

**AN EXPERIMENTAL STUDY OF TEACHING ENGLISH  
THROUGH DIRECT AND TRADITIONAL METHODS  
AT SECONDARY LEVEL**



**ISHTIAQ HUSSAIN**

**97-arid-257**

**University Institute of Education and Research**

**University of Arid Agriculture**

**Rawalpindi, Pakistan**

**2005**

**AN EXPERIMENTAL STUDY OF TEACHING ENGLISH  
THROUGH DIRECT AND TRADITIONAL METHODS  
AT SECONDARY LEVEL**

**by**

**ISHTIAQ HUSSAIN  
97-arid-257**

A thesis submitted in partial fulfillment of  
the requirements for the degree of

**Doctor of Philosophy**

**in**

**Education**

**University Institute of Education and Research**

**University of Arid Agriculture**

**Rawalpindi, Pakistan**

**2005**

## CERTIFICATION



Certified that the contents and form of “**An Experimental Study of Teaching English through Direct and Traditional Methods at Secondary Level**” submitted by **Mr. Ishtiaq Hussain** have been found satisfactory for the requirements of the degree.

Supervisor: \_\_\_\_\_

(Dr. R. A. Farooq)

Member: \_\_\_\_\_

(Dr. Muhammad Iqbal)

Member: \_\_\_\_\_

(Dr. Rabia Tabassum)

External Examiner I: \_\_\_\_\_

(Dr. M. A. Bokhari)

Dated: 12-8-05

External Examiner II: \_\_\_\_\_

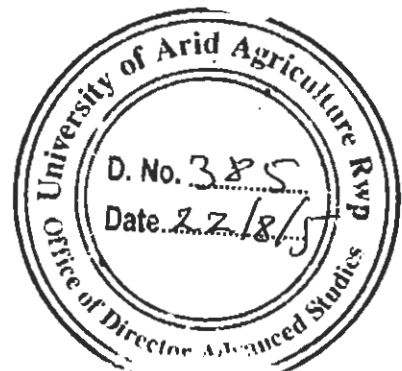
(Dr. S. M. Hassan)

Director

University Institute of Education and Research

Director

Advanced Studies



# **DEDICATION**

**To my Loving Parents, my Brothers, loving wife  
*and***

**Respected Teachers Whose Heartily Prayers and  
Guidance brought every Success in my Life**

## CONTENTS

	PAGE NO.
<b>Acknowledgements</b>	<b>viii</b>
<b>Abstract</b>	<b>x</b>
<b>1 INTRODUCTION</b>	<b>1</b>
<b>2 REVIEW OF LITERATURE</b>	<b>14</b>
<b>2.1 DEFINITIONS OF LANGUAGE</b>	<b>15</b>
<b>2.2 THEORIES OF LANGUAGE LEARNING</b>	<b>17</b>
<b>2.3 CHARACTERISTICS OF LANGUAGE</b>	<b>20</b>
<b>2.4 HISTORICAL DEVELOPMENT OF LANGUAGE</b>	<b>23</b>
<b>2.5 ENGLISH AS INTERNATIONAL LANGUAGE</b>	<b>28</b>
<b>2.6 THE ROLE OF ENGLISH IN PAKISTAN</b>	<b>32</b>
<b>2.7 GOVERNMENT LANGUAGE POLICY</b>	<b>38</b>
<b>2.8 THE FUTURE OF ENGLISH LANGUAGE</b>	<b>45</b>
<b>2.9 ENGLISH AS GLOBAL LANGUAGE</b>	<b>47</b>
<b>2.10 ENGLISH AS A SECOND LANGUAGE</b>	<b>54</b>
<b>2.11 BASIC PRINCIPLES OF LANGUAGE LEARNING</b>	<b>65</b>
<b>2.12 METHODS OF TEACHING ENGLISH</b>	<b>75</b>
<b>2.13 LANGUAGE LEARNING SKILLS</b>	<b>94</b>
<b>2.14 RESEARCHES ON THE SUBJECT OF ENGLISH</b>	<b>133</b>
<b>3. RESEARCH METHODOLOGY</b>	<b>140</b>
<b>3.1 POPULATION</b>	<b>141</b>
<b>3.2 DELEMITATION OF THE STUDY</b>	<b>141</b>
<b>3.3 SAMPLE</b>	<b>142</b>

