

Insights into incomparability between English Language Competency and Policy: A case from Pakistan

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Abstract:

For Pakistan, Urdu, although language of a minority is the national language and English remains the ‘official’ language (Coleman 2011). The latter has an inspirational value for the majority, providing perceived and/or actual access to jobs in local and global markets. English is also seen as a gateway to knowledge societies. In Pakistan’s post colonial context English carries connotations of an education apartheid and power (Mustafa 2011, Shamim 2011 and Rahman 2004) as a divisive tool across different schooling systems. However, English as a language of learning in schools has always been undermined with inconsistent policies and weak practices, sometimes too ambitious (Punjab 2009/10) and often full of rhetoric.

The National Education Policy (NEP, 2009), in turn, endorsed English language teaching from class 1 to 12 in general and from class 6 upwards in particular as a language for teaching mathematics and science (Chapter 6). Given the space for language in the National Education Policy 2009 with emphasis on mother tongue and English language across the schooling system, this paper will focus challenges and possibilities, and will look at English learning preparation of teachers and students in Punjab using research based evidences in an attempt to open an evidence-based discussion on the linguistic problem in educational system in Pakistan. Findings on English learning outcomes interpreted comprehensively against the English language policy will be used for benchmarking and strategic planning by English language stakeholders for mitigating the current English language quandary. The paper will focus on challenges and possibilities and will look at the learning levels of school children and preparation of school teachers in an attempt to open an evidence-based discussion on the linguistic problem in educational system in Pakistan.

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Introduction

In Pakistan, like many post-colonial countries, English remains a language of status and global currency, but it continues to be undermined in the absence of a conclusive language policy, uneven treatment in curriculum, textbooks production, teacher preparation and above all classroom practices. Hywel Coleman (2011) identifies the predicament of the English language in Pakistan and articulates some reasons why English language levels in Pakistan are not at par with global standards. Firstly, he believes that English language has become an examination subject and therefore for many people depends on rote learning methods to acquire good grades. Another issue identified by Coleman for the English language teaching dilemma in Pakistan is the fact that English language teachers do not use English in classrooms and also for higher order functions such as critical reasoning, analytical reasoning etc. In most classrooms, the environment is not conducive to critical thinking, analyzing and problem solving in English with the consequence that children acquire a very superficial understanding of the subject matter.

In response to such challenges, the National Curriculum (2006) for the first time developed a comprehensive learning outcomes-based framework and competencies in English from grade 1 to 12. The National Education Policy (NEP, 2009), in turn, endorsed English language teaching from class 1 to 12 in general and from class 6 upwards in particular as a language for teaching mathematics and science (Chapter 6) while allowing flexibility to each province to adopt mother tongue teaching at the primary level along with the national language, Urdu. The NEP (2009) and the National Curriculum (2006) have been endorsed by all provinces post 18th Amendment and devolution in September 2011 encompassed by the Islamabad Declaration (2012).

However, before any policy analysis can be made, it is important to take a close look at the status of English language in Pakistan. It is against this backdrop that the paper seeks to conceptualize the English Language competencies of primary and middle-school teachers and students of Punjab. Using quantitative evidence from research-based initiatives in Pakistan, this paper provides an in-depth exploration of the teachers' and students' preparation to use English Language in classrooms. The paper will contribute towards a better understanding of how policy and practice can be formulated for benchmarking and strategic planning by policy-makers, academics, teachers and implementers for mitigating the current English language quandary.

The second chapter of this paper provides a review of related literature while the third section discusses in detail the various sources and the methodology adopted to build upon the hypothesis for this paper. The fourth chapter highlights the results from the various data sources and gives comprehensive analysis. The last chapter concludes the paper and gives recommendations based on the findings of the paper.

The Value of English Language

Competency in English language is considered a pre-requisite for jobs, access to and creation of knowledge and social status. Pakistan is no exception. The University Grants Commission of Pakistan (1982) in a “Report on the Teaching of Language” deemed that English is important for knowledge, technology, and international communication. Nowadays English is widely considered as a global language and in this reference Carrion (2006) comments that English is without a doubt a universal language. The popularity of English these days could be judged from the fact more than 85 percent international organizations worldwide employ English as the main language, for instance in Asia and the Pacific ninety percent of the organizations officially use English (MacKay 2002:17). This ‘value’ of English in labour markets is captured in empirical evidence that links knowledge of English language to higher earnings. For instance, a study in India finds that hourly wages are on average 34% higher for men who speak fluent English and 13% higher for men who speak a little English relative to men who speak no English (Parkash et al 2011).

