

The Role of British Council in Training the Primary School Teachers in English as Medium of Instruction in Khyber Pakhtunkhwa, Pakistan

Dr. Shabir Ahmad ^{a,1}, Dr. Iffat Ara Hussain ^{b,2}, Akhtar Ali ^{c,3} (12pt)

^a Ph.D. in Education from Qurtuba University of Science and Information technology Peshawar

^b Professor in Education, Qurtuba University of Science and Information Technology Peshawar

^c Ph.D. Education Scholar at Qurtuba University of Science and Information technology Peshawar

¹ shabirahmad2244@gmail.com; ² iffathussain91@yahoo.com; ³ akhtarislampurian@gmail.com

Abstract

The present study would explore the changes the training program brings in Primary School Teachers in Khyber Pakhtunkhwa. The objective of the study was to explore the changes the training program brought in Primary school teachers. The primary school teachers who successfully completed grade III training English as Medium of Instruction in Khyber Pakhtunkhwa were the population of the study. The study was delimited to male primary school teachers of the three districts, namely Mardan, Peshawar, and Swabi of Khyber Pakhtunkhwa. The target population was 1947 male primary school teachers from which a sample of 330 primary school teachers was selected. The data was collected through a self-developed questionnaire of five Likert scales and fed into the SPSS Version 16 and analyzed through percentage and chi-square. The results of the study illustrated that after the training, the primary school teachers were able to use English as a Medium of Instruction. The study recommended that such training should be arranged for teachers to improve their skills of using English as a Medium of Instruction.

Keywords:

British Council, Primary School Teachers, English as Medium of Instruction, Activity-Based Teaching and Students Centered Teaching.



This is an open access article under the CC-BY-NC license

INTRODUCTION

The collection of all those planning and policies that are made to train teachers in contents, attitudes, and skills necessary for their job is called teachers' education. According to S.M. Shahid (2007), teacher education does not only mean how to teach but makes teachers dynamic and innovative in their approach to teaching. Trainee teachers learned how to get maximum results through minimum use of energy, time, and resources. Similarly, Bennet (2000), the modern world teacher, needs to

be dynamic because, due to technology, everything is changing rapidly. The teacher must be trained to be scientific and logical in thinking and sympathetic towards students. English has become a global language in the last twenty to thirty years, and it has dominated the world market in general and the linguistic side in particular. Education is also one of the sectors affected heavily by this trend. English as a Medium of Instruction is a burning issue for the world's leaders in non-English speaking countries in the post-colonial world in Asia because it is

a direct threat to their culture and society (Tsui, 2004).

The KP government shows its interest in teachers' professional development, which will ultimately improve the whole system of education. For the above mentioned propose the Elementary and Secondary Education Department (ESED) Khyber Pakhtunkhwa and British Council Pakistan signed a Memorandum of Understanding to improve the quality of teaching and practices of all primary school teachers of Khyber Pakhtunkhwa.

LITERATURE REVIEW

English language teaching faced many challenges in the past and even now also. Changes are accruing in English language teaching continuously to adapt the teaching style to the changing circumstances (Willis and Willis, 1996). The most important challenge in the present situation is found, recruit, and train enough language teachers to teach effectively to students and make them capable of surviving in the global environment (Tribble, 2012).

The governments all over the world are facing problems because the numbers of students are increasing rapidly in the international market. This rapid increased in the number of students who wanted to learn English forced the governments to induct teachers who are trained to teach their

students effectively (Boix et al., 2011; Wedell, 2009). Internationally, a large number of students start to learn English at the primary level. Their working hours to learn English increased when they take admission in high schools. In any case, it is observed that these students continue their journey of learning English in Universities also and particularly in those countries where signs of internationalization are evident in their education. English is becoming the communication tool of the world, and this scenario suggests that many teachers needed to fulfill the needs of students in these countries (Graddol, 2006; Gimenez, 2009). This scenario created a shortage of English Language teachers who need an urgent solution.

