



PROJECT REPORT
JUNE 2017 TO JUNE 2020

PUNJAB EDUCATION AND ENGLISH LANGUAGE INITIATIVE

PROJECT REPORT
JUNE 2017 TO JUNE 2020

**PUNJAB EDUCATION
AND ENGLISH
LANGUAGE INITIATIVE**

Executive summary

The purpose of the Punjab Education and English Language Initiative (PEELI) has been to strengthen the effectiveness of 250,000 primary school teachers across Punjab in order to, improve the attainment and engagement of the 6 million children they teach. This is an essential element of the Punjab government's ambition to improve the quality of teaching and learning through their 5-year New Deal.

PEELI has been co-funded and delivered in partnership with Quaid-e-Azam Academy for Education Development (QAED) under the direction of the Secretary of Punjab School Education Department (SED).

The implementation phase of PEELI began in June 2017 and the project closed according to the contract on 30 June 2020.

PROJECT FOCUS

The focus of the project has been on:

- further developing the training and support skills of the cadre of Expert Trainers (ETs) and Expert English Trainers (EETs)
- providing training to Primary School Teachers (PSTs) to enable them to deliver purposeful, learner-centred and engaging lessons

- completing research that informs our approach to themes relevant in Punjab state school context and in line with the interest of Punjab Schools Education Department
- gathering the data that informs our interventions and describes our impact
- supporting the capacity development of QAED through a detailed understanding of their organizational needs and focused training plans
- providing quality materials for face to face training and continuous professional development
- providing practical equipment, such as teaching kits, to enable teachers to improve their classroom teaching
- setting standards and encouraging excellence through the annual Teacher Educator Award event
- developing communities of practice among our different audiences using technology and through networking events
- professional development for teachers and teacher educators

We have provided high quality training and support for 200,000 primary school

teachers, 1001 Expert Trainers, 60 Expert English Trainers and 60 Training Consultants.

PRACTICAL SUPPORT

We delivered 15,000 teaching kits to primary school teachers across Punjab, provided an associated guide and training and produced a training video to exemplify the use of the teaching kits by primary school teachers.

TEACHER EDUCATOR AWARD

In December 2018 we launched the first edition of the Teacher Educator Award for excellence in supporting the professional development of primary school teachers in Punjab. From 100 video-based entries, we selected one outright winner who we supported to attend IATEFL 2019 and four runners-up who each received a laptop. The second edition took place in December 2019. Teachers explored an aspect of their own teaching, documented an on-going inquiry, and submitted action research papers. The winners received laptops, attended a two-day workshop delivered by Simon Borg, an international English language expert, and prepared their research for publication. The outright winner would have attended IATEFL 2020, but this is on hold due to the Covid-19 crisis.

CAPACITY BUILDING FOR QAED

16 QAED staff members from the Materials Development Wing attended a 14-day training workshop on materials development, conducted by an international consultant who also organized a needs analysis of the professional wings of QAED. Based on the resulting report, QAED are considering professional development in the areas of:

- 21st century skills
- Research methods, tools, and monitoring
- Training strategies and skills
- Standards for teachers and teacher educators
- Quality assurance methods, tools, and impact

RESEARCH

EES team commissioned five pieces of research on the following topics:

- Digital accessibility and literacy among schoolteachers in Punjab (2018-19)
- What progress has been made against and what are current attitudes towards English as a Medium of Instruction (EMI) in public sector primary schools in Punjab?
- Continuing professional development options for primary school teachers at

school and local level in Punjab (2018-19)

- Change of Medium of Instruction in Punjab's Government Schools – Perceptions and Prospects
- Towards more inclusive approaches in the Punjab Primary Schools (2019-20)

As a result, we have developed the evidence base for the design of school-based continuous professional development and the integration of technology into teacher and student learning. Our research and advocacy work around medium of instruction have contributed to the decision by the Punjab School Education Department to move to Urdu as the medium of instruction in the primary stage and British Council is supporting the ministry in looking at how children can transition successfully from Urdu as medium of instruction in grade 5 to English as a medium of instruction in secondary stage.

Furthermore we have begun conversations with teachers on inclusion in line with Punjab Schools Education Department policy to encourage teachers, through research dissemination, advocacy and through training, to adopt more inclusive practices so that every child in their care is able to learn effectively.

IMPACT

Through our third-party validation partner, FAME, we have been able to report reliably on the impact of our work during the lifecycle of the project.

The main results are:

- Expert trainer competence: we have evaluated the impact and the evolving impact of our training on expert trainers against the British Council's Continuing Professional Development (CPD) framework for teacher educators
- PSTs in action: we have established a baseline against which to measure the impact of our training on the teaching behaviour of primary school teachers, mapped against the British Council's CPD framework for teachers and change has been measured against this baseline
- PST longitudinal survey: we have captured a more detailed picture of the impact of our work on the professional lives of primary school teachers over the second two years of the project.

KEY FINDINGS

- The teachers involved in the project perform better than the non-project beneficiaries
- The competence of the teacher trainers involved in the project is on an upward trajectory

Contents

1	PEELI Project Overview	1
1.1	Ambition	1
1.2	Project Scope	2
1.3	Project Design	3
1.4	Project Governance	3
1.5	Approaches to Continuing Professional Development	6
1.5.1	CPD Framework for Teachers	6
1.5.2	CPD Framework for Teacher Educators	7
1.6	Child-centred, activity based, inclusive approaches, appropriate choices about the language of classroom instruction	8
1.7	Academic plan	10
	PEELI in figures	11
2	Activities by component	12
	Component 1 - Training	12
2.1	Training Courses for Expert Trainers	12
2.2	Training Courses for English Expert Trainers	14
2.3	Training Courses for Primary School Teachers	14
	Component 2: Licensing	15
2.4	APTIS	15
2.5	Professional Award in Teacher Education	15
2.6	Certificate in English Language Teaching to Adults (CELTA)	16
2.7	Teaching Knowledge Test (TKT)	16
2.8	Massive Open Online Courses (MOOCs)	17
2.9	Support for Expert Trainers	18
2.9.1	Community of Practice	18

Component 3: Content & Materials	20
2.10 Course materials for Expert Trainers	20
2.11 Course materials for English Expert Trainers	21
2.12 Course materials for Primary School Teachers	21
2.13 Digital Literacy Course	22
2.14 Teaching Kits	22
Component 4: Institutional Capacity Building	23
2.15 Materials development workshops	23
Component 5: Monitoring & Evaluation	24
2.16 Internal M&E	25
2.17 Third Party Validation	29
2.18 Impact	34
Component 6: Policy & Research	41
2.19 Research reports	41
3. Professional Development for Training Consultants	46
3.1 Training Consultant Champions	47
3.2 Orientation sessions for Training Consultants	47
3.3 Training Courses for School - based Systems of Support	47
4. Events	49
4.1 Teacher Educator Award	49
4.2 Research day	50
4.3 Training Consultant & Expert Trainer Conference	51
4.4 Panel discussions	52
4.5 Professional Inquiry	54
5. Project Quality Assurance	57
6. Covid-19 impact and response	59
7. The way forward	61
8. Acknowledgements	63
9. PEELI Resources	64

PEELI project overview

1.1 AMBITION

PEELI has contributed to systemic improvement in the quality of training and support provided for primary school teachers and there is resulting improvement in the ability of teachers to create more engaging and child-centred classrooms. Activity under PEELI has been running since 2013 but in February 2017 a new co-funded contract was signed between School Education Department Punjab and the British Council, signaling a step towards change in SED's ambition. PEELI completed its current project life cycle in June 2020.

The Punjab Education and English Language Initiative (PEELI) is part of the School Education Department's five-year New Deal that focuses on, amongst other major themes, strengthening teacher effectiveness. By enhancing the quality of classroom teaching at the primary level, the aim of PEELI has been to contribute to improved student learning outcomes.

By June 2020, PEELI helped 200,000 Primary School Teachers (teachers of grades 1-5), teacher trainers and head teachers to develop their knowledge and skills to significantly enrich the educational experience and attainment of primary school children across Punjab.

As well as providing professional development opportunities for teachers and teacher trainers, PEELI has supported the long-term goal of establishing QAED as a centre of excellence for in-service teacher development in Punjab and an example of institutional best practice for Pakistan as a whole.

The 1001 expert trainers created for PEELI will continue to support the professional development of primary teachers in Punjab. Primary teachers' understanding of the learner-centred classroom and activity-based learning has enabled them to carry out more engaging and, consequently, effective lessons with their students.

PEELI Project came as a ray of new hope and brought revolution in education department of Punjab. It helped to replace the old teacher centred methodologies with inclusive and learner centred approaches by promoting activity-based classrooms. The project offered a number of professional development opportunities for the teacher educators.

Shahbaz Hamid, Senior Subject Specialist, Sheikhpura

Project scope

The PEELI project focused on education at the primary level (Grades 1-5, teachers of all subject areas) across the 36 districts of Punjab. PEELI had six key components:

01



TRAINING

Improve the quality of teaching by giving teachers, teacher educators, and school leaders the knowledge and skills they need to improve teaching quality in schools across the Punjab.

02



LICENSING

Introduce internationally recognized courses and qualifications for teachers and teacher educators. Establish and maintain new benchmarks for performance against standards to ensure quality teaching.

03



CONTENT & MATERIALS

Develop the content and materials for all formalized training courses and self-access resources for CPD (online and broadcast).

04



INSTITUTIONAL CAPACITY BUILDING

Promote sustainability by enabling QAED to become a centre of excellence and able to deploy world class resources.