This evidence from India is corroborated within Pakistan. A recent study by Aslam, De, Kingdon, & Kumar (2012), ‘Economic Returns to Schooling and Skills – An Analysis of India and Pakistan’ uses data from India and Pakistan to analyze the impact of individuals’ knowledge of English on their occupational attainment and on the economic returns (earnings) for men and women wage-workers in the two countries. This study is the first of its kind to provide empirical evidence to support a commonly voiced opinion within the two countries i.e. there are large returns (as measured by higher earnings) for individuals who display higher English Language skills in the labour market as opposed to those who either do not possess these skills or have weaker skills. In fact, the authors of this robust empirical study are able to convincingly show that among the different test scores they use (mathematics, Urdu/Hindi and English Language), the largest increase in earnings is generated by English Language knowledge and the effect is found to be significantly higher among women than men in both countries. This evidence reveals the value ascribed to this language within the region and indicates why individuals would have incentives to acquire it. It is in this context that several bilingual or multilingual countries have started adopting English as medium of instruction in their public education systems. It is believed that the recent economic success of countries like Malaysia is partly attributed to their adoption of English for the teaching of Mathematics and Science. For example in January 2003 Malaysia took a bold step in re-adopting the English language as a medium of instruction for science and mathematics instruction. This change in policy was deemed necessary to ensure that Malaysians are able to keep abreast with scientific and technological development that is mostly recorded in the English language. This was done with the view that it will also result in improving English language proficiency of students and to enable them to use this language for communication (Ministry of Education, 2002).

Language Policy in Pakistan

In Pakistan, English is both a colonial and post-colonial legacy which resonates well with global communication regimes. Whilst the 2009 National Education Policy (NEP) underscores that English 'is important for competition in a globalized world order' (Para 21), it also emphasizes that 'The challenge is that a child is able to carry forward their cultural assets and, at the same time, be able to compete nationally and internationally'. In Punjab the political leadership announced a radical policy change making English the official medium of instruction in all government schools in 2009-2010, so that English competencies can be assured for not just English as a subject but also mathematics, science, IT and social studies. This sudden decree for all public sector schools met with a great deal of criticism but has persisted over time. It is supported by the continuous professional development (CPD) framework of the Directorate of Staff Development (DSD), the apex teacher training in-service institution of the Punjab Schools Department. CPD is supported by decentralized facilitation across each district with master trainers (MTs) at the cluster training support centers (CTSCs) and district teacher educators (DTEs) at school based district teacher support centers (DTSCs) to address in-service and school based support in defined catchment areas. The focus of DSD is to train and support teachers /head teachers progressively across the system, in primary, middle and secondary schools. To our knowledge, there has so far not been any evaluation of the consequences of this significant policy change in the province.

It is against this backdrop that a major distance has to be covered to address teachers' professional development needs in improving English language competencies, but these must be embedded in the complex profiles of the teachers, their current competencies in English, their current work conditions, workloads, motivation and career aspirations. On a larger canvass the challenges of supporting teachers in managing English medium education in schools need to be juxtaposed against the above mentioned variables for sustainable engagement over time with desirable outcomes.

Methodology

- A close review of the National Educational Policy (2009) and the Punjab Education Sector Plan will be done in light of the current 'capacities' of teachers, their abilities to deliver lessons in English within diverse settings across regions
- An in depth review of the literature will be undertaken to identify the predicament of the English language in Pakistan and some reasons as to why English language levels in Pakistan are not at par with global standards.
- Quantitative data collected by PEELI (Punjab English Education and Language Initiatives) will be used to summarize information on teachers' professional profiles, preparations, classroom practices and attitudes towards English as the medium of instruction.
- Data from ASER Pakistan 2013 (Annual Status of Education Report) will be used to highlight the educational landscape and learning levels of children in Punjab vis-à-vis the change the policy.
- Structured Interviews will be held with key personnel of the Directorate of Staff Development (Apex in-service teacher training institution) in Punjab to elaborate institutional capacity and effectiveness to train and support teachers /head teachers progressively across the system, in primary, middle and secondary schools.
- The data collected through mixed-method approach will be aligned with each other to present consolidated findings in terms of teachers' professional contexts, classroom practices, hurdles and opportunities for teachers and students in Punjab in teaching in English language.
- The research will be documented as an advocacy paper to be used to shed light on the implementation of this policy keeping in view the capacity of teachers and service delivery of teacher training institutes.

