EVALUATION OF THE EFFECTIVENESS OF TEACHERS’ PROFESSIONAL DEVELOPMENT COURSES OF THE HIGHER EDUCATION COMMISSION (HEC) UNDER ENGLISH LANGUAGE TEACHING REFORMS (ELTR) PROJECT

By

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(Reg. No. 2007- BZE-15)

Supervised by

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Session (2005-2010)

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BAHAUDDIN ZAKARIYA UNIVERSITY, MULTAN

A dissertation submitted to the Bahauddin Zakariya University Multan, Pakistan in partial fulfilment of the requirements for the degree of PhD in English

DEDICATION
I dedicate this work to my beloved father, **SHAHID IQBAL KHATTAK (Late)**, who left fingerprints of grace and affection on our lives.
This thesis titled “Evaluation of the Effectiveness of Teachers’ Professional Development Courses of the Higher Education Commission (HEC) under English Language Teaching Reforms (ELTR) Project” prepared by Zafar Iqbal Khattak under my supervision is hereby approved for submission to the Bahauddin Zakariya University Multan, Pakistan, in partial fulfilment of the requirements of degree of PhD in English.

Dr. Saiqa Imtiaz Asif

Professor,
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DECLARATION
I hereby declare that this dissertation is the result of my independent investigation except where I have indicated my indebtedness to other sources. It has not been accepted in substance or in part for any degree and is not being submitted concurrently in candidature for any other degree.

Zafar Iqbal Khattak

Scholar

Prof. Dr. Saiqa Imtiaz Asif

Supervisor

ABSTRACT
The study primarily represents the state of the teachers’ professional development in English Language Teaching (ELT) at higher levels in a country where overall higher education has been passing through a critical phase of development and reform since 2001. The study mainly evaluated the effectiveness of the short-term courses of the ELTR Project Phase-1 for teachers’ professional development. These courses were offered under the Faculty Development, Research and Publications, Testing and Evaluation and the CALL sub-committees. The study was mainly carried out with the help of a detailed questionnaire administered to the randomly selected 740 trainees, asking them about different aspects of the courses. The researcher recorded semi-structured interviews from twenty resource persons and five trainees each from CALL and EAP courses, during and after 6 months, to evaluate the overall effectiveness of these courses for teachers’ professional development. The researcher recorded semi-structured interviews from five heads of the English departments and from three HEC officials to further probe into the effectiveness of these courses. The researcher applied Chi-Square test and also observed and analyzed three available short courses on CALL, Research and Testing to cross-validate the findings obtained through the questionnaire and semi-structured interviews. Finally, the researcher analyzed sample documents like outlines of course modules and certain pertinent reports using Braun and Clarke’s (2006) six phase model to see the effectiveness of the teachers’ professional courses and concerned activities. The researcher found that teachers’ professional development courses were effective to some extent as the trained teachers could improve upon their teaching methods and increase and update their knowledge. However, the ELTR Project could have made these courses more successful through ensuring need-based and merit-based selection, appointment of resource persons on merit, provision of the same state-of-the-art facilities to the trainees at their workplaces as at the training settings, and finally by making the resource persons accountable by at least informing them (the trainees) that they would be followed up for internal or external evaluations. At the end, some recommendations have been made for improving the teachers’ professional development courses and for bringing in positive changes in terms of planning and implementation of future ELT Projects.

ACKNOWLEDGEMENTS
Many people have contributed to the completion of this project and I wish to express my heartfelt appreciation to all of them. Space does not allow me to mention everyone by name but there are a number of individuals and bodies that deserve recognition.

This study would never have been completed without the painstaking and able guidance of Prof. Dr. Saiqa Imtiaz Asif. She introduced me to the beauty of doing research, guided me through the various stages of my research and provided a steady and supportive hand over the past five years. I am equally grateful to Dr. Suganthis Jhon for her qualified feedback on parts of my project during my stay at the Center of Advanced Research in English (CARE) in the University of Birmingham (UK) as a Research Associate. I also wish to thank all those officials of the ELTR Project at the HEC (especially Ms. Noor Amna Malik, Mr. Bashir Khan Khattak, Mr. Musa Hassan and Ms. Sabeen Shahid) who were always willing to share with me the official documents whenever I asked for them which made the analysis easier and faster for me. Again my friends Mr. Bashir Khan Khattak, Mr. Rashid Hafeez, Mr. Gulfrad Abbasi and Mr. Ali Ahmad helped me in analyzing and tabulating the data. Mr. Bashir Khan Khattak, Mr. Matiullah Khan, Mr. Naveed Baig and Mr. Ejaz Gujjar (late) helped me in distributing questionnaires and conducting interviews.

Finally, this study would not have been possible without the support of the trainees, resource persons, heads of the English departments and the above mentioned HEC officials. They responded to the questionnaires and interviews which provided me with the required data. At last but not the least, I owe huge indebtedness to my family members especially my father Mr. Shahid Iqbal Khattak (late) who bore with me the financial constraints that we, as a family, had to undergo during the project. Therefore, I express my gratitude to all of them as well.

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<th>Full Form</th>
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<tr>
<td>ADP</td>
<td>Advance Diploma Programme</td>
</tr>
<tr>
<td>AIOU</td>
<td>Allama Iqbal Open University</td>
</tr>
<tr>
<td>AKU</td>
<td>Agha Khan University</td>
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<tr>
<td>B.Ed.</td>
<td>Bachelor of Education</td>
</tr>
<tr>
<td>BS. Ed.</td>
<td>Bachelor of Science in Education</td>
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<tr>
<td>B.T.</td>
<td>Bachelor in Teaching</td>
</tr>
<tr>
<td>BZU</td>
<td>Bahauddin Zakariya University</td>
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<tr>
<td>CALL</td>
<td>Computer Assisted Language Learning</td>
</tr>
<tr>
<td>CELT</td>
<td>Centre for English Language Teaching</td>
</tr>
<tr>
<td>CMD</td>
<td>Curriculum and Material Development</td>
</tr>
<tr>
<td>C.T.</td>
<td>Certificate in Teaching</td>
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<tr>
<td>DIPTIEL</td>
<td>Diploma in Teaching English as an International Language</td>
</tr>
<tr>
<td>EAP</td>
<td>English for Academic Purposes</td>
</tr>
<tr>
<td>EFL</td>
<td>English as Foreign Language</td>
</tr>
<tr>
<td>ESP</td>
<td>English for Specific Purposes</td>
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<tr>
<td>ELT</td>
<td>English Language Teaching</td>
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<td>ELTR</td>
<td>English Language Teaching Reforms</td>
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<tr>
<td>ELTPN</td>
<td>English Language Teaching Professionals Network</td>
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<tr>
<td>FAST-NU</td>
<td>Foundation for Advancement of Science and Technology- National University</td>
</tr>
<tr>
<td>FG</td>
<td>Federal Government</td>
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<tr>
<td>FDP</td>
<td>Faculty Development Programmes</td>
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<td>GCU</td>
<td>Government College University</td>
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<td>HEC</td>
<td>Higher Education Commission</td>
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<tr>
<td>ICELT</td>
<td>In-service Certificate in English Language Teaching</td>
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<tr>
<td>IERs</td>
<td>Institute of Education Research</td>
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<tr>
<td>INSET</td>
<td>In-Service Teacher Education and Training</td>
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<td>J.V.</td>
<td>Junior Vernacular</td>
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<tr>
<td>Abbreviation</td>
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<tr>
<td>LI</td>
<td>Learning Innovation</td>
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<tr>
<td>MA</td>
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<td>M.Sc.</td>
<td>Master of Science</td>
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<tr>
<td>MUET</td>
<td>Mehran University of Engineering and Technology</td>
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<td>NAHE</td>
<td>National Academy of Higher Education</td>
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<td>NCE</td>
<td>National Committee on English</td>
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<tr>
<td>NCELTR</td>
<td>National Center of English Language Teaching &amp; Research</td>
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<td>NED</td>
<td>Nadirshaw Eduljee Dinshaw</td>
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<td>NITE</td>
<td>National Institute of Teacher Education</td>
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<td>NUML</td>
<td>National University of Modern Languages</td>
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<td>O.T.</td>
<td>Oriental Teacher</td>
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<td>PAF</td>
<td>Pakistan Air Force</td>
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<td>Pak-American Institute of Management Sciences</td>
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<td>PITEs</td>
<td>Provincial Institutes of Teacher Education</td>
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<tr>
<td>PTC</td>
<td>Primary Teaching Certificate</td>
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<tr>
<td>RC</td>
<td>Regional Centre</td>
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<tr>
<td>R&amp;P</td>
<td>Research and Publications</td>
</tr>
<tr>
<td>SAC</td>
<td>Student Access Center</td>
</tr>
<tr>
<td>SBKWU</td>
<td>Sardar Bahadur Khan Women's University</td>
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<tr>
<td>SPELT</td>
<td>Society of Pakistan English Language Teachers</td>
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<tr>
<td>S.V.</td>
<td>Senior Vernacular</td>
</tr>
<tr>
<td>T&amp;E</td>
<td>Testing and Evaluation</td>
</tr>
<tr>
<td>TESL</td>
<td>Teaching of English as a Second Language</td>
</tr>
<tr>
<td>TEFL</td>
<td>Teaching of English as a Foreign Language</td>
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</tbody>
</table>
UGC  University Grants Commission
UK    United Kingdom
UOB   University of Balochistan
USAID United States Agency for International Development
VFM   Value for Money
INTRODUCTION

Chapter 1

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1.1 English Language Teaching Reforms (ELTR) Project
   1.1.1 The National Committee on English
   1.1.2 Objectives of the ELTR Project
1.2 Statement of the Problem
1.3 Objectives of the Study
1.4 Significance of the Study
1.5 Research Questions
1.6 Delimitations of the Study
1.7 Research Methodology
   1.7.1 Research Design
   1.7.2 Triangulation of the Research Tools
1.8 Analysis of the Data
1.9 Conclusion

1.0 Introduction

Quality improvement in the educational process depends upon the process of professional development of teachers (Edge, 2005; Sharma, 1993; Avalos, 1991). Quality education is directly linked with quality teaching that is imparted in the classroom. It is true that the educational qualification of a teacher, his/her ability and dedication to work and his/her commitment to achieving objectives greatly influence the overall educational process. It is also a fact that the teacher education system has grown vastly in numbers to fulfil the needs of the teachers’ education in all the third world countries (Raina, 1999). The qualitative aspect of teacher education programme(s), however, has received only little consideration from the policy makers and teacher-educators alike. As a result, it is generally observed that these teachers, even after training, have got very little concept about the content they are delivering, and, usually, they are poor in teaching methods they adopt.
There are several aspects of quality in terms of teacher education. These may range from conceptual and socioeconomic frameworks of education to its infrastructure, in addition to the approaches, to impart teaching and learning. Programmes for teachers’ professional development have seen a tremendous growth. There is a great likelihood that these will continue growing since teacher education has a great impact on overall quality education.

Planning and policy formulation have a great impact on the quality of education. It also affects teachers whether they are at the start of their career or during their initial training. Several issues including the teaching methods, aids and advancement in content of the curriculum are also directly related to and influenced by policy formulation.

Brown (1994) is of the view that teaching presupposes learning, and this is something that makes it all the more interesting. Put simply, professional development of the teachers is a life-long learning process. It comprises a host of activities aimed at achieving personal and professional growth for teachers. There are several activities that involve this process, ranging from observation of peer classes, reading scholarly material and participating in conferences, to teaming up with other colleagues in various class and research projects.

James (2001:152) expresses his view, “In contrast to ‘teacher training’, teachers’ development often focuses on the extension or development of teachers’ existing knowledge or skills.”

Similarly, it is also generally observed that teachers cannot perform any of the assigned roles successfully if they are not provided with the opportunities to undergo quality professional development programme(s). Given the fact that teaching is a continuing profession and there has always been an outburst of knowledge in the twentieth century, providing teachers with a one-
time training may not be necessary. Instead, it has been felt that the teachers should be trained continuously (Richards and Farrell, 2005; Thomas, 1993).

Given the existing scenario of teacher education in Pakistan, it is imperative that the English language teachers, at all levels, should be passed through teacher training throughout their professional life. It is generally held that most of the college/university teachers have not been offered opportunities of professional development, which are absolutely essential in order to obtain learning outcomes at the tertiary level. Nevertheless, there exists a mechanism in the country for offering pre-service teachers’ professional development programmes to the prospective teachers at basic levels.

According to a Commonwealth report as cited by Anees (2005), in Pakistan, several teacher training programmes are offered for the training of secondary school teachers, primary school teachers and supervisors. There are two main programmes for the elementary teachers. These are Certificate in Teaching and Primary Teaching Certificate. Colleges of education offer B.Ed. (Bachelor in Education), which is 12+1 model, and Bachelor in Science Education (12+3 model) programmes for the secondary school teachers. Some training programmes are offered at the institutes of education and research at the universities. In addition, these institutes also offer various degrees ranging from B.Ed. to PhD.

Again to reiterate, from 1947 to early eighties, we hardly ever find any governmental effort for in-service teachers’ professional development at tertiary level in general and for ELT community in particular. In mid-eighties then, NAHE (National Academy of Higher Education) initiated a teacher education programme for ELT community at higher level (Shamim and Tribble, 2005). The University Grants Commission (UGC), in collaboration with the British
Council, commenced its first plan to improve the quality of teaching and learning of English at tertiary level in Pakistan (ibid.). Local and foreign experts taught the teachers at diploma level. This diploma was certified by the Allama Iqbal Open University (AIOU), Islamabad. During the programme, almost 500 English teachers per year were trained till 1992 (Qadir 1996). Out of these teachers, more than 125 graduates were sent to undergo further training in language and research in the United Kingdom (UK). The NAHE offered a large number of short courses for ELT practitioners all over Pakistan, and it also organized the first two ELT conferences in Pakistan according to Shamim and Tribble (ibid). Due to this programme, the English teachers at tertiary level got an opportunity to gather and discuss several issues that were common to them. This platform also gave birth to SPELT (Society of Pakistan English Language Teachers). During the second ELT conference, the idea of SPELT came forth (ibid.). The SPELT has been a vibrant and dynamic network of English teachers since its inception. Under the SPELT, English language teachers from all over the country annually convene to share their experiences and thus help each other develop professionally. Currently too, the SPELT organizes seminars and workshops for the same purpose.

1.1 The ELTR Project

The Higher Education Commission (HEC) of Pakistan started a programme, namely ELTR (English Language Teaching Reforms) Project in 2004, in order to bring in meaningful changes in the way English language is taught at the tertiary level in the country.¹

The ELTR Project completed its Phase-1 in 2009. It was the first ever exclusive language based project for the holistic professional development of English teachers at the

¹An unpublished HEC’s official report (2008)
institutions of higher education in the country. It was an integral part of the Learning Innovation (LI) Division of the HEC. The project pertained to human resource development in English language teaching and research at the tertiary level in Pakistan. It was also a part of overall vision of educational perspective plan 2001-2011.

1.1.1 The National Committee on English

In March 2003, a National Committee on English (NCE) was constituted comprising ELT experts from both public and private sector institutions and organizations across Pakistan. The NCE, with the academic support of national and international consultants, has been held responsible to address the issues concerning the lowering standards of English in Higher Education. The responsibilities of the Committee also included planning strategies to achieve this objective. The findings of a study (2003) conducted by Mansoor, one of the members of the NCE, suggested that students and teachers were not satisfied with the available resources and quality of present English departments in degree awarding institutions. She, therefore, suggested setting up English support programmes in universities and institutions where these did not exist. In addition, she emphasized the need for developing material and text-books in accordance with the needs of time and culture. She also underscored the importance of updating the procedures of assessment and testing, in addition to strengthening the research practices and setting up facilities for computer instructed instruction. In the light of these suggestions, the NCE thus established six subcommittees for achieving the goals of the ELTR Project.

These six subcommittees worked in the area of:

a) Faculty Development Programmes (FDP)

\[^2\text{ibid.}\]

\[^3\text{English Language Teaching Reforms Project : An unpublished HEC’s official report (2007)}\]
b) Curriculum and Material Development (CMD)

c) Testing and Evaluation (T&E)

d) Research and Publications (R&P)

e) Computer Assisted Language Learning (CALL)

f) Reorganization of Departments / Centres of English Language (ibid).

Figure 1.0: Adapted from ELTR Project (Source: An Unpublished Report on ELTR Project by HEC (2007))

1.1.2 Objectives of the ELTR Project

The ELTR project was aimed at significantly improving the quality of research in the institutions of higher education in Pakistan as well as English language learning and teaching in the country (ibid).

The ELTR Project was stated to focus on:

i. Developing a framework to improve the standard of teaching of English in Pakistan;

ii. Suggesting linkages with graduate and postgraduate colleges in the field of ELT;

iii. Identifying local resource persons and consultants in the field of ELT;

iv. Recommending establishment of resource centres for English language learning in public universities;
v. Suggesting means of improving ELT facilities in the institutions of higher of education;

vi. Doing teachers’ professional development through courses/workshops/seminars/national and international conferences; and

vii. Developing a strategy that covers all the areas of the ELT field”. (ibid).

1.2 Statement of the Problem

Raising quality in education depends, to a great degree, on accountability (Brown, 2004). Similarly, Abbas (2003) believes that methods of monitoring and evaluation and follow-up play a major role in the efficient execution of any project or programme. These are helpful in course improvement and finding out plans and activities that may result in the achievement of the desired objectives. He further maintained that, unfortunately, no significant effort has been made to devise a mechanism. This leaves the evaluators with very few means to assess teachers’ performance and the methods and approaches they adopt. It is quite customary to take the annual examination results as an indication of performance; however, since many flaws are observed in the current examination system, it renders the evaluation based on exam results as less reliable. Consequently, the teachers and educators do not feel the need to enhance their pedagogical skills, and feel satisfied with the exam results. This trend leads to gradual decline of the standards of education (ibid).

Under the ELTR Project (Phase-I), the HEC claimed to have trained 1504 teachers in both long and short-term courses. The ELTR Project has carried out the First Party (Self-Evaluation) as well as the Second Party (Peer-Evaluation) evaluations to measure the effectiveness of the teachers’ professional development programmes and rest of the academic
activities conducted under the project. These internal evaluations have provided recommendations to the HEC for strengthening the courses for the professional development of teachers and other academic activities on an on-going basis, yet such internal evaluations may very easily be termed as the ones based on subjectivity and partiality, for the HEC being the sole financer of these programmes is one of the supreme stakeholders in this regard. Therefore, it was felt that the evaluation of the effectiveness of the professional development courses for teachers offered under the ELTR Project might have been undertaken by some impartial researching agency. Secondly and most importantly, the theory of Value for Money (VFM) could be presented as one of the reasons of the evaluation of the effectiveness of these courses, for the HEC had invested Rs. 35.390 million on the ELTR Project Phase -1.

In this backdrop, the present study has been carried out to evaluate the effectiveness of the courses for the professional development of teachers. Besides, in general terms, the desired philosophy of teachers’ professional development programmes also stresses the need for adjusting the whole exercise – externally as well as internally. It is, therefore, targeted that the results of these courses for the professional development of teachers should meet the desired ends. Hence, this study has been conducted to probe into the validity of the HEC claims vis-à-vis courses for the professional development of teachers in ELT under the ELTR project.

1.3 Objectives of the Study

The present study was aimed at evaluating the effectiveness of teachers’ professional development programmes offered by the HEC under the ELTR Project for teachers of

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4 An unpublished official report of the HEC (2008)
universities and colleges. Besides, the present study also probed into the effectiveness of some other academic measures undertaken by the Project. The main objectives of the study were:

i. To evaluate the procedures that go into selection of the trainees as well as the resource persons of the courses for the professional development of teachers under the ELTR Project;

ii. To measure the attitude of the trainees’ towards the HEC courses for the professional development of teachers under the ELTR Project;

iii. To evaluate the effectiveness of the course content/material used during the professional development courses;

iv. To evaluate the effectiveness of the teaching/training methods adopted by the resource persons at these courses;

v. To find out the extent to which the trained teachers make use of the knowledge imparted to them through the courses for the professional development of teachers under the ELTR Project of the HEC;

vi. To try finding any possible correlation between the selection/nomination of the trainees and their subsequent feelings to attend, enjoy and utilise the courses for the professional development of teachers;

vii. To evaluate the overall effectiveness of the short-term courses for the professional development of teachers offered by the HEC under the ELTR Project;

viii. To recommend changes, if required, in the existing system of teachers’ professional development offered by the HEC under the ELTR Project.
1.4 Significance of the Study

The study was significant for the following number of reasons:

i. The study proved significant as it, being the first of its kind about the evaluation of courses for the professional development of teachers of the HEC specifically in ELT, brought to light the gaps between objectives and achievements.

ii. The study shed light on the attitudes of the resource persons as well as the trainees towards the courses for the professional development of teachers thus thereby tried to help develop and improve the overall teachers’ professional development (training) culture in Pakistan.

iii. It tried to mark guidelines for future planning of courses for the professional development of teachers in ELT at higher level.

iv. It tried to help improve the standard of higher education in Pakistan.

v. It tried to recommend the relevant changes to the existing system of overall teacher education in Pakistan.

1.5 Research Questions

The study aimed at seeking answers to the following questions regarding the effectiveness of the courses for the professional development of teachers offered by the ELTR Project for the college and university teachers. Of these the overarching research question was:

How effective were the courses for the professional development of teachers, offered by the HEC under its ELTR Project, at college and university level?

Whereas, following were subsidiary research questions:
i. How effective were the selection/nomination procedures adopted by the HEC under the ELTR Project for the trainees as well as the trainers/resource persons?

ii. What was the level of motivation of the trainees in the courses for the professional development of teachers?

iii. Is there a statistically significant correlation between trainees’ selection/nomination and their keenness to attend, enjoy and utilise the courses?

iv. How effective and relevant were the content of courses for the professional development of teachers to the trainees’ academic needs?

v. What teaching/training methods were adopted by the trainers/resource persons at the courses for the professional development of teachers and how effective were these methods?

vi. Have the trained teachers been able to utilise the training they received, at their workplaces?

1.6 Delimitations of the Study

The study was delimited to the evaluation of the effectiveness of short-term courses for the professional development of teachers under the Faculty Development, Research and Publication, Testing and Evaluation and CALL sub-committees of the ELTR Project Phase-1. Besides, in order to evaluate the effectiveness of the Project’s activities other than conducting teacher’s professional development courses, the study was delimited to the thematic analysis of these documents: Revised PC-1 of the ELTR Project; Outlines of the Content of 04 courses for the professional development of teachers; Advanced Study Skills Manual (for teachers); a report submitted by Ms. Maggie Jo; Shamim and Tribble’s study (2005); HEC Registration Proforma for the trainees and a report submitted by the chairperson of the CALL sub-committee.
1.7 Research Methodology

The following research methodology was employed while undertaking the proposed study:

1.7.1 Research Design

Descriptive cum survey method of research was used to collect data for the proposed study. This was achieved through triangulation of the research tools.

1.7.2 Triangulation of the Research Tools

As the proposed study was of a descriptive type, it had both the qualitative and quantitative aspects. Qualitative approach was adopted for interviews, observation and thematic analysis of documents, whereas quantitative approach facilitated the questionnaires. For this the following research tools were employed:

i. Questionnaire

ii. Interviews (Semi-structured)

iii. Observation

1.8 Analysis of the Data

Since the study made use of different research tools to collect data, it was but natural to use different data analysis tools. Hence, the following ways of data analysis were employed in this study.

iv. Analysis of the questionnaires in terms of frequencies and percentages

v. Statistical Correlation (Chi-Square Test)
vi. Qualitative data analysis of the interviews
vii. Qualitative data analysis of the observation
viii. Thematic analysis of the documents

1.9 Conclusion

In this chapter, I have briefly stated the research problem with main objectives of the study. I have described the organization of the ELTR Project along with its main objectives. Besides, I have highlighted the significance, delimitation and methodology of the present research in it.

In the following chapter, I present the detailed background of the study covering areas on teachers’ professional development in Pakistan, the HEC’s role in teachers’ professional development and finally on the concept of evaluation in general and educational evaluation in particular.
BACKGROUND OF THE STUDY

Chapter 2

2.0 Introduction

Section One: Teachers’ Professional Development in Pakistan

2.1 Initiatives in Teachers’ Professional Development in Pakistan
2.1.1 Reflection of Teachers’ Professional Development in National Policies and Five-Year Education Plans
2.1.2 Fate of National Education Policies and Five-Year Education Plans
2.1.3 A Brief Review of Initiatives in ELT for Teaching Community at Tertiary Level in Pakistan

Section Two: Higher Education Commission’s Role in Teachers’ Professional Development Programmes in Pakistan

2.2 Higher Education Commission of Pakistan
2.2.1 HEC’s Projects on Teachers’ Professional Development
  2.2.1.1 NAHE
  2.2.1.2 ELTR (ELTR) Project

Section Three: Evaluation in Education

2.3 Evaluation in Education
  2.3.1 Concept of Evaluation
  2.3.2 Educational Evaluation
  2.3.3 Programme Evaluation
2.4 Procedures of Educational Evaluation
2.5 Conclusion

2.0 Introduction

In the first chapter, I introduced the proposed study with a scheme of studies that I was to adopt. I intend this chapter to serve as a background to the proposed study. I have divided the chapter into three different sections. The first section deals with the description of teachers’ professional development. The second section of this chapter highlights the role of Higher Education Commission of Pakistan in teachers’ professional development. Catering to the importance of another variable in the proposed study i.e. evaluation, the third section of the
background chapter is to discuss the concept of evaluation in general and educational evaluation in particular.

Section One: Teachers’ Professional Development in Pakistan

Following is the description of the teachers’ professional development in Pakistan:

2.1 Initiatives in Teachers’ Professional Development in Pakistan

According to Anees (2005), the historical growth of teachers’ professional development in Pakistan actually dates back to colonial period, 1804, to be precise. Two teacher training institutions that offered informal training programmes for teachers were established in Karachi and Lahore (ibid). In 1854, the institute at Karachi was upgraded to a Normal Training College, which was later shifted to Hyderabad in 1864. It now functions as Government Elementary College of Education (Men), Hyderabad. The college began to offer Junior Vernacular (J.V.) certificates. Subsequently, the institute at Lahore also after getting upgraded to Normal school in 1856 started offering the same course. Srivastava (2004) asserts that the apprenticeship approach in the teacher education curriculum was mainly used in the development of the Normal School in the 19th century. The approach was largely that of practising the teacher acts.

One of the foremost challenges for the government, soon after independence, was to develop a vibrant society by expanding the scope in terms of opportunities to seek education. The Government of Pakistan conducted its first national educational conference in the year 1947. The conference discussed a number of areas that needed to be improved in order to make them compatible with the changing demands of teachers’ professional development programmes. It also highlighted the importance of and articulated concern about teacher education (Siddiqui, 5).

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The Education Commission then recommended the following academic and professional standards (shown in the Table 2.0) for teachers of different levels:

**Table 2.0**

*Academic and professional standards for teachers of different levels*

<table>
<thead>
<tr>
<th>Classes to Teach</th>
<th>Qualification for Admission</th>
<th>Duration of Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>Matriculation</td>
<td>One Year</td>
</tr>
<tr>
<td>6-8</td>
<td>Intermediate</td>
<td>Two Years</td>
</tr>
<tr>
<td>9-10</td>
<td>Bachelor Degree</td>
<td>Two Years</td>
</tr>
<tr>
<td>11-12</td>
<td>Master Degree</td>
<td>A Short Training Course</td>
</tr>
</tbody>
</table>

The National Education Policy (1972-80), after a decade or so, acknowledged the importance of teacher education programmes and agreed to effectively facilitate the field of teacher education so that at every stage, the massive requirements of quality teachers would be met. The policy underscored that all teacher training courses would be revised and reformulated in order to modernize teachers’ professional development programmes. Consequently the curricula for the elementary, secondary and higher secondary school level teacher education were revised. And for the same purpose, a one year B.Ed. programme was also introduced. The Allama Iqbal Open University (AIOU) was handed over the role of providing teachers’ professional development programmes through distance education.

National Education Policy (1998-2010) declared the following objectives of teacher education:

i. To strike a balance between teachers’ demand and supply.
ii. To upgrade the quality of pre-service teacher training programmes by institutionalizing parallel programmes of longer duration at post- and secondary level.

iii. To make the teaching profession attractive for the young talented graduates by institutionalizing a package of incentives.

iv. To develop a viable framework for policy, planning and development of teacher education programmes both in-service and pre-service (National Education Policy, 1998).

2.1.1 Reflection of Teachers’ Professional Development in National Education Policies and Five-Year Educational Plans.

The following is the descriptive reflection of teachers’ professional development in National Education Policies and Five-Year Educational Plans:

(a) National Education Policies

Keeping in view its significance in the education policies and developmental plans, due concern has been paid to teacher education. This sub-sector is being evaluated in light of the national educational policies in the following sections:

i) First Educational Conference, 1947

During the conference, the committee on teacher education and training agreed that for the development of a viable state, a reasonably well paid and suitably trained teaching profession was crucial. Hence it was proposed that the provinces should develop plans to ensure:

a) Designing and executing apt training courses for teachers,

b) Providing a decent salary scale to teachers.
The Committee particularly stressed the need of developing research departments in training institutions in order to analyse special problems pertaining to teaching (Pakistan Educational Conference, 1947).

ii) Commission on National Education, 1959

A report on teacher education was compiled by the Commission on National Education (1959). In this report, the Commission analysed the role of the staff of the teacher training institutions, and came to the conclusion that a professionally competent staff in training institutions would guarantee the efficacy of teacher training programmes. It was proposed by the Commission that training colleges for the training of teachers were to be established in order to ensure the availability of trained teaching staff at these institutions, and also to enlighten them about the problems related to their jobs at hand. In this regard, various programmes were proposed (National Education Policy, 1959).

iii) National Education Policy, 1972

The policy endorsed the significance of teacher education programmes and visualized that facilities in the field of teacher education would be increased to overcome the dearth of teachers. There were 55 primary level teacher education centres and 12 teacher training colleges. They had the competence to train around 104,000 teachers at different stages in the subsequent eight years. To meet the extra requirement of manpower as teachers, it was suggested to introduce education as a subject in colleges. Hence the system of teacher education was made unrestricted for all, and teachers were free to move to an area of their interest (National Education Policy, 1972).
iv) National Education Policy, 1979

Under General Zia-ul-Haq’s6 martial law administration, it was avowed in 1979 National Education Policy that for productive teaching, the teachers should not only possess knowledge of subject matter as well as the teaching method but also they should demonstrate full allegiance to the ideology of Pakistan. It was proposed that teachers should undertake a training course at least once every five years.

The AIOU had already started a teacher training programme. It was decided to widen the scope of the programme in order to cater to the needs of hundreds of teachers at various levels. In addition, the primary teacher training institutes were to be promoted to the colleges of education. The UGC, through its Academy of Higher Education, was expected to provide in-service training to the teachers at the tertiary level at least once every five years (National Education Policy, 1979).

v) National Education Policy, 1992

This policy recognized the importance of education in general and of teacher education in particular. It was purported that improving the quality of teacher education, through development of better teaching aids and instructional material was necessary for achieving the educational aims and objectives. Hence, the policy proposed a system of incentives and rewards for the teachers, which could improve their social status. This policy also highlighted that there could be no progress for the improvement of the quality of education until and unless the teachers revived their commitment to the profession and until and unless they were given their due place in the societal strata (National Education Policy, 1992).

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6 Ex-President of Pakistan (1977-1988)
vi) National Education Policy, 1998-2010

In this policy, it was proposed that a 3-year diploma programme in Education should be started for the matriculate prospective teachers so that the primary level teacher training could be strengthened. In this way, the prospective teachers would not only be going for higher academic degrees but would also be trained in the necessary pedagogical skills and techniques that could help them in fulfilling future needs.

The policy stated that few institutes were offering the BS.Ed. degree. It proposed to help the prospective teachers to continue their education either in arts or science. The policy aimed at expanding the facility to the maximum possible number of students so that they could opt for either an MA or an MSc degree after getting teachers’ training at the graduate level. With the help of this training, these prospective teachers would be able to teach the students at elementary and secondary level. The policy expected the education colleges to start this combined programme to enhance the standard of education at the school level.

The policy further aimed at promoting the M.Ed. degree at the university level so as to produce a body of trained educational administrators and supervisors. Apart from this, the university departments of education and Institute of Education Research (IERs), which were also the leading colleges of education in the country, would be strengthened to offer this degree in order to cater to the expanding needs of the country in the realm of education.

The policy further stated that good governance in educational institutions would be achieved by imparting intensive training to all headmasters/headmistresses and personnel of supervisory cadres in management and supervision through Provincial Institutes of Teacher Education (PITEs). It was further decided to establish a National Institute of Teacher Education
(NITE) to improve the abilities of academic staff in teacher training institutions. Moreover, the curricula of Primary Teaching Certificate (PTC), CT., and B.Ed. and M.Ed. levels would be made learner-centric.

The policy also underscored the need to draw talented students to the teaching profession. To achieve that end, it was decided that provision of a stipend would be made available for studies at the intermediate and degree levels. These students would then be given contracts to join the teaching profession upon completion of their studies. Those acquiring higher qualifications during their service would be given attractive incentives, increments, as well as swift promotions within their ranks so as to keep them in the profession (National Education Policy, 1998).

(b) Five-Year Educational Plans

Complete details of educational programmes and relevant financial requirements to implement these educational policies have been fully elaborated in the five year plans for Educational Development. Here is the relevant information about teacher education in different National Plans.

i) First Five-Year Plan (1955)

It was suggested in the first five year plan that the fundamental qualification of the teachers be raised; training institutions and their curricula be enhanced; facilities for the training of vocational teachers be made available and in-service training programmes be launched. New training colleges for teachers were opened during the plan period, and qualitative developments were made in the old functional institutions. At the teacher training colleges in Lahore, Karachi and Decca, post-graduate degrees in education were introduced. In addition, the department
of Education, University of Rajshahi in Rajshahi (East Pakistan) was opened. Nine million rupees were allocated for teacher education (First Five-Year Plan, 1955).

ii) Second Five-Year Plan (1960)

It was determined to develop certain key areas of education in the second five year plan. Technical and vocational education was given more importance. Education was allocated a share of seventy million rupees in the plan (Second Five-Year Plan, 1960).

iii) Third Five-Year Plan (1965)

The third five year plan targeted at the improvement of the curricula of the academic programmes of the teacher training institutions. A dynamic programme for training teachers during their service was to be initiated. After the completion of the said in-service training, their salaries were to be incremented. One hundred and thirty eight million rupees were allocated for this teacher education programme (Third Five-Year Plan, 1965).

iv) Fourth Five-Year Plan (1970)

The fourth five year plan estimated that at primary level, 85,000 additional teachers were needed in the East Pakistan, whereas about 70,000 teachers were needed during the planned period in the Western provinces of the country. (Fourth Five-Year Plan, 1970)

v) Fifth Five -Year Plan (1978)

The fifth plan aimed at promoting the in-service teacher training and research facilities and programmes in educational institutions. The same was planned for the training colleges/education departments of universities in order to increase the output of M.Ed. graduates, who were required for teaching in training institutions (Fifth Five-Year Plan, 1978).
vi) Sixth Five-Year Plan (1983)

During this plan period, it was proposed that after the appointment, the primary teachers were to be positioned as trainers. It was proposed that the training should be completed in three instalments of five, three and two month units within three years of first appointment. Certain financial incentives were offered to the teachers taking part in this training (Sixth Five-Year Plan, 1983).

vii) Seventh Five-Year Plan (1988)

The seventh five year plan recognized many flaws in the teachers and attempted to improve those shortcomings. The plan proposed that untrained teachers with higher qualification were to be chosen, if trained teachers were not available and that they were to be paid salaries according to their qualifications (Seventh Five-Year Plan, 1988).

viii) Eighth Five-Year Plan (1994)

It was envisioned that a variety of approaches were to be adopted for the in-service training of the teachers to improve their quality. These approaches included distance learning through non-formal education, establishment of teacher resource centres at selected places, mobile teacher training programmes, particularly for the female teachers in rural areas, and on the job training through learning coordinators. Awards and recognition were considered as appropriate means of motivating the teachers (Eighth Five-Year Plan, 1994).

ix) Ninth Five-Year Plan (1998a)

The Plan envisaged that motivated and competent teachers at all levels were required for quality education. Unfortunately, because of poor social and financial incentives, there was an
unenthusiastic labour pool of teachers. It was proposed in the plan that, from secondary school level to higher education level, management training was to be made obligatory for all future administrators of education. Teachers were asked to follow a code of conduct. Their pay-scales were correlated with their qualifications. It was also decided that the hard working teachers would be granted medals (Ninth Five-Year Plan, 1998a).

2.1.2 Fate of National Education Policies and Five-Year Educational Plans

National Education Policies and Five-Year Educational Plans in Pakistan have not been successful in yielding the desired targets. There can be three major reasons for this failure. First, owing to failed democracies and long martial laws in Pakistan, the education and economic policies could not get consistent follow-up. With the change of government, the previous policies would usually experience great setbacks in terms of application. Secondly, the target setting in these policies and plans were usually not based on reality. In other words, the education system, since 1947, in Pakistan has always been flawed because of an idealistic target-setting approach. A number of education policy statements remained at the status of seminar recommendations and could never be implemented (Shahid, 1985). In order to improve teachers’ efficiency, in a poor country like Pakistan, it always needed improvement within the specified financial support through annual budgets (Khalid, 1996). But regretfully, as regards to the enhancement of teachers’ status and their training, hardly anything has been achieved since 1947, (ibid, 1996). An invariable deficit between the education budget allocations and real expenses has been observed. In the case of teacher education as sub-sector till 1996, a 46% shortfall was observed. As a result, the number of in-service courses and the number of participants were reduced by introducing cuts on development work or recurring costs of stationary. The educational institutions continued facing problems as continually changing governments had not been
devoted to increase the education share of the budget (ibid, 1996). Thirdly and most importantly, corrupt bureaucracy and lack of a system of checks and balances also affected these policies and plans adversely. Newspaper reports regarding corruption in education at public sector were appearing on almost a daily basis, but without casting any positive effect in the long run.

2.1.3 A Brief Review of Initiatives in ELT for Teaching Community at Tertiary Level in Pakistan

There has hardly been any tangible effort on the part of government from 1947 to 1980 especially in the field of teachers' professional development in the higher education sector. The first step was taken in 1983 when the NAHE took an initiative to launch a teacher education programme at the higher level (Shamim and Tribble, 2005). The University Grants Commission (UGC) started working in collaboration with the British Council and founded a plan to improve the English language teaching/learning quality in the institutions which were supposed to impart such quality education (ibid.). Foreign experts as well as local qualified trainers were invited to train the ELT teachers in the programme entitled: ‘Diploma in Teaching English as an International Language (DIPTEIL). This diploma was certified by Allama Iqbal Open University (AIOU) Islamabad. It was up till 1992 that this programme continued its diploma programme and around 500 teachers from all over Pakistan successfully completed this diploma course (Qadir, 1996 as cited in ibid.). Under the auspices of this programme, more than 125 diploma holders were given grants to receive further training in the UK.

Moreover, the initial two ELT conferences were also organized by the NAHE (Shamim and Tribble, 2005). This acted as the platform for ELT teachers belonging to different universities and colleges to get together and discuss the emerging challenges relating to ELT. During the second ELT conference in Pakistan, the idea of establishing the Society of English
language Teachers (SPELT) was first envisaged (ibid). Now this association has assumed a
dynamic network of the teachers of English in Pakistan.

According to Qadir (1996) as cited in (ibid.), the UGC in collaboration with and
assistance of Western development agencies launched a number of English language centres in
the public sector universities for ELT community at tertiary level during the decade of 1980.
Some of these centres had to face premature closure owing to certain administrative and/or
financial issues (Bamber, 1994). The surviving two centres of the University of Balochistan and
the Mehran University of Engineering and Technology Jamshoro are still functioning.

According to Skelton and Khalid (1996) as cited in (ibid.) one such centre to promote
ELT at tertiary level was also established in the private sector at Aga Khan University. This
centre progressed and started various programmes such as EAP/ESP etc. not only for the
students but also for the employees of the university. Recently, in the corporate sector, similar
type of programme of English language teaching has been offered (ibid.).

The HEC then established the National Committee on English (NCE) for the formal
introduction of reforms in ELT at higher education institutions in Pakistan in 2003. To be
precise, the Commission launched an ELTR Project to enhance the quality of English language
teaching and to bring about capacity for the improvement and maintenance of English Language
teachers in higher education in Pakistan (C.f. 1.1).
Section Two: Higher Education Commission’s Role in Teachers’ Professional Development Programmes in Pakistan

The previous section highlighted the developments in teachers’ professional development in general and that of ELT in particular in Pakistan. In this section, I shall discuss the role of the Higher Education Commission (HEC) of Pakistan in the professional development programmes in Pakistan.

2.2 Higher Education Commission of Pakistan

Higher Education Commission of Pakistan is the state’s institution responsible for providing educational opportunities and facilities to its masses at a higher level. It promotes and supervises higher education, research and development; formulates policies, guiding principles and priorities for higher education institutions and prescribes conditions under which public as well as private institutions are opened and operated.

Education in general and higher education in particular has gained a significantly larger slice of the education budget in recent years. The HEC receives quite a bulk of financial provisions from the government and other sources for the support of the higher education sector and allocates funds to universities, centres and institutes to meet their recurring and development expenditure.⁷

The higher education sector in Pakistan has undergone a dramatic rebirth since 2001. The Government of Pakistan realised the importance of higher education that it helps contributing to sustainable socio-economic development. As a result, the HEC was established

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through a Presidential Ordinance on September 11, 2002 (ibid). Since then, the HEC, formerly known as University Grants Commission (UGC), is authorized to evaluate, improve and promote tertiary education. The HEC has the mandate over all the public and private sector tertiary education institutions. It facilitates and coordinates in self-assessment of academic programmes. Moreover, it also facilitates external review of these institutions by the national and international experts. Besides, the HEC oversees accreditation, planning and development of tertiary education institutions in the public sector. In short, the HEC has the goal of facilitating the process of educational reforms at higher level in the country (ibid).

2.2.1 HEC’s Projects on Teachers’ Professional Development

Following are some of the main projects of the Higher Education Commission (HEC) on Teacher Education and Training:

2.2.1.1 National Academy of Higher Education

According to the official website of the HEC, the Commission brought a revolutionary change through initiating several projects for the professional development of teachers at tertiary level (ibid). To help achieving this aim, the Commission launched a project called NAHE under the Learning Innovation (LI) Division for professional development of teachers. This project proved its worth by introducing a chain of innovative activities across the country among all the universities and degree awarding institutions (ibid).

According to an evaluation report by USAID, “Teacher training for universities has also been impressive with more than 8300 faculty members participating in in-service training
courses since the HEC began its work” (Evaluation of USAID: Higher Education Portfolio, 2008, p.2).

The project mainly aimed at enhancing the learning and teaching standards at the tertiary level across Pakistan. Following were the activities/components of the project:

I. Professional Development Activities: Under this component lectures and seminars were conducted for the university teachers regarding different academic issues like:

- Seminar on ‘Article Writing’
- Seminar on ‘Learning Styles and Problem Solving’
- Lecture on ‘Communication Skills’

II. Staff Development Courses: This important component actually tried to cover almost all of the objectives of NAHE. For providing quality education in the higher education level institutions, there arose the dire need of the time to develop skills of all the new and old teachers (ibid).

Under NAHE, 39 human resource centres were established in various public sector universities across the country, for providing training to the teachers at higher level.

The NAHE, according to stipulated target had to train 3200 university and college teachers. The Academy achieved its set target. The duration of these courses was one month. Six training modules Educational Psychology, Curriculum Development, Research Skills, Administration Planning and Communication Skills, Evaluation and Assessment and Teaching Skills and Methodology were developed by the eminent educationists and the contents of these modules are

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followed by the resource persons during the courses. In these courses, micro teaching sessions were conducted that gave necessary feedback about the teaching competencies of the presenter(s) and suggestions for improvement were followed (ibid).

2.2.1.2 The English Language Teaching Reforms (ELTR) Project

Higher Education Commission (HEC) launched a project on English language teaching reforms with an aim at bringing qualitative improvement in English Language Teaching and building capacity for effective and sustainable development of English language teachers in higher education in Pakistan (C.f. 1.1). The project pertained to human resource development in English language teaching and research in higher Education in Pakistan and the project was a part of overall vision of perspective plan 2001-2011.9

2.2.1.2.1 The National Committee on English

The National committee on English (NCE) was constituted by Dr. Ata-ur-Rahman (Ex-Chairman HEC) due to concerns regarding the declining standard of English in Higher Education (C.f. 1.1.1). In March 2003, The National Committee on English (NCE) was commissioned with English Language Teaching (ELT) experts from both public and private sector institutions and organizations, from four provinces and Federal capital of Pakistan (ibid). The National Committee on English (NCE) planned to achieve the goals of the project through six subcommittees. These six subcommittees worked in the following areas:

• Faculty Development Programmes

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9English Language Teaching Reforms Project: An unpublished HEC’s official report (2007)
• Curriculum and Material Development

• Testing and Evaluation

• Research and Publications

• Computer Assisted Language Learning (CALL)

• Reorganization of Departments / Centres of English Language (ibid).

Figure 2.0: Adapted from ELTR Project (Source: An Unpublished Report on ELTR Project by HEC (2007)) (C.f. Fig 1.0)

2.2.1.2.2 Teachers’ Professional Development Courses of the ELTR Project

The professional development courses for English language teachers from postgraduate colleges and universities were conducted under the ELTR Project by the Higher Education Commission (HEC) since 2004. It is important to make it clear that these professional development courses ranged from short-term activity based certificate courses/workshops (i.e. English for Academic Purposes (EAP), English for Specific Purpose (ESP), Study Skills Courses, CALL Courses, Research Methodology Courses and Testing and Assessment Courses) to long-term teachers’ professional development programmes in the form of diplomas and
degrees (i.e. MS/PhD, Two year Masters in TESL, TEFL, and Linguistics and One year PGD in TEFL, TESL, and CELT) for English language teachers. Moreover, it is also a fact that HEC gave fellowships/scholarships (i.e. financial support) only to trainees in long-term teachers’ professional development programmes. Taking care of the academic aspects (e.g. setting course content, providing resource persons and adopting teaching/training methods) of these programmes was the responsibility of the host institution. On the other hand, for short-term courses, the Commission provided both academic as well as financial support to the host institution. The Commission claimed both forms of the courses as its products, however.

Unlike long-term diploma/degree programmes, the short courses/workshops were generally limited to addressing the proximate pedagogical needs of the English teachers. These short-term courses/workshops had to deal very little with the theoretical underpinnings of the teachers’ professional development. These were mostly organised as week-long workshops. On the other hand, long-term courses for the professional development of teachers comprised postgraduate diplomas and degrees. These courses carried both theoretical and practical components.