3.4	RESEARCH INSTRUMENTS	143
3.5	SELECTION AND TRAINING OF TEACHERS FOR EXPERIMENT	144
3.6	DATA COLLECTION	144
3.7	ANALYSIS OF DATA	145
4	RESULTS AND DISCUSSION	148
	DISCUSSION	164
	SUMMARY	168
	CONCLUSIONS	171
	RECOMMENDATIONS	172
	LITERATURE CITED	174
	APPENDICES	188
	Appendix-I Pretest	188
	Appendix-II Posttest	195
	Appendix-III Statistical Data (Test Scores) (English medium)	202
	Appendix-IV Statistical Data (High Achievers) (English medium)	203
	Appendix-V Statistical Data (Low Achievers) (English medium)	204
	Appendix-VI Statistical Data (Test Scores) (Urdu medium)	205
	Appendix VII Statistical Data (High Achievers) (Urdu medium)	206
	Appendix-VIII Statistical Data (Low Achievers) (Urdu medium)	207

## LIST OF TABLES

Table No.	Title	Page No.
1	Significance of difference between mean scores of the experimental group and control group on pretest (English medium)	148
2	Significance of difference between mean scores of the high achievers of the experimental and control group on pretest(English medium)	149
3	Significance of difference between mean scores of the low achievers of the experimental and control group on pretest (English medium)	150
4	Significance of difference between mean scores of the experimental group and control group on post-test (English medium)	151
5	Significance of difference between mean scores of the high achievers of the experimental and control group on post-test (English medium)	152
6	Significance of difference between mean scores of the low achievers of the experimental and control group on post-test (English medium)	153
7	ANOVA (2x2) showing difference between treatment effects for high and low achievers of the experimental and the control groups on posttest (English medium)	154
8	Significance of difference between mean scores of the of the experimental and control group on retention test (English medium)	155
9	Significance of difference between mean scores of the of the experimental and control group on pre-test (Urdu medium)	156
10	Significance of difference between mean scores of the high achievers of the experimental and control group on pre-test (Urdu medium)	157
11	Significance of difference between mean scores of the low achievers of the experimental and control groups on pretest (Urdu medium).	158

12	Significance of difference between mean scores of the experimental and control group on post-test (Urdu medium)	159
13	Significance of difference between mean scores of the high achievers of the experimental and control group on post-test (Urdu medium)	160
14	Significance of difference between mean scores of the low achievers of the experimental and control group on post-test (Urdu medium)	161
15	ANOVA (2x2) showing difference between treatment effects on test for high and low achievers of the experimental and the control groups on post-test (Urdu medium)	162
16	Significance of difference between mean scores of the of the experimental and control group on retention-test (Urdu medium)	163

## ACKNOWLEDGEMENTS

In the Name of Almighty Allah, the Kind, Merciful and who is the creator of all the creatures. All blessings for the Holy Prophet (PBUH), who is, forever, a torch of guidance and knowledge for humanity as a whole.

The researcher expresses his deep sense of gratitude to his venerable supervisor, Dr. R. A. Farooq, his kind supervision, constructive comments, sincere advice, his cogent criticism and thought provoking suggestions and ever patronage loving attitude during the research and completion of this dissertation.

The researcher is deeply indebted to Dr. Muhammad Iqbal Director of the Institute, who offered deep insight, philosophical thoughts, valuable suggestions, critical observations and personal interest for the completion of study.

The researcher pays heartfelt gratitude to (Col © Dr. M.H.Arif,) Institute of Education and research Rawalpindi, Dr. P. A. Shami. Director General (AEPAM, Islamabad) and Dr. Rabia Tabussam, for their time-to-time inspiration, insightful suggestion and help at different stages.

The researcher is highly appreciated and thankful to Riasat Ali Awan for sharing knowledge, thought provoking suggestions and information throughout the study.