Data Analysis

5.1 Assessing English language competency of teachers in Punjab through Punjab Education and English Language Initiative -2013

The discussion in this section will focus on English language competency of teachers, drawing extensively from PEELI findings

PEELI Orientation

This robust study across Punjab was aimed at mapping out systematic information on English Language competencies of 2008 school teachers, their motivation and aspirations and the hurdles faced in imparting English instruction to the pupils they teach. The study took place in March 2013- June 2013 in 18 districts of Punjab (9 Divisional Headquarter districts and a second district from each division) covering 1564 public and 444 private school teachers

PEELI Objectives:

The survey's objectives were:

- Gauging the English language competencies of teachers in the selected 18 districts of Punjab both¹.
- Acquiring first-hand information from teachers that renders insight on their motivational factors and attitudes to English and English medium education.
- Identifying potential barriers to development of English medium education.
- Making informed statements about the readiness of the education system in Punjab to take on English medium education.
- Proposing recommendations that contribute to the formulation and adoption of policies, processes and practices which reinforce teacher's motivation and enhance their capabilities to use English language in schools.

PEELI Tools:

- Baseline Survey Questionnaire
- Structured Interviews (with teachers, head teachers, and Education Stakeholders)

5.1.1 PEELI Findings- Realizing Competency Gaps

Findings from Section 3 of the survey questionnaire¹ are presented here to give an overview of the use of English Language in classrooms.

3.1 How much English is used by Teacher in a Classroom? For English subject, results of the survey indicate that less than 10% of teachers (both public and private) use English during their class time. Results from both public and private sector teachers indicate a similar trend in regard to the use of English in classrooms. A large majority of teachers (for History, Geography, Urdu and Islamaiyat) were found to be using community or home language most of the time and only using English sentences very occasionally to give examples. Also, a large majority of teachers i.e., 60%-65%, confessed to the fact that they try to use English as much as possible for Maths, Science, Computer Studies and English; however they also make use of community language for translation purposes.

3.2 How much English is used by students in a Classroom? For English subject, results of the survey indicated that less than ten percent of teachers (both public and private) reported that students use English during their class time. As shown in Figure 3.2-A and Figure 3.2-B, results indicated that students mostly use community language or home language for History, Geography, Urdu and Islamaiyat. However for Maths, Science, Computer Studies and English; around 40-50% of the teachers (both public and private) agreed that their students try to use English as much as possible.

3.3 Teacher-student conversation time ratio: A large percentage of teachers in the public sector (i.e. 41% primary and 42% middle) reported a 50:50 ratio for conversation time in the class in contrast to their private counterparts who reported a 70:30 ratio for conversation time in the class.

3.4 Importance of English ability: A large majority of teachers i.e. 70%-80% of the public and 80%-90% of the private school teachers were of the view that English language is very important for academic success and students' career. Social advancement and life in general were two aspects for which only half of the private and government teachers found English language ability to be very important.

3.5 Which English skills are most useful for learners? By and large reading, writing and speaking skills were rated to be useful by 19% to 23% whilst listening skills were rated to be useful by 11%-20% of the teachers in both public and private schools for life in general, success, and social advancement. Grammar, vocabulary and pronunciation skills were observed to be not rated as very useful by majority of the teachers.

¹ The baseline questionnaire is placed at Annexure 1 for review

3.6 Understanding of English Medium Education:

3.6.1: Textbooks for content subjects: Results of the survey indicate that only 7-12% of public and 5-13% of private teachers understand that in English medium of education, text books for content subjects should be in English. The highest number of respondents i.e. 56% of public and 52% of private teachers opted for the textbooks to be completely bilingual in an English Medium Education.

3.6.2: The extent of English to be used by teachers in English Medium Education: Majority of the teachers from both the sectors i.e. around 64% public and 66% private were of the view that teachers in an English Medium Education should use English in class as much as possible, however the community or home language should also be used when the students are facing particular difficulties.

3.6.3: The extent of English to be used by students in English Medium Education: Majority of the teachers from both the sectors i.e. around 62% public and 61% private were of the view that students in an English Medium Education should use English in class as much as possible, however the community/home language can also be used when the students are facing particular difficulties in understanding the content.

3.7 Which English skills are most important for teachers to develop? In public sector, a majority of the teachers regarded all the areas where they were weak or challenged as important including thinking, grammar, vocabulary, and pronunciation as well as the core skills of listening, writing and speaking skills, as their priorities. Reading was the least prioritized area and 75% of the teachers deemed the development of thinking skills as a key priority area. In private sector too, majority of the teachers regarded all the areas, thinking, grammar, vocabulary, and pronunciation skills together with listening, writing and speaking as their priorities. Speaking was the most prioritized area followed by thinking skills as indicated by 75% of private teachers.

3.8 Which language should be the main medium of instruction in schools in Punjab? Majority of the public sector teachers, 51% primary and 50% middle, opted for Urdu as the proposed medium of instruction. Results further show that in the private sector, only 35% of the teachers wanted English to be the medium of instruction.

3.9 Days of training teachers have received in each of these areas in the last two years: More public sector teachers (75% middle and 70% primary) have received training in English Teaching Methodology than private sector teachers (59% middle and 51% primary).