Following is the tabulated description of courses for the professional development of teachers conducted under the ELTR Project:
### Table 2.1

*A detailed view of teachers' professional development courses (ELTR Project 2004 to 2009)*

<table>
<thead>
<tr>
<th>Course Title</th>
<th>When Conducted</th>
<th>Number of Trained Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAP Course at BZU, Multan</td>
<td>May 23 to May 27, 2005</td>
<td>31</td>
</tr>
<tr>
<td>EAP Course at NUML, Islamabad</td>
<td>March 21 to March 27, 2005</td>
<td>30</td>
</tr>
<tr>
<td>EAP Course held at University of Baluchistan, Quetta</td>
<td>June 24 to June 28, 2005</td>
<td>30</td>
</tr>
<tr>
<td>EAP Course at Govt. College University, Faisalabad</td>
<td>May 11 to May 17, 2006</td>
<td>27</td>
</tr>
<tr>
<td>EAP Course at Peshawar</td>
<td>April 24 to April 29, 2006</td>
<td>28</td>
</tr>
<tr>
<td>Short Course on &quot;Using literature in English&quot; at NUML, Islamabad</td>
<td>May 09 to May 14, 2005</td>
<td>33</td>
</tr>
<tr>
<td>EFL Course at NUML, Islamabad</td>
<td>Dec 12 to Dec 17, 2005</td>
<td>23</td>
</tr>
<tr>
<td>ESP Course NUML, Islamabad</td>
<td>March 15 to March 20, 2006</td>
<td>20</td>
</tr>
<tr>
<td>TESL Course</td>
<td>April 09 to May 14, 2005</td>
<td>12</td>
</tr>
<tr>
<td>TESL Course</td>
<td>Nov 12 to Dec 24, 2005</td>
<td>12</td>
</tr>
<tr>
<td>EAP Course</td>
<td>April 08 to May 13, 2006</td>
<td>30</td>
</tr>
<tr>
<td>TESL Course</td>
<td>Nov 11 to Dec 17, 2006</td>
<td>09</td>
</tr>
<tr>
<td>TESL Course</td>
<td>April 07 to May 12, 2007</td>
<td>20</td>
</tr>
<tr>
<td>ADP TEFL Programme at AKU, Karachi</td>
<td>Session 2004-05</td>
<td>09</td>
</tr>
<tr>
<td>ADP TEFL Programme at AKU, Karachi</td>
<td>Session 2005-06</td>
<td>07</td>
</tr>
<tr>
<td>Course Description</td>
<td>Session Dates</td>
<td>Participants</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>ADP TEFL Programme at AKU, Karachi</td>
<td>Session 2006-07</td>
<td>11</td>
</tr>
<tr>
<td>Study Skills Course</td>
<td>June 27 to July 01, 2005</td>
<td>26</td>
</tr>
<tr>
<td>Study Skills Course</td>
<td>July 10 to July 15, 2006</td>
<td>19</td>
</tr>
<tr>
<td>EAP Course</td>
<td>April 23 to April 28, 2007</td>
<td>20</td>
</tr>
<tr>
<td>EAP Course</td>
<td>May 17 to May 23, 2007</td>
<td>28</td>
</tr>
<tr>
<td>SPELT Short Course at BZU, Multan</td>
<td>Dec 23, 2004 to Jan 04, 2005</td>
<td>18</td>
</tr>
<tr>
<td>SPELT ELT Modular Course</td>
<td>Nov 18, 2005 to Jan 20, 2006</td>
<td>10</td>
</tr>
<tr>
<td>SPELT ELT Course for New Trends in ELT</td>
<td>Jan 23 to Feb 01, 2006</td>
<td>20</td>
</tr>
<tr>
<td>New Trends in ELT Course</td>
<td>May 07 to May 16, 2007</td>
<td>10</td>
</tr>
<tr>
<td>One year ICELT Course by SPELT, Islamabad</td>
<td>Session 2005-06</td>
<td>08</td>
</tr>
<tr>
<td>One year ICELT Course at Karachi</td>
<td>Session 2006-07</td>
<td>04</td>
</tr>
<tr>
<td>ELT Workshop at Islamia College, Peshawar</td>
<td>June 05 to June 10, 2006</td>
<td>26</td>
</tr>
<tr>
<td>ELT Short Course at Women University, Peshawar</td>
<td>Jan 16 to Jan 21, 2005</td>
<td>25</td>
</tr>
<tr>
<td>MA TESL Fellowships</td>
<td>Session 2006-07</td>
<td>12</td>
</tr>
<tr>
<td>TESL Course</td>
<td>Ended on May 12, 2007</td>
<td>41</td>
</tr>
<tr>
<td>TESL Course</td>
<td>June 23 to July 28, 2007</td>
<td>29</td>
</tr>
<tr>
<td>Fellowships for MA Linguistics</td>
<td>Session 2005-06</td>
<td>06</td>
</tr>
<tr>
<td>MA TEFL Fellowships at AIOU, Islamabad</td>
<td>Session 2005-06</td>
<td>29</td>
</tr>
<tr>
<td>MA TEFL Fellowships at AIOU, Islamabad</td>
<td>Session 2006-07</td>
<td>24</td>
</tr>
<tr>
<td>EAP Course at SBKWU, Quetta</td>
<td>Feb 11 to Feb 17, 2008</td>
<td>33</td>
</tr>
<tr>
<td>EAP Course at FG Post Graduate College, Kashmir Road, Rawalpindi</td>
<td>May 18 to May 23, 2009</td>
<td>28</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>751</strong></td>
</tr>
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</table>
### Research Methodology Sub-Committee

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeklong Research Methodology Course at HEC RC, Lahore</td>
<td>June 11 to June 17, 2005</td>
<td>17</td>
</tr>
<tr>
<td>Weeklong Course in Research Training for Supervisors at HEC Regional Centre, Karachi</td>
<td>Nov 22 to Nov 28, 2005</td>
<td>24</td>
</tr>
<tr>
<td>Weeklong Course in Research Training for Faculty Members</td>
<td>Dec 05 to Dec 10, 2005</td>
<td>22</td>
</tr>
<tr>
<td>Research Training Workshop at HEC Regional Centre, Karachi</td>
<td>May 23 to May 25, 2006</td>
<td>20</td>
</tr>
<tr>
<td>Research Methodology Course at FAST NU, Peshawar</td>
<td>March 03 to March 08, 2008</td>
<td>33</td>
</tr>
<tr>
<td>Research Methodology Course at HEC, Islamabad</td>
<td>April 21 to April 26, 2008</td>
<td>34</td>
</tr>
<tr>
<td>Research Methodology Course at BZU, Multan</td>
<td>July 28 to August 02, 2008</td>
<td>45</td>
</tr>
<tr>
<td>Research Methodology Course at Islamia College University, Peshawar</td>
<td>May 11 to May 16, 2009</td>
<td>35</td>
</tr>
<tr>
<td>Research Methodology Course at GCU, Faisalabad</td>
<td>May 25 to May 30, 2009</td>
<td>32</td>
</tr>
<tr>
<td>Research Methodology Course Bilquis College of Education PAF College for Women Chaklala, Rawalpindi</td>
<td>(08th to 13th June 2009)</td>
<td>28</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>290</strong></td>
</tr>
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</table>

### Computer assisted Language Learning (CALL) Sub-Committee

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALL Course at Pak-AIMS for Women, Lahore</td>
<td>June 13 to June 17, 2006</td>
<td>27</td>
</tr>
<tr>
<td>CALL Course at AIOU, Islamabad.</td>
<td>Nov-Dec 2005</td>
<td>25</td>
</tr>
<tr>
<td>CALL Course at UOB, Quetta</td>
<td>Year 2006</td>
<td>23</td>
</tr>
<tr>
<td>CALL Workshop at AIOU, Islamabad</td>
<td>July 31 to August 03, 2006</td>
<td>25</td>
</tr>
<tr>
<td>CALL Course at BZU, Multan</td>
<td>March 12 to March 17, 2007</td>
<td>10</td>
</tr>
<tr>
<td>CALL Course at FAST-NU, Peshawar</td>
<td>Oct 27 to Nov 01, 2008</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>135</strong></td>
</tr>
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</table>
### Testing and Evaluation Sub-Committee

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Dates</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 day Workshop at Fatima Jinnah Women University</td>
<td>Nov 21 to Nov 23, 2005</td>
<td>25</td>
</tr>
<tr>
<td>3 day Workshop at BZU, Multan</td>
<td>Jan 26 to Jan 28, 2006</td>
<td>33</td>
</tr>
<tr>
<td>3 day Workshop at GCU, Faisalabad</td>
<td>April 13 to April 15, 2006</td>
<td>25</td>
</tr>
<tr>
<td>3 day Workshop at HEC Regional Centre, Karachi</td>
<td>May 25 to May 27, 2006</td>
<td>25</td>
</tr>
<tr>
<td>3 day Workshop at Peshawar University</td>
<td>March 06 to March 08, 2006</td>
<td>25</td>
</tr>
<tr>
<td>3 day Workshop at UOB, Quetta</td>
<td>Aug 24 to Aug 26, 2006)</td>
<td>32</td>
</tr>
<tr>
<td>3 day Workshop at RC HEC, Karachi</td>
<td>Aug 28 to Aug 30, 2008</td>
<td>27</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>192</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Curriculum and Material development Sub-Committee

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Dates</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Workshop for Curriculum Designers (senior faculty members of public sector universitites) at HEC, Islamabad</td>
<td>16th to 23rd June 2005</td>
<td>06</td>
</tr>
<tr>
<td>Three pilot Course conducted at BZU Multan, Islamia University Bahawalpur and University of Baluchistan, Quetta</td>
<td>(2005-06)</td>
<td>63</td>
</tr>
<tr>
<td>03 Advance level Communication Study Skills Projects at MUET Jamshoro, NED University Karachi and University of Peshawar, Peshawar</td>
<td>Nov 13 to Nov 18, 2006 (Jamshoro), Nov 27 to Dec 02, 2006 (Karachi) and (Dec 04 to Dec 09, 2006 (Peshawar)</td>
<td>67</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>136</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>1504</strong></td>
<td></td>
</tr>
</tbody>
</table>
Section Three: Evaluation in Education

In the previous section, I highlighted the role and status of Higher Education Commission in teachers’ professional development. In this section, I will discuss the concept of evaluation in general and educational evaluation in particular. Moreover, I also propose to define and discuss the different levels, types and procedures of educational evaluation.

2.3 Evaluation in Education

Evaluation is an important aspect of the educational cycle which teachers, as human beings, are constantly performing in one way or the other. According to Siddiqui (2006), in the context of education, however, evaluation is used to determine the effectiveness of programmes and ascertain whether the objectives/outcomes have been successfully achieved. This provides information to programme stakeholders in order to identify changes that can further improve its effectiveness. Alderson (1992) states that the biggest difference between evaluation and research is that the former is intended to achieve practical ends, and help in developing appropriate plans of action.

2.3.1 Concept of Evaluation

Evaluation is a principled and systematic process to seeking answers to certain relevant questions. Rea-Dickins and Germaine (1998) consider the need for defining the term evaluation in relation with how it is shaped, what its aims and methods are. According to them, it is a process of forming a judgment, and providing evidence about the worth of something.

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Therefore, evaluation is undertaken with a view that it comes up with immediate value for formulation of policy and helps in making informed decisions (ibid).

Similarly, Kizlik (2006) considers evaluation to be the most complex and least understood of the terms. Nevo (1988), however, holds that evaluation helps in assessing growth and merit. It is a methodical process of data collection and its analysis, and it is done to make informed decisions. It deals with the appraisal of value or worth of an object and process of programme. According to Cronbach (1984) evaluation is a methodical assessment of practices occurring in, and an analysis of the consequences of, an ongoing programme. It is helpful because it improves a particular programme, in addition to assisting other programmes of the like. Evaluation means gaining knowledge and information about a programme by collecting information, which is then linked to decision making.

According to Edward (1990):

a) Evaluation reflects the stated learning objectives and is integrated with instruction.

b) Evaluation is continuous and useful.

c) Evaluation expectations are to be communicated clearly from the beginning.

d) Evaluation is fair and equitable.

e) Evaluation is constructive, balanced and comprehensive.

There are primarily two main reasons for conducting evaluation. Firstly, it is undertaken to examine the usefulness of a new programme after its implementation. Secondly, it might be conducted to seek information in order to improve a programme that is being run. Nevertheless, there are a number of ways in which the information collected through an
evaluation process can be utilized. Cronbach (1984) suggests that it is helpful in three ways; it helps in making informed choices as far as improving the course is concerned, in addition to regulating it at administrative and individual levels.

2.3.2 Educational Evaluation

Wolf (1990) asserts that educational evaluation is defined in a number of ways, in levels of abstraction and in accordance with the ideas governing the mind-set of people who put forth these definitions. They differ in level of abstraction and often reflect the specific concerns of their formulators. At the most general level, Popham, (1988) defines evaluation as "a formal appraisal of the quality of educational phenomena" [cited in Wolf (1990: 02)]\textsuperscript{11}. Gronlund and Linen (1990) consider educational evaluation to be a systematic process of collecting, analysing, and interpreting information to determine the extent of achieving instructional objectives. Similarly, Mueen (1992:127) expresses her view on the topic as, “Evaluation is concerned with providing feedback on student learning/achievement, the success of the teacher student interactive communication, and the gathering and provision of information on the working of and processes within a curriculum in operation.”

Cronbach (1963) defines evaluation as the collection and use of information to make decisions about an educational programme. He believes that only by extensive information-gathering activities in actual classroom situations it will be possible to determine where and how programmes are succeeding and/or failing so that modifications can be made on as sound a basis as possible.

Iqbal et al. (2005) separate educational evaluation from measurement by considering the former being relatively broader in scope and more objective than the latter. They regard it as a systematic process of collecting, analysing and interpreting information to determine the extent of the student’s achievement in instructional objectives. Ebel and Frisbie (1986:13) highlight the same purpose of evaluation that it is ‘to make judgments about the quality or worth of something—-an educational programme, worker performance or proficiency, or students’ attainments’. They assert that instead of looking at their performance, we seek answers to such questions as: How good is the level of achievement? How good is the performance? Have they learned enough? Is their work good enough? These are questions of value that require the exercise of judgment.

Weir and Roberts (1994:04) assert that evaluation is an organized process “to collect information systematically in order to indicate the worth or merit of a programme or project… and to inform decision making” (cited in James, 2001: 126). As for the training programmes, evaluation can be defined as a process in which the agency running the programme gathers data and information in order to find out its effectiveness in terms of time and resources spent on it. Agochiya (2002) expresses her view that almost all the stakeholders of a training programme namely trainees, training agency, trainers, organizations and donor agency do feel their respective needs for evaluation of the training programme. Evaluation can be carried out at different stages of the programme. However, it should be seen as a process or a system, in which all stages and components are interrelated and mutually dependent and supplementary to one another. What is required is the collation of the data in order to arrive at sound and firm conclusions. In most programmes, the evaluation is carried out at four stages, each having its
relevance and significance, depending on the nature of the programme and what it attempts to achieve.

a) Pre-training evaluation helps the trainers to establish a benchmark for measuring the incremental value of the knowledge, skills, and attitudes of the participants from the training programme.

b) On-going evaluation helps in monitoring the programme, in taking the corrective action and effecting necessary changes in contents and the training process to make training more relevant and appropriate to the participants’ requirements.

c) End-term evaluation is undertaken to find out how the programme was delivered.

d) Sometime after the training programme has ended the agency may wish to examine in what ways the learning derived from the training has helped the participants in improving their performance (ibid).

From the foregoing, it can be summarized that Educational Evaluation tells different stakeholders the strengths and weaknesses of the educational programme, be it training, workshop, or any other formal exercise, leading to the consequent adjustments and adaptations. The evaluation of the teacher training programmes may reveal that teachers and trainers grow professionally when they reflect on their respective teaching and training input. They also benefit from keeping informed about the current instructional strategies and evaluation methods they may use in their programmes.

2.3.3 Programme Evaluation

Evaluation can serve significantly to improve the quality of a programme if it is integrated into the fabric of an educational programme rather than added on later. Iqbal et al.
believe that there are a few parameters that help to determine whether a programme has been implemented successfully or not. These parameters relate to desirable quality, correlation between intended learning and the learning outcomes, and the extent to which these desired outcomes are achieved. In addition, it should also be kept in mind whether these outcomes were identified, and corrections, if any, were made. Another important aspect should be the assessment of functional and casual relationships. Furthermore, programme’s continuing effectiveness should also be evaluated keeping in view the following questions:

a) Are the materials available locally or obtained from other areas with relative ease and convenience and at reasonable cost?

b) Are necessary supportive or maintenance services provided?

They further maintain that until these and other relevant questions are answered can the success or failure of the programme be objectively determined (ibid).

a) Dimensions of Programme Evaluation

According to Muraskin (1993), the different dimensions of Programme Evaluation have the following formal names:


i) Process Evaluations

Muraskin (1993) expresses her view that Process Evaluations describe and assess programme materials and activities. McGrath (2002) asserts that there are two dimensions to a systematic approach to materials evaluation, for which the terms macro and micro seem appropriate. The macro dimension consists of a series of stages; the micro dimension is what
occurs within each stage. Muraskin (1993) claims that the materials are likely to be examined at the time, when programmes are developed, to determine the suitability of the methodology and approach to be used in the programme. For instance, programme staff could methodically analyse curriculum units in order to conclude if these fully address all the behaviours the programme seeks to effect. (ibid).

ii) Outcome Evaluations

Muraskin (1993) states that Outcome Evaluations look into the direct or immediate effect of the programme on the participants. It probes questions relating to the participants' ability to demonstrate skills when they have completed a programme. This sort of evaluation is akin to the tests the teachers usually take before and after a course to see the results of a particular type of training activity.

iii) Impact Evaluations

Muraskin (1993) states that Impact Evaluations are not limited to immediate results of services, instructions and policies; these, rather, go beyond these and help in identifying unintended as well as long-term programme effects. It can also be used to find out the result of several programmes operating in tandem. For instance, an impact evaluation might be carried out to see whether a programme's immediate effect on behaviour was sustained over some time or not.

Muraskin (1993) sums up that all types of programme evaluation, regardless of the kind, use data that is gathered in a methodical way. The collected data may be quantitative in nature as it might deal with number of the received services by the course participants, the number of hours spent or other quantifiable behaviours. On the other hand, programme
evaluation might include qualitative data that is descriptive in nature and deals with the judgements of the course participants and trainers. For an evaluation to be successful it has to blend the two types of data collection. The choice of type of data collection should be made while bearing in mind the fact that there might be several ways of answering a particular question.

2.4 Procedures of Educational Evaluation

Following are the two ways through which educational evaluation is generally carried out:

A) Measurement         B) Assessment

A) Measurement

Measurement is the basic procedure of educational evaluation. According to Gronlund and Linen (1990), measurement is the process of obtaining a numerical description of the degree to which an individual possesses a particular characteristic. Ebel and Frisbie (1986:14) define measurement as, “the process of assigning numbers to individuals or their characteristics according to specified rules. They further maintain that any important outcome of education is necessarily measurable, but not necessarily by means of a paper- and- pencil test. In the same way, Thorndike and Hagen (1986) define measurement as the process of quantifying observations [or descriptions] about a quality or attribute of a thing or person (cited in Iqbal et al., 2005).

The process of measurement involves three steps:

a) Identifying and defining the quality or attribute that is to be measured;
b) Determining a set of operations by which the attribute may be made manifest and perceivable; and

c) Establishing a set of procedures or definitions for translating observations into quantitative statements of degree or amount.

Minelli et al. (2005) delineates the term ‘evaluation’ in relation to ‘measurement’ from a scientific viewpoint. They also assert that it is reasonable to talk about measurement in the ambit of an empiric science (ibid.) Thus, it is necessary that:

a) The results of measurement give the same information to different observers;

b) The results of measurements give information linked to the object to be measured only, and not to its environment, which can include the observer, and that measurement of the same thing in different conditions and in presence of different observers give the same results (ibid).

Iqbal et al. (2005) assert that measurement is principally concerned with quantitative descriptions of student’s achievement. Measurement involves the assigning of numeral to objects or events according to the rules that give numerals quantitative meaning. Scales associated with measurement include nominal, ordinal, interval and absolute.

B) Assessment

Assessment is the other basic procedure of educational evaluation. With assessment taking its place as a major component in the educational process; teacher effectiveness relies, in part, on teachers' knowledge of interpretation and use of a variety of assessment procedures.

According to Iqbal et al. (2005:16), assessment may be defined as "any method used to better understand the current knowledge that a student possesses." They express that the idea of current knowledge implies that what a student knows is always changing and that we can make judgments about his/her achievement through comparisons over a period of time. Assessment may affect decisions about grades, advancement, placement, instructional needs, and curriculum. Assessment information provides accurate estimates of a student’s performance and enables teachers or other decision makers to make appropriate decisions. The results of a good assessment, in short, represent something beyond how students perform on a certain task or a particular set of items; they represent how a student performs on the intended objectives.

2.5 Conclusion

In this chapter, I highlighted the initiatives in teachers’ professional development in Pakistan through the critical analysis of various national educational policies and plans. I also analysed the fate of those plans and policies. I also briefly discussed some of the initiatives in teachers’ professional development at higher level in ELT in Pakistan. In the second section of this chapter, I described the role of Higher Education Commission of Pakistan in teachers’ professional development. I tabulated the teachers’ professional development courses of the ELTR Project. In the third section of the chapter, I discussed the concept of evaluation in general and educational evaluation in particular. I also gave different operational definitions of educational evaluation. In the following chapter, I would review some of the pertinent studies on teachers’ professional development programmes and their evaluation.
REVIEW OF THE RELATED LITERATURE

Chapter 3

3.0 Introduction
3.1 The Need for Teachers’ Professional Development
3.2 Review of the Related Studies
   3.2.1 Course Content
   3.2.2 Methodologies of the Evaluation Studies
   3.2.3 Evidence of Changing Trends in Evaluation Methods
3.3 Conclusion

3.0 Introduction

In the previous chapter, I critically described the developments in teacher education and their professional development in general and that of English language teachers in particular in Pakistan. I tried to shed light on the role and status of the Higher Education Commission (HEC) of Pakistan with special focus on teachers’ professional development, and finally I threw light on the concept of educational evaluation with its different levels, types and procedures. In this chapter, the related literature will be reviewed, for it is generally believed that a critical survey of related literature leads to plan, execute and develop appropriate concepts of the problems and solutions. Moreover, it provides guidelines and suggests methods of investigation and also provides comparative data for the purpose of interpretation. Keeping these beliefs in mind coupled with the requirement of the research project, I aim at narrowing down the prevalent related literature on evaluation of the effectiveness of in-service teacher training programmes in ELT to see gaps, if there are any, and then will try filling up some of those by carrying out the proposed study. Before reviewing the related literature on the area, it seems pertinent that, at first, I present the theoretical background of the proposed study.

3.1 The Need for Teachers’ Professional Development

It has come under general observation that performance of the organizations and institutions depends on the performance of the individuals and groups within those organizations.
and institutions. Performance of the staff, i.e. individuals and groups demands their training and capacity building. This is equally so in educational contexts, especially, perhaps, in teacher training. Furthermore, it has now been established that learning to teach is a life-long process (Zeichner and Noffke, 2001). Hence, it is very important to provide meaningful professional development to in-service teachers.

In-service teachers’ professional development is a multi-dimensional process that requires a variety of supports and resources in order to function properly. Nevertheless, it is quite customary, throughout the world, to conduct short-term in-service teacher training programmes with the help of outside resource persons that help in expanding the knowledge base (Cullen, 1997). These programmes have enjoyed great popularity since they provide the teachers with an opportunity to break away from their daily routine, and also a chance to see new peers. This can also lead to bringing up novel ideas (Atay, 2007). However, research suggests that in such programmes, the transmitted knowledge is not related to the trainee teachers’ contexts usually. Moreover, several important factors that affect teachers' classroom practices are not taken into consideration. Hence, the ultimate goal of teacher training is not achieved (ibid).

Similarly, Tsang (2003) reviewed existing research linking teacher education and classroom practices and concluded there was little convincing evidence. In order to identify aspects of teacher education programmes associated with successful practice in the field, almost 100 empirical studies were analysed by the Education Commission of the States (Allen, 2003) wherein little basis for research-driven practices in teacher education programmes was found. Cochran- Smith (2005: 6) straightforwardly asserts “Very little” while summing up the results of the Allen study and its conclusions about research regarding teacher preparation. Again, according to the American Educational Research Association’s report on Research in Teacher
Education, there was hardly any more evidence found about the effectiveness of teacher education. Wilson, Floden, & Ferrini-Mundy (2001) too, tried to explore the research on teacher education attempting, somehow, to show the effectiveness of teacher education. Nonetheless, little has been known about if and how teacher education affects practice.

Similarly, in the recent few decades, both educators and researchers have attempted to change the age-old methods of teachers’ professional development so that they take charge of the academic decisions and actively participate in their own instructional improvement on an ongoing basis (Hopkins, 1989; McDonough and McDonough, 1997). Moreover, they are expected to play new roles (e.g. of educationists, social reformers, researchers etc.) as part of the general reform efforts. Komba et al. (2006) emphasize that the professional development of teachers provides opportunities for them to refine their practice and achieve new levels both as educators and as individuals. It also helps them explore new roles and develop new instructional techniques (ibid).

Again if not to overemphasize, it can be asserted that the teachers’ professional development in the form of teacher training programmes has generally been needed and traditionally done. But the ground realities, in most of the educational settings, make the traditional practice of the teacher training programmes somewhat deficit (C.f. Atay, 2007). For instance, in most parts of the post-colonial world and Pakistan is no exception to this, educational institutions are hierarchical and bureaucratic; teachers are not close to one another and usually work alone; administrative officers usually are not supposed to backup teamwork and leadership plays formal roles only. Thus, it appears that generally teachers’ professional development programme in the form of training relies upon a deficit model in which a trainer or resource person inculcates knowledge and information to the assumingly deficient trainee.
teachers. In the context of the present study, different studies on teacher education have identified certain common problems associated with the professional development programmes. These range from viewing training as distinct and separate from teaching to viewing learning merely related to preparing for the academic examinations rather than considering it a lifelong process. These problems are related to not seeing individual’s practice as a source of learning, lack of time to applying training, lack of understanding of group work and last but not the least the officials viewing group work and interactive teaching skills as lacking in discipline (Van Kalmthout and O’Grady, 1992; Nauman, 1995; Hussain and Abbasi, 1995; Jaffer and Hughes-d’ Aeth, 1998; Jaffer, 1998; Jaffer, Hussain et al., 2004; Saleemi, 1999; Qureshi and Rahmatullah, 2000; Siddiqui, 1997; Smith et al., 1998; Warwick and Reimers, 1990; 1991 as cited in NAHE Impact Analysis Study (2008)).

Since teachers’ professional development programmes generally fail to produce the desired result, the researchers, therefore, looked for some alternative means of achieving the goal of teachers’ professional development. According to Spratt (1994), the inadequacy of the teachers’ training programmes results into the need for teachers’ professional development programmes. Spratt further says that the inadequate teacher training programmes do not make the teachers dynamic and competent in their job. He emphasises that getting trained is not the culmination in one's career as the trainee teacher has to face bitter realities following the training.

To sum up, teachers' general professional development should be an essential part in overall teacher education. It must be taken as a personalized, practical and interactive exercise having reciprocity and addressing contemporary aspects.

In Pakistan, there have been avowals that the dream of in-service teacher training at tertiary level will be materialized. An instance in this regard is the Higher
Education Commission (HEC) of Pakistan, which aims at orienting, facilitating and supporting the universities’ faculty members to pursue academic and research activities for enhanced output.\textsuperscript{12}

In order to bring about improvement in the field of English language teaching and learning, the Commission launched a project called English Language Teaching Reforms (ELTR) in 2004 (C.f. 1.1\& 2.2.1.2). Reportedly, building capacity for effective and sustainable development of English language teachers at tertiary level in Pakistan was also one of the targets of the project (ibid). I, the researcher, generally aim at finding out whether the HEC’s professional development of the English teachers under ELTR Project helps them (the teachers) make use of the knowledge and training imparted to them, and also specifically I want to evaluate whether the content and the methodology of the offered training programmes are effective. In short, I intend to analyze if the HEC’s professional development of the English Language Teachers is an effective and all-encompassing and maximal effort.

\textbf{3.2 Review of the Related Studies}

In literature, till late eighties in the previous century less frequently one could find descriptions of evaluations of teacher training programmes which might have focused specifically on teachers’ professional development and revitalization (Breen et al., 1989; Pennington, 1989). However, it was relatively easy to find more than a few descriptions of second or foreign language (L2) programme evaluations (Clark, 1987; Sharp, 1990, Davies, 1990; Brown, 1995; Lynch, 1996). These evaluation studies would usually focus on ESL curriculum and ESL student performance. Similarly, according to Rea-Dickins and Germaine (1998), since the early nineties of the previous century, evaluation in overall language education

has turned out to be a very important issue as a number of books and articles have been devoted to its different aspects. To be more exact, since Beretta’s (1992: 5) regretting, “To date very few books appeared on the evaluation of language teaching programs in general”; the situation has rapidly improved in terms of the publications with the emergence of Anivan (1991; edited collection), Rea-Dickins and Germaine (1992), Weir and Roberts (1994), Rea-Dickins and Lawitama (1995, edited collection), Monsi et al. (1995), Richards (1998) and Coleman and Klapper (2005, edited collection). Recent journal articles also reveal a growing concern with evaluation (e.g. Blue and Grundy, 1996; Ellis, 1997; Pacek, 1996; Chambers 1997; Halbach, 1999; Kiely, 2001; Farmer, 2006; Stewart, 2007 and Brandt, 2008). Yet another indication of the popularity of evaluation in language education is the emergence of several evaluation societies (e.g. European Evaluation society, the UK Evaluation Society, the Australian Evaluation Society, Swiss Evaluation Society).

But besides the availability of the recent studies as referred above, the clear-cut evaluation studies similar to the context of the present study are not easily found. So keeping the fact, at fore-front, that models of such evaluations are still wanting, I would like to gain some insight from the literature on training programmes evaluation in general and on second/foreign language programmes evaluation in particular. And most importantly, in order to present a viable link between the following reviews of the related literature on evaluation studies in ELT and the objectives of the proposed study, I divide my discussion into the following three sections:

a) Course Content

b) Evaluation Methodologies

c) Evidence of Changing Trends in Evaluation Methods
3.2.1 Course Content

In this section, I will provide a brief analytical review of some of the pertinent studies on the evaluation of the in-service teacher training programmes in English Language Teaching (ELT) with reference to the course content/materials.

Again, though there exists a relative dearth of evaluation studies on teacher training programmes in ELT, yet a few such studies have been conducted in the last two decades wherein the researchers have focused on the different aspects of the training courses. Some have stressed on the theoretical aspects of the training programmes, while the others have considered practical aspects to be more important and useful. To break the grounds, Kiely (1996) tries to present a novel approach to develop teachers professionally. In fact, he studies the evaluation of a Materials Writing Approach to professional development in ELT. The issues arising from the production of training materials and the role they can play has been his main concern. He wants to study them as part of a personal development process as well as providing an impetus to other trainers to deliver more effective curriculum for teacher education. However, his findings from evaluating the participants after six to eight months of the training suggest that the participants had not been showing expected interest in using those materials. One could infer from their not utilizing those materials that perhaps these were not conforming to their teaching needs. It is therefore, in a more traditional way, Taylor (1992) is of the view that the materials or the course content of any in-service teacher training programme must be based on the needs of the teachers in a specific context as determined by them.

In the same vein, Lamb (1995) suggests that the trainees themselves should determine the areas of teaching they want to improve on the basis of their own experiences rather than going for the readymade solutions recommended by the trainers. He further says that, using the
awareness given by their own practice, the teachers themselves should formulate their own agenda for change in the post-training transmission. Similarly, Ur, P (1992) asserts that ELT training course or training programme must aim at developing the trainee teachers’ personal theories of action besides increasing their theoretical knowledge. However, he suggests that the training or course should focus on a pedagogy wherein teaching practice and observation are integrated. In other words, he tries to prove that it is not the course content that should dictate the trainees rather the trainees’ teaching practices while being observed can help them in fulfilling their deficiencies.

The significance of evaluation in ELT courses in terms of content and their utilization has been acknowledged through certain case studies as well. For instance, Makina-Kaunda (1995) carries out a study on the Evaluation as a Tool for Course Development: A Case Study of the Language Programme for Engineering Students at the Malawi Polytechnic. This case study has shown that it is unproductive to allow an ESP-type course to run for too long without being evaluated. It has been shown that in both content and teaching techniques the existing courses did not fulfil the utilitarian role they were expected to fulfil. By operating independently of the engineering faculty the language department was unable to determine students’ precise needs and thereby justify the existence of their courses. An important spin-off from the study revealed a lack of classroom research that needed to be undertaken by language staff in order to improve their own practices. Most of all, this case study illustrates that evaluation is a necessary tool for the course, teacher development and innovation. Through evaluation the extent to which a course satisfies students’ learning needs and language using needs can be assessed. The case study focuses on evaluation of an ESP-type course, however, it is even more pertinent that the scope of
evaluation of EAP-type courses must also be equally acknowledged and the study proposed aims at achieving this target.

Moreover, the evaluation of ELT courses and training programmes paves ways for making decisions to improve their quality in future. For instance, Ellis (1997) distinguishes two types of materials evaluation: a predictive evaluation intended to make a decision concerning materials to be used, and a retrospective evaluation targeted at examining the actually used materials. The study shows that Retrospective evaluations being impressionistic or empirical can be conducted by investigating specific teaching tasks. Besides, it suggests that a kind of action research is involved in task of evaluations which contributes to reflective practice in teaching. On the other hand, in a straightforward way, Jansen (1995) undertakes a study on Joint Evaluation of Short EFL Courses between Course Provider and Client as a Means to Improve Course Quality. The study shows how evaluation could be developmental by being instrumental in improving the quality of language courses, and, in addition, how the collaboration on a joint evaluation project could help to develop and improve the relationship between client and course-provider. The researcher takes joint client/course-provider evaluation to be a way of sharing responsibility for meeting target situation requirements and thus for improving the appropriacy and effectiveness of courses. The researcher sums up that the negotiation, development and implementation of procedures and instruments for the evaluation as well as the follow-up were extremely time-consuming and expensive in human relationships. However, the study proves that despite difficulties, developmental evaluation could substantially facilitate decision-making process, quality control and institutional self-development.

Some evaluation studies reveal how the teachers and students alike are deficient in English Language. For instance Lawrence (1995) undertakes a study on using evaluation to
improve teacher education programmes. The study discusses a classroom-based evaluation carried out in Zambia in 1987. The study aims at knowing whether junior secondary learners enter secondary school with sufficient proficiency to cope with an English-medium education; and secondly at knowing to what extent was the English syllabus the most appropriate for a learner required to study English. The design of the evaluation is comprised of a language proficiency test (C-Test), a questionnaire, interviews, and classroom observations. The researcher finds that teachers were ignoring the syllabus requirements for structure to be taught and practiced in meaningful contexts using either a situational or communicative approach. Their strategies were not in harmony with the syllabus nor with the learners’ needs. The study also reveals that a substantial number of the target learners required urgent remedial teaching to improve their ability to understand and use English effectively. This study seems pertinent to the scope of the present study, for effective use of English is desired not only by the school level students but also it is found to be the Achilles’ heel of both the graduates and Master degree holders in Pakistan (Shamim and Tribble, 2005; Mansoor, 2004). The HEC’s ELTR project claims at making the latter fulfil their need by developing the teachers professionally and academically. Through undertaking the present study, I intend to probe into the effectiveness of the Commission’s efforts in materializing its claims.

Again in Pakistani context, the findings of a study conducted by Shamim and Tribble (2005) underscore the need to revamp reorganization of English Language teaching in General as well as Professional universities. The researchers also indicate that there is a need to focus on professional development of teachers as well as on providing adequate materials so as to implement the curricula that is aimed at addressing the needs of tertiary level students studying through the English medium.
Murdoch (1994) attempts to verify the general concern that those teachers who have to teach language components through interactive methods may feel problems, for if have lack of confidence in their own language performance. He views that we ought to question the effectiveness of a pedagogical focus which fails to address this important anxiety on part of teachers. His study suggests that a greater concern with training in language components, especially during early phases of a training course, would give us more competent teachers. He further claims that different strand of language components are least focused along with other major subjects in the institutional training curriculum. He concludes that keeping its vital role in shaping the confidence of the effective non-native English teachers in developmental educational contexts, it is highly crucial that language improvement needs to be given its due attention (ibid.).

Like Murdoch, the findings of Mansoor’s study (2005) conducted at Aga Khan University Karachi also suggest that students and teachers are not satisfied with the availability and quality of their present English department in degree awarding institutions. Moreover, her study highlights the needs of updating testing and evaluation procedures, intensifying research and developing test-books and materials corresponding local culture and needs. She also suggests setting up computer assisted and online language learning programmes. Similarly, Monsi et al. (1995) undertakes a study titled as Kenyan Universities Communication Skills Project Evaluation: Process and Product for the purpose of evaluating the effectiveness and usefulness of the course materials. They assess participants’ responses to materials in terms of their appropriateness, practicability and levels of difficulty. The findings show that there was the need to revise the course materials towards subject specificity.
Discussion

The review of the above research studies in respect of course content has stamped on the apparent observation that there usually exists gap between training objectives and training achievements. The above findings from the reviewed studies seem to be vital for helping the cause of professional development of teachers. Again if not to overemphasise, the evaluation of some of those studies in terms of course content has shown that how the gap between teacher training and its utilization in the classroom teaching remains constant. Some of these studies, therefore, mark the need for context based materials and course content for ELT courses, workshops etc. Moreover, it has also been agreed that the evaluation of ELT courses paves ways for reaching at decisions, bringing innovations and some help harbouring on action research for further development. However, some of the studies having been too limited and specific in scope make us realize the need for a relatively more prescriptive and generalized form of development of ELT professionals. The present study, being the evaluation of the effectiveness of English Language Teacher Training Programmes under a reformative project, may look at the general and wider aspects of ELT. In addition, to be very specific as well, it is to evaluate whether or not the course content or modules for the professional development of English Language Teachers have been set according to the needs. To cross-check the findings of the above reviewed studies, the present study is to see whether or not the course content delivered and discussed at the training setting has been set by keeping in view the available resources at the workplace setting. It is to probe whether the content of the courses has been helpful for trainees in theoretical as well as practical aspects of ELT; whether or not the trained teachers may utilise training at their respective workplaces and feel themselves to better teachers after
training and whether or not they may have been trained with an objective to be observed and evaluated post-courses at their workplaces.

3.2.2 Methodologies of the Evaluation Studies

It is generally seen that English Language Teacher Training Projects consist of a complex set of variables that includes the projects funders, resource persons or trainers, trainees or students, course contents or materials, training methodologies and other administrative resources. These projects are carried out inside a complex mechanism of political, cultural, and educational systems. In present context, the ELTR Project of the HEC is no exception in this regard. Here too, there are many a variable involved, for instance, ELTR officials, resource persons/trainers, in-service teachers/trainees, resource materials, the training methodologies etc. Therefore, any evaluation technique or methodology requires encompassing these different yet inter-related factors.

Keeping the above considerations at forefront, it may not be straightforward and easy to undertake an evaluation study of any ELT project, for Alderson (1992) has very rightly stressed that there is no best way to conduct an evaluation and it is reliant upon the purpose of evaluation, the nature of the programme, the participants involved, and of course the practical aspects, such as the time frame and resources available. Similarly, Pawson and Tilley (1997) are also of the view that there is hardly any standard method of evaluation and that every evaluation should be based on the nature of the context and the programme itself. Fitzpatrick et al. (2004) also are of the same view that the evaluation objectives, participants and project criteria should be matched by a valid design.
As far as the standard methodology for an evaluation study in ELT is concerned, hardly any single one can be prescribed or adopted in general, reliable and valid sense. Different researchers have either devised or then adopted different methodologies for their respective studies. For instance, Monsi et al. (1995) adopted the framework proposed by Rea-Dickins (1990) for the purpose of evaluating the effectiveness and usefulness of the course materials of a study titled as Kenyan Universities Communication Skills Project Evaluation: Process and Product. Similarly, Brandt (2008) after developing various data-gathering techniques (i.e. interviewing participants, asking them to keep journals and respond to questionnaires, and shadowing trainees throughout a complete course) gathered all data according to an ethical framework of seven criteria (Patton 1990), including informed participant consent, guaranteed anonymity, and confidentiality. On the other hand many a researcher devised their own methodologies to undertake evaluation studies (for instance, Lawrence, 1995; Lee, 2007; Stewart, 2007).

The following section is a brief analysis of some of evaluation studies in English Language Teacher Training, in terms of the methodologies used by the researchers. The analysis may underscore the need to use an eclectic approach, and devise the relevant methodology, to conduct the proposed study.

In an attempt to evaluate the usefulness of an educational novelty, the researchers usually tend to prefer summative evaluation. In general terms, it means that the researchers select groups of teachers and students, and administer them suitable tests at the beginning and end of the programme in order to gauge the effectiveness of the intervention. However, to guide the project a formative evaluation is needed. This sort of evaluation will also help in making decision throughout the duration of the innovation. Formative evaluation is used for the purpose
because this type of evaluation helps in shaping the project and thus increases the chances of its successful implementation. Instead of evaluating only the outcomes, formative evaluation evaluates the project from the beginning, and does continuously so in order to shape, improve and guide the innovation.

Williams and Burden (1994), favouring the formativistic school of evaluation, consider evaluation as a major part of the design and implementation of foreign language projects. They argue so because evaluation provides important information to guide actions, methodology, materials, timing, and all aspects of syllabus innovation.

There are some others who have adopted different norms of evaluation to conduct studies in ELT. For instance, Mackay, R. (1994) believes that there is a difference between extrinsically motivated evaluation, which deals with the issues related to bureaucracy as opposed to the intrinsically motivated evaluation, which deals with the specific concerns of teachers and learners in order to bring improvement in various aspects of the programme (see Fig. 3.0 and 3.1).
Figure 3.0

Small Scale Evaluation Studies: Adapted from Mackay, R. (1994)
There is yet another type of evaluation i.e. illuminative evaluation for carrying out research in ELT studies. In his study Sharp (1990) discussed some of the available techniques for course evaluation. He referred, especially, to illuminative evaluation, illustrated by an evaluation programme undertaken at the University of Brunei Darussalam. The course was aimed at upgrading the English of A-level students at the university for four months. This course followed
the complaints lodged by the university lecturers regarding the students' inadequacy of preparedness for degree programmes. Both the students and staff of the course took part in the process of its evaluation. The evaluation took place in two stages i.e. formative and summative.

The study describes that procedures of formative evaluation involved a number of features, including self-reporting by students and staff, meetings, informal conversations and some observation of classes. However, since it was essential for the conductors to monitor the improvement of the students studying the undergraduate subjects as a result of the course, they decided to justify and validate its effects. Summative procedures were emphasised which meant that the results would justify the course's continued existence. The summative evaluation took place right after the end of the course's evaluation. When students were six months into their undergraduate studies, summative evaluation was applied again. It was undertaken through observations, written reports and comments from the eight ELT staff teaching on the course. Similarly, questionnaires, student observation, end of course exams and feedback from the university staff were also utilized as the methodology for the evaluation.

There are a few deficiencies in the evaluation process of Sharp’s study. These were mainly related to collecting students' opinion, collecting lecturers' opinions and testing. The mixed method of research applied to carry out the study, in my viewpoint, was a good attempt to help the evaluator achieve short term goals only, for the achievement of long term and objective goals usually demands the application of clear, reliable and valid methodology. Moreover, the research method applied seems giving out subjective results for there is no third party involved in the process of evaluation. The present study, though, will try to utilize the same sort of mixed method approach, yet, it being a third party evaluation will definitely come out with some objective and impartial analysis of the findings.
Some researchers have undertaken internal evaluation in studies focusing on the collaborative efforts of the teachers/trainers and the students/trainees (Stewart, 2007; Atay, 2004). Stewart carried out a study titled as ‘Teachers and learners evaluating course tasks together’. He gave out an approach to task evaluation which arises from the process in which two teachers developed a negotiated course. One of the teachers was an ELT specialist whereas the other one was a subject specialist. During the course of teaching, the teachers also elicited the students' opinion on tasks.

Again there are some researchers who have undertaken evaluation studies while focusing on the role of positive feedback in ELT theory and practice (Kennedy, 1993; Brandt, 2008; Lee, 2007). Brandt takes up an ethnographic approach, defined by its use of qualitative methods of enquiry. His methodology spanned over a period of four years. It involved two phases, 95 participants who belonged to nine countries. Two third of the participants were trainees while one-third were tutors. The study included full-time as well as part-time courses. The researcher employed various types of data collection techniques. The participants were interviewed, asked to keep journals and administered questionnaires. The first part of the study involved 23 participants who attended a part time course spanning 12 weeks. Twenty statements came out as the outcomes, which served as the root for questionnaires that were intended to collect additional data in the next phase of research. The intention was to revise or substantiate the statements.

Lee (2007) undertook a study aimed at preparing pre-service English teachers for reflective practice. In his study, he tries to find out the relevance of response journals and dialogue journals for encouraging reflection among these teachers. The participants of the study were thirty-one teachers from two universities in Hong Kong. They were divided into two groups, one of which wrote response journals while the other one wrote dialogue journals.
throughout the training process, which was conducted by the author himself. In addition to journal entries, post-study interviews were also part of the research. The findings of the study showed that response journals and dialogue helped the trainees in engaging in reflective practice. All the participants revealed that the experience was beneficial for them. The study made several recommendations on the effective use of journals for promotion of reflective practice among trainee teachers.

At the Centre for English Language Teaching (CELT), University of Warwick, some young EFL trainees, following an initial teacher training course, underwent a feedback exercise in order to see whether both the trainees and the trainers shared perceptions regarding the important and relevant aspects of teaching practices (Kennedy, 1993). She discusses the outcomes of the feedback exercise and examines the problems the trainees faced in order to see the correlation between the needs of the young pre-service trainees and the current paradigm of reflective teacher education. Her study suggests that a guided approach may prove more helpful for the initial teacher trainees although some aspects of a reflective approach appear attractive, particularly the move to a more collaborative 'clinical' form of supervision.

Morrow and Schocker (1993) took up the then current theme in ELT education in order to find out a proper and effective methodology for in-service courses which would enable the proper development of the skills and attitudes of teachers. They discussed an attempt to help teachers explicitly understand the process of learning on an INSET course and, consequently, make their awareness available for future action. They engaged participants in a continuous evaluation of the methodology and content of the course in order to achieve this. However, their methodology to collect data is neither clear nor pertinent. For instance, their acknowledging the advantage, which they had had in terms of the presence of emotional compatibility between the
participants and evaluators (themselves) during the process of evaluation of that particular INSET course, makes the success of such evaluations in future less probable. Even the data analysis done by the evaluators allows for serious concerns on its objectivity.

**Discussion**

The analysis of some of the studies, mentioned above, related to research methodology shows that these different researchers have adopted different methodologies by keeping in view the objectives of their respective studies. As a result of these studies, quite a few forms of evaluation terms have surfaced. These evaluation terms mainly include summative, formative, illuminative, internal and external evaluations. However, none of the evaluations can solely be utilized here in the context of the proposed study. In other words, as far as the standard methodology for an evaluation study in ELT is concerned, hardly any single one can be prescribed or adopted in general, reliable and valid sense. To reiterate, it can be said that since generally English Language teacher training projects may involve a complex set of variables. These do comprise administrative and academic factors. For instance, on academic front, there are resource persons or trainers, trainees or students, course contents or materials, training methodologies and workplace settings. On the other hand, planners, projects sponsors, and managerial resources generally enable the projects run administratively. Moreover, these projects occur inside a complex mechanism of political, cultural, and educational systems. In present context, the ELTR Project also involve many a variable such as ELTR officials, resource persons/trainers, in-service teachers/trainees, resource materials, the training methodologies etc. In order to employ any evaluation technique or methodology for analysing the impact of such projects, therefore, the evaluator requires encompassing these different yet inter-connected factors. Consequently, I have devised my own research methodology by utilizing
the combination of some of these evaluation forms, for there is relatively a wide range of objectives of my study which probably were missing in some of those studies.

### 3.2.3 Evidence of Changing Trends in Evaluation Methods

According to Rea-Dickins and Germaine (1998), in recent years, evaluation in language education has become a very hot topic. In Table 3.0 below, I will analyse small scale evaluation studies selected primarily for the range of views they represent in terms of current evaluation practice in different language education contexts.

