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**A Model for English Training for Primary Education Teachers in  
Pakistan**

Report of a Study Carried out for  
the Primary Education Development Program, Pakistan

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The views expressed in this report are those of the author and should not be taken to represent the views of the Agency for International Development nor any of its officials or employees.

## INTRODUCTION

This report documents the findings to date of a survey of English language training programs/activities currently operational in Pakistan; the programs surveyed thus far include: private and semi-private undertakings, such as the Islamia Collegiate Schools's In-service Unit; Government of Pakistan supported institutes - i.e., National Academy for Higher Education; Pakistan-American bi-national centers; and international (U.S. or British-sponsored) programs, working within contexts of Pakistani educational institutions. The impetus for the survey was the need to determine the existing capacity in Pakistan - utilizing these programs and services - for improving the English language education available to students in the primary grades, by training primary teachers in English and English language instruction.

While the Primary Education Development Program (PED) was limited to the two western provinces of Balochistan and the Northwest Frontier (NWFP), the survey, as originally conceived, would also have involved investigating programs in Islamabad and the eastern provinces of Punjab and Sind. At the writing of the report, the survey has been largely completed in Islamabad and NWFP, with varying amounts of data collected on each of the remaining three provinces.

Detailed descriptions of all programs or organizations/agencies, that include their focus and particular strengths, are presented in Appendix II; a listing of these and all other resources (programs, agencies, institutes, etc.) made reference to in the course of interviews is compiled as an informal directory. As the original purpose of this list was to serve as a guide to continue the survey through each province, it is incomplete, but is appended for the purpose of reference. It is added also as a valuable starting point if the survey is to be completed. Appendix III contains the names and institutional locations of all lecturers trained in Teaching English as an International Language through the ODA-University Grants Commission Diploma Course, who have also completed advanced courses of study in England.

The interruption of the survey, brought about by the evacuation, means quite simply that the available information is incomplete. It is felt, however, that the existing data from Islamabad and the Northwest Frontier Province are sufficient to make preliminary recommendations relevant to English language instruction in NWFP. The landscape of English language instruction and programs is ever-changing, as international agencies increase or close-down their operations, or as policy, interests, and attitudes shift at official levels and within the

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population. So, while this report documents, to a considerable extent, the status of English and English language instruction at this point in time, it must be recognized that the image which emerges is not fixed.

Also, the instructional model outlined and the delivery system envisaged require much more input from those most directly involved and affected by the proposed training - namely, primary teachers, supervisors and coordinators, those professionals already involved in delivering English language training for primary teachers, and appropriate educationists at the national and provincial levels: the recommendations contained here must be subject to further validation.

English is being taught in primary classes in schools throughout the Northwest Frontier Province (NWFP). Visits made to both male and female primary schools - urban and rural - proved efforts were indeed being made to introduce English from Class 1 within those schools. From observation, in the schools visited, it appeared the skill levels of those primary teachers engaged in teaching English were minimal to almost non-existent. It is uncertain at the writing of this report whether this endeavor (English in primary classrooms) will be sustained. However, in the interest of preparedness, it must be assumed that English will continue to be at least an "additional" subject in the primary school curriculum in NWFP as well as in the other provinces.

While the purpose of this report is not to make recommendations as to the appropriateness of teaching English to children in the primary grades, in Pakistan, whether as an "additional" or as a "compulsory" subject, it is hoped that from this study and the resulting recommendations new opportunities will emerge in English language teaching that lead to effective learning - for students and teachers alike.

The report is presented under three main headings:

- I. The Status of English in Pakistan: Policy and Practice.
- II. Elements of a Program for English Language Training in Selected Primary Schools in NWFP Using Interactive Radio.
- III. Linking Existing Programs and Resources for Delivering the Instructional Program.

## **I. The Status of English in Pakistan: Policy and Practice.**

### Background.

Pakistan, as is true of all former colonies, inherited from its previous rulers the lingua franca necessary to the administration of a land made up of diverse linguistic groupings. At least 7 major languages are spoken in the four provinces and Azad Kashmir, and, while Urdu was made the national language after independence in 1947, English remains the means of written communication at the governmental level - the official language - and, as such, has maintained the position of importance it acquired under the British. All higher education in Pakistan is in the English medium, and above-average competency in English is required if a student is to win a seat in the more competitive disciplines. Knowing English in Pakistan is extremely important.

Yet, in spite of - or perhaps because of - its desirability, the study of English has emerged as an issue of increasing concern: for the Government which must set educational policy balancing provincial politics and the realities of a modern Pakistan; for educators who must reconcile learning needs of students with that policy; and finally, for a public which sees a knowledge of English as necessary to educational and career opportunity and advancement. Testimony to the intractable nature of the "English issue" and the inability of the system to adequately respond is the number of private "English medium" schools proliferating through Pakistan's urban and semi-urban centers. Over the last decade, the number of these schools in Peshawar - located in one of the country's more religiously conservative, traditional provinces - has increased ten-fold to more than 1000, according to a recent study ("Private Education in NWFP," Provincial Education Council). Over this same period of time interest on the part of both indigenous institutions and international organizations/agencies to provide English language teaching has expressed itself with equal force in schools, teacher colleges and universities throughout the country.

The level of interest and corresponding increase in the number of programs responding place the status of English and the controversy surrounding it at a critical point: either those resources - both human and material - now in existence are incorporated, de facto, into the larger educational system to affect curriculum development and teacher training, or the now-existing pattern of loosely connected programs, functioning more or less in isolation of national and provincial educational planners, will continue. If the latter occurs, the quality of instruction in English available to Pakistani students will not, over the long term, improve to any significant degree. In fact, effective English language teaching is in danger of losing



ground as projects - i.e., The Asia Foundations' English for Science - reach the end of their funding periods.

To capitalize on the expertise available requires first an inventory and understanding of the resources and services extant through expatriate and Pakistani consultants and organizations, and through the growing cadre of well-trained teachers who, because of their training and professional interests, make up the most valuable resource Pakistan now has for developing an indigenous program in English language training for its teachers. It is believed that the present study will serve as a resource toward this end, should the present trend in Pakistan of introducing English in the primary level continue and the need to train primary teachers in English and English language instruction become more pressing.

#### Policy at National and Provincial Levels.

The scope and nature of the English language teaching effort in Pakistan is the result of policy, stated and unstated, at the national level. Until 1989, when the Pakistan People's Party (PPP) mandated that English would be taught from Class 1, English was compulsory, beginning in the Sixth Class. The PPP ruling met with strong opposition in the province of Punjab, whose educators viewed it an illogical step to take in a country where English curriculum, texts, and - most importantly - teachers did not exist at that level. When, after considerable debate, the PPP policy was abandoned and the original policy reinstated, the place of English in the curriculum at the primary level, was as an "additional subject:" at the discretion of the local District Councils, English **could** be taught. This action served to both neutralize the "issue of English" as well as to maintain its salience.

In addition to highlighting the problems surrounding teaching English in Pakistan, the "compulsory ruling," in a wider context, allows insight into the politics of provincial autonomy and the balancing of that autonomy against the national agenda. The policy from Islamabad, of treating English as an optional subject for Classes 1 through 5, leaves the Ministries within the provinces with the responsibility and privilege of working out a policy consistent with the realities of their respective situations: local/constituent sensitivities, funding priorities in light of cost considerations for materials and teacher training, and capacities to develop curriculum. The workability of policy at the national level depends on the center's sensitivity to and acceptance of the unique circumstances of each province.

Now appended to the requirement of English in those classes beyond the primary level is a policy to refine the current

curriculum and methodologies for teaching English from middle school level (Classes 6 - 10). The complexity of the problems surrounding standardization, through policy, can best be appreciated in a brief summary of what is taking place in the teaching of English in the provinces of Punjab, Sind, Balochistan and the Northwest Frontier, in the context of curriculums that demonstrate either a provincial, district or even local school commitment to teaching in the medium of the "mother-tongue" of a particular district.

### **Punjab.**

Punjab has the highest level of economic development of the four provinces. It also boasts the country's highest rate of literacy. English is taught as an additional subject in the primary grades; Urdu is the medium of instruction throughout the province.

### **Sind.**

Sind is presently the "test province" because English is compulsory from Class 1 in all schools throughout the province.<sup>1</sup> Curriculum for English language instruction is being developed for the primary grades - the only such undertaking in the four provinces - with the assistance of the National English Language Institute.

Under the direction of Masood Quereshi, Textbook board, Hyderabad, texts have been completed for Classes 1 and 2. It is important to note that the writers for the texts are SPELT (Society of Pakistan English Language Teachers) members with TEFL - Teaching English as a Foreign Language - credentials; also, there is input from various primary teachers in Sind. Apparently some form of teacher training is also taking place at the primary level for English Language teaching, but the specifics of that training - curriculum, trainers, etc. - is not known at this point. The best source for this information is likely to be through SPELT, Karachi. Mediums of instruction in Sind are Urdu and Saraiki.

### **Balochistan.**

At present, Balochistan is continuing under the national policy of English from Class 6, but stating that English may be taught at the primary level as an additional subject, if so determined by the local authority (i.e., the headmaster or mistress. Balochistan is lagging behind in overall development,

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<sup>1</sup> This policy does not extend to Karachi where English is compulsory from the Sixth Class but taught as an additional subject according to local school selection.

in comparison to the other three provinces and, not surprisingly, has the lowest achievement ratings in the area of education. Generally speaking, outside the capitol city of Quetta, English is not used. In some primary schools in Quetta, English is being attempted as an additional subject; in other urban to semi-urban areas (Sibi, Pushin) of the province this is apparently not being done. The Textbook Board is in the process of developing English books for the primary levels: in 1990, books for Class 1 were written; books for Class 2 will be completed in 1991; for Class 3 in 1992, and so forth. Another facet of the dilemma facing Balochistan educators is that province's commitment to producing texts in the mother-tongue languages of - Brahavi, Baloch and Pashto.

The Education Ministry in Balochistan has said it will make English a compulsory subject at the primary level beginning in 1993. At present, no program is in place to train primary teachers in English and/or in the teaching of English.

#### **Northwest Frontier Province.**

As in the other provinces, in NWFP English is being taught from the Sixth Class. However, official policy is to support the teaching of English as an additional subject in the primary grades by making available English texts, recently developed by the Textbook Board up through the Third Class. The fact that these books have been brought up for revision after only one year in use demonstrates a need for technical assistance in the Textbook Board, and, on a more positive note, it suggests a responsiveness within the system to perceived problems. Some in-service training of primary teachers to teach English is being undertaken by the Curriculum Bureau, Abbotabad.