5.2 Assessing English language competency of teachers Through Annual Status of Education Report ASER Pakistan-2013

The discussion in this section will focus on English language competency of students, drawing extensively from ASER findings

ASER Orientation

ASER Pakistan covers the entire age group of 5-16 as given under Article 25 A of the constitution of Pakistan making education a compulsory state obligation and fundamental right. The latest ASER Pakistan 2013 survey covers 183 districts across the country and 263,990 children aged 3-16.

ASER Survey Objectives:

The survey's objectives are three fold:

- To get reliable estimates of the status of children's schooling and basic learning (reading and arithmetic level)
- To measure the change in these basic learning and school statistics from last year
- To interpret these results and use them to affect policy decisions at various levels.

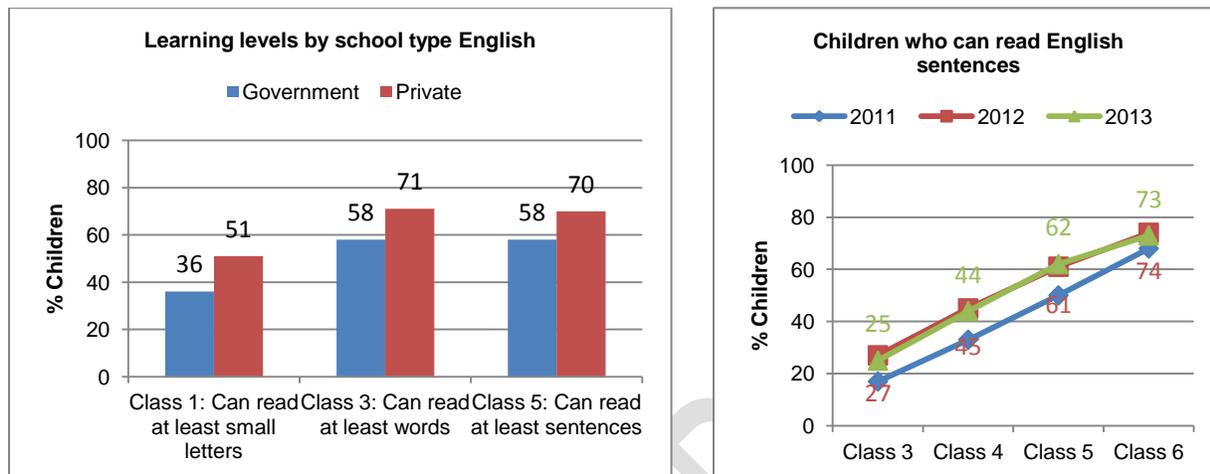
ASER Tools:

The ASER tools have been benchmarked to grade II /III level competencies in English/Urdu/Sindhi/Pashtu and Arithmetic as per the National Curriculum 2006.*¹

In this paper the ASER data will be analyzed focusing on children's (specifically from class 3 and class 5) ability to read a sentence in English

5.2.1 ASER Findings -Realizing Learning Gaps

English learning levels show very low improvement over the years: 62% class 5 children could read sentences (class 2 level) compared to 61% in the previous year. ASER 2013 reveals that 70% of the private and 58% of the public sector class 5 children can read class 2 level sentences.



5.3 Analysis

5.3.1 Attitude towards English Medium Education

The National Education Policy was proposed to bring public sector education at par with global education standards and to make significant progress in enabling the young generation to develop proficiency in English. Findings from the research based evidences juxtaposed against the National Education Policy 2009 are analyzed below to highlight gaps and contradictions.

The Baseline survey gives a positive outlook of teachers' attitudes towards English. A large majority of teachers i.e. 70%-80% of the public and 80%-90% of the private school teachers regard English language as very important for academic success and students' career. Survey results also indicate that around 60% of the teachers expressed that they try to use English as much as possible for Maths, Science, Computer Studies and English. The ASER results depict a similar picture.

Many of the public sector teachers were concerned about how hastily the NEP 2009 policy actions have been implemented by a simple provincial declaration for English medium in all government schools, "*National Education Policy (2009) has not been implemented properly. Students who have never studied English are made to study all the subjects in English which is unfair*" said one public sector teacher from Sahiwal. "*What to say of the students, teachers themselves are neither trained nor qualified enough to deliver lessons in English*" said another public sector teacher from Toba Tek Singh.

5.3.2 Realizing Gaps and Contradictions- National Education Policy 2009

The National Education Policy emphasizes on the need for a comprehensive school language policy that should be devised in close consultation with the provincial and district specific governments and other key stakeholders. The policy highlights the significance of improving English language education in Pakistan, with special reference to those that are disadvantaged socially, culturally and economically. However there are certain ambiguities that inhibit the implementation of the National Education Policy actions to improve the quality of English language instruction in Pakistan.

