

SUMMARY

An experimental study was conducted to check the effectiveness of direct and traditional method in English at secondary level. English is an international language as well as the language of science and technology. Due to its importance in our daily life and to improving the standard of English, it is necessary to conduct a study for approving a suitable method for teaching English at secondary level. The main objectives of the study were: (1) To determine the role of direct teaching in the academic achievement of students in English at secondary level;(2) To determine whether the direct method is more effective than traditional method in teaching of English;(3) To examine the effects of direct method on the academic achievement of high and low achievers; and (4) To investigate whether the students can retain the learning for a longer time when taught through direct method. (5) To 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 conclusions were drawn.

Comparison of pretest scores of both the experimental and the control group by applying statistical analysis reflected that there were existed no significance of difference between the two groups and both the groups were almost equal with respect to basic English knowledge. Therefore, the null hypothesis, "there is no significance of difference between the mean scores of the experimental and control groups on pretest," was accepted at 0.05 level.

In the same way, the comparison between mean scores of high and low achievers of the experimental and the control groups on pretest showed that the difference between

mean scores of high achievers of the experimental and the control groups on pretest was insignificant at 0.05 level. This indicates that high achievers of both groups were almost equal at the beginning of experiment. Therefore, the null hypothesis, "there is no significance of difference between means scores of high achievers of the experimental and the control groups on pretest," was accepted.

Students of the F. G. boy's secondary schools Islamabad were constituted the population of the study. The students of 9th class of F. G. boy's secondary School Naugazi Islamabad (Urdu medium) and the students of 9th class of F. G. boys model school No 6 Islamabad (English medium) were selected as a sample of the study. Sample students of F. G. boys' secondary school Naugazi Islamabad (Urdu medium) were further divided into two groups, i.e. the experimental group and the control group. Both the groups were equated based on pre-test scores. While the students of F. G. boys secondary school Naugazi (F.A) Islamabad (Urdu medium) were not taken as pre-test. These students were re-divided into two groups based on anecdotal record. Each group compromised 30 students.

Two English teachers (one each for English and one for Urdu mediums) having equal qualification, equal teaching experiences, and considerably equal teaching potential, were selected to teach the control and the experimental groups. The control groups were taught through traditional method while the experimental groups were taught by direct method. This experiment continued for six weeks. In order to find out treatment effects, a teacher-made post-test was administered to the experimental as well as control

groups immediately after the treatment (teaching) was over. The purpose of this test was to measure the achievement of the students constituting the sample of the study.

The experimental groups performed significantly better than the control groups on posttest. The difference between the posttest mean scores of the two groups was significant at 0.05 level. Thus the null hypothesis, "there is no significance of difference between the academic achievement of the students taught by direct method and students traditional method," was rejected at 0.05 level in the favor of the experimental groups.

Furthermore, the comparison of high achievers of both the experimental and the control groups on posttest scores depicted that difference between mean scores of both groups was insignificant at 0.05 level. Therefore the null hypothesis, "there is no significance of difference between the mean scores of the high achievers of the experimental and control groups on posttest;" was rejected. These results are in line with the views of

Ali (1978) that every child has specific potential by birth. It is the responsibility of the parents, society and teachers, how they channelise that potential in proper way.

Applying t-test checked significance of difference between the mean scores of the experimental and the control groups on the variables of pretest, posttest and retention test. To test the treatment effects for high and low achievers of both the experimental and control groups on posttest and retention tests, the factorial design (2x2) analysis of variance, was applied.