The NWFP is predominately Pakhtoon (Pathan), Pashto speaking, with Hindko the primary language of Peshawar; in Dera Ismail Khan, Kohat Division, Saraiki is spoken. In approximately 50% of the rural primary classrooms of NWFP, Pashto is intended as the medium of instruction, and, while Pashto may be spoken in the classroom in these areas and 50% of the textbooks produced there for primary classes are in Pashto, primary teachers are generally not literate in Pashto. In all the major urban and semi-urban areas, Urdu is, by and large, the medium. Most districts, it appears, have elected to offer English as an additional subject.

#### **English Language Teaching - Current Practices.**

At all levels of education (thought this is not as true in higher education) there are few teachers who know English well enough to teach it. Only recently have Pakistani educators and lecturers of English begun to consider English as "language." At

every level, from the Sixth Class onwards, English is taught in the manner of a content subject; texts are written on the reading levels of native speakers with endless translations made by the teacher - of English to Urdu, Urdu to English - to be repeated over and over by the students. Grammar is taught in isolation of communicative context and rules are memorized. Students going into English Departments in Universities have traditionally studied English literature. Typically, instructors at this level provide students with synopses of texts through lectures delivered either entirely in Urdu or a combination of Urdu and English. Examinations test knowledge of the content of the prescribed texts - not proficiency in English.

Curriculum, developed by English Language Specialists at the Curriculum Wing in Islamabad, has begun to address the teaching of English in its communicative aspects, but curriculum guides written for teacher use are not appropriate to the level of ability possessed by the vast majority of middle and high secondary teachers. And, though efforts have been launched to write curriculum in Sind for primary level classes, curriculum does not generally exist at this level. The books available use the out-moded grammar-translation method of language teaching. English is generally not spoken in the classroom; rather passages are translated into Urdu. This is also true of in-name-only English-medium schools.

#### Language Training of Primary Teachers/Students - Demographic Context.

To comprehend the magnitude of the problem facing those planning for English language training for primary teachers - for **existing teachers only** - requires a knowledge of the number of teachers involved and an awareness of the level of their educational attainment.

According to statistical data collected for the Session 1988-89, by the Planning and Statistical Cell (Directorate of Education, NWFP) there are 14,099 primary schools (10,820 male and 3,279 female) in the Northwest Frontier Province; with an estimated 28,714 primary teachers. Close to 1,000 private schools exist - primarily in the Peshawar Division, with an additional 6,000 teachers. Even if, as the federal Ministry of Education envisions, the initial training of primary teachers in English is limited to one teacher per school, the data above, implies there are more than 14,000 teachers in NWFP who must be trained.

Socio-economically, primary education teachers are from lower-middle class families and are likely to be the first generation in those families to attend school. The generally low quality of education available to these teachers has meant that

on entering primary school classrooms they are ill-prepared, sometimes only marginally literate themselves. If, after matriculation, they attend a one-year certificate training program at a Government College of Education, curricula relating to actual classroom needs and situations encountered by most Pakistani primary teachers is not addressed. Here also, English is largely avoided. Not infrequently, the additional training requirement is waived because of teacher shortages and an understanding that a "teacher" can be defined as one having greater knowledge than that of the student, and that any teacher is better than no teacher.

A training model that addresses training for primary teachers in English and in second language teaching methodologies in Pakistan must address the concerns of financing delivery costs and the delays in affecting student learning if approached by traditional means, using training colleges. To significantly affect the quality of English language instruction at the primary level by conventional methods, both pre-service (training colleges) and in-service (Curriculum Bureaus) capacities would have to be dramatically increased through construction of more training facilities, complete revisions of training curricula and materials, and the training of qualified trainers.

By virtue of the sheer numbers of teachers needing training, the inadequate level of funding available and the amount of time required for training, an approach by conventional means - face-to-face instruction - is impractical, at this juncture in Pakistan's development. What is needed is a model that can provide instruction on a mass, target-population basis, efficiently and at relatively low costs. The Interactive Radio Instruction (IRI) model meets these requirements. Studies show that training costs involved in distance education are generally one-fourth to one-half those employing conventional means. As importantly, with IRI the education of the students is not left pending while teachers undergo training for prolonged periods of time, away from the classroom. Distance education, through the use of radio, has proven successful in other parts of the developing world where circumstances parallel those of Pakistan, particularly those that relate to the nature and the degree of need, the cultural and linguistic diversity, and the largely remote nature of the geographic areas to be served.<sup>2</sup>

Because of the obvious advantages of the IRI model, it is proposed that this approach be considered as a means of meeting English language instructional needs in the primary schools in Pakistan. A pilot study is suggested to test the feasibility and

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<sup>2</sup> Directly related are the English language teaching projects in Kenya (The Radio Language Arts Project) which taught English to children in first three grades, and in Lesotho (English in Action).

appropriateness of using this model for language training purposes in Pakistan and to discover what, if any, problems in its use may be unique to Pakistan. The Northwest Frontier Province is suggested as the province location: it is in a median position socio-economically - Punjab being the most developed and Balochistan the least; there are healthy indigenous programs in ELT in existence; and, a sizable nucleus of English lecturers at local colleges and the University of Peshawar who have undergone ELT training at the National Academy for Higher Education in Islamabad. Also, NWFP's current policy has the effect of promoting the teaching of English at the Primary level. Financing for such a study may be possible through donor support.

The remainder of the report presents a outline of the elements required of an effective program in distance education in English, along with recommendations concerning those existing agencies, institutions, and organizations viewed as being potentially most effective in the development of the program and its delivery.

## **II. Elements of a Program for English Language Training in Selected Primary Schools in NWFP Using the Interactive Radio Model (IRI).**

The following points are offered as a place to start if there is a serious interest on the part of educators and Ministry of Education officials to upgrade the quality of instruction now available for English language learning in the primary grades - both for teachers and students. These points are by no means definitive, and in their presentation, an effort is made to state the issues as broadly as possible in order to allow adjustment to Pakistan's circumstances, where this may be necessary. However, there are proven elements of distance education, using the interactive radio model, that are at this point "given" and, based on experience and research, determined necessary to the success of any program developed on this model.

The elements to be discussed are divided into two categories: 1) those relating to requisite conditions in the program environment that will have to have been put in place through the involvement of the Ministries of Education at the national and provincial level, and 2) those concerned primarily with pedagogical aspects of the instructional design.

### **Requisite Conditions.**

1. Adequate funding exists through GOP and/or donor support to insure maximum possibility for success of a pilot study.
2. An administrative infrastructure will be established which allows for administrative control and logistical support of all program aspects: curriculum design or adaptation, lesson planning, evaluation, script writing and actual production, arrangement for broadcast time, etc.
3. All involved and related teachers, educators, officials - at all levels - will receive adequate orientation on the use of interactive radio and the objectives of the pilot planned for English language instruction in primary schools.
4. Decisions must be made relative to the size and demographic characteristics of the pilot population.

**Considerations:** In selecting the pilot group it is extremely important that teacher trainees have relatively easy access to the training support system and vice versa. Also, the pilot population must represent those of optimum circumstances (urban as opposed to rural, possessing classrooms with less crowded conditions in sound structures,

in schools where principals are progressive, etc.) in order to maximize possibilities for success and to see the program at its very best. A successful model can then be adapted. The duration of the pilot study is proposed for a period of not less than 4 months.

It is recommended that the student school level/age-group selected for participation in the study be those of Class 3. While statistical data do not yet exist for NWFP, surveys conducted in Balochistan reveal that at this level, the drop-out rate has begun to level off to approximately 25%, in urban areas. At this level also there would be, theoretically, a greater readiness to begin learning a second language than in earlier classes; too, the acquisition of language elements at this level will not interfere with English language instruction these children receive when they enter Middle School.

5. A needs analysis will be conducted to determine English language needs of primary teachers and students in NWFP, for establishing learning objectives for classes 1 - 5, that are both appropriate and realistic in the context of the social and educational environment.

6. Consistent with Ministry of Education policy, one teacher from each primary school in the pilot study has been selected as the English language teacher to receive training.

7. In order to measure achievement and validate the pilot study, separate English skills assessments for participating teachers and students will have been made prior to the beginning of instruction.

8. As training should be viewed as an investment for the future, incentives for teachers should be built in through:

- The creation of a position of "Primary English Teacher." This action is consistent with the present designations of Junior English Teacher for Middle School teachers of English and Senior English Teacher for High Secondary teachers.

- Opportunities for further training and career advancement to be created through a system of "tiers" or levels of professional development, to build in professionalism in English Language Teaching in Pakistan, and to motivate teachers with aptitude, interest and skills.

- Salary adjustment to reflect new status.

15.



## **Pedagogical Aspects.**

In its pedagogical aspects IRI is dependent on a number of factors - all motivational in nature, as they relate to learning theory. They lie in the ability of the overall instructional design to address learner needs for: 1) a supportive learning environment; 2) timely evaluation of progress made; 3) immediate reinforcement; 4) active involvement in the learning process; and, 5) the opportunity to hear and/or read the object of the lesson in a variety of contexts over a period of time (distributive learning). Of these, 3, 4 and 5 must be addressed through the curriculum, lesson planning/syllabi, and actual scripting and taped production of the lessons - all elements beyond the scope of the study and this report. They are discussed here briefly because of the importance they assume in interactive radio instruction. Evaluation, is given greater attention because it fuels the entire instructional design, is generative, makes it continually responsive to learner needs. Number 1 is pivotal and relates to the character and structure of the learner support system and to the larger context of programming and delivery, i.e., organizational input, rather than to instructional content of the radio lessons.

### **1. Meeting Learner Needs: Combining Interactive Radio with Face-to-Face Instruction.**

Studies show distance education - whatever its use of technology - is most effective and motivation is best sustained where combinations of distance teaching and face-to-face instruction occurs. The entire instructional design must address the needs of the teacher trainee for affiliation by maximizing the amount of group contact through training workshops, and teacher/classroom support through scheduled classroom visits by supervisors and coordinators.

**Workshops.** An initial training and orientation workshop is necessary to provide a thorough understanding to selected personnel of: the concept of interactive radio; the books and other materials to be used; and the role of the teacher in the interactive model. This training should include examining the first several lessons through the use of cassette recordings in order to simulate what will later take place in the classroom. Orientation/training should be planned for a minimum of 6 days and participants should include: teacher trainees, headmasters-mistresses, supervisors, coordinators, the English Language Specialist at the Curriculum Bureau, and all other relevant personnel.