English as a medium of instruction had a problematic nature; therefore, many countries of the world made effective policies, but still, there are many which do not have policies. Those countries which do not have policies for English were more flexible towards the medium of instruction. They changed their policies according to their academic, political, and social needs. As a result, a lot of differences are found in the quality of teachers in those countries (Barduhn & Johnson, 2009). Similarly, if quality teachers are recruited and trained accordingly, but there is still an issue that some of the very good teachers may quit the

job. A lot of researches had been done on the same issue (Coombe & Barlow, 2007; British Council, 2015), but still, there are areas that need research to reach a conclusion, especially the methods of recruiting teachers, professional training, and the policy how to retain competent and professionally trained language teachers.

A system using English as a medium of instruction inside the classrooms is called English Medium Education. Manivannan (2006) explained that English had many functions and used in many fields. For many occupations and professional knowledge of English is a must and compulsory. Therefore, many countries of the world made English as a medium of instruction as an integral part of their curriculum and institutions (Muhammad, 2009). The problem related to the medium of instruction is the most controversial and has a historical background as well (Mahboob, 2003).

Baloch (2003) said that the teachers' competencies in speaking and using English for instruction are directly linked; therefore, it is important to consider both making policies for English language teaching. Tahir (2007) discussed the problems of teachers and found that in the present situation in Pakistan, the teachers are not in a position to use English as a medium in the whole class due to lack of competency in speaking English. Similarly, Mansoor (2005) stated

some problems like controlling language first during instruction, adopting new language habits, pronunciation issues, and the problem of accurate translation of language related to English medium instruction in teaching.

Listening, speaking, reading, and writing is the four basic skills necessary for learning a language (Bel & Luis, 2010). Shamim (2008) observed that the general assumption about teachers is that some teachers are competent in reading and writing but weak in the use of listening and speaking and vice versa. Furthermore, those teachers who have good communicative skills are liked by their students. They are followed as a role model, and competent teachers have more students. The teachers' competency in speaking makes his students also fluent in speaking (Maley, 2009).

Coleman (2010) stated that language experts have a common opinion about the four basic aims of language teaching, which are: the ability to speak fluently, listen, write, and read. Velasquez and Ocampo (2003) said that usually, our teachers, as well as our students, do not get the chance to speak inside and outside the class. Our examination system mostly focused on the writing skills of students, and speaking is not included in it. A lot of practice and attention are required for speaking fluently. The teachers should use the natural way of

learning a language to speak, which is listening and repeating the language. We all used the above-mentioned method while learning our mother tongue (Cantoni, 2007). Mueen (1993) observed that another cause of ignoring the competencies of listening and speaking in Pakistan is that the teachers themselves are the product of the traditional systems, and they are not competent in speaking English or teaching speaking in their classes. Shy and conservative teachers tried hard to speak confidently. Hard work makes their teaching better, and they are able to teach the language effectively. Pronunciation and grammar are a must for language teaching. Without these two, it will be difficult to teach effectively and accurately (Fiorito, 2005).

Objective Of The Study

To explore the changes, the training program brings in Primary School Teachers in Khyber Pukhtunkhawa.

Hypotheses Of The Study

H0-1 There is no significant relationship between training program and the enhancement of primary school teachers' professional skills.

RESEARCH METHODOLOGY

The nature of this study is descriptive, and the type is quantitative. The present

study evaluates the role of the British Council program training program English as Medium of Instruction for primary school teachers in Khyber Pakhtunkhwa.

Population of Study

The population of the study is the 24000 (Annual School Statistics, 2017) primary school teachers who complete grade III training under the British Council training program English as Medium of Instruction in Khyber Pakhtunkhwa. Due to financial and cultural constraints, the study is delimited to three districts of Khyber Pakhtunkhwa, namely Mardan, Peshawar, and Swabi. The target population is 1947 male primary school teachers of district Mardan, Peshawar, and Swabi, who successfully completed their training under the grade III training program of British Council in using English as Medium of Instruction in Khyber Pakhtunkhwa (Annual School Statistics, 2017-18). So, 1947 male primary school teachers were the target population for this study.

In district Mardan 802, Peshawar 583, and Swabi 562, teachers successfully completed grade III training English as Medium of Instruction in 2017. The sample size of the above population is 330, according to L.R. Gay (1996). One hundred and ten primary school teachers from each district were selected, and questionnaires

were filled from them. A close-ended and self-developed questionnaire was developed on a five Likert scale ranging from strongly agreed to disagree, and it was finalized after consultation with the supervisor. The questionnaire includes fifty items, ten items each on the five objectives of the study.