05



MONITORING & EVALUATION

By gathering and analysing full range of qualitative and quantitative data provide key stakeholders with reliable and impartial information about the performance and impact of the project.

06



POLICY & RESEARCH

Engage all key stakeholders in the evidence base that informs policy and best practice in the areas of continuing professional development for teachers and public sector primary level medium of instruction.

1.3 PROJECT DESIGN

Over three years, PEELI focused on achieving its overall purpose of contributing to stronger learning outcomes for primary school children, a pre-requisite for better life chances and improving the quality of teaching at primary level. It accomplished this by equipping teachers with the skills, knowledge and confidence they need to teach more effectively, to adopt a child-centred, activity-based classroom approach as well as enabling them to make appropriate choices about the language of classroom instruction (Urdu / mother tongue and English).

PEELI, as a large-scale training project, implemented a cascade training model to reach large audience numbers. At the top of this cascade model were freelance Training Consultants who were managed by British Council. These training consultants trained, mentored, and supported Expert Trainers who, in turn, trained and supported Primary School Teachers.

- Additional Director General (ADG) QAED
- Director English for Education Systems (EES), British Council Pakistan
- PEELI focal person and Course Coordinator, QAED



1.4 PROJECT GOVERNANCE

Steering committee

The steering committee, which met quarterly, comprises of:

- Secretary School Education Department Punjab
- Director General (DG) QAED

Working group

The working group, which met monthly, comprises:

- Course Coordinator, QAED
- Director EES, British Council Pakistan
- Project Manager, EES
- Subject Specialist, QAED

EES Pakistan board

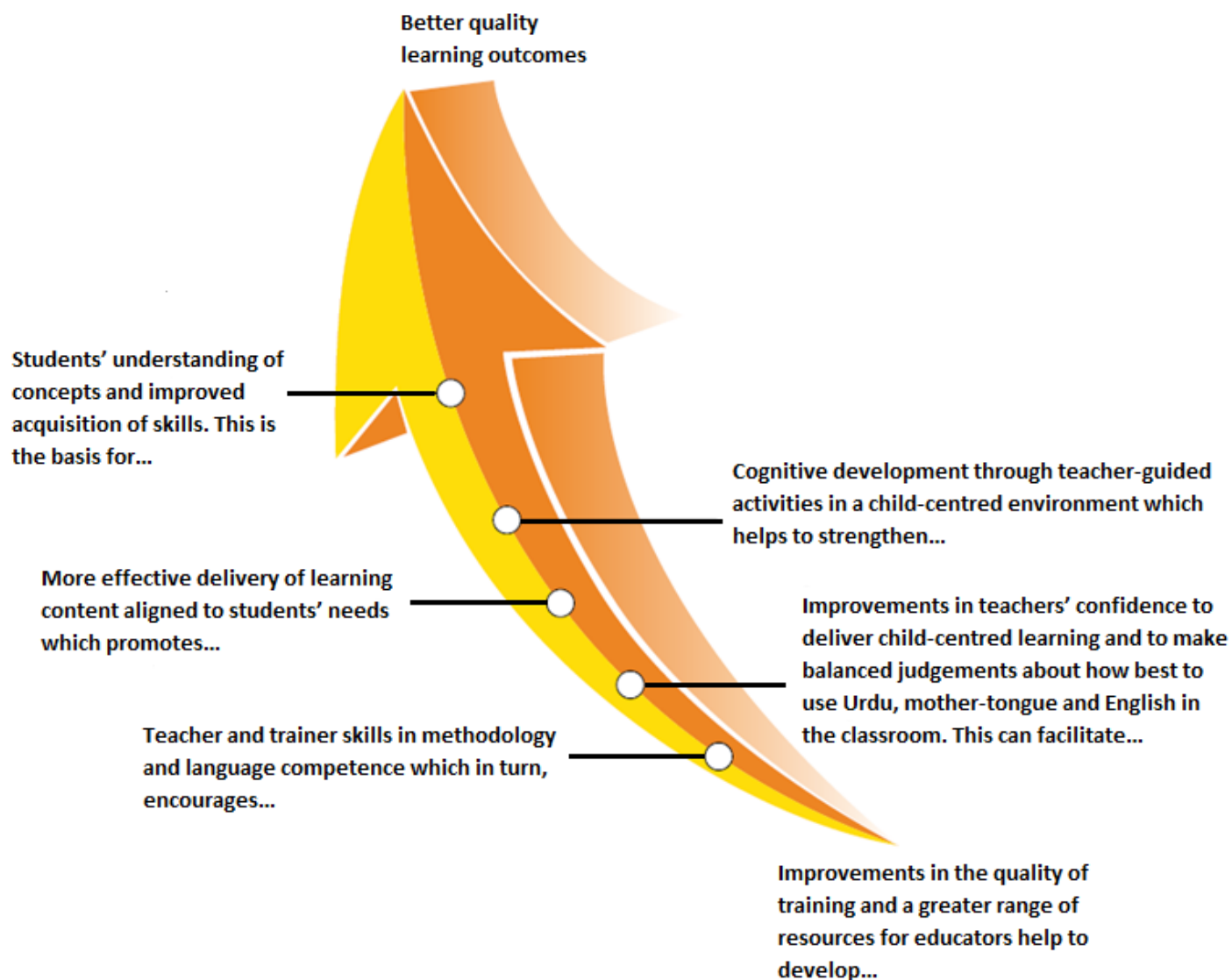
The British Council EES Pakistan board, which met monthly, comprises:

- Director British Council Pakistan
- Director EES, British Council Pakistan
- Area Director, Punjab, and PEELI Senior

Reporting Officer (SRO), British Council, Pakistan

- Director English, South Asia
- Head, Teacher Development, British Council UK
- Director Education, British Council, Pakistan

PEELI THEORY OF CHANGE



1.5 APPROACH TO CONTINUING PROFESSIONAL DEVELOPMENT: CPD FRAMEWORKS FOR TEACHERS AND TEACHER EDUCATORS

The British Council's continuing professional development (CPD) frameworks for teachers and teacher educators inform the work that has been done in PEELI; from designing courses to evaluating ET competence and selecting appropriate self-directed professional development opportunities for teachers.

1.5.1 CPD Framework for Teachers

The British Council's CPD framework for teachers enables teachers of all subjects to

understand and plan their own professional development.

This CPD framework has:

A. Four stages of development

1. **Awareness:** you have heard of this professional practice
2. **Understanding:** you know what the professional practice means and why it is important
3. **Engagement:** you demonstrate competency in this professional practice at work
4. **Integration:** you demonstrate a high level of competency in this professional practice and this consistently informs what you do at work

B. 12 professional practices and the elements which describe each professional practice



For further details, please visit CPD Framework for Teachers at <https://www.teachingenglish.org.uk/article/british-council-cpd-framework>

1.5.2 CPD Framework for Teacher Educators

The British Council's CPD framework for Teacher Educators is a guide to the professional development of all those involved in the education and training of teachers.

This framework has:

A. Four stages of development

1. **Foundation:** you have the foundation of teaching skills and knowledge on which to build your role as a teacher educator
2. **Engagement:** you have developed your skills and knowledge as a teacher educator through practical experience and professional learning
3. **Integration:** you have achieved a high level of competence as a teacher educator

4. **Specialisation:** you act as a point of reference as a teacher educator

B. Seven enabling skills

- Communicating effectively
- Teamworking skills
- Thinking critically
- Building relationships
- Effective organisational skills
- Increasing motivation
- Leadership/supervisory skills

C. Five self-awareness features

- Openness
- Conscientiousness
- Interactivity
- Empathy
- Resilience

D. Ten professional practices



For further details, please visit CPD Framework for Teachers at <https://www.teachingenglish.org.uk/article/cpd-framework-teacher-educators>

1.6 CHILD-CENTRED TEACHING, ACTIVITY-BASED APPROACH, INCLUSIVE APPROACHES, APPROPRIATE CHOICES ABOUT THE LANGUAGE OF CLASSROOM INSTRUCTION

Child-centredness

Teaching in line with the interests and needs of children.

The features of a child-centred classroom include the following types of teacher behaviour:

- The teacher provides feedback on performance and progress in line with a child's emotional development
- Routines and positive discipline are a feature of lessons
- The teacher routinely checks instructions and concepts
- The teacher accommodates different learner styles and preferences
- The teacher plans his/her lesson taking into account an understanding of how children learn
- The teacher selects learning outcomes that are not overly complex or too many in number
- The teacher plans sufficient time for recycling
- The teacher selects materials which are of interest to children and are of a length and complexity that reflect a child's

attention span and stage of cognitive development

- The teacher selects tasks that are not overly complex or too many in number
- The teacher selects tasks that are informed by a 'learning is fun' approach, such as games etc.
- The teacher selects tasks that reflect real world tasks undertaken by children
- The teacher plans interaction types that focus more on learners talking than on the teacher talking; pair work is a feature of the lesson
- The teacher plans for sufficient changes of focus and opportunities to move around
- The teacher offers opportunities for children to exercise some choice over their learning
- Information/explanations are presented in line with a child's world view and a child's cognitive stage of development

Activity-based learning

Teaching requires learners to think, reflect, analyse, generalise etc. (active learning) and not simply to memorise and recite (passive learning).

