

CHAPTER 1

INTRODUCTION

1.1 Background

English has come to be known as a global language due to its international stature. Being the lingua franca of the world today, it is a key for success to many people world wide. People use it for different sorts of needs, such as business, education and media. Day by day English users are increasing through out the world.

Pakistan is a country where English is taught as a second language. The English language is in high demand because of its wide usage in Pakistan for official, business, or academic purposes. This is not only to meet the needs of Pakistan as a developing country for the purposes of modernization and technology, but also for linguistic, political, social and educational considerations as well. Pakistani students' are required to learn English since it is one of the official languages, and they also have some important reasons for learning English, such as traveling abroad, reading advanced technical literature, coping with university classes, reading international books and journals, obtaining good jobs, and becoming a member of highly educated communities.

Pakistani students experience many problems in learning English. If one were to look at the problems of learning English in Pakistan, it can be observed that learning English is a complex phenomenon for Pakistani learners because it has taken

a crucial role in the student's life. After studying English for 6-8 years, students are unable to communicate in English properly because the teachers have not been properly trained, and have no workshops or official gatherings where they can frequently practice speaking English, and especially there are no programs available to improve towards new teaching methods. The students lack the basic language skills i.e. reading, writing and especially speaking and listening.

Since English is not frequently used in society in general, the social environment in Pakistan is not very conducive for learners to improve their listening and speaking skills. Pakistani learners study the rules of the language in traditional classrooms but they are unable to use the language in a communicative way because there is so little focus on communicative approaches, and the lack of trained teachers.

If the Pakistani students have a chance to study abroad or if they apply for better jobs, they need to be able to communicate in the target language, and in this particular case most Pakistani students fail to use this language effectively. Therefore, many researchers have drawn attention to this problem and I, as the writer of this project, also found in my teaching experience that Pakistani students need to have more focus on communicative language teaching methods and need some private language schools, which can provide better opportunities for practicing the language skills and the usage of the language with different techniques of teaching. These kinds of communicative methods do not exist among government schools and colleges, and even though Pakistani students have different kinds of schools and colleges these schools still are not adequate in fulfilling the learner's language needs.

There are different types of schools in Pakistan which provide English teaching: State influenced public schools, which are also called government schools.

These schools are run by the federal or provisional government of Pakistan; private schools, which are run by different institutions of Pakistan, such as the army, the water and power department, or the air force; and non-elitist schools, which are privately owned schools that are only concerned with the government for licensing, but all other functions are controlled by a single person or groups partnered together.

This project is about the design and set up of a language school in Pakistan to teach English in a communicative way by using appropriate teaching methodologies and technologies. I plan to set up a language school in the second largest city in the province of Sindh. This institute will offer different language courses according to the learners needs in this particular region.

I am already well aware of learners language needs in Sindh province and that is why I would like to set-up a language school to fulfill the language requirements of a particular group of students of Pakistan.

I have found there is indeed a demand of English by students and their parents in Pakistan because of its need throughout the country. "English is a demand of students, their parents and aspiring members of the professional middle class because it is the language of elitist domains of power not only in Pakistan but also internationally." (Rehman, 2001:242).

The school I want to set up will offer different language courses to fulfill the demands of the students, for example the Business English course and General English course will be on different levels, including different language skills. This school will promote the teaching of listening and speaking skills, which is usually ignored by other language schools in Pakistan because of the lack of trained teachers and because of the traditional education system. One of main aims of this School

will be to motivate learners especially girls whose education is comparatively neglected in this country.

1.2 Objectives

1. To identify and analyze the language learning needs in the particular context.
2. To provide proper guidelines for a language school to teach English with the communicative methods of teaching English in a Pakistani context in the form of working documents which can give direction to anyone for establishing and running a language school.
3. To offer different language courses according to students' needs in a context.
4. To promote opportunities for communicative English language learning, especially for women.

1.3 Mission statement

This school will teach English with the communicative teaching method. This teaching approach is called Communicative Language Teaching (CLT), (see details of CLT in chapter 4), which helps learners to improve their language skills, specially listening and speaking. It helps learners and gives them a chance to learn a language with different kinds of teaching tools, in a communicative way. This School's primary aim will be to provide opportunities for learners, especially women, to learn effectively and usefully the target language and to be able to compete in a national and international job market.

1.4 Expected outcomes

Expected outcomes from this project will be to give Pakistani learners a facility to learn English in a different teaching environment and give them an opportunity to use the language in communicative way. This school's aim is to teach English and build learners' confidence to use the language inside and outside the classroom.

It will facilitate learners' with different language skills to fulfill their language needs. This school will promote women's education, which will bring great change in this region where women do not have as much opportunities to get an education as men have. This project will help to serve as a reference manual for setting up other language schools in Pakistan.