Future workshops will be held on a bi-monthly basis for the first six-week period following the initial orientation and will provide: practice with previous and/or future lessons,

additional language instruction (expanded from lesson content), and supplemental materials preparation with ideas for additional classroom activities as follow-up to the broadcast period. Subsequent workshops will be planned after the 6-week time period, for the duration of the pilot study, on a monthly basis and will focus on the same types of activities.

Of additional advantage to such workshops is the confidence and reinforcement they give to teachers whose own level of ability in English is minimal. With advance preparation the teacher/trainee is able to maintain self-esteem in front of her/his class; the teacher enters the classroom with materials for which she/he understands the purpose and use.

**Teacher/Classroom Support.** Follow-up is a critical aspect of success in distance teaching: consistent and frequent contact with learners is necessary for providing psychological/emotional support as well as providing opportunity for formative evaluation of the curriculum, materials, etc. to ensure they are achieving their objectives. It is proposed that an English Language Supervisor (ELS), assigned to the Bureau of Curriculum but based in Peshawar (or other area more centrally located to the pilot), have primary responsibility for maintaining communication between the English teacher trainee and all other project components. Ideally, the ELS would be trained and experienced in the teaching of English as a Foreign or International Language. (Alternatively, it may be possible to up-grade the existing English of selected Learning Coordinators through periodic, intensive language training in which an English for Specific Purposes approach could be pursued, i.e., training in language - vocabulary and grammatical structures - functional to the work requirement. In addition to language training, persons working in this position would receive training in formative evaluation.)

In the first stages of instruction, it will be necessary for the ELS to make more frequent classroom visits than in the final stages. The first such visit should take place as follow-up to the initial orientation workshop, at the end of the first week of actual instruction. During the first month of the project, weekly visits must be made in order to ensure that any problems experienced by the teachers or students are acknowledged and reported to all persons concerned with necessary modifications. These visits may then, if in the interest of the project, be reduced to bi-monthly for the remainder of the pilot.

## 2. Formative and Summative Evaluation of Teacher and Student Performance.

Evaluation of performance is also motivational. In the interactive radio instructional model, evaluation is on-going. Observations made within the classroom during the broadcast period allow problems related to lesson content or transmittal to be relayed to those responsible for making the appropriate modifications. Formative evaluation of teacher and student performance are done toward that same purpose: to positively affect the quality and quantity of what is learned. In addition to the motivational aspect, evaluation is a necessary step in validating the instructional content and the medium - in this case, interactive radio.

**Teacher Evaluation.** There must be an initial, base-line evaluation of the teachers of both language and methodological elements. One of the objectives of the interactive model for this pilot study is to, in the process of facilitating the learning process of the pupils and teachers in the acquisition of English, improve teacher effectiveness - not only in teaching English but in language teaching generally (i.e., Urdu, mother tongue). The prescribed behaviors and responses, communicated through the lessons, ~~when~~ internalized by the teacher lead to better teaching skills. Through the workbooks and other materials, the teacher will also gain an understanding of the importance of establishing lesson objectives, the value of scope and sequencing, and evaluation. The proposed workshops can provide further instruction and general follow-up to ensure that this objective is met.

In addition to on-the-spot evaluations done by the Supervisor (ELS), the teachers will be given exams during the scheduled workshops to test acquisition of the lesson objectives. A summative evaluation will be given to teachers at termination of the pilot study.

**Student Evaluation.** Assessment and student performance - as with teachers - is accomplished in two ways: 1) through classroom visits in which behaviors and responses are observed in the context of the appropriateness and quality of the educational message being broadcast, and, 2) through regularly scheduled exams that measure mastery of lesson objectives. The teacher/trainee will administer these exams to the students. As already mentioned above, the teacher will be assessed during the scheduled workshops. Summative evaluations will be given at scheduled intervals throughout the pilot and upon its completion.

### 3. Addressing Learner Needs In the Syllabus.

Immediate reinforcement is given in the form of correct answers to questions used to stimulate interaction between the student (listener) and the radio-teacher. The intense "interaction" between radio characters or personalities, who are the carriers of the educational messages, keep the teacher and students involved. Knowing the message will not be repeated has the effect of keeping everyone "in tune" and thus encourages learning. (It is precisely for this reason that cassette recordings of the lessons should not be viewed as an alternative to radio instruction.) Curriculum and syllabi, translated into scripts must focus attention by addressing the learning needs of students to be "doing," i.e., responding to questions, writing in a workbook, or engaging in some physical activity, etc. in response to instructions, information and questions. Syllabi for English language learning using IRI organize instruction so that the learning of a skill or mastering a competency is spread over several consecutive lessons, and incorporated into subsequent "segments." This methodology enhances learning and retention, and, because it does not require the constant focus of the student on a solitary topic, increases the involvement of the student.

Curriculum, teacher guides and student worksheets for teaching English through IRI have been developed and used successfully in Kenya's Radio Language Arts Project and in Lesotho, in an adaptation of the Kenya project. Should Pakistan elect to host a pilot study to test the effectiveness of interactive radio in English language teaching for primary school teachers and students, one avenue for exploiting an existing model and its resources is to adapt the curriculum and lessons of the Kenya project to Pakistani needs. The expertise to do so -- with minimum technical assistance - now exists in Pakistan.

### **III. Recommendations for Linking Existing Programs and Resources for Delivering English Language Instruction in Primary Schools.**

Institutions and indigenous organizations already exist in Pakistan - at the national and the provincial levels - for providing the necessary expertise for both the content of an interactive radio instructional program and the mechanism for its delivery. One objective of the pilot study will be to increase the capacities of the existing resources for English language instruction, in the Northwest Frontier Province as well as those in Islamabad. In other words, an organizing principle will be to find avenues for using better what is already in place. Here, it is important to reiterate that the primary resource for English language instruction in Pakistan is its solid core of trained TEFL professionals. It is important that they be marshalled at each juncture of the training process: curricular decisions, organizing and conducting workshops and in administrative or program components where appropriate and required.

The outline that follows addresses the need for a broadly based delivery system, one that incorporates the services of a national distance education institute (Allama Iqbal Open University), the provincial Bureau of Curriculum, the private sector (SPELT - Society of Pakistan English Language Teachers, a professional TEFL organization), and a "quasi-private" provincial training activity sponsored through a university public school (In-service Training Unit, Islamia Collegiate School, Peshawar). Representatives of these various programs and/or organizations should participate as members of a formal panel or advisory board which includes members of the Curriculum Wing and Bureau, Textbook Board, trained TEFL professionals from the University of Peshawar and other institutes of higher learning, foreign technical assistance personnel - to meet initially to study feasibility, direction and content of use of interactive radio and of the pilot study.

#### **Allama Iqbal Open University.**

Distance Education is not new to Pakistan. Since 1980, the Allama Iqbal Open University (AIOU) in Islamabad has offered in-service, distance teacher training for primary school teachers. Its instructional design consists of components now commonly recognized for effectiveness in distance education - tutorial sessions to supplement print-based courses. In addition to the advantage of its having accumulated experience in establishing a delivery system that is now in place, AIOU has taken up the challenge of educating the illiterate - including the women - of Pakistan: under its Functional Education Project for Rural Areas (FEPR) University faculty developed visual printed materials and audio cassette lessons that addressed the special needs of a

largely illiterate clientele, demonstrating its ability to be both accommodating and flexible. Degrees offered in English through the English Department are in language, not literature as is the norm in Pakistan.

Given the above, it is recommended that AIOU be used to develop and execute the following components of a pilot study in English language instruction for primary school teachers and students using the IRI model:

- work closely with the National English Language Institute (NELI), NELI Link Center and English Subject Specialist in the Bureau of Curriculum, Abbotabad, to oversee the development and/or adaptation of curriculum and instructional materials;
- provide oversight for the academic aspects of recording and broadcasting radio lessons;
- in cooperation with local authorities, be the primary provider of the necessary logistical support (AIOU tutorial groups are presently functioning in NWFP);
- through its MA-TEFL course, provide advanced English language teacher training and certification to those who have completed the prerequisite course work, thereby increasing the standards of ELT and promoting ELT as a profession.

The capacity of AIOU to meet the challenge posed by these tasks needs expansion. It is beyond the scope of this study and report to delineate the areas requiring modification and the methods for doing so. However, one area needing investigation is that of evaluation - of how well AIOU has been performing its tasks. The necessity to gauge past effectiveness is implicit in considering the future role of AIOU in the English language training outlined here. (See Appendix II, Program/Agency Descriptions for full discussion of AIOU.)

#### **Islamia Collegiate School - In-Service Unit (Peshawar).**

The In-Service Training Unit (ISTU) is composed of representatives of a number of private, English-medium schools, most of which are located within the city limits of Peshawar. It was organized in 1981 to provide in-service training to teachers of private schools that fall outside the jurisdiction of the Extension Units of the Education Department. Funding for the course is provided by the participating schools that make up the ISTU. To date, an estimated 400 teachers have received some exposure to methodologies for teaching English. It is the better

English-medium schools that have participated; English teachers from these schools represent the better trained private, primary school teachers.

A certain level of networking already exists between the Unit and other practitioners of English language instruction: The SPELT Teachers' Resource Center has contributed by supplying lecturers and the British Council offers technical assistance; USIS and the British Council each donate English language texts and other materials to ISTU and to participating schools. An outreach function is served through the Unit's provision of materials (including instructional training videos) to participating schools. Video quality, a use plan and whether a means exists to use them are all problematic elements. However, the fact that this pathway exists is significant, and is one that can be enhanced.

The greatest strength of the Training Unit lies in its grass-roots origins. The impetus for organizing the training comes from within and is based on the perception of the principal of Islamia Collegiate School, Mr. Ruhul Amin, that a need for such training exists. Its indigenous nature is further enhanced by the fact that it is quite independent of governmental funding; also, reliance on expatriate financial and technical assistance has been minimal.