Data and Data Collection

The researcher firstly received the permission letter from the university and DEOs of the concerned districts. Then personally visited the selected schools of district Mardan, Peshawar, and Swabi and filled the questionnaires from three hundred and thirty (330) primary school teachers (one hundred and ten from each district) who completed grade III training English as Medium of Instruction under the British Council.

The data was collected through a five Likert scale self-made questionnaire from primary school teachers of district Mardan, Peshawar, and Swabi who complete grade III training under British Council. The collected data was first fed into SPSS version 16, and then it was analyzed through percentage and Chi-Square test. The analyzed data was put into tables item by item, and then it was interpreted below the tables.

RESULTS

Table 1. Resulto of my subject knowledge of English is increased in training.

	Frequency	Percentage	Cumulative Percentage	T-value	Residual	Chi-Square value (χ^2)
SA	137	41.5	41.5	9.49	71.0	395.12
A	170	51.5	93.0		104.0	(df) 4
UD	5	1.5	94.5		-61.0	
SDA	10	3.0	97.6		-56.0	
DA	8	2.4	100.0		-58.0	
Total	330	100.0				

One hundred and thirty-seven (137) primary school teachers strongly agreed, and one hundred and seventy (170) agreed with a cumulative percent of 93.0, which shows that the majority of the primary school teachers either agreed or strongly agreed that the training increased their subject knowledge of English. Comparatively, primary school teachers who strongly disagreed are ten (10), and eight (08) teachers disagreed with a cumulative percent of 5.4 while five (05) primary school teachers are undecided about the above statement with a cumulative percent of 1.5. The result is strongly supported by the Chi-square value 395.12, which is much greater than the t-value (9.49) at $\alpha = 0.05$. Therefore, the null hypothesis was rejected.

Table 2. Result of The training helped me to adopt a Student-Centered Approach in my teaching.

	Freq uency	Perce nt	Cumulat ive Percent	T- value	Residu al	Chi- Square value (χ^2)
SA	94	28.5	28.5	9.49	28.0	395.97
A	196	59.4	87.9		130.0	(df) 4
UD	21	6.4	94.2		-45.0	
SD	5	1.5	95.8		-61.0	
DA	14	4.2	100.0		-52.0	
Tota l	330	100.0				

Ninety-four (94) primary school teachers strongly agreed, and one hundred and ninety-six (196) agreed with a cumulative percent of 87.9, which shows that the majority of the primary school teachers either agreed or strongly agreed that the training helped them to adopt student centered approach in their classes. Comparatively, primary school teachers who strongly disagreed are five (05) and fourteen (14) teachers disagreed with a cumulative percent of 5.7 while twenty one (21) primary school teachers are undecided about the above statement with a cumulative percent of 6.4. The result is strongly supported by the Chi-square value 395.97, which is much greater than the t-value (9.49) at $\alpha = 0.05$. Therefore, the null hypothesis was rejected.

Table 3. Result of It helped me to adopt Activity Based Teaching.

	Freq uency	Perce nt	Cumulati ve Percent	T- val ue	Res idu al	Chi- Square value (χ^2)
SA	123	37.3	37.3	9.49	57.0	437.90
A	188	57.0	94.2		122.0	(df) 4
UD	14	4.2	98.5		-	
SDA	2	.6	99.1		52.0	
DA	3	.9	100.0		64.0	
Tota l	330	100.0			63.0	

One hundred and twenty-three (123) primary school teachers strongly agreed, and one hundred and eighty-eight (188) agreed with a cumulative percent of 94.4, which shows that majority of primary school teachers either agreed or strongly agreed that the training helped them to adopt activity-based teaching in their classes. Comparatively, primary school teachers who strongly disagreed are two (02), and three (03) teachers disagreed with a cumulative percent of 1.5, while fourteen (14) primary school teachers are undecided about the above statement with a cumulative percent of 4.2. The result is strongly supported by the Chi-square value 437.90, which is much greater than the t-value (9.49) at $\alpha = 0.05$. Therefore, the null hypothesis was rejected.

Table 4. Result of My job-related skills of effective teaching are improved.