The features of an activity-based approach include the following types of teacher behaviour:

- The teacher selects tasks which favour

- discovery learning rather than rote learning
- The teacher encourages the learners to develop their own learning strategies (e.g. recording vocabulary, using dictionaries)
 - The teacher monitors and helps learners to stay on task
 - The teacher creates opportunities for every student to engage with the learning process

Inclusive approaches

In the classroom this means ensuring that any disadvantage that a learner may experience, in relation to a range of factors such as gender, learning disability, linguistic background etc. are attended to through planning and through classroom practice. In the PEELI training room this means ensuring, in addition to the above, that (a) we are supporting teachers in developing more inclusive practices in their own classrooms and (b) taking a more differentiated approach in the development of training content for teachers.

Appropriate choices about the language of classroom instruction

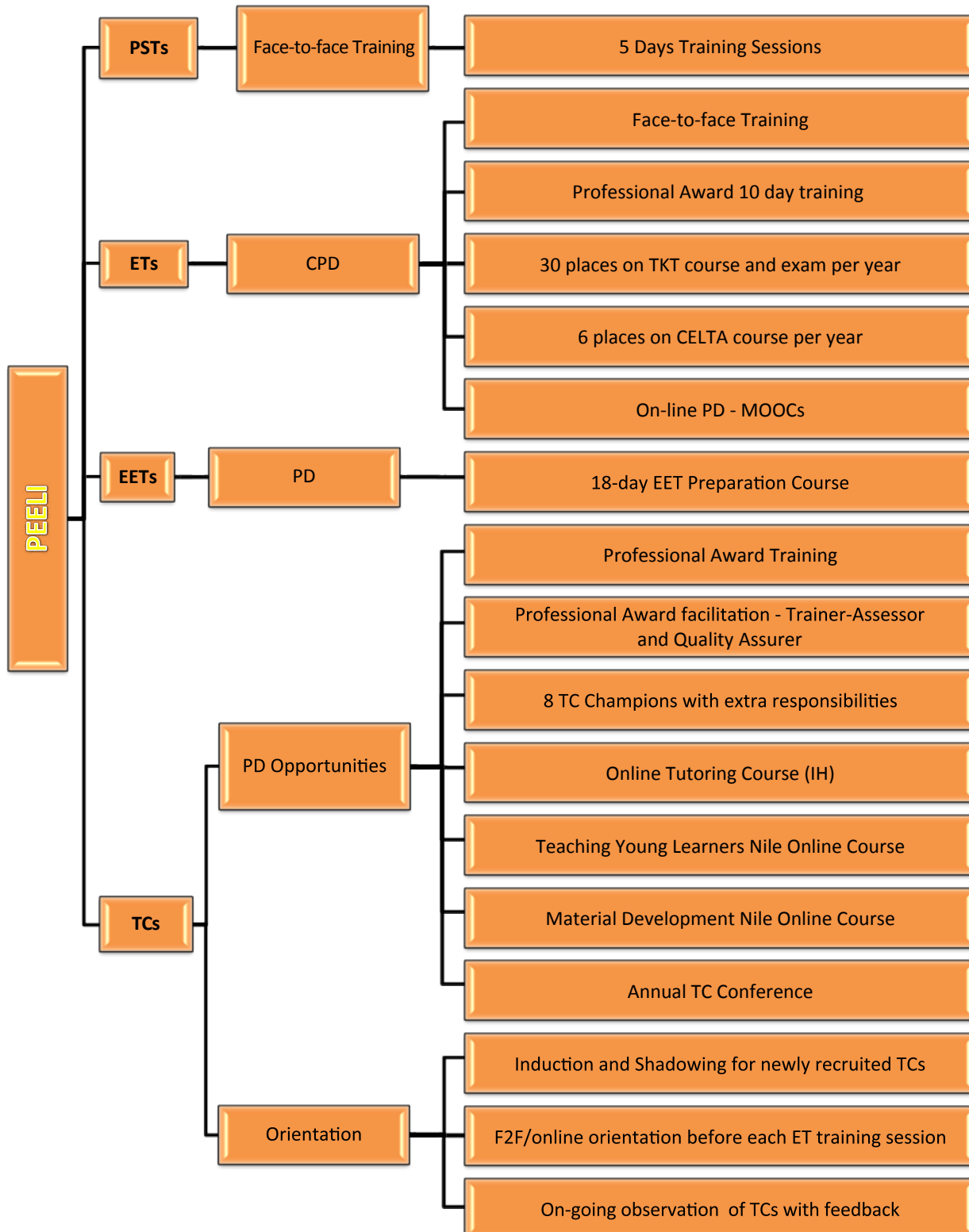
The teacher uses the appropriate local language as a medium of instruction to promote effective learning and deliberately chooses to use English as the medium

of instruction when this does not hinder effective learning.

The features of a classroom where the teacher makes appropriate choices about the language of instruction include the following types of teacher behaviour:

- The teacher selects learning outcomes for the subject classroom that focus on the subject, not on English. i.e. Maths lessons are about learning Maths not learning English. In the subject classroom, the teacher deliberately chooses to use English as the medium of instruction when this does not hinder learning
- In the subject classroom, the teacher encourages learners to demonstrate understanding or competence in relation to subject content not their English ability
- In the subject classroom, the teacher assesses learners on their understanding or competence in relation to subject content, not on their English ability
- The teacher grades her language to promote effective communication and learning, especially if she chooses English as medium of instruction (EMI)
- Examples of English classroom language are in evidence
- For the subject classroom, teacher gives tasks that facilitate understanding of prescribed materials in English

1.7 PEELI ACADEMIC PLAN



ACTIVITIES BY COMPONENTS

Activities over 3 years



(Component-1)

Training

1,001

Expert Trainers (ETs) trained for **25 days**

200,000

Primary School Teachers (PSTs) trained by **1,001 Expert Trainers for 5 days**



(Component-2)

Licencing

10 day professional award course delivered to **74 ETs**

18 day training delivered to **76 English Expert Trainers (EETs)**

17 ETs sponsored for the **CELTA course in Chiang Mai, Thailand**

69 ETs Prepared and took the **Teaching Knowledge Test (TKT)**

338 PSTs appeared for **Apptis test**

600 ETs and PSTs **attended MOOCs**



(Component-3)

Materials Developed

25-day training material for **ETs**

18-day training material for **EETs**

05-day training material for **PSTs**

Project Description

The education system in Pakistan faces the challenge of providing students with all the key competencies necessary to participate fully in a globalised society. As a contribution to developing these key competencies, **the British Council and the Quaid-e-Azam Academy for Educational Development (QAED) have developed a professional development initiative for teachers, teacher trainers and head teachers – PEELI**



(Component-4)

Institutional Capacity Building

16 QAED staff members attended 5-day materials development workshop delivered by an International Consultant

1 Day QAED capacity building training plan workshop

List of resources presented to QAED



(Component-5)

Monitoring and Evaluation

PEELI Internal

Feedback gathered from more than **782 ETs & 4639 PSTs**

169 ETs observed in **10 districts** of Punjab while delivering training to PSTs

44 focus group discussions conducted through internal monitoring and evaluation

Third party validation- FAME

708 ETs observed in **36 districts** of Punjab while delivering training to PSTs

219 focus group discussions conducted with PSTs in **36 districts** in Punjab

20 Focus Group Discussions conducted with **45 ETs in 6 districts** of Punjab

22,869 shared their feedback



(Component-6)

Research and Policy

Areas of Research Commissioned



Progress by the Govt of Punjab in **English-Medium Instruction (EMI)**



School-based **Continuing Professional Development (CPD)** in Punjab



IT Literacy and Digital Access of teachers in Punjab



Towards **More Inclusive Approaches in Punjab** Primary Schools



Change of Medium of Instruction in Punjab's Government Schools – Perceptions and Prospects

Activities by components



TRAINING

Improve the quality of teaching by giving teachers, teacher educators, and school leaders the knowledge and skills they need to improve teaching quality in schools across the Punjab.

2.1 TRAINING COURSES FOR EXPERT TRAINERS

British Council developed a new cadre of trainers for the PEELI project. For the purpose, a series of assessment centres were run to recruit Expert Trainers (ETs). QAED and British Council collaborated closely on these assessment centres to ensure diversity across selected candidates in terms of gender and geographical location.

Teachers from all 36 districts across Punjab were invited to these recruitment drives in Lahore, Faisalabad, Multan, and Islamabad and assessed according to their English language proficiency and classroom pedagogy skills, while delivering micro training sessions. As a result, 1001 teachers were selected.

These Expert Trainers went through 25 days of training during the project tenure. British Council training consultants delivered these training courses in various cities of Punjab,



Training of Expert trainers at QAED Punjab

namely: Faisalabad, Bahawalpur, Islamabad, Lahore, and Multan.

The level of these courses was determined according to the British Council's CPD framework for Teacher Educators. Therefore, in the initial year, the courses were aimed at the foundation level, progressing to engagement level in the later years. The ETs enhanced their training skills as well as becoming confident and adept in classroom practices.

The training provided was divided according to the following:

- **A ten – day Trainer Development Course** which focused on providing ETs with the basic skills to effectively deliver teacher training. Key areas covered in this course included: understanding how teachers learn; issues and challenges of delivering teacher training, making training effective; planning, designing and delivering teacher training.
- **A five – day Professional Development course** entitled 'What's in it for me?' focused on developing the ETs' understanding of and engagement with continuing professional development. Key areas covered in this course included: understanding PEELI and EMI; introducing the British Council's CPD framework for Teacher Educators; engaging with professional development;

understanding online learning platforms; how to support teachers' CPD.