There are overt contradictory statements imbibed in the policy, for example the new policy states that the Provincial and area specific departments have the discretion to select the medium of instruction up to grade 5, however this statement is slightly in discord with another statement within the policy framework that declares that 'English should be a medium of instruction for sciences and mathematics from class 4 onwards. The policy clearly leaves the language of instruction from class 1 to class 5 to the whims of the key education decision makers, but there are no guidelines for the language of instruction to be used for secondary classes, except the fact that Mathematics and Sciences from class 6-10 should be taught in English.

An important fact to be taken under consideration is how the policy itself is subtly advocating the language apartheid to flourish in Pakistan by establishing a system that allows for social stratification. Making the medium of instruction for primary schools a choice variable for the provincial and area specific governments is an erroneous decision, as some children are exposed to English language at an early age whilst the others are not, and this implicitly marks the onset of a deep rooted process of social segregation. Moreover, many children drop out of school after class 5 and if they have not been acquainted to the English language in these years, the Government is veritably producing socially and professionally handicapped human capital. However, introducing English as a medium of instruction at the beginning of a child's academic life (read class1) is not also recommended as it would be difficult for a child to get grips on the subject matter in a language that he/she has not been acquainted to and has not been using at home, instead English language should be first introduced as a subject in class1 and at the primary level teachers should stress on building a child's spoken, written and comprehension skills, so that later on these skills can be put to use to understand other complex subjects like science and mathematics. This notion has also been unequivocally highlighted in the Indian National Council of Educational Research and Training: "At the initial level, English must be taught in relation to other subjects as well and will gradually move towards language teaching. Thus the gap between English as a subject and English as a medium should be bridged, the ultimate aim is to create a system that does not differentiate between teaching a language and using a language."

Conclusion

We conclude that majority of the school types, whether government or private seem to be failing their communities in terms of English language learning of their students. Some trends are extremely positive: for example a sizeable majority of the teachers reported that they use English language to deliver lessons for all subjects and have received adequate days of training in this regard. However, not all trends are positive. Teachers in both public and private sector schools still lack conceptual and practical competencies, skills and attitudes required to deliver lessons in English. The National Education Policy of 2009 has provided space to English and mother tongue as well, but the steps towards operationalization of a foreign language or mother tongue remain inadequate with teachers having insufficient knowledge of the foreign language and its systematic linguistic delivery across core skills of listening, reading, speaking and writing.

The gravity of the situation merits a concerted effort on the part of the Government to plan a practical framework that could fill the gaps created by the current bottlenecks to properly implement the policy vis a vis English medium in public sector schools. The structured interviews with teachers pointed positively towards their willingness to communicate their perspectives openly. It would be useful to consult them for their experienced viewpoints on what is needed for the reforms to succeed. Besides this, initiatives need to focus on the demand side of the problem with stakeholders aligned with the supply side in a manner that the impact is multiplied and good quality English education is offered to all learners.

Policy Reforms

The recommendations which follow have emerged from the findings of the studies:

A-FOR POLICY MAKERS:

- 1) The National Education Policy of 2009 has provided space to English as a medium of instruction, but we recommend a close review of the National Educational Policy (2009) and the provincial Sector Plans/Policy in light of the current 'capacities' of teachers, their abilities to deliver lessons in English within diverse settings across regions. For English to remain as a medium of instruction, or a strategic language in schools a well planned framework should be implemented which guides the recruitment criteria, texts and learning materials, class duration, and enhances the skill sets of teachers through vigorous continuous professional development and follow up support programs closest to their locations.
- 2) Government should support schools at primary level with a better mix of older and younger teachers to mitigate against a culture that resists change due to age and lower qualifications. To accomplish this, Government could perhaps use the extensive data and human resource management information system (HRMIS) developed by the Schools Education Department (SED) to review the faculty's age and qualification profile of each primary school at district/sub-district level.
- 3) Textbooks could be redesigned, to become less theoretical, thematically interesting linked to local contexts and more upfront on content covering the four key skills including grammar, vocabulary building and application. Some states in India such as Orissa have come up with innovative textbooks with short units that can be "covered" within a single class (Sunwani 2005), incorporating the idea of a reading card (ref/.annex).
- 4) Steps have already been taken by the Punjab Textbook Board (PTTB) to improve the quality of textbook material in Punjab, but language development is seen to be missing from textbooks. Subject textbooks need to be reviewed to be more supportive for language development as well as content knowledge.
- 5) In all public schools, students are directly promoted to class 1 after completing one year of pre-school called "kachi". The syllabus of class 1 goes beyond the capacity of students and is not aligned to the National Curriculum student learning outcomes (SLOs) at that level for English. To make it easier for students, Government could make provision for better transition linkages of competencies across Katchi and grade one and for all grades up to five, so that students enjoy and grasp emergent vocabulary in a foreign language through scaffolding techniques (using home language or Urdu) and build routines for reading, listening, speaking and writing.