The In-service Unit of Islamia Collegiate School has real potential as a structural component in the general instructional design. With some outside assistance it can provide the elements of the teacher/classroom support effort, necessary to the success of the pilot study. ISTU will be able to:

- provide the location of an English Resource Center in which all training courses and workshops will be held, and serve as a kind of clearing house for instructional support materials (books on language teaching methodology, high-interest books written on beginner, intermediate and advanced reading levels, supplementary materials to complement instruction, audio-visual and other technical equipment, etc.);
- facilitate, in cooperation with the Bureau of Curriculum and SPELT, the organization of all training workshops: scheduling, presenters, etc.;
- further enhance the effectiveness of its In-service Unit by using the more advanced "student-teachers" of its training course as trainers, to assist teacher trainees in the pilot study in developing supplementary materials;

### **Society of Pakistan English Language Teachers (SPELT)**

SPELT is the only professional association of English language teachers in the country. Founded by a group of English teachers in Karachi, where the organization is at its best, SPELT now has chapters in each provincial capitol and Islamabad. SPELT was only recently established in Peshawar and, at the time this study was conducted, still relatively inactive. However, there is a large enough interest to support the chapter by graduates of the National Academy for Higher Education's Diploma Course (a course in Teaching English as an Interational Language (TEIL) conducted in cooperation with the British Council), teachers affiliated with the In-service Training Unit (Islamia Collegiate School), and teachers in English Departments at Peshawar University, Jinnah College for Women, Islamia College, and other higher education institutions in the Peshawar area.

One of the projects of SPELT is its Teacher's Resource Center in Karachi. There are plans to extend this service to each of the provinces. (Support for this effort was planned by the Peace Corps prior to its closing its offices in Pakistan, in January 1991.) If SPELT were to cooperate in establishing an English Resource Center, at the Islamia Collegiate School as proposed above, this would enhance the opportunities for the SPELT Peshawar Chapter to become active. Also, because SPELT members have consistently traveled throughout Pakistan, presenting in training workshops and providing technical assistance in a variety of English language training efforts (including the writing of the Sind English language texts), their expertise and enthusiasm will be of value in all aspects of the study.

### **The Bureau of Curriculum and Extension Centre**

Only recently have efforts been made to train primary teachers in NWFP for teaching English and these have been undertaken in two- to three-day workshops, organized by the Curriculum Bureau (Abbotabad, NWFP). These workshops appear to be one-shot sessions, on a time-to-time basis, with no strategy for systematization or follow-up. The Curriculum Bureau employs six Subject Specialists, one of which is for English, but it is greatly understaffed even for present demand: the additional task of English language training for primary-level teachers places further demand on a crucial link in the delivery system for in-service training.

The National English Language Institute has established "Link Centres" in the Bureaus of Curriculum throughout Pakistan. The nature of their relationship with the Bureaus, the functioning of these Centres, the personnel involved, etc. is not known. What appears likely, from discussions with the NELI



Director, is that these Centres are the instructional and organizational link for all in-service training of school-level English language teachers, directed through NELI. If the Link Centre at the Bureau in Abbotabad is staffed in some way, even if only by existing Bureau personnel, it is assumed the person(s) involved has/have some type of training and level of ability in English.

If one does not presently exist, it is recommended that a trained ELT professional be appointed or seconded to the Bureau's Link Centre. The Bureau's role in the pilot study may:

- through the proposed position of English Language Supervisor (ELS), provide the linkage between the projects components and the classroom;
- be responsible - through the ELS - for maintaining communication between the English teacher trainee and all the project components;
- incorporate the language teaching methodologies and principles of curriculum development and design in the writing of curriculum and teacher guides for English;
- adapt as necessary these methodologies and principles for the writing of ESL curriculum and teacher guides for introducing and teaching Urdu, and mother-tongue languages.

### **The National English Language Institute (NELI)**

In NELI's mandate, a comprehensive, graded scheme was planned in which teachers progressed through a system of knowledge and skill levels. In this scheme, there is an emphasis on relating professional growth and career advancement with competency in English and English Language Teaching. The quality of English language education received by students - be they primary students or otherwise - is a consequence of establishing standards of instruction. As teachers become better trained, these standards are raised along with the educational expectations of both students and teachers.

The future role of NELI may well lie in its ability to fulfill its purpose through a structured program of on-going, graded training opportunities. Following the Institute's training plan already established, NELI can be further capacitated to perform the following:

- develop, as mandated, a graded program, from certificate (basic) to degree (advanced) levels to cover training and career span.

In addition to its program for ELT, the Institute has a particular orientation toward research and development in areas of curriculum, textbook and materials development, and testing and evaluation. Through NELI's functional linkages with the provincial education agencies - the NELI Links Centers in the Bureau of Curriculum and Extension Center in Abbotabad (NWFP) - it can be enabled to effectively:

- act as the base for all necessary research and development activities leading to and following the instructional stage of the pilot;
- in direct relationship to the research and development function, NELI would conduct formative and summative evaluations during the course of the study;

Since, to date, NELI's activities have been limited to one CELT workshop held in Islamabad, and the planning of another to have taken place in Sind, in February (1991) the research component of the Institute exists only by "intent." Personnel have not yet been employed, with the exception of its Director. (See Appendix II, Program/Project Descriptions for full discussion of NELI.)

## **Conclusions and Recommendations.**

The demand for English language instruction in every level of the educational system in Pakistan is growing. This demand is largely based in the awareness of ever-increasing numbers of Pakistanis who understand the importance of English as it relates to access to higher education and to job and career opportunities. The place of English in the curriculum has gained salience as a political issue with the "compulsory subject" ruling in 1989 (See page 2.). Though rescinded, that ruling had the effect of creating a patchwork of approaches to teaching English in the primary grades in each of the four provinces.

In the Northwest Frontier Province - where English is taught as an additional subject - texts have been developed for the first three primary levels, while in Sind the provincial authorities have declared English a compulsory subject for the primary classes; Balochistan and Punjab have each developed policies that propose still other approaches (See discussion under "Policy and Practices."). While the provinces have taken different paths in their determinations on the place of English in the primary curriculum, they face more or less identical sets of circumstances in introducing English at that level: absence of language planning generally (i.e., the dilemma faced when

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introducing the mother tongue, Urdu, Arabic and English in Class 1), the need to develop and design curriculum and texts, and an absence of teachers who know and can teach English, even at a rudimentary level.

If English is to be included in the primary school curriculum, whether as an "additional" or "compulsory" subject, there is a need to address how this can be done cost-effectively. Because of the very large numbers of teachers who would need English language training, costs, and the loss of time involved using a traditional training program, a distance education approach, using Interactive Radio Instruction (IRI) is recommended to meet the English language instruction needs of primary students. The feasibility of employing such a model can be tested through a pilot project conducted in the Northwest Frontier Province.

Initially, course development and equipment costs for IRI can be significant; however, there are cost-modifying factors that must be given consideration:

- a) course curriculum and materials used in the Kenya and, subsequently, Lesotho projects have been developed and need only be adapted for use in Pakistan;
- b) the larger the numbers of people receiving instruction, the more likely the costs per student will be lower than those of traditional programs. (In the model outlined in this report, there is even greater potential for cost-saving since both teacher training and student instruction in English can be effectively accomplished in the same time frame, utilizing, by-and-large, the same materials.);
- c) up-front expenditures are recouped as programs have longevity, since materials and equipment do not have to be on-going expenses, and
- d) on-going work experience serves as a basic resource as expertise increases, and, through training of others, there is a multiplier effect.

Provided there is serious consideration of this report and its proposal for the use of IRI and adequate donor support exists, the following activities are recommended as initial steps toward implementation:

- 1) the appointment of a task force to review the report, its feasibility in the context of Pakistan's educational requirements and goals;

- 2) the revision and necessary modifications of the instructional design and recommendations contained in the report after review by the task force;
- 3) the development of a workplan that identifies the activities for implementation and assigns responsibilities.

**APPENDIX I**

**Listing of Programs, Agencies, Where Interviews  
Were Conducted**

The survey/study was conducted primarily through interviewing the directors/principal officers and appropriate others of the programs or the offices described in the following pages. Below is a listing of these individual, their positions, and programs or projects in which they are serving:

Jasmin Aadil, Director, National English Language Institute

Rahul Amin, Principal, Islamia Collegiate School, Univeristy of Peshawar

Brian Bamber, Director, English Language Center, Mehran University of Engineering and Technology, Janshura, Sind

Dr. Mukhtar Bhatti, Director of Curriculum, Curriculum Wing, Ministry of Education, Islamabad

Timothy Carroll, Director, Peace Corps, Islamabad

Geoffrey Kaye, English Language Officer, The British Council, Islamabad

Audrey Kennedy, English Language Consultant, English Language Center, Engineering University, Peshawar

Roselyn McGinley, English Language Consultant, English Department, Allama Iqbal Open University, Islamabad

Janet Miller, English Language Officer, U.S. Information Service, Islamabad

Patricia Johnson, Director, Center for Intensive English Language Studies, Islamabad

Mark Parkison, English Language Coordination, Peace Corps, Islamabad

Bim Schauffler, Peace Corps Volunteer, Bureau of Curriculum and Extension, Quetta, Balochistan

Jennifer Schauffler, Peace Corps Volunteer, Bureau of Curriculum and Extension, Quetta, Balochistan

Robert Shiell, Director of Studies, National Academy for Higher Education, University Grants Commission, Islamabad

Joyce Umar-Khitab, Lecturer, Jinnah College for Girls, Peshawar

**APPENDIX II**  
**Program, Agency Descriptions**

## **ALLAMA IQBAL OPEN UNIVERSITY**

**Program/Project Title:** NA

**Sponsorship:** Ministry of Education, GOP

Allama Iqbal Open University (AIU) offers courses of study through distance teaching, to students at every level of education, from basic literacy through the Masters level. Because the University follows the general curriculum requirements established by the Curriculum Wing, English is taught at each level (Matriculation, F.A., B.A.) with the exception of the Primary level. It receives, in addition to support from the Pakistani Government, a substantial amount of funding from the Overseas Development Administration (ODA-U.K.). ODA representatives serve in an advisory/ consulting capacity for projects requiring additional expertise in English language teaching: degrees offered in English through the English Department (at the B.A. and F.A. levels) are in language not literature, as is the norm in Pakistan.

There are two departments at the University which bear attention, because each is involved with training teachers in English and in teaching the English language: the Education Department and the English Department.

### **Education Department.**

The Education Department has a very large program for certifying primary teachers (CT) which has an English component. Courses in English under this Department are aimed at both teaching English to future teachers and teaching those teachers **how to teach** English.

### **English Department.**

A Master's level course in the Teaching of English as a Foreign Language is offered through the English Department at AIU. Over the last four years, consultants provided through funds from the ODA have developed the courses for a Masters in Teaching English as a Foreign Language. ODA's commitment in this project has extended to the launching and piloting of this course of study.

### **Focus and Objectives of MA/TEFL Course.**

In the provinces, students of the MA/TEFL course are to meet at scheduled times in tutorial groups led by a qualified tutor.