The researcher acknowledges his heartiest gratitude to Syed Zia-ul- Hasnain Naqvi Deputy Regional Director AIOU, Rawalpindi Region, Asif Ali Khan (Ex-Principal) F.G.Boys Secondary School Naugazi (FA) Islamabad, Muhammad Iqbal Awan Deputy Headmaster F.G.Boys Secondary School Tarnoul Islamabad, Malik Ghulam Behloul, Makhdoom Ali Syed, Khalid Mehmood Kiany, Adil Abbas Naqvi, who encouraged the researcher for higher aims.

Grateful acknowledgement is extended to Mr. Naik Muhammad Principal, Mr. Abdul Rashid Malik (Vice Principal), Dr Saddique Salaam, Muhammad Haroon Awan (Deputy Headmaster), Muhammad Tahir Qureshi, Munir Ahmed Malik and all the staff members of F.G. Boys Secondary School Naugazi, Islamabad, for their kind cooperation, encouragement, facilitation not only in carrying out the experiment, but for the successful completion of the study.

The researcher is also grateful to Mr. Maqsood Ahmed (UIER) and Mr. Zakkallah Khan (AEPAM) Librarian who rendered every possible help in locating the library books. The researcher acknowledges the services of Abdul Qadir Mustafa, Tariq Mehmood and Muhammad Ikram Azam who typed this dissertation and made it possible to submit in the present form

The researcher expresses special thanks and love to his Children Attique, Habib, Anam and Tayyba whose love and affection keep him thrilling and striving.

At last but not the least, are special thanks to my beloved wife for her full cooperation sharing, encouragement and sacrifice which made possible to submit this dissertation within stipulated time. Sincere thanks to my beloved parents, all my family members for their moral, financial and every possible support.

(ISHTIAQ HUSSAIN)

## ABSTRACT

Method plays an important role in the teaching of language. It is a planned and systematic effort of the teacher for establishing sequence in the various parts of the teaching. The direct method, as its name suggests, is teaching the foreign language without the interference of mother tongue. It is also called "natural method" because the students learn the foreign language in the same way as they learn their mother tongue. In this method, not the word but the sentence is the unit of the grammar, while the traditional method aims at teaching English by word-to-word translation in mother tongue. The child begins to develop his vocabulary from a single word.

The Solomon four-group design was used for the treatment of the data. The students of Federal Government boy's secondary schools of Islamabad were the population of the study. In this design:

- i. Subjects were randomly assigned to four groups.
- ii. Two groups received the experimental treatment (T)
- iii. One experimental group received a pretest ( $O_1$ ).
- iv. Two groups (control) received treatment (C).
- v. One control group received a pretest ( $O_3$ ).
- vi. All four groups received posttests ( $O_2 O_4 O_5 O_6$ )

Intelligence test was administered to determine the level of each student before treatment and to equalize the students of four groups. Experimental groups were taught by direct method while the Control groups were taught by traditional method for a period of three months. At the end of the treatment, a posttest was administered and scores of pre-test, posttest and intelligence test served as data of the study. Applying t-test and analysis of variance tested to know the significance of

difference between the scores of groups at 0.05 level. The main objectives of the study were: (a) to determine the role of direct teaching in the academic achievement of student in English at secondary level, (b) to determine whether the direct teaching method is more effective than traditional method in teaching of English, (c) to examine the effects of direct teaching on the academic achievement of high achievers and low achievers, (d) to investigate whether the students can retain the learning for a longer time when taught through direct method, (e) to give recommendations for improvement of suitable method of teaching English at secondary level.

To achieve the objectives of the study, null hypotheses were formulated and tested. Obtained data was analyzed, interpreted and concluded that direct teaching method was more effective as a teaching-learning technique for English as compared to traditional teaching method. Students in the direct teaching method outscored than students working in traditional learning situation. Low achievers in direct teaching showed significant superiority over low achievers learning English by the traditional method. Thus direct teaching was found to be more effective method for teaching English to the low achievers as compared to traditional method of teaching. High achievers, whether they were taught English by direct method or traditional method, retained learnt material at the same rate. Low achievers taught English by direct method retained more material as compared to low achievers taught by traditional method of teaching. Therefore direct teaching seemed to be more effective teaching learning technique for low achievers.