**Table 3.0**

*Small Scale Evaluation Studies (Adapted from Rea-Dickins and Germaine, 1998)*

<table>
<thead>
<tr>
<th>Study</th>
<th>Purpose</th>
<th>Focus</th>
<th>Evaluator’s Role</th>
<th>Stakeholder’s Involvement</th>
<th>Stakeholder Training</th>
<th>Design Features</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weir &amp; Roberts</td>
<td>Impact</td>
<td>Impact from Teacher training programme on student’s language proficiency</td>
<td>External Evaluator as expert</td>
<td>None</td>
<td>None Training for contracted technical staff in preparation for data gathering</td>
<td>Outsiders as evaluators</td>
<td>Product and process data</td>
</tr>
<tr>
<td>(1991)</td>
<td>VFM Retrospective</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Non-Participatory Non-equivalent control group design with pre- and post-test</td>
<td>Quantitative: student &amp; teacher language assessment test results</td>
</tr>
<tr>
<td>Mitchell</td>
<td>Impact &amp; Implement</td>
<td></td>
<td>External</td>
<td>None</td>
<td>None</td>
<td>Outsiders as evaluators</td>
<td>Product and teacher interviews</td>
</tr>
<tr>
<td>Reference</td>
<td>Effects Retrospective Policy-shaping</td>
<td>National ESP project: e.g. methodology, materials, attitude to project</td>
<td>Consultant, Facilitator, collaborator</td>
<td>Yes: project staff as evaluators mainly at data collection &amp; analysis stages</td>
<td>Yes: outsiders &amp; insiders</td>
<td>Participant evaluation</td>
<td>Qualitative and quantitative, e.g. survey questionnaires, Student and teacher reports; no test data or classroom observation</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>--------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>Alderson &amp; Scott (1992)</td>
<td>Bilingual proficiency: Gaelic &amp; English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low et al. (1993)</td>
<td>Foreign language learning in Primary Schools:</td>
<td>External evaluator as expert</td>
<td>Some teachers’ assistance with assessment tasks</td>
<td>None</td>
<td>Outsiders as evaluators</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In order to analyse the above tabulated studies, certain points can be made. Firstly, and predictably, one can identify a range of motivations for the evaluations. These can range from the need to provide information on issues of impact and the effects of language intervention, with the underlying intention of findings feeding into policy (e.g. Low et al., 1993) to those which are concerned with the role of evaluation in furthering quality and development in professional practice (e.g. Alderson and Scott, 1992), or a combination of both (e.g. Lynch, 1996). Secondly, the aims of an evaluation influence the role of the external evaluator, affecting the relationships with and between programme staff. In the study by Alderson and Scott the evaluation expert functions as a facilitator for the evaluation work and takes on a collaborative role. In turn, the aims and nature of stakeholder involvement shape the selection of methodology and have implications for evaluation training for project staff.

Having been concerned only with identifying impact, from a teacher training programme, on the classroom and learners’ level of language proficiency, Weir and Roberts (1991) played traditional role of external evaluators as experts. The training they provided was for technical staff that were to assist in the data collection; also the case for the field workers in the Mitchell evaluation. Thus, the extent to which an evaluation is, or can be, participatory is largely dependent upon the aims of the project articulated at the outset. Further, one can note influences from the empiricist paradigm for evaluation, with some attempt to control variables. Weir and
Roberts use a non-equivalent control group design with pre- and post-tests; Low et al. also attempt to make ‘project’ and ‘non-project’ school comparisons. Overall, however, there is a remarkable shift towards multiple methods in evaluation. That is, rather than relying solely on test results, the focus has shifted to triangulation of data sources via tests, questionnaires, interviews, performances tasks and classroom observation.

These points also arise in relation to smaller scale evaluation studies, as reported in Table 3.1 which provides an overview of recently reported micro-evaluations, indicative of another trend in English language education. Remarkably, all the reported evaluations demonstrate the knowledge of interrelation between evaluation and professional practice. The reported evaluations also show the importance of systematic evaluation conducted at the heart of a learning programme. Although there may be a reluctance to accommodate external evaluation of language programme geared towards accountability and review, there is a continuously growing awareness of the need to integrate evaluation practice at micro level as it contributes directly to the curriculum as well as professional development of individuals. This should not be surprising in a profession which is oriented towards the practical and immediate concerns of the curriculum, pedagogy and the classroom. Another dimension evident from these accounts of the evaluation is that the design as well as the intention of the authors is to be all-encompassing and interrelated, including stakeholders wherever possible. Blue and Grundy (1996) have an interest in intrinsic team evaluation by checklist, which may subsequently contribute to external evaluation. Pacek’s focus (1996) is more summative but indicates that formative collaborative evaluation took place during the INSET programme itself. However even the summative evaluation is oriented towards future developments in the programme reported. Collaboration
and consensus between teachers evaluating course books is at the centre of Chambers’ account (1997) and, like the others, has a practical orientation.

**Table 3.1**

*An overview of recently reported micro-evaluations (Adapted from Chambers, 1997)*

<table>
<thead>
<tr>
<th>Study</th>
<th>Purpose</th>
<th>Focus</th>
<th>Evaluator’s Role</th>
<th>Stakeholder involvement</th>
<th>Stakeholder training</th>
<th>Design features</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue &amp; Grundy (1996)</td>
<td>Accountability Review Developmental: curriculum &amp; professional</td>
<td>EAP: programme resources, organization professional activities</td>
<td>Internal facilitator</td>
<td>Yes: self-evaluation</td>
<td>None</td>
<td>Participatory in implementation</td>
<td>Checklist Group discussion</td>
</tr>
<tr>
<td>Pace (1996)</td>
<td>Developmental Impact Formative Retrospective</td>
<td>ELT INSET: effects on practice in the classroom</td>
<td>Facilitator (distance)</td>
<td>Some presumed in on-going evaluation None in questioned</td>
<td>None reported</td>
<td>Outsiders as evaluators</td>
<td>Focus Group discussions Questionnaire</td>
</tr>
</tbody>
</table>
Discussion

From the foregoing, it can be noticed that, over the last few years or so, a significant change has occurred in evaluation practice in language education. This change in evaluation practice cannot only be identified in terms of enhanced profile and an increase in activity, but changes are also observed in defining methods of evaluation, with a paradigm shift evidenced by greater participation of stakeholder groups, an extended range of functions for evaluations, and most importantly in the use of multiple methods with triangulation of data sources, informants and elicitation techniques.

From the above review, it is seen that like large scale evaluation studies, most of the micro-evaluations also show the need for integrating evaluation with both internal and external factors. So, there emerged new trends of evaluation of late. Keeping these new trends at backdrop and the needs and objectives of the present study at forefront, I will use mixed method approach by triangulating the data instruments to elicit valid information on the effectiveness of the professional development courses for teachers offered by the HEC under the ELTR Project.

3.3 Conclusion

To conclude, this literature review chapter has shown that professional development of teachers is very much vital. It was witnessed that teachers’ professional development needs to be carried out not only through in-service teachers’ professional development programmes, but
teachers can also contribute to their own professional development through the observation of their peers' classes and attending workshops and conferences. Some other resources include reading academic journals and books and working together with other teachers in classroom research or other professional projects. The chapter then reviewed literature on the evaluation of different training and language programmes in terms of content and methodologies. Besides, certain evaluation studies were also reviewed and analysed by focusing on changing trends in evaluation methods. In the light of the review of literature done in this chapter, I will discuss my research design for investigation in the following chapter.
RESEARCH METHODOLOGY

Chapter 4

4.0 Introduction
4.1 Population
4.2 Sample
4.3 Justification for Selection of the Short-term Courses
4.4 Mixed Methods Research
  4.4.1 Research Design: Triangulation
  4.4.2 Research Instruments and Analysis Techniques
  4.4.3 Administration of Research Instruments and Analysis Techniques
4.5 Aim of using different Research Instruments and Analysis Techniques
4.6 Pilot Testing
4.7 Research Plan and Data Analysis
4.8 Ethical Considerations
4.9 Conclusion

4.0 Introduction

In the previous chapter, I reviewed the prevalent related literature to pave way for the research methodology that I employed for collection of data. In this chapter, I aim to present the research methods and tools which I used to explore the research questions. I also attempt to justify these particular research tools and the adopted Mixed Method research for the collection of data. Moreover, I describe study sample, the construction and structure of the different research tools used in this study.

4.1 Population

Population for a research study is that group (usually of people) about whom the researchers want to draw certain conclusions (Bobbie, 2005). The following was the target population of the study:

1. 1504 teachers from various colleges and universities who had participated in the courses for the professional development of teachers offered by the HEC under the ELTR Project Phase-1 between 2004 and 2009 (Shown in Table 4.0 below).
- Faculty Development (751 teachers professionally developed)
- Research and Publications (290 teachers professionally developed)
- Testing and Evaluation (192 teachers professionally developed)
- Curriculum and Material Development (136 teachers professionally developed)
- Computer Assisted Language Learning (135 teachers professionally developed)
- Reorganization of the Departments / English Language Centres (No teachers’ Professional development courses conducted)

**Table 4.0**

*A Consolidated view of the number of Professionally Developed Teachers (ELTR Project 2004 to 2009* *(Source: HEC Five Years Unpublished Report)*

<table>
<thead>
<tr>
<th>Teachers’ Professional Development under the ELTR Project</th>
<th>2004-05</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Development</td>
<td>110</td>
<td>171</td>
<td>176</td>
<td>264</td>
<td>30</td>
<td>751</td>
</tr>
<tr>
<td>Research &amp; Publication</td>
<td>20</td>
<td>20</td>
<td>45</td>
<td>65</td>
<td>140</td>
<td>290</td>
</tr>
<tr>
<td>Testing &amp; Assessment</td>
<td>95</td>
<td>40</td>
<td>30</td>
<td>N.A.</td>
<td>27</td>
<td>192</td>
</tr>
<tr>
<td>Curriculum &amp; Material Development</td>
<td>24</td>
<td>46</td>
<td>66</td>
<td>N.A.</td>
<td>N.A.</td>
<td>136</td>
</tr>
<tr>
<td>Computer Assisted Language Learning</td>
<td>21</td>
<td>39</td>
<td>50</td>
<td>N.A.</td>
<td>25</td>
<td>135</td>
</tr>
<tr>
<td>Total:</td>
<td>270</td>
<td>316</td>
<td>367</td>
<td>329</td>
<td>222</td>
<td>1504</td>
</tr>
</tbody>
</table>

2. More than 45 resource persons of the six sub-committees of the ELTR Project.
3. All Heads of the English Departments whose teachers had been nominated for teachers’ professional courses.
4. Various Documents: PC-1 ELTR Project, Content outlines of the Teachers’ Professional Development Courses, Study Skills Manual (For Students) and Advanced Study Skills Manual (For Teachers), Reports submitted by the Heads of the Subcommittees, Evaluation Workshop Report bearing 1st and 2nd Party Evaluations.

4.2 Sample

Sampling is an important process of any research project. According to Porte (2002: 243), “a sample is a group of units selected from a larger group (population) to represent it”. A credible research project usually has a representative sample. According to Glider & Morgan (2000), a representative sample is a replica of the population. The sample of the study comprised the following:

1. Of the overall target population of 1504, I randomly selected 740 teachers who had Attended the short-term courses/workshops from the following four subcommittees as a sample of the study:
   a) Faculty Development (440 teachers)
   b) Testing and Assessment (100 teachers)
   c) Research and Publication (100 teachers)
   d) Computer Assisted Language Learning (100 teachers)

A questionnaire was administered to elicit data from these teachers.

2. Twenty Resource Persons were taken as sample. Interviews were conducted to know the perception of resource persons about the effectiveness of the courses for the professional development of teachers under the ELTR Project. They were purposively selected from the following colleges and universities for data collection:
a) Aga Khan University, Karachi, (Sindh)  
b) University of Karachi, Karachi (Sindh)  
c) NED University of Engineering and Technology, Karachi, (Sindh)  
d) University of Peshawar, Peshawar (Khyber-Pakhtunkhwa)  
e) FG Sir Syed College for Girls Kashmir Road, Rawalpindi (Punjab)  
f) Fatima Jinnah University For women, Rawalpindi (Punjab)  
g) Government Postgraduate College For Women, Rawalpindi (Punjab)  
h) Bahria University, Islamabad  
i) National University of Modern Languages, Islamabad  
j) University of Baluchistan, Quetta (Baluchistan)  

3. Ten Trainees (five each) from CALL and EAP teachers’ professional development Courses were taken as a sample. They were interviewed during, and then almost six months after the courses. They were purposively selected from the following colleges and universities:
   a) Government Postgraduate College, Mardan (Khyber-Pakhtunkhwa)  
   b) Abdul Wali Khan University, Mardan (Khyber-Pakhtunkhwa)  
   c) Government Degree College For Girls, Charsadda (Khyber-Pakhtunkhwa)  
   d) Home Economics University College, Peshawar (Khyber-Pakhtunkhwa)  
   e) FG Sir Syed College For Girls Kashmir Road, Rawalpindi (Punjab)  
   f) Fatima Jinnah University For Women, Rawalpindi (Punjab)  

4. Five Heads of the English Departments, whose teachers had been to teachers’ professional courses. Interviews were conducted with them. They were purposively selected from the following colleges and universities for data collection:
a) Government Postgraduate College, Mardan (Khyber-Pakhtunkhwa)
b) Abdul Wali Khan University, Mardan (Khyber-Pakhtunkhwa)
c) Fatima Jinnah University For women, Rawalpindi (Punjab)
d) Government Postgraduate College For Women, Rawalpindi (Punjab)
e) University of Karachi, Karachi (Sindh)

5. Three ELTR officials of the HEC selected as a sample. They were interviewed. They comprised the following:
   a) Director General LI Division cum Project Director, ELTR Project, HEC
   b) Programme Development Officer, ELTR Project, HEC
   c) Programme Development Officer, ELTR Project, HEC

6. Three teachers’ professional development courses namely CALL, EAP and Research Methodology, were taken as a sample for observation. They were purposively selected as a sample because during my data collection period, these courses were being conducted. I developed a short observation checklist based on Likert Scale. I observed the overall 33 sessions of these three courses.

7. The following documents, later thematically analysed using Braun and Clarke (2006) model, were taken as a sample:
   a) PC-1 ELTR Project
   b) Advanced Study Skills Manual (For Teachers)
   c) Four Outlines showing the content of the teachers’ professional development courses namely CALL, EAP, Research Methodology and Testing & Assessment
d) Report on Evaluation Workshop 2008 bearing 1st and 2nd Party Evaluations
e) A report submitted by the Chairperson of CALL
f) A report submitted by Ms. Maggie Jo
g) Shamim and Tribble’s study (2005)

4.3 Justification for the Selection of the Short-term Courses

I selected the short-term courses for the professional development of teachers under the ELTR Project, because these courses could be called entirely the effort of the Higher Education Commission of Pakistan. As described above, the Commission would hold the stake of conducting these short-term courses at host institutions. It would make efforts for trainees' selection/nomination, appointment of the resource persons, finalization of the course content/material, scheduling of the sessions and it would also arrange for the refreshment and transportation etc. of almost all the concerned. I think all this makes the courses theirs. On the other hand, unlike such short-term courses, for the long-term professional development programmes, the Commission would offer only fellowships/scholarships to the trainees. The Commission would not get itself involved in the academic aspects of the courses. Thus, it can be said that the short-term courses/workshops of the delimited four subcommittees were relatively more representative of the whole ELTR Project. According to an HEC’s official report, the basic aim of the these sub-committees was to identify strategies for facilitating faculty development in order to improve the qualification as well as enhance skills of English language teachers working in higher education in the public sector. This aim also resonates in the general objectives of the

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13Faculty Development Training Annual Report (2005-06)
ELTR Project as the HEC’s official website suggested that the project would focus on faculty development through the courses/workshops/seminars/national and international conferences.¹⁴

Moreover, I selected the short-term courses, because the teachers trained under the short-term courses/workshops of these sub-committees were easily accessible. The detailed record of the names and addresses of the trained teachers could easily be obtained. And foremosly, the trainees trained under these sub-committees were mostly practising/in-service teachers and thus they could easily be followed up at their respective colleges and universities for evaluation purposes after the completion of the courses.

4.4 Mixed Methods Research

Till recent years, research was termed as either qualitative or quantitative. These two paradigms were thought to be mutually exclusive. However, the researchers see reconciliation between the two now and they integrate them in their practice (Bryman, 2006). Similarly, the review of related literature showed that a single design would not suffice in every case of evaluation. Alderson (1992), Pawson and Tilley (1997) and Fitzpatrick et al. (2004) suggest that the evaluation objectives, participants and project criteria should constitute the major part of a valid design. Evaluation presupposes a rigorous research procedure to enable the researcher to delve deep into the research problem, identify the strengths and the grey areas and frame suitable recommendations for further research. Mixing the research methods and thereby collecting data through various means allows the researcher an opportunity to undertake research in a rigorous manner (Creswell and Clark, 2007).


As the present study was aimed at evaluating the impact of teachers’ professional development courses offered by the HEC, I considered it opportune to collect data through different means so as to converge it and ensure internal validity.

4.4.1 Research Design: Triangulation

Triangulation of data is currently a very valid approach being used to research in applied linguistics. According to Greene (2007), it is classified as a method under the group of component designs of mixed method evaluations. It implies using manifold methods to reach the understanding of a structure. Throughout the evaluation procedure, the various methods used in component design remain distinct. Combination of these methods occurs at the level of interpretation and conclusion (Fitzpatrick et al., 2004). Triangulation is, in fact, the application of a variety of methods, evaluating the same phenomenon, in order to increase the validity of the evaluation.

The relevant research literature does support triangulation as a choice for evaluating the process of education and learning. If increasing validity in measuring a construct is the purpose, as it is at present, then it should be achieved through the selection of measures with different biases (Ruhe and Zumbo, 2009). As educational procedures are generally found to be extremely complex, ideally different methods should be used to completely understand the issues under investigation (Briggs and Coleman, 2007). Again, the triangulation of different methodologies can reveal contexts that a narrower approach might fail to clarify. The triangulation approach satisfies the positivist as well as the phenomenological
traditions. Moreover, triangulation allows a deeper view of the phenomenon under evaluation as these dimensions give an in-depth perspective (Towns and Serpell, 2004). According to Mason (2006), our understanding may be insufficient if we approach educational procedures along a single dimension, as they are multidimensional. Triangulation also enables the researchers to find out the accuracy of measurement of every aspect of a phenomenon as it involves findings from two or more different methods. The assumption that if different research methods produce similar results, then accurate measures have been used leads to the above hypothesis (Moran-Ellis et al., 2006).

The present study used a triangulation design. Both the qualitative and quantitative data were collected to reach at valid and reliable conclusion and also ensure an in-depth analysis of the teachers’ development programmes of the Higher Education Commission. Different types of data were collected from different participants simultaneously. This helped me in converging data. Convergence of data, in terms of triangulation, means the construction of data in a way that cancels out threats to the validity of data (Flick, 2007).

4.4.2 Research Instruments and Analysis Techniques

In the light of the above, I used triangulation design as a research approach mainly to evaluate the courses for the professional development of teachers in ELT offered by the HEC under the ELTR Project and also to see the effectiveness of the ELTR Project in respect of activities other than professional development courses for the teachers. The study had both the qualitative and quantitative aspects. The qualitative approach was adopted for interviews, observation and for the thematic analysis of the documents, whereas the quantitative approach facilitated the collection of responses from the questionnaires. In simple sense, the triangulation design comprised the following research instruments and analysis techniques:
• Questionnaire
• Interviews (Semi-Structured)
• Observation
• Thematic Analysis of the Documents
• Statistical Correlation

4.4.3 Administration of Research Instruments and Analysis Techniques

The Research Instruments and Analysis Techniques were employed as under:

4.4.3.1 Questionnaire

Questionnaires are very commonly used, particularly by the ELT researchers. They are preferred in the areas of needs analysis, assessment, writing and study skills, curriculum development, programme evaluation and meta-cognitive strategies (McDonough and McDonough, 1997). According to Nunan (1992:143), questionnaires enable researchers to gather data in field settings, and ‘the data themselves are more amenable to quantification than discursive data such as free-form field notes, participant observers’ journals, and the transcripts of oral language’. Questionnaires, which are commonly referred to as ‘self-report methods’ are also useful data collection instruments as they can provide researchers with the informants’ accounts of their experiences and perceptions of a project or programme to understand the effects of its implementation (Weir and Roberts, 1994:140-141).

Questionnaire enables a researcher to collect data from a number of respondents in quite a short time (Robson, 2002). Therefore, it is considered to be an effective tool. For the purpose of surveying opinions and attitudes, questionnaire is one of the most appropriate and useful data collection tools (Fraenkel and Wallen, 2000). In the opinion of Taylor et al. (2006), if information has to be sought from a large number of people, questionnaire is the sensible and
appropriate tool. They term questionnaire to be very helpful when it comes to collect information regarding peoples' opinions and attitudes. According to Grix (2001), using questionnaires in combination with other methods maximises their effect, especially when they are used in conjunction with some type of interviews. In short, questionnaires are often used as part of a survey strategy that requires considerable effort, time and expense.

A questionnaire that is properly designed can provide precise information regarding the thinking of respondents and their ways of evaluating situations and experiences (Reid, 2003). Talking about the importance and careful structure of questionnaires, Oppenheim (1992: 100) points out that it is ‘an important instrument of research, a tool for data collection. The questionnaire has a job to do: its function is measurement’. Questions or items used in a questionnaire can be closed or open: ‘A closed questionnaire is one in which the respondents are offered a choice of alternative replies’ (ibid: 112).

A closed questionnaire can be quickly answered and easily analysed as compared to an open one demanding the respondents to create their own answers. However, a closed questionnaire limits the respondents’ freedom by giving them no choice to develop their own answers. Open questions are sometimes called free-response and ‘are not followed by any kind of choice and the answers have to be recorded in full’ (ibid: 112). The open questionnaire gives more freedom to the subject to express their opinions fully. Ideally, a mixture between these two kinds of questions might be seen to be best but this is not always possible.

4.4.3.1.1 Design of the Questionnaire Administered to the Trainees

In order to elicit target information about the effectiveness of the teachers' professional development courses, I administered questionnaire (APPENDIX ‘A’) to the trainee teachers of the four selected sub-committees. The respondents were selected randomly. I designed the
questionnaire after reviewing the relevant literature on the subject. The questionnaire was divided into two sections. Closed-ended items were used in the first section of the questionnaire with the purpose of reducing potential differences in interpretation. There were 31 items in the first section. In the second section of the questionnaire, however, I used some open-ended items in order to obtain the views of the trainees regarding the training they received. There were 08 open-ended questions in this section.

In order to avoid the generally observed poor return rate of the questionnaire, I designed the section of the closed-ended items of the questionnaire according to the Likert scale with standard five options to be chosen from, as opposed to requiring the respondents to write explanatory answers. The questionnaire items were numbered in a recognizable and sequential way.

Getting answers to my research questions was the purpose behind administering the questionnaire to the trainees. Again the main dimensions of the questionnaire comprised:

(i) Selection of the trainees (ii) Motivation of the trainees (iii) Course Content
(iv) Training Methods of the resource persons and (v) Impact of the course on trainees.

Through item number 1 of the closed-ended section and item number 32 of the open-ended section of the questionnaire, I tried to seek answers to question on selection criterion used for the selection of the trainees by the team of the ELTR project. The items number 2 and 3 of the closed-ended section and the items number 32, 33 and 34 of the open-ended items helped me evaluate the keenness or motivation of the trainees on the courses. Similarly, the items number 5 to 14 of the closed-ended section and the item number 36 of the open-ended section focused on the evaluation of the course content of the short-term courses. Again through items number 15 to 31 of the closed-ended section, I tried to evaluate the adopted training methods of the resource
persons in the light of the views of the trainees of the short-term courses. The item number 4 of
the closed-ended section and the items number 37 to 39 of the open-ended section targeted at
eliciting the views of the trainees on the impact of the short-term courses of the HEC.

4.4.3.2 Interviews

An interview is ‘any interaction in which two or more people are brought into direct
contact in order for at least one party to learn something from the other’ (Brenner, Brown, &
Canter, 1985:03). The interview is a very popular method in research conducting for doctoral
theses (Grix, 2001). Like questionnaires, interviews are commonly referred to as ‘self-report
methods’ which can provide information about participants’ experiences and perceptions
concerning a project or programme (Weir & Roberts, 1994:140-141).

Oppenheim (1992:45) asserts that no other skill is, ‘as important to the survey research
worker as the ability to conduct good interviews’. He adds that an interview ‘unlike most
other techniques requires inter-personal skills of a high order, putting the respondent at ease,
asking questions in an interested manner, noting down the responses without upsetting
the conversational flow, giving in support without introducing bias’ (ibid:45).

Compared to questionnaires, the interview can give more freedom to both the interviewer
and the interviewee to express their opinions freely and fully. There are four different types of
interviews that can be used: the structured, the unstructured interview, the group interviews and
the semi-structured interview.

a) Structured interviews

The structured interview is scrupulous and least flexible (Grix, 2001). The interviewee
has to face predetermined questions in a specific order. The responses are logged (either by
recording electronically or by note-taking). The same process is repeated with a number of other
interviewees and the results or findings can be compared with one another, categorized according to specific questions and aggregated statistically. Usually, interviews are carried out by the researcher, face-to-face with his or her interviewee. However, the structured technique can be also carried out via e-mail or by telephone (Kumar, 1999: 109). In this situation, interviewees receive the same prompt from the interviewer and there is not a great deal of digression from the script or interview schedule. The questions asked are usually 'closed', i.e. the interviewee has only a fixed number of answers and data resulting from the answers can be coded and processed easily (Bryman, 2001: 107-8). This technique is very close to survey questionnaires on which answers to predetermined questions are written in specific sections instead of given orally. The key aim of structured interviews is to achieve a high degree of standardization or uniformity, and hence ease of comparability, in the format of answers. The drawback is that this technique is inflexible and is not designed to cope with the unexpected. On the positive side, the researcher needs fewer interviewing skills than are necessary for the unstructured interview - and even the semi-structured one - because in this situation the researcher has a 'map' to guide him or her - a fairly rigidly drafted question sheet. It is this device that ensures a relatively uniform delivery of questions and prompts. On the negative side, the researcher may miss the opportunity of discovering important information owing to the inflexible nature of this type of interview.

b) Unstructured Interviews

An unstructured interview, on the other hand, is one in which the researcher has a random list of concepts or loose questions, which he or she converts into spontaneous questions during the interview. Another, relatively popular, version of this is the so-called 'oral history' interview, in which open-ended questions are put to interviewees, who are actively encouraged to talk about their own biographies and to 'recount aspects of their lives and/or the lives of
their contemporaries' (Blaikie, 2000: 234). Since unstructured sessions can open up new and previously unknown vistas, this technique can be helpful at the beginning of a project. However, the answers and data gathered from such sessions are not comparable, as the content of each interview is likely to be very different.

**c) Group Interviews**

Group interviews usually involve the researcher and a specific group of people, for example, from a particular age cohort (youths), socioeconomic background (the working class) or ethnic background. These types of interviews can also be structured, semi-structured or unstructured and recorded in the same ways as one-to-one interviews, that is, either quantitatively or qualitatively. The researcher’s role is, however, different in as much as he or she acts as a 'moderator or facilitator, and less of an interviewer' (Punch, 2000a: 177). The idea is to spark a dialogue between group members guided by topics supplied by you, and not to hold a traditional interview on a one-to-one basis.

**d) Semi-Structured Interviews**

One step down from the structured interview is the semi-structured interview, in which the researcher (the interviewer), has in mind a number of questions (the researcher should not exceed ten in total, for manageability) that he or she wishes to put to interviewees, but which do not have to follow any specific predetermined order (Grix, 2001). The advantage of this, perhaps the most popular method of interviewing, is that it is quite flexible and the researcher can pursue new ideas if they arise during the interview.

The results and findings of such an interview can still be compared, contrasted and even converted into statistics (ibid, 2001).

Reid (2003: 29) suggests using semi-structured interview because,
“Some preliminary questions may be needed to develop the levels of confidence and trust to enable the respondent to talk freely and openly. This type of interview is unpredictable and can be long. However, the insights gained can be very rich with an experienced interviewer who can encourage the respondents to talk freely.”

Interviewing has many advantages, especially if the researcher is aware of the pitfalls of relying solely on the data produced from them. They can provide information that is not printed or recorded elsewhere, and interviewees can assist in interpreting complex documents, decisions or policies. Also, interviewees, especially at the elite level, can provide the researcher with further contacts. This is sometimes called the 'snowball' technique (Grant, 2000: 03), whereby the researcher asks, specifically, whether the interviewee could name any useful contacts, thus allowing him or her to get in touch with important people using the interviewee's name and without having to resort to 'cold calling'.

The type of interview to be conducted depends very much on the purposes in the research. In some cases, interviews will be exploratory because the need is to explore. Others will be confirmatory in that the need is to confirm other data. Looking at questionnaires and interviews, the latter are much more time consuming to undertake and the data may take many hours (for just one interview) to analyse and collate (Grix, 2001).

Interviews offer very rich data and are often used in conjunction with questionnaires. That is why in addition to the observation and the questionnaire, I used semi-structured interviews to elicit information from the resource persons about the effectiveness of teachers’ professional development courses. I also recorded semi-structured interviews from 10 trainees, 05 head of the English departments and 03 ELTR Project officials to gauge the effectiveness of
the short-term courses of the HEC in terms of its impact on the professional lives of the trained teachers.

4.4.3.2.1 Interviews with the Resource Persons

I recorded semi-structured interviews from 20 resource persons about their views on the short-term professional development courses (APPENDIX ‘B’). I asked the interviewees questions on different aspects of the courses that were conforming to my objectives and research questions. The semi-structured interviews comprised questions regarding the resource persons’ views on selection standard of the HEC for the trainees and resource persons; the effectiveness and relevance of the course content; their adopted methods on the courses; and also on the trainees’ motivation during the courses.

4.4.3.2.2 Interviews with the Trainees

I recorded semi-structured interviews from 10 trainees. Five of them belonged to CALL and five to EAP teachers’ professional development courses. The interviews were conducted during these courses mainly to elicit their detailed views on the selection criterion, the relevance of taught content to their needs, the adopted training methods of the resource persons and on their possible utilization or otherwise of the courses at their respective workplaces (APPENDIX ‘C’). I interviewed the same trainees after six months of the courses to evaluate whether or not they had utilized the courses (APPENDIX ‘D’). These semi-structured interviews for the trainees comprised questions on the institutional facilities, the applicability of the course content, and the workload of the trainees and a question on other reasons affecting their utilization of the courses.
4.4.3.2.3 Interviews with the Heads of the English Departments

Further as a follow-up effort to evaluate the impact of the short-term teachers’ professional development courses on the professional lives of the trained teachers, I also interviewed 05 heads of the English departments whose teachers had attended theses professional development courses (APPENDIX ‘E’). The semi-structured interview for the heads of the English department comprised questions on their feeling any positive change(s) in the trained teachers, the motivation of the trained teachers to utilize the course in the class and share their experience with fellow teachers and a question on their extending any help or support to the trained teachers for its utilization.

4.4.3.2.4 Interviews with the ELTR Officials of the HEC

To further investigate the efficacy of the efforts by the team of the ELTR Project vis-a-vis the impact of the short-term courses for the professional development of teachers on their professional lives, I also interviewed 03 officials of the ELTR Project of HEC (APPENDIX ‘F’). The semi-structured interviews for the these officials comprised some major questions on the objectives of the ELTR Project, selection of the trainees and resource persons, autonomy to the resource persons for selecting course content, their training methods, possibility of monitoring and follow-up of the trainees at their workplaces, and on the impact of the courses on professional careers of the trainees.

4.4.3.3 Observation

Observation is a simple way of knowing the happenings in our lives. In research, the application of observation as a tool has been initiated by anthropologists (Taylor et. al., 2006). It is argued that the society cannot be understood through experiments or interviews, for the use of such methods only shows how people behave in those artificial situations. So too, in the
management and social sciences, observation is a valuable method for studying the behaviour and attitude of individuals, groups and organizations (Grix, 2001). Observation provides an opportunity for understanding and for inference, especially in cases where respondents are either unwilling or unable to provide information needed by a researcher (Taylor et. al., 2006). Besides, when observation is well planned and recorded with special focus on its validity, it becomes a scientific tool for obtaining data when it serves a specific research purpose (Kothari, 1997).

According to Taylor et al., (2006), there are three types of observation. First is structured observation that comprises a set of formal data collection methods that seek to provide systematic description of behaviour and may be used to test hypotheses of various sorts. It requires standardization of conditions of observation. Structured observation is often accomplished through checklists and / or rating scales (ibid). Second is unstructured observation that is usually adopted in exploratory studies. The purpose of such unstructured observation is to provide a richer and more direct account of the behavioural phenomenon under study (ibid).

Third is participant observation that is being used in action research quite often. Participant observation is the chief technique of data collection for ethnographers and anthropologists, who submerge themselves in the culture, customs, norms and practices of the people they are studying (Grix, 2001). One of the aims of being actually among the subject of investigation is to understand how everyday life is conducted (Punch, 2000a: 184), by discerning specific patterns of behaviour, gestures, use of language, symbols and tradition.

I used observation as one of the research tools in the study. I used it for observing the courses for the professional development of the teachers, being conducted by the ELTR project during my data collection period. I applied structured observation by using an observation check-
sheet (APPENDIX ‘G’). Keeping the main objectives of the study at forefront, I designed the observation check-sheet as per five different dimensions. These comprise (i) Introduction of the session (ii) Knowledge and training methodology of the resource persons (iii) Course content (iv) Motivation of the trainees and (v) Overall environment of the course. The first two dimensions gave me data on the training methods adopted by the resource persons. The third and fourth dimensions were utilized to gather data for evaluating the motivation of the trainees and checking the course content respectively. Fifth dimension could help me forming views on the overall effectiveness of the professional development course.

4.4.3.4 Thematic Analysis of the Documents

According to (Boyatzis, 1998 and Roulston, 2001) as cited in Braun and Clarke (2006), thematic analysis is less acknowledged and distinguished but much used method for qualitative analysis in social sciences. Qualitative approaches are extremely varied, complicated and subtle (Holloway & Todres, 2003), therefore qualitative analysis must involve thematic analysis. Since thematic analysis can be helpful in analysing many qualitative analyses, Holloway & Todres maintain that researchers should learn thematic analysis first of all. Indeed, Holloway and Todres (2003: 347) identify ‘thematizing meanings’ as one of a few shared generic skills across qualitative analysis. For Boyatzis (1998), thematic analysis is not a method of analysis. He terms it as a tool that can be used in various methods of analysis. Ryan and Bernard (2000) also term thematic coding not as a specific approach, but as a process performed within major analytic traditions (such as grounded theory). Thus it can be argued that thematic analysis may be considered a method in its own right.
Braun and Clarke’s (2006) thematic analysis model comprises six phases. These are (i) Familiarizing oneself with the data (ii) Generating initial codes (iii) Searching for themes (iv) Reviewing themes (v) Defining and naming themes (vi) Producing the report.

I collected the sample documents for thematic analysis viz. PC-1 ELTR Project, Advanced Study Skills Manual (For Teachers), 4 Outlines showing the content of the teachers’ professional development courses namely CALL, EAP, Research Methodology and Testing & Assessment, a report on Evaluation Workshop 2008 bearing 1st and 2nd party evaluations and a report submitted by the chairperson of CALL from the office of the ELTR Project HEC. I then analysed these documents using Braun and Clarke’s (2006) six phase model for thematic analysis (APPENDIX ‘H’) to see the effectiveness of the measures undertaken by the ELTR Project. In order to do the thematic analysis of the documents as per the six phases of the Braun and Clarke’s (2006) model, in the first phase, I read the documents to familiarize myself with it. In the second phase, I generated initial codes to identify key themes. In the third phase, I looked for certain themes. In the next phase, I reviewed these themes. In the penultimate phase, I defined and named these themes and at the end I reported them.

4.4.3.5 Statistical Correlation

Chi square is a test of statistical significance for tabular cross breaks analysis of data, also known as bivariate tabular analysis. Such an analysis helps us to investigate if there is a relationship between two variables in the data, how strong this relationship is and what direction, shape or relationship the data have. Chi square can be used in a wide variety of research contexts for a number of purposes, for example comparing the controlled and experimental groups and analysing the null hypothesis etc. In this study the use of Chi square was very simple; it was
used in comparing the responses of different groups to discover the level and significance of difference, in order to identify significant points of development in the English curriculum.

The following terms are usually used while discussing the results drawn from Chi square:

Significance is the percent chance that a relationship in the data is just due to chance and if we take another sample we may find nothing. In other words, significance shows that the distribution of data is not due to chance. Significance is represented by ‘p’. Therefore, when we say \( p<0.001 \), we are saying that we are 99.9 % sure that the difference is not due to chance and there is significant difference in the responses and \( p<0.01 \) means we are 99% sure, while \( p<0.05 \) signifies that we are 95% sure that there is significant difference in the responses. In other words if the same questionnaire is repeated ninety five times there is a strong chance that the same results will emerge and they may vary only five times if repeated one hundred times. When we say that the significance is ‘n.s.’, it means that no significant difference exists between the two groups' responses.

I tried to check the possible correlation between the two statements of the questionnaire that were related to my research objectives. For instance, I tried to find out whether there was any strong correlation between the selection/nomination of the trainees and their enjoying the course or their overall professional development. I applied chi-square test to reach at any conclusion in this regard.

4.5 Aim of using different Research Instruments and Analysis Techniques

The aim of this study was to find out the efficacy of the courses for the professional development of the teachers and other ELT activities conducted by the HEC under the ELTR
Project. It was to explore whether the HEC’s huge economic investment in the courses for the professional development of teachers in the ELT at higher education level is just selling dreams of pedagogical advancement. In a country where the state has fewer resources to spend on quality education, it is difficult (if not impossible) to provide quality English language teaching even within mainstream universities. The teachers are the key. The quality education provision is based on their professional development and, therefore, the evaluative measurements in this study focused on their feeling any positive change in their teaching English after going through short-term teachers’ professional development experience. An overall picture was wanted for positive ELT culture.

For this purpose, questionnaire, semi-structured interviews, observation and thematic analysis of the documents offer a useful way forward. It was believed that much data could be gathered quickly by administering a questionnaire from randomly selected sample of trainees. I conducted semi-structured interviews with resource persons, trainees, and heads of the departments and with the ELTR officials. My aim was to seek their perception on various aspects of the teachers’ professional development courses so that I could draw conclusions on their effectiveness. Similarly thematic analysis of the sample documents, analysis of observation of the sample courses for the professional development of teachers and the statistical analysis of the questionnaire would also help me reach at certain conclusions about the effectiveness of the courses of the target project.

4.6 Pilot Testing

Pilot testing is a tool used to find out the shortcomings and/or loopholes in the research tools before conducting the actual study. The research tools i.e. questionnaire and semi-
structured interviews were pilot tested to calculate reliability and judge their validity before undertaking the actual research.

4.7 Research Plan and Data Analysis

Questionnaires were administered personally to the trainees; interviews with the resource persons were conducted in their offices; and the trainees were interviewed during and after 6 months of the different courses held at different times and settings. They were interviewed at their workplaces. Besides, interviews with Heads of the English departments and the HEC officials were conducted in their offices. Observation of available courses and the analysis of the sample documents were triangulated with the other research tools to evaluate the effectiveness of some of the target aspects of the courses for the professional development of teachers and other activities of the ELTR Project comprehensively. The data collection of the whole research project was concurrently carried out for a period of sixteen months (August 2008 to November 2009) in the four provinces of the country.

4.8 Ethical Considerations

According to Lessof (2009) there are four fundamental principles of research ethics. They include avoiding harm to the respondents, getting informed consent from them, keeping their responses confidential and getting response only from those who do it voluntarily. Research ethics occupy an important place in social science research, and this study was no exception. All the trainees were briefed about the course of the study and were requested to make it anonymous by not writing their names on the questionnaire. All the respondents of this study were mature trainees. During the distribution of questionnaire, I briefed them that it was meant only for the research study and had nothing to do with their personal and professional life. Similarly, a consent proforma has also been got filled from the resource persons, the trainees,
HEC officials and the heads of the English departments before interviewing them. In short, I followed up the following four steps to comply with Bogdan and Biklen's (1982) suggestions on ethical principles:

i. I sought the sample’s cooperation and treated them with respect.

ii. I protected the sample’s identities and did not embarrass them in the process of collecting information from them.

iii. I made them sure that the negotiation of their permission would be fully honoured.

iv. I honestly presented, analysed and discussed my findings.

The fact, that I shared language, cultural background and professional training, helped gain access to and trust of the respondents. This may have made objectivity more difficult but statistical approaches balance this, however.

4.9 Conclusion

In this chapter, I have outlined the population, sample, construction and implementation of various research tools used in this study. In the following chapter, I will outline the data collection and analysis through which I will try to explore answers to the various research questions of the study.
ANALYSIS OF THE DATA

Chapter 5

5.0 Introduction

In the previous chapter, I delineated my research methodology that I planned to utilise for data collection. I discussed research design, the development of research instruments, pilot testing and procedure of data collection. In the present chapter, I will present the analysis of data.

Data analysis is the procedure for finding particular patterns in a given set of data (Bernard, 2006). As the qualitative and the quantitative data present different patterns, the procedures of analysis are also different (Dey, 1993). Whereas the quantitative data implies numbers, the qualitative data refers to meanings (Patton, 2002). A mixture of both these helps in enriching the evaluation (ibid). The study used both methodological and data triangulation (C.f. 4.4). As triangulation presupposes comparison and contrast of different sets of data (Hammond and Wiriyapinit, 2005), I have tried to find out complementarities emanating from qualitative and quantitative data.

In the following pages, I have carried out descriptive analysis of the data collected through different research tools. For a clearer view, by using triangulation method, data were collected through administration of the questionnaire to the randomly selected 740 trainees from the delimited sub-committees; interviews recorded from 20 resource persons of the stated four
subcommittees; from 10 volunteer trainees (05 each from one of the CALL and EAP courses) during and six months after the courses; from 05 heads of the English departments in the different colleges and universities whose teachers had attended the teachers’ professional development courses, and from 03 ELTR Project officials, and through observation done at 03 available teachers’ professional development courses (i.e. CALL, EAP and Research Methodology), and finally some data were collected through accessing different modules and reports of the ELTR Project (C.f. 4.2). The collected data have been analysed both quantitatively and qualitatively. The quantitative data analysis of the questionnaire done using the SPSS Version 17 has been given in terms of frequencies and percentages. The qualitative data analysis of the interviews, documents and observation has also been documented in the subsequent sections of this chapter.

5.1 Analysis of the Questionnaire administrated to the Trainees

Following is the detailed descriptive analysis of the data collected through the administration of the questionnaire to the randomly selected sample trainees who undertook teachers’ professional development courses under the ELTR Project:

5.1.1 Nomination and Selection of the Trainees

The first item of the questionnaire aimed at seeking the validity of the nomination and selection process done by the ELTR Project team. It was one of the main objectives of the present study to dig into the soundness of the selection/nomination process of the trainees. The analysis of the data got through administration of the questionnaire suggests that only 19.5% of the respondent trainees thought that they were selected on merit whereas a large majority i.e. 80.5% had no clue whatsoever about how and why they got selected/nominated (Table 5.1.0).
Table 5.1.0

Trainees were selected for the course on merit

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>144</td>
<td>19.5</td>
</tr>
<tr>
<td>Undecided</td>
<td>596</td>
<td>80.5</td>
</tr>
<tr>
<td>Total</td>
<td>740</td>
<td>100</td>
</tr>
</tbody>
</table>

Discussion

Table 5.1.0 clearly indicates that most of the trainees might not have been even aware of the fact that the teachers’ professional development courses were offered by the ELTR Project. In other words, the Commission perhaps might not have properly advertised the courses. The Commission, in these advertisements, could have invited trainees to attend the courses on the basis of their relevant qualification, personal eagerness and their academic needs. This indirectly marks the need for undertaking proper need analysis prior to offering and subsequently conducting of the teachers’ professional development courses for the active teachers in colleges and universities at higher education level. It has been seen that the active teachers, who have got some access to the ELTR Project team, have been attending the courses more than once. Similarly, there have been majority of the underprivileged teachers who even did not know about the ELTR Project and its courses. Hence, until and unless proper need analysis is done and then teachers’ professional development course is conducted for the proper population, every academic as well as non-academic effort (logistic support etc.) put in by the conducting agency that is the ELTR Project team in the present case, may be questioned and criticized. The gravity of this finding may further get intensified if less-than-different sort of outcome crops up when it
is seen from the perspective of the resource persons showing whether or not the trainees were selected on merit for both short and long term courses under the ELTR Project.

5.1.2 Trainees' Keenness to Attend the Course

In order to judge the motivational level of the trainees before the course, they were asked about their feelings of keenness to attend the course. The analysis of their responses shows that 95.7% (1.1% SA + 94.6% A) of the respondents felt highly keen to take the courses. Only 4.3% of them did not show any enthusiasm for attending the course (Table 5.1.1).

Table 5.1.1

<table>
<thead>
<tr>
<th>Trainees were keen to attend the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
</tr>
<tr>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Disagree</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Discussion

Table 5.1.1 suggests that the trainees had been quite keen to attend the teachers’ professional development courses. This is quite in contrast with the finding shown in Table 5.1.0 which shows that most of them were not clear whether or not their selection/nomination process was meritorious and transparent. This may indicate the perception, on one hand, that the overwhelming majority of the teachers in ELT community is really interested in improving their pedagogical skills and developing themselves as better teachers. However, on the other hand, to some extent their keen interest may also indirectly show that the teachers in Pakistan may feel free from any sense of responsibility and accountability while attending teachers’ professional
development courses in general and short courses/workshops in particular. In more candid words, they generally take it to be a good opportunity of being away from their own respective formal academic settings. As a result, they may take it very easy in a less-than-formal, though, academic setting of such teachers’ professional development courses, for generally there hardly is any follow-up or course evaluation/monitoring to take place.

5.1.3 The Courses were Enjoyed

Upon asking whether the trainees had enjoyed the professional development courses, 92.4% (0.5% SA + 91.9% A) responded affirmatively. Only 7.6% (1.6% UD + 5.9% D) of the respondents disagreed (Table 5.1.2).

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>4</td>
<td>0.5</td>
</tr>
<tr>
<td>Agree</td>
<td>680</td>
<td>91.9</td>
</tr>
<tr>
<td>Undecided</td>
<td>12</td>
<td>1.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>44</td>
<td>5.9</td>
</tr>
<tr>
<td>Total</td>
<td>740</td>
<td>100</td>
</tr>
</tbody>
</table>

Discussion

This finding is almost similar to that of Table 5.1.1. In fact, Table 5.1.2 very emphatically shows that the trainees have been feeling free from any stress at the teachers’ professional development courses they have attended. The overall 92.4% of the trainees having felt happy and stress-free at the teachers’ professional development courses, though, may indicate that these courses are quite effective and successful. However, this cannot be considered any significant reason to call the courses effective until and unless it is subsequently seen whether or not the
trainees have been applying the content and skills from the teachers’ professional development courses at their respective workplaces. It also needs to be seen whether or not, in the post-training phase, they have been feeling themselves far better teachers both knowledge and skill-wise.

5.1.4 Professional Development of the Trainees

A large majority, 86.5% of the consulted trainees, agreed that the training added to their professional capabilities. (Table 5.1.3).

Table 5.1.3

The Course developed trainees professionally to the optimum

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>640</td>
<td>86.5</td>
</tr>
<tr>
<td>Undecided</td>
<td>40</td>
<td>5.4</td>
</tr>
<tr>
<td>Disagree</td>
<td>60</td>
<td>8.1</td>
</tr>
<tr>
<td>Total</td>
<td>740</td>
<td>100</td>
</tr>
</tbody>
</table>

Discussion

The finding in Table 5.1.3 seems very critical, for our English language teachers do not find frequent opportunities of attending the teachers’ professional development courses, workshops, seminars etc. at almost all levels of education and higher education teachers are no exception in this regard. For instance, the study conducted by Shamim and Tribble (2005) reveals that the majority of their target population of English Language teachers reported little or no engagement, during the last five years through participation in workshops and conferences for their professional development. Consequently, either they are not aware of what optimum professional development could be, or then they may think that merely their availing themselves
of any short or long term opportunity in the form of training course or workshop does professionally develop them to the optimum.

5.1.5 Reflection of Academic Needs in the Course Content

Responding to whether or not the content of the teachers’ professional development courses reflected the trainees’ academic needs, 73.5% (0.5% SA + 73.0% A) of the respondent trainees agreed, whereas 26.5% (14.6% UD + 11.9% D) were either undecided or then they disagreed with it (Table 5.1.4).