Exams given at the completion of each course were initially designed so that rote memorization of course content was not appropriate in student response to test items, thereby providing a field model as an alternative to the test formats standardized within the Pakistani system.

Course content is contained in a series of text-workbooks, each designed around specific subject matter: from aspects of linguistic theory, as it applies to language learning, to the application of theory in teaching methodology. Eighteen of the twenty courses which make up the total study are listed and annotated in the Appendix of this report; each text is particular and exists as an individual resource for teacher training in a variety of contexts or formats.

There do appear to be concerns that relate to quality control with the MA/TEFL course, which seem to mirror problems of an administrative nature now faced, generally, by AIOU. A more recent tendency on the part of the administration (at Department as well as University level) is to involve itself less and less with the MA/TEFL courses. For example, while formerly care was taken to ensure that tutors with appropriate backgrounds were chosen to guide tutorial groups, it is reported to have become the rule rather than the exception that tutors are indiscriminately picked from English faculties specializing in English Literature and are generally unsuitable to act as tutors in the area of language. Testing is also reported to have been removed from the jurisdiction of the course writers and, it seems, student "understanding" of course content is again measured by how much he or she has memorized.

### Program Strengths.

AIOU has offered in-service, distance teacher training for primary school teachers since 1980. Its instructional design consists of components now commonly recognized for effectiveness in distance education programs: media broadcasts to supplement print-based courses and tutorial sessions for student support. In addition to the advantage of its having accumulated experience and establishing a delivery system that is now in place, AIOU has taken up the challenge of educating the illiterate - including the women - of Pakistan. Under its Functional Education Project for Rural Areas (FEPR), University faculty developed visual printed materials and audio cassette lessons that addressed the special needs of a largely illiterate clientele, demonstrating its ability to be both accommodating and flexible.

It is not known whether systematic, periodic evaluations are or have been made of the AIOU courses. The necessity to gauge past effectiveness is implicit in considering the role of AIOU in any future English Language training of primary school teachers.

## **THE AMERICAN CENTER**

**Project/Program Title:** N/A

**Sponsorship:** U.S. Information Service

Provides reading material on the teaching of English. Each year, during the In-service workshops provided through the Islamia Collegiate College, the American Center donates booklets, materials to workshop participants.

Hosts an annual English language workshop for teachers, in which it draws on the expertise of the English Language Officer (USIS) and other ESL professionals, generally from organizations and agencies receiving U.S. funding.

As is true of all American Centers, there is a relatively large library, open to the public at no cost.

## **THE ASIA FOUNDATION**

**Program/Project Title:** English for Science

**Sponsorship:** U.S. Government, University Grants Commission (GOP)

The Asia Foundation (TAF), in cooperation with the University Grants Commission, Ministry of Education (GOP) began working in English language instruction in Pakistan in 1985, in an English for Science program (ESP). English Language Centers were established in each province in selected institutions of higher education, under Faculties of Science: the University of Balochistan in Quetta, the University of Peshawar and subsequently the Engineering University (NWFP), Bahauddin Zakariya University, Multan (Sind), and the University of Engineering and Technology at Lahore (Punjab). In addition to its English Language Centers, through which the program served the students of the various science departments, in an ESP-based curriculum, the Foundation has provided extensive support to both indigenous and expatriate organizations in the area of teacher training.

**English Language Centers.** Individual ELCs vary somewhat in the degrees of success they have achieved and the levels of autonomy attained vis a vis their relationships with the Asia Foundation. Following is an overview of each Center, in the order it was established:

a) University of Balochistan, Quetta. The first ELC to open and perhaps the one with the most difficulties becoming established. Three of the four lecturers staffing the Center have completed the Diploma Course (DIP TEIL - see Academy for High Education, UGC) at the UGC; the current Director did additional study in England, receiving a Masters in Applied Linguistics. The support given by TAF is now limited to technical assistance, rendered on an as-needed basis. The Center is well equipped with books, teacher guides, tapes and supplementary materials, given by the British Council and the Asia Foundation. The Center has its own copiers, tape recorders, and typewriters. The history of the Quetta Center is one of good beginnings and constant disruptions caused by a highly politicized student body.

b) Bahauddin Zakariya University, Multan. Like Quetta, Multan is now independent of Asia Foundation funding. All lecturers at this Center are graduates of the Diploma Course and have become, in turn, lecturers/presenters in that course. Multan's ELC has been able to develop in a more stable environment evidenced by the growth of the Center, the expansion of its role and the recognition it receives throughout the University. It is equipped in a manner similar to that of the Quetta Center.

c) University of Engineering and Technology (UET) at Lahore. The ELC at UET became functional in 1989. It is still largely supported by the Asia Foundation, with an American director paid for by the Foundation. Resources and equipment given by the British and TAF are fairly identical to those supplied to other Centers.

d) Engineering University, Peshawar. Opened in spring, 1990, to provide English for Science instruction to all departments. This ELC has not yet become functional, but is poised to become so. Because this is the most recently opened of the ELCs, the Foundation continues to be fully supportive by providing an American director and partial funding - along with UGC monies - of its operation. To date, no other lecturers are in place, but 2 positions have been sanctioned. Most of the lecturer-support materials and related resources available to students and lecturers alike are more limited than at counterpart Centers.

#### Program Strengths.

In the course of its involvement in English language instruction in Pakistan, the Foundation has developed its awareness of student and teacher needs alike. Its contributions toward increasing both English language skills and teacher effectiveness of Pakistani English teachers, particularly at the University level, make the Foundation a resource of technical expertise for teacher training.

Also, through its boxed libraries, books written in English, on a variety of subjects and representing all fields of study are available to selected schools and institutions.

## **THE BRITISH COUNCIL**

The British Council and the Overseas Development Authority (U.K.), through the Council, sponsor programs and activities which: 1) support the development of expertise in the teaching of the English language at the college and university level, and, 2) provide ESP (English for Special Purposes) instruction to university-level students in the grammatical and linguistic functions most appropriate to their fields of study, along with the teaching of study skills needed to pursue their study, particularly in the engineering, technological and agricultural fields.

**Teacher Training.** The Council (under ODA's Technical Cooperation Training Programme) has, since 1983, in conjunction with the University Grants Commission, sponsored Diploma Courses in the Teaching of English as a Foreign Language. Since they began, these courses have provided instruction in the theoretical and practical aspects of English Language Teaching to 150 college and university teachers of English. To date, seven of these courses have been completed. More than fifty of those students completing the course have gone on to England, on scholarships provided through the Council, and have completed Masters Degrees in Applied Linguistics. In September, 1991, the Council will turn over to the University Grants Commission the responsibility for the continuance of the Diploma Course. (See Academy for Higher Education.)

Because the graduates of the Diploma Course represent a resource of considerable value to the English language teaching program in Pakistan, a complete list of those lecturers, completing the course, who have gone or will go on to England for advanced study in TEFL) is included as Appendix III.

Under another program, 15 teachers of English were sent to the U.K. for a period of three weeks for in-service support training. Additionally, the Council has provided technical support to SPELT (Society of Pakistani English Language Teachers) and the Islamia Collegiate School in the development and presentation of teacher training workshops. Also, in cooperation with SPELT, the Council offers a practical training program which leads to a Certificate for Overseas Teaching of English. Since 1986, the Council has provided two consultants to the Allama Iqbal Open University to develop courses toward a Masters Degree in the Teaching of English as a Foreign Language. To date, eighteen out of a total of twenty courses have been written. (See Alama Iqbal Open University, Appendix II.)

**Material Resources Support.** Over the last 3-4 years, the British Council has provided instructional texts, tapes and other materials to the four English Language Centers established by The Asia Foundation (Bahauddin Zakariya University - Multan, Engineering and Technology University - Lahore, University of

Balochistan - Quetta, University of Peshawar - Peshawar) in support of the Foundation's teaching staff at those Centers. Books for both the study and teaching of English were also given to supplement the library at the National English Language Institute.

**English for Special Purposes.** The Council has recently opened English Language Centers in two locations in Sind, both near Hyderabad: at Mehran University for Engineering and Technology, at Janshura and at Sind Agriculture University, in Tandojam. There are plans to open counterparts in Punjab.

**Policy and Focus.** In addition to established programs of an on-going nature, the Council, through its English Language Officer, both initiates activities and responds to requests for his/her participation in activities on a one-time basis (i.e., workshops), in the capitol and in each of the four provinces. However, the strength of the Council seems to lie in its having developed policy which allows its efforts in this field a consistency and a focus: teacher training at the college and university level, and - more recently through its English Language Centers - direct support to university students through instructional programs in English for Science and English for Academic Purposes.

## **CENTER FOR INTENSIVE ENGLISH LANGUAGE STUDIES (CIELS)**

**Project/Project Title:** Development Support Training Program

**Sponsorship:** USAID

The Center for Intensive English Language Studies was established for the purpose of upgrading the English language skills of those participants selected for advanced training in the United States, under the Development Support Training Program. Participants in this program are Pakistan Government employees who work or are scheduled to undertake work in fields defined by the Government as needing additional expertise and because of their relative importance to development efforts.

### Focus and Objectives of Course.

Since course participants undertake study in the U.S. only after attaining the required TOEFL score (525 for Masters candidates and 550 for PhD), the primary objective of CIELS is to provide the students with a language program which will allow them to achieve the mandatory scores: the curriculum focuses on English for Academic Purposes - on those skills needed to compete successfully in a U.S. graduate program, and on the knowledge and skills required for the TOEFL. Classroom experiences that promote an understanding of Pakistani and American culture are also an instructional component.

Each CIELS course is an intensive study of English: students attend class from 8:30 to 4:15, five days a week for 10 weeks. Each of the four skill area courses (reading, writing, grammar, listening/speaking) last 1-1/2 hours. During the 10-week period, a TOEFL Team administers three Institutional TOEFLs - an entry, midterm, and exit TOEFL. Students nominated for degree programs must attain the required scores on an International TOEFL. On the successful completion of a session, qualifying participants are awarded a certificate.

### Program Strengths.

In addition to its participant language training activities, CIELS has participated in conferences for teachers of English, both locally - in Islamabad - as well as for those in other locations: at the American Centers in Peshawar, Quetta, Lahore and Karachi, the TIPAN project (USAID) at the Agriculture University of the NWFP. In Islamabad, the CIELS language instruction center has provided local teachers an opportunity for classroom observation, materials review, and the occasional seminar on language teaching.

