

INTRODUCTION

Progress and advancement of the countries of the world are always related with the kind of education they offer to their people. Generally education is the concern of Government and public in democratic countries Pakistan is a democratic country and democracy cannot function with out education. Education is essential for human development. Modern age is the age of science and technology. Education gives people expertise and skills for different fields to keep them abreast with the changing realities of life. The development of education depends upon the language that is a unique tool granted to human beings for communication. It is one of the gifts, granted by Allah to distinguish mankind from animal. Therefore, development of civilization and education depend upon the growth and use of language.

A man without knowledge is really a blind even he has eyes. Educated man is as much superior to uneducated person. It nourishes us like mother, guides us like father and delights us to like wife” (Ahmad, 1969).

The medium by which we communicate our thoughts and feelings to our fellow men, the tool with which we conduct our business or the government or millions of people, the vehicle in the science, philosophy, the poetry of the race have been transmitted is surely worthy of study. It is not to be expected that every one should be a philologist or should master of technicalities of linguistic science. However, it is reasonable to assume that the liberally educated man should know something of the structure of his language. Its position in the world and its relation to other tongues, the wealth of its vocabulary together with the sources from which that vocabulary has been and is being enriched, and

in general the great political, social, and cultural influences which combined to make his language what it is (Sweet, 1995).

Every language has two aspects spoken and written, prose and poetry. Prose is simple, straightforward and unpractical. Whereas poetry is metrical and musical. Prose states dry facts in dry and prose manner. While poetry deals with the aesthetic satisfaction of human beings. It can gather up in few words finest and sensitive feelings (Gardiner, 1987) According to an American psychologist “Hooket”; language has the following characteristics.

- i Language uses the vocal organs of the speaker.
- ii Language is semantic.
- iii The symbols for the transmission of ideas are arbitrary.
- iv .Language is culturally transmitted.
- v Language is spontaneous.
- vi .Language involves turn taking.
- vii Language is open

Language comes next to food. We are so intimately familiar with it that we take it for granted as we do breathing or walking. According to Agramal (1995) language is vehicle of thoughts and lack of command over it is bound to make the thoughts inexpressible.

Only those who can understand any language can express themselves in that language. Total process of learning from sensation to imagination depends upon mastery over language. Every word has a particular concept unless; concept is conveyed to the

students, there will be no learning. And without learning there is no achievement. Different linguists have defined language in different ways.

Jespersen (1983) defines language as a “set of human habits” the purpose, which is to give expression to thoughts and feelings, and especially to impart them others.

According to Sapper, (1994), “Language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily reduced symbols”.

Sweet (1992) says, “Language is expression of ideas by means of which speech sounds are combined into words, words are combined into sentences and combination of sentences gives answers to ideas and thoughts”.

Bloomfield (1989) points out that features of a language are not inherited in a biological sense. Any hereditary difference in the structure of a larynx, mouth and lips do not influence the action, which makes up a language. A child learns to speak like people around him.

According to Lado (1994), the child uses noise with a rudimentary system of information and loudness before he learns specific words. He uses utterances for a short. He shows certain differentiation akin to the intonation of the language of his parents. His use of intonation seems to develop ahead of other elements and units of language for several years.

According to Nicholas, (1982) “language is one of the symbols of a nation. The modern knowledge is divided among different subjects, and they are in English language. Therefore, we have to study the English language because of these facts which are as below: -

Firstly English is the language of science and technology. We cannot make progress in the field of science and technology without the knowledge of English language. Secondly; it is the common “lingua franca” of the world. It is the “tool” through which we can conduct our daily business with the world’s community. Thirdly, it is the language of world’s literature for understanding the cultures of other nations so it is essential for us to know the English language. Fourthly, it is the language of world diplomats. We cannot express ourselves on the world forum without English language. It is the language of “united nation and international court of justice.” We cannot make our influence felt without command on English language (Mathews, 1989)

In short, the knowledge of English language is most important because of above-mentioned facts. It is the currency of our time. But in our country, the majority of the students fail in this subject because of the lack of language learning environment and incompetent teachers in the academic and professional areas. English may be a foreign language, but it is international in its significance. It is rightly taken as the “lingua franca” the common language for all parts of the world today. English is truly the language of science and technology. No other language offers such a wide scope for scientific studies and research as English. It offers us treasures of knowledge in all the social sciences. It is the language of world literature understanding the culture of other nations.

It is the language of world diplomats. We cannot express ourselves on the world forum without it. English enshrines the best of what has been thought and written in the world. Just as all positive knowledge is power, English is power today. Considering the importance and usefulness of English, it will be suicidal to make to an optional subject

or lay less stress on it in our education system. Rather, its suicidal should be regularized and prompted at all levels throughout the country (Jones and Hawley, 1988).