B-FOR TRAINING INSTITUTIONS:

- 1) Training institutions need to review the current training and continuous professional development framework and support of teachers for English competencies, in order to increase their ability to use English for all subjects. This can be accomplished by setting the parameters for English Language proficiency, which can be enforced and strictly monitored by the concerned authorities. Training institutes should identify the benchmarks across English language domains that teachers need to attain and use the assessment to guide further programs.
- 2) Although training institutions are conducting intensive workshops, there is a need for more regular professional development workshops that happen outside the current intensive summer holiday period.
- 3) Majority of the teachers prioritized training in English teaching methodology, lesson planning and IT-Computer literacy. These areas can be stressed upon during training and development of new and current teaching workforce across the board. High schools and elementary schools with computer labs may be further co-opted as support centres mapped for easy accessibility of teachers on a monthly basis.
- 4) Focus should be on upgrading the knowledge of teachers on core English skills including listening, speaking, reading and writing.
- 5) A proper assessment of the effectiveness of training programs for English should be made by an independent organization/committee. Based on the rigorous assessment of content and beneficiaries, new training programs should be designed to tap the areas in which earlier training programs did not meet the desired objectives.

C-FOR TEACHERS/HEAD TEACHERS:

- 1) Head teachers should constantly organize small scale planning/review meetings, training workshops in schools, trainers being the teachers who have performed well in previous training programs organized by Education Extension Centers/DTSCs/CTSCs. A review or perhaps a monthly assessment of these could be sent to district teacher training centres as a guide to further training workshops.
- 2) The teachers should be familiar to use a variety of methods to inspire children, empowering them to build their language competencies
- 3) Teachers are requested to contribute to the formulation of their own teaching tools (reading cards, worksheets etc) which are separate and apart from the usual textbooks to make learning easier for the children.
- 4) Lessons prepared for English language courses should be relevant to Pakistan so that the children can relate to the course content

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Working Paper

ANNEXURES

I-Punjab Education and English Language Initiative Baseline Questionnaire

1. BACKGROUND INFORMATION

ID Code of each teacher _____

Date of Questionnaire/responses _____

Venue Options: City _____

Name of teacher: _____

1.1 Age:

- Less than 20 20-35 years 36-50 years 51 and older

1.2 Gender:

- Male Female

1.3 Highest Education:

- FA/FSc
 BA/BSc
 MA/MSc
 Phd above
 Others

1.4 Professional Education:

- CT
 PTC
 B.Ed
 M.Ed
 Others

1.5 Are you currently enrolled in any professional course, training or degree?

- Yes
 No

1.6 What grades do you teach?

- 1-5
 6-8
 10-12

1.7 How long have you been a teacher?

- This is my first year
 1-2 years

- 3-5 years
- 6-10 years
- More than 10 years

1.8 How many institutions have you worked with during this period?

- 1 only
- 2-3
- 4-5
- 6 or above

1.9 How long have you been in your current school/institution?

- 1-2
- 3-5 years
- 6-10 years
- More than 10 years

2. TEACHING & TRAINING

2.1. How many periods do you teach per week? (Drop down menu)

- less than 10
- 10-19
- 20-39
- more than 39

2.2 What is the size of your average class? (Drop down menu)

- less than 10
- 10-19
- 20-39
- more than 39

2.3 How many grades/classes do you teach in the same classroom? (Drop down menu)

- 1
- 2
- 3
- 4
- 5
- More than 5

2.4 How many days of training have you received in each of these areas in the last two years?	(Drop down menu for each option): one 1-7 days 8-14 15-21 more than 21
IT- computer literacy	
Admin/documentation (reporting, processes, paperwork)	
Lesson planning	
English Teaching Methodology	
Subject-Specific Methodology	
Assessment	
Child Protection	
Other: please specify _____	

2.5 How much do you agree with these statements about training you have received?	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
Training was lecture-based.	5	4	3	2	1
Training demonstrated activity based-learning clearly.					
I clearly understood the aims of the training.					
The training was an appropriate length.					
The training went into enough depth in the target subject.					
Trainers were highly skilled.					
I felt able to reproduce methodology demonstrated in training in my classroom after training.					