The training courses for PEELI ETs were aptly designed in keeping with their current needs, both as teachers and trainers. They were flexible, adaptable and convenient for the teachers to be practically employed in the real classroom situations. They covered a wide range of interest levels of its audience by having a variety of engaging activities, fruitful discussions, fun games and mindful reflections. I really liked its focus on the judicious use of language (L1 and L2) in accordance with the real teaching and training scenarios.

Farah Muzamel, Senior Elementary School Teacher, Gujranwala

- **A ten – day training course** based on the British Council's Teaching for Success approach with daily micro-training practice. Key areas covered in the sessions included: assessing learning, professional development and reflection, learning outcomes, lesson planning, thinking skills and understanding learners - areas relevant to the needs of the ETs according to the monitoring and evaluation report.

2.2 TRAINING COURSES FOR ENGLISH EXPERT TRAINERS


After collating micro-training and Aptis results, 76 ETs were selected to be trained as English Expert Trainers (EETs). The selection criteria for these EETs included an appropriate level of training skills and a minimum of B2 language proficiency.

An 18-day training course was developed from the Teaching for Success approach and delivered in May-June and September 2018. The course was divided into four main areas: methodology workshops which included techniques and strategies for teaching, language awareness of grammar, lexis and phonology, skills work in speaking, reading, listening, and writing and the practical component of supervised and observed teaching practice with verbal and written feedback.

2.3 TRAINING FOR PRIMARY SCHOOL TEACHERS

Under PEELI, Primary School Teachers were provided training by ETs in all 36 districts of Punjab.

- A 6-day training course 'Teaching English for the Subject Classroom' was delivered to over 100,000 PSTs by ETs in all 36 districts of Punjab. The content of this course was created from the baseline study data which highlighted the need to develop teachers' functional classroom English and pedagogy skills. The course included presenting lesson content; giving instructions; checking understanding; classroom management; encouraging and correcting learners; using mother-tongue in the classroom; pronunciation; developing confidence.
- Another 5-day training course was delivered to more than 95,000 PSTs, The course covered the themes of understanding lesson planning, understanding assessment, understanding how primary children learn, according to feedback from the monitoring and evaluation carried out after the 2018 training of PSTs.
- 15,000 PSTs received additional training on using British Council teaching kits.



LICENSING

Introduce internationally recognized courses and qualifications for teachers and teacher educators. Establish and maintain new benchmarks for performance against standards to ensure quality teaching.

2.4 APTIS

Aptis is a modern and flexible English language proficiency test designed to provide reliable, accurate results on candidates' English language skills. In PEELI project life, a total of 338 Expert trainers (ETs) and Primary school teachers (PSTs) took the Aptis test.

246 ETs were selected for Aptis in December 2017 and January 2018, based on their attendance at training sessions and the quality of their micro-training. ETs with the best levels of English were then selected for courses to prepare them for internationally recognized international awards such as the Professional Award, CELTA, TKT and the internal EET Courses.

92 PSTs were selected for Aptis on a self-selection basis and appeared for the test in March 2019. The results of this Aptis test were used as the baseline to assess the English language level of PSTs.

2.5 PROFESSIONAL AWARD IN TEACHER EDUCATION

The aim of this intensive ten-day programme is to provide status for and recognition of teacher development expertise. The award defines professional standards for measuring candidate knowledge and

skills in teacher development and aims to develop skills, knowledge, and strategies in effective teacher training. The programme is internationally recognised and certified by Trinity. During the PEELI project, the British Council training consultants delivered a total of six Professional Award courses which were attended by 74 ETs.

Professional Award Courses	# of ETs
06 Feb - 16 Feb 2018	12
12 March - 22 March 2018	16
07 May - 18 May 2018	12
28 May - 13 June 2018	15
03 Sep - 14 Sep 2018	8
19 Nov - 30 Nov 2018	11

It was an amazing experience to be a part of the PEELI project. I learnt a lot in last 3 years from my Trainers, co trainers and trainees also. I have done Professional Award, it was one of the most challenging courses of my career because in PATD everything was Real time and everyone was monitored all the time. This gave me loads of confidence and helped me a lot in my professional development.

**Moiz Ahmed, Senior Science Teacher
Computer Science, Sheikhpura**

2.6 CERTIFICATE OF ENGLISH LANGUAGE TEACHING TO ADULTS (CELTA)

CELTA is an internationally recognised course certified by Cambridge. The one-month intensive programme aims to build up knowledge and strategies of effective English teaching, allowing participants to apply this in a real teaching context. British Council has partnered with International House, Thailand to offer this programme. During PEELI, 17 ETs were selected based on their English proficiency, attendance at PEELI trainings and the quality of micro-trainings they delivered.

CELTA Course dates	# of ETs
23 April - 18 May 2018	6
12 Nov - 07 Dec 2018	6
11 Nov - 06 Dec 2019	5

CELTA opened up new panoramas for me in terms of teaching & learning, particularly learning from the experiences of teachers from other countries. The tutors of CELTA were highly professional who made us sail through this challenging course. It taught us that how important the

learners' needs, interests and preferences are. CELTA taught us how to set the context and how important it is to keep your lesson aligned with that context.

Zahida Batool, Deputy District Education Officer, Sheikhpura

2.7 TEACHING KNOWLEDGE TEST (TKT)

The Teacher Knowledge Test (TKT) is a flexible series of internationally recognised modular teaching qualifications, certified by Cambridge which test the candidates' knowledge in specific areas of English language teaching. Module 1 covers describing language and language skills, and the background to language learning and teaching. The British Council developed a ten- day preparation programme and selected 69 candidates to take the examination.

TKT Course dates	# of ET
16 Apr - 27 Apr 2018	27
31 Dec 2018 - 10 Jan 2019	21
01 Jan - 10 Jan 2020	21



TKT Course

The TKT course (which was based on the module 1) made the teachers refresh their knowledge of English Language, It made us have an updated outlook of English language concepts in terms of teaching it as a second language and it motivated us to attempt even the next modules in order to become an expert English language teacher. Such courses are highly valuable for the teachers/ teacher educators to be competent in the modern competitive world.

Saadia Makhdum, Subject Specialist English, Chiniot

2.8 MASSIVE OPEN ONLINE COURSES (MOOCS)

PEELI offered Massive Open Online Courses (MOOCs) to ETs and PSTs to help teachers understand and plan their own professional development needs and share their experience with other teachers around the world. In three years, 600 ETs and PSTs followed MOOCs receiving a certificate when they completed the course.

MOOCs offered during PEELI:

- English in Early Childhood
- Understanding Language: Learning and Teaching
- Becoming a Better Teacher
- A Beginner's Guide to Writing in English for University Study
- An Introduction to Teaching Vocabulary
- Teaching English: How to Plan a Great Lesson
- Planning for Learning: Formative Assessment

- Managing Behaviour for Learning
- Teaching Primary Science: Getting Started
- Teaching English Online
- Introducing Assessment for Learning
- Child Protection for Children

The most appealing benefit of taking MOOCs by British Council was that these were free and upgraded. It was also a great platform for discussions & sharing of fruitful ideas with talented professionals across the globe having diversity of cultural & educational backgrounds. I attended several MOOCs but “How to plan a great lesson” was one of the best courses which assisted me a great deal to get my skills more polished as a teacher as well as trainer.

Muhammad Shafique, ESE English, Vehari

2.9 SUPPORT FOR EXPERT TRAINERS

Throughout the life of the project, PEELI focused on supporting the professional development of ETs and PSTs. One of the methods of supporting the professional development was to create communities of practice for teachers and teacher educators. TCs, ETs and PSTs have been using various digital platforms to extend

and share their CPD. Edmodo and WhatsApp were two popular platforms.

2.9.1 Communities of Practice

Edmodo

Edmodo is a large social learning platform with over 65 million users worldwide. The site, accessible by computer or smartphone, is aimed at both educators and students with the key focus being on learning and development. Once users are connected in the safe social environment, they can collaborate, access shared digital content, attend webinars, access learning tasks, engage in meaningful discussions with other educators and keep up to date with different professional development opportunities. A closed group was created for ETs with over 800 having joined and taking part - accessing learning content and exchanging ideas on good teaching and training practice.

There were three groups - TCs, ETs and EETs. The benefit of these platforms was that it was possible to upload and store materials in the library section. For this reason, the platforms become particularly active before and during training sessions as members were able to access the training materials and discuss the training with colleagues in the forums. These platforms were also used for sharing the self-access online resources for professional development.

WhatsApp

WhatsApp remained the most popular way of sharing learning among TCs, ETs and PSTs. They used this app to communicate updates and opportunities, share material, and allow the trainers to have an informal space where they could ask questions and look for support beyond the training period. TCs supported ETs as they delivered training to PSTs and ETs continued to

support PSTs once they returned to their schools, so meaningful communication happened beyond the training room. This also helped TCs, ETs and PSTs to stay up to date with government policies and school administration. WhatsApp was also used to share videos of lessons, such as teachers using the Teaching Kits, and links to various useful resources.



The content and training material developed under PEELI was initially based on the baseline study results and, later, the findings of monitoring and evaluation. The British Council Teaching for Success approach was adopted while developing content and the local context and its needs were considered so as to develop materials that cater to project aims holistically.

2.10 COURSE MATERIALS FOR EXPERT TRAINERS

Several courses were developed to improve the training and pedagogical skills of the ETs.