Language is the means of social control. Human beings cooperate with one another through meaningful noises (spoken words) and scratches (written words). Language is social and we are constantly involved in the process of social interaction, which it makes possible (Nicholas, 1982).

Learning a foreign language/second language is a complex process, as language is not just an act of putting meaningful words together. It needs a physical, intellectual and emotional response if we have to send or receive messages in it. Learning of a foreign language involves a new culture, a new way of thinking, feeling and acting. The learner has to be fluent, accurate and meaningful (Graff, 1985).

Awareness of how learning takes place, and how different factors psychological, social and cultural can affect this process, must be taken into account while teaching. Successful language learning involves an interrelationship of cognitive, affective and physical processes. Learners use different styles and strategies, depending on these factors, to learn a language (Strong, 1991).

Teaching is a process of guiding, assisting and facilitating the learners. Teachers understanding of how a learner learns determine the teaching style, approach, methods and classroom techniques, and philosophy of education. Some time a practical theory of learning also becomes a foundation stone on which the teacher later builds his/her theory of instruction to be practiced in class. If all children in a normal developmental environment acquire the native language effectively and naturally without special instruction, though with some conscious efforts and attention, how can a learner

achieve the same qualities in a second language? Studied in depth, this comparison will further take us into the field of adult learning and child learning. For the time being, we shall restrict our discussion to first language acquisition as a foundation on which you can build your understanding of some principles/theories of second language learning (Pedersen, 1931).

The history of English language is very old in sub-continent, English diffused in three phases: The missionary (1614-1765) phase, the phase of local demand (1765-1835), and Government policy following T.B.Macaulay's Minute of 1835(Rehman, 1990).

With the British conquest of sub-continent, English replaced the language of learning and educated such as Arabic, Persian and Sanskrit. A turning point in the socio-political history of sub-continent was Lord Macaulay's decision in 1835 to favor English and bring an end to the Orientalist Anglicist controversy. The need of English became greater in 1854 when eligibility to Government service was restricted to those who had English education. English remained the medium of instruction for over a hundred years (1835-1941) in both secondary and higher stages of education (Mansoor, 1993).

Quaid-e-Azam declared in the first education conference that Urdu will be the official language, but he never ignored the importance of English. According to him "As regard English, while the injurious effects of making an alien language the medium of instruction has been widely recognized, it must, for some considerable time to come, retain its pride of place both in the sphere of our university education and as a means of international communication"(Government of Pakistan, 1947).

After independence, English has always been treated as compulsory subject from class VI to degree level. English still retains a slightly privileged position for the following reasons:-

- a English occupies an international position and is the only means of our contact with the rest of the world. No country can afford to remain isolated and cut off from the great social, educational, scientific and cultural movement that is going in the world
- b English is the language of higher professions and still the means of institutions for the scientific and technical knowledge.
- c It is the medium of international trade and commerce.
- e English is the lingua franca of the world.
- f English has historical association with the social and political developments in this country for the last century or so.
- h English is the language of diplomacy and the chief language of the world forums like the United Nations Organizations and its various specialized agencies.
- i English has rich store of literature and is a means for understanding the western civilization and culture. The learning of foreign language is of the most effective means of promoting international understanding and cooperation (Haq1959).

Commission on national education 1959 observed that English would continue because it is the only effective means of communication with the world and the most adequate source of information on the latest developments in science and technology. Therefore all educated persons in country should have a sound knowledge of his language

The constitution of Pakistan provides a specific framework for the instruction of Urdu as the national language and English language may be used for official purpose until arrangements are made for its replacement by Urdu (Government of Pakistan, 1979).

Teachers at intermediate level are subject specialists. Teachers and lecturers in this category are expected to have done there under graduate work in the subject they teach. The same is not necessarily true for teachers of class ix and x, which means that students studying English are often, taught by teachers with no special training in this subject. Furthermore, teachers have few opportunities to identify professionally with their specialties and to interact with their peers (Government of Pakistan, 1998).

English is one of the most common languages of the world. It is at the same time, the easiest and the most difficult language in comprehension. The non-English people all over the world face this problem badly yet the sub-continent is affected by this problem ominously. English has become the most popular language of the world. Even in China, 150 million people have finished the follow me course broadcast by British Broadcasting Corporation. Nearly every one in Denmark speaks in English. English has replaced French in the world of diplomacy, German in the field of science and technology and Latin in the fields of literature and philosophy. At the same time, there are 150 million French-speaking people as compared with 700 million English-speaking people. In other words, one in ten speaks English today and in the last twenty years there have been increase of 50% in the English-speaking people (Larik, 1986).