Table 5.1.4

The Course Content reflected trainees’ academic needs to the optimum

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>4</td>
<td>0.5</td>
</tr>
<tr>
<td>Agree</td>
<td>540</td>
<td>73.0</td>
</tr>
<tr>
<td>Undecided</td>
<td>108</td>
<td>14.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>88</td>
<td>11.9</td>
</tr>
<tr>
<td>Total</td>
<td>740</td>
<td>100</td>
</tr>
</tbody>
</table>

In order to see whether the reflection of the trainees’ academic needs in course content varied across different teachers’ professional development courses conducted under the four subcommittees, separate analysis of the subcommittees was done. The tabulated analysis suggests that 40% of the respondents (20UD + 20DA = 40 out of 100) from the CALL subcommittee were either undecided or then they fully disagreed with the statement that the course content, they were taught on the teachers’ professional development courses, reflected their academic needs (Table 5.1.5). On the other hand, in the rest of the subcommittees the
trainees’ responses overwhelmingly suggest that the course content were based on their academic needs.

**Table 5.1.5**

*Separate Analysis of the statement of the Table 5.1.4*

<table>
<thead>
<tr>
<th>The Course Content reflected your academic needs to the optimum</th>
<th>Faculty Development</th>
<th>Research &amp; Publication</th>
<th>Testing and Evaluation</th>
<th>CALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Agree</td>
<td>336</td>
<td>72</td>
<td>76</td>
<td>56</td>
</tr>
<tr>
<td>Undecided</td>
<td>48</td>
<td>28</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>Disagree</td>
<td>56</td>
<td>0</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Discussion**

Though the course content definitely reflected the academic needs of the trainees as per their perception of the overall teachers’ professional development courses; however, it is not clear whether or not the reflection of the academic needs varied across different courses conducted under different sub-committees. So it is imperative to see the reflection of trainees’ academic needs in the content of the teachers’ professional development courses separately and not collectively. Table 5.1.5, therefore, suggests that the teachers’ professional development courses conducted under the CALL subcommittee were relatively less reflective of the academic needs of the trainees. The reason behind this finding may be the stark existing reality that Computer Assisted Language Learning (CALL) is still at the stage of infancy in Pakistan; and in most of the colleges and even some public sector universities as well, we do not have separate computer labs for the teaching of English Language.
The study through the next few items of the questionnaire tried to see the effectiveness of the content taught at different short-term teachers’ professional development courses to the trainees.

5.1.6 Developed Theoretical Background

When the respondents were asked to answer to the statement whether or not the course content helped them achieve sound theoretical background in ELT, the majority agreed to it. To be exact, 70.5% of the respondents were of that view, whereas on the other hand 29.5% (10% UD + 19.5% D) were either undecided or then disagreed (Table 5.1.6).

Table 5.1.6

The Course Content helped trainees develop a sound theoretical background in ELT to the optimum

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>524</td>
<td>70.5</td>
</tr>
<tr>
<td>Undecided</td>
<td>72</td>
<td>10</td>
</tr>
<tr>
<td>Disagree</td>
<td>144</td>
<td>19.5</td>
</tr>
<tr>
<td>Total</td>
<td>740</td>
<td>100</td>
</tr>
</tbody>
</table>

To see whether the development of a sound theoretical background in ELT to the optimum of the trainees through course content varied across different teachers’ professional development courses conducted under the four sub-committees, separate analysis of the subcommittees was done. The tabulated analysis suggests that nearly 40% of the respondents (56 UD + 120 DA = 176 out of 440) from the Faculty Development subcommittee were either undecided or then they fully disagreed with the statement that the course content, they were taught on the teachers’ professional development courses, helped them develop a sound
theoretical background in ELT. On the other hand, in the rest of the subcommittees the trainees’ responses overwhelmingly suggest that the course content helped them develop a sound theoretical background in ELT (Table 5.1.7).

Table 5.1.7

*Separate Analysis of the statement of the Table 5.1.6*

<table>
<thead>
<tr>
<th>The Course Content helped you develop a sound theoretical background in ELT to the optimum</th>
<th>Faculty Development Count</th>
<th>Research &amp; Publication Count</th>
<th>Testing and Evaluation Count</th>
<th>CALL Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Agree</td>
<td>264</td>
<td>100</td>
<td>96</td>
<td>64</td>
</tr>
<tr>
<td>Undecided</td>
<td>56</td>
<td>0</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>Disagree</td>
<td>120</td>
<td>0</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Discussion**

Similarly, though the course content might have helped the trainees develop a sound theoretical background in ELT to a great extent, it is not clear whether or not the influence of the course content in developing a sound theoretical background in them varied across different courses. So it is imperative to see the responses of the trainees about the effectiveness of the course content of the teachers’ professional development courses under each subcommittee instead of seeing these as a whole. Table 5.1.7, for instance suggests that the teachers’ professional development courses under the Faculty Development sub-committee show that the courses content relatively were less helpful for the trainees in developing their ELT theoretical background. There can be two distinct reasons for this. One, it was found that some of the trained teachers under this subcommittee were not even English Language teachers. They came from other disciplines like Chemistry, Mechanical Engineering, History, Political Science etc.
Obviously they would not have taken the ELT courses seriously though most of them were there on the ESP courses. Secondly, many of them might have replied so, for attending one or two courses cannot help a teacher develop a sound theoretical background in ELT. Nonetheless, it was one of the main objectives of the ELTR Project of the HEC to develop in teachers a strong theoretical background in ELT. To what extent they would have succeeded in developing them so is definitely uncertain keeping in view the above analysis.

5.1.7 Developed Practical Skills

Responding to the statement of the questionnaire whether or not the Course Content helped them develop practical skills for classroom teaching to the optimum, 75.2% of the trainees agreed with it, whereas rest of 24.8% (9.7% UD + 15.1% D) were either undecided or then they disagreed with the statement (Table 5.1.8).

Table 5.1.8
The Course Content helped trainees develop practical skills for classroom teaching to the optimum

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>556</td>
<td>75.2</td>
</tr>
<tr>
<td>Undecided</td>
<td>72</td>
<td>9.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>112</td>
<td>15.1</td>
</tr>
<tr>
<td>Total</td>
<td>740</td>
<td>100</td>
</tr>
</tbody>
</table>

To see whether the development of practical skills for classroom teaching to the optimum of the trainees through course content varied across different teachers’ professional development courses conducted under the four sub-committees, separate analysis of the subcommittees was done. The tabulated analysis suggests that 44% of the respondents (20 UD +
24 DA = 44 out of 100) from the Research and Publication subcommittee were either undecided or then they fully disagreed with the statement that the course content they were taught on the teachers’ professional development courses helped them develop practical skills for the classroom. On the other hand, in the rest of the subcommittees the trainees’ responses overwhelmingly suggest that the course content helped them develop practical skills for classroom teaching (Table 5.1.9).

**Table 5.1.9**

*Separate Analysis of the statement of the Table 5.1.8*

<table>
<thead>
<tr>
<th>The Course Content helped you develop practical skills for classroom teaching to the optimum</th>
<th>Faculty Development</th>
<th>Research &amp; Publication</th>
<th>Testing and Evaluation</th>
<th>CALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>Count</td>
<td>Count</td>
<td>Count</td>
<td></td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Agree</td>
<td>344</td>
<td>56</td>
<td>72</td>
<td>84</td>
</tr>
<tr>
<td>Undecided</td>
<td>16</td>
<td>20</td>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td>Disagree</td>
<td>80</td>
<td>24</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Discussion**

Again, it is true that the course content might have helped the trainees develop practical skills for classroom teaching to a great extent; but, nonetheless, it is not clear whether or not the influence of the course content in developing such skills in them varied across different courses. So it is imperative to see the responses of the trainees about the effectiveness of the course content of the teachers’ professional development courses under each subcommittee instead of seeing these as a whole. Table 5.1.9, for instance, suggests that the teachers’ professional development courses under the Research and Publication sub-committee reveal that the course
content relatively were less helpful for the trainees in developing practical skills for classroom teaching. There may be many reasons behind this finding. One of them is obvious enough to suggest that the respondents from the teachers’ professional development courses imparted under the Research and Publication subcommittee may have developed skills but these would be related to their personal academic pursuits only. Most of the course content delivered in the teachers’ professional development courses under the Research and Publication subcommittee, perhaps were not promoting practical skills. Besides, the content might not have catered to their students’ needs. Nonetheless, apart from the course content of the teachers’ professional development courses of this subcommittee, as per the analysed data in tables 5.1.8 and 5.1.9, rest of the content of the teachers’ professional development courses might have brought in positive change in the trained teachers in terms of practical skills for the real classroom teaching.

5.1.8 Proficiency in ELT

Responding to yet another statement on the course content whether or not it might have helped the respondent trainees develop proficiency in ELT to the proposed extent, the majority of them, once again, affirmed that content were helpful in this regard. To be exact 71.9% of the consulted trainees agreed with the course content being helpful in developing their proficiency in ELT to the proposed extent. However, the rest of the 28.1% (10.8% UD + 17.3% D) trainees were either undecided or then they showed disagreement (Table 5.1.10).
Table 5.1.10

*The Course Content helped trainees develop proficiency in ELT to the proposed extent*

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>532</td>
<td>71.9</td>
</tr>
<tr>
<td>Undecided</td>
<td>80</td>
<td>10.8</td>
</tr>
<tr>
<td>Disagree</td>
<td>128</td>
<td>17.3</td>
</tr>
<tr>
<td>Total</td>
<td>740</td>
<td>100</td>
</tr>
</tbody>
</table>

**Discussion**

Proficiency in teaching English language is very hard to attain by attending one or two odd ELT teachers’ professional development courses. There are myriad of reasons for it; but most importantly it is so, for most of the English Language teachers join the profession at higher level with Master degrees in English Literature instead of having Masters in Linguistics or ELT. To fill this gap through these teachers’ professional development courses, the ELTR Project has been trying to accomplish one of its objectives that of developing sound theoretical background and proficiency in ELT in the target population. As per the above analysed data, the Project has been quite successful in developing proficiency in ELT in the trainees. Table 5.1.10 suggests that every third of the four trainees believes that these teachers’ professional development courses are effective in making them proficient in English Language Teaching.

**5.1.9 Reflection of Courses’ Objectives in the Content**

When the respondents were asked to answer to the statement whether or not the course content reflected the proposed objectives of the teachers’ professional development course to the optimum, the overwhelming majority agreed with it. To be exact, 90.3% of the
respondents were of that view. However, the rest of the 9.7% (3.2% UD + 6.5% D) trainees were either undecided or then they showed disagreement (Table 5.1.11).

Table 5.1.11

The Course Content reflected the proposed objectives of the teachers’ professional development course to the optimum

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>668</td>
<td>90.3</td>
</tr>
<tr>
<td>Undecided</td>
<td>24</td>
<td>3.2</td>
</tr>
<tr>
<td>Disagree</td>
<td>48</td>
<td>6.5</td>
</tr>
<tr>
<td>Total</td>
<td>740</td>
<td>100</td>
</tr>
</tbody>
</table>

Discussion

Every teachers’ professional development course under the ELTR Project had certain distinct objectives to achieve. For instance, the teachers’ professional development courses under the Faculty Development sub-committee had to improve both the pedagogical and interpersonal skills of the teachers. For the fulfilment of such objectives, the Faculty Development subcommittee would rely on long-term teachers’ professional development courses besides the short-term ESP and EAP sort of refresher courses. Similarly, the other sub-committees like Testing and Assessment, CALL and Research and Publications too had certain clear-cut objectives to fulfil. The consulted trainees considered the respective courses, they attended, to be very prolific in this connection. Though it is not clear whether are not the trainees were aware of the proposed objectives for those training courses, but their responses made it clear that they found the courses reflective of the set objectives. The above analysis then suggests that they might have improved their pedagogical i.e. both theoretical and practical skills and also their
interpersonal i.e. both lingual and psychological skills after attending the teachers’ professional development courses.

5.1.10 Up-to-datedness of the Course Content

Responding to yet another statement on the course content that might or might not have been up to date, the overwhelming majority of them affirmed that the content were up to date. To be exact, 91.4% of the consulted trainees agreed with the course content being so. However, the rest of the 8.6% (1.6% U + 7.0% D) trainees were either undecided or then they showed disagreement (Table 5.1.12).

Table 5.1.12

<table>
<thead>
<tr>
<th>The Course Content were up to date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Undecided</td>
</tr>
<tr>
<td>Disagree</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Discussion

The up-to-datedness of the teachers’ professional development course content is very important factor to help casting an effective impression on the outcome of any course. It has generally been observed that the teaching material in ELT teachers’ professional development courses has not been kept up-to-date. I attended an international meeting of the CALL sub-committee held on 25-26th July 2007 at AIOU in Islamabad where in the participants were given away CDs of the CALL material. After 15 months of that meeting when the researcher had to observe a CALL short training course in Peshawar from 27th October to 1st November 2008, I
was despondently surprised to see one of the Resource Persons delivering her presentation made out of the material of that CD without altering or adapting it to the academic needs of the target trainees. Though it is a general observation in the context of the ELT in developing countries, yet the course content being not up-to-date found no ground in the context of the present study. I think the reason for the consulted trainees showing overwhelming confidence in the content being up-to-date is so that most of them might not be well read.

5.1.11 Applicability of the Course Content

Responding to yet another statement on the course content whether it might or might not have been laid down by keeping in mind the resources available at the trainees’ respective workplaces, the majority of them once again affirmed that the content were related in this regard. To be exact, 64.9% (1.1% SA + 63.8% A) of the consulted trainees either strongly agreed or then they agreed with the course content having been laid down by keeping in mind the resources available at the trainees’ respective workplaces. However, the rest of the 35.1% (13.5% U + 20.0% D + 1.6% SD) trainees were either undecided, disagreed or then they showed strong disagreement (Table 5.1.13).

Table 5.1.13
The Course Content were laid down by keeping in mind the resources available at workplaces

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>8</td>
<td>1.1</td>
</tr>
<tr>
<td>Agree</td>
<td>472</td>
<td>63.8</td>
</tr>
<tr>
<td>Undecided</td>
<td>100</td>
<td>13.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>148</td>
<td>20.0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>12</td>
<td>1.6</td>
</tr>
<tr>
<td>Total</td>
<td>740</td>
<td>100</td>
</tr>
</tbody>
</table>
Seeing through the analysis of the trainees’ responses to the same statement in the data of each sub-committee separately gives a slightly different result. For instance, Table 5.1.14 clearly suggests that 52% (24 UD +16 D + 12 SD = 52 out of 100) of the trainees under CALL subcommittee either strongly disagreed/disagreed or then they were undecided. This is antithetical finding to that of the Table 5.1.13.

Table 5.1.14
Separate Analysis of the statement of the Table 5.1.13

<table>
<thead>
<tr>
<th>The Course Content were laid down by keeping in mind the resources available at trainees’ workplace</th>
<th>Faculty Development Count</th>
<th>Research &amp; Publication Count</th>
<th>Testing and Evaluation Count</th>
<th>CALL Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Agree</td>
<td>272</td>
<td>60</td>
<td>92</td>
<td>48</td>
</tr>
<tr>
<td>Undecided</td>
<td>40</td>
<td>36</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>Disagree</td>
<td>120</td>
<td>4</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
</tr>
</tbody>
</table>

Discussion

It has always been a serious concern for every stakeholder whether or not the teachers’ professional development being done will be effectively replicated or implemented by the trainees’ at their respective workplaces. In order to ensure effective replication of the courses, the trainees definitely need to have the essential resources at their respective workplaces. In the context of the present study, the teachers, who underwent teachers’ professional development courses, might have to face shortage of such needful resources. In other words, there usually is observed a great difference between the teachers’ professional development course situation and the real classroom setting. But when the trainees were asked regarding it, the situation that
surfaced up in the light of their responses, turned out to be altogether different from the generally observed one.

Table 5.1.13 shows that the trainees’ responses have been analysed collectively for the four sub-committees. So, it may not show the overall feeling of the trainees’ about the applicability of the course content. The ground realities at trainee teachers’ workplaces may give us a different finding. For instance, under the CALL sub-committee where the trainees may feel the difference relatively on greater side between the teachers’ professional development courses situation and the real one that they work in, for they may generally lack even the computer technology there that is inevitably the basic pre-requisite of the teaching for the implementation of the teachers’ professional development. Table 5.1.14 confirms that the trainees under the CALL sub-committee felt that there was relatively less room for the application of the course content at their respective workplaces.

On the whole, it can be said that for the trainees the availability/non-availability of the resources was not the issue responsible for the effectiveness of the teachers’ professional development courses.

5.1.12 Utilization of the Course Content

When the respondents were asked to answer to the statement whether or not they would be able to utilize the course content in their classroom teaching, once again the majority agreed with it. To be exact, 70.3% (1.1% SA + 69.2% A) of the respondents were of the view that the course content carried room for utilization in the classroom teaching. However, the rest of the 29.7% (17.8% UD + 11.9% D) trainees were either undecided or then they showed disagreement regarding it (Table 5.1.15).
Table 5.1.15

Utilization of the course content in the classroom teaching

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>8</td>
<td>1.1</td>
</tr>
<tr>
<td>Agree</td>
<td>512</td>
<td>69.2</td>
</tr>
<tr>
<td>Undecided</td>
<td>132</td>
<td>17.8</td>
</tr>
<tr>
<td>Disagree</td>
<td>88</td>
<td>11.9</td>
</tr>
<tr>
<td>Total</td>
<td>740</td>
<td>100</td>
</tr>
</tbody>
</table>

Discussion

The most important target of conducting teachers’ professional development courses is to develop the trainees professionally. The courses are aimed to make them better teachers. They can surely feel themselves to be better teachers provided that they make use of the teachers’ professional development at their respective workplace. There are many factors that may either help motivate the teachers for, or hamper them from, utilization of the content of the teachers’ professional development course in their teaching at their respective workplaces. Some of these encompass the usefulness of the course content, the accessibility of the resources and the workload of the teacher at their workplaces, and most importantly the administrative support they may get at their respective workplaces. In the context of the present study too, they might have had to face the same sort of situation at their respective workplaces, but the above finding suggests that they have been more than successful in making use of the content of the teachers’ professional development courses.
5.1.13 Course Content Catered to the Higher Education ELT Needs

When they were asked to respond to a bit general statement that whether or not the course content of the teachers’ professional development courses, they have been to, has catered to the ELT needs at higher education levels, the overwhelming 92.4% of the respondent trainees agreed with the course content targeting higher education ELT. However, the rest of the 7.6% (0.5% UD + 7.1% D) trainees were either undecided or then they showed disagreement regarding it (Table 5.1.16).

Table 5.1.16

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>684</td>
<td>92.4</td>
</tr>
<tr>
<td>Undecided</td>
<td>4</td>
<td>0.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>52</td>
<td>7.1</td>
</tr>
<tr>
<td>Total</td>
<td>740</td>
<td>100</td>
</tr>
</tbody>
</table>

Discussion

At higher education level in Pakistan, ELT courses are both language and literature based. Though in the majority of colleges and universities, postgraduate degree programmes in English are literature oriented, yet there are also English departments in some of the universities where in separate Master degree programmes in Linguistics are also offered. Of these universities, BZU Multan, GCU Lahore, GCU Faisalabad and University of Karachi are worth mentioning. In this connection, ELT needs at higher education in Pakistan get double-folded. So
the statement whether or not the course content of the teachers’ professional development courses catered to the ELT needs at the target level was asked from the consulted trainees. Their responses almost unanimously affirmed that the course content were reflective of those needs. However, it is important to note that teachers’ professional development courses have only been offered in ELT. None of the four sub-committees under evaluation catered to the literature oriented teaching and learning needs at higher education level.

5.1.14 Course Content were Interesting

Responding to yet another statement on the course content that whether or not these were interesting, the clear majority of them once again affirmed that the content were related in this regard. To be exact, 96.7% of the consulted trainees agreed with the course content having been appealing. However, the rest of the 3.3% (1.1% UD + 2.2% D) trainees were either undecided or then they showed disagreement regarding it (Table 5.1.17).

Table 5.1.17

<table>
<thead>
<tr>
<th>The Course Content were interesting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Undecided</td>
</tr>
<tr>
<td>Disagree</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Discussion

It has generally been observed that trainees do not feel inclined to attend the teachers’ professional development courses wilfully. On the other hand, it has also been generally found
that they are rather forced or dragged to attend the teachers’ professional development courses. This feeling of the trainees, being not interested and least motivated in the teachers’ professional development courses, has also been reinforced by some of the resource persons when they were being interviewed. In such a situation, they are always offered certain incentives to help them attend the courses with highly motivated bent of minds. One of the incentives to keep them motivated and interested in teachers’ professional development course, of course, is the provision of interesting and attractive course content. Since it is one of the objectives of the present study to evaluate the effectiveness of the teachers’ professional development course content thereby to analyse the attitude of the trainees, I, therefore, asked the consulted trainees about the course content being interesting or not. Again, it was done mainly to gauge the attitude level of the trainees. Their responses suggest that the course content were very much interesting and appealing. This finding though indirectly shows that the trainees have enjoyed the training courses and thus they have been highly motivated and responsive, yet this finding will be crosschecked through the analysis of the responses made by the resource persons and also by the analysis of the observation notes of a sample teachers’ professional development course(s).

5.1.15 Methodology adopted by the Resource Persons

When the respondents were asked to answer to the statement whether or not the Resource Persons had been focusing on the course content, once again the vast majority agreed with it. To be exact, 90.3% of the respondents were of the view that they actually did focus on the course content during the teachers’ professional development courses. However, the rest of the 9.7% (5.4% UD + 4.3% D) trainees were either undecided or then they showed disagreement regarding it (Table 5.1.18).
Table 5.1.18

The Resource Persons focused on the course content

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>668</td>
<td>90.3</td>
</tr>
<tr>
<td>Undecided</td>
<td>40</td>
<td>5.4</td>
</tr>
<tr>
<td>Disagree</td>
<td>32</td>
<td>4.3</td>
</tr>
<tr>
<td>Total</td>
<td>740</td>
<td>100</td>
</tr>
</tbody>
</table>

Discussion

Since one of the objectives of the present study was also to analyse the effectiveness of the methodology adopted by the resource persons on the teachers’ professional development courses; in this connection, the trainees were asked to express their reaction to the statement by choosing an option from the Likert scale. Usually the resource persons are supposed to focus on the teachers’ professional development course content so that they can manipulate the maximum time for developing the trainees. As per the analysis of responses made by the trainees to the statement, the training methodology was to great extent effective and useful. Again the other research tools carry more than equal importance to help either validate or refute the present finding of the methodologies being effective.

5.1.16 The Resource Persons’ Methodology was Appropriate

Responding to the statement on adopted methodology at the courses whether it might or might not have been appropriate, the overwhelming majority of them affirmed that it had been appropriate. To be exact, 93.5% of the consulted trainees agreed with the methodology being so. However, the rest of the 6.5% (3.8% UD + 2.7% D) trainees were either undecided or then they showed disagreement regarding it (Table 5.1.19).
Table 5.1.19

The adopted methodology on the course was appropriate

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>692</td>
<td>93.5</td>
</tr>
<tr>
<td>Undecided</td>
<td>28</td>
<td>3.8</td>
</tr>
<tr>
<td>Disagree</td>
<td>20</td>
<td>2.7</td>
</tr>
<tr>
<td>Total</td>
<td>740</td>
<td>100</td>
</tr>
</tbody>
</table>

5.1.17 Methodology Focused on the Trainees’ Needs

Again when the respondents were asked to answer to the statement whether or not the methodology adopted by the resource persons had been focused on the trainees’ needs, yet again the majority agreed with it. To be exact, 74.1% of the respondents were of that view. However, the rest of the 25.9% (16.2% UD + 9.7% D) trainees were either undecided or then they showed disagreement regarding it (Table 5.1.20).

Table 5.1.20

The adopted methodology during the course focused on the trainees' needs

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>548</td>
<td>74.1</td>
</tr>
<tr>
<td>Undecided</td>
<td>120</td>
<td>16.2</td>
</tr>
<tr>
<td>Disagree</td>
<td>72</td>
<td>9.7</td>
</tr>
<tr>
<td>Total</td>
<td>740</td>
<td>100</td>
</tr>
</tbody>
</table>

5.1.18 Methodology Used to Encourage the Trainees’ Feedback

Similarly when they were asked to respond to the statement whether or not the methodology adopted by the resource persons used to encourage trainees’ feedback, yet again the
majority agreed with it. To be exact, 87.0% of the respondents were of that view. However, the rest of the 13.0% (2.2% UD + 10.8% D) trainees were either undecided or then they showed disagreement regarding it (Table 5.1.21).

**Table 5.1.21**

*The adopted methodology on the course used to encourage trainees’ feedback*

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>644</td>
<td>87.0</td>
</tr>
<tr>
<td>Undecided</td>
<td>16</td>
<td>2.2</td>
</tr>
<tr>
<td>Disagree</td>
<td>80</td>
<td>10.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>740</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Discussion (Table 5.1.19 to Table 5.1.21)**

In order to discuss the importance of the previous three findings, it is imperative to highlight what an effective teachers’ professional development course methodology is. An effective methodology is usually slightly informal than that of a real classroom teaching methodology. It primarily calls for the use of highly interactive mode of delivery. In other words, an effective and appropriate methodology is the one that lets a resource person engage the trainees in an interactive way, focus on the course content and the trainees’ needs, manage time very well and lets him or her ask for the trainees’ feedback. Tables 5.1.19, 5.1.20 and 5.1.21 stamp the validity of the previous three findings that the resource persons had been focusing on the course content, their adopted methodology would let them focus on the trainees’ needs and that the adopted methodology would help the resource persons encourage the trainees’ feedback respectively. As a whole, the consulted trainees found the methodology thus to be very effective.
However, again these findings cannot be considered ultimate until and unless the same findings surface up after investigating through other two main research tools of the study i.e. through interviews and observation.

**5.1.19 Methodology Provided Opportunities for Practice**

Responding to the statement on the methodology that whether or not the trainees were provided opportunities to practice the insights they got during the course, yet again the majority agreed with it. To be exact, 87.6% of the respondents were of that view. However, the rest of the 12.4% (2.7% UD + 9.7% D) trainees were either undecided or then they showed disagreement regarding it (Table 5.1.22).

**Table 5.1.22**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>648</td>
<td>87.6</td>
</tr>
<tr>
<td>Undecided</td>
<td>20</td>
<td>2.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>72</td>
<td>9.7</td>
</tr>
<tr>
<td>Total</td>
<td>740</td>
<td>100</td>
</tr>
</tbody>
</table>

**5.1.20 Practical Aspect of the Teachers’ Professional Development Courses was Useful**

Similarly responding to the statement that the practical aspect of the teachers’ professional development might or might not have been very useful, the overwhelming majority of the consulted trainees affirmed that the adopted methodology had been very helpful. To be exact, 87.6% of the consulted trainees agreed with the practical aspect of the teachers’ professional development being so. However, the rest of the 12.4% (4.3% UD + 8.1% D) trainees were either undecided or then they showed disagreement regarding it (Table 5.1.23).
Table 5.1.23

The practical aspect of the training was very useful

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>648</td>
<td>87.6</td>
</tr>
<tr>
<td>Undecided</td>
<td>32</td>
<td>4.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>60</td>
<td>8.1</td>
</tr>
<tr>
<td>Total</td>
<td>740</td>
<td>100</td>
</tr>
</tbody>
</table>

Discussion (Table 5.1.22 to Table 5.1.23)

The practical component is the most crucial aspect of a teachers’ professional development course, be it long-term or short-term. In long-term teachers’ professional development courses, practical sessions usually are held at the end of the course. For example, in Pakistan, it has generally been known that B.Ed. and TEFL Diploma are the two teachers’ professional development programmes that have such practical components. In the context of the present study, Diploma TEFL courses offered to the college and university English teachers in Aga Khan University Karachi, Beacon-house National University Lahore, and the Allama Iqbal Open University (AIOU) Islamabad and at the University of Peshawar have targeted to practically develop the teachers by letting them practice whatever they imbibe as a theory. Similarly, in short-term courses as well the resource persons generally let the trainees practice to get professionally enlightened. For example short-term teachers’ professional development courses under the Research and Publication sub-committee let the trainees present the already assigned research projects. Table 5.1.22 clearly proves that according to the consulted trainees’ perception, the practical aspect of the teachers’ professional development courses had been very
much frequent. Again Table 5.1.23 also proves that the trainees found the practical aspect of the teachers’ professional development courses to be quite effective and useful.

**5.1.21 Trainees were told about keeping journals or diaries**

When the respondents were asked to answer to the statement whether or not they were ever told about keeping journals or diaries for future use in teaching, surprisingly this time the majority disagreed with it. To be exact, 90.9% of the respondents were of that view. Only 9.1% of the trainees responded that they were told about keeping journals (Table 5.1.24).

**Table 5.1.24**

*Trainees were told about keeping journals or diaries in teaching*

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>68</td>
<td>9.1</td>
</tr>
<tr>
<td>Disagree</td>
<td>672</td>
<td>90.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>740</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Discussion**

It has generally been observed that unlike the teachers’ professional development theories propagated and practiced in the technologically advanced countries of the world, in the developing, especially in the third world country like Pakistan, there are no such theories virtually in practice. For instance, there is no culture of diary keeping by the teachers both in theory and practice. The absence of the same tradition could easily be felt on special occasions when the teachers are provided professional development. It has been proved through the analysis done of the above statement that the resource persons had not told the trainees to keep...
diaries or journals for keeping themselves prepared and well-managed. According to the Table 5.1.24, almost 97.5% of the trainees were of that view.

5.1.22 Trainees were told of Post- Course Evaluation

When the respondents were asked to answer to the statement whether or not they were told by the authorities about the possible post-course evaluation at their respective workplaces, surprisingly this time the majority disagreed with it. To be exact, 91.9% (90.8% D + 1.1% SD) of the respondents were of that view. In the same way, the remaining 8.1% of the trainees were undecided regarding it (Table 5.1.25).

Table 5.1.25

Trainees were told by the authorities about the possible post-course evaluation at their respective workplaces

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undecided</td>
<td>60</td>
<td>8.1</td>
</tr>
<tr>
<td>Disagree</td>
<td>672</td>
<td>90.8</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>8</td>
<td>1.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>740</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Discussion

Teachers’ professional development programmes are generally evaluated for certain reasons. Any evaluation of teachers’ professional development courses may suggest that how the gap between teacher training and its utilization in the classroom teaching remains constant. The analysis of the evaluation studies generally marks the need for context based materials and course contents for ELT teachers’ professional development courses, workshops etc. Moreover it
has also been agreed that the evaluation of ELT courses paves ways for reaching at decisions, bringing innovations and some help harbouring on action research for further development (C.f. 3.2.3). This definitely marks the importance that every teachers’ professional development course ought to be properly evaluated; however, it had not been the case of the teachers’ professional development courses conducted under the ELTR Project. Table 5.1.25 shows that none of the trainees agreed with the statement that they were told about the post-course evaluation that might be conducted at their respective workplaces. It is an alarming fact. Until and unless the trainees and the resource persons are made accountable by conducting a full-fledged evaluation of all or any of the aspects of the training courses, it can never be assured that the teachers’ professional development courses are effective.

5.1.23 Effectiveness of the Resource Persons and their adopted Methodology

Following are some of the key factors with regard to the resource persons and their adopted methodology that may help evaluating the effectiveness of the overall teachers’ professional development courses conducted under the ELTR Project of the HEC. The findings on these issues have been tabulated (From Table 5.1.26 to 5.1.34) in terms of descriptive analysis. At first, responding to the statement whether or not the Resource Persons' overall ability had been up to the mark, the overwhelming majority of them affirmed that they were quite competent and well resourced. To be exact, 93.5% of the consulted trainees agreed with the Resource Persons' expertise. Only 6.5% (1.6% UD + 4.9% D) felt otherwise (Table 5.1.26).
Table 5.1.26

*Resource Persons' overall ability was up to the mark*

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>692</td>
<td>93.5</td>
</tr>
<tr>
<td>Undecided</td>
<td>12</td>
<td>1.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>36</td>
<td>4.9</td>
</tr>
<tr>
<td>Total</td>
<td>740</td>
<td>100</td>
</tr>
</tbody>
</table>

Similarly, responding to the statement whether or not the Resource Persons' delivery/method on the course had been up to the mark, the overwhelming majority of them affirmed that their method of teachers' professional development had been quite effective. To be exact, 91.9% of the consulted trainees agreed with the Resource Persons' methodology being up to the mark. Only 8.1% (0.5% UD + 7.6% D) felt otherwise (Table 5.1.27).

Table 5.1.27

*Resource Persons' delivery/method on the course was up to the mark*

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>680</td>
<td>91.9</td>
</tr>
<tr>
<td>Undecided</td>
<td>4</td>
<td>0.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>56</td>
<td>7.6</td>
</tr>
<tr>
<td>Total</td>
<td>740</td>
<td>100</td>
</tr>
</tbody>
</table>
When the respondents were asked to respond to the statement whether or not the Resource Persons' interpersonal skills were up to the mark, yet again the overwhelming majority of 95.1% trainees agreed with it. Only 4.9% (1.1% UD + 3.8% D) felt otherwise (Table 5.1.28).

**Table 5.1.28**

*Resource Persons' interpersonal skills were up to the mark*

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>704</td>
<td>95.1</td>
</tr>
<tr>
<td>Undecided</td>
<td>8</td>
<td>1.1</td>
</tr>
<tr>
<td>Disagree</td>
<td>28</td>
<td>3.8</td>
</tr>
<tr>
<td>Total</td>
<td>740</td>
<td>100</td>
</tr>
</tbody>
</table>

When the consulted trainees were asked to respond to the statement whether or not the Resource Persons' command on the subject or topic was up to the mark, yet again the overwhelming majority of 93.0% trainees agreed with it. Only 7.0% (2.2% UD + 4.8% D) felt otherwise (Table 5.1.29).

**Table 5.1.29**

*Resource Persons' command on the subject or topic was up to the mark*

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>688</td>
<td>93.0</td>
</tr>
<tr>
<td>Undecided</td>
<td>16</td>
<td>2.2</td>
</tr>
<tr>
<td>Disagree</td>
<td>36</td>
<td>4.8</td>
</tr>
<tr>
<td>Total</td>
<td>740</td>
<td>100</td>
</tr>
</tbody>
</table>
When they were asked to respond to the statement whether or not the Resource Persons' time management was up to the mark, yet again the clear majority of 78.4% trainees agreed with it. However, 21.6% (5.4% UD + 15.7% D + 0.5% SD) felt otherwise (Table 5.1.30).

Table 5.1.30

Resource Persons' time management was up to the mark

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>580</td>
<td>78.4</td>
</tr>
<tr>
<td>Undecided</td>
<td>40</td>
<td>5.4</td>
</tr>
<tr>
<td>Disagree</td>
<td>116</td>
<td>15.7</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>4</td>
<td>0.5</td>
</tr>
<tr>
<td>Total</td>
<td>740</td>
<td>100</td>
</tr>
</tbody>
</table>

Similarly when the respondents were asked to answer to the statement whether or not the Resource Persons' awareness of the current teachers' professional development trends was up to the mark, yet again the clear majority of 93.6% trainees agreed with it. Only 6.4% (1.6% UD + 4.8% D) felt otherwise (Table 5.1.31).

Table 5.1.31

Resource Persons' awareness of the current teachers’ professional development trends was up to the mark

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>692</td>
<td>93.6</td>
</tr>
<tr>
<td>Undecided</td>
<td>12</td>
<td>1.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>36</td>
<td>4.8</td>
</tr>
<tr>
<td>Total</td>
<td>740</td>
<td>100</td>
</tr>
</tbody>
</table>
When the respondents were asked to answer to the statement whether or not the Resource Persons' readiness for welcoming feedback was up to the mark, yet again the clear majority of 86.5% trainees agreed with it. Only 13.5% (5.9% UD + 7.6% D) felt otherwise (Table 5.1.32).

**Table 5.1.32**

*Resource Persons' readiness for welcoming feedback was up to the mark*

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>640</td>
<td>86.5</td>
</tr>
<tr>
<td>Undecided</td>
<td>44</td>
<td>5.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>56</td>
<td>7.6</td>
</tr>
<tr>
<td>Total</td>
<td>740</td>
<td>100</td>
</tr>
</tbody>
</table>

When the respondents were asked to answer to the statement whether or not the Resource Persons' commitment to teachers’ professional development tasks was up to the mark, yet again the clear majority of 95.1% trainees agreed with it. Only 4.9% (1.1% UD + 3.8% D) felt otherwise (Table 5.1.33).

**Table 5.1.33**

*Resource Persons' commitment to teachers’ professional development tasks was up to the mark*

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>704</td>
<td>95.1</td>
</tr>
<tr>
<td>Undecided</td>
<td>8</td>
<td>1.1</td>
</tr>
<tr>
<td>Disagree</td>
<td>28</td>
<td>3.8</td>
</tr>
<tr>
<td>Total</td>
<td>740</td>
<td>100</td>
</tr>
</tbody>
</table>
Finally, when the respondents were asked to answer to the statement whether or not the Resource Persons’ professional expertise for the teachers’ professional development was up to the mark, yet again the overwhelming majority of 97.9% trainees agreed with it. Only 2.1% (0.5% UD + 1.6% D) felt otherwise (Table 5.1.34).

Table 5.1.34

Resource Persons' professional expertise for the teachers’ professional development was up to the mark

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>724</td>
<td>97.9</td>
</tr>
<tr>
<td>Undecided</td>
<td>4</td>
<td>0.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>12</td>
<td>1.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>740</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Overall Discussion (Table 5.1.26 to Table 5.1.34)

Here is the discussion on the importance of the findings of the previous statements. A Resource person can make any teachers’ professional development course successful and effective both during and in the post-course arena. On the course setting, the resource person can keep the trainees motivated, transfer theoretical knowledge to them and can help them chiselling up their academic skills. In the same way, in the post-course arena, the resource person, through his or her personal motivational effort and constant contact with the trainees, can help the latter to improve and develop themselves as teachers. There are a few crucial factors which make a resource person to be a good one. These include the resource persons’ knowledge and ability, his expertise as a trainer, his commitment and dedication, his willingness for welcoming the
trainees’ feedback, his consciousness of the modern teachers’ professional development trends, his method of delivering training, his management of time and his or her interpersonal skills. Almost all of the above factors were made part of the questionnaire to get the first hand views of the trainees about their respective resource persons. As per the descriptive analysis findings of the Tables 5.1.26 to 5.1.34, the trainees considered the resource persons and their methodology to be more than successful and effective. Only to the statement whether or not the resource persons’ time management was up to the mark, there came up 23% of the respondents who did not agree with their time management to be satisfactory.

5.1.24 How effectively were the Teachers’ Professional Development Courses Publicized?

Upon asking how they had come to know about the course offered by the HEC, 92.4% (64.8% + 27.6%) of the respondents said that they came to know about them through their colleagues and/or friends, or were told by their department. Only 6.5% of the trainees came to know about the courses through the newspaper. Only a very few, i.e. just 1.1% of the trainees, found the courses on the website of the HEC (Table 5.1.35).

Table 5.1.35

How did trainees come to know about the course being offered?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Told by the college/university administration</td>
<td>480</td>
<td>64.8</td>
</tr>
<tr>
<td>Told by friend/colleague</td>
<td>204</td>
<td>27.6</td>
</tr>
<tr>
<td>Read the advertisement</td>
<td>48</td>
<td>6.5</td>
</tr>
<tr>
<td>Through HEC website</td>
<td>8</td>
<td>1.1</td>
</tr>
<tr>
<td>Total</td>
<td>740</td>
<td>100</td>
</tr>
</tbody>
</table>
Discussion

In order to cross-check the close ended statement on selection criterion of the trainees for the teachers’ professional development courses, I asked them through an open-ended question how they came to know of the teachers’ professional development courses being offered. Since it is one of the objectives of the present study to know whether or not the trainees were selected on merit, to achieve this, I had to rely on open-ended statements beside the close-ended ones. They were asked how they could know of the courses and, foremostly, why they wanted to attend the teachers’ professional development courses. The analysis would also make it clear whether the teachers’ professional development courses were equally open to English language teachers of all the postgraduate colleges and universities, or then since these were not properly advertised so only those could attend these who had the access to the HEC’s ELTR Project team. The descriptive analysis done of the responses given by the consulted trainees very markedly suggests that only 6.5% of them attended the respective courses after coming to know about these through advertisement. The rest of the trainees were of the view that they were either told by the college/university department or then by their personal friends. It is not an encouraging finding.

It is a fact that besides advertising teachers’ professional development courses through newspapers and on its official website, HEC’s ELTR Project had been sending letters to the respective directorates of education and college/university departments to nominate trainees for the particular teachers’ professional development course. However, the finding suggests that only departments could have been influential in sending them for the teachers’ professional development courses. It also suggests that the departmental system in our colleges and universities is too strong to let a teacher decide on his or her own. Whatever be the intricacy of
the diplomatic or administrative system, the responsibility lies on the teachers’ professional development funding agency that is the ELTR Project of the HEC that why could not have been successful in attracting the trainees who were motivated and in real need for it. Why instead of the real needy and target trainees, there came the trainees to attend the courses who had some contacts there, or then they came there by the work of their luck.

5.1.25 Why the Trainees were keen or Otherwise?

When the respondents were asked to answer to the open ended question why they were keen or otherwise to attend the course, the overwhelming majority of 89.8% responded that they were keen to learn and improve themselves as professional teachers. 5.9% of the trainees were not keen, for the course(s) were not relevant to them (Table 5.1.36).

Table 5.1.36

<table>
<thead>
<tr>
<th>Why were trainees keen or otherwise to attend the course?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
</tr>
<tr>
<td>To learn and improve myself as a professional teacher</td>
</tr>
<tr>
<td>I was not keen as it was not meant for my subject</td>
</tr>
<tr>
<td>Any other reason</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Discussion

It has generally been found that a majority of trainees in Pakistan feel themselves dragged to attending a teachers’ professional development course. A prominent teacher trainer in Pakistan Abbas Hussain once asserted that trainees do not come to attend teachers’ professional
development courses on merit in Pakistan. He maintained that in our male-dominated society, female teachers are generally ignored. Trainees mainly come to attend courses for availing of their Travel and Daily Allowances (TA/DA).\(^\text{15}\) Besides, generally speaking, hardly anyone can find a trainee with self-motivated and self-interested bent of mind before attending a teachers’ professional development course. I interviewed a few resource persons to come to know about the attitude level of the trainees. One of the resource persons based in Peshawar said that the situation there in her city was very much precarious. Nobody wanted to get nominated for the training course that they conducted. However, she also maintained that with the passage of time the trainees would start taking interest in the course.

It is the keenness on the part of the trainees in the pre-course phase that could make the training and post training phases quite effective and successful. It is a psychological fact as well that until and unless one has got a keen audience to communicate with, it is very hard to make a training session effective and successful. Unlike the general observation regarding the keenness of the trainees to attend teachers’ professional development courses as made above, the finding of the descriptive analysis suggests that the trainees showed overwhelming keenness before attending the teachers’ professional development courses. Table 5.1.36 shows that a vast majority of the consulted trainees had been keen about attending the teachers’ professional development courses as they said; they wanted to improve and develop themselves as professional teachers.

**5.1.26 What Special Event or Feature of the Course(s) Attracted the Trainees?**

When the respondents were asked to answer to the open ended question what special feature(s) or event(s) of the course(s) attracted trainees to it, the overwhelming majority

\(^{15}\) In a personal communication held at SPELT Conference in September 2006 in Multan
of 85.4% (35.7%+49.7%) responded that the course content and the methodology made them attracted to it. 9.7% were attracted by the Faculty or Resource Persons. Whereas 4.3% of the trainees felt themselves attracted by the overall milieu and logistic facilities on the teachers’ professional development course(s) (Table 5.1.37).

Table 5.1.37

| What special feature(s) or event(s) of the course attracted trainees to it? |
|-------------------------------------------------|-------------|-----------|
| Response                                       | Frequency   | Percent   |
| Faculty / Resource Persons                     | 72          | 9.7       |
| The course Content                             | 264         | 35.7      |
| The Training Methodology                       | 368         | 49.7      |
| The overall Environment and logistic facilities| 32          | 4.3       |
| Any other Aspect                               | 4           | 0.5       |
| Total                                          | 740         | 100       |

**Discussion**

To the previous statement of the Table 5.1.36, the consulted trainees affirmed that they had been very keen and enthusiastic to attend the respective teachers’ professional development courses. But it is imperative to cross-validate it by knowing from them what special feature(s) or even(s) did attract them. They had been given a few options to choose from. They were asked whether the faculty/resource person attracted them or then it was course content and the methodology that was appealing to them.

Similarly they were also given the options to choose that whether it was the overall environment or the logistic support that was appealing to you, or if these were not the reasons of
attraction what other aspect made you inclined towards the teachers’ professional development course. Of course, there could either be the academic reasons that might have pulled them towards the teachers’ professional development course. These definitely include the course content, the resource persons and their methodology. Whereas, on the other hand, there might be some non-academic reasons like the logistic support, refreshment, the soothing environment etc. that could have attracted them to the teachers’ professional development courses. The descriptive analysis of the responses made by the consulted trainees suggests that 95.1% of them (9.7% Faculty + 35.7% Content+ 49.7% Methodology) found the academic aspect of the teachers’ professional development courses to be responsible for their showing keenness in them.

5.1.27 How far the Teachers’ Professional Development Courses were Successful?

When the respondents were asked to answer to the open ended question how far and why the course had been successful or otherwise to catch their interest, the overwhelming majority i.e. 77.9% (33.0% + 44.9%) responded that the teachers’ professional development courses had been very much successful in catching their interest because of course content and the methodology adopted by the resource persons. 13.5% of the trainees did not feel the teachers’ professional development courses attractive, for mostly the trainees did not feel the very teachers’ professional development to be their need based. Rest of the trainees i.e. 8.6% were found indifferent (Table 5.1.38).
Table 5.1.38

*How far and why has the course been successful or otherwise to catch their interest?*

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) very much b) the resource persons and their methodology</td>
<td>244</td>
<td>33.0</td>
</tr>
<tr>
<td>a) very much b) the course content</td>
<td>332</td>
<td>44.9</td>
</tr>
<tr>
<td>a) not much b) not catering to my subject area or level of teaching</td>
<td>100</td>
<td>13.5</td>
</tr>
<tr>
<td>Indifferent</td>
<td>64</td>
<td>8.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>740</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Discussion**

Just to cross-check the previous finding and to know of the more relevant cause of their taking interest in the teachers’ professional development courses they attended, I asked the consulted trainees how far and why they felt themselves fascinated to the respective courses. Just like the previous finding, they responded that the teachers’ professional development courses, they had attended, fascinated them just because of the academic aspects of the professional development that comprise the course content and the teaching methodology adopted by the resource persons. However, it is yet again worth-mentioning that as a few trainees were not from the discipline of ELT, so they were of the view that they did not enjoy the respective teachers’ professional development courses to a great extent, for the courses could not cater to their subject area, and also in some cases to their level as a few of them were teaching at school level; whereas the teachers’ professional development courses conducted under the ELTR Project
definitely aimed at the higher education level. They barely formed 15.5% of the overall consulted trainees, though.

5.1.28 Course Content / Modules

Responding to the question about naming some of the major course content/modules they were taught in the teachers’ professional development course/workshop, the half of them responded that mostly language skills, EAP and ESP modules were taught. To be exact 49.7% of the consulted trainees said so. 37.3% of the trainees said that different presentations related to the title of the teachers’ professional development course were the modules. This perhaps includes CALL and other courses. 13.0% of the trainees said that taught modules included Research Methodology, ELT, Testing, Applied Linguistics, and Micro teaching (Table 5.1.39).

Table 5.1.39

Name some of the major content/modules taught during the course?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Skills, EAP, ESP</td>
<td>368</td>
<td>49.7</td>
</tr>
<tr>
<td>Research Methodology, ELT, Testing, Applied Linguistics, Micro-Teaching...</td>
<td>96</td>
<td>13.0</td>
</tr>
<tr>
<td>Different Presentations related to the title of the Course</td>
<td>276</td>
<td>37.3</td>
</tr>
<tr>
<td>Total</td>
<td>740</td>
<td>100</td>
</tr>
</tbody>
</table>

Discussion

It has generally been seen that trainees do not take teachers’ professional development courses seriously. The proof of this observation lies in the fact that they even do not remember what course content they were taught during the teachers’ professional development courses. In
order to see whether or not the trainees of the present case did take the teachers’ professional development courses seriously, they were asked about the course content or the course modules that they were trained.