The **'Trainer Development Course'** focused on providing the ETs with the basic skills to deliver teacher training effectively. The key areas covered in this course include:

- Understanding how teachers learn
- Issues and challenges of delivering teacher training
- Making training effective
- Planning, designing, and delivering teacher training

The **'Professional Development – What's in it for me?'** course focused on the ETs' understanding of continuing professional development. The key areas covered in this course include:

- Understanding PEELI
- Understanding English as a medium of instruction

Develop the content and materials for all formalized training courses and self-access resources for CPD (online and broadcast).

- CPD Framework for Teacher Educators
- Engaging with professional development
- Understanding online learning platforms
- Supporting teachers' CPD

The ten-day training course in year two included revision of 'Trainer Development Course', and material from British Council's Teaching for Success with daily micro-training practice which would prepare them for training the PSTs, key areas include:

- Revision of Trainer Development Course
- Understanding Assessment for Learning
- Engaging with Assessment for Learning
- Engaging with Professional Development – Peer Observation
- Engaging with Professional Development – the Reflective Teacher
- Engaging with Learning Outcomes
- Engaging with Lesson Planning – Models and Frameworks
- Understanding Thinking Skills
- Engaging with Thinking Skills in the Classroom

2.11 COURSE MATERIALS FOR ENGLISH EXPERT TRAINERS

An 18-day training course was developed and delivered by the British Council for the 'English Expert Trainers' training. This course focused on developing participants' skills in teaching English language (speaking, listening, writing, and reading) through communicative learning.

Key components

- Language awareness
- Classroom management
- Lesson types
- Presenting new language
- Productive skills: Speaking
- Receptive skills: Listening
- Receptive skills: Reading
- Productive skills: Writing
- Lexis
- Modelling and drilling
- Phonology
- Writing a lesson plan
- Controlled and freer practice
- Error correction
- Games, warmers, and fillers
- Focus on the beginner, pre-intermediate, and intermediate levels
- Using songs and videos in the classroom
- Consolidation and revision activities
- Using information technology

2.12 COURSE MATERIALS FOR PRIMARY SCHOOL TEACHERS

'Teaching English for the subject classroom' was a six-day course developed for the PSTs. This course focused on developing teachers' functional classroom English and pedagogy skills. The key areas covered in this course include:

- Presenting lesson content
- Giving instructions
- Checking understanding
- Classroom management
- Encouraging and correcting learners
- Using mother-tongue in the classroom
- Pronunciation and developing confidence

Another five-day course which covered three sessions from the British Council Teaching for Success approach was delivered. A session on using the Teaching Kits was delivered to some teachers in the first cohort, in place of 'Understanding How Primary Children Learn'. The key components were:

- Understanding Lesson Planning
- Understanding Assessment in Learning
- Understanding How primary Children Learn
- How to use the Teaching Kit with Practical Application



Primary school students using the Teaching Kit during class

2.14 TEACHING KITS

In March 2019, Teaching Kits were distributed to 14,712 PSTs during their five-day training. Each kit contained mini white boards, with marker pens and duster, flash cards, spelling packs, classroom language posters and a teacher guide in Urdu. During the PST training these teachers received a session on how to use the kit and practiced during a micro-teaching session. Once the teachers returned to their classrooms, they sent videos of how they were using the kits in the classroom and ETs, TCs and QAED reported receiving many positive comments from teachers.

In this video, destined for use with teachers and other stakeholders involved in school

based CPD in Pakistan, a teacher demonstrates how to use the teaching kit in class. You can watch the video [here](#).

“I received excellent response from my trainees about teaching kits. Everyone liked this initiative and it was a kind of extrinsic motivation for them to attend more training. Students were also happy when teachers used teaching kit in different activities. Overall, it made easy for teachers to implement their learning from training in their real classroom environment.

Qamar Rashid, SST, Sargodha



INSTITUTIONAL CAPACITY BUILDING

Promote sustainability by enabling QAED to become a centre of excellence and able to deploy world class resources.

2.15 MATERIAL DEVELOPMENT WORKSHOP

In order to develop the capacity of QAED's materials development wing, British Council engaged an international expert who is familiar with the PEELI project and the Punjab context. Mike McRory delivered two one-week workshops in Lahore, based on an extensive needs analysis, in March 2018.

Key skills addressed in the workshop included:

- Designing and conducting training needs analyses (TNA)
- Writing TNA reports
- Developing training materials based on evidence from TNA, using live examples of material under development.

Building on the activity delivered in year 1, Mike McRory conducted an analysis of QAED's training needs, across the professional wings of QAED Punjab, from 10-14 September 2018.

He identified the following training domains and learning outcomes in the needs analysis report:

- 21st century skills
- Research methods, tools, and monitoring
- Training strategies and skills/Teacher Standards, Standards for Teacher Educators
- Quality assurance methods, tools, impact

These could be the focus of future workshops in the professional wings of QAED.

It's something different than the previous workshops I have been attending before this. The training was very much related to life skills, and especially about the chunks – how to convert your material in chunks, how to adapt it and how to use it for the students.'

Naveeda Zia (Senior Subject Specialist, QAED)



MONITORING & EVALUATION

By gathering and analysing full range of qualitative and quantitative data provide key stakeholders with reliable and impartial information about the performance and impact of the project.

Purpose of Monitoring & Evaluation

Monitoring & Evaluation (M&E) is critical in assessing the progress of any project against its pre-defined targets. Data collected through M&E gives key stakeholders reliable and impartial information about performance against these targets. It also helps in understanding if the project is on-track to enable continuous quality improvements that maximise project impact and reach.

The data collected in relation to PEELI therefore allows us to:

1. evaluate changes in teaching behaviour in the classroom
2. assess the quality of the training delivered by TCs and ETs
3. report on our progress against project outputs
4. learn from the experiences of our target audience in the Punjab and offer appropriate paths to learning and improvement
5. retain and develop the British Council and QAED's experience in delivering similar projects

How we collect data

We collect data to assess the quality and impact of our work in two ways:

- Internal M&E
- Third-party validation

Internal M&E

British Council TCs conducted the following M&E activities to gather data in line with the objectives outlined above:

1. Feedback collection through questionnaires
2. Focus group discussions
3. Observations of ETs delivering training to PSTs

Third - party validation is essential in:

- **Building credibility:** Getting an external and independent inspection team having expertise to monitor development projects gives the progress/impact of our work more credibility
- **Impartial view:** It helps the stakeholders in identifying problems, their cause, and possible solutions
- **Increase Project Capacity:** It increases the project's capacity to monitor a larger number of training events/participants
- **Strengths and Weaknesses:** It keeps the project on track by independently identifying any areas where the impact is not achieved and providing possible solutions

2.16 INTERNAL M&E

The following internal M&E activities were conducted during the project:

M&E Activity	Total respondents
Feedback from Expert Trainers	782
Observation of Expert Trainers during training delivery to Primary School Teachers	169
Feedback from Primary School Teachers	4639
Focus Group Discussions with Primary School Teachers	44

Primary School Teachers

A total of 200,000 PSTs received 5-day PEELI training across 36 districts of Punjab during the project. Our TCs collected feedback from 4639 PSTs and conducted 44 Focus Group

Discussions to assess the impact of the training against the learning outcomes.

Learning outcome of 5-day PST Training

By the end of this course teachers will have a better understanding of children's cognitive development and the impact this has on their learning. They will be able to produce better lesson plans, be able to relate their knowledge of assessment to their teaching contexts and deliver child-centred, activity-based lessons

Feedback Survey

Feedback surveys provide an opportunity to the PSTs to self-assess their learning after attending a training course. The following feedback survey results show how the PSTs responded to questions about their own learning, the trainer's competence and the suitability of the training material.

Key learnings from the training	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I have a better understanding of how children learn.	87	42	184	2468	1858
I can explain the difference between child-centred and traditional teaching approach.	43	68	159	1875	2494
Based on my better understanding of how children learn I can plan more effective lessons.	34	48	159	1978	2420
I can identify the main elements of a lesson plan	25	65	105	2601	1843
I can include assessment of learning in my lesson planning	31	90	37	2162	2319

ETs' competence	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The trainer has knowledge of the subject matter.	42	62	331	1652	2552
The trainer has ability to explain and illustrate concepts.	54	82	257	1769	2477
The trainer answered questions completely.	34	48	178	1543	2836
Quality of training material	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The training material is appropriate to my level of understanding.	116	96	43	2780	1604
I can use the provided material in my teaching easily.	62	56	63	2739	1719
The printing quality of material is good.	175	201	342	2282	1639

The feedback survey results show that most PSTs are confident that they achieved the key learning outcomes of the training. The feedback survey administered by FAME (third-party validation) to a much larger sample size of the PSTs who attended PEELI training shows similar results. In order to assess the validity of this claim, FAME observed 200 PSTs in their classrooms and the detailed results of these observations can be found both in the impact section of this report and in the M&E reports published by FAME.

The feedback survey results above show that most PSTs are satisfied with the training delivery and the ability of the ETs to explain different concepts and answer any questions raised by the participants.

The performance of the ETs while delivering training to PSTs has been evaluated through both internal and external M&E activities.

The feedback survey results suggest that the quality of printing material and the facilities at the training venues needs to be improved.

Focus Group Discussions

44 Focus Group Discussions (FGDs) were conducted in 8 districts of Punjab by our training consultants. The participants expressed their satisfaction about the learning, content, and delivery of PEELI training. They also suggested ways in which the training can be improved.