The probable extension of English in the future, thus indicated, leads many people to wonder whether English will some day become the language of the entire world, or at

least its civilized portions. In many cases, the wish is further to the thought, and the wish springs partly from considerations of national pride, partly from a consciousness of the many disadvantages that result from a multiplicity of tongues. How much pleasanter travel would be if we did not have to contend with the inconveniences of a foreign language? How much more readily we could conduct our business abroad if there were but a single language of trade. How greatly would the problem of the scientist and the scholar be simplified if there were one universal language of learning? In addition, how many of the misunderstandings and prejudices that divide nations would be avoided, how much the peace of the world would be promoted if there were free interchange of national thoughts and feelings (Spargo, 1953).

The world is fully alive to the need for an international language is evident from the number of attempts that have been made to supply that need artificially. Between 1880 and 1907, fifty-three universal languages were proposed. Some of these enjoyed an amazing, if temporary, vogue. In 1889, Volapuk claimed nearly a million adherents. Today it is all but forgotten. A few years later Esperanto experienced a similar vogue, but interest in it now is kept alive largely by local groups and organizations. Apparently, the need has not been filled by any of the laboratory products so far created to fill it. Moreover, it is doubtful if it ever can be filled in this way. An artificial language might serve sufficiently the needs of business and travel but no one has proved willing to make it the medium of political, historical or scientific thoughts, to say nothing of the impossibility of making it serve the purposes of pure literature, involving sustained emotional and creative imagination (Collitzs, 1926).

English has always been rated high in Pakistan. In past, it was treated as compulsory subject from class 6th to onwards in public school system. It is being offered as a compulsory subject in English medium schools and is increasingly used as a medium of instruction. The private schools offer English as a subject from nursery classes. It means that students of public schools start studying English at the age of 11 years whereas the students of English medium schools start studying English at the age of 4 years

Education is a nation building activity and it unlocks the door to modernization. The quality of education depends upon ability and efficiency of the teachers. This necessitates better and more elaborate mental equipment to enable a person to participate in civilized activities. Teaching of English is important for the following reasons:-

- a. English is a mean for understanding the foreign education;
 - b. English is the language of higher education;
 - c. English is the source of scientific and technological advancement;
 - d. It is the medium for international commerce, trade and communication
- (Richards, 1991).

Keeping in view the status of English, the Government of Pakistan has made a decision for introducing English as a compulsory subject from first level. However, being a foreign language, it was compulsory to make a decision for effective teaching method. This study was aimed to explore "An Experimental Study of Teaching English through Direct and Traditional Methods at Secondary Level. The main objectives of the study were:

1. To determine the role of direct teaching in the academic achievement of students English at Secondary level.
2. To determine whether the direct method is more effective than Traditional method.
3. To examine the effects of direct method of the academic achievement of high achievers and low achievers.
4. To investigate whether the students can retain the learning for a longer time when taught through direct method
5. To give recommendations for improvement of suitable method of teaching English at secondary level.

To achieve the above-mentioned objectives, following null hypotheses were tested:

1. There is no significant difference between the mean scores of experimental group and control group on pre-test (English medium).
2. There is no significant difference between mean scores of low achievers of control group and experimental group on pre-test (English medium).
3. There is no significant difference between the mean scores of high achievers of control group and experimental group on pre-test (English medium)
4. There is no significant difference between the mean scores of experimental group and control group on post-test (English medium).
5. There is no significant difference between mean scores of low achievers of control group and experimental groups on post-test (English medium).

- 6 There is no significant difference between the mean scores of high achievers of control group and experimental group on post-test (English medium).
- 7 There is no significant interaction effect between the treatment and achievement level of experimental and control group on post-test (English medium).
- 8 There is no significant difference between the mean scores of experimental group and control group on retention test. (English medium).
- 9 There is no significant difference between the mean scores of experimental group and control group on pre-test (Urdu medium).
- 10 There is no significant difference between mean scores of low achievers of control group and experimental group on pre-test (Urdu medium).
- 11 There is no significant difference between the mean scores of high achievers of control group and experimental group on pre-test (Urdu medium).
- 12 There is no significant difference between the mean scores of experimental group and control group on post-test (Urdu medium).
- 13 There is no significant difference between mean scores of low achievers of control group and experimental group on post-test (Urdu medium)
- 14 There is no significant difference between the mean scores of high achievers of control group and experimental group on post-test (Urdu medium).

- 15 There is no significant interaction effect between the treatment and achievement level of experimental and control groups on post-test (Urdu medium).
- 16 There is no significant difference between the mean scores of experimental group and control group on retention test (Urdu medium).