2.6 How relevant was training to your current development needs? (Please tick .. as relevant)	Very relevant	Quite relevant	Slightly relevant	Not irrelevant	Not Applicable
IT- computer literacy	4	3	2	1	0
Admin (lesson planning, reporting, processes, paperwork)					
English Teaching Methodology					
Subject-Specific Methodology					
Others (comment box _____)					

2. 7 What kind of training would you like more of?	This is a priority area for me	This is useful but not a priority	This is interesting to me, but I don't need training in it now.	This is not interesting or necessary for me
IT- computer literacy	3	2	1	0
Admin/documentation (reporting, processes, paperwork)				
Lesson planning,				
English Teaching Methodology				
Subject-Specific Methodology				
Assessment				
Other (comment box _____)				

3. ENGLISH

3.1 How do you use English in your classroom?	I use English only in class, all the time	I use English as much as possible, but I use the community language when students have particular difficulty.	I use the community language most of the time and give examples of English sentences occasionally.	I use community language all the time with occasional key vocabulary in English.	I don't teach this subject
English	4	3	2	1	0
Urdu					
Social Studies					
History					
Geography					
Computer Studies					
Science					
Maths					
Islamaiyat					

3.2 How do your students use English in your classroom?	They use English only in class all the time.	They use English as much as possible, but they use the community language when they have particular difficulty.	They use the community language most of the time and speak English only when asked to.	They use occasional key vocabulary in English.	I don't teach this subject
English	4	3	2	1	0
Urdu					
Social Studies					

History					
Geography					
Computer Studies					
Science					
Maths					
Islamaiyat					

3.3 In your class, how much time do you talk compared to your students in any language?

- 90% Teacher talk, 10% student talk
- 70% Teacher talk, 30% student talk
- 50% Teacher talk, 50% student talk
- 30% Teacher talk, 70% student talk
- 10% Teacher talk, 90% student talk

3.4. In your opinion, how important is English Language ability for:	Very important	Important	Unimportant	Not sure
life in general	3	2	1	0
academic success				
student's careers				
social advancement				

3.5 Which English skills are most useful to your learners for:	Listening	Reading	Writing	Speaking	Grammar	Vocabulary	Pronunciation	Thinking Skills
life in general								
academic success								
student's careers								
social advancement								

(Choose up to four per row: auto control)

3.6 Which of the following best describes your understanding of *English Medium* education?

3.6.1 In English Medium Education, textbooks for content subjects should (Check box):

- be only in English
- include community language support for complex content areas
- be completely bilingual: English and Urdu
- be mostly in Urdu with key words in English

3.6.2 In English Medium Education, teachers should:

- use only English in class, all the time
- use English in class as much as possible, but use community language when students have particular difficulty
- use community language most of the time and give examples of English sentences occasionally
- use community language all the time with occasional key vocabulary in English

3.6.3 Students should use English in class:

- 100% of time
- As much as they can but use the community language when they have difficult questions or don't understand class content.
- Use community language most of the time and give example sentences in English occasionally
- Use community language all the time with occasional key vocabulary in English.

3.7 How confident are you of your ability to	Very confident	Confident	Somewhat confident	Not confident	Not confident at all
Speak in English to deliver lessons.	4	3	2	1	0
Help students improve their English					
Help students learn other subjects through English					

3.8 Which English skills are most important for you to develop?	This is a priority area for me	This is useful but not a priority	This is interesting to me, but I don't need training in it now.	I don't want training in this area
Listening	3	2	1	0
Reading				
Writing				
Speaking				
Grammar				
Vocabulary				
Pronunciation				
Thinking Skills				

3.9 Which language do you think should be the main medium of instruction in schools in Punjab?

- Mother tongue
- Community language
- Urdu
- English
- Bi or Multilingual approach

3.10 To what extent do you agree or disagree with the statements given below. (Choose one option for each statement)

Textbooks and curriculum

The content of the current curriculum:	Is appropriate to student needs	Requires rationalisation	Requires major redesign	Is completely inappropriate to their needs	Not Sure
English	4	3	2	1	0
Urdu					
Social Studies					
History					
Geography					
Computer Studies					
Science					
Maths					
Islamaiyat					

The pace of the current curriculum is:	Too fast	Is appropriate to student needs	Too slow	Not Sure
English	3	2	1	0
Urdu				
Social Studies				
History				
Geography				
Computer Studies				
Science				
Maths				
Islamaiyat				

Current textbooks for students:	Are appropriate to student needs	Require rationalisation	Require major redesign	Is completely inappropriate to their needs	Not Sure
English	4	3	2	1	0
Urdu					
Social Studies					
History					
Geography					
Computer Studies					
Science					
Maths					
Islamaiyat					