It was also to find out what modules or courses the resource persons might have designed for their respective sessions. It would also be asked from the resource persons whether they enjoyed any autonomy in designing the course content for the sessions. It would be interesting to see what they and the consulted trainees felt about the course contents in general. More than 50% of the trainees responded that there were different presentations on the topics related to the title of the teachers’ professional development courses or the sub-committee under which these were being offered and conducted. It suggests that the resource persons were free to design the course content as per the demand of the session or activity and also according to the level of the knowledge of the trainees. It also shows that the consulted teachers could remember the title of the modules and the teachers’ professional development courses that indirectly marks the respective courses to be effective.

5.1.29 Professional Development (Change) in the Trainees

When the respondents were asked to answer to the open ended question how far trainees’ teaching had changed since they went through teachers’ professional development under the ELTR Project, surprisingly only more than half of them responded that the teachers’ professional development courses had changed them very much. To be exact 54% (8.6% + 45.4%) of the trainees felt teachers’ professional development courses successful and effective. 11.4% of them did not feel any change whereas 34.6% of the trainees felt very little change in them after having undergone the teachers’ professional development courses (Table 5.1.40).
Table 5.1.40

*How far has trainees’ teaching changed post-teachers’ professional development courses?*

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very much</td>
<td>64</td>
<td>8.6</td>
</tr>
<tr>
<td>Very much</td>
<td>336</td>
<td>45.4</td>
</tr>
<tr>
<td>No change</td>
<td>84</td>
<td>11.4</td>
</tr>
<tr>
<td>Very little</td>
<td>256</td>
<td>34.6</td>
</tr>
<tr>
<td>Total</td>
<td>740</td>
<td>100</td>
</tr>
</tbody>
</table>

**Discussion**

Till now it has been seen that, almost in response to every statement, the majority of the consulted trainees have agreed that may suggest the effectiveness of the teachers’ professional development courses under the ELTR Project of the HEC. However, there were a very few exceptions as well in respect of the trainees’ not showing agreement to the statements. For instance, the majority of the trainees were not sure of their selection or nomination on merit.

There were a few who were not sure of the effectiveness of the teachers’ professional development courses, for they lacked the resources at their workplaces to implement all that stuff that they were stuffed with. Similarly, there were also a great number of the consulted trainees who said that they were neither told of using dairies or journals in their profession on the teachers’ professional development courses, nor were they told of the any post-course evaluation that might take place at their respective workplaces. These few exceptions, however, are not enough to grade the overall teachers’ professional development programmes to be ineffective.
In order to check the effectiveness of these courses, yet another open-ended statement was asked to elicit their responses. And it may, of course, be considered the core cause of any teachers’ professional development course being either effective or not. The consulted trainees were asked to respond how far their teaching might have changed since they underwent teachers’ professional development under the ELTR Project. Table 5.1.40 suggests that 46% i.e. (11.4% No Change + 34.6% Very Little) of the consulted trainees felt that the teachers’ professional development courses had not been very much effective. It is a huge population. Every training course should bring a positive change in the professional careers of the trainees, otherwise it may be considered wastage of time, energy and money. So in the above case, it can be said that the teachers’ professional development courses are only partially effective and successful.

5.1.30 In What way has they Changed?

Again when the respondents were asked to answer to the open ended question, in what way the teachers’ professional development courses has changed them, nearly half of them responded that the courses had turned them to be more students-focused and interactive in their teaching. To be exact 41.6% of the trainees felt teachers’ professional development courses successful and effective in transforming them into better teachers. 10.8% of them developed interpersonal and teaching skills. 17.3% became more confident and interactive teachers. Whereas, 30.3% of them once again asserted that the teachers’ professional development courses had not brought any significant change(s) in their teaching (Table 5.1.41).
Table 5.1.41

*In what way has it changed?*

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal and Teaching skills</td>
<td>80</td>
<td>10.8</td>
</tr>
<tr>
<td>developed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More students-focused now</td>
<td>308</td>
<td>41.6</td>
</tr>
<tr>
<td>Confident and interactive in teaching</td>
<td>128</td>
<td>17.3</td>
</tr>
<tr>
<td>No change</td>
<td>224</td>
<td>30.3</td>
</tr>
<tr>
<td>Total</td>
<td>740</td>
<td>100</td>
</tr>
</tbody>
</table>

Discussion

It is important to note that just like the previous finding i.e. Table 5.1.40, almost the same number of the consulted trainees felt no change in them and their teaching after undergoing teachers’ professional development. Table 5.1.41 shows that 30.3% of the consulted trainees felt no substantial change in themselves after having undergone the teachers’ professional development. Nevertheless, there were others who felt that they had been changed by the teachers’ professional development experience. Those who felt some positive change in them because of the teachers’ professional development courses they attended; they were yet again to tell in what way they were feeling so. As per the Table 5.1.41, there were 10.8% of the consulted teachers who felt better equipped with the interpersonal and pedagogical skills in their post-courses teaching experience. 41.6% of the trainees said that they turned more student focused in their teaching after attending the teachers’ professional development courses. Similarly, there were also 13.2% of the trainees who were of the view that they became more confident and interactive in performing their professional duties (Table 5.1.41).
5.1.31 Do they feel themselves better teachers after undergoing Teachers’ Professional Development Courses?

When the respondent trainees were asked whether or not they considered themselves better teachers after having undergone the teachers’ professional development courses, 66.5% i.e. (9.7% + 46.5% + 10.3%) of the consulted trainees responded affirmatively. Answering to the open ended question why they felt themselves so, they reasoned that they responded so because post-courses they felt themselves more knowledgeable, confident, and interactive and more students- cantered in their teaching. On the other hand 26.5% of the trainees did not feel themselves to be any better teachers, for they could not implement the content of the teachers’ professional development courses mainly because of the lack of resources at their workplaces. Similarly, 7.0% of the trainees felt themselves to be the same teachers after teachers’ professional development course(s), as the load of work and other vicious reasons related to their workplace(s) did not let them utilize courses’ content in spirit (Table 5.1.42).

Table 5.1.42

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, more confident and interactive</td>
<td>72</td>
<td>9.7</td>
</tr>
<tr>
<td>Yes, more knowledgeable, aware and professional</td>
<td>344</td>
<td>46.5</td>
</tr>
<tr>
<td>Yes, more students and their needs focused teacher</td>
<td>76</td>
<td>10.3</td>
</tr>
<tr>
<td>No, couldn't implement the training because of lack of resources</td>
<td>196</td>
<td>26.5</td>
</tr>
<tr>
<td>No, load of work and other vicious reasons related to the institution</td>
<td>52</td>
<td>7.0</td>
</tr>
<tr>
<td>Total</td>
<td>740</td>
<td>100</td>
</tr>
</tbody>
</table>
Discussion

Again the above open-ended questions are very important in determining the success of the teachers’ professional development courses. Though these questions are a bit general and wide in scope, yet the responses of the trainees being, hopefully, candid would help the researcher reach at certain conclusions. First of those respondents, who did not feel themselves to be any better teachers after attending the teachers’ professional development courses, reasoned that due to lack of resources at their respective workplaces and also because of the heavy load of work they could not utilize the teachers’ professional development courses and thus felt themselves to be the same. Besides, they also felt so, for they thought the vicious administrative system at their respective workplaces shunned their eagerness to take initiatives and bring in innovations. They comprised of 33.5% i.e. (26.5% + 7%) of the overall consulted population.

On the other hand, those who felt themselves to be better equipped with pedagogical in-put after having undergone the teachers’ professional development courses, were of the same view because they considered themselves to be more confident, interactive, more aware and knowledgeable, more students and their needs-focused, and as a whole to be more professional.

5.2 Chi Square Data Analysis of the Questionnaire

In order to determine the existence of any relationship among different variables of the study in hand, certain statements have been correlated. This does not mean any direct relationship between variables of one statement of the questionnaire with those of another. It also does not mean that variables of one statement affect the variables of another statement. The analysis is all about the statistical correlation amongst various variables.
**Correlation between Keenness of the Trainees and their Selection:**

In order to find out any correlation between two statements of the questionnaire, Chi Square, a statistical test, is usually applied. I applied it to find out correlation between the process of nomination/selection of the trainees and their sense of keenness for attending the professional development course.

If Ho = There is no interdependence between trainees’ process of selection and their keenness to attend the course.

Similarly if H1 = The interdependence exists between trainees’ process of selection and their keenness to attend the course.

There is a mutual association between the above two statements.

**Table 5.2.0**

*Selection vs. Keenness: Case Processing Summary*

<table>
<thead>
<tr>
<th>Cases</th>
<th>Valid</th>
<th>Missing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>You were selected for the course on merit *</td>
<td>N</td>
<td>Percent</td>
<td>N</td>
</tr>
<tr>
<td>You were keen to attend the course</td>
<td>740</td>
<td>100.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 5.2.0 shows that 740 trainees received the questionnaire. All of them responded to both the statements in full.
Table 5.2.1

You were keen to attend the course * You were selected for the course on merit Crosstab

<table>
<thead>
<tr>
<th></th>
<th>You were keen to attend the course</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>You were selected for the course on merit</td>
<td>Agree</td>
<td>4</td>
<td>140</td>
<td>0</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Count</td>
<td>1.6</td>
<td>136.2</td>
<td>6.2</td>
<td>144.0</td>
</tr>
<tr>
<td></td>
<td>Undecided</td>
<td>4</td>
<td>560</td>
<td>32</td>
<td>596</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>6.4</td>
<td>563.8</td>
<td>25.8</td>
<td>596.0</td>
</tr>
<tr>
<td></td>
<td>Count</td>
<td>8</td>
<td>700</td>
<td>32</td>
<td>740</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>8.0</td>
<td>700.0</td>
<td>32.0</td>
<td>740.0</td>
</tr>
</tbody>
</table>

Table 5.2.1 shows the actually observed and expected counts. The table also shows the correlation between the statements.

Table 5.2.2

Chi-Square Tests of Selection vs. Keenness

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>5.466</td>
<td>2</td>
<td>.065</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>6.854</td>
<td>2</td>
<td>.032</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>4.158</td>
<td>1</td>
<td>.041</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>740</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a 3 cells (50.0%) have expected count less than 5. The minimum expected count is .71.

Table 5.2.2 shows the values of Pearson Chi Square analyzed through SPSS. It can also be got manually by dividing the difference between the observed and expected count by the expected count. The Asymptotic Significance Value was 0.65. As the Asymptotic Significance Value is greater than 0.05 (the target value), it can be concluded that a strong relationship exists between the two tested statements. Therefore the Null hypothesis (Ho) is rejected. It shows that both the statements carry interdependence. We can safely conclude that the selection/nomination
of the trainees casts influence on the keenness for the professional development course on the part of the trainees.

**Correlation between the trainees feeling enjoyment and their selection:**

I applied Chi Square test to find out correlation between the process of nomination/selection of the trainees and their enjoying the professional development courses.

If $H_0 =$ There is no mutual interdependence between trainees’ selection and their enjoying the course or not.

Similarly if $H_1 =$ There is a mutual interdependence between trainees’ selection and their enjoying the course or not.

In other words, there is mutual association between the above two statements.

**Table 5.2.3**

*Selection vs. Enjoyment: Case Processing Summary*

<table>
<thead>
<tr>
<th>Cases</th>
<th>Valid</th>
<th>Missing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Percent</td>
<td>N</td>
<td>Percent</td>
</tr>
<tr>
<td>You were selected for the course on merit * You enjoyed the course to the optimum</td>
<td>740</td>
<td>100.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 5.2.3 shows that 740 trainees received the questionnaire and all of them responded in full to both the statements.
Table 5.2.4

You enjoyed the course to the optimum * You were selected for the course on merit Crosstab

<table>
<thead>
<tr>
<th></th>
<th>You enjoyed the course to the optimum</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Undecided</td>
<td>Disagree</td>
<td>Total</td>
</tr>
<tr>
<td>Count</td>
<td>0</td>
<td>144</td>
<td>0</td>
<td>0</td>
<td>144</td>
</tr>
<tr>
<td>Undecided</td>
<td>4</td>
<td>536</td>
<td>12</td>
<td>44</td>
<td>596</td>
</tr>
<tr>
<td>Expected Count</td>
<td>3.2</td>
<td>547.7</td>
<td>9.7</td>
<td>35.4</td>
<td>596.0</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>680</td>
<td>12</td>
<td>44</td>
<td>740</td>
</tr>
<tr>
<td>Expected Count</td>
<td>4.0</td>
<td>680.0</td>
<td>12.0</td>
<td>44.0</td>
<td>740.0</td>
</tr>
</tbody>
</table>

Table 5.2.4 shows that both the statements are inter-related. The table shows the actually observed as well as the Expected Count (frequency).

Table 5.2.5

Selection vs. Enjoyment: Chi-Square Tests

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>4.657a</td>
<td>3</td>
<td>.199</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>8.139</td>
<td>3</td>
<td>.043</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>3.168</td>
<td>1</td>
<td>.075</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>740</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a 5 cells (62.5%) have expected count less than 5. The minimum expected count is .35.

Table 5.2.5 shows the values of Pearson Chi Square analyzed through SPSS. It can also be got manually by dividing over the expected count, the difference between the observed and expected count. The Asymptotic Significance Value was 0.199. As the Asymptotic Significance Value is greater than 0.05 (the target value), it can be concluded that a strong relationship exists between the two tested statements. Therefore the Null hypothesis Ho is rejected to conclude that both the statements carry interdependence. We can safely conclude that the selection/nomination
of the trainees casts influence on their enjoyment or otherwise of the professional development courses.

**Correlation between the trainees’ development and their process of Selection:**

In another attempt, I tried to find out whether the selection of the trainees had anything to do with their professional development or the case was otherwise.

If $H_0 = $ There is no correlation between the selection of the trainees and their professional development through the course.

Similarly if $H_1 = $ There is some correlation between the on-merit selection/nomination of the trainees and their professional development through the course.

In other words, both the above statements are mutually associated.

**Table 5.2.6**

*Selection vs. Professional Development: Case Processing Summary*

<table>
<thead>
<tr>
<th>Cases</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Valid</td>
<td>Missing</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>Percent</td>
<td>N</td>
<td>Percent</td>
<td>N</td>
</tr>
<tr>
<td>You were selected for the course on merit * The Course developed you professionally to the optimum</td>
<td>740</td>
<td>100.0%</td>
<td>0</td>
<td>.0%</td>
</tr>
</tbody>
</table>

Table 5.2.6 shows that 740 trainees received the questionnaire and all of them responded in full to both the statements.
Table 5.2.7

The Course developed you professionally to the optimum * You were selected for the course on merit Crosstab

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>You were selected for the course on merit</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>144</td>
<td>0</td>
<td>0</td>
<td>144</td>
</tr>
<tr>
<td>Expected Count</td>
<td>124.5</td>
<td>7.8</td>
<td>11.7</td>
<td>144.0</td>
</tr>
<tr>
<td>Count</td>
<td>496</td>
<td>40</td>
<td>60</td>
<td>596</td>
</tr>
<tr>
<td>Expected Count</td>
<td>515.5</td>
<td>32.2</td>
<td>48.3</td>
<td>596.0</td>
</tr>
<tr>
<td>Count</td>
<td>640</td>
<td>40</td>
<td>60</td>
<td>740</td>
</tr>
<tr>
<td>Expected Count</td>
<td>640.0</td>
<td>40.0</td>
<td>60.0</td>
<td>740.0</td>
</tr>
</tbody>
</table>

Table 5.2.7 shows both the actually Observed and Expected Count (Frequency). The table also shows that both the statements are inter-related.

Table 5.2.8

Chi-Square Tests Selection vs. Professional Development

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>7.290 a</td>
<td>2</td>
<td>.026</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>12.497</td>
<td>2</td>
<td>.002</td>
</tr>
<tr>
<td>Linear-by-Linear</td>
<td>6.486</td>
<td>1</td>
<td>.011</td>
</tr>
<tr>
<td>Association</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>740</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a 2 cells (33.3%) have expected count less than 5. The minimum expected count is 2.48.

Table 5.2.8 shows the values of Pearson Chi Square analyzed through SPSS. It can also be got manually by dividing over the expected count, the difference between the observed and expected count. The Asymptotic Significance Value was 0.026. As the Asymptotic Significance Value is less than 0.05 (the target value), it can be concluded that a relationship does not exist between the two tested statements. Therefore the Null hypothesis Ho is accepted to conclude that both the statements do not carry interdependence. We can safely conclude that the
selection/nomination of the trainees casts no influence on the professional development of the trainees.

5.3 Analysis of the Interviews with the Resource Persons

I had interviews with the resource persons who assisted the trainees in their professional development. These resource persons worked in various sub-committees of the ELTR Project conducted by the Higher Education Commission of Pakistan. In the following pages, I shall present a detailed discussion and interpretation of their interviews. The data was collected through recording and transcribing these interviews.

Questions in bold italics below were asked, in the same order as given below:

Q. How did you get associated as a Resource Person with the ELTR Project of the HEC?

Evaluation of the selection procedure (both for the trainees and the resource persons) of the ELTR Project was one of the main objectives of the present study. I asked the trainers how they got selected as resource persons. A large majority of the sample interviewee resource persons (85%) said that they were personally called or requested to train teachers as the descriptive analysis of the data suggests below (Table 5.3.0).

Table 5.3.0

<table>
<thead>
<tr>
<th>How did you get associated with the ELTR Project of the HEC?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>I was personally called /requested to be part of the project as a Resource Person</td>
</tr>
<tr>
<td>Someone gave my name as a Resource Person</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
Table 5.3.0 shows that an overwhelming majority of the resource persons are selected through personal contact, and there is no proper mechanism for the purpose of selecting resource persons on the part of the ELTR project of the HEC. As one of the resource persons put his criticism of the concerned officials as, “….the committee leaders….. they should have a very clear understanding of... in which direction they are going...and they need to select people on merit and their actual skills and knowledge and not on the basis of their availability... not on the basis of ... contacts and ... ease in handling ...having ... own like-minded people there...trainers should be picked on the basis of their particular expertise in an area ...”

**Q. How many courses have you conducted as a Resource Person?**

The sample interviewees were asked how many professional development courses were conducted by them in the ELTR Project. Table 5.3.1 shows their responses in terms of the number of courses they had conducted with the ELTR Project. The descriptive analysis of the data shows that 11 out of 18 of the resource persons had delivered more than three courses each. That is almost 60% of the total resource persons (Table 5.3.1).

**Table 5.3.1**

*How many courses have you conducted as a Resource Person?*

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>Two</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Three</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Four</td>
<td>5</td>
<td>25.0</td>
</tr>
<tr>
<td>Five</td>
<td>5</td>
<td>25.0</td>
</tr>
<tr>
<td>More than five</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Not a single one as a</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Resource Person</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 5.3.1 shows that more than half of the resource persons had conducted more than three courses each. There is an indirect indication of the lack of resource persons in the area of the ELT in Pakistan. It also raises questions on the selection procedure of the ELTR Project as the resource persons are selected only on personal contact and their availability basis. There is little or no consideration for their professional capabilities. Indirectly, the data indicates the need of conducting some courses for the future resource persons as well. One of the resource persons was for the need of training in assessment and evaluation. She said, “We don’t have testing and assessment experts... what we need ... young people now... who can go and get training in assessment, English language teaching assessment and evaluation training, from abroad... as...we don’t have ... specialisations in testing and assessment...”

**Q. Are you satisfied with the selection or nomination criterion of the HEC or the respective directorates of education and universities?**

The sample interviewee resource persons were asked about their contentment with the methods adopted by the HEC or the concerned authorities of the education department or universities for the nomination/selection of the trainees. They were to respond saying, ‘Yes’, ‘No’ or ‘Can’t say anything’, and their responses are tabulated in Table 5.3.2. According to the descriptive analysis of the data, 65% of the resource persons did not think positive about the nomination/selection procedure as 50% said ‘No’ and 15% responded with ‘Can’t say anything’ (Table 5.3.2).
Table 5.3.2

Are you satisfied with the selection/nomination criterion for the trainees by the HEC/Directorates of Education/Universities?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7</td>
<td>35.0</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>50.0</td>
</tr>
<tr>
<td>Can’t say anything</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 5.3.2 shows the dissatisfaction of the resource persons with the process of selection/nomination of the trainees adopted by the ELTR Project. Below are some of their views:

One of the interviewees said, “In selecting/nominating trainees we were helpless... we used to send letters at least three weeks before the workshop and then we would send them reminders after 10 days and still we had to go early... a day earlier before the workshop to sit in the offices of the vice chancellors...and since we were conducting the workshop ...would ask them to nominate people, and then people would get nominated, which created a lot of resentment amongst the people ... I think if we wanted 25 people to attend the workshop maybe we would get 5 nominations before time ... which was discouraging.”

Another interviewee criticized the process of selection/nomination as, “The system of getting trainees on to the training programmes/courses that I experience now or the one that I’d experienced as a tutor before.... is extremely faulty...it is at last minute...anyone who can come, anyone who has the time ...it is not properly planned, or targeted at people...”” She narrated her one such horrible experience, “…it was a Testing course...I was told to do a session on testing listening and speaking skills...and when I went there I found that 50% of the people...
sitting in the room were Non-English teachers...” She maintained, “... there is no systematic planning about who the sitting participants should be, it is random ...HEC has not made any effort to ensure the true selection of the trainees.... as it should be...bus course karna hai naam keliyee karo bees pachees participants trained hogaey... (a course has to be done for the course sake...20, 25 participants have been trained...).”

The above quoted views of the resource persons suggest that the HEC failed to do anything except funding the professional development courses. No measures whatsoever were taken to ensure the quality of these courses. If merit had been observed in the selection/nomination procedure, probably more motivated teachers would have been developed professionally.

**Q. Have you found them motivated and in real need for the teachers’ professional development on the course(s)?**

I asked the sample interviewee resource persons whether they found the trainees motivated and in real need for the teachers’ professional development courses. Their responses have been tabulated in terms of their showing affirmation, negation and indifference in Table 5.3.3. The descriptive analysis of the data shows that 55% i.e. (50% No + 5% Can’t Say...) of the resource persons found them neither motivated nor in real need for the training on the course (Table 5.3.3).
Table 5.3.3

*Have you found them motivated and in real need for the teachers’ professional development on the course(s)?*

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>45.0</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>50.0</td>
</tr>
<tr>
<td>Can't say anything</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Since most of the selections/nominations for the professional development courses, as discussed above, had not been on merit so their motivation level on these courses could not have been up to the mark. However, surprisingly it was found through interviewing the resource persons that the trainees had been motivated as well as not motivated. There were some who had not been motivated at the beginning of courses, according to the interviewee resource persons, over the course of the teachers’ professional development courses they (the trainees) would start showing keenness. As one of the interviewee resource persons very markedly asserted, “…they have practically to be dragged....they are not motivated, the reason is that the HEC provides them only fellowship in which they have the refreshment and food and materials whereas they travel on their own expenses, they stay on their own expenses and if they people give them more incentives they would get motivated ....”

Similarly, another resource person exclaimed about the trainees’ high motivation, “Ah! These courses, first of all, these are not compulsory courses.. people are not forced to attend it...so anyone who is coming for such a course he or she is already motivated… first of all motivation is there…on top of that when a course is tailoring, addressing their particular needs their motivation is further enhanced...”
An another interviewee considered the trainees motivated for, “...once they came to attend the workshop they were enthusiastic...I think when they came to attend the workshop they realize that this is not a lecture thing that was going on...that was a hand on thing...that was an interactive thing...and because they were involved, and because we also gave them an opportunity to think about and to reflect upon what their practices were and how they wanted to act their practices implemented and discussed their practices and raised their issues related to whatever they were doing...”

**Q. Have you been enjoying any autonomy in designing the course content for the teachers’ professional development course(s) you imparted as a resource person?**

I asked the sample interviewee resource persons whether or not they had been enjoying any autonomy in designing the course content for the teachers’ professional development course(s) they imparted. Their responses have been tabulated in terms of their showing affirmation, negation and indifference in Table 5.48. The descriptive analysis of the data shows that 85% of the resource persons enjoyed autonomy in designing material for the teachers’ professional development on the courses (Table 5.3.4).

**Table 5.3.4**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>17</td>
<td>85.0</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Can't say anything</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 5.3.4 suggests that most of the resource persons enjoyed optimum autonomy in designing the course content for the teachers’ professional development courses. The HEC had
been taking full confidence in them on one hand, whereas on the other, it was observed that the Commission’s ELTR Project was not equipped with giving the resource persons any needed guidance in this regard. Instead, it was the resource persons themselves who had been running the Project on academic front by conducting teachers’ professional development courses. For instance one of the resource persons very categorically claimed, “No, No the HEC didn’t give us anything, we planned it and executed it…” Again an interviewee resource person said that they enjoyed, “Total autonomy…” She maintained and assured that they worked in professional harmony with the HEC, “…there has been total autonomy in how and what we teach … we’ve shared it with people of HEC … and generally there is an agreement, a professional agreement…”

**Q. How far have the course content reflected the academic needs of the trainees?**

I asked the sample interviewee resource persons how far the course content reflected the academic needs of the trainees/participants. Their responses have been tabulated in terms of their thinking the course content reflecting the trainees’ academic needs to be very much, very little or then they being unsure about it in Table 5.3.5. The descriptive analysis of the data shows that 85% of the resource persons believed that the course content reflected the academic needs of the trainees/participants, for the teachers’ professional development on the courses (Table 5.3.5).

**Table 5.3.5**

*How far have the course content reflected the academic needs of the trainees/participants?*

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very much</td>
<td>17</td>
<td>85.0</td>
</tr>
<tr>
<td>Can't say anything</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 5.3.5 suggests that the course content reflected the trainees’ academic needs. The basic reason for their saying so might lie in the fact that they themselves had been designing the course content. Most of the resource persons, they said, would develop material on their first hand experiences. As one of the resource persons said, “I think because we are all class room practitioners and because some of us have more experience, power, and because some of us have training an aid we tried to make it as relevant to the class experience as possible, our own class experience, not our own class experience but the average class experience of an English language teacher in fact...”.

But on the other hand, there came a response from a resource person that could nullify the effectiveness of the respective teachers’ professional development courses as she had problem with imparting training to two altogether different needs-based groups simultaneously. She said, “...there was a problem that you can’t have college and university teachers put together in a course and address their needs, we are talking about formative assessment at university level and we are talking about summative assessment there, the sessions then are identified as we cannot, we are helpless...the university teachers would immediately say that things are out of our hands we are not the paper setters... so that’s one problem, even let’s not think of putting the school teachers and college teachers and university teachers together and even putting degree college teachers and university teachers together that is a big problem, these are two different needs groups...so that’s one problem...”

It may be so as 15% of the resource persons did not agree with the reflection of the academic needs in the course content due to the presence of the mixed group of the trainees, yet it can be said overall course content targeted on the immediate needs of the trainees.
Q. How far have the course content reflected the objectives set by the HEC for the ELTR Project?

The sample interviewee resource persons were asked as to how far the course content reflected the objectives set by the HEC for the ELTR Project. Their responses have been tabulated in terms of their thinking the course content reflecting the HEC’s objectives to be very much, very little or then their being unaware of them in Table 5.3.6. The descriptive analysis of the data shows that 55% of the resource persons believed that the course content reflected the objectives set by the HEC for the ELTR Project for the teachers’ professional development courses (Table 5.3.6).

Table 5.3.6

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very much</td>
<td>11</td>
<td>55.0</td>
</tr>
<tr>
<td>Very little</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Don’t know of the objectives</td>
<td>8</td>
<td>40.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The issue of the HEC’s ELTR Project objectives and their reflection in the course content is very important one. It was, therefore, addressed in the study. Based on the studies conducted by Mansoor (2003) and Shamim and Tribble (2005), the main objective of the HEC’s ELTR Project was to focus on providing a strong theoretical base to the teaching of English on one hand, and on the other to focus on integrating theory with practice so that teachers can apply the knowledge and skills gained during their professional development to their own context. In other words, it was to develop the teachers professionally. Table 5.3.6 suggests that 45% of the
resource persons/trainers did not know what objectives the HEC had to focus on during these courses. This finding indirectly exposes the lack of effective co-ordination between the resource persons and the ELTR team. Most of the objectives of the course content they developed would focus on short-term immediate needs of the teachers for instance to train them in how to do effective testing and assessment. They would least bother on the overall professional development of the trainees. This lack of co-ordination has been exposed by some of the resource persons while being interviewed. For instance, one of them emphatically demanded, “I think they (HEC) should work in partnership with universities...and partnership requires long term planning...two things which are missing from the ELTR project and they are long term planning and coordination... if there is no long-term planning then there will be no co-ordination...”

Q. How far have the course content reflected the room for application in real classroom-setting by the trainees?

I asked the sample interviewee resource persons how far the courses’ content reflected the room for application in real classroom setting for the trainee. Their responses have been tabulated in terms of their thinking about the course content reflecting the room for application as very much, very little or then as their being unaware of them in Table 5.3.7. The descriptive analysis of the data shows that 85% of the resource persons believed that the course content reflected the room for application in real classroom setting for the trainees (Table 5.3.7).
Table 5.3.7

How far have the course content reflected the room for application in real classroom setting by the trainees?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very much</td>
<td>17</td>
<td>85.0</td>
</tr>
<tr>
<td>Very little</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Can't say anything</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

One of the most important factors involved in making a teachers’ professional development course to be successful is the availability of resources to the trained teachers at their respective workplaces. It is a basic theory behind the success of a teachers’ professional development course that the trained teachers are facilitated with sense of freedom to initiate and replicate the received input and also to provide and let them make full use of the resources at their workplaces. In other words, they should not face any sort of hindrances from their management and senior staff members. Table 5.3.7 shows that a majority of the resource persons had been developing material by keeping their applicability and also the availability of the resources in mind. Some of them, however, feared whether the trainees might or not replicate the input on the basis of their facing probable problems at their workplaces. As one of the resource persons said, “…how can we make sure that the senior management and the middle management gives a kind of environment... a flexible environment in which our graduates...of the courses, ...can carry out or they can carry on with all these strategies, implement all those strategies...”

Besides, one resource person reiterated the basic flaw in selecting or nominating the trainees for the teachers’ professional development courses as there usually turn up mixed group of trainees to the courses. These groups for example, comprise college and university teachers. Coping with this problem one of the resource persons from the Testing and Assessment sub-
committee feared that the college teachers might not replicate the teachers’ professional
development courses as she said, “Well, if it was related... if the teachers were from the
universities they could understand and relate to it but when it came to colleges, because they
were affiliated colleges then they could understand the rationale behind what we were saying it
because we were not in a position to implement it and as they still were going through the annual
system, they have had no semester system, they were not...it was not really relevant to their needs
but if the teachers did say that in their private tuition centres and also that sometimes when they
have class...they would keep the principle of creating tests in their mind and maybe follow that
but actually I mean they felt it was not applicable to them and because all the assessment was
imposed upon them externally.”

Q. How far would the course content have developed the trainees professionally?

I asked the sample interviewee resource persons how far the courses’ content would
have developed the trainees/participants professionally. Their responses have been tabulated in
terms of their thinking the course content developing the trainees professionally to be very much,
very little or then their being unaware of them in Table 5.3.8. The descriptive analysis of the
data shows that only 45% of the resource persons believed that the course content would
have developed the trainees professionally (Table 5.3.8).

Table 5.3.8

<table>
<thead>
<tr>
<th>How far would the course content have developed the trainees?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Response</strong></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Very much</td>
</tr>
<tr>
<td>Very little</td>
</tr>
<tr>
<td>Can’t say anything</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>
Table 5.3.8 helps seeking the ultimate end of the study i.e. to find out to what extent the courses had been successful in developing the trainees professionally. Their responses were not indicative of the clear picture as they were divided almost equally to consider their effort in developing the teachers to be either successful or not. One of the resource persons being uncertain of answering it very rightly suggested that the question should be put to the trainees themselves, “Ye to aapko trainees se jaa kar poochna padega... dhekain jo bhe course leader hai (This you will have to ask the trainees for...whoever is the course leader)...what happens actually in terms of impact you will have to interview the trainees to find out....” Similarly, some others were also not sure of the success of the teachers’ professional development courses in this regard.

Q. What training method have you been using at the course(s)?

I asked the sample interviewee resource persons what methodology they had been adopting at the teachers’ professional development courses. Their responses have been tabulated in terms of their adopting either lecture, interactive, or then mixed method in Table 5.3.9. The descriptive analysis of the data shows that 75% of the resource persons adopted interactive method at the respective teachers’ professional development courses (Table 5.3.9).

Table 5.3.9

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Interactive</td>
<td>15</td>
<td>75.0</td>
</tr>
<tr>
<td>Mixed method</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Not imparted</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 5.3.9 shows that a vast majority of the interviewee resource persons confirmed that they used highly interactive methodologies. This might have limited the possibility of the trainees feeling boredom or lack of motivation on the teachers’ professional development courses.

**Q. How far has the adopted methodology helped you focus on the trainees/participants?**

I asked the sample interviewee resource persons how far their adopted methodology helped them focus on the trainees/participants. Their responses descriptively analysed shows that 90% of the resource persons affirmed that their adopted methodology helped them focus on the trainees/participants (Table 5.3.10).

**Table 5.3.10**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
<td>18</td>
<td>90</td>
</tr>
<tr>
<td>Not imparted</td>
<td>02</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 5.3.10 shows that the interactive method for teachers’ professional development courses adopted by the resource persons certainly helped them focus on the trainees and their needs. However, as one of the resource persons mentioned and as discussed under the Table 5.3.5 above that the trainees would sometimes come at the teachers’ professional development course with altogether different needs, it would definitely have posed problems for the resource persons to adapt their teachers’ professional development content and also methodology to address the needs of all the trainees. Despite this, the resource persons were more than confident
about their adopted methods being effective and their feeling so could be verified through the
findings shown in the Table 5.1.26 to Table 5.1.34.

**Q. How far has the adopted methodology let you ask for feedback from the trainees?**

Similarly when I asked them how far their adopted methodology let them ask for feedback from the trainees/participants, their responses descriptively analysed shows that 90% of the resource persons affirmed that their adopted methodology let them ask for feedback from the trainees/participants (Table 5.3.11).

**Table 5.3.11**

*How far has the adopted methodology let you ask for feedback from the trainees?*

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
<td>18</td>
<td>90</td>
</tr>
<tr>
<td>Not imparted</td>
<td>02</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 5.3.11 suggests that their adopted methodology was quite an effective one as it used to help them focus on the trainees and also ask for their formative and summative feedback. As one of the resource persons from the CALL subcommittee pointed out, “*Each trainee was given individual attention and each trainee worked on individual project...The trainees presented their projects on the last day of each course that was a kind of feedback on the course that how much they have learnt to incorporate technology in their professional life.*”

Similarly a resource person from Testing and Assessment subcommittee overruled the scope of formative evaluation of or feedback from the trainees in short courses. She was of the view, “*.... you can’t have a formative evaluation in a three days course... because they can’t keep changing things quickly on a three days short course but there’s a lot that you can change in terms of just getting informal feedback in the classroom about... kitney logon ko aata hai kitno*
ko nahee aata hai (how many people know of and how many don’t know of it?)… So you are able to judge at the beginning of any session you know…” However, there were a few who advocated for having formative feedback from the trainees. For instance one of them said in an interview to the same question, “Most of the time the resource persons and the team I am with we usually leave the summative feedback to the ELTR project team we ourselves are involved in formative feedback… and we keep giving them assignments during the course…” Whatever form of the feedback they got from the trainees, be it formative or summative, it is a good sign that the teachers’ professional development courses had been quite interactive.

Q. Have you ever told the trainees about the possible post-courses evaluation at their respective workplaces?

I asked the sample interviewee resource persons whether or not they had ever told the trainees about the possible post-courses evaluation at their respective workplaces. Their responses have been tabulated in terms of their showing affirmation, negation and indifference in Table 5.3.12. The descriptive analysis of the data shows that 85% i.e. (65% No + 20% Can’t Say…) of the resource persons had never told the trainees / participants about the possible post-courses evaluation at their respective workplaces (Table 5.3.12).

Table 5.3.12

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>65.0</td>
</tr>
<tr>
<td>Don't know</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 5.3.12 shows that a majority of the resource persons did not make the trainees feel accountable to replicate and utilize the courses input at their respective workplaces. The validity of this finding may also be confirmed from the trainees’ response to the same statement in a questionnaire where in hardly any one affirmed the resource persons or the ELTR Project team members’ ever telling them about the possibility that they might be examined at their respective workplaces (Table 5.1.25). Most of the resource persons considered telling them about any possible post-courses evaluation to be the responsibility of the HEC authorities.

**Q. Do you consider that they would be better teachers after undergoing the teachers’ professional development?**

I asked the sample interviewee resource persons whether or not trainees/participants would be better teachers after undergoing the teachers’ professional development courses. Their responses have been tabulated in terms of their showing affirmation, negation and indifference in Table 5.3.13. The descriptive analysis of the data shows that 60% of the resource persons thought the trainees being better teachers after undergoing the teachers’ professional development would depend on some other academic and non-academic factors (Table 5.3.13).

**Table 5.3.13**

*Do you consider that they would be better teachers after having undergone the teachers’ professional development course?*

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7</td>
<td>35.0</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>It depends</td>
<td>12</td>
<td>60.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 5.3.13 shows that the resource persons were not sure of the desired result of their efforts. Only 35% of the interviewed resource persons categorically affirmed that the trainees would be better teachers after having undergone the teachers’ professional development. Those who said their becoming better teachers would depend on certain other factors, they might have hinted at the ground realities at their respective workplaces. As one of the resource persons very rightly said, “...if the conditions are supportive at workplaces, the assumption of training is this that they will be able to use it...and thus may have become better teacher...”

Q. What would you please suggest anything to help improve future teachers’ professional development courses and workshops that HEC may conduct?

I asked the sample interviewee resource persons what they would suggest to help improve future teachers’ professional development courses and workshops that the HEC may conduct. Their responses have been tabulated in Table 5.3.14. The descriptive analysis of the data shows that 45% of the resource persons believed that the ELTR Project team of the HEC should make planning, coordination and nominations better and more incentives should be given to the participants (Table 5.3.14).

Table 5.3.14

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make planning and coordination better</td>
<td>6</td>
<td>30.0</td>
</tr>
<tr>
<td>Make nominations better</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>More incentives should be given to the participants</td>
<td>2</td>
<td>10.0</td>
</tr>
</tbody>
</table>
The resource persons after having pointed out certain loopholes in the ELTR’s teachers’ professional development courses such as in selection procedure adopted by the HEC and through lacking effective co-ordination among the different sub-committees, when were asked to suggest making the future teachers’ professional development programmes effective they again harped on the same string. A majority of the resource persons were of the suggestion that the HEC should make proper planning, coordinate effectively, nominate trainees on merit and need basis and also that they (the trainees) should be given more incentives in future.

Finding lack of proper planning and coordination, one of them said, “I think they should work in partnership with universities...and partnership requires long term planning...two things which are missing from the ELTR project and they are long term planning and coordination... if there is no long-term planning then there will be no coordination...”

In the same way, one other resource person very emphatically numerated his suggestions, “Number one... and this is very important...it is how do you select the participants...on the basis of their needs analysis, (You mean don’t conduct courses haphazardly?) haphazardly and don’t conduct courses for the sake of conducting the courses...and they are just fulfilling the target of conducting such and such number of courses and I don’t think it is going to work, I don’t think it really works...number two how we are able for the ELTR and the rest of the projects as well of the HEC, how would we be able to contact

| Make planning, coordination, nominations better and more incentives should be given to the participants | 9 | 45.0 |
| Make training courses a permanent feature | 1 | 5.0 |
| **Total** | **20** | **100.0** |
and interact or to debate with the senior management of the universities and degree colleges to allow our trainees to implement the strategies they have imbibed during the short and long courses, and number three how are we able to facilitate them afterwards to implement you know facilitation means for example they need incentives for that are we able to get these incentives for them, they need motivation also they need flexible time... etc. you know are we able to facilitate them...these three points are very important that if we want to be effective....”

More or less all the interviewed resource persons were of the view that the HEC’s ELTR Project should stop playing the role of merely a funding agency. Rather it ought to act democratically and coordinate with all the resource persons on equal terms. A resource person criticized the approach in which the HEC is running the ELTR project as, “I think it is the approach that has not been properly built up in the ELTR project...It is the building partnership approach...I think it is the fault of the design of the project...the project is mainly working on the design that we people have the money, we can tell people what to do because we will give them the money and a lots of people will do things just to get the money...and to get the name...”

5.4 Analysis of the Interviews with the Trainees on Professional Development Courses

Here is the in-depth interpretation and discussion of the descriptive analysis of the data collected through recording and transcribing the interviews of the trainees who attended teachers’ professional development courses under the CALL and Faculty Development subcommittees of the ELTR Project of the Higher Education Commission (HEC) of Pakistan. I asked them the following questions given in bold italics:
Q. Would you please tell me how did you get nominated for this teachers’ professional development course/workshop of the ELTR project of the HEC?

It had already been found through the analysis of the questionnaire administered to the sample trainees and also through the analysis done of the interviews of the resource persons that both the trainees and the resource persons were not properly selected/nominated and appointed respectively for the teachers’ professional development courses. Here, in order to further validate these findings I asked FIVE each of the trainees attending a Computer Assisted Language Learning (CALL) Course in Peshawar and a short course on English for Academic Purposes (EAP) conducted in Rawalpindi under the Faculty Development Sub-committee of the ELTR Project about their nomination/selection for the course. It is clear from the descriptive analysis of the data got through interviewing them that 50% of the trainees were nominated by the regional directorate of Education (Table 5.4.0). Similarly, 20% each of the trainees were got nominated by their departments and through their personal efforts. On the other hand only 10% of the trainees were nominated by the funding and organizing agency i.e. HEC. This clearly shows flaw in the nomination/selection procedure of the HEC. As one of the resource persons during her interview had said, “….HEC’s role is nothing more than of a funder in this regard…HEC can’t claim such training courses….Of course the value for money should be kept in mind…” It is, therefore, imperative that in order to value the money the HEC spent on teachers’ professional development courses, the Commission should have played an active role in selecting and nominating the trainees for the courses on merit and need based.
Table 5.4.0

Would you please tell me how did you get nominated for this teachers’ professional development course of the ELTR project of the HEC?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was nominated by my department</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>I was nominated by the directorate of education</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>I was nominated by the HEC authorities</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>I got myself nominated on my personal effort/contacts/interest</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Q. Were you motivated and wanted to attend it or do you feel that you were forced to attend it as a trainee/participant?

When I asked the trainees about their feeling motivated or otherwise to attend the teachers’ professional development course, all of them responded that they were fully keen and motivated to attend the course (Table 5.4.1).

Table 5.4.1

Were you motivated and wanted to attend it or do you feel that you were forced to attend it as a trainee?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Following are some of the responses given by the trainees to the above question:

a) “I really was motivated to attend it because I am in this sort of thing so using and utilising the language lab…”

b) “....we are personally excited and quiet keen to know about this training ... it’s a unique thing for us, and it will improve our style of traditional teaching...”
c) “Yes, I personally was motivated for such type of workshop because I want to groom myself first and then my students....”

d) “Yes very much...our Principal restricted us but still just in spite of resistance, we participated in this programme so this shows our keen interest for the course..”

e) “I m a learner, still I m a learner not a teacher, my spirit motivated me.”

f) “It was my personal curiosity that dragged me here and I am most honoured to be here.”

The above responses clearly show that the trainees had been quite keen and motivated to attend the teachers’ professional development course. It has also been shown through the analysis of the same statement in the administered questionnaire as tabulated under Table 5.1.1.

**Q. Do you think that the content of the teachers’ professional development course/workshop reflect your academic needs?**

Answering to the question whether the content of the teachers’ professional development course/workshop reflected their academic needs, 80% of the trainees believed that these reflected their needs (Table 5.4.2).

**Table 5.4.2**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8</td>
<td>80.0</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 5.4.2 shows that the course content reflected the trainees’ academic needs.

Whatever the finding of the question is but the fact remains the same that almost 80% of the
teachers interviewed were actively teaching literature to their students at FA/FSc., BA and MA level. It is apparently seen that teaching literature through computer technology seems relatively a remote possibility in comparison to using the same technology for teaching language components at any level. Nonetheless, the interviewed trainees were not of this apparent observation. They viewed the content catering to their academic needs.

Q. *Are you satisfied with the knowledge and communication skills of the Resource Persons?*

The descriptive analysis of the data got for this question shows that, 70% of the trainees were satisfied with the knowledge and communication skills of the resource persons (Table 5.4.3).

**Table 5.4.3**

*Are you satisfied with the knowledge and communication skills of the Resource Persons?*

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Hence, it is clear from the Table 5.4.3 that a majority of the trainees were of the perception that the resource persons possessed satisfactory knowledge vis-à-vis the training course and also that their communication skills were of an acceptable standard.

Q. *Are you satisfied with the methodology adopted by the Resource Persons for the teachers’ professional development course/workshop?*

Answering to the question whether they were satisfied with the methodology adopted by the Resource Persons for the teachers’ professional development course, 70% of the trainees
showed their satisfaction with the methodology adopted by the Resource Persons for the course (Table 5.4.4).

**Table 5.4.4**

*Are you satisfied with the methodology adopted by the Resource Persons at the teachers' professional development course?*

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The Table 5.4.4 shows that the trainees were satisfied with the methodology adopted by the resource persons on the courses. However, the observation findings would reveal that the adopted methodology, though, mostly was interactive, yet it usually could not focus on formative and summative evaluation on one hand whereas, on the other hand, it could also focus more on theory rather than practical component even though the course was a practice oriented one (C.f. Section 5.8).

**Q. Would you be able to replicate the training input back there at your respective workplace?**

Answering to this important question, hardly 30% of the trainees showed self-belief that they could replicate and apply the content of the course (Table 5.4.5).

**Table 5.4.5**

*Would you be able to replicate the training input back there at your respective workplace?*

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 5.4.5 reveals the trainees’ real motivation and keenness about attending and utilizing the course, for only 30% of them showed confidence that they would be able to utilize the course content at their respective workplaces. A female interviewee felt helplessness in these words, “I’m telling you, I’m teaching in Charsadda (a city in Khyber Pakhtunkhwa, Pakistan), we’ve a computer lab but we’ve no access to that lab, because I told you I’ve a large number of students, it’s awesome to get access to that lab....”

Q. What about the overall environment of the course?

Answering to the question how they found the overall environment of the course, all of the interviewed trainees considered it to be more than satisfactory and good (Table 5.4.6).

Table 5.4.6

<table>
<thead>
<tr>
<th>What about the overall environment of the course?</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quite good</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 5.4.6, in fact, stamps the finding got through observation done at the courses that the overall environment, facilities and academic milieu of the each course was more than satisfactory. These courses were conducted in a very amicable and soothing manner.

Q. Any problem or difficulty you may face on the course and any suggestion for the future teachers’ professional development courses/workshops of the HEC?

The trainees were asked about their facing any problems during the course and what they would like to suggest improving the future courses under the ELTR Project of the HEC. 50% of the trainees were found unhappy at the absence of the adequate number of resource persons, lack of dissemination of proper hand-outs among them and at the non-provision of overall
satisfactory academic facilities; and they suggested trying overcoming these shortcomings on future courses (Table 5.4.7).

Table 5.4.7

Any problem or difficulty you may face on the course and any suggestion for the future teachers’ professional development courses of the HEC?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of resource persons, material, academic facilities etc.</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>Others</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 5.4.7 clearly shows that the trainees were not happy with the number of resource persons available there on the course. In fact, there were five resource persons available for six days on paper, but in reality only three resource persons hectically conducted sessions for two days each. This shows that the schedule of the teachers’ professional development course could have afforded flexibility for the resource persons to deliver their presentations. They ought to have been present on all the six days of the course instead of their delivering own presentations in a successive manner and leaving the course and the trainees at the disposal of the succeeding resource persons. Answering to an informal question about the schedule of the teachers’ professional development course ….whether you are satisfied with one resource person giving presentations in succession... one of the interviewees said, “Ya! Exactly it should have been more....it should have been a team work and we should have more resource persons....”

