2 (M = 1.90, SD = 1.21), $t(19) = -3.56$, as $p < .05$ ($p=.002$).

Discussion

There appeared diversity in findings of the current study when aligned with the findings of previous studies. In current study, there appeared no significant effect of direct method of teaching English on grade V students’ reading comprehension. In contrast, there appeared significant effect of direct method on

writing skills of fifth graders. In terms of reading comprehension, Gersten, et al. (2001) is of the view that it is not easy to master the skills of comprehending a text. It requires lots of supplementary skills like knowledge of text structures, vocabulary, background knowledge etc. Duke and Pearson, (2002) were of the view that reading comprehension required active reading. There should be relevant questions in mind while reading.

Hussain, Hamdani, Quraishi, and Zeeshan, (2010) conducted a study to know the effect of direct method of teaching English on secondary school students' academic achievement in English. They used Solomon- four Designs. They found direct method to be more effective than any traditional method to teach English. High and low achievers both showed improvement in their post-test scores. The current study also shows similar results where direct method was found as relatively more effective method than traditional method of teaching English.

Sumaiya (2015) found in her study that a mixture of grammar translation method and direct method proved more beneficial. Liu and Shi (2007) concluded in their study that no single method gave guarantee of success. There is a need of eclectic approach in choosing the method according to the situation. The current study also showed the divergent results. Here, grammar translation method affected reading comprehension positively and direct method of teaching affected writing skills positively. So, both methods may be adopted according to the situation.

Alzu'bi (2015) studied the effectiveness of inductive and deductive methods of teaching grammar. He found inductive method to be more effective than that of deductive method to teach grammar. The mean score of the group taught by inductive method was comparatively more than that which was taught by using deductive method. In the current study, grammar including capitalization, punctuation, and creative writing are taught using direct method of teaching English which is based on inductive approach. The results were aligned with above study as there appeared significant effect of the usage of direct method of teaching English on grammatical understanding.

Gohil, (2018) studied the efficiency of direct method and grammar translation method and concluded that grammar translation method was relatively better to teach English than that of direct method. This goes in favor of current study in respect of reading but goes against in respect of writing skills. A study was performed by Aqel, (2013) to know the usefulness of grammar translation method in improving grammatical skill in learning second language. The researcher found grammar translation method as an effective method in improving grammatical skills. The study contrasted from current study, where direct method of teaching English, proved positive in improving grammar.

Awan and Nawaz (2015) conducted a study to compare direct method of teaching with grammar translation method. The findings showed that direct method was relatively more effective method for teaching English language. It had brought radical changes in listening, speaking and writing. This method seemed prominent in teaching English language. The study suggested Direct Method to be followed

at elementary level in teaching English. The same recommendations are found in the current study where it is suggested to use Direct Method of teaching English, especially to teach grammar.

Conclusion

The current study is an effort to discover new horizons in teaching of English as foreign / second language. Different methods of teaching English are in practice like grammar translation method, direct method and audio lingual method etc. In this study direct method of teaching English was adopted. A group of twenty students of grade V were treated. The findings show grammar translation method as the more effective method to enhance reading comprehension skills. On the other hand, direct method of teaching affects positively in increasing writing skills including competence in capitalization, punctuation, grammar and creative writing. This goes in favor of eclectic method of teaching any subject where a mixture of different methods is used according to situation and demands of the hour.

The current study favors the usage of inductive method of teaching grammar instead of deductive method. It proves that students learn more with examples. The rules should not be taught but derived from everyday examples. The findings show diversity in the effectiveness of direct method in writing skills.

Recommendations

Following recommendations are suggested on the basis of findings,

1. It is recommended to use eclectic method of teaching English, where we decide about the usage of method as according to the situation. The current study showed positive effect of direct method of teaching English on writing skill and positive effect of grammar translation method on reading comprehension. So, the teacher should be aware of all methods of teaching English.
2. Grammar translation method focuses on translating the content in local language and then comprehending it fully. It proves positive for reading comprehension. So teachers may adopt this technique for comprehending the content.
3. At primary level, it is recommended to use inductive method of teaching where we proceed from examples to rules. Students learn easily from everyday examples.
4. Although government has taken initiative to train primary school teachers and newly inductive educators under PEELI project presented by British Council, yet it is not enough to prepare experts in teaching English as a language in just five days' trainings. The government may first recruit master degree holders in English as subject specialists at all levels in school education department and then train them comprehensively to prepare students to meet the challenges of learning English.

5. The teachers may adopt structure forming of sentences to teach creative writing. Through this technique, the students may use their prior knowledge in new situation.
6. Future researchers may replicate this study using true / quasi experimental design and include other skills like listening and speaking.

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