## **ISLAMIA COLLEGIATE SCHOOL (University of Peshawar)**

**Program/Project Title:** In-Service Training Unit (For University School Teachers)

**Sponsonship:** Membership, Federal Ministry of Education Contributions from various expatriate organizations and SPELT

The In-Service Training Unit (ISTU) is composed of representatives of a number of private, English-medium schools, most of which are located within the city limits of Peshawar. It was organized in 1981 to provide in-service training to teachers of private schools that fall outside the jurisdiction of the Extension Units of the Education Department. GOP educational policy requires certification of every school teacher, private or governmental, and that in-service training courses for school teachers be provided at a minimum of every five years. Funding for the courses is provided by the participating schools that make up the ISTU. Over the last 4 - 5 years, the federal ministry has given grants in aid to the three subject areas in turn, so English has benefited from funding from this source. To date, thirteen courses/workshops - in math, science and English - have been conducted, with an estimated 400 teachers receiving training.

Since 1981, such courses have been offered at the Islamia Collegiate School (University of Peshawar) and instructional support for the English Language component has come from a variety of sources, including the British Council, through its English Language Officer. The SPELT Teachers' Resource Center has also contributed by supplying lecturers, and the American Center donates materials on the teaching of English to individual participants for use in their respective schools.

### **Focus/Objectives of the Course.**

During the 15-day workshop, participants are trained primarily in teaching methodologies/presentation and classroom techniques. Each year, a different "theme" and subject area is addressed - lesson planning, supplementary materials development, developing writing skills, etc. - through a combination lecture - microteaching format. One noteworthy activity of the annual workshop is to videotape "model" classroom presentations of each participating lecturer. ESL teaching techniques and methodologies, focused on during the period of the training, are demonstrated on these tapes and viewed by all participants. Member/participating schools are then supplied these videos as a means of extending the experience and other benefits of the workshop beyond the the actual training period. Annually, one nominee of the ISTU is granted a bursary enabling him/her to



attend a three-week summer seminar in the United Kingdom.

### Program Strengths.

The greatest strength of the Training Unit lies in its grass-roots origins. The impetus for organizing the training comes from within the system and is based on the perception of the principal of Islamia Collegiate School, Mr. Ruhul Amin, that a need for such training exists. Its indigenous nature is further enhanced by the fact that the Unit's activities receive the participatory support of its member schools (now numbering seven, with an additional five in the process of becoming members). Since it is largely membership supported, the Training Unit is quite independent of outside/governmental funding; also, reliance on expatriate financial and technical assistance has been minimal.

ISTU is well established and has integrated its English language teacher training activities with those of other key TESOL services and organizations in Pakistan, i.e., SPELT, British Council, USIS, etc. An outreach function is served through the Unit's provision of materials (including instructional training videos) to participating schools. Video quality, a use plan and whether a means exists to use them are all problematic elements. However, the fact that this pathway exists is significant, and is one that can be enhanced.

ISTU has, additionally, established bridges for cooperation between itself and "the establishment." It recently began working with the Peshawar Examination Board (PEB) organizing an additional workshop for in-service training to secondary school teachers preparing for their certification exam (in science, math, English). Beginning in 1991, the PEB and the In-service Unit will combine their efforts in one workshop. The impetus for this cooperation seems to lie in the fact that there is no system of training for teachers of private schools and PEB is interested in upgrading their teaching ability as it also helps prepare them to pass their boards.

**NATIONAL ACADEMY OF HIGHER EDUCATION  
UNIVERSITY GRANTS COMMISSION**

**Program/Project Title:** Diploma Course in the Teaching of English as an International Language

**Sponsorship:** Sponsored jointly by the University Grants Commission, the British Council and the Overseas Development Administration

The National Academy of Higher Education is the teacher training component for the University Grants Commission (UGC), and provides pre- and in-service training programs for teachers at the university and college level. The training of teachers of English is provided through a Diploma Course in the Teaching of English as an International Language, jointly sponsored by the UGC, the British Council, and the Overseas Development Administration. The satisfactory completion of the 13-week course leads to a Certificate in the Teaching of English as an International Language. Since the Commission is not in the position to grant degrees, an arrangement has been made with Allama Iqbal Open University whereby AIOU issues the Certificate.

The history of the Diploma Course dates to 1983, when a team from Manchester University came to Pakistan to assess the needs and the potential for such an undertaking. The First Diploma Course was then planned around their findings and held in that same year; it was not until 1986, that the second course was offered. By the time this report is submitted, participants of the Eighth Diploma Course will have completed their study (February 1991). To date 150 university level teachers of English have successfully completed the Course; of these more than 50 have gone to Britain on British Government funded scholarships in Masters programs in Applied Linguistics, TESOL and related areas or English Language Teaching. (A list of these lecturers and their institutions can be found in Appendix III) In September of 1991, the British Council will hand over responsibility for the continuance of the course to the University Grants Commission.

**Focus and Objectives of Diploma Course.**

The stated aims of the course are to "...meet the professional needs of English Language teachers in Pakistan through developing an understanding of current theory and practice in the teaching of English to speakers of other languages." A summary of course objectives is provided here:

Proceeding from an overview of the theory of language, including psycholinguistic and sociolinguistic theory, the course provides advanced study of contemporary English, both spoken and

written, in the context of the different sub-disciplines of Applied Linguistics, i.e., teaching methodologies, syllabi development, pedagogy as it relates to learning.

Included too is the opportunity for participants to gain experience in observation and evaluation of classroom practices of fellow professionals and to expand their own repertoires of teaching techniques, through peer-group microteaching.

Within the approximately nine-month course period, four months is dedicated to classroom instruction, with the remaining time being given over to four written assignments to be completed by the students after returning to their respective colleges and universities. The purpose of these assignments is to allow participants the opportunity "...to explore in some depth, insights gained from the course [through their application to] practical aspects of English language teaching in Pakistan."

#### Program Strengths.

An important feature of the course is the emphasis placed on relevancy - of all subject matter to classroom practice within the teaching context of each participant, in areas of syllabus and materials design, in analysis and evaluation of existing materials and courses, and in the application of contemporary classroom techniques in language teaching.

The content of the Diploma Course and its duration would appear to give the student more than an overview. It contains a proper balance of theory and practice throughout its curriculum. If, as is planned, the course is replicated at the provincial and district levels throughout the country, it will prove valuable indeed as a model approach for training master trainers and, with modifications, for the education of teachers required to teach English but who are themselves functioning at very low levels of ability.

## NATIONAL ENGLISH LANGUAGE INSTITUTE (NELI)

**Program/Project Title:** NA

**Sponsorship:** Ministry of Education, GOP  
U.S. Information Service

The National English Language Institute was established by the Ministry of Education, GOP with the broad mandate "...to bring about improvements in the standards of English Language Teaching at the school level." The Institute is headed by a Director, with oversight by a Board of Governors. It is to the school-level practitioners of English Language Teaching (ELT) what the Diploma Course at the National Academy for Higher Education (UGC) is to university and college-level ELT. Established in 1986, through a Government of Pakistan Resolution, the Institute was to be funded by the GOP, Ministry of Education, and the U.S. Information Service (USIS). To date, very little of the USIS money given to the GOP for the work of the Institute has been released toward that purpose. The following description and discussion, therefore, is based on information received from the Institute's Director relative to what it was established to do and not on what it is doing.

The singular activity generated to date, by the Institute, has been a Certificate of English Language Teaching (CELT) course run for a three-month period, in 1988-89, to train Master Trainers. The currently scheduled CELT training course (scheduled to take place around the first week in February) is the second attempt to schedule such training since that original undertaking. This course is planned for 30 participants, teachers of Classes 1-8, and for "key personnel" from the Sind Education Ministry and various educational institutions. Its stated objective is to prepare individuals who will, in turn, organize and conduct ELT programs for teachers in their respective locales. Subsequent courses will be taken to each of the remaining provinces: Punjab, Balochistan, Northwest Frontier and in Azad Jammu-Kashmir.

### Focus and Objectives of CELT Course.

The three-month course of study is divided into three phases: 1) classroom instruction - 1 month, or 168 hours; 2) projects and field assignment - 1.5 months; and, 3) a refresher, or review of course material and a final examination. While the description of the course deals with the practical aspects and approaches to ELT, i.e., identification of skills, instructional techniques, curriculum and syllabus design, supplementary materials development, and textbook evaluation and adaptation, the Director states that the course must focus on language

improvement for the participants, and, as much as anything the course is "for those who themselves are faulty in their proficiency in English."

#### Program Strengths.

It is unfortunate that a discussion of NELI's strengths must be one which addresses what the Institute **could be** and, in fact, was **proposed to be**, rather than what it is. The concept of an institute that would be a center for research involving the adaptation of current classroom methodologies and materials to more effective approaches to English Language Teaching at the school level appears to be a sound one. NELI's mandate extended to the application of its research studies in areas of curriculum development and design, textbook and materials development, testing, teacher training, and the establishment of a resource center - all of which are aspects of ELT in Pakistan needing support and reform.

If NELI had been enabled, vitalized, its research function could have provided a means through which the Ministry of Education could examine and assess its policies as they relate, not only to English Language Teaching and the curriculum, but also to issues and concerns surrounding the introduction of mother-tongue mediums. Also, significant contributions could have been made in the approach NELI was to have taken in the area of English Teacher Training. A comprehensive, graded scheme was planned in which an emphasis was placed on competency in English as well as in English language teaching, and in which attention was given to the need to relate professional growth and career advancement.

As long as appropriated funds are withheld and the Institute remains critically understaffed, it is difficult to imagine that NELI will be able to realize its potential or to affect the present low levels of ability among school-level teachers of English.

## PEACE CORPS

**Program/Project Title:** English Education-Teacher Training

**Sponsorship:** U. S. Government

The Peace Corps initially returned to Pakistan in 1988, with what might be termed a pilot effort to assist in English language teaching here. An initial group of 8 Volunteers increased three-fold in a Project Plan which Peace Corps states was designed to support the Government of Pakistan's decision to improve the quality and expand the scope of English language instruction in the schools.

Peace Corps closed its program in Pakistan at the point of the evacuation of Americans in January 1991. However, it is not deleted from this catalogue since at the time the survey was conducted in Pakistan, it sponsored a viable English Language Program. Peace Corps focused on teacher training, placing Volunteers in Government Colleges for Elementary Teachers. There is a plan for Peace Corps to return to Pakistan at some point. It might be possible for it to work through the pre-established Volunteer sites listed in Appendix III, should English language training remain a priority for the agency.