Moreover, they were also interested in getting more research material from the resource persons and that too in comprehensible form as one of the resource persons very rightly pointed out too much jargon in the training material, “As far as the course material is concerned it’s too...
much I think technical because we also found some participants who hadn’t touched even the computer... but they were also taught with those terms which were too much technical and which those participants felt they just went beyond the standard.”

As far as the suggestions to improve the future teachers’ professional development programmes are concerned, one of the trainees summatively represented the case of a common teacher trainee in Pakistan when he suggested, “So far HEC.... I would suggest that these courses should be repeatedly given and secondly we are the teachers of Govt. institutions.... we face the problems even in the classes, so our heads of the governing body, secretaries, for example directors...they should strictly advise that they should relieve their teachers.... and they should be given the opportunity that they should go to attend the training courses everywhere in the country....”

Yet another trainee, who was physically handicapped too, very rightly suggested, “Basic thing is that, all the programme or the venue setup is made keeping people in mind who are physically well, there are teachers who are facing problems so HEC should keep this thing in mind, in fact there are aged teachers and... a disable teacher as well...”

Finally one of the trainees very emphatically suggested, “I would like to suggest that in Govt. colleges you know there is a lack of resources, we haven’t got any multimedia and we haven’t got any internet facility, so these things should be provided to us there otherwise this training will have no effect on us and after going back to our colleges we will forget everything because we will not be able to practice these things in our colleges so until and unless such things are provided into our colleges it will have no utility...or positive impact on us...”
5.5 Analysis of the Interviews with the Trainees Post- Professional Development Courses

Catering to the need of eliciting the views of the trainees about the impact of the professional development courses on their teaching at their workplaces, I interviewed the same 10 trainees (05 each from CALL and EAP) at their respective workplaces. The purpose of the interview was mainly to see as what they have got at their disposal in terms of physical resources, seniors’ persuasion or dissuasion at their workplaces for utilising the training; and also to generally gauge their perceptions regarding the teachers’ development courses in developing them as professional teachers; and to record the suggestions as to how the situation can be changed for the better. All this was necessary to know as to what extent the desired impact of the teachers’ professional development courses could be attained in future. To achieve the said end, a semi-structured interview was used. Semi-structured interview was preferred due to the fact that its flexibility, balanced by structure, ensures the quality of data (Gillham, 2000). In the semi-structured interviews, the interviewer has a defined set of issues about which he solicits information from the interviewees (Gray, 2004).

Following is the detailed interpretation and discussion of the descriptive analysis of the data collected through recording and transcribing the semi-structured interviews of the trainees who had participated in a teachers’ professional development course under the CALL and Faculty Development sub-committees of the ELTR Project of the Higher Education Commission (HEC) of Pakistan.

The following questions in bold italics were asked in the order presented below. The detailed answers of the respective interviewees are followed by an overall discussion:
Q. How far have you been successful in utilizing the HEC’s teacher professional development course(s) that you have attended?

As far as the CALL trainees were concerned, a majority of them was of the view that they had not been able to utilize the courses, they attended as trainees, to a considerable extent. As one of them expressed his disappointment in the following words:

‘No, I haven’t been able at all in utilize the content of the CALL course because our overall educational system does not allow it’.

One more CALL trainee was of the view that:

‘Unfortunately, I have to say NO. They (teachers and students) often think about the drawbacks of the internet etc. So it is quite difficult for us to utilize it on academic level’

However, there were some trainees from the EAP course of the Faculty Development Subcommittee who almost unanimously gave a very positive feedback regarding the courses as they said they have been utilizing them both considerably and effectively. Some of their positive responses are given below:

‘After having received ELTR training, I try to facilitate my intermediate class students by making them speak and participate more in classroom discussions etc. and through relating grammar to the text I teach in class...’

‘My EAP course has helped me reviewing my way of teaching; especially I have found myself able to make my students understand concepts in inductive way. Now my class is the focal point, they have more talking time and they take greater interest in whatever is being done in the class...’
'This particular course has helped me explore certain new areas of classroom teaching. I have tried to explore different innovative techniques, thereby arousing the interest and motivation of students and achieve the desired objectives....'

Discussion

From the above qualitative analysis of the answers of the CALL and FD Subcommittees’ trainees, it is apparent that due to the unavailability of the proper resources to the CALL trainees at their respective workplaces, they were unable to implement the taught components, methods etc. They might not have been able to utilize the CALL course, for the syllabus they usually teach and the examination their students take do not allow incorporation of CALL theory and practice. On the other hand, the FD Subcommittee’s course being an EAP type would have allowed the trained teachers to make its incorporation in their teaching. They might have started teaching the way they would have seen the resource persons at the course. They might have turned more interactive and democratic in their teaching methods.

Q. In what ways have these course(s) been helpful to you?

When they were asked in what ways these courses were helpful to them, the CALL trained teachers gave the following set of statements to it:

“It has added a new dimension to my professional practices. We had a computer lab in English department which I can now use more fruitfully. I shared my knowledge and learning with my other colleagues who did not attend the workshop and they also found it very beneficial and useful...”

“It made us aware of the latest technology that can be used in teaching English language in the classes... It increased our knowledge of the modern teaching techniques. We feel that now, we are somewhat at par with up-to-dated institutions....’
“The course was beneficial for us in terms of gaining confidence and self-belief after interacting with fellow trainees and of course the resource persons...”

“I could now at least feel the difference in my teaching method...I mean I’ve become more open and friendly with my students after attending the course....”

The EAP trained teachers were relatively clearer in eliciting the benefits that they have achieved out of that course:

“The course has been of great help to me in improving my teaching methods. I’ve tried to switch my teaching from teacher to student-centred activities...Resultantly students take active and keen interest in class and.....are motivated to learn more willingly and easily...”

“Our teaching generally is more focused on text but this course has given us the realization that we need to approach the text through language...”

“The short course I attended was an eye-opener, as I am not a trained teacher.. Introduction to different teaching and analytical techniques has taught me new ways to approach the job I have been doing for the last twenty years...”

“EAP course has helped me to refresh my knowledge, the concepts that had been rusted, have once again gained such importance that I find myself opening the books to bring back that knowledge. It has also helped me to use various concepts in a practical way and to make simple but effective activities for students to understand....”

Discussion

From the above set of statements of the CALL and EAP trainees, it can be inferred that they found these courses to be quite effective especially in terms of their becoming the teachers with more informed, innovative and student-centred teaching techniques and methods in their classes. Whatever the apparent or inherent reasons may be for their feeling happy and
improved teachers in terms of teaching skills, it definitely shows that how poor and unskilled our teachers feel themselves. It may also point towards the weakness of our system at colleges and universities that teachers keep on teaching as per old and stereotyped ways irrespective of the demand of the time, syllabus and students’ needs. The short courses may bring short-term changes in teachers’ outlooks and practices; however, I feel that with the passage of time they turn to the same traditional and easy ways of teaching.

**Q. What institutional facilities could you avail to utilize the training in your professional life?**

When they were asked as to what institutional facilities they could avail to utilize the training in their professional life, only two of the five CALL trained teachers gave the following encouraging set of statements to it:

“We had a computer lab in English department which I can now use more fruitfully....”

“I have got the facility of computers, internet, a printer and a photocopier at my institution that I could make the use of....”

However, three of the interviewees, who came from the government colleges, were of the view that they did not have any CALL labs or easily accessible computers, printer etc. at their disposal in their workplaces.

On the other hand, the EAP trained teachers answered about following institutional facilities that they could avail to utilize the training in their professional life:

“As far as facilities from the institution are concerned, it seems that we could have very little share. In my opinion, a white board and marker are the best friends for any teacher who works in such state owned colleges. But, if given opportunities, I could go for a tape recorder (to help students learn correct pronunciation), photocopier (to get hand-outs photocopied for them) and may be TV (to give them an accurate idea of scene and setting etc.)...”
“So far much needed facilities are lacking due to financial restraints....”

“I could avail many facilities to utilize my training such as black and white-boards, photocopier, television and multi-media service to make the concepts of the students clear....”

“If teachers could have the facility of getting practice exercises and quizzes photocopied for the class at the workplace it would, hopefully, enable teachers to give more practice to the students in grammar...”

“We generally have got white boards, a library and newspapers....”

**Discussion**

From the above set of statements of the CALL and EAP trainees, it can be inferred that they found these courses to be quite ineffective especially in terms of their not having proper facilities available at their disposal in their respective institutions. In our context, there generally is found a wide gap between the training setting and the working/real classroom setting. This gap does exist in terms of facilities provided at both the settings. However, there were a few trainees both from the CALL and EAP courses who were better equipped to utilize the training. They, perhaps, had got the facility of the state-of-the-art CALL labs to utilize the training which is a very positive sign and may mark the effectiveness of the desired activity- the teachers’ professional development courses.

**Q. What institutional/workplace barriers did you face in utilizing the training in your professional life?**

When they were asked what institutional facilities/workplace barriers could they came across in utilizing the training in their professional life, both the CALL and EAP trained teachers gave almost the similar sort of responses. They answered about following
institutional/workplace barriers that they came across in utilizing the training in their professional life:

“There are classes with a large number of students. Consecutive classes also hamper me being as active as I want to be. There is very little help if I want to go ahead and make activities etc...”

“Lengthy syllabus, time constraint and a large number of students in the classes are some of the barriers...”

“Lack of equipment like multimedia etc.; Extensive syllabus; Number of students per class (50+), Number of classes (4+)...”

“There are as such no barriers, absence of teaching aids at governmental institutions is a common phenomenon in Pakistan...”

“Over-crowded classes with students and excess of workload hamper one to utilize the training in my professional life... Extensive syllabus at BA level restricts me to utilize the training...”

Discussion

From the above statements, it is apparent that most of the trained teachers came across similar sort of problems. It is generally observed fact that there usually is a huge difference between training and workplace settings in our country. In government sector, the teachers face the ordeal of teaching English to overcrowded classes and that too with having heavy workload. They do not have the state-of-the-art technology to make use of during their teaching. They can hardly allow themselves to revert their traditional teaching as mostly the stereotyped examination system forces them to teach the students only that stuff that they will be tested in.
Q. Have you ever shared the training with your fellow teachers? If yes, what was their reaction to it?

When they were asked whether they ever have shared the training with their fellow teachers at their workplaces, both the CALL and EAP trained teachers gave almost identical set of statements. They answered to the question as per the following set of statements:

“Yes, I have shared the training by discussing our teaching methodology how we can incorporate, the modern and latest developments in language, into our methods of training...”

“Yes! They had benefitted much and were eager to apply...”

“The teachers who did not attend this course, they were keen to know about it... They wanted to get an opportunity to attend such courses for their professional training...”

“Yes! Most of them gave a positive response to it. We all agreed that such courses should be held more frequently at college level to update our knowledge of teaching techniques...”

“Yes! I have tried sharing the training with my fellow teachers. Some of them responded positively whereas others thought it was merely wastage of time and more importantly they blamed school teachers for not teaching English grammar and sending students to college unprepared...”

Discussion

Most of the times, the prevalence of social evils in a community penetrates into departments too. These social evils, in the form of rivalries, jealousies and acrimonies do not let the teachers to learn from one another. Teachers, who attend the courses, are considered to be chosen seeds or apples of the eyes of nominating authorities by those teachers who are left behind. So when they return, they are usually not encouraged. However, since those who
attended the EAP course in the present case were mostly from the same institutions, they shared the training among themselves. The CALL trainees too showed positive signs of having discussed the training with those who had not been there. I think, since the training was not being implemented by the CALL trainees, they took it very light and might have discussed their experiences with one another.

Q. In what aspect of your professional life the training did help you the most? For instance, in your teaching method, knowledge, confidence etc.?

When they were asked in what aspect of their professional life the training helped them the most, the CALL trained teachers gave the following set of statements to it:

“Yes, it has improved and enhanced my teaching methodology. It has helped my other colleagues as well in the department.”

“It taught us modern techniques which were very useful for both my professional development and for my students’ learning.”

“After the CALL course, I know a lot more now…I can use the techniques if opportunities are provided to us at my college…”

“The course improved my teaching techniques…. I turned more students focused…”

“It made me more confident teacher…”

Similarly, when the EAP trainees were asked in what aspect of their professional life the training helped them the most, they gave the following set of statements to it:

“It has helped me to start believing in my students. No matter how poor her English might be, but EAP has given me the knowledge to see that there must be the spark; it only needs to be ignited. It has also brought an improvement to my teaching method…”
“It helped me in improving my teaching method- thereby broadening my knowledge and confidence too…”

“I think the training was revolutionary in nature so it has influenced me a lot in improving my confidence, knowledge and teaching methodology in all…”

“The training has helped me improve my teaching methods, know more about teaching innovations and therefore, I am more confident as well as satisfied with my performance…”

Discussion

Most of the trained teachers felt that the teachers’ professional development courses have turned those better teachers in terms of teaching methods. They had come to know about the importance of teaching students with maximum focus on their needs. It also exposes the fact that a majority of teachers in our country are recruited without having proper training in teaching field. However, I feel that with the passage of time, the trainees will start teaching according to their traditional ways due to the absence of the system of check and balance on one hand and because of the heavy workloads, overcrowded classes and examination pressure on the other.

The trained teachers also acquired knowledge and got confidence through EAP and CALL courses which again tell of the general sorry state of affair of our teachers.

Q. What would you say on the role of the following factors in your utilization or otherwise of the training?

On Workload

When they were asked what they would say on the role of their workload in utilization or otherwise of the training, both the CALL and EAP trained teachers gave the following set of statements to it:
“Yes, if the workload is not too much, one can create and devise activities and share....”

“Workload is not too heavy to hamper the utilization of the training...”

“Workload is a big difference as well as a health hazard. Four classes of 50+ students of which the majority does not know the basics of English language, it makes time management quite difficult...”

“A large number of students in every class restrict the teacher’s desire to interact with each and every student, which again is the case in government institutions...”

“Overcrowded classes and consecutive periods make the teacher fatigued and disinterested and hence hampers the utilization of the training...”

“Short duration of sessions and overloaded classes hamper me to utilize the training in my professional life...”

**Discussion**

As far as workload is concerned, it has already been proved from findings to one of the above questions that the trained teachers face the major barrier in the form of workload for proper utilization of the training at their workplaces. The teachers are teaching overcrowded classes with quick succession on daily basis. They can hardly experiment with their students by teaching them the things in the way that they learnt during the courses.

**On the Role of Institutional Support**

When they were asked what they would say on the role of the support of their institutional authorities in utilization or otherwise of the training, both the CALL and EAP trained teachers gave the following set of statements to it:
“Direct support is there... but from the governing authorities more would be much appreciated to play an active role in promoting a better understanding and co-operation in solving problems concerning teachers and students...”

“The administration has been very helpful in the arrangement of the course...”

“They were supportive as the course was held in our college. The head of our department keeps on having formal and informal meetings with us and enlightens us regarding teaching methodology. Her approach is encouraging and inspiring...”

“The institution has been helpful in conducting such workshops. It is difficult to implement such training in professional life because of excessive workload and extra teaching duties...”

“The role of institutional authorities is quite encouraging and supportive but our education system is quite opposite to it...”

**Discussion**

It has already been seen through findings from one of the above questions that trainees did not find the same kind of milieu at their respective workplaces which they did have at the training setting, so they usually were not able to make the use of training at their workplaces. However, here most of the trainees were very happy with the administration for their support. According to them, they were taken in full confidence by the institutions. Their heads of the departments and chairpersons were not barriers on their way to going to the courses and their trying to implement the courses. However, it remains the fact that they were not provided with the requisite paraphernalia they should have been relying on proper utilization of the courses.
On the Role of Support from Colleagues

When they were asked on the role of the support from their colleagues in utilization or otherwise of the training, both the CALL and EAP trained teachers gave the following set of statements to it:

“They too keep coming up with new ideas and are supportive; there is no professional jealousy among us...”

“It has been a team work; it has been very successful...”

“Working relationship is healthy...”

“I feel it very comfortable and as colleagues we often share our experiences related to teaching different topics to our students...”

“Unfortunately I found some colleagues reluctant in setting textual activities collectively. In my opinion collective work is very important because a single teacher has too much workload to set them for the whole syllabus herself along with other teaching duties ...”

Discussion

Unlike the generally observed unhealthy relationship among colleagues in some departments, the trained teachers were of the view that they had a good and positive coordination with their colleagues. Being an active teacher, I have seen that the colleagues mostly indulge in rivalries and professional jealousies. Similarly, one of the respondent interviewee exposed this situation when she said that she found colleagues reluctant in setting activities collectively. Healthy and good working relationship between colleagues definitely improve them professionally as the process of learning to teach never ends and the colleagues can learn from one another to teach their students.
On the Role of Physical Provisions by the Institution

When they were asked what they would say on the role of the physical provisions from their institution in utilization or otherwise of the training, both the CALL and EAP trained teachers gave the following set of statements to it:

“Better physical facilities can help in introducing modern teaching methodology in much better manner...”

“Black board, chalk, dusters have been provided....”

“Library, newspapers, black board, chalk, dusters are the only physical provisions given by our institution to us...”

“Unluckily no physical provisions other than black board have been provided by the institution...”

Discussion

From the above statements, it is yet again apparent that most of the trained teachers came across similar sort of problems. It is generally observed fact that there usually is a huge difference between training and workplace settings in our country. In government sector, the teachers face the ordeal of teaching English to overcrowded classes and that too with having heavy workload. They do not have the state-of-the-art technology to make use of during their teaching. They can hardly allow themselves to revert their traditional teaching as mostly the stereotyped examination system forces them to teach the students only that stuff that they will be tested in. The above findings have proved it as they got white board and duster, newspaper and library as the main sources for utilization of the courses.
Q. How far do you think that the training you received has been relevant to the needs of your institute/workplace?

When they were asked how far they think that the training they received had been relevant to the needs of their institution, the CALL trained teachers gave the following set of statements to it:

“The Course Contents were very good and at par with the academic needs of our institution as we mainly teach an Integrated Language Skill course and this CALL methodology can be used in all language areas….very practical approach....”

“Now, I am a student of MS. Applied Linguistics and the resources of CALL help me greatly in my studies....”

“Well! It was a very useful course and our students can learn a lot if we put the content of the CALL course into practice in our own institutions. As it is demand of the day and we are lacking in t, so, it strongly reflects our academic needs.”

“The course content was not related to my immediate needs as I don’t have any CALL lab in my college...”

“I found the course content to be quite good and interesting but it was not proximately relevant to my academic needs as the courses I teach at my college are mainly literature based and my teaching is usually dictated by the examination system and nothing else...”

Discussion:

As expected, the answers of the above interviewees do not give a clear picture about the relevance of the course content with their academic needs. They termed the course content to be quite interesting and useful. The reason behind their saying so may, perhaps, lie in their not being well acquainted with the CALL as a discipline. In other words, it being a novel field
of studies for them may have grabbed their interest and keenness. However, it was verified from their responses that they, except the one interviewee, could hardly relate the content taught at the courses with their own day to day teaching in their respective institutions.

Similarly when the EAP trainees were asked how far they think that the training they received had been relevant to the needs of their institution, they gave the following set of statements to it:

“I think the training was much needed, and one we got had been very much relevant to our needs and environment...”

“Greatly relevant, it was much needed for at least making the teachers know of the techniques existing and how they can improve or modulate them according to their circumstances...”

“It has been quite relevant to needs of my institution. Task based learning, Programmed learning, Language Skills, Pronunciation, Vocabulary building, Innovative techniques and Error Analysis—are all of practical use while teaching at college level...”

“I am a bit hesitant in saying that the training we received has not been relevant to the needs of our institution as our institute has to cater the needs for the examination and evaluation system which is quite contrary to this training...”

“The course was relevant in improving the students’ standard of reading comprehension and writing of English...”

Discussion

Unexpectedly, the answers of the above interviewees give a clear picture about the relevance of the course content with their academic needs. They termed the course content to be quite interesting and useful. The reason behind their saying so may, perhaps, lie in their being
well acquainted with the EAP as a discipline. In other words, it being a proximately related field of studies for them may have grabbed their interest and keenness. It was felt from their responses and also as verified from their responses that they could relate the content taught at the courses with their own day to day teaching in their respective institutions.

Q. Any suggestion to the HEC or Future Training Sponsors in Pakistan for better or more successful conduct of the teachers’ professional courses/workshops?

The CALL trained teachers gave the following set of suggestions:

“*These courses should be frequent and more people should be given the opportunity...”*

“*Such training will be more beneficial if CALL labs are established in schools, colleges and universities. This will help the teachers and students at all levels of teaching-learning process...”*

“I would suggest that HEC should consult the resource persons if they will be available on that particular day. The HEC should also make sure that all the participants attend the course. If a participant faces any difficulty in attending the course from the institution where he or she is working, HEC should help him or her out...”

“It is extremely important to train freshly appointed college teachers at the outset. This would require good quality training institutions to be set up and most importantly to produce a batch of highly competent teacher trainers, who can also carry on the task of in-service training...”

“Training should be predominantly task-oriented involving teachers in practical work. I believe, no educational policy or curriculum design can be implemented effectively without trained teachers....”
“All needful physical provisions should be made available for the teachers to utilize the training at the workplaces...”

Similarly when the EAP trainees were asked what they would like to suggest for the successful conduct of future teachers’ professional development courses, they gave the following set of suggestions to it:

“More courses should be arranged and teachers’ training programmes should be conducted to improve the level of teaching at college level...”

“Such courses should be conducted regularly and their duration should also be increased...”

“The trainings should be curriculum based to make more easily and quickly applicable in classrooms...”

“The trainings would be more effective if you change the academic system as well i.e. the training for development of language should help in the prevailing examination system. At present, the trainings and our education system are working in different direction...”

“Resource persons should be selected carefully, who have full command in their respective fields...”

“A course should basically be focusing on one issue, even if it is a short course...”

“Whatsoever chances of improving as teachers are available; these must be communicated to the colleges well in time and the resource persons must be well selected...”

Discussion

It is apparent from the above made suggestions by both EAP and CALL trainees that they were very much eager to attend such professional development courses. They were of the view that such refresher courses ought to be made a regular feature of their academic calendar. The trainees may be made accountable for attending the courses regularly and punctually as one
of the trainees suggested to the sponsoring agency HEC to tighten the throttlehold on them in future as they very care-freely hover around there. The resource persons need to be selected on merit as one of the trainees suggested for it, for she might not have been satisfied with him or her. The courses should be set according to the academic needs of the prospective trainees. The courses would be more effective if content of the courses be set according to the proximate needs of the trainees.

5.6 Analysis of the Interviews with the Heads of Departments

Following is the detailed interpretation and discussion of the descriptive analysis of the data collected through recording and transcribing the interviews of the heads of the departments whose teachers had been to professional development courses conducted under the different subcommittees of the ELTR Project of the Higher Education Commission (HEC) of Pakistan. The following questions in bold italics were asked in the order presented below:

**Q. How far do you think the trained teachers of your department have been successful in benefitting from HEC’s teachers’ professional development courses that they had attended?**

Answering to the question how far the teachers benefitted from the courses, the heads of the departments were divided in their perception regarding the effectiveness of the courses. Two out of the five heads of the departments interviewed were of the positive thinking about the impact of the courses on the teachers. On the other hand, the rest of the three were not cherishing the same view about the teachers benefitting from the courses. Their respective responses are given as below:

A. “They extremely benefitted from it in terms of discovering the theoretical and methodological approaches to teaching of English...”
B. “I can see a great difference in the teachers of my department who had been to a CALL course. They seem far better equipped than the others... they are using technology.”

C. “Two of my junior colleagues had been to one of the CALL courses... Unfortunately I didn’t find any change in their teaching methods though they know now more about the theoretical importance of computers in ELT...”.

D. “Since my teachers mostly teach literature here in the college, I think, the trained teachers cannot practically benefit from the courses they attend...”

E. “They have not benefitted from the training courses to a... a great extent....”

Discussion

From the above responses made by the heads of the departments, it can be inferred that the courses had been effective up to 40% only. This has been due to the fact that perhaps there is a huge gap in the training and workplace setting. The trained teachers though are made aware of the theoretical importance of the content but they do not usually practice the methods and techniques they do learn. It also shows that there generally remains some sort of communication gap between the heads of the departments and their colleagues (trained teachers).

Q. What institutional/departmental facilities could you provide them to utilize the training in their professional life?

Answering to the question what departmental facilities they could provide to help the trained teachers in utilizing the training, the interviewee heads of the departments gave the following set of responses:
A. “The one way in which the department could facilitate teachers was by arranging frequent sessions for them to share and improve...otherwise, the college does not possess photocopying/multimedia facilities...”

B. “We have got a CALL lab, multimedia and library available in our department.”

C. “Our department could give the teachers computers, internet and books...”

D. “There are white boards, markers and newspapers that our department could facilitate them with...”

E. “The available institutional facilities for trained teachers are reference books, board with markers...”

Discussion

From the above analysis, it is evident that the trained teachers mostly are deprived of the state-of-the-art facilities that may be considered pre-requisites for the utilization of the courses. In most of the cases, our teachers do not make the use of training, for they do not have the needful paraphernalia. In our colleges, teachers are not provided with the milieu in which they may be encouraged to share the training with those teachers who do not attend it. Seminars and special sessions are not arranged for them where they can replicate the training.

Q. Do you think that they would ever have shared the training with their fellow teachers?

When they were asked whether according to them they would have shared the training with their fellow teachers, they responded as per the following set of responses:

A. “Yes, I think, they do share and pass on what they have learnt...”

B. “I don’t know about their ever sharing it with their colleagues...”

C. “I don’t remember their doing so in my presence...”

D. “I think, they would share it with them informally...”
E. “I don’t know... therefore, I won’t say anything on it...”

Discussion

The above brief and negative responses show that our trained teachers do not feel themselves responsible for imparting the training to others. It is evident from the above that trained teachers may feel themselves apart from those who do not go on training. They perhaps forget that they ought to learn from one another to teach. It also reveals the bitter situation that some heads of the departments may not be running the academic affairs properly. They ought to arrange seminars in their departments where in the teachers may exchange new things with one another.

Q. In what respect of their professional life do you think the training might have helped them the most....I mean, in their teaching method, knowledge, confidence etc.?

Answering to the question in what respect of their professional life the trained teachers would have improved, the interviewee heads of the departments gave the following set of responses:

A. “I think that the course helped them in terms of knowledge about English language teaching. They openly declared that they had never thought of their profession in terms of objectives, learning outcomes, lesson planning etc.

B. “Yes, it has given them orientation about the art of teaching English language...It made them discover a brave new world....

C. “The course might have helped them in improving their personal and interpersonal skills but I don’t know whether or not they are using these skills in their professional life...”

D. “Of course, the training might have helped them in their teaching methods and theoretical knowledge...”
E. “I don’t see any marked difference in their teaching before and after the teaching methods though they have come know of the importance of technology in teaching English…”

Discussion

From the above set of responses, it is clear that most of the trained teachers have turned better teachers in terms of teaching methods. They had acquired new knowledge about the importance of teaching English language. They might have realized the importance of teaching with students-centred approach. It also shows that a majority of teachers in our country are recruited without having proper training in teaching field. So they must be made known to new ways and methods of teaching. According to some heads of the departments, there was hardly any change that they could see in the teaching of the trained teachers. On the whole, it can be inferred from the discussion that by attending the courses, the trained teachers came to know about new ways of teaching; the courses improved their self-confidence; and finally they turned more students-focusing having better interpersonal skills.

Q. What about their teaching load…? Do you think it would be a spur or check to them in utilization of the training?

When they were asked whether the teaching load of the teachers spur or check them in utilizing the training, the interviewee heads of the departments responded as per the following set of responses:

A. “Teachers have to cope with large classes and probably they feel comfortable with the traditional methods because it is familiar…”

B. “I think due to heavy workload… most of the teachers find intimidating to implement a new method…”
C. “To me, workload itself is not a barrier...it is the desire to experiment that matters...”

D. “Yes, their workload, large classes and lack of resources...all these act as a check for their utilization of the courses...”

E. “I think, the trained teachers are not made accountable by the training or funding agency...that’s why they remain carefree...I believe that definitely the trained teachers learn from the courses...”

Discussion

From the above responses, it seems to appear that teachers have heavy workload and they usually face large classes due to which they are not able to make the use of training. Besides, they usually do not utilize the training, for the examination system makes them bound not to experiment in the classes. However, apart from these external forces, there are definitely some internal factors too which stop them from doing so. These are affective filters working in them. They themselves do not take initiative to experiment. They do not show interest and enthusiasm. They do not feel any sort of pressure from either the HEC or then from their seniors to work differently. They keep on teaching with traditional methods.

Q. What about your role in spurring or checking them to utilize the training?

Answering to the question what their role was in spurring or checking them to utilize the training, the interviewee heads of the departments gave the following set of responses:

A. “Personally, I am very ambitious about improving the quality of teaching in my department. So members of the department frequently meet formally and informally and share ideas...”
B. “We sit together and assign tasks… In a recent meeting I assigned the task of preparing activities on the textbook of 1st and 2nd year… These assignments will be shared… and it would ensure that they bring their training into practice…”

C. “I run my department democratically… I have never stopped them from experimenting with the students…”

D. “It is not up to the chairman of the department to let or stop a teacher from teaching the way he or she does… I think, it is the examination system that dictates them…”

E. “I always facilitate my teachers to teach the way they like…”

Discussion:

Again from the above responses, it is clear that the heads of the departments do not properly supervise their junior colleagues. The teachers have to cope up with the problem of heavy workload and large classes. They usually do not feel free to incorporate training, for the examination system makes them not to experiment in the classes. As discussed above, besides these external forces, there are definitely some internal factors too which stop them from doing so. These are affective filters working in them. They neither intend to take initiative to experiment nor do they show any interest and enthusiasm. They do not feel any sort of pressure from either the HEC or then from their seniors to work differently. They keep on teaching with traditional methods. However, there are a very few heads of the departments, who in order to keep up the traditions of their institutions, do ask their subordinates to undertake novel approaches in their teaching methodologies. They convene meetings where in they share and exchange newly acquired knowledge. But alas! Such a healthy practice of arranging meetings and seminars are very rare in Pakistan.
Q. Any suggestion to the HEC or Future Training Sponsors in Pakistan for better or more successful conduct of the teachers’ professional courses/workshops?

Answering to the question what they would like to suggest to the HEC for better conduct of the teachers’ professional courses/workshops, the interviewee heads of the departments gave the following set of responses:

A. “I think it will be better if they train freshly appointed teachers at the outset...This would require good quality training institutions to be set up and most importantly to produce a batch of highly competent teacher trainers who can also carry on the task of in-service training...”

B. “Training courses should carry more practical work. I believe, no educational policy or curriculum design can be implemented effectively without trained teachers...”

C. “Whatever chances of improving as teachers are available; these must be communicated to the colleges well in time and the resource persons must be well selected...”

D. “The trainings should be curriculum based to make more easily and quickly applicable in classrooms...”

E. “The HEC should make available requisite technology and other resources for teachers to utilize the training at the workplaces...”

Discussion:

It is clear from the above made suggestions by the heads of the departments that they, like the trainees suggested, are in favour of more professional development courses. They were of the view that such refresher courses ought to be made a regular feature of the academic
calendar. Mostly new teachers should be trained as they are novice. The trained teachers may be made accountable for attending the courses as one of the heads of the departments suggested to the sponsoring agency HEC to tighten the throttlehold on them in future as they never bother of implementing the training at workplaces. The courses should be set according to the academic needs of the prospective trainees. The trained teachers ought to be provided with the necessary resources at workplaces so that they can try implementing the training at their workplaces. Moreover, it is also felt that the courses would be more effective if content of the courses be set according to the proximate needs of the trainees. The heads of the departments may also realize their duty to make the trained teachers realize that they seriously work on maximum utilization of the training at their workplaces.

5.7 Analysis of the Interviews with the HEC Officials

Following is the detailed interpretation and discussion of the descriptive analysis of the data collected through recording and transcribing the interviews with the three HEC officials (one Project Director, ELTR and two Programme Development Officers, ELTR) who were responsible for conducting the teachers’ professional development courses the ELTR Project.

Q. Would you please brief me about the ELTR project? I mean how it was initiated and what are some of its main objectives?

From the responses of the three interviewees, it became clear that the ELTR Project was initiated in July 2004 at the directives of Dr. Ata-ur-Rehman, the then Chairman of the HEC in the light of the research study conducted by Mansoor (2003) on the state of English language teaching in Pakistan (C.f. 1.1 & 2.2.1.2). According to them, this project was initiated for the improvement of English language teaching and research-- these are two things basically teaching
and research. One of the interviewee PDOs maintained, “you understand the importance of teaching as far as English language is concerned... the most powerful language and the language of communication at global level, therefore this was initiated that we will improve the teaching methodology, teaching skills of our faculty members at universities and colleges level.”

The other said regarding the objectives of the study that the project aimed at developing a framework for the improvement of the English language in Pakistan; developing an action plan covering all the specified areas in the field such ESP, EAP, EFL, ESL; suggesting measures for improvement of English language teaching facilities in the universities and improving learning, teaching and research in English at graduate and postgraduate levels in the country.

**Q. Do you influence the selection of the trainees as you, I think, usually do in the case of the trainers/resource persons?**

Answering to the question whether they influence the selection of the trainees, the interviewee HEC officials could not give clear-cut responses. They showed their helplessness in getting trainees nominated for the courses. One of the PDOs categorically said, ‘No’ to it. The project director gave an extensive answer to the question as she said:

“...the main problem we are facing is that there is sometimes repetition they send the same people ... they always have 1, 2 people who are appointed whenever there is a professional development invitation or proposal we will send you only now this has been the case here in ELTR also that the kept on sending the same people ... I am not satisfied because something it happens that lets say an activity is starting on 26th we have proper policy where my associate will make sure that the nomination is done by certain date now nomination is confirmed the names come but at the time when the actual workshop start somebody else comes you can’t do anything about it for example if you are in Karachi and someone comes from Jamshoro and if
you are sitting in Peshawar and a person coming from Kohat so this creates problem and because of that at the 11th hour we have issues and then the quality suffers...this is something which we are still facing and I feel that your question needs more explanation in the sense that because of this that sometimes universities do send people who are not related to the courses this also created problems and we faced very recently that one of my associates he conducted a very beneficial research workshop in Multan and the nominations coming from all the public sector universities in the affiliate region sent some people from outside English faculty they said just they were craving for the research seminar so we on goodwill made them sit there ...sometimes we do have to compromise but then it does affect the overall quality...”

The other PDO too explained the problems the HEC faces in getting merit or need basis nomination/selection of the trainees. He said:

“... I mean it has been observed that there are some loopholes in the selection or nomination process of the trainees for the courses... the problem is you understand we are sitting at HEC and we have to do all the coordination for the course, sometimes we feel problems with the directorate of colleges sometimes we feel problems with college and university administrations they don’t send teachers, sometimes we have to approach individually sometimes we have to write to the vice chancellor through the registrar...”

We can sum up that the HEC’s ELTR Project could not effectively influence the nomination or selection of the trainees. As the Project Director, herself, admitted while saying:

“...most of the participants of the training also said that their own head of the departments were not giving them permission to attend the workshop and most of them took casually to attend our workshop this was a very sorry thing I was rather embarrassed we could not do anything...”
Q. Do you influence the trainers/resource persons to set course content for the courses?

Answering to the question whether they influence the trainers/resource persons to set course content for the courses, the interviewee HEC officials were of the view that they gave autonomy to the trainers/resource persons. The Project Director asserted: “…as far as the academic activities are concerned, the content of the workshop, the seminar everything has to be done by the resource persons themselves… it does get the scrutiny by the HEC from the quality assurance mechanism and I mean we check out…”. One of the PDOs again categorically said ‘No’ to the question. The other PDO said that they would indirectly influence the resource persons as he uttered, “I tried to consult with chairpersons of these sub-committees and discussed with them the courses…. ” He, however, was not satisfied with the quality of the course content that the trainers/resource persons would use during the courses. He said, “…different innovations are being…I mean coming in this field and we are repeating the same courses… it does not sound good…”

This finding testifies one of the findings got through questionnaire administered to the trainees and also through observation of the courses that content of the teachers’ professional development courses usually are not up-to-date.

Q. To what degree do you think the trainers/resource persons are successful in training the trainees? Are you satisfied with them?

When they were asked to what extent the trainers/resource persons are successful in training the trainees, they came up with mixed responses. One of the PDOs said she did not always feel satisfied with their performance. The other PDO gave a detailed answer as he maintained:
“Not with all of the things... we cannot maintain quality, we cannot check their performance ... when we conduct a course, we try to call those people who are the best trainers in the town number... 1 but even then... I feel even then sometimes when we are repeating or some persons ... I mean... the trainee teachers sometimes they are not satisfied by the trainers... but we keep on trying that we have to improve...”

The project director diplomatically asserted,

“Yes, we are... but at the same time there would always be a room for improvement and more to be desired there would always be a good feedback coming that there is this could be that thing could be done and make sure next time we would make it better...”

The above qualitative data shows that the HEC officials were not having authoritative control over the trainers/resource persons at courses. Had they put a supervisory check on them, hopefully the resource persons could have worked more for the effectiveness of the courses.

Q. Are you satisfied with the training methods or techniques adopted by the trainers/resource persons?

When they were asked whether or not they were satisfied with the training methods or techniques adopted by the trainers/resource persons at the professional development courses, they came up with mixed responses. Again one of the PDOs said she was not satisfied with their performance. The other PDO gave a detailed answer as he maintained:

“Yes, for the reason that the trainers are also a part of this community...if they do not improve themselves ... and if they do not go to international courses...they won’t be able to bring new techniques the new methodologies that are being practiced at international level at international educational scenario so therefore it won’t be possible for them to impart effectively... (So you are not satisfied with their training techniques etc.? ) Yes, not with all of them of course...”
Again the director general gave a diplomatic answer to the question when she said that she was satisfied with the training methods and techniques the trainers had been adopting during the courses but at the same time held her view, “... there is a great need to bring in innovative methods of teaching on their part...” As a whole, we can say that there is a great deal of improvement needed in the training methods and techniques. The HEC officials were not satisfied with the training methods of the trainees they themselves had hired.

**Q. Why don’t you have a mechanism for conducting any post training evaluation of the trainees?**

Answering to the question why they do not have a mechanism for conducting post training evaluation, one of the PDOs as usual gave a categorical response. She said because, “...there was no provision of it in the PC-I and secondly because of the financial constraints...”

The other PDO opposed the very idea of conducting any such post training evaluations. He was of the view that learning is a continuous process. He said:

“...in each training...in every course even I am attending a course of teaching methodology for the 2nd time, 3rd time ..., but there will be always something new for me to learn and if somebody wants to learn then you know that there are so many things in training for him to learn... in other words he needs training after every six months...”

The project director gave a detailed answer to this question. She realized the importance of conducting post-training evaluations. She said:

**OK !... let me very sadly tell you that things are not that way going on the way we wanted... we have a very clear mechanism but they have not followed up properly...”**

She, however, appreciated the efforts of a few stakeholders in this regard when she said, “... in the ELTR, the policy remains the same over there ... also there is a proper follow up...”
mechanism... some universities have taken it seriously I give you a very good example of FJWU, Dr. Samina Amin Qadir is one good example of that who has already...she is the member of the NCE whenever they send any participant from their university then they make sure that same knowledge is replicated there in FJWU... we have some other good examples also…”

At the end she thrust the conduct of post-training evaluation on university authorities. She said,

“...they don’t understand the importance of the thing... so somehow or the other this is one issue... follow up is not a gap from our side but follow up is the gap from the universities side... this is a pure and a very tall blame on them I would not like to be polite on that....”

From the above analysis, it can be deduced that the HEC officials did not consider it to be their responsibility to conduct post-training evaluation. In fact, it should have been theirs, for they spend money on trainings, and they should hold themselves accountable for the thing why after all trainees do not replicate the courses at their workplaces.

Q. How far do you think the trainees could have improved their teaching after training and would they be better teachers now keeping the fact at front that they don’t have resources at their respective workplaces to implement most of the training?

Answering to the key question of how far the trainees would have improved themselves as teachers, the HEC officials gave mixed responses. The project director appreciated the question and gave a detailed answer. Following are a few excerpts from her answer which shows that she wanted to see the teacher trainees to be professionally developed, through these ELTR courses, in terms of both theoretical knowledge and practical skills. She said:
“Oh Yes, that’s a really very good question because it depends on the resource person who is
giving them training and ... who has to ensure that whether person has been equipped with the
teaching skills ... because teaching is after all an art...”

She continued, “it all depends and varies from resource person to resource person
for example may be you could be very good and you have in the 3 days aimed to take care of that
aspect where you have also taken care that OK.. I have given you all the theoretical aspects but
let me now on the 3rd day tell how will you now retransmit it and replicate it to others now if you
have taken good focused view of it your participants and your trainees are bound to benefit from
it...” She claimed, “… we do... we do talk to our resource persons... keep telling them to please
keep a separate section for that (practical skills) and many times it happens good and many
times we have it in our feedback and it does not work also but then also at the same time since
policy matters that there all the learning is to be transmitted many teachers take it up
themselves...”

She was not satisfied with the senior teachers’ attitude toward the junior teachers. She
considered it to be one of the reasons why trainee teachers could not have replicated
training courses they attended.

“...and at the same time ... many junior trainees, junior trainees mean our participants of the
faculty members who are juniors in rank even if they have all the skills to replicate it seniors
don’t let them do that... then we are helpless we face this problem also...this comes as a direct
complaint from those faculty members who come in our training and they wanted to transmit it
further and our seniors are not allowing and said that you are bypassing us and you are doing
this and that it was difficult for them to convince them...these are all you know teachers’ egos
and... all these issues but still a bit concern for HEC overall commitment to higher education reform..”.

One of the interviewee PDOs yet again showed her ignorance of the state of the trainee teachers when she said, “I don’t know”. However, the other PDOs responded in more critical way:

“No, this is not the valid excuse that you don’t have resources at your workplace so you won’t implement the training as far as I am concerned if there are no mobile company in area you can’t stop them from using mobile so they use so for the reason that after 1 year or 2 years there will be something so we are bringing in change you know and after sometimes there will be resources....”

From the above analysis of their responses, we can say that the HEC officials did not conduct any post-training evaluation. Thus, they were not aware of the impact of the teachers’ professional development courses on the trained teachers’ practical life.

Q. Are you satisfied with the state of coordination between the ELTR and the respective universities and colleges regarding conducting training courses?

Answering to the question whether or not they were satisfied with the state of coordination between the ELTR and the educational institutions, one of the PDOs kept up her mode of brevity as she said that “most of the times...” she felt satisfaction on the link between them and the institutions, whereas, in fact, majority of the interviewee resource persons were not pleased with the level of coordination.

The other PDO also was happy at the coordination between the HEC and the universities. He said,
“Yes, I am satisfied, especially because I am doing...in the last few months we have been conducting a few courses in the different universities...we have done an excellent job every university department has been very cooperative and we have actually, you understand that we have members in all those universities so they were also very positive they were very helping us they were trying to manage different things for us and we are not paying them anything they are working as volunteers but even then our coordination was good but sometimes we face problems also...”

The project director did not answer about the state of coordination between the HEC and universities. She, on the other hand, highlighted the internal coordination of the ELTR stakeholders regarding the courses and other activities. She said,

“...we try but whenever there is an activity we don’t really depend wholly and solely on them (subcommittee chairs) just to rectify your problem...we have taken up the implementation responsibility completely on our shoulders although the coordinator is there the subcommittee chair is absolutely involved in everything but at the same time implementation is done by the ELTR project itself this is just so all the stakeholders are coordinated among themselves but there are always issues small or big but then we are trying our level best that laps should not be there...”

The above analysis shows that there are loopholes in the existing system of coordination between the HEC officials and the subcommittee chairpersons and members. However, the data also shows that there were no such gaps found in coordination between the HEC and the universities and colleges regarding the conduct of teachers’ professional development courses.
5.8 Analysis of the Observation of the Professional Development Courses

Following is the detailed interpretation and discussion of the descriptive analysis of the data collected through observation done at three sample teachers’ professional development courses. These courses were imparted under the CALL, Research and Faculty Development sub-committees of the ELTR Project of the Higher Education Commission (HEC) of Pakistan in 2008/2009.

I observed all the sessions of these three courses. A short observation checklist based on Likert Scale was devised and utilized during the observation. The overall 33 sessions of the three courses were observed and collectively analysed. The analysis of the data done descriptively using SPSS 17 was tabulated.

I observed the opening sessions of these courses. Table 5.8.0 shows that 51% resource persons would frequently introduce the sessions of the courses appropriately, whereas 40% of them rarely introduced the sessions appropriately. Similarly, only 9% of them never introduced the sessions appropriately (Table 5.8.0).

Table 5.8.0

<table>
<thead>
<tr>
<th>Observed</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Rarely</td>
<td>13</td>
<td>40</td>
</tr>
<tr>
<td>Frequently</td>
<td>17</td>
<td>51</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 5.8.0 shows that the resource persons were not much focused on the sessions. Some of the resource persons, however, started sessions very well so that the motivation level of the trainees could be kept up. Indeed, it is the introduction of any session that may make the rest of the session either successful or not.
In every session, I observed whether or not the respective resource persons tested the previous knowledge of the trainees. The analysis of the data done descriptively shows that almost 27% of the resource persons never tested the previous knowledge of the trainees whereas 73% of the resource persons rarely tested the previous knowledge of the trainees at the start of the sessions during teachers’ professional development courses they imparted (Table 5.8.1).

Table 5.8.1

The resource person tested the previous knowledge of the trainees

<table>
<thead>
<tr>
<th>Observed</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>Rarely</td>
<td>24</td>
<td>73</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>100</td>
</tr>
</tbody>
</table>

In every session, I observed whether or not the respective resource persons could link the previous knowledge of the trainees with the current topic. The analysis of the data done descriptively shows that almost 73% of the resource persons could rarely link the previous knowledge of the trainees with the current topic, whereas 18% of the resource persons could frequently link the previous knowledge of the trainees with the current topic and only 9% of the resource persons could sometimes link the previous knowledge of the trainees with the current topic during their session of the teachers’ professional development courses they imparted (Table 5.8.2).

Table 5.8.2

The resource person linked the topic with the previous knowledge

<table>
<thead>
<tr>
<th>Observed</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely</td>
<td>24</td>
<td>73</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Frequently</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>100</td>
</tr>
</tbody>
</table>
In every session, I observed whether or not the methodology adopted by the respective resource persons was appropriate. The analysis of the data done descriptively shows that almost 75.5% of the resource persons used appropriate methodology (Table 5.8.3).

Table 5.8.3

*Training Methodology was appropriate*

<table>
<thead>
<tr>
<th>Observed</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>25</td>
<td>75.5</td>
</tr>
<tr>
<td>Undecided</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>15.5</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 5.8.3 shows that only 24.5% (9% Undecided + 15.5% Disagree) of the resource persons could not professionally develop the teachers on CALL course very effectively. I observed that they could not focus on practical sessions very well. Though they tried to be highly interactive but even then it was felt that the sessions of the courses ought to have been more practical. On CALL course, more time was given to explanation of the technological tools, softwares etc. but the trainees were not given much time to practise it on computers though the courses was being conducted in a highly sophisticated and equipped CALL lab. For instance, almost every resource person mentioned the same software *Hot Potatoes* in their respective sessions; however, I did not see the trainees using it till the very closing of the course.

In every session, I observed whether or not the motivation level of the respective resource persons was high. The descriptive analysis of the data shows that 100% of the resource persons showed high motivation level during the observed sessions of the teachers’ professional development courses (Table 5.8.4).
Table 5.8.4

*Motivation level of the Resource Persons was high*

<table>
<thead>
<tr>
<th>Observed</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>33</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 5.8.4 clearly shows that almost every resource person had been highly motivated. They conducted their sessions with utmost interest. They had been highly vocal and interactive. As discussed under Table 5.8.3 that they had not been focusing on practical sessions very much so it may tend to show that their motivation could depend on their being highly vocal and interactive instead of monitoring the trainees individually. However, in order to keep the trainees equally motivated in the teachers’ professional development course, they should have struck the much needed balance between theory and practice.