Expert Trainers

British Council selected 1001 Expert Trainers (ETs) in 2017 to support the large-scale cascade training model of the project. These ETs will receive 40 days of face-to-face training during the lifetime of the project. The ETs are based in all 36 districts of Punjab and are responsible for the delivery of 15

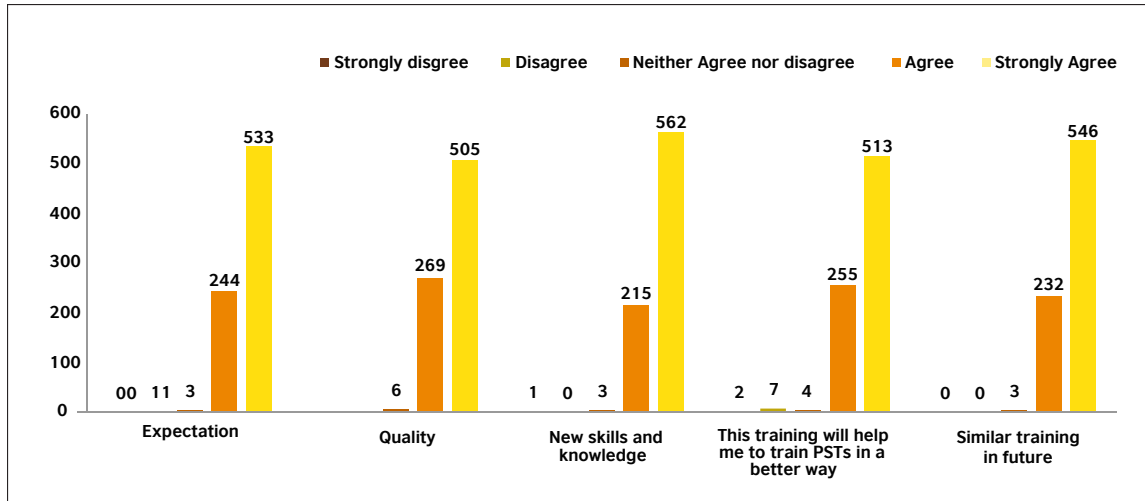
days of face-to-face training to PSTs by the end of the project.

The figures in the table show the number of ETs in each district and the gender ratio. The districts highlighted in orange are ones where there are more female than male ETs.

District	Total ETs	Male ETs	Female ETs
Attock	30	23	7
Bahawalnagar	39	29	10
Bahawalpur	36	19	17
Bhakkar	34	27	7
Chakwal	29	9	20
Chiniot	23	17	6
D.G. Khan	31	24	7
Faisalabad	40	22	18
Gujranwala	32	21	11
Gujrat	27	18	9
Hafizabad	14	8	6
Jhang	35	25	10
Jhelum	24	17	7
Kasur	24	11	13
Khanewal	42	36	6
Khushab	21	13	8
Lahore	26	14	12
Layyah	33	16	17
Lodhran	20	13	7
Mandi Bahauddin	12	10	2
Mianwali	25	10	15
Multan	19	9	10
Muzaffargarh	36	29	7
Nankana Sahib	10	6	4
Narowal	27	9	18
Okara	33	16	17
Pakpattan	21	17	4
Rahim Yar Khan	59	26	33
Rajanpur	35	28	7
Rawalpindi	28	17	11
Sahiwal	24	15	9
Sargodha	21	13	8
Sheikhupura	18	11	7
Sialkot	18	15	3
Toba Tek Singh	26	15	11
Vehari	29	21	8
TOTAL	1001	629	372

ET Training Feedback survey

The ETs received 15 days of face-to-face training delivered by PEELI training consultants during the project. A total of 781 ETs responded to the end of course survey and the results are summarized in the following figure:



More than 90% of ETs feel that the training was a high-quality event, it helped them learn new skills appropriate to their professional development needs and that it will help them deliver training to PSTs in a better way.

These results demonstrate that ET training is very highly valued and perceived as being highly relevant and useful – particularly important as ETs are fundamental to the large-scale cascade model of the project.

ET Observations

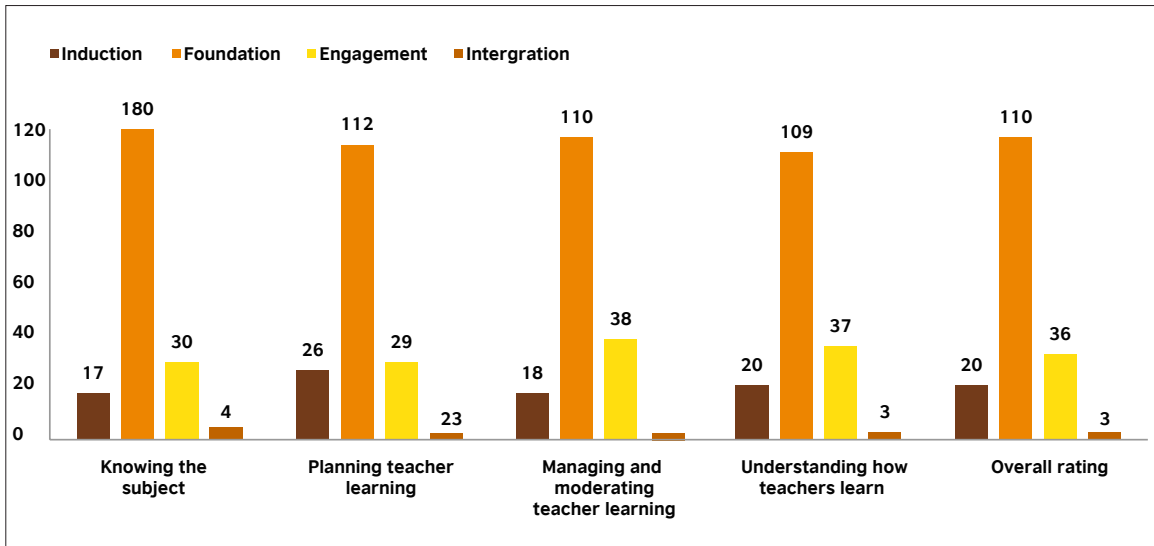
The British Council TCs observed 169 ETs delivering training to PSTs to assess their performance against the following professional practices:

- knowing the subject
- planning teacher learning
- managing and moderating teacher learning
- understanding how teachers learn

The TCs used the following rating scale to evaluate the performance of the ETs

Level	Description
1	Induction: Teacher Educator has completed training but is not yet at Foundation levels
2	Foundation: The trainer has the foundation of teaching skills and knowledge on which to build his/her role as a teacher educator
3	Engagement: The trainer has developed his/her skills and knowledge as a teacher educator through practical experience and professional learning
4	Integration: The trainer has achieved a high level of competence as a teacher educator

The following graph shows the performance of ETs against each of the professional practices mentioned above:



The ETs were rated similarly against the different professional practices therefore their overall performance rating provides a fair reflection of their performance against each professional practice.

2.17 THIRD-PARTY MONITORING & EVALUATION

For external Monitoring & Evaluation (M&E), FAME Education Consultants (Pvt.) Limited was chosen as third party validator in December 2017, extending our M&E reach across the Punjab and ensuring the independence of data collected and analysis provided. The purpose of third-party validation by FAME was therefore to:

- Provide evidence which helps us to assess progress against Key

Performance Indicators (KPIs) for each of the six components of PEELI

- Provide recommendations to improve the quality of our work
- Develop a baseline in order to measure the impact of PEELI interventions on teaching behavior at the end of the project

Apart from organizing extensive M&E activities across the province, FAME has substantially contributed to planning project activities and sharing their knowledge at both local and international events organized by the British Council. In order to comply with British Council policies and standards, they also made sure that all their employees completed the mandatory child-protection training and that they are GDPR (General Data Protection Regulation) compliant as an organization.

They have published eight quarterly and one final M&E report for the project:

1st report (covers activities from June 2017 to March 2018)

2nd report (covers activities from April 2018 to June 2018)

3rd report (covers activities from July 2018 to September 2018)

4th report (covers activities from October 2018 to December 2018)

5th report (covers activities from January 2019 to March 2019)

6th report (covers activities from April 2019 to June 2019)

7th report (covers activities from July 2019 to September 2019)

8th report (covers activities from October 2019 to March 2020)

Final PEELI M&E report (covers all project activities)

These reports can be accessed through the following link: <http://fameconsultants.com/peeli/>