### Focus and Objectives.

Primary reasons for the low quality of English language education generally available in Pakistan's schools, from the Peace Corps' perspective, is the dearth of people qualified to teach English, and the use of ineffectual instructional approaches, e.g., grammar/translation. The cycle generated by poorly trained students becoming poorly trained teachers serves then as the rationale for the Agency's focus on Government Colleges of Elementary Education (GCETs) and the assignment of Volunteer language instructors in these Colleges.

According to the Project Plan, the English Education-Teacher Training Project was established through the Federal and Provincial Ministries of Education to assist at the provincial level in "improving the standards of English language **education...**by improving the quality of instruction in English as a Foreign Language (TEFL) available to teachers through pre-service training at the provincial [GCETs]." General Project goals entail increasing the number of English Language Specialists and the number of primary and middle school teachers trained in modern methodologies of TEFL. The Peace Corps is also emphasizing the necessity of teacher support through its plan to strengthen professional groups such as SPELT, and through the development of Resource Centers for English language teachers.

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## UNITED STATES INFORMATION SERVICE

**Program/Project Title:** English Language Programs Division (ELPD)

**Sponsorship:** U.S. Government

Under a general mandate of the U.S. Information Service to "support the development of English teaching curricula, textbooks, and training programs" the English Language Program in Islamabad, like similar posts in countries throughout the world, is staffed with an English Teaching Officer, responsible for initiating activities that are related to the above areas of English language development.

The English Language Program in Pakistan has concentrated its activities primarily in the area of teacher training for lecturers in university English or Education Departments and for teacher trainees in colleges of education, nationwide. Typically, participation by the English Teaching Officer (ETO) in teacher training is through existing resources, tailoring his or her involvement to the circumstances and needs of the trainees or recipient program. The ETO interviewed at the time the survey was in process described her activities as falling primarily in three areas: teacher training, curriculum development, and textbook improvement - in that order of priority. Examples of the ways in which USIS has helped to enable or capacitate existing programs are as follows:

1. Society of Pakistan English Language Teachers (SPELT) - The Teaching Officer participates on a regular basis in SPELT's Practical Teacher Training Course, as well as presenting lectures and programs for SPELT throughout Pakistan. Additionally, USIS gives partial support toward the SPELT newsletter and provides an annual grant to the SPELT president to attend the TESOL conference. SPELT has established a private library of teacher resource materials for teaching English - the SPELT Resource Center; the English Language Program/USIS contributes books to the library on a time-to-time basis. USIS also provides scholarships to TEFL lecturers to attend the annual SPELT conference.
2. The English Teaching Officer acts in the capacity of consultant, facilitator and lecturer in responding to public and private ELT programs throughout the country. One example is the In-Service Training Unit at Islamia Collegiate College where the ETO presents lectures and/or otherwise participates in the In-Service Unit's annual two-week workshop for training primary-level teachers, at English-medium schools, in classroom methods, materials preparation, lesson planning, etc.

3. Within the government, the ETO has emphasized working with senior officials at national and provincial levels - i.e., the Curriculum Wing and the provincial Curriculum Bureaus and Textbook Boards - to affect policy as it relates to increasing the quality of English language instruction available throughout Pakistan's educational system.



### **APPENDIX III**

**Lecturers with Advanced English Language Teacher  
Training through British Council/ODA Program**

**ODA TECHNICAL COOPERATION TRAINING PROGRAMME**  
**ADVANCED TRAINING IN ENGLISH LANGUAGE TEACHING**

Following is a listing, by province (and in Islamabad) of college and university English language teachers who have completed the Diploma Course offered through the National Academy for Higher Education in Islamabad. In most cases, lecturers completing this course have now received advanced study in the U.K. Exceptions are noted.

**BY PROVINCE.**

**Azad Jammu and Kashmir**

1. Mrs. Saeeda Shah, University College of Azad Jammu and Kashmir, Mirpur

Advanced Training: MEd. Teaching of English to Speakers of Other Languages, University of Manchester

2. Mr. Sarfraz Khan Chaudhry, University of Azad Jammu and Kashmir, Muzaffarabad

Advanced Training: MEd. Teaching of English to Speakers of Other Languages, University of Manchester

3. Dr. Tariq Rahman, University of Azad Jammu and Kashmir, Muzaffarabad

Advanced Training: M.Litt. Linguistics for the Teaching of English Language and Literature, University of Strathclyde

4. Mrs Rubeena Anwar Bakhshi, College of Home Economics, University of Azad Jammu and Kashmir, Mirpur

Advanced Training: B.Phil. English Language Teaching, College of St Mark and St John, University of Exeter

5. Mr. Muhammad Afzal Malik, University College, Kotli

Advanced Training: MEd. Teaching of English to Speakers of Other Languages, University of Manchester

6. Mr Raja Nasim Akhtar, University of Azad Jammu and Kashmir, Muzaffarabad

Advanced Training: Expected nomination for 1991

7. Mr Mohammad Ayaz Choudhry (Australian DIP TEIL), University of Azad Jammu and Kashmir, Muzaffarabad

## **Balochistan**

1. Miss Nilofar Aslam Durrani, University of Balochistan  
Advanced Training: MSc. English Language Teaching, University of Edinburgh
2. Miss Salma Majid Jafar, University of Balochistan  
Advanced Training: MSc. Teaching of English for Specific Purposes, University of Aston in Birmingham
3. Mr. Liaqat Ali, University of Balochistan  
Advanced Training: MLitt. Linguistics for Teaching English Language and Literature, University of Strathclyde
4. Mr Fazal Bari (Australian DIP TEIL), Government Degree College  
Advanced Training: Expected nomination for 1991

## **Northwest Frontier Province**

1. Miss Rubina Khilji, Jinnah College for Women, Peshawar  
Advanced Training: MEd. Teaching of English to Speakers of Other Languages, University of Manchester
2. Miss Rammana Rasa, Jinnah College for Women, Peshawar  
Advanced Training: MEd. Teaching of English to Speakers of Other Languages, University of Manchester
3. Miss Tauseef Sultana Haq, Government College for Women, Mardan  
Advanced Training: MEd. Teaching of English to Speakers of Other Languages, University of Manchester
4. Miss Ayesha Bashiruddin, College of Home Economics, University of Peshawar  
Advanced Training: M.A. Applied Linguistics, University of Durham
5. Mr. Aurangzeb, University of Peshawar  
Advanced Training: MSc. Teaching of English for Specific

Purposes, University of Aston in Birmingham

6. Mr. Mujib-ur-Rahman, University of Peshawar  
Advanced Training: Awarded CSFP Scholarship for Ph.D. studies in U.K.
7. Miss Rukhsana Nazneen, Government College for Women, Peshawar  
Advanced Training: N/A
8. Miss Rubina Afzal, Jinnah College for Women, Peshawar  
Advanced Training: Expected nomination for 1991
9. Miss Joyce Shaheen Umar Khitab, Jinnah College for Women, Peshawar  
Advanced Training: Expected nomination for 1991
10. Mr Sakhi Marjan Khan, University SENSAM College, Gomal University, Dera Ismail Khan  
Advanced Training: Expected nomination for 1991

#### **Punjab**

1. Mrs Nuzhat Amjad, Government College of Education, Multan  
Advanced Training: MA Teacher Training for ELT, College of St Mark and St John, Plymouth, University of Exeter
2. Mr Zamir Hussain Shah Naqvi, Government Islamia College, Lahore  
Advanced Training: MA Linguistics for TESOL, University of Newcastle
3. Mr Syed Muhammad Abbas Zaidi, Bahauddin Zakariya University, Multan  
Advanced Training: MLitt Linguistics for Teaching English Language and Literature, University of Strathclyde
4. Miss Isabel William, Government Kinnaird College for Women, Lahore  
Advanced Training: MA/TEFL, University of Reading
5. Miss Ayesha Qamar, Government Lahore College for Women

Advanced Training: MSc. Applied Linguistics, University of Edinburgh

6. Mrs Tahmina Alvi, University of Punjab, Lahore

Advanced Training: MEd. TESOL, University of Leeds

7. Mrs Maqbool Hamid, Government Postgraduate College for Women, Rawalpindi

Advanced Training: N/A

8. Mrs Amtul Hafeez, Government College of Education, Multan

Advanced Training: Nominated but not placed

9. Miss Saiqu Imtiaz, Bahauddin Zakariya University, Multan

Advanced Training: Expected nomination for 1991

10. Miss Shamila Syed, Government Vagar-un-Nisa College for Women, Rawalpindi

11. Mrs Aalia Sohail Khan, Government College for Women, Faisalabad

Advanced Training: Expected nomination for 1991

12. Mrs Samina Amin Qadir, Bahauddin Zakariya University, Multan

Advanced Training: MEd. Teaching of English as a Foreign Language, University of Wales, Cardiff

13. Miss Surriya Shaffi Mir, Government Kinnaird College for Women, Lahore

Advanced Training: M.Phil. in English Language Teaching, University of London

14. Government College for Women, Jhelum

Advanced Training: Diploma in Teaching of English to Speakers of Other Languages, University of Manchester

15. Mrs Humaira Irfar, Government Kinnaird College for Women, Lahore

Advanced Training: MA Teaching of English as a Foreign Language, University of Reading

16. Mrs Shirin Zubair, Bahauddin Zakariya University, Multan

Advanced Training: MA Applied English Language Studies, University College of Wales, Cardiff

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17. Mrs Sabiha Mansoor, Government Kinnaird College for Women, Lahore

Advanced Training: MA Teaching of English as a Foreign Language, University of Reading

18. Mrs Najam Saeed Gilani, Government College for Women, Rawalpindi

Advanced Training: Certificate in Practice of English Language Teaching, University of Leeds

## **Sind**

1. Miss Rosy Ilyas, Mehran University of Engineering and Technology, Jamshoro

Advanced Training: MEd, TESOL, University of Leeds

2. Miss Farida Faizullah Abdullah Government College for Women, Karachi

Advanced Training: EEd, TESOL, University of Leeds

3. Miss Talat Rafi, Government Girls College, Karachi

Advanced Training: MA, TESOL, Moray House College of Education, Edinburgh

4. Miss Shaheen Meraj, Government College for Women, Karachi

Advanced Training: MA, TESOL, Institute of Education, University of London

5. Miss Suraiya Makhdoom, Mehran University of Engineering and Technology, Jamshoro

Advanced Training: Expected nomination for 1991

6. Mrs. Zakia Sarwar (Australian DIP ELT), Government College for Women, PECHS, Karachi

Advanced Training: Expected nomination for 1991

7. Mrs Ayesha Anwar Ali, (Australian DIP ELT), Government College of Education, Karachi

Advanced Training: Expected nomination for 1991

8. Miss Fauzia Shameem, University of Karachi

Advanced Training: MA Linguistics for English Language Teaching, University of Lancaster