In every session, I observed whether or not the motivation level of the trainees was high. The descriptive analysis of the data shows that only 40% of the trainees showed high motivation level during the courses (Table 5.8.5).

Table 5.8.5

*Motivation level of the Trainees was high*

<table>
<thead>
<tr>
<th>Observed</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>13</td>
<td>39</td>
</tr>
<tr>
<td>Undecided</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Disagree</td>
<td>17</td>
<td>52</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>100</td>
</tr>
</tbody>
</table>

Unlike the previous finding under Table 5.8.4, I observed that 60% (9% Undecided + 51% Disagree) of the resource persons during their sessions could not keep the trainees motivated and interested (Table 5.8.5). The reason behind this finding is self-explanatory as they were given too much theoretical input without any effective and timely practice. I also observed
that usually the practice sessions were held at the end of the course days when the interest and motivation level was too hard to be maintained by the trainees.

In every session, I observed whether or not the course content reflected the academic needs of the participants. The descriptive analysis of the data shows that only 40% of the Course Content reflected the academic needs of the trainees during the courses (Table 5.8.6).

Table 5.8.6

<table>
<thead>
<tr>
<th>Observed</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>13</td>
<td>40</td>
</tr>
<tr>
<td>Undecided</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>Disagree</td>
<td>12</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 5.8.6 does not correspond to the overall impression that had been given by the resource persons during interviews that the course content highly reflected the academic needs of the trainees. Contrarily, only 40% of the course content taught during the courses could be termed as reflective of the trainees’ academic needs. Most of the course material was alien to the target trainee population. The trainees should have been practically trained by making the use of their own text based content so that they could have felt part of the whole exercise and then they, hopefully, would have taken more interest in the sessions.

In every session, I observed whether or not the participation of the trainees was appropriate. The descriptive analysis of the data shows that only 51% of the trainees participated appropriately in the observed sessions of the courses (Table 5.8.7).
Table 5.8.7

*Participation of the Trainees was appropriate*

<table>
<thead>
<tr>
<th>Observed</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>17</td>
<td>51</td>
</tr>
<tr>
<td>Undecided</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Disagree</td>
<td>13</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 5.8.7 similarly exposes the effectiveness of the teachers’ professional development courses as only 51% of the trainees could participate as per the demand of a session. As most of the sessions were theory based, therein the participation of the trainees was not satisfactory. Even it was observed that trainees could not maintain motivation and interest in the practical sessions that were also few and far between the overall sessions of the courses.

Again in every session, I observed whether or not the communication skills of the respective resource persons were good. The analysis of the data done descriptively shows that almost 100% of the resource persons were possessing good communication skills (Table 5.8.8).

Table 5.8.8

*Communication skills of the Resource Persons were good*

<table>
<thead>
<tr>
<th>Observed</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>33</td>
<td>100</td>
</tr>
</tbody>
</table>

Expectedly, it was observed that almost every resource person was good at communication skills. The HEC perhaps valued good communications of a resource person more than any other prerequisite for getting him or her on panel. It was due to their good communication skills that the resource persons had been quite busy in theoretical bombardment at the trainees in majority of the observed sessions of the courses.
In every session, I observed whether or not the respective resource persons’ use of the technology was appropriate. The analysis of the data done descriptively shows that almost 91% of the resource persons used technology appropriately (Table 5.8.9).

**Table 5.8.9**

*Resource Persons’ use of the technology was appropriate*

<table>
<thead>
<tr>
<th>Observed</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>30</td>
<td>91</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 5.8.9 shows that the resource persons had been quite adept in making the appropriate use of technology in the courses. Though they mainly relied on multimedia and internet resources, yet they had been quite good at using overall computer technology in making the courses effective. Only they lacked in letting the trainees properly utilize and incorporate the technology in practical sessions. So they might have failed miserably in motivating the trainees to enable themselves in carrying the courses in-put to their own classrooms.

In every session, I observed whether or not the respective resource persons were properly distributing hand-outs to the trainees. The descriptive analysis of the data shows that almost 91% (75.5% Disagree + 15.5% Strongly Disagree) of the resource persons did not properly distribute hand-outs to the trainees (Table 5.8.10).

**Table 5.8.10**

*Proper hand-outs were distributed to the trainees*

<table>
<thead>
<tr>
<th>Observed</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Disagree</td>
<td>25</td>
<td>76</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>100</td>
</tr>
</tbody>
</table>
For sure, since most of the course material was in soft form, it was being displayed and taught to the trainees on multimedia; however, it was strongly felt that this content ought to have been given to the trainees in hard copy form as well. I observed that in only three out of the thirty three observed course sessions, proper hand-outs of the course material were given away to the trainees.

In every session, I observed whether or not the respective Resource Persons were conducting formative evaluation. The descriptive analysis of the data shows that only 40% of the resource persons conducted formative evaluation (Table 5.8.11).

**Table 5.8.11**

*Formative Evaluation was being done*

<table>
<thead>
<tr>
<th>Observed</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>13</td>
<td>40</td>
</tr>
<tr>
<td>Disagree</td>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>100</td>
</tr>
</tbody>
</table>

I observed that the resource persons had been busy in professionally developing the trainee teachers without thinking about doing the formative evaluation of the courses. Most of the trainees were not even asked for any feedback. The resource persons, on the other hand, were not satisfied with the presence of a highly mixed group. For instance, in CALL course, out of the twenty odd trainees, eight came to the course without having any know-how of the computer and internet. They did not even have their email addresses (IDs). Some of them were not capable of even switching on and off the computers and connecting to the internet. As one of the trainees said during interview, “...too much technicality... because I myself cannot connect to internet so how can I browse... and how can I send an email.” In short, having such a mixed group of the trainees the resource persons, perhaps, could not have conducted effective formative evaluation.
Again in every session, I observed whether or not the respective Resource Persons were conducting summative evaluation. The descriptive analysis of the data shows that only 40% of the resource persons conducted summative evaluation (Table 5.8.12).

**Table 5.8.12**

*Summative Evaluation was done*

<table>
<thead>
<tr>
<th>Observed</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>13</td>
<td>40</td>
</tr>
<tr>
<td>Disagree</td>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>100</td>
</tr>
</tbody>
</table>

Just like having ignored the formative evaluation, the resource persons did not conduct any effective summative evaluation of their respective sessions. They probably thought that they were merely concerned with the training part and not with the evaluation of the courses. They perhaps put that responsibility on the course coordinator who happened to be an HEC official in every course. I observed that a very few of resource persons disseminated evaluation forms at the end of their respective session but these were subsequently collected by the concerned HEC official. So they had got nothing to do with the comments and suggestions made by the trainees. They perhaps had no access to that data, or if they had had it, they would not have bothered to access it, for I observed that the resource persons rushed back to their home towns after delivering their sessions. Table 5.8.12 also shows that no proper summative evaluation was conducted by the resource persons as the analysis of the observation data says only 40% of them actually did it.

In every session, I observed whether or not the overall environment of the course was good. The descriptive analysis of the data shows that the overall environment of the courses was 100% soothing for the course (Table 5.8.13).
Table 5.8.13

**Overall environment of the training was good**

<table>
<thead>
<tr>
<th>Observed</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>33</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 5.8.13 shows that the overall environment was quite soothing for the course. I observed that the all the three places where the courses was being conducted were fully furnished with all the prerequisites for the courses. Computers were technologically advanced, multimedia and internet worked quite effectively, the resource persons were highly skilled and adept, the support staff were at beck and call around the hour and electric power generators were at work in case of any normal electricity break down. Apart from these, the resource persons delivered their presentations in a very pleasant way. The trainees did not feel any stress or anxiety during the courses. In short, the entire milieus were quite feasible for the courses.

In every session, I observed whether or not the overall every session of the course was interesting. The descriptive analysis of the data shows that overall sessions of the course were 100% interesting (Table 5.8.14).

Table 5.8.14

**Overall training sessions were interesting**

<table>
<thead>
<tr>
<th>Observed</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>33</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 5.8.14 shows that the overall sessions were interesting. I observed that almost all the sessions though were interesting to a great deal but these could have been made more effective had the resource persons tried to involve all the trainees in them. I observed that the
trainees were not as much motivated as the resource persons themselves were, this shows that the resource persons though were presenting interesting content but their methodology let them down by not harnessing the interest of all the trainees. As Table 5.8.6 shows that the motivation level of the trainees was not appropriate, I observed that the trainees did not participate in some of the sessions appropriately.

In every session, I observed whether or not the overall every session was informative. The descriptive analysis of the data shows that the overall sessions of the course was 100% informative (Table 5.8.15).

Table 5.8.15

<table>
<thead>
<tr>
<th>Observed</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>33</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 5.8.15 shows that the sessions had been quite informative for the trainees. The resource persons had been focusing more on theoretical aspects than on the practical aspects of the course contents, so almost all the sessions were found to be quite informative. To see whether the course sessions were informative or not, I hereby gave the tabulated detail of the titles of the course sessions of the CALL Course:
I observed that the resource persons focused on making the trainees conversant with the use of technology in teaching English. Theoretically, they were fed with a quite a useful range of material but it was felt that the material did not address the immediate needs of the trainees. The analysis of the titles of sessions had been given in the Table 5.8.16. The Table shows that the resource persons covered many basic areas related to the CALL. For instance, the trainees

<table>
<thead>
<tr>
<th>Title of the Session</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Basics</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Use of Computers for Language Teachers</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>English Language Teacher's Barriers to the Use of Computers</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>History of CALL</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Using Computers for Communication</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Nothing in Particular</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Practice Session</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Virtual Class</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>Integration of Technology Based Curriculum</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>Practice Session</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>
were taught a session on basic knowledge about computers, they were briefed about the history of the CALL in Pakistan in a session, they were trained in how to use computers for communication purposes and fore mostly they were enlightened in a session to know the importance of integration of technology based curriculum. All these sessions were quite informative. These could have been made even more informative had the resource persons made the use of local text book material for training them. And most importantly the sequence of the sessions should have been made more appropriate. Instead of starting with the Computer Basics, the course ought to have started with the introduction, history and prospects of the CALL in Pakistan. And yet again the above analysis tabulated in Table 5.8.16 shows the overall observation that the course was deficient of providing ample opportunities to the trainees to practice on computers. The course could have incorporated more practice based sessions. Nonetheless, I felt that the overall sessions of the course were informative and enlightening though if not surely applicable.

5.9 Analysis of the Documents of the ELTR Project

Besides, following documents have also been thematically analyzed as per Braun and Clarke’s (2006) six-phase thematic analysis model for the qualitative analysis of the data to further help evaluating the effectiveness of the ELTR Project Phase-1:

(a) PC-1 ELTR Project,

(b) Outlines of the Content of Courses

(c) Advanced Study Skills Manual for Teachers

(d) Registration Proforma of the ELTR Project for the trainees

(e) Report on Evaluation Workshop 2008 bearing 1st and 2nd Party Evaluations

(f) A report submitted by the chairperson of the CALL Sub-committee.
(a) **Thematic Analysis of the PC-1 ELTR Project**

In order to do the thematic analysis of the PC-1 ELTR Project, I followed the six phases of the Braun and Clarke’s (2006) model. After familiarizing myself with the PC-1 ELTR Project, I generated the following initial codes to identify key themes:

I. Part ‘B’ of the PC-1 ELTR Project has been codified as Core Content.

II. Part ‘A’ and ‘C’ of the PC-1 ELTR Project has been codified as Formal Content.

In the next three phases, I found, reviewed and finalized the following themes in the document based on the above codes:

a. Objectives of the ELTR Project.

b. Structure of the ELTR Project

At the end, I made the following report on the effectiveness of the PC-1 ELTR Project:

It is worth-stating at the outset that the document PC-1 ELTR has been prepared by the ELT experts. So keeping whatsoever the technical aspects of the document aside, I mostly looked at the evaluation of the effectiveness of the overall objectives of the ELTR Project given in the PC-1. Similarly, the structure and allocated funds of the Project were also looked at.

As far as the overall objectives of the ELTR Project stated in the PC-1 are concerned, it is apparent that the basic aim of the Project was to improve learning, teaching and research in English at graduate and post-graduate levels in the country. Besides, the background of the PC-1 of the ELTR Project lies in the study of Mansoor (2003) that exposed the declining standard of English language learning and teaching at higher level. In the light of the recommendations of her study, the project was thus launched for reorganizing the English language centres/departments, revamping and replacing the English curriculum, preparing the
students to lead successful professional lives through good communication skills in English and for doing the teachers’ professional development. A National Committee on English (NCE) was formed that had to develop a framework and suggest measures for the improvement of standard of English language learning and teaching in the country. It had to develop an action plan covering some of the major areas of ELT like EAP, ESP and ESL/EFL. The committee was to identify local and international ELT experts as consultants and resource persons for the implementation of the Project.

These objectives appear to be quite well defined in the PC-1 of the ELTR Project on one side, however on the other side when giving justification for the relationship of the project with the objectives of the sector, the PC-1 of the Project could offer only the state of linguistic incompetence of the graduates in English language at the higher level as the main justification for the government to support the Project. It is important, for hardly any linguistic competence building courses were imparted to the ELT teachers and students at the target level. It was hoped that the long and short-term teachers’ professional development courses, the establishment of the NCELTR, and preparation of Study skills Manuals will bring in positive changes, both directly and indirectly, in making the graduates acquire linguistic competence in English.

The PC-1 of the ELTR project gives its structural and financial break-up very clearly. The Project was to be implemented in four phases. The first phase was the planning phase for 9 months (July 2004 to December 2004), the second was implementation phase for 2 years (January 2005 to September 2006); the third phase was the evaluation one that was for 3 months (October 2006 to December 2006) and last was the follow-up phase that was for 10 to 15
years (2007 to 2020). The project could not run according to the planned time. The HEC, therefore, later extended its tenure from three to five years.

The structure, role and targets of the NCE and also of the six sub-committees of the Project though briefly, yet very comprehensively, were discussed in the PC-1 of the ELTR Project. An ample amount of 35.390 million rupees was allocated for the smooth and successful implementation of the Project.

On the whole, the PC-1 of the Project posed no hindrances for the clear planning, effective implementation and for the just evaluation of the ELTR Project. However, one thing seriously felt missing in the PC-1 was the absence of the assertion of the rights of the trainees in terms of monetary incentives who had to undergo teachers’ professional development courses under the Project.

(b) Thematic Analysis of the Outlines of the Content of Courses

In order to carry out the thematic analysis of the Outlines of the Content of 04 Courses, I followed the six phases of the Braun and Clarke’s (2006) model. After familiarizing myself with the documents, I generated the following initial codes to identify key themes:

(i) Titles of the Course Content in the documents have been codified as Core Content

(ii) Days, Session Time and Names of Resource Persons have been codified as Formal Content.

In the next three phases, I found, reviewed and named the following themes in the document based on the above codes:

(i) Course Content relevant to the academic needs of the trainees

(ii) Course Content not relevant to the academic needs of the trainees
At the end, I made the following report on the effectiveness of the Outlines of the Content of Courses:

After analysing the outlines showing the schedules of the courses, I think there was hardly anything debatable about the formal content of the documents. The scheduling of the courses and the appointment of the resource persons seem fine. On the other hand, keeping the apparently flawed selection/nomination of the trainees which would result in the arrival of both college and university teachers to the courses, the relevance of the content to their academic needs was very interesting to study.

**Table 5.9.0**

*An analysis of the Content of the Courses in respect of their relevance to trainees’ academic needs*

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Title of the Course</th>
<th>Title of the Session</th>
<th>Relevance to Academic Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CALL</td>
<td>Introduction to Operating System, Introduction to Software and Hardware, Internet in Education and Research, Learner Needs and Resources, Introduction to E-Learning, Types of CALL Activities, History of CALL, CALL Hardware, Computer-Mediated-Communication, Communicative Skills Building by CALL, Preparing a 3-Hour CALL Workshop by the Participants, Designing a Smart Classroom</td>
<td>Very little</td>
</tr>
<tr>
<td>2</td>
<td>EAP</td>
<td>Academic Speaking and Listening, Developing an Academic Argument, Features of Academic Writing, Logical fallacies, Relationship of Academic Reading and Academic Writing, The Process of Academic Writing, Introduction to EAP On-line, Using Online Academic Resources, Online Academic Activities, Presentation on Online Resources, Reading Skills I, Reading Skills II, Writing Skills I, Writing Skills II, Vocabulary Skills, Listening Skills, Speaking Skills, Rubrics, Assessments, Study Skills</td>
<td>Very much</td>
</tr>
</tbody>
</table>
Teaching Methods


Major Research Paradigms, What is Research?, Selecting Research Topic, Writing a Research Proposal, Qualitative Research: Designing Research, Qualitative Research: Data Collection: Analyzing Qualitative Data, Analyzing Qualitative Data, Language of Research, Building Arguments, Reference Citations: APA, Editing/Proof Reading of Research Work, Quantitative Research Designing Hypothesis, Quantitative Research: Data Collection, Quantitative Research: Data analysis, Application of Statistics in Research, Using SPSS in Research, Finalizing Research Proposals

Very much /Very little

From the above table, it seems clear that the content of CALL Course might not have catered to the proximate academic needs of majority of the trainees. The basic reason behind such feeling is that since trainee teachers from colleges and universities normally teach literature and theoretical linguistics. I do not think that the content (such as Introduction to Operating System, Introduction to Software and Hardware, Introduction to E-Learning, Types of CALL Activities, History of CALL, CALL Hardware...) would have reflected their academic needs.

The course content of EAP Course might have reflected the academic needs of the trainees. It has been generally observed as well as found by Mansoor (2003) (C.f. 1.1) that teachers from colleges and universities usually face problems regarding academic and even
communication skills. I, therefore, think that the content taught during the course (such as *Academic Speaking and Listening, Developing an Academic Argument, Features of Academic Writing, Logical Fallacies, Relationship of Academic Reading and Academic Writing, The Process of Academic Writing, Reading Skills I, Reading Skills II, Writing Skills I, Writing Skills II, Vocabulary Skills, Listening Skills, Speaking Skills, Rubrics, Assessments, Study Skills, Teaching Methods*) might have reflected their proximate academic needs.

Similarly the content of Testing Course might not have catered to the academic needs of the trainees. Simple reason behind this observation may be that as it was found that both college and university teachers have been attending the courses I do not think that the content (such as *What/Why Assessment, Errors and Correction: The Issues of Demotivation, Methods/Techniques of Assessment in New English Curriculum, Listening/Speaking Testing in New English Curriculum, HEC Policy Regarding Testing and Assessment in Semester System Part-I and II*) would have reflected the academic needs of the college teachers as they usually do not hold the stake of testing the skills of their students. On the other hand, the same content might have proved useful for the university teachers.

Again the content of Testing and Research Methodology courses might not have catered to the academic needs of the trainees. Since it was found that both college and university teachers have been attending the courses and, I do not think that the content (such as *Major Research Paradigms, What is Research?, Selecting Research Topic, Writing a Research Proposal, Qualitative Research: Designing Research, Qualitative Research: Data Collection: Analyzing Qualitative Data, Analyzing Qualitative Data, Reference Citations: APA, Quantitative Research Designing Hypothesis, Quantitative Research: Data Collection, Quantitative Research: Data analysis, Application of Statistics in Research, Using SPSS in Research*) would
have reflected the academic needs of the college teachers as they usually do not hold the stake of either teaching or doing research. On the other hand, the content would have proved useful for the university teachers as they generally have to undertake and supervise research projects.

As a whole, the outlines of the content of the teachers’ professional development courses were not bad in respect of scheduling and appointment of resource persons. However, the relevance of the content, with the academic needs of the trainees, taught during the courses might not have found mainly owing to the flawed nominations/selections of the trainees.

(c) Thematic Analysis of the Advanced Study Skills Manual for Teachers

In order to carry out the thematic analysis of the Advanced Study Skills Manual (for teachers) of the CMD Sub-Committee of the ELTR Project, I followed the six phases of the Braun and Clarke’s (2006) model.

After familiarizing myself with the Advance Study Skills Manual, I generated the following initial codes to identify key themes:

(i) Sections 1, 2 and 3 of the Manual have been codified as Core Content

(ii) Foreword, acknowledgements Appendices and Bibliography have been codified

Formal Content

In the next three phases, I found, reviewed and named the following themes in the document based on the above codes:

(i) Developing Advanced Study Skills (for teachers)

(ii) Giving the teachers guidelines for teaching

At the end, I made the following report on the effectiveness of the Advanced Study Skills Manual (for teachers):
The CMD sub-committee prepared Advanced Study Skills Manual (for teachers) with its Contents unfolding foreword, acknowledgements, three respective sections on oral, reading and writing skills, and a section on appendices and bibliography. Under the Core Content, the Manual focused on both theoretical underpinnings and also on the practical exercises for the teachers to utilize in teaching effectively at advanced level. For example, under Basic Academic Writing Skills, the topic ‘Guidelines for Basic Writing Paragraphs and Essays’ in the Manual gives both theoretical knowledge and practical activity to the teachers to bank on. Similarly under Advanced Reading Skills, for the topic ‘The Secrets of a Successful Presentation’, the Manual gives pre- and post-reading questions with the main TEXT. However, the Oral Communication Skills of the Manual emphasize more on practical activities than stuffing the teachers with theoretical content. For example, the topics Introductions, Presentation, Effective Openings, Signposting and Survival Tactics - all provide practical activities for the teachers to utilize. Under the Formal Content, the Manual adequately gives the foreword, acknowledgements, appendices and the bibliography.

Apart from the above brighter side of the efforts made by the CMD sub-committee, I found a few dark aspects of the Advanced Study Manual as well. For instance, though both NCE and the CMD sub-committee have considered the Advanced Study Skills Manual meant for M.A., M.Phil, PhD Research Students and English Language Teachers across Pakistan, yet by the very content of the Manual may very easily beguile that overambitious consideration. The standard or level variation of the academic needs of an M.A. and a PhD scholar may not help them utilize the Manual alike. For instance, most of the skills covered in the manual may not be of any use to most of the PhD scholars. Similarly, the Manual does not have gone through the critical process of adaption and appropriation before submission.
On the whole, the preparation of Advanced Study Skills Manual for teachers is a good effort of the CMD sub-committee. According to one of the HEC officials, the Manual has also been proved helpful to the National Curriculum Review Committee (NCRC).

**d) Thematic Analysis of the Registration Proforma of the ELTR Project for the Trainees**

In order to do the thematic analysis of the Registration Proforma of the ELTR Project for the trainees, I followed the six phases of the Braun and Clarke’s (2006) model. After familiarizing myself with the Proforma, I generated the following initial codes to identify key themes:

(i) No section of the Registration Proforma has been codified as Core Content

(ii) All the sections of the Registration Proforma have been codified as Formal Content.

In the next three phases, I found, reviewed and named the following themes in the document based on the above codes:

(i) Seeking information about the trainees’ whereabouts, qualification and previous Trainings

(ii) Not seeking information about the trainees’ area of interest or their academic needs

At the end, I made the following brief report on the Registration Proforma:

The Registration Proforma of the ELTR Project of the HEC is merely a document that helps the ELTR stake-holding officials storing data about the trainees’ profiles. Perhaps through it, the HEC merely shows on paper that it has trained so and so number of teachers. Through it, the Project officials have to clear the funding issues from the Finance and Auditing sections of the Commission. It is regrettable that the Project officials did not bother asking the trainees
REGISTRATION PROFORMA

Research Methodology Training Course

May 11 to May 16, 2009

Name of participant: ____________________________________________________________

Designation: ___________________________________________________________________

Name of the institution: __________________________________________________________

______________________________________________________________________________

Mailing address: ________________________________________________________________

______________________________________________________________________________

Telephone No: (Off.) _____________________ (Res.) _________________________

Email address: ___________________________ Fax no.______________________________

Academic qualifications: _______________________________ __________________________

Medium of instruction at your place of work

Urdu □English □Any other (specify) ______________________________________________

Have you attended any professional training course(s) before? Yes □No □

If yes, mention the name of the course last attended

______________________________________________________________________________

Signature: __________________________

Date: ______________________________

For further information contact:
Statistical Analyst  ELTR Project, LI Division C & T building
Higher Education Commission Islamabad
about their academic needs and areas of interest. Instead of using Registration Proforma, the Commission should have designed and administered Nomination/Selection Proforma well in advance of every proposed teachers’ professional course to assess the needs of the prospective trainees.

(e) Thematic Analysis of the Report on Evaluation Workshop 2008

In order to do the thematic analysis of the report on Evaluation Workshop 2008, I followed the six phases of the Braun and Clarke’s (2006) model. After familiarizing myself with the report on Evaluation Workshop 2008, I generated the following initial codes to identify key themes:

(i) Self (1st Party) and Peer Evaluation (2nd Party) of the report on Evaluation Workshop 2008 has been codified as Core Content.

(ii) Overall description of the report on Evaluation Workshop 2008 has been codified as Formal Content

In the next three phases, I found, reviewed and finalized the following themes in the document based on the above codes:

(i) Difference between the Self (1st Party) and Peer Evaluation (2nd Party) on the ELTR Project


At the end, I made the following report on the effectiveness of the report on Evaluation Workshop 2008:

During a two day Evaluation Workshop held from 29<sup>th</sup> February 2008 to 1<sup>st</sup> March 2009 both Self and Peer Evaluations were conducted by the ELTR Project. Both forms of evaluations
tend to appear merely self and mutual appreciation. It seems, therefore, imperative that the impact analysis of the ELTR Project may be done by applying some research instruments in the field.

In the Self Evaluations conducted by all the sub-committees, the researcher could hardly find any weaknesses given by the respective evaluators. Similarly, most of the Peer Evaluations were also done by the sub-committees in a happy mood. However, the following unexpected comments were found to be the one that was turned out to be somewhat realistic of the impact of the ELTR Project. The reviewing Faculty Development Sub-Committee commented on the impact of the Testing Sub-Committee in the following way:

| 1- The impact of subcommittee on the target group- is it meeting their needs? | Impact is limited unless the trained teachers show their testing instruments. |

The Research Sub-Committee while reviewing the CALL Sub-Committee surprisingly considered the ‘Wh’ question to be ‘Yes / No’ one in the following way:

| 5- What are the strengths and weaknesses of the subcommittee’s work | Yes |

Faculty Development Sub-Committee gave the following finding while doing its Process Evaluation in Self-Evaluation:

| 4- Which worked well and which could be improved upon? | Short-term courses worked well but long-term courses need to be improved upon. |

On the effectiveness of the report on the Evaluation Workshop 2008, it can easily be said after looking through the report that the evaluation studies have not been carried out in a more serious and critical way. Most of the comments and answers have been given subjectively especially with reference to the strengths and impact of the sub-committees. The report is too
brief to cover all the aspects of evaluation of the Project. Moreover, the report does not include the Self- and Peer-Evaluations of the Reorganization of sub-committee for unexplained reasons.

On the whole, the Evaluation Workshop 2008 conducted by the ELTR Project is a very good effort however; it should have been made a little detailed, more balanced and more objective.

(f) **Thematic Analysis of the report submitted by the CALL Sub-committee Chairperson:**

In order to do the thematic analysis of the report submitted by the chairperson of CALL Subcommittee, I followed the six phases of the Braun and Clarke’s (2006) model. After familiarizing myself with the report, I generated the following initial codes to identify key themes:

(i) Activities and Impact as Core Content.

(ii) Suggestions as Formal Content

In the next three phases, I found, reviewed and finalized the following themes in the document based on the above codes:

(i) Reporting activities and their impact.

(ii) Giving Suggestions to the ELTR Project.

At the end, I made the following report on the effectiveness of the report submitted by the chairperson of the CALL Sub-committee:

The CALL report is a comprehensive one. The Table of Content of the report has four main sections: Introduction, Student Access Center (SAC), Professional Development and Conclusions. In introduction, the reporter outlined the objectives and achievements of the CALL sub-committee. Under the second part, the reporter gives description about the need and scope of Students Access Center. The reporter summarized that from 2005 to 2007, “The Student Access
Center has been a major concern for the CALL subcommittee”. She claims, “The initial excitement and motivation in 2005 toward this project was soon reduced when in 2006 the committee was told that the funding had been dramatically decreased from what should have provided for a large computer access center to a few computers that would be made available for Smart Classrooms.” As a result, “The constant fluctuating in funding reduced the possibility of setting up a SAC in a timely manner as was anticipated”. However, she turns optimistic as she reports, “On a more positive note, in 2007 funds were allocated for a SAC to be set up at a University where the largest number of students would benefit. To facilitate this, the CALL committee felt that the Allama Iqbal Open University (AIOU) would be an ideal venue for a SAC as it will serve the largest number of students to allow it to become a centre of research and learning.”

The reporter perhaps seems happy with the belief that something is better than nothing as she expressed her optimistic viewpoint in her report that AIOU would be an ideal venue for a SAC in terms of the largest number of students. However, the fact remains there that most of the students are getting education from AIOU under Distance Education System and they hardly visit the AIOU campus and if they do that, mostly they do it for resolving their non-academic issues only.

The CALL Sub-committee reporter then summarized about the CALL website. The report says, “The CALL website is a resource for instructors interested in using computer assisted technology in their classes. For this reason, it should be exemplary in presenting work that could be replicated on college and university campuses. A separate meeting was organized by the committee with the international consultant, to spearhead this effort in January 2007.
Even though some of the content was compiled, unfortunately the Website does not represent fully the potential of CALL.”

In the next section of the report, the reporter highlighted a number of teachers’ professional development courses in a tabular form. Her reporting about the teachers’ facing lack of resources at their workplaces is the hallmark of her report as it shows that CALL can hardly be a success over-nightly in Pakistan. Her report asserts:

“On completion of the courses, most of the participants were motivated to implement the technological innovations in their contexts. However, they felt handicapped on returning to their workplace owing to non-availability of required resources.”

“I regret to inform you that I could do nothing with a chalk and blackboard.”

“This CALL training gave me many new ideas about how to use computer in my English Conversation Classes.”

On the whole, the Chairperson of the CALL Sub-Committee is very much right when she reports that the ELTR project has been ground-breaking in introducing computer assisted language learning on a national level. National experts in the field had already been working on an advanced level, but with the CALL sub-committee their work has been promoted and should continue to be disseminated through workshops, conferences and the CALL website. The SAC will also be the first of its kind if the recommendations of the subcommittee are addressed effectively.

Similarly, the reporter has been giving suggestions and recommendations to the ELTR Project under each section of the report. Most of these suggestions and recommendations are quite feasible and useful in the context of the CALL. For instance irrespective of the venue of
the SAC, it will surely prove the ideal platform for the huge impact of the use of technology for English language learning and teaching in Pakistan.

(g) Thematic Analysis of Shamim and Tribble Study (2005)

In order to do the thematic analysis of Shamim and Tribble Study (2005), I followed the six phases of the Braun and Clarke’s (2006) model. After familiarizing myself with the Shamim and Tribble Study (2005), I generated the following initial codes to identify key themes:

(i) Findings and Suggestions as Core Content.

(ii) Methodology and Format as Formal Content

In the next three phases, I found, reviewed and named the following themes in their study based on the above codes:

(i) Status of English Language learning and teaching at higher level.

(ii) Sampling and research tools of the study gave reliable findings

At the end, I made the following report on the effectiveness of Shamim and Tribble Study (2005):

The study reports that it was undertaken with the professional expertise of the Aga Khan University, Institute for Educational Development and British Council, Karachi under the Reorganization sub-committee of the ELTR Project. It aimed at reviewing and evaluating the English language teaching capacity of a national sample of general and professional public sector universities in terms of learners’ present and future needs. Secondly, it also aimed at making recommendations for the reorganization of ELT departments and centres in institutions of higher education in Pakistan. The study could find that the socio-economic profile of the teachers and students was alike. The teachers were teaching without any formal qualification or
training. They were mostly inactive regarding their professional development and field research. According to the study, mostly English language programmes at undergraduate and postgraduate levels in General and Professional universities were run without proper mechanism. The ELT community was not satisfied with the availability of the Educational resources. The study found that due to lack of awareness about the alternate ELT pedagogies and assessments on the part of teachers and the students and also due to their targeting of short-term goals, they showed confidence in the current ELT programmes. Finally, the study found that the economic disparity of the rich and the poor students determined their success and failure in English language learning respectively. In the light of these findings, the study gave a few recommendations. Of these, the overall recommendation says that a National Centre of English Language Teaching and Research (NCELTR) should be established to facilitate departments in designing curricula, development of materials, and for on-going professional development of teachers teaching English in higher education institutions in the public sector. The study comprehensively caters to the overall needs and issues of the ELT in Pakistan. The researchers very aptly suggested for bringing in reforms in the ELT sector so that the students and teachers could enable themselves meet the ever-increasing demands of the English language proficiency. The proposal of the NCELTR seems the right remedial indication of improving upon the disorganized state of ELT in Pakistan.

On the other hand, the overall methodology of the study seems appropriate. The sample and research tools of the study seem reliable and significant. Survey questionnaire was disseminated, interviews were recorded and three case studies were carried out in the three public sector universities to reach at the conclusions. However, it was felt that further triangulation of the research tools may have been incorporated in reaching at the conclusions and
giving subsequent recommendations. For instance, observation or ELT material evaluation could have been utilized in the research design of the study to further highlight the state of the ELT provision across Pakistan.

On the whole, Shamim and Tribble’s (2005) study was a great effort for the ELTR Project. It paved way for the Project to go for opening the bid for the NCELTR in the country. However, the study looks a little out of time as unfortunately, the establishment of the NCELTR was still in the pipeline. Had the study been carried out simultaneously with the Mansoor’ study (2003), the ELTR Project could have utilized it more effectively and it might have propelled the establishment of the NCELTR and it might have been a ground reality now.

5.10 Conclusion

In this chapter, I have analysed and discussed responses of the sample trainees to the questionnaire; the sample 20 resource persons to the interviews; and of the CALL and EAP trainees to the respective semi-structured interviews both pre- and post-teachers’ professional development courses. I have also analysed and discussed the responses of the 03 HEC officials and 05 HODs to gauge the effectiveness of the ELTR teachers’ professional development courses. Besides, to further probe into the effectiveness of the courses I used observation as a research tool, that I have done using a checklist, of an available CALL, EAP and Research Methodology teachers’ professional development courses. I analyzed and discussed the observed 33sessions collectively. I have also analysed the documents such as PC-1, Advanced Study Skills Manual, Outlines of the Content of teachers’ professional development courses, Registration Proforma of the ELTR Project of the HEC and a few reports of the ELTR Project using Braun and Clarke’s (2006) six phase model to further validate and compliment some of the research findings obtained through questionnaire, interviews and observation. In the next
chapter, after summarizing the whole research project, I will try to answer the overarching and subsidiary research questions. At the end, I will also document some recommendations for future teachers’ professional development projects and studies.
SUMMARY, RESULTS AND DISCUSSION

Chapter 6

6.0 Introduction
In the previous chapter, I presented the quantitative as well as the qualitative data analysis. The questionnaire for the trainees was analysed in terms of frequencies and percentages and by applying chi-square test to see any possible correlation between items on selection of trainees and their motivation and between items on selection of trainees and their ultimate professional development. Qualitative data i.e. data got from interviews, observation and documents were analysed in terms of thematic categorization. In this chapter, I aim to summarize the undertaken research, present the findings, draw conclusions based on these findings, discuss the results and frame recommendations for future reference.

6.1 Summary
It is generally believed that the role of teachers is very significant in making the educational process more worthwhile, and for improving its quality. However, the teachers cannot play their due role unless they are properly trained, and their professional skills and abilities are developed. It has also come under general observation that, unfortunately, a
significant number of the college/university English Language Teaching (ELT) faculty in Pakistan has not usually been provided with regular professional development opportunities. Nonetheless, since its inception, the Higher Education Commission (HEC) of Pakistan has been continuously providing professional development opportunities to the college/university ELT faculty under the English Language Teaching Reforms (ELTR) Project.

The first phase of the Project worked through six sub-committees. These six sub-committees were working in the area of Faculty Development, Curriculum and Material Development, Testing and Evaluation, Research and Publications, Computer Assisted Language Learning, and Reorganization of Departments/Centres of English Language.

It has also been generally acknowledged that follow-up, monitoring and evaluation mechanisms play a significant role in the effective implementation of any programme or project. These help in course improvement and finding out plans and activities that may result in the achievement of the desired objectives. For this, the ELTR Project undertook the First Party (Self-Evaluation) as well as the Second Party (Peer-Evaluation) evaluations to measure the effectiveness of the teachers’ professional development courses and rest of the academic activities conducted under the Project.

These internal evaluations provided recommendations to the HEC for strengthening the teachers’ professional development courses and other academic activities on an on-going basis. However, such internal evaluations are usually regarded as subjective and partial. Hence, it was felt that some impartial researching agency or researcher should conduct the evaluation of the effectiveness of the teachers’ professional development courses under ELTR Project. Secondly and more importantly, since the HEC invested Rs. 35.390 million on the ELTR Project Phase -1,
the theory of Value for Money (VFM) became one of the reasons of the evaluation of the
effectiveness of the teachers’ professional development courses of the ELTR Project.

The present mixed method study was, thus, undertaken with the purpose to probe into the
validity of HEC’s claims vis-à-vis teachers’ professional development courses in ELT under the
ELTR project. The principal objectives of the study were to evaluate the selection standards of
the HEC for the trainees as well as the resource persons for the teachers’ professional
development courses under the ELTR Project; to measure the attitude of the trainees’ towards the
teachers’ professional development courses of the HEC under the ELTR Project; to evaluate the
effectiveness of the course content of the professional development courses; to evaluate the
effectiveness of the methodologies adopted by the resource persons at the professional
development courses; to find out the extent to which the trained teachers make use of the
knowledge imparted to them through the teachers’ professional development courses under the
ELTR Project of the HEC; to try and find possible correlation, if any, between the
selection/nomination of the trainees and their subsequent feelings of keenness before, enjoyment
during, and feelings of professional development after the teachers’ professional development
courses; to evaluate the effectiveness of the teachers’ professional development courses offered
by the HEC under the ELTR Project, and to recommend changes, if required, in the existing
system of teachers’ professional development offered by the HEC under the ELTR Project.

The study aimed at seeking answers to the following questions regarding the
effectiveness of the teachers’ professional development courses offered by the HEC under ELTR
Project for the college and university teachers.
How effective were the courses for the professional development of teachers, offered by the HEC under its ELTR Project, at college and university level?

i. How effective were the selection/nomination procedures adopted by the HEC under the ELTR Project for the trainees as well as the trainers/resource persons?

ii. What was the level of motivation of the trainees in the courses for professional development of teachers?

iii. Is there a statistically significant correlation between trainees’ selection/nomination and their keenness to attend, enjoy and utilise the courses?

iv. How effective and relevant were the content of courses for the teachers’ professional development to the trainees’ academic needs?

v. What teaching/training methods were adopted by the trainees/resource persons at the courses for the professional development of teachers and how effective were these methods?

vi. Have the trained teachers been able to utilise the training they received, at their workplaces?

For an in-depth investigation of the above stated research questions, the present study was undertaken from different angles.

More than 1500 English Language teachers (trainees), from various colleges and universities across the country, who had participated in the teachers’ professional development courses of the HEC under the ELTR Project between 2004 and 2009; more than 45 Resource Persons of the ELTR Project; Heads of the English departments whose teachers had been to the teachers’ development courses; and HEC officials and documents concerning the ELTR Project
constituted the population of the study. The sample of the study consisted of 740 professionally developed teachers from the four sub-committees i.e. (i) Faculty Development Programmes (440 teachers), (ii) Testing and Evaluation (100 teachers), (iii) Research and Publications (100 teachers), and (iv) Computer Assisted Language Learning (100 teachers); 20 Resource Persons; 10 trainees (05 each) from CALL and EAP courses; 05 Heads of the English departments; 03 HEC officials; three courses i.e. CALL, EAP and Research Methodology for observation; and the HEC documents i.e. (i) PC-1 ELTR Project, (ii) Advanced Study Skills Manual (For Teachers), (iii) 4 Outlines showing the content of the teachers’ professional development courses (iv) A report on Evaluation Workshop 2008 bearing 1st and 2nd Party Evaluations, (v) A report submitted by the chairperson of CALL, (vi) A report submitted by Ms. Maggie Jo, (vii) Shamim and Tribble’s study (2005) were taken as a sample of the study.

Questionnaire was administered personally to the trainees; interviews with the resource persons were conducted in their offices (workplaces), 05 trainees each from CALL and EAP courses were interviewed during the course in Peshawar and Rawalpindi and after 6 months of the courses the same trained teachers were interviewed at their respective workplaces; and interviews with the Heads of the English departments and HEC officials were conducted in their respective offices (workplaces). Observation of a CALL, EAP and Research Methodology courses and the analysis of the sample document and reports of activities were triangulated with the other research tools to evaluate the effectiveness of the target aspects of the teachers’ professional development courses of the ELTR Project comprehensively. The research tools were pilot tested to calculate reliability and judge their validity before the actual study.

The data collection of the whole research project was concurrently carried out for a period of sixteen months (August 2008 to November 2009) in the four provinces of the country.
6.2 Results

This section deals with the results of the study, and their discussion, in response to the research questions.

6.2.1 Research Question No. 1

*How effective were the selection/nomination procedures adopted by the HEC under the ELTR Project for the trainees as well as the trainers/resource persons?*

Analysis of the data got through main research tools i.e. questionnaire, interviews and documents provided useful data vis-à-vis the selection/nomination standards adopted by the HEC for the trainees and the trainers/resource persons. All the sources point toward the finding that the ELTR Project did not select/nominate trainees and resource persons in a meritorious way (C.f. Tables 5.1.0, 5.3.2 and 5.4.0 and Section 5.9, d). In more clear words, most of the trainees were not sure of their selection/nomination being on merit. Besides, it was found that some trainees from non-English disciplines also attended the teachers’ professional development courses under the ELTR Project. Hence, proper need-analysis before the teachers’ professional development courses was missing.

The analysis of the above findings clearly suggests that HEC’s ELTR Project was perhaps adopting an ad-hoc selection/nomination procedure for the trainees and resource persons. The HEC officials during interviews also admitted their not having a fool-proof selection/nomination process especially for the trainees (C.f. 5.7). To get trainees nominated for the courses, the Commission merely asked the host institution(s) to do it on their own. As a result, non-ELT trainees also came for the courses which consequently adversely affected their (the courses’) effectiveness. In contrast, to select/nominate the resource persons, the ELTR
project usually hired them on the basis of their availability for the courses. They took into account their expertise too, but the overall selection procedure usually might not be considered merit based as mostly they (the resource persons) used to be hired through personal contacts. It could be summed up that the HEC had been merely funding teachers’ professional development courses. It had not been taking measures to ensure the meritorious nominations so that exactly targeted and motivated population could have been professionally developed.

A question may arise why the ELTR Project officials could not make the selection/nomination of the trainees purely on merit- or needs-basis. Apparently, there seems a communication or coordination gap between HEC and the educational institutes from where trainees are nominated. Similarly, such coordination gap may also have been there between HEC and respective directorates of Education, for these directorates are officially responsible for making nominations at college level.

Unfortunately, review of the related literature shows that hardly any evaluation study, on the teachers’ professional programmes, has ever been conducted that may have looked specifically into the selection/nomination criterion adopted by the conducting or funding (responsible) agency. I came across a research study that was on selection of the trainees for the training courses undertaken by Corony Edwards in 1997. The findings of the present study are concomitant to Edwards’ postulation that the selection procedures adopted by many training agencies for trainees have been developed in a remarkably ad hoc fashion. Edwards believes that in order to ensure proper planning and professional training, effective and fool-proof trainee selection procedures need to be adopted (ibid.). Sensing the fact that we do not have ample amount of available literature written on the subject of trainee teacher selection especially in ELT, and also knowing the failure on part of management to recognize that trainee selection is
an increasingly important issue, Edwards maintains that it requires professional staff to carry out
the task of trainees’ selection effectively (cited in Khattak and Abbasi, 2011). It can, therefore,
be strongly recommended that future researchers should think about probing into the
selection/nomination standards both for the trainees and resource persons, for these may
correlate with the outcome of the teachers’ professional courses.

6.2.2 Research Question No. 2

What was the level of motivation of the trainees in the courses for the professional
development of teachers?

To address this question, data were primarily collected through the triangulation of the
research tools such as questionnaire, interviews and observation. The analysis of the findings
from these triangulated tools led me to different conclusions regarding the motivation level of the
trainees on courses. For instance, through questionnaire administered to the trainees I found that
their motivation level was very high (C.f. Tables 5.1.1, 5.1.2, 5.1.36, 5.1.37, 5.1.38); I found
their motivation level to be relatively a mixed one as per the perception of the resource persons
in interviews (C.f. Table 5.3.3 ); whereas, on the other hand, I found while observing them that
their motivation level was quite low on the short courses as a majority of them were quite
disinterested and least interactive during the sessions (C.f. Table 5.8.5 ).

It is highly important that a trainee teacher has positive attitudes towards a teachers'
professional development course in order to learn new and more effective methods and
techniques for classroom transmission. As attitudes are frequently related with motivation, it can
be assumed that teacher trainees having positive attitudes towards training have higher
motivation towards learning on a course and towards improved teaching afterwards. According
to their study, Gardner and Lambert (1972) believe that motivation is primary derive for a learner that enhances or hinders effective communication. Unlike the findings of Cleverley (1985), in Chinese context, who noted that trainees show hardly any motivation to enter into training courses, the findings from questionnaire and trainees’ interviews suggest that the trainees showed overwhelming keenness before attending the teachers’ professional development courses. As per their own claims, they had been keen about attending the teachers’ professional development courses to improve and develop themselves as professional teachers. Of course, there could either have been the academic reasons or then some non-academic ones that might have pulled them towards the teachers’ professional development course. These academic factors may include the course content, the resource persons and their methodology. Non-academic factors such as the logistic support, refreshment, the soothing environment etc. might also have attracted them to these short courses. The majority, however, found the academic aspect of the teachers’ professional development courses to be responsible for their showing keenness.

Owing to non-meritorious nominations of the trainees, some of the resource persons showed mixed perception on the motivation level of the trainees. For instance, according to their common perception, there were some who had not been motivated at the beginning of courses, but over the course of the teachers’ professional development courses they (the trainees) did start showing keenness.

Unlike, the trainees and the resource persons’ positive views regarding the trainees’ motivation on the courses, I observed them on three available short courses to find that majority of them was not motivated. The reason behind their low motivation could be that the trainees were given too much theoretical in-put without conducting any effective and timely practice sessions. This observation finding is fully akin to Cleverley (1985) who found that ELT courses
were heavily oriented to teaching trainees the subject matter they had to transmit in class with very little practice given to them. Here in context of the present study, usually, the practice sessions were held at the end of the course days when the interest and motivation level was too hard to be maintained by the trainees. The sessions were hardly interactive and the participation of the trainees was minimal. Again further review of the related literature shows that trainees generally tend to show interest in training as long as the course continues. However, their interest languishes as soon as they resume fulfilling their teaching assignments. Kiely (1996) finds the trainees after six to eight months of the training that they had not been showing expected interest in utilizing the training. It was, therefore, important in the present context to evaluate to what extent the trainees of the ELTR Project would keep themselves motivated to utilize the content of the professional development courses. For this purpose, I could only interview five each of the CALL and EAP trainees after 6 months of the course and (like Kiely, ibid.) I found them not fully utilizing the content due to either the unavailability of the resources at their workplaces or then due to the binding heavy workload they had to put up with. So the present finding is in conformity to that of various researchers who are of the view that the materials or the course content of any in-service teacher training programme must be based on the needs of the teachers in a specific context as determined by them (Taylor, 1992; Lamb 1995; Ur, P., 1992 and Shamim and Tribble, 2005)). Besides, it was also because of the examination system that they could not utilize training for they had to make the student prepare for the exams instead of experimenting with them on the content of the courses they attended. But unfortunately, in the present study, I could not cater to the in-depth evaluation of the post-courses motivation of the trainees due to shortage of time and resources on one hand, whereas on the other hand due to the concurrent
nature of the ELTR Project it was not possible for me to undertake exhaustive post-courses evaluation.