FAME Interventions Dec 2017- Jun 2020

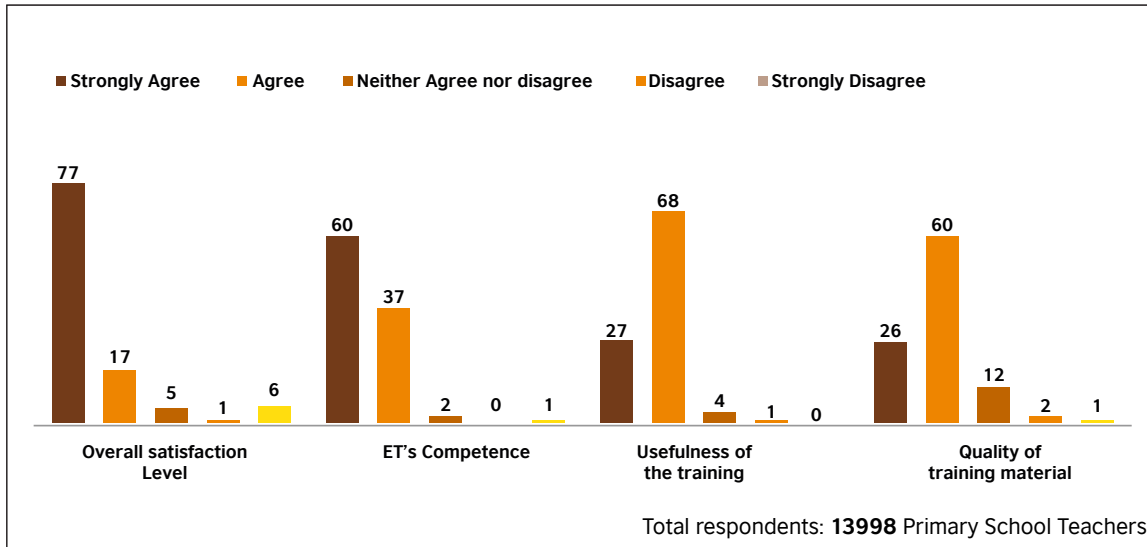
Activity	Dates	Feedback survey respondents	No. of ETs/PSTs observed	Focus Group Discussions	No. of districts	Total No. of participants (attended training)
5 Day Training Delivered to PSTs by ETs	26 to 30th Dec, 2017	2855	103	38	25	28, 422
Induction Training of Newly recruited Educators	26th to 28th Mar, 2018	2997	106	27	15	10, 706
5 Day ET Training	3rd to 7th Apr, 2018	NA	NA	6	6	
Teaching Knowledge Test preparation course for ETs	16th to 28th Apr, 2017	NA	NA	1	1	
Observation of 52 PSTs in action	12th to 16th May, 2018	NA	52	NA	4	52
6 Day EET Training Delivered by TCs to EETs	28th May to 9th Jun, 2018	59	NA	2	2	64
Audit - PEELI Project at British Council Lahore	8th & 20th Jun, 2018	NA	NA	NA	NA	NA
Two-day Induction Training for (newly recruited PSTs) in 2017	22nd-23rd Jun, 2018	1453	42	17	12	29, 530

FAME Interventions Dec 2017- Jun 2020

Activity	Dates	Feedback survey respondents	No. of ETs/PSTs observed	Focus Group Discussions	No. of districts	Total No. of participants (attended training)
Longitudinal Study-Quarter 1	July-Sep, 2018	NA	8	NA	2	8
2-day training workshop for PSTs inducted in 2017	30-31 July, 2018	1258	42	15	9	10, 176
EETs training delivered by TCs to ETs	3-7 Sep, 2018	55	NA	2	2	57
Observation of 148 PSTs in action	3-22 Sep, 2018	NA	148	NA	8	148
Longitudinal Study-Quarter 2	Oct- Dec, 2018	NA	8	NA	2	8
5-day training workshop for PSTs inducted in 2018	26 Sep-1 Oct,2018	407	15	10	4	1,114
10-day training delivered by TCs to ETs	Nov 19-30, 2018	374	NA	7	6	802
	Dec 3-13, 2018	372	NA	6	6	
Teaching Knowledge Test preparation course for ETs	Dec 31-Jan 12, 2019	20	NA	1	1	23
5-Day Training Delivered to PSTs by ETs	Mar 11- 15, 2019	1955	62	17	17	47, 051
	Mar 25- 29, 2019	1628	51	15	9	
Longitudinal Study-Quarter 3	Jan- Mar, 2019	NA	8	NA	2	8
Longitudinal Study-Quarter 4	Apr- Jun, 2019	NA	8	NA	2	8
5-Day Training Delivered to PSTs by ETs	8 Apr-12 Apr, 2019	1271	39	13	6	33, 262
	22 Apr-26 Apr, 2019	1156	25	9	6	
Observation of 200 PSTs in action-Impact Assessment Round II	3rd Sep 1st Oct, 2019	NA	200	NA	10	200
Longitudinal Study-Quarter 5	July-Sep, 2019	NA	8	NA	2	8
Longitudinal Study-Quarter 6	Oct- Dec, 2019	NA	8	NA	2	8
5-Day Training Delivered to PSTs by ETs	27 Jan-31 Jan, 2020	2646	78	20	16	85, 000
	17 Feb-21 Feb, 2020	2554	75	20	9	
	24 Feb-28 Feb, 2020	2547	70	18	12	
Longitudinal Study-Quarter 7	Jan- Mar, 2020	NA	8	NA	2	8

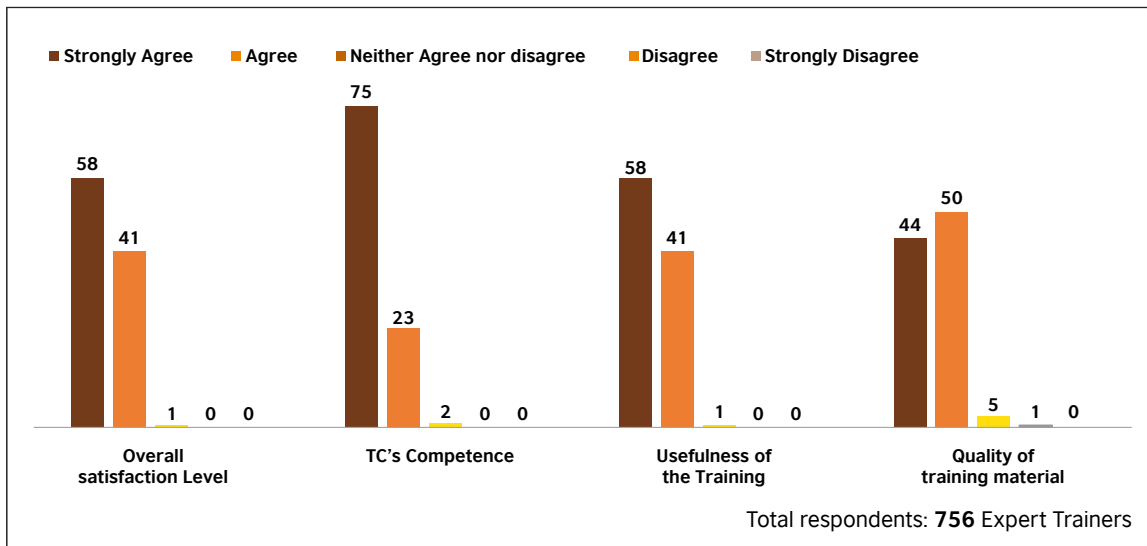
Quality of face-to-face training events

The reports published by FAME discuss their data collection methods and findings in detail. The findings from feedback collected from PSTs, ETs and the results of ET observations have been summarized in the figures below



The graph above shows that the majority of PSTs felt that the quality of PEELI training, competence of the ETs and the quality of training material used was very high. Most

PSTs also reported that the training was tailored to their needs and would help them do their job better.



The graph above shows similar results for ET face-to-face training events as more than 90% of ETs felt that the quality of PEELI training, competence of the British Council Training Consultants and the quality of training material used was very high. Most of them also reported that the training was tailored to their needs and would help them become better trainers.

ET Observations

FAME observed ETs delivering training to PSTs across all districts of Punjab. These observations were carried out to assess the performance of ETs against pre-determined professional development levels and the findings show that most ETs have now achieved the engagement level in their

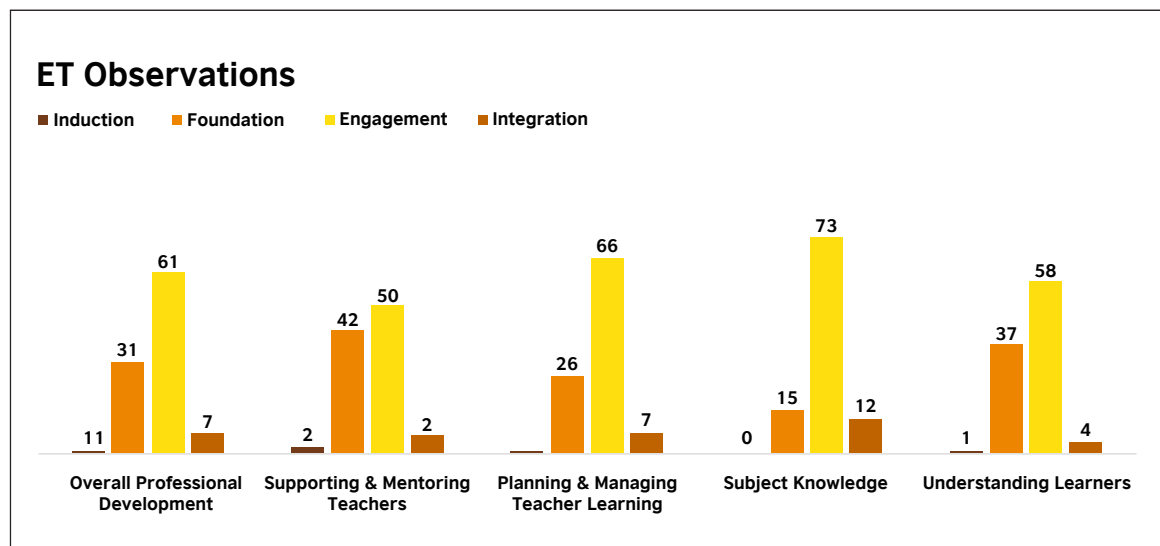
professional development. The different professional development levels have been defined in the table below.