	Fre que ncy	Perce nt	Cumula tive Percent	T- va lu e	Resi dual	Chi- Square value (χ^2)
SA	106	32.1	32.1	9.49	40.0	380.75
A	187	56.7	88.8		121.0	(df) 4
UD	25	7.6	96.4		-41.0	
SDA	4	1.2	97.6		-62.0	
DA	8	2.4	100.0		-58.0	
Total	330	100.0				

One hundred and six (106) primary school teachers strongly agreed, and one hundred and eighty-seven (187) agreed with a cumulative percent of 88.8, which shows that the majority of the primary school teachers either agreed or strongly agreed that their job-related skills are improved in the training. Comparatively, primary school teachers who strongly disagreed are four (04) and eight (08) teachers disagreed with a cumulative percent of 3.6 while twenty-five (25) primary school teachers are undecided about the above statement with a cumulative percent of 7.6. The result is strongly supported by the Chi-square value 380.75, which is much greater than the t-value (9.49) at $\alpha = 0.05$. Therefore, the null hypothesis was rejected.

Table 5. Result of I planned my activities properly after the training.

	Freq uenc y	Perce nt	Cumul ative Perce nt	T- value	Resid ual	Chi- Square value (χ^2)
SA	120	36.4	36.4	9.49	54.0	391.24
A	181	54.8	91.2		115.0	(df) 4
UD	20	6.1	97.3		-46.0	
SDA	4	1.2	98.5		-62.0	
DA	5	1.5	100.0		-61.0	
Total	330	100.0				

One hundred and twenty (120) primary school teachers strongly agreed, and one hundred and eighty-one (181) agreed with a cumulative percent of 91.2, which shows that the majority of the primary school teachers either agreed or strongly agreed that they planned their activities properly after the training. Comparatively, primary school teachers who strongly disagreed are four (04) and eight (05) teachers disagreed with a cumulative percent of 2.7, while twenty (20) primary school teachers are undecided about the statement with a cumulative percent of 6.1. The result is strongly supported by the Chi-square value 391.24, which is much greater than the t-value (9.49) at $\alpha = 0.05$. Therefore, the null hypothesis was rejected.

Table 6. Result of It enabled me to teach effectively. **Table 7. Result of My interest in learning English as a subject is raised.**

	Frequency	Percent	Cumulative Percent	T-value	Residual	Chi-Square value (χ^2)
SA	150	45.2	45.5	9.49	84.0	365.21
A	152	46.1	91.5		86.0	(df) 4
UD	12	3.6	95.2		-54.0	
SDA	6	1.8	97.0		-60.0	
DA	10	3.0	100.0		-56.0	
Total	330	100.0				

One hundred and forty-nine (149) primary school teachers strongly agreed, and one hundred and fifty-two (152) agreed with a cumulative percent of 91.5, which shows that the majority of the primary school teachers either agreed or strongly agreed that the training enabled them to teach effectively. Comparatively, primary school teachers who strongly disagreed are six (06) and ten (10) teachers disagreed with a cumulative percent of 4.8 while twelve (12) primary school teachers are undecided about the above statement with a cumulative percent of 3.6. The result is strongly supported by the Chi-square value 365.21, which is much greater than the t-value (9.49) at $\alpha = 0.05$. Therefore, the null hypothesis was rejected.

	Frequency	Percent	Cumulative Percent	T-value	Residual	Chi-Square value (χ^2)
SA	152	46.1	46.1	9.49	86.0	321.60
A	139	42.1	88.2		73.0	(df) 4
UD	16	4.8	93.0		-	50.0
SDA	6	1.8	94.8		-	60.0
DA	17	5.2	100.0		-	49.0
Total	330	100.0				

Table 8. Result of I managed my students effectively in the class after the training.

	Frequency	Percent	Cumulative Percent	T-value	Residual	Chi-Square value (χ^2)
SA	132	40.0	40.0	9.49	66.0	398.39
A	174	52.7	92.7		108.0	(df) 4
UD	19	5.8	98.5		-47.0	
SDA	2	.6	99.1		-64.0	
DA	3	.9	100.0		-63.0	
Total	330	100.0				

One hundred and fifty-two (152) primary school teachers strongly agreed, and one hundred and thirty-nine (139) agreed with a cumulative percent of 88.2, which shows that the majority of the primary school teachers either agreed or strongly agreed that the training raised their interest to learn English as a subject. Comparatively, primary school teachers who strongly disagreed are six (06) and seventeen (17) teachers disagreed with a cumulative percent

of 7.0 while twelve (16) primary school teachers are undecided about the above statement with a cumulative percent of 4.8. The result is strongly supported by the Chi-square value 321.60, which is much greater than the t-value (9.49) at $\alpha = 0.05$. Therefore, the null hypothesis was rejected

Table 9. It made me able to teach vocabulary effectively.