To conclude, a vast majority of the trainees was keen to attend the teachers’ professional development courses and, therefore, they enjoyed being there. This finding may mark the perception on one hand that the overwhelming majority of the trainees was really keen to improve their pedagogical skills and develop themselves as professional teachers. However, on the other hand, their keenness might also suggest that they might have felt free from any sense of responsibility and accountability while attending teachers’ professional development courses in general and short courses/workshops in particular. They might have considered it a good opportunity of being away from their own respective formal academic settings and also that they might have taken it very easy in a less-than-formal though academic setting of such teachers’ professional development courses. Nonetheless, it is also found and verified by some of the resource persons as well in interviews that the professional development courses, to some extent, succeeded in catching the interest level of the trainees during the course.

6.2.3 Research Question No. 3

*Is there a statistically significant correlation between trainees' selection/nomination and their keenness to attend, enjoy and utilize the courses?*

To address this question, data collected through the questionnaire were primarily analysed by applying chi-square test to see any possible statistical correlations between the target variables.

The personas of teacher trainees, who come to the professional development courses generally, dictate their showing keenness and motivation to attend the professional development
courses. It has, generally, been seen in developing countries like Pakistan that teachers hardly take interest and show keenness in their professional development. They normally come to attend the courses for TA/DA and other fringe benefits (p.c).\textsuperscript{16} Thus in such contexts, not only are challenges related to merit-based selection/nomination of the trainees for training courses that training agencies generally face, but also lack of fool-proof culture of accountability in educational field generally aggravate the situation.

In order to find any significant statistical correlations between trainees’ selection/nomination for the courses and their feeling keenness to attend and benefit from the courses to desired extent, certain statements of the questionnaire have been correlated through chi-square test using SPSS version 17. In other words, this was mainly done to explore if there was any correlation amongst the above stated variables of the questionnaire used in the study. However, this correlation does not mean that variables in one statement of the questionnaire and those in the other are directly correlated or variables in one statement of the questionnaire cause variables in another statement to vary in a particular way. It is simply a statistical relation between these variables and there can be a number of reasons for increase or decrease in the strength of one variable or the other.

The application of Chi-square test shows that a strong correlation was found between selection/nomination of the trainees and their keenness on the teachers’ professional development courses (C.f. Tables 5.2.0, 5.2.1 and 5.2.2). Both the variables were found interdependent. In plain words, it was the selection/nomination of the trainees that affected the keenness of the trainees on the teachers’ professional development courses and vice versa. This

\textsuperscript{16}Personal Communication with Mr. Ghulam Abbas, a renowned Teacher Trainer in Pakistan in Multan at SPELT Conference on 13\textsuperscript{th} October 2007
finding is in conformity with Lai (1999), who found that the association between the learners' general readiness for self-directed learning and their subsequent development of self-direction in second language learning could be said to be moderately strong (partial $r = 0.4764$ when language proficiency was controlled for), with their correlation found to be statistically significant beyond the 1 per cent level ($p = 0.025$).

Similarly, a strong relationship was also found between selection/nomination of the trainees and their feeling sense of enjoyment on the teachers’ professional development courses (C.f. Tables 5.2.3, 5.2.4 and 5.2.5). Both the variables were found interdependent. To put it in simple words, it was the selection or nomination of the trainees that affected the feeling of enjoyment or otherwise on part of the trainees in the teachers’ professional development courses and vice versa. However, no strong relationship could be found between the selection/nomination of the trainees and that the course developed them professionally to the optimum (C.f. Tables 5.2.6, 5.2.7 and 5.2.8). Both the statements were found independent. In other words, the selection or nomination of the trainees on merit did not affect the professional development of the trainees.

Based on the statistical outcomes reported above, it was obvious that there existed other factors which might have influenced the effectiveness of teachers' professional development courses. To this end, interviews, observation and thematic analysis of the documents were carefully studied. It was discovered that the trainees' motivation, their need based nomination, their having access to requisite resources, their having autonomy to utilise training and their feeling sense of responsibility seemed to count significantly towards the effective achievement of professional development.
6.2.4 Research Question No. 4

*How effective and relevant were the content of courses for the professional development of teachers to the trainees’ academic needs?*

To address this question, data were primarily collected through the triangulation of the research tools such as questionnaire, interviews, observation and document analysis. The analysis of the findings from these triangulated tools led me to almost antithetical conclusions regarding the effectiveness and relevance of the content taught on the courses. For instance, through the analysis of the data got through questionnaire administered to the trainees, I found that with the exception of only a few courses, especially from CALL and Research and Publications sub-committees, the content of the teachers’ professional development courses had been useful, practicable and reflective of the trainee teachers’ academic needs (C.f. Tables 5.1.4, 5.1.6, 5.1.8, 5.1.9, 5.1.10, 5.1.11, 5.1.12, 5.1.13, 5.1.15, 5.1.16). According to Resource Persons' views too, the content was effective and relevant to the trainees' academic needs (C.f. Table 5.3.4, 5.3.5, 5.3.6, 5.3.7, 5.3.8). However, through observation and document analysis, I could come to different conclusions that the content was not that much effective, useful and relevant to their proximate needs as the trainees and resource persons were claiming them to be (C.f.Table 5.8.7 and Section 5.9, b and c).

From the above findings, it is obvious that according to a majority of the trainees the content of the overall teachers’ professional development courses reflected their academic needs but the courses conducted under the CALL and Research sub-committees were relatively less reflective of their academic needs in this regard. The reason behind this finding may be that Computer Assisted Language Learning (CALL) is still at the stage of infancy in Pakistan and in
most of the colleges and even some public sector universities as well, we do not have even separate computer labs for the teaching of English Language. Secondly and importantly, as still most of the ELT courses at higher level contain predominantly literature content, it might have checked the resource persons in targeting the trainees’ immediate academic needs through the CALL courses. Similarly, since majority of the college teachers attended courses as trainees, and as their academic needs in respect of research are almost non-existent, so under the Research sub-committees, their academic needs could hardly have been addressed through taught content.

Moreover, I found that the teachers’ professional development courses helped the trainees develop proficiency in ELT through the course content to a great extent. However, it is beyond any doubt that proficiency in teaching English language is very hard to attain by attending one or two odd ELT teachers’ professional development courses. There may be myriad of reasons for it but most importantly, it is so, for most of the English Language teachers in Pakistan has been joining the profession at higher level (especially at college level) with Master degrees in English Literature instead of having Masters in ELT or Linguistics. Filling this gap through these teachers’ professional development courses, the ELTR Project had been quite successful in developing sound theoretical background and proficiency in ELT to a considerable extent. The reason why the trainees felt so may be that they might have improved their pedagogical i.e. both theoretical and practical skills and also their interpersonal i.e. both lingual and psychological skills after attending the teachers’ professional development courses.

I also found that the content of the teachers’ professional development courses catered to the ELT needs of the trainees at higher level. The reason behind this finding may be that mostly the teachers were professionally developed from those educational institutes where they had been teaching both linguistics and literature. In other words, since, in some of the major universities
like University of Karachi, BZU Multan, and Baluchistan University Quetta etc. where in most of these teachers’ professional development courses have been conducted, the academic courses of ELT are taught in both linguistics and literature. In this connection, ELT needs at higher education in Pakistan, therefore, are double-folded. However, it is important to note those teachers’ professional development courses had been offered in ELT (linguistics) only and not in literature. But surprisingly, the responses of the trainee teachers almost unanimously affirmed that the course content were reflective of the ELT needs at higher education level. Since none of the delimited four sub-committees of the ELTR Project catered to the literature oriented teaching and learning needs at higher education level, therefore, this finding is quite arguable.

I found that most of the resource persons enjoyed full autonomy in designing the course content for the teachers’ professional development courses. The HEC had been taking full confidence in them on one hand, while on the other; it was found that the Commission’s ELTR Project was not equipped with giving the resource persons any guidance in this regard. Instead, it was the resource persons who had been running the Project on academic front by conducting teachers’ professional development courses. According to them, the course content reflected the trainees’ academic needs. The basic reason for their saying so might lie in the fact that they themselves had been designing the course content. Only a few resource persons did not agree at the reflection of the academic needs in the course content due to the presence of the mixed group of the trainees, yet it can be said that overall course content could target the immediate needs of the trainees.

The issue of the HEC’s ELTR Project objectives and their reflection in the course content was very important one. I, therefore, addressed it in the present study. Based on the studies conducted by Mansoor (2003) and Shamim and Tribble (2005), the main objective of the HEC’s
ELTR Project was to focus on providing a strong theoretical base to the teaching of English on one hand and on the other to focus on integrating theory with practice so that teachers can apply the knowledge and skills gained during their professional development to their own context. I was wonderstruck to find that almost half of the resource persons did not know what objectives the HEC had to focus on during these courses. This finding indirectly exposes the lack of effective co-ordination between the resource persons and the ELTR team. Most of the objectives of the course content they developed were to focus on short-term immediate needs of the trainee teachers; for instance, to train them in how to do effective testing and assessment. They did not bother at doing the overall professional development of the trainees. During interviews, the resource persons, too, mentioned about this lack of supervision on part of HEC.

The findings I got through observation did not correspond to the overall impression that had been given by the resource persons and the trainees that the course content highly reflected the academic needs of the trainees. Contrarily, I found that only some of the course content taught during the courses might have reflected the trainees’ academic needs. Most of the course material was alien to the target trainee population. Instead of doing their professional development to help the trainees utilize text books that they were unaware of, they should have been practically trained by making the use of their own text based content so that they could have felt associated with it and then they hopefully would have taken more interest in the sessions.

Outlines of the content of the four teachers’ professional development courses, I analysed, showed mixed relevance to the academic needs of the trainees due to the fact they were not selected/nominated on need- or merit- basis. Apart from the content of EAP course, the content of short courses on CALL, Research and Testing might not have catered to the academic
needs of the majority of trainees owing to the same reason that they usually comprised mixed group i.e. from college and university teachers with almost equal ratio (C.f. Section 5.9, b). As far as the previous studies on the relevance of the content of the professional development courses with the teachers’ academic needs are concerned, it was unanimously asserted that the knowledge transferred through such activities is generally, conceptually and practically far removed from the contexts of the teachers, and moreover, the situational factors affecting the teachers’ classroom practices are not taken into account; and accordingly, the aim of increasing teachers’ professional development is rarely achieved (Taylor 1992, Ur, P 1992, Lamb 1995, Kiely 1996, Atay 2007). Here too, in most of the cases, the triangulation of the research tools showed that the courses were not being utilized due to the fact that these were not pertinent to ground realities. I found through observation of the CALL short course that the content was not addressing the academic needs of the majority of the trainees. For instance, some of the trainees even did not have either any know-how of the computers and information technology or they came there without access to the prerequisite technology for subsequent utilization of the course content. On the course, the resource persons emphasized on a software ‘Hot potato’ but to me it might have been useless for the said trainees as they did not have any IT background or access.

6.2.5 Research Question No. 5

What teaching/training methods were adopted by the trainers/resource persons at courses for the professional development of teachers and how effective were these methods?

To address this question, data were primarily collected through the triangulation of the research tools such as questionnaire, interviews and observation. The analysis of the findings
from these triangulated tools led me to almost antithetical conclusions regarding the
effectiveness of teaching/training methods adopted by the resource persons at the teachers’
professional development courses. For instance, through the analysis of the data got through
questionnaire administered to the trainees, I found that the methods adopted by the resource
persons during the courses were quite effective and appropriate as they could focus on the
course content and the trainees’ academic needs (C.f. Tables 5.1.18, 5.1.19, 5.1.20 and 5.1.23);
according to Resource Persons, they adopted interactive teaching/training method (C.f. Tables 5.3.9
and 5.3.10); but through observation of courses I found that the Resource Persons focused on
theoretical in-put more than on practical aspects (C.f. Table 5.8.7); they could not appropriately
provide the trainees with hand-outs during or after the sessions (C.f. Table 5.8.11); and also I found
that they could neither conduct any proper formative and summative evaluation/assessment
of the sessions nor did they even beware the trainees that they might be followed up at any
time at their respective workplaces for evaluation purposes (C.f. Tables 5.8.12 and 5.8.13).

A Resource person is definitely one of the key factors in making any teachers’
professional development course successful and effective both during and in the post-course
arena. During the course, the resource person keeps the trainees motivated, transfers theoretical
knowledge to them and helps them chisel up their pedagogical skills. Similarly, in the post-
course arena, the resource person through his or her personal inspiration on and his or her
constant contact with the trainees help the latter improve and develop themselves as teachers. Or
then in the post-course phase, the resource person should give controlled autonomy to the
trainees to implement the training in their teaching. In the same vein, Lamb (1995) suggests that
instead of resource persons recommending ready-made remedies for known problems, it should
be the trained teachers themselves who, on the basis of the expanded awareness of their own
practice, determine the specific areas of their teaching that they wish to develop, and formulate their own agenda for change in the post-course teaching.

It has been commonly acknowledged that an effective and appropriate methodology is the one that may allow a resource person engage the trainees in an interactive way, focus on the course content and the trainees’ needs, manage time and get their feedback. In the light of this definition of an effective teaching/training method, the resource persons were supposed to be interactive and focused. Indeed, they were to be alert on the content of the teachers’ professional development courses so that they could manipulate the maximum time for developing the trainees’ skills. As per the data got from questionnaire and interviews, they had been focusing on the course content, their adopted methodology let them focus on the trainees’ needs and that the adopted methodology would help them encourage the trainees’ feedback.

Moreover, the resource persons were ideally to strike the balance between theoretical and practical components of the professional development courses that they were involved in. As Ur, P (1992) has asserted that ELT training course must aim at developing the trainee teachers’ personal theories of action besides increasing their theoretical knowledge. He has suggested that the training course should focus on a pedagogy wherein teaching practice and observation are integrated. More explicitly, it is not the course content that should dictate the trainees rather the trainees’ teaching practices while being observed can help them in fulfilling their deficiencies (ibid.). Hence, the findings from questionnaire and interviews with the trainees and resource persons are akin to Ur, P’s postulations as data suggest that trainees were being given both theoretical in-put and practice opportunities.
Most importantly, I found through observation that hardly anyone bothered about undertaking formative and summative evaluations in spirit. Similarly, nobody took care about the post course evaluation of the courses. The validity of this finding could also be confirmed from the trainees’ response to the same statement in a questionnaire wherein majority of the trainees affirmed that the resource persons or the ELTR Project team members’ never told them about evaluation. Since trainees were not told about their any possible evaluation at any time at their respective workplaces, this may have made them feeling free and relaxed. Consequently, the effectiveness of the overall courses might have suffered. This finding is similar to Makina-Kaunda’s (1995) case study which shows that it is unproductive to allow an ESP-type course to run for too long without being evaluated. In short, a teachers’ professional development course ought to be properly evaluated; however, it had not been the case of the teachers’ professional development courses conducted under the ELTR Project. It is an alarming fact. Until and unless the trainees and the resource persons are made accountable by conducting a full-fledged evaluation of all the aspects of such courses, it can hardly be assured that the teachers’ professional development courses are effective or not.

The review of the related literature showed that the evaluators of teachers’ development programmes hardly focused on the training or teaching methodologies adopted by the resource persons. They instead stressed on the content or material evaluation to gauge the effectiveness of the programmes (e.g. Taylor 1992, Ur, P. 1992, Lamb 1995 and Kiely 2007). However, there were very few who were of the unanimous view that evaluation, be it formative or summative, should be done to make the professional development courses effective. For instance, Makina-Kaunda (1995) carried out a case study on ESP at Malawi Polytechnic to prove the importance of evaluation for resource persons or course coordinators. To bridge the gap in literature concerning
evaluation of the training methodologies, the present study aimed at doing so. The results showed that the resource persons though had been conscious of using interactive and appropriate methods of training, yet they should have equally concentrated on doing the formative and summative evaluation of the courses. To further assure the effectiveness of the courses, they should have arranged more practice and observation sessions for the trainees.

6.2.6 Research Question No. 6

Have the trained teachers been able to utilise the training they have received, at their workplaces?

To address this question, data were primarily collected through questionnaire and interviews. The analysis of the findings from these tools led me to almost antithetical conclusions regarding the trainees' utilizing the training; they received, at their workplaces. For instance, through questionnaire administered to the trainees, it was found that a vast majority of the trainees had been able to utilize the content of the teachers’ professional development courses (C.f. Tables 5.1.15, 5.1.40 and 5.1.42); but on the other hand, qualitative data analysis of the interviews with the trainees (after six months of the courses) at their workplaces, and with their Heads of the Departments reveal that courses/workshops could not bring any substantial positive change in the professional careers of the trainees rather these could only orient them with some pedagogical techniques and strategies (C.f. Section 5.5 and 5.6).

One of the most important factors involved in making a teachers’ professional development course to be successful is the availability of resources to the trained teachers at their respective workplaces. Atay (2007) points out that there are some situational factors which affect the teachers’ classroom practices. These factors are usually not taken into account;
and accordingly, the aim of increasing teachers’ professional development is rarely achieved (ibid.). It is a basic theory behind the success of a teachers’ professional development course that the trained teachers are facilitated with sense of freedom to initiate and replicate the received input and also to provide and let them make full use of the resources at their workplaces (Hopkins, 1989; McDonough and McDonough, 1997). In simple words, they should not face any sort of hindrances from their management and senior staff members. It was found that majority of the resource persons had been developing material by keeping their applicability and also the availability of the resources in mind. This finding is in the light of the above theories.

Through interviews with the resource persons, I tried to seek the ultimate end of the study i.e. to find out to what extent the courses had been successful in developing the trainees professionally. Their responses were not indicative of the clear picture as they were divided almost equally to consider their effort in developing the teachers to be either successful or not. Some of the resource persons, however, feared whether the trainees might or not replicate the input on the basis of their facing probable problems at their workplaces. Again, some of them reiterated the basic flaw in the process, of getting the trainees nominated, for the teachers’ professional development courses as there usually would turn up mixed group of trainees to the courses. These groups, for example, comprise college and university teachers. Coping with this problem, one of the resource persons from the Testing and Assessment sub-committee feared that the college teachers might not replicate the teachers’ professional development courses.

In contrast, through interviews with the trainees, I got a positive finding that the course content reflected the trainees’ academic needs. Notwithstanding this finding, the fact remains there that almost most of the interviewed trainees were actively teaching literature to their
students at FA/FSc., BA and MA level. Teaching literature through computer technology seems relatively a remote possibility in comparison to teaching language components at any level by using technological aid.

In the light of research findings on the effectiveness of training programmes as referred above, there are many intrinsic as well as extrinsic factors that may either motivate the teachers for, or hamper them from, utilization of the content of the teachers’ professional development courses in their teaching at their respective workplaces. These include, the applicability of the course content, the availability of the resources and the workload of the teacher trainees at their workplace, and fore mostly the administrative support they may get at the workplace. In the context of the present study definitely they may well have had to take on the same sort of problems at their respective workplaces. The descriptive analysis of the questionnaire showed that they (the trainees) had been more than successful in utilizing the content of the teachers’ professional development courses. Those, who felt themselves to better ones, said that they were better equipped with pedagogical in-put after having undergone courses. They considered themselves to be more confident, interactive, more aware and knowledgeable, more students and their needs- focused, and as a whole felt themselves to be more professional after the teachers’ professional development courses.

However, there were a substantial number of trainees who felt that they could not feel any considerable professional change in their careers. Of those trainees who did not feel themselves to be any better teachers after attending the teachers’ professional development courses, they reasoned that due to lack of resources at their respective workplaces and also because of the heavy load of work they could not utilize the teachers’ professional development courses and thus felt themselves to be same. Besides, they also felt so, for they thought the
vicious administrative system at their respective workplaces shunned their eagerness to take
initiatives and bring in innovations.

Review of the related literature showed that generally teachers’ professional development
programmes fail to yield the desired or expected results due to internal as well as external
reasons (Jaffer, 1998; Jaffer and Hughes-d’Aeth, 1998; Jaffer, Hussain et al., 2004; Hussain and
Abbasi, 1995; Nauman, 1995; Qureshi and Rahmatullah, 2000; Saleemi, 1999; Siddiqui, 1997;
Smith et al., 1998; Van Kalmthout and O’Grady, 1992, Warwick and Reimers, 1990, 1991,
Spratt, 1994 and Atay, 2007). Similarly, some other researchers also found that there was little
convincing evidence on connection between teacher education and classroom practices (Tsang,
2003; Cochran-Smith, 2005 and Wilson, Floden, & Ferrini-Mundy, 2001). Though there were
some positive views of the trainees on their having become far better teachers after the courses, I
would agree with the findings of the above researchers. To sum up, I would state that the trainees
could not utilize the content of the teachers’ professional development courses owing to a few
factors. To begin with, the course content was found to be too much theoretical. It was found
irrelevant to the trainees’ academic needs as well. Last but not the least, the trainees could not
utilize the content of the courses because of their over-occupied job nature and their facing the
problem of lack of authority to experiment the content in their teaching as they had to comply
with the too much bureaucratic, hierarchical and bound academic set-up at their workplaces.
6.2.7 Research Question No. 7

*How effective were the courses for the professional development of teachers, offered by the HEC under its ELTR Project, at college and university level?*

This was the overarching research question of the study. To address this question, data were primarily collected through the triangulation of the research tools such as questionnaire, interviews, observation and thematic analysis of documents. Data from questionnaire and interviews with the trainees and resource persons affirmed that the ELTR Project officials could not properly select/nominate trainees as well as appoint resource persons. It means that the Project officials did not carry out any proper need-analyses of the trainees before proposing and conducting the teachers’ professional development courses. Since most of the training sessions were based on merely theoretical in-put from the resource persons, the trainees did not actively involve themselves in them. The trainees did not pass through any adverse affective filtering process during the courses, as according to their own responses to the questionnaire and interviews; most of them enjoyed the courses. The trainees could come to know about the importance of students-centered teaching methods by attending the courses. They were not satisfied with the course content that they were fed with during the courses. The course content did not reflect the academic needs of the trainees to the desired extent. The training/teaching methods of the resource persons at the courses, though most of the times were trainees-cantered, still needed much improvement in terms of the incorporation of activities and practical components.

The teachers’ professional development courses could not bring any substantial change in the professional careers of the trainees. These could only orient them with some pedagogical techniques and strategies. The trainee teachers turned more confident, more interactive and student-
centred and felt themselves better equipped with pedagogical skills after undergoing the teachers’ professional development courses. The teachers’ professional development courses could have been made more effective if the trainees had been made to make the use of the training at their workplaces by providing them with the facilities similar to that of training setting, and by informing them that they would be evaluated at their respective workplaces. The trainees could not effectively utilise the training at their workplace owing to the shortage of resources, heavy workload and overcrowded classes, and because of lack of proper system of check and balance both from the funding/conducting agency and the administration at their workplaces.

The existing literature reviewed by Tsang (2003) shows that there was hardly any convincing evidence regarding the relationship between teachers’ professional development activities and classroom practices (C.f. 3.1). This is very much akin to the findings of the present study according to which most of the trained teachers were unable to practice the training. According to Atay (2007), the knowledge transmitted through teachers’ professional development programmes is generally, conceptually and practically far removed from the contexts of the teachers, and moreover, the situational factors affecting the teachers’ classroom practices are not taken into account; and accordingly, the aim of increasing teachers’ professional development is rarely achieved (C.f. 3.1). Here too, the present study reveals that the trainees were not provided with the requisite facilities at workplaces to make an effective use of the training that they received. So, it asks for breaking the grounds in the form of democratization of the teachers’ professional development process. Hopkins (1985) and McDonough and McDonough (1997) have thus proposed that teachers should be given autonomy so that they may assume control of academic decisions and actively participate in their own instructional improvement on an ongoing basis (C.f. 3.1).
Review of the related literature shows that the importance of teachers’ professional development cannot be overemphasized. Komba et al. (2006) assert that teachers’ professional development provides opportunities for teachers to explore new roles, develop new instructional techniques, refine their practice and broaden themselves both as educators and as individuals (C.f. 3.1).

However, the present study reveals that there are certain problems with the traditional way of teachers’ professional development as opted by the ELTR Project. These problems are in conformity with the findings of some other research studies. These problems range from viewing training as distinct and separate from teaching to viewing learning merely related to preparing for the academic examinations rather than considering it a life-long process. These problems are related to not seeing teacher’s own practice as a source of learning, lack of time to applying training, lack of understanding of group work and last but not the least these problems are related to the officials viewing group work and interactive teaching skills as lacking in discipline (Jaffer, 1998; Jaffer and Hughes-d’ Aeth,, 1998; Jaffer, Hussain et. al., 2004; Hussain and Abbasi, 1995; Nauman, 1995; Qureshi and Rahmatullah, 2000; Saleemi, 1999; Siddiqui, 1997; Smith et. al., 1998; Van Kalmthout and O’Grady, 1992; Warwick and Reimers, 1990,1991as cited in NAHE Impact Analysis Study, 2008) (C.f. 3.1).

Keeping the findings of the present study in view that teachers’ professional development programmes appear to generally fail to yield the desired output, it is viable that new ways of professional development are sought. This was also pointed out by Spratt (1994). According to him, the need for teachers’ professional development arises from the inadequacy of training programmes, which alone cannot fully enable teachers to be dynamic and competent in their job (C.f. 3.1). In other words, a training programme itself cannot be considered as the end
of the career; after it there is still life and trainee teachers must face reality at home. To cope with this challenge, Wallace (1998) has suggested an approach called Action Research as one means of fostering meaningful professional development of teachers (C.f. 3.1). It is a type of field inquiry that aims at discovering, developing, or monitoring changes in classroom practice through interrogating one’s own and others’ practices and assumptions. Moreover, Francis, Hirsch, and Rowland (1994) have asserted that Action Research raises the status of the occupation of teaching in the society and produces knowledge about teaching and learning useful to other teachers, policy makers, academic researchers, and teacher educators (C.f. 3.1). The present study too would recommend to the teachers to not just wait for the teachers’ professional development opportunities provided to them; rather in order to keep themselves prepared and focused, they ought to become Action Researchers to help improving themselves and their practices in the long run. Hence keeping the above findings and discussion at forefront, the teachers’ professional development courses conducted under the ELTR Project Phase-1 cannot be termed as fully successful as the desired trickle-down effect was found missing mainly due to the non-availability of resources for, and because of the heavy workloads of, the trained teachers at their workplaces on one hand; whereas on the other hand they did not feel any pressure to make use of the training in their teaching practices, for neither the ELTR Project ever followed them up nor their seniors properly supervised them to do so. These short courses, however, sensitized the majority of the trainees about the relatively new disciplines like CALL and Research hitherto unknown to, and explored by, them and also made refresh the effective ways of teaching to them.
6.3 Limitations of the Study

Following were some of the main limitations of the study:

i. I could not collect data from all the trainees and resource persons of the ELTR Project. Since the first phase of the Project (2004-09) continued for nearly 5 years and I had started collecting data in its 4th year (of the Project) i.e. in 2008, it was impossible for me to collect data from trained teachers through questionnaire and from resource persons through interviews who were involved in courses in the last year. Secondly, the HEC did not conduct courses with equal ratio in different parts of the country. In this situation, I had to administer questionnaires to all the trainees who were trained before the start of my data collection, and to all those who were easily accessible. After administering questionnaires to all of them, later at data analysis stage, I randomly selected the sample for analysis and interpretation.

ii. I could not interview all the resource persons of the ELTR Project due to the shortage of time, funds and human resources. I had to face a lot of problems in interviewing the resource persons. I had to travel and lodge on my own expenses to record interviews from them. In the same way, I had to face many difficulties in accessing them and getting their willingness.

iii. Again I could not follow up the more number of trainees at their respective places to gauge the trickledown effect of the courses, on their teaching, they attended. Mostly, it was because of the same problem of lack of human and financial resources. However, there was yet another hindrance as well to do so. It was because of either
the trained teacher’s unwillingness to let me interview them or then because of the Heads of the Departments’ indifference towards my requests for the same purpose.

iv. Due to shortage of time and space, I could not present in-depth view of the effectiveness of the each subcommittee separately. As, the ELTR Project’s six sub-committees had altogether different objectives to achieve, it was hard for me to probe into seeing their effectiveness separately. To overcome this issue, I tailored my objectives for the study in such a way that I had to focus on evaluation of the overall effectiveness of the courses. I, therefore, mainly looked at evaluating the usefulness of teaching/training methods and the course content, and at the overall effectiveness of the teachers’ professional development courses.

v. Again, due to varied nature of the short-term teachers’ professional development courses conducted by the HEC under the ELTR Project, I could not evaluate the effectiveness of these courses separately. These courses ranged from ELT, EAP, ESP, CALL, Research Methods, Testing and Assessment to TESL. These lasted from three/five days to three/six weeks. Owing to shortage of human and financial restraints coupled with the diverse types of the courses, I could not do in-depth evaluation of the courses separately.

i. I could not analyse the documents in detail due to the variant nature of their form and content. Just to augment the findings that I got from administration and analysis of my main research tools i.e. questionnaires, interviews and observation, I simply analysed some of the relevant documents using Braun and Clarke’s model (2006).
**6.4 Recommendations**

In the light of the findings from the present study, the following recommendations could be made for even better and more effective conduct of the future professional development courses under the ELTR Project of the HEC.

i. Since the study brought to light the flawed selection/nomination criterion for both trainees and resource persons, I would strongly recommend that the HEC being the sole funding agency of the ELTR Project should hold the stake of making proper, merit and need-based selection/nomination of the trainees in future. The HEC should do proper need analysis of the trainees before proposing any area for the teachers’ professional development. These should neither be conducted in a haphazard manner nor for the sake of conducting the courses and for putting up on record.

ii. For selecting resource persons, the HEC should not nominate or depute only those experts who are easily available. Rather, the Commission should make the task of the teachers’ professional development more effective by appointing skilled, trained, and committed and specialist resource persons. They ought to be selected for a specific course on the basis of their expertise, high motivation and excellent communication skills. The Commission should arrange training sessions for the resource persons where mechanics, logistics and academics are explained and discussed before conducting any teachers’ professional development course.

iii. Teachers’ professional development courses need to be tailored in the way that the environments created by resource persons must be congruent with trainees’ needs and abilities. The courses need to be made more interactive in a sense that persons,
behaviours, tasks, and environments are assumed to be interdependent. Furthermore, these need to be made more contemporaneous in the way that it must enable resource persons to be familiar with the immediate conditions of teaching and learning of ELT in the public sector universities and colleges. The courses, be these short-term or long-term ought to be made more developmental. That is it must be concerned with the growth of a teacher over time. Furthermore, the courses need to be made more reciprocal, not one way. Just as trainees may be affected by environments created for them by resource persons, the latter can also be affected in turn by the trainees. Similarly, these courses need to be made more of practical use. The resource persons who are not active teachers may, for instance, need to temper their thinking and their action with a sense of what is important to trainees and their students.

iv. It was found that there usually come teachers from both colleges and universities to attend the teachers’ professional development courses. As a result, some of the resource persons failed in catering to their mixed academic needs. Hence, it is recommended that the college and university teachers should not be put together for any course where their academic needs may obviously differ especially in terms of syllabi and examination system. For instance, the difference in Semester and Annual system prevalent in universities and colleges respectively may not allow a teachers’ professional development course in Testing to be an effective one.

v. The HEC should clarify the role of the resource persons and the course coordinators as the latter should manage the non-academic affairs related to the teachers’ professional development course whereas the formers’ responsibility must be
restricted to the academic aspect of the teachers’ professional development course only.

vi. The HEC should plan and arrange the teachers’ professional development courses by keeping at forefront the available resources for the trainees at their respective workplaces. More importantly, the resource persons should try to relate their course content to the academic needs of the trainees on one hand whereas on the other they ought to manage time; always try to do formative and summative evaluation of their sessions and also to help the trainees develop themselves professionally in all possible ways.

vii. It was found that trainees and resource persons, most of time, did not feel any accountability regarding the possible impact of these courses on the trainees’ teaching. In future, the resource persons and the course coordinators should try to make the trainees accountable even after trainees going back to their respective workplaces. For this, the ELTR Project team could either arrange monitoring visits or then they could ask the concerned department to report about them.

viii. Proper time-slots for the conduct of teachers’ professional development courses also need to be selected. These should not be arranged at the prime time of the session as the HODs very reluctantly let their teachers attend the teachers’ professional development courses. Like the long-term professional development of the teachers in the form of foreign scholarships, the HEC should also send a few resource persons abroad to further chisel their expertise in certain fields. The target fields, in this regard, can obviously be the Testing and CALL.
ix. The teachers’ professional development courses in the ELT need to be made a regular and even more frequent feature for the overall professional development of English teachers at higher education level not at the pretext of the quality though. Summer vacation may be more often used for conducting six to eight weeks teachers’ professional development courses.

x. The teachers’ professional development courses should also be conducted in the field of literature as still the vast majority of the English teachers at colleges and universities in Pakistan teach literature. They equally need training especially in the field of CALL to equip them for teaching literature using the modern technology. For this, Reorganization and Faculty Development sub-committee may coordinate with other sub-committees.

xi. The HEC should strictly try to address the issue of the existing lack of coordination among the sub-committees. The Commission also needs to make it sure that the NCE members and resource persons do not form groups within and without. The NCE members and the resource persons should be given market-valued incentives to further enhance the extent of their motivation and the quality of their subsequent performance. Similarly, the HEC should seriously think about giving incentives, in the form of TA/DA, to the trainee teachers in future ELTR professional development courses in to help maintain their motivation level high.

xii. The HEC should arrange two to three days Academic Retreats for the resource persons before planning and conducting any teachers’ professional development
course at the HEC rest house. This would help them coordinate and plan in far more effective way.

xiii. It was observed that the HEC conducted courses mostly in the universities where it had the resource persons available relatively easily. This was not fair on part of the Commission, as it has to cater to higher educational institutes i.e. public and private equally. So, it is recommended that any future development initiatives at different universities in the country under the ELTR Phase–II should be planned and executed in a more democratic way. Rather, the public sector universities should be preferred to the private ones.

xiv. In order to make trained teachers accountable for the investment made on them in terms of money and time during the training, the HEC need to follow the trends and policies of international training agencies such as the British Council, English Language Teaching Professionals Network (ELTPN) and others. The HEC need to make the trained teachers involved in replicating the training through projects and presentations.

xv. The ELTR Project team especially the stakeholders concerned with the Curriculum sub-committee should work more strenuously to update, adapt and to edit the Study Skill Manuals. The chairpersons of the sub-committees should submit their reports in time. They should send their suggestions and recommendations to the ELTR Project team without waiting for the latter to ask the former for.
6.5 Conclusion

The chapter presented the findings of the study got through triangulating the research tools. These findings have been given under each triangulated research tool besides giving the summary of the results. It also documented a few recommendations and limitations of the study at the end. From the above, it could be summed up that the teachers’ professional development courses of the ELTR Project Phase-1 were somewhat effective as these could, at least, sensitise the ELT teaching community at tertiary level across Pakistan. The courses could help the trained teachers improve upon their teaching methods and increase and update their knowledge. However, the ELTR Project could have made these courses more effective if it had done need-based and merit-based selection of the trainees; if it had appointed resource persons on merit; if it had ensured the provision of the same state-of-the-art facilities to the trainees at their workplaces as they were given at training settings; and finally if it had made the resource persons accountable by keeping the trainees informed that they would be followed up for internal or external evaluations. It is hoped that the ELTR Project could make prospective teachers’ professional development courses more effective and successful if the aforementioned recommendations are given a serious thought and fair and sincere action.

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**APPENDIX ‘A’**

**QUESTIONNAIRE FOR THE TRAINEES**

Dear Trainees,

*The purpose of this questionnaire is to do the impact analysis of In-service Teacher Training Programmes (Courses, Workshops etc.) in ELT offered by the HEC under the ELTR Project for college and university...*
teachers. Teacher trainees are amongst the most important stakeholders in the process of evaluation of those programmes. If you have undergone any training, be it long or short term, under the ELTR Project of the HEC, I would be grateful if you could fill in the following questionnaire to help me analyse the effectiveness of Teacher training Programmes.

Thank you for your time and cooperation.

**General Information**

Title of the Training Course / Workshop: ………………………………………………………………………………………………………

Duration of the Training Course / Workshop: …………………………………………………………………………………………………

Held in the Year: ………………………………………………………………………………………………………………………………

Gender  [A] Female  [B] Male  Age: _ _ _ _ _ _ Years

Subject you teach-------------  Experience of teaching: _ _ _ _ _ _ Years

Qualification: i)………, ii)………, iii)………, iv)………

Professional Qualification: i)………, ii)………, iii)………, iv)………


Name of the Institution/University where you are teaching: ……….…………………………………………………………


F Any other (please specify)……………………………………………………………………………………………………

**Section ‘A’ Closed-Ended Items**

Please Tick (✓) the relevant box

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<th>Statement</th>
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<td>01</td>
<td>You were selected on merit for the course.</td>
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<td>02</td>
<td>You were keen to attend the course.</td>
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<td>03</td>
<td>You enjoyed the course to the optimum</td>
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<td>04</td>
<td>The course developed you professionally to the optimum</td>
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<td>05</td>
<td>The course content reflected your academic needs to the optimum</td>
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<td>06</td>
<td>The course content helped you develop a sound theoretical background in ELT to the optimum</td>
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<td>07</td>
<td>The Course Content helped you develop practical skills for classroom teaching to the optimum.</td>
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<td>08</td>
<td>The course content helped you develop proficiency in ELT to the proposed extent.</td>
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<td>09</td>
<td>The course content reflected the proposed objectives of the training course to the optimum</td>
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<td>10</td>
<td>The course content were appropriate and up to date</td>
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<td>11</td>
<td>The course content were laid down by keeping in mind the resources available at your workplace.</td>
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<td>12</td>
<td>You utilize the course content in your classroom teaching.</td>
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<td>13</td>
<td>The course content cater to the ELT needs at higher education level</td>
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<td>14</td>
<td>The course content were interesting</td>
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<td>15</td>
<td>The Resource Persons focused on the course content</td>
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</table>
32. How did you come to know about the course being offered?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

33. Why were you keen or otherwise to attend the course?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

34. What special feature(s) or event(s) of the course attracted you to it?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

35. How far and why has the course been successful or otherwise to catch your interest?
36. Name some of the major course contents/modules you were taught in the training course:
   i) ....................................,  ii) ...................................., ii) ....................................
   iv) ....................................,  v) ...................................., vi) .................................

37. How far has your teaching changed since you received training under the ELTR Project?
   ..........................................................................................................................
   ..........................................................................................................................
   ..........................................................................................................................

38. In what way has it changed?
   ..........................................................................................................................
   ..........................................................................................................................
   ..........................................................................................................................

39. Do you consider yourself to be a better teacher after undergoing the training? Why / why not?
   ..........................................................................................................................
   ..........................................................................................................................
   ..........................................................................................................................

APPENDIX ‘B’

SEMI-STRUCTURED INTERVIEWS WITH THE RESOURCE PERSONS

Note: Please feel free to speak your mind. The information will remain confidential, and your name will not be mentioned.
Q. How did you get associated with the ELTR Project of the HEC?

Q. How many courses you have conducted as a Resource Person?

Q. Have you found them motivated and in real need for the teachers’ professional development on the course(s)?

Q. Have you been enjoying any autonomy in designing the course content for the teachers’ professional development courses you imparted as a resource person?

Q. How far have the course content reflected the academic needs of the trainees / participants?

Q. How far have the course content reflected the objectives set by the HEC for the ELTR Project?

Q. How far have the course content reflected the room for application in real classroom setting by the trainees?

Q. How far would the course content have developed the trainees/participants professionally?

Q. What methodology have you been adopting at the teachers’ professional development course?

Q. How far has the adopted methodology helped you focus on the trainees/participants?

Q. How far has the adopted methodology let you ask for feedback from the trainees/participants?

Q. Have you ever told the trainees/participants about the possible post-courses evaluation at their respective workplaces?

Q. Do you consider that they would be better teachers after undergoing the the teachers’ professional development?

Q. What would you please suggest anything to help improve future teachers’ professional development courses and workshops that the HEC may conduct?

APPENDIX ‘C’

SEMI-STRUCTURED INTERVIEWS WITH THE TRAINEES

Note: Please feel free to speak your mind. The information will remain confidential, and your name will not be mentioned.
Q. Would you please tell me how did you get nominated for this teachers’ professional development course/workshop of the ELTR project of the HEC?

Q. Were you motivated and wanted to attend it or do you feel that you were forced to attend it as a trainee/participant?

Q. Do you think that the content of the course/workshop reflect your academic needs?

Q. Are you satisfied with the knowledge and communication skills of the Resource Persons?

Q. Are you satisfied with the methodology adopted by the Resource Persons for the course/workshop?

Q. Would you be able to replicate the course input back there at your respective workplace?

Q. What about the overall environment of the teachers’ professional development course?

Q. Any problem or difficulty you may face on the course and any suggestion for the future courses/workshops of the HEC?

APPENDIX ‘D’

FOLLOW-UP INTERVIEWS WITH THE TRAINEES
Please feel free to express your mind. The information will remain confidential, and your name will not be mentioned.

Q. Would you please tell me which teachers’ professional development course(s) have you attended as a trainee?

Q. How far you have been successful in utilizing the HEC’s teacher professional development course(s) that you have attended?

Q. In what ways have these course(s) been helpful to you?

Q. What institutional facilities could you avail to utilize the training in your professional life?

Q. What institutional / workplace barriers did you face in utilizing the training in your professional life?

Q. Have you ever shared the training with your fellow teachers? If yes, what was their reaction to it?

Q. In what aspect of your professional life the training did help you the most? For instance, in your teaching method, knowledge, confidence etc.?

Q. What would you say on the role of the following factors in your utilization or otherwise of the training?

   i) Your work load

   ii) Support from your institutional / workplace authorities

   iii) Support from your colleagues

   iv) Physical provisions from your institution / workplace

Q. How far do you think that the training you received has been relevant to the needs of your Institution / workplace?

Q. Any suggestion to the HEC or Future Training Sponsors in Pakistan for better or more
successful conduct of the teachers’ professional courses / workshops?

APPENDIX ‘E’

FOLLOW-UP INTERVIEWS WITH THE HEADS OF

ENGLISH DEPARTMENTS
Please feel free to express your mind. The information will remain confidential, and your name will not be mentioned.

Q. How far do you think the trained teacher(s) of your department have been successful in benefitting from the HEC’s teacher professional development course(s) that they had attended?

Q. What institutional / departmental facilities could you provide them to utilize the training in their professional life?

Q. Do you think that they would ever have shared the training with their fellow teachers?

Q. In what respect of their professional life do you think the training might have helped them the most….I mean, in their teaching method, knowledge, confidence etc.?

Q. What about their teaching load…? Do you think it would be a spur or check to them in utilization of the training?

Q. What about your role in spurring or checking them to utilize the training?

Q. Any suggestion to the HEC or Future Training Sponsors in Pakistan for better or more successful conduct of the teachers’ professional courses/workshops?

APPENDIX ‘F’

INTERVIEWS WITH THE HEC OFFICIALS

Q. Would you please brief me about the ELTR project? I mean how it was initiated and what
are some of its main objectives?

Q. Do you influence the selection of the trainees as you, I think, usually do in the case of the trainers/the resource persons?

Q. Do you influence the trainers to set course content for the courses?

Q. To what degree do you think the trainers are successful in training the trainees? Are you satisfied with them?

Q. Are you satisfied with the training methods or techniques adopted by the trainers?

Q. Why don’t you have a mechanism for conducting any post training evaluation of the trainees?

Q. How far do you think the trainees could have improved their teaching after training and would they be better teachers now keeping the fact at front that they don’t have resources at their respective workplaces to implement most of the training?

Q. Are you satisfied with the state of coordination between the ELTR and the respective universities and colleges regarding conducting training courses?

APPENDIX ‘G’

TRAINING SESSION OBSERVATION CHECKLIST

<table>
<thead>
<tr>
<th>Trainer/Resource Person:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Number of Participants:</td>
</tr>
<tr>
<td>Title of the Session:</td>
<td></td>
</tr>
</tbody>
</table>
Main Aims and Objectives:

A. INTRODUCTION

KEY: 5= Most Frequently, 4=Frequently, 3=Sometimes, 2= Rarely, 5= Never

<table>
<thead>
<tr>
<th>S.N</th>
<th>Focus of Observation</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Did the resource person introduce the topic appropriately?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Did the resource person test the previous knowledge of the trainees?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Did the resource person link the topic with the previous knowledge?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Did the resource person appropriately define the topic?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. KNOWLEDGE AND TRAINING METHODOLOGY OF THE RESOURCE PERSON

KEY: 5= Most Frequently, 4=Frequently, 3=Sometimes, 2= Rarely, 5= Never

<table>
<thead>
<tr>
<th>S.N</th>
<th>Focus of Observation</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Did the resource person present appropriate knowledge on the topic?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Was the content presented in the logical manner?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Did the resource person engage the trainees in discussion?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Did the resource person communicate his/her ideas effectively to the trainees?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5</td>
<td>Did the resource persons make an appropriate use of technology?</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6</td>
<td>Did the resource person undertake proper formative evaluation during the session?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Did the resource person undertake proper summative evaluation at the end of the session?</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

C. COURSE CONTENT

KEY: 5= Most Frequently, 4=Frequently, 3=Sometimes, 2= Rarely, 5= Never

<table>
<thead>
<tr>
<th>S.N</th>
<th>Focus of Observation</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Was the content oriented towards the development of the language proficiency of the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S.N</td>
<td>Focus of Observation</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Did the course content match the needs of the topic?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Was the course content of any help in developing sound theoretical background in ELT?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Were the course content of any help in developing the trainees’ develop practical skills for teaching?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Was the content of the teachers’ professional development courses up to date?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Was the content of the teachers’ professional development courses interesting?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### D. MOTIVATION

**KEY:** 5= Most Frequently, 4=Frequently, 3=Sometimes, 2= Rarely, 5= Never

<table>
<thead>
<tr>
<th>S.N</th>
<th>Focus of Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Did the trainees show any interest in the proceedings?</td>
</tr>
<tr>
<td>2</td>
<td>Was there any interaction between the trainees and the resource persons?</td>
</tr>
<tr>
<td>3</td>
<td>Did the trainees request for clarification of difficult concepts and terminology?</td>
</tr>
<tr>
<td>4</td>
<td>Was there any peer interaction during or after the session?</td>
</tr>
<tr>
<td>5</td>
<td>Did the resource person engage the trainees in activities to capture their interest?</td>
</tr>
</tbody>
</table>

### E. OVERALL ENVIRONMENT

**KEY:** 5= Most Frequently, 4=Frequently, 3=Sometimes, 2= Rarely, 5= Never

<table>
<thead>
<tr>
<th>S.N</th>
<th>Focus of Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Was the provision of the physical facilities to</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1</td>
<td>trainees and resource persons adequate?</td>
</tr>
<tr>
<td>2</td>
<td>Was the seating plan adequate for the activities undertaken during the session?</td>
</tr>
<tr>
<td>3</td>
<td>Was there an appropriate space between the desks for the trainees to move if required?</td>
</tr>
<tr>
<td>4</td>
<td>Was the course material provided to the trainees well within time?</td>
</tr>
</tbody>
</table>

**APPENDIX ‘H’**

**PHASES OF THEMATIC ANALYSIS (BRAUN AND CLARKE’S (2006))**
<table>
<thead>
<tr>
<th>Phase</th>
<th>Description of the process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Familiarizing yourself with your data:</td>
<td>Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.</td>
</tr>
<tr>
<td>2. Generating initial codes:</td>
<td>Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.</td>
</tr>
<tr>
<td>3. Searching for themes:</td>
<td>Collating codes into potential themes, gathering all data relevant to each potential theme.</td>
</tr>
<tr>
<td>4. Reviewing themes:</td>
<td>Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic “map” of the analysis.</td>
</tr>
<tr>
<td>5. Defining and naming themes:</td>
<td>On-going analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.</td>
</tr>
<tr>
<td>6. Producing the report:</td>
<td>The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.</td>
</tr>
</tbody>
</table>