Working Paper

3.11 Teaching and Learning

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
I regularly adapt the textbook to meet my students' needs.	4	3	2	1	0
I have enough teaching resources available to me (classroom equipment, flashcards, library)					
I use supplementary material to help meet my students' needs.					
I develop my own supplementary material to meet students' needs.					
The methodologies I use to teach students meet their learning needs.					
I try to use new teaching techniques in my teaching.					
I want to learn new teaching techniques.					
I am satisfied with my level of subject knowledge					
I have difficulty in addressing my students' questions.					
I am able to present concepts to students in English in a way that they understand.					
Current assessment/testing methods of students accurately measure student abilities.					
Oral skills should be included in the assessment system.					
Listening skills should be included in the assessment system.					
I am satisfied with my students' level of achievement.					
Teachers' salary should depend on their					

students' exam results'.					
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3.12 In-Service Teacher Support

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
Trainers on in-service training courses are appropriate and skilled.	4	3	2	1	0
Training sessions are enjoyable.					
Content of training is relevant.					
I regularly use ideas from training courses in my teaching					
I have access to 'Teacher Guides'					
I regularly use 'Teacher Guides'					
'Teacher Guides' help me to deliver the curriculum					
'Teacher Guides' are easy to understand.					
I regularly use the CPD system					
CPD helps me to develop as a teacher					
CPD helps me to deliver the curriculum more effectively					
CPD is easy to understand					
I have regular contact with my Mentor/DTE					
My Mentor/DTE listens to what I have to say.					
My Mentor/DTE gives me appropriate guidance.					
My Mentor/DTE gives me suggestions on how to change my teaching.					
My Mentor/DTE suggestions help me to better meet my students' needs					

I am satisfied with my current level of teaching ability.					
I have enough professional development opportunities.					
My head teacher manages the school well.					
School facilities are in good condition.					
My head teacher supports me.					
My head teacher listens to my views on school policies.					
I have the freedom to decide how I teach in my own classroom.					

4.0 CAREER SATISFACTION & MOTIVATION

4.1. Why did you decide to become a teacher? Check box

- To help young people to learn
- To work with young people
- I was inspired by a good teacher
- To give something back to the community
- The challenging nature of the job
- The long holidays were attractive
- To stay involved with a subject specialism
- For Job security
- I wanted to teach young people better than in my own experience
- The professional status of teaching is high

4.2 All things considered, how satisfied are you with your career choice?

- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

4.3 As a teacher, what gives you most satisfaction about the job? Check box

- Helping young people to learn
- Working with young people

- Being inspired by a good teacher
- Giving something back to the community
- The challenging nature of the job
- Long Holidays
- Staying involved with a subject specialism
- Job security
- Wanting to teach young people better than one's own experience
- The professional status of teaching is high

4.4 How many hours a week do you conduct paid tutoring/tuitions outside school?

- 0
- 1-5
- 6-10
- 11-15
- 16-20
- 21-25
- More than 25

4.5 What motivates you as a teacher? (mark as appropriate only one per option)	Highly motivating	Motivating	Demotivating	Very demotivating	No effect
Positive student results	4	3	2	1	0
Social relationship with students and parents					
Social recognition/standing					
Peer support					
Education system support					
School leadership					
Work environment					
Professional development opportunities					
Salary					
Performance recognition in terms of awards and certificates					

Performance recognition in terms of bonuses.					
Long holidays					
Reasonable working hours					

4.6 What factors do you think most affect your student's performance on exams?

	Highly effective 4	Effective 3	Ineffective 2	Highly ineffective 1	Not sure 0
Your teaching					
Resource availability					
Textbook quality					
Attendance levels					
Student-teacher ratio					
Parental support					
Tutoring outside school					
Socio-economic factors					
Nutritional factors					
Student motivation					

4.7 Think about your job satisfaction level. Compared to five years ago, is it:

- Lower
- The same
- Higher

4.8 Do you intend to continue working as a teacher for the foreseeable future?

- Yes
- No
- Not Sure

4.9 All things considered, how motivated are you in your career? Check box

- Motivated
- Neither motivated nor demotivated
- Demotivated
- Very demotivated

Working Paper

ANNEXURE II: Annual Status of Education Report-Survey Tools

English Tools

Annual Status of Education Report
ASER 2013
Facilitated by NIPED

Capital Letters

Start Here

Sample 1

A D N

 X R

L G F

 I U

PAGE ①

Ask only 5, of which 4 must be correct.

Small Letters

Sample 1

b m e

 y w

t s h

 o c

Ask only 5, of which 4 must be correct.

English Tools

Annual Status of Education Report
ASER 2013
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Words

Sample 1

Sit Book

Boy Doctor Kite

 Hen Egg

Head Fish Apple

PAGE ②

Ask only 5, of which 4 must be correct.

Sentence

Sample 1

I live in a village.

We have a small house.

It has four rooms.

I keep my house clean.

Sentence

My name is Sana.

I am in class three.

I read books.

I have a doll.

Ask the child to read set of sentences.