	Freq uency	Perce nt	Cumul ative Perce nt	T- value	Resi dual	Chi- Square value (χ^2)
S A	113	34.2	34.2	9.49	47.0	355.12
A	178	53.9	88.2		112.0	(df) 4
U D	26	7.9	96.1		-40.0	
S D	5	1.5	97.6		-61.0	
A D	8	2.4	100.0		-58.0	
T ot al	330	100.0				

One hundred and thirteen (113) primary school teachers strongly agreed, and one hundred and seventy-eight (178) agreed with a cumulative percent of 88.2, which shows that the majority of the primary school teachers either agreed or strongly agreed that the training made them able to teach vocabulary effectively. Comparatively, primary school teachers who strongly disagreed are five (05), and eight (08) teachers disagreed with a cumulative percent of 3.9 while twenty-six (26) primary school

teachers are undecided about the above statement with a cumulative percent of 7.9. The result is strongly supported by the Chi-square value 355.12, which is much greater than the t-value (9.49) at $\alpha = 0.05$. Therefore, the null hypothesis was rejected.

Table 10. My knowledge of English grammar is increased.

	Freq uency	Perce nt	Cumulativ e Percent	T- valu e	Chi- Square Residvalue (χ^2)
S A	122	37.0	37.0	9.49	56.0 345.60
A	171	51.8	88.8		105.0(df) 4
U D	14	4.2	93.0		-52.0
S D	10	3.0	96.1		-56.0
A D	13	3.9	100.0		-53.0
T ot al	330	100.0			

One hundred and twenty-two (122) primary school teachers strongly agreed, and one hundred and seventy-one (171) agreed with a cumulative percent of 88.8, which shows that majority of the primary school teachers either agreed or strongly agreed that the training increased their knowledge of English grammar. Comparatively, primary school teachers who strongly disagreed are ten (10), and thirteen (13) teachers disagreed with a cumulative percent of 6.9 while twenty four (14) primary school teachers are undecided about the above statement with a cumulative percent of 4.2. The result

is strongly supported by the Chi-square value 345.60, which is much greater than the t-value (9.49) at $\alpha = 0.05$. Therefore, the null hypothesis was rejected.

CONCLUSION AND RECOMMENDATIONS

The respondents who were asked what did the training change in your teaching. The findings showed that the majority of the respondents were agreed or strongly agreed with the items asked about the changes after the training in their teaching. The training increased their knowledge of the English language in general and grammar in particular. The respondents changed their teaching from traditional to activity-based and students centered after the training. The respondents' skills of effectively teaching were enhanced and their teaching became more effective and they were able to teach vocabulary, pronunciation and all the skills of language effectively. This view of change in teachers is supported by Demirtas (2010) who stated that changes occurred in strategies, methods, theories, technologies and curriculum with the passage of time. Similarly, Borko (2004) stated that in-service training is therefore necessary to enable the teachers to adopt with these changes. In other words, in service training is necessary to learn the new developments and educational technologies that were

introduced in the department. According to many researches development of schools' environment depend heavily on the capacity and professional development of teachers.

The training helped them to use English as a medium of instruction in their class. They learned to use activity-based teaching methods and students centered approach to teaching. The respondents learned to write, to read correct English, and to learn new vocabulary during the training. The training helped the teachers to plan their lesson effectively and involved their students more in the teaching-learning process. The training helped the respondents to manage their class properly and to create a learning environment in the class for learners.