9. Mr Abid Hussain Shah Bokhari, Sind Agriculture University, Tandojam  
Advanced Training: Certificate in Practice of English Language Teaching, University of Leeds
10. Mr Muhammad Kaleem Raza Khan, University of Karachi  
Advanced Training: MA Linguistics for English Language Teaching, University of Lancaster
11. Miss Dilshat Bano, University of Karachi  
Advanced Training: MA Applied Linguistics, University of Durham
12. Mr Muhammad Hussain, University of Sind, Jamshoro  
Certificate in Practice of English Language Teaching, University of Leeds

#### ISLAMABAD

1. Mrs Samia Gilliani, International Islamic University  
Advanced Training: MEd, TESOL, University of Manchester
2. Mrs Jawaida Khawar, F.G. College for Women, Islamabad  
Advanced Training: Diploma in ELT, University of Reading
3. Mrs Shagufta Siraj, Allama Iqbal Open University  
Advanced Training: N/A
4. Mrs. Shazreh Hussain, National Academy of Higher Education (UGC)  
Advanced Training: Expected nomination for 1991
5. Mrs Azra Malik, International Islamic University  
Advanced Training: Expected nomination for 1991
6. Miss Tajmina Khanum, International Islamic University  
Advanced Training: Expected nomination for 1991
7. Miss Wasima Shahzad, National Institute of Modern Languages  
Advanced Training: Expected nomination for 1991

8. Mr Anjum Pervez Saleemi, Allama Iqbal Open University  
Advanced Training: Ph.D. Applied Linguistics, University of Essex
9. Mrs Anees Bano Khan, Allama Iqbal Open University  
Advanced Training: Advanced practical Certificate in Teaching English to Speakers of Other Languages, University of London
10. Mr Shahid Kaleem Siddiqui, Allama Iqbal Open University  
Advanced Training: MEd Teaching of English to Speakers of Other Languages, University of Manchester
11. Mrs Raazia Waseem, Allama Iqbal Open University  
Advanced Training: MA Applied Linguistics, University of Essex

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**APPENDIX IV**

**Informal Directory of English Language  
Training Programs, Agencies**

AZAD JAMMU AND KASHMIR

International

Pakistani

Muzaffarabad

1. English Department, University of Azad Jammu and Kashmir

Dr. Tariq Rahman (DIP-TEIL)

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## BALUCHISTAN

### International

#### Quetta

1. Peace Corps (no longer in Pakistan)

no office; contingent of Volunteers only, were working in areas or aspects of English language teaching

Quetta, Bureau of Curriculum and Education Extension

Peter Herbert  
Jennifer Schauffler  
William Schauffler

#### Other locations:

- a) Loralai, Loralai Model Residential School  
Mastung, Cadet College  
Mark Nessler

3. USIS Center (Quetta Serena)

4. Volunteer Services Overseas

None

### Pakistani

#### Quetta

1. Baluchistan Development Resource Center

Director: Brian Horne (VSO)

2. Bureau of Curriculum and Education Extension  
Director: Jamsheed Ahmed

3. University of Balochistan, English Language Center  
(formerly project of The Asia Foundation)

Director: Salma Jaffar

4. Government College for Boys

Lecturer: Fasal Bari  
(spent 1 year in Australia, advanced training in EFL)

5. Government College of Elementary Education for Women

Principal: Sultana Baloch: interested in English for  
her teachers

6. SPELT, Quetta chapter

Salma Jaffar heading effort in Quetta

#### Bi-National

1. Pakistan-American Culture Center

Director: Mervin Angelo

Bi-National

Lahore

1. Pakistan-American Culture Center

## ISLAMABAD

### International

1. The Asia Foundation  
English Language Coordinator: Dr. Robert Baumgardner
2. The British Council  
English Language Officer: Geoffrey Kaye
3. Center for Intensive English Language Studies (CIELS)  
Director, English Language Services Unit: Patricia Johnson
4. Peace Corps (project closed)  
Director: E. Timothy Carroll  
Associate Director: Mark Parkison
5. United States Information Service  
English Language Officer: Janet Miller
6. Volunteer Services Overseas  
1 Harvey Street, Rawalpindi  
Field Director: Ali Akbar

### Pakistani

1. Allama Iqbal Open University  
Consultant to AIOU, M.A. TEFL Course: Roselyn McGinley  
Counterpart: Razia Waseem  
Head of ODA Team: Alex Fleming  
Shahid Siddiqui (SPELT Islamabad)  
Zaki

2. Govt. Vagar-un-Nisa College for Women  
Rawalpindi  
  
Shamila Syed (DIP-TEIL)
3. Institute of Modern Languages  
  
Roger Afzal (SPELT-Islamabad)
4. Ministry of Education  
  
Minister of Education - Fakir Imam  
  
Director of Curriculum Wing: Dr. Mukhtar Bhatti
5. National Academy for Higher Education (UGC)  
  
Director of Training: M.A. Raoof  
Director of Studies (in charge, DIP-TEIL): Robert  
Shiell
6. National English Language Institute  
  
Director: Yasmin Aadil
7. SPELT (Islamabad chapter)  
  
Shahid Siddiqui - AIOU  
Roger Afzal

## NORTHWEST FRONTIER PROVINCE

### International

#### Peshawar

1. Agriculture University of the Northwest Frontier Province

TIPAN Project

English Language Coordinator: Shareen Khan

2. The American Center  
26 Chinar Road, University Town

3. Engineering University  
English Language Center (The Asia Foundation)

Director: Audrey Kennedy

4. Peace Corps (project closed)

no local office, a contingent of Volunteers were working were working in areas of English language development in:

- a. Peshawar, English Language Center, Engineering University

Margaret Driscoll

- b. Peshawar, Gov't College of Education for Elementary Teachers for Women, Dabgari Gate

Laura Honkomp

- c. Peshawar, Gov't College for Elementary Education, In-Service, Gul Bahar

Blaise McDonald

#### Other Locations

1. Peace Corps



- a. D.I. Khan, Gov't College of Education for Elementary Teachers for Women  
Elizabeth Bourne
  - b. D.I. Khan, Gov't College of Education for Elementary Teachers for Men  
James Janssen
  - c. Swat, Bari Kot, Gov't Education College for Men  
Timothy Gerhardson
  - d. Chitral, Drosh, Gov't College of Elementary Education  
Kenneth Petersen
  - e. Dargai, Gov't College of Elementary Education Teachers for Women  
Catherine Scanlon
2. Volunteer Services Overseas  
no local office
- a. Gilgit, Agha Khan Rural Support Program  
Matthew Adamson

## Pakistani

### Peshawar

- 1. College of Home Economics, University of Peshawar  
Ayesha Bashiruddin (DIP-TEIL)  
Fanila Farr (DIP-TEIL)
- 2. Islamia Collegiate School, University of Peshawar  
Principal: Ruhul Amin  
(organizes teacher training workshops for English teachers of private schools through In-Service Training Unit)

3. Jinnah College for Girls

Joyce Umar-Khitab (DIP-TEIL)

Rubina Khilji (DIP TEIL, lecturer) also involved in a lot of English related activities. Responsible for heading up a group to select 125 people for Master Teacher Training (PED); reputed to head up SPELT effort in Peshawar.

4. SPELT, Peshawar chapter

Rubina Khilji

Bi-National

Peshawar

1. Pakistan-American Culture Center

Director: Humphrey Peters

Edwards School

Old City, Peshawar

(uses American texts, holds English classes in evening)

AFGHAN PROGRAMS

1. International Rescue Committee

2. University of Nebraska at Omaha

NOTE: These might supply resources and expertise - towards SPELT support and participation; for participation in conferences/workshops; providing materials/texts for exhibit/review by Pakistani teachers; teacher training potential; classroom observation potential. (Possible inclusion in Appendix)

PUNJAB

International

Lahore

Multan

Pakistani

Lahore

1. Government Degree College  
Lecturer: Izhar ul Hassan Shah (DIP-TEIL)
2. Kinnard College  
Shazreh Hussain (DIP-TEIL)
3. Kinnard College  
Zakia Nasir (DIP-TEIL)

Multan

1. English Language Center, Bahauddin Zakariya University  
Director: Samina Amin Qadir (DIP-TIEL)  
Instructor: Saiga Imtiaz (DIP-TEIL)  
(formerly a project of The Asia Foundation)
2. English Department, Bahauddin Zakariya University  
Dr. Zafar Iqbal (DIP-TEIL)  
Mubina Talaat (DIP-TEIL)

## **SIND**

### **International**

#### **Hyderabad**

1. English Language Center (BC)  
Mehran University of Engineering and Technology  
(Janshura, Sind)

Director: Brian Bamber  
Instructor/Advisor: Phil Brabbs

2. English Language Center  
Sind Agriculture University (Tandojam)

Director: Clive Greenwood  
Instructor/Advisor: Jane Taunton

#### **Karachi**

1. English Language Center, Aga Khan University

Director: Dr. Babar Khan

2. Volunteer Services Overseas

Karachi, Anjumen Mufal-e-Niswar Shah Faisal College  
Ruth Chuck (480974)

#### **Sind (general)**

1. Peace Corps (project closed)

no local office, a contingent of Volunteers were working

in areas of English language development in:

- a. Moro, Gov't Elementary College of Education for Women

Christina Boyd

- b. Larkana, Gov't. Elementary College of Education for Women

Licia Morris

- c. Larkana, Gov't Elementary College of Education for Men

William Morris

- d. Sanghar, Gov't Elementary College of Education for Men

John Newman

- e. Khairpur Mir's, Regional Educational Extension Center

James Straight

Pakistani

Karachi

- 1. SPELT

President: Zakia Sarwar (writer of Sind texts)

- 2. SPELT Resource Center

- 3. Teachers' Resource Center  
67-B Garden Road

Coordinator: Anne Lais

- 4. English Department, University of Karachi

Ms Dilshat Bano (DIP TEIL, lecturer)  
Kaleem Raza Khan (DIP TEIL, lecturer)  
Abbas Husain (DIP-TEIL, lecturer)

5. P.I.A. Training Center  
Language Instructor: Tanvir Muzaffar (DIP TEIL)

#### Bi-National

#### Hyderabad

1. Pakistan-American Culture Center

#### Karachi

1. Pakistan-American Culture Center