REFERENCES

- Bel, R.F. & Luis, S.(2010). The Importance of English. Retrieved on June 27, 2012, from <http://www.mb.com.ph/node/286672/the-importance-english>
- Bennet, C. (2000) Preparing Teachers for Culturally Diverse Students. *Journal of Teaching and Teacher Education*. Vol. 16. p.59
- Boix Mansilla, V and Jackson, A (2011) *Educating for global competence: Preparing our youth to engage the world*. Council of Chief State School Officers' EdSteps Initiative, Washington DC, and

- Asia Society Partnership for Global Learning, New York.
- Borko, H. (2004). Professional Development and teacher learning: Mapping the terrain. *Educational Researcher*, 33(8), 3-15.
- British Council (2015B) English in Latin America: an examination of policy and priorities in seven countries. London: British Council.
- Cantoni, M. (2007). What Role Does The Language Of Instruction Play For A Successful Education? A Case Study Of The Impact Of Language Choice In A Namibian School. Namibia: Vaxjo University.
- Coleman, H. (2010). Teaching and Learning in Pakistan; The Role of Language In Education. UK: University of Leeds.
- Coombe, C, and Barlow, L (eds) (2007) Language Teacher Research in the Middle East. Alexandria, VA: TESOL Publications.
- Fiorito, L. (2005). Teaching English for Specific Purposes. Retrieved on June 27, 2012, from <http://www.usingenglish.com/teachers/articles/teaching-english-for-specific-purposes-esp.html>
- Gimenez, T (2009) 'English at primary school level in Londrina: challenges and perspectives,' in Enever, J, Moon, J and Raman, U (eds) Young Learner English Language Policy and Implementation: International Perspectives. Kent: IATEFL Young Learner Special Interest Group, 25–35.
- Graddol, D (2006) English Next. London: British Council.
- John W. Creswell (2013) Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, SAGE Publications Ltd, 4th Edition, pp 32.
- Mahboob, A. (2003). The Future of English in Pakistan. Islamabad: Strengthening Participatory Organization
- Maley, A. (2009). Creative Writing For Language Learners And Teachers. Retrieved on June 30, 2012, from <http://www.teachingenglish.org.uk/think/articles/creative-writing-language-learners-teachers>
- Manivannan, G. (2006). Importance Of The English Language: A Look At The Importance Of English In India And The World. Retrieved June 27, 2012, from <http://www.usingenglish.com/teachers/articles/importance-english-language.htm>
- Mansoor, S. (2004). The status and role of regional languages in higher education in Pakistan. *Journal of Multicultural and Multilingual Development*, 25(4), 333-353.
- Mansoor, S. (2005). Language Planning In Higher Education. *International Research Journal of Arts & Humanities [IRJAH]* [Vol. 35], ISBN 0-19-597860-9

- Mansoor, S. (2005). Language Planning In Higher Education. International Research Journal of Arts & Humanities [IRJAH] [Vol. 35], ISBN 0-19-597860-9
- Mueen, A. (1992). English Language Teaching in Pakistan: A futuristic Perspective. Islamabad: National Book Foundation.
- Muhammad, S. (2009). A Question We Are Still Grappling After 62 Years Is, What Should Be The Medium Of Instruction In Pakistan. Retrieved on June 30, 2012, from (<http://research-education-edu.blogspot.com/2009/05/medium-of-instruction.html>)
- Shahid, S. M. (2007). Teacher Education in Pakistan. Majid Book Depot, Urdu Bazaar Lahore. p.19, 147
- Shamim, F. (2008). Trends, Issues, And Challenges In English Language Education In Pakistan. Asia Pacific Journal of Education, 2008, Volume 28, Issue 3, pp. 235-249
- Tahir, M. S. (2007). Modern Approach to Teaching English as a Second Language. Lahore: Urdu Bazaar, Majeed Book Depot.
- Tsui A.B.M. (2004), Medium of Instruction Policy in Hong Kong. Educational Studies Core (Cur) Lecture Series. Hong Kong: The University of Hong Kong.
- Tribble, C (ed) (2012) Managing Change in English Language Teaching: Lessons from Experience. London: British Council.
- Velasquez-Ocampo, C.S. (2003). Using English as a Medium of Instruction in Maths and Science: Issues and Concerns from the Philippines. Human Resource Development Service, Department of Education, Philippines
- Weddell, M (2009) Planning for educational change. Putting people and their contexts first. London: Continuum.
- Willis, J and Willis, D (eds) (1996) Challenge and change in English language teaching. London: Macmillan Education.