Induction: Teacher Educator has completed training but not yet at Foundation level

Foundation: The trainer has the foundation of teaching skills and knowledge on which to build his/her role as a teacher educator

Engagement: The trainer has developed his/her skills and knowledge as a teacher educator through practical experience and professional learning

Integration: The trainer has achieved a high level of competence as a teacher educator



Number of observations: 223

The figure above shows that most ETs have reached the “Engagement level” in their professional development which means that they have developed skills and knowledge as teacher educators through practical experience and professional learning. The figure also shows that a small percentage of ETs have even reached the integration level which represents a very high level of competence as a teacher trainer.

2.18 IMPACT

Impact measurement data is collected by a third-party validation M&E partner (FAME). We quality assure the work of FAME through observer standardization, pre-deployment review of data collection tools/approaches and by corroborative observation through freelance training consultants.

Impact is measured against two principle indicators:

1. Change in teaching behavior
2. Change in trainer competence

1. Change in teaching behavior

Change in teaching behavior at primary school level is measured against the British Council’s CPD Framework for Teachers, as a result of training and support delivered. Data is collected using two mechanisms:

a. PSTs in Action

A total of 200 PSTs were selected for

this study and were equally divided into Control and Treatment groups to gauge the impact of PEELI training on the Treatment group. These teachers were observed in 2018 to form a baseline and were observed again in 2019 to assess their performance after receiving PEELI training.

b. Longitudinal study

The longitudinal study started in July 2018 with a group of 8 PSTs from Lahore and Kasur, with a balanced representation in terms of gender, locale (rural/urban) and the level of experience. The main objective of the study was to explore and investigate how professional growth occurs among teacher communities working in primary schools. The teachers involved in the study were constantly in touch with FAME’s field researchers over a period of 2 years and shared insights about their professional development during that time.

a. PSTs in action: Baseline results vs Current results

The baseline results (2018) and current results (2019) provide spikey profile information about competence in relation to 5 professional practices and on a 4-point scale and with particular reference to child-centred teaching:

Performance Indicator	Attributes
How well does the teacher plan lessons?	1. Clarity in stated learning outcome
	2. The extent to which learning outcomes are specific to the needs of the group
	3. Comprehensiveness of the plan to guide the lesson
	4. Extent of tasks selection in the plan
How well does the teacher understand her/his learners?	5. Use of pedagogical strategies to meet the needs of individual learners and the group as a whole
	6. Use of strategies to motivate and engage the learners.
How well does the teacher manage the lesson?	7. Managing learning environment
	8. Ensuring full participation of learners
	9. Effective use of outcome assessment in learning
	10. Maintaining positive learning environment
How well does the teacher know her/his subject?	11. Accuracy of information presented
	12. Clarity in communicating information
	13. Relevance of supporting examples with the presented information.
	14. Drawing supporting examples from current theory and practice
	15. Correct use of terminology
How well does the teacher assess her/his learners?	16. Range of using appropriate pedagogical strategies to assess learning
	17. Level of coherence and appropriateness of frame of reference to evaluate learning
	18. Use of analysis of mistakes to inform feedback and future learning outcomes.
	19. Consistency in recording evaluation for providing feedback to learners
	20. Provision of constructive feedback
	21. Level of encouragement for self and peer assessment

The figure above shows the five professional practices assessed during the PST observations

Scale		
Scale points	Range	Description of professional development levels
1	1.0 – 1.4	Awareness: The teacher has heard of this professional practice
2	1.5 – 2.4	Understanding: The teacher knows what the professional practice means and why it's important
3	2.5 – 3.4	Engagement: The teacher demonstrates competency in this professional practice at work
4	3.5 – 4.0	Integration: The teacher demonstrates a high level of competency in this professional practice and this consistently informs what they do at work

The figure above shows 4-point rating scale used to rate the performance of PSTs

Result		
(Out of total 36 districts) with proportionate representation of 3 regions (North, Centre and South) of Punjab. Key results from the data analysis are as follows:		
<ul style="list-style-type: none"> Teachers in the treatment group (TG) are slightly ahead pertaining to teachers' behaviour on all indicators for using child-centred strategies in classroom, in comparison to the control group (CG). The ranges for both the groups are: 		
2018	Range of MS for the CG	1.32 to 1.9
2018	Range of MS for the TG	1.46 to 2.05
2019	Range of MS for the CG	1.80 to 2.06
2018	Range of MS for the TG	1.82 to 2.10
<p>Though the difference is very low but it is statistically significant between the groups teachers' behaviour pertaining to child centredness for all the indicators.</p>		

Result		
<ul style="list-style-type: none"> Teachers in TG are also ahead in the professional development in comparison to those in CG, on all the five key indicators. The ranges of this difference in both groups are: 		
2018	Range of MS for the CG	0.35 to 1.52
2018	Range of MS for the TG	0.60 to 1.71
2019	Range of MS for the CG	1.12 to 1.64
2018	Range of MS for the TG	1.28 to 1.74
<p>Again, this difference between Mean Scores of TG and CG is also statistically significant for all the indicators of teachers' professional growth.</p>		
<ul style="list-style-type: none"> All the teachers in the TG have achieved the 'understanding level' –teachers know what the professional practice means and why it's important – on all the five performance indicators, as the MS value for every performance indicator is either between 0.5 and 1.4 or above. 		

Conclusion:

Contrasting the control and treatment groups, we can say that teachers involved in the project are performing better in comparison to non-project beneficiaries on each of the child-centred teaching indicators and on each of the general professional practices.

b. Longitudinal study

From the longitudinal study findings, we can point to additional corroborating evidence of impact resulting from involvement with the project, encapsulated by the following translated diary extracts of a participating teacher:

“I notice that involvement of my students in activities and their response to questions is different from past because earlier students were hesitant to participate in any activity with fear that at the end they will be assessed and they wouldn't be able to answer the question but now when the concept is being clear by teacher, they are involved in learning activities and answer to questions with confidence.”

When I look back to the starting point of my journey of professional growth as participant of longitudinal study, I was customary to teach for covering the syllabus without bothering students' feelings and understanding but now the concept clarification is heart of my teaching. I have made lots of improvements not just in writing/analyzing but adapting teaching methodologies to make classroom child-centred with interesting activities for students. The best thing which I have learnt from start to now, how to make our classroom an active place for students to learn with full engagement. I focus on not only cognitive skills but psychomotor skills of my students also. I have developed habit of exploring and seeking new ways and methods to make teaching process interesting for my students. I am more open to accept other views and learn from others i.e. students, peer etc.

I believe that letting students get hands-on activities for creating their interest in learning, is the best way to teach and grow students as better learner. Now, I aim to incorporate cooperative learning, problem solving, project works and individual work which engage and activate students, as well as I will assist them to accept themselves and embrace each other's differences.

It's a more than achievement for me that my students are more prominent than other students. We have struggled for it, I developed good relationship with them, that is why they are here. The feedback of my students not just removed their hesitation and enhanced learning but also informed me to change my teaching methodologies accordingly. Now, almost 75 percent of students provide feedback regarding my teaching and their understanding.

Please refer to FAME's M&E reports for more details and findings of the longitudinal study.

2. Change in trainer competence

Change in trainer competence is measured against the British Council's CPD Framework for Teacher Educators, as a result of training and support delivered. Data is collected through observation and general conclusions are extrapolated by drawing on

a representative sample implying multistage random sampling design.

The data is analyzed to provide spikey profile information about competence in relation to 5 professional practices and on a 4-point scale.

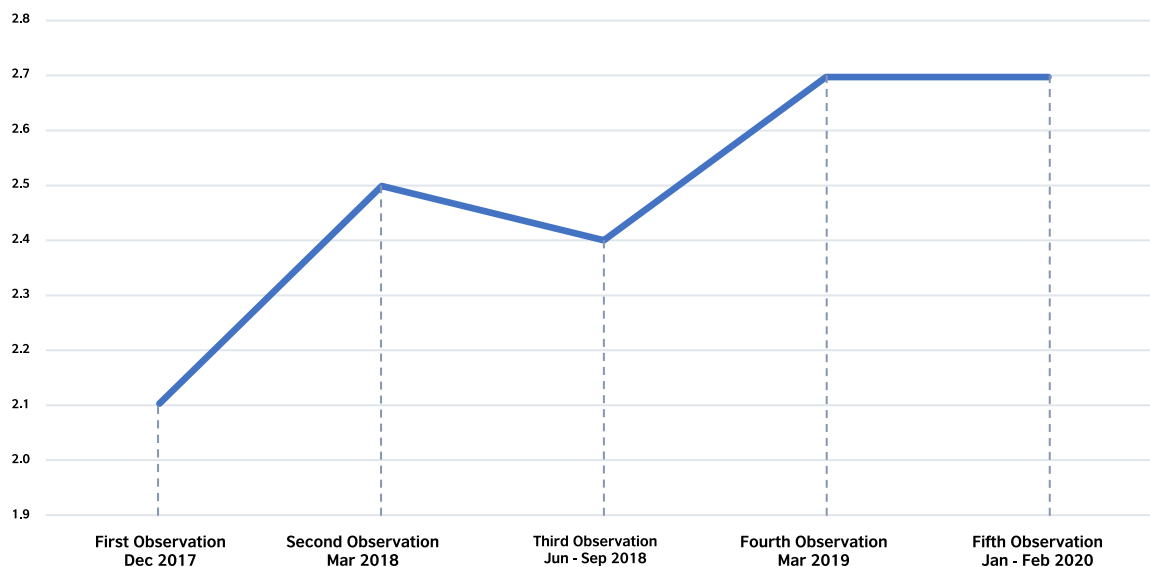
5 professional practices for teacher trainers

Performance Indicator	Attributes
How well does the trainer know his/her subject?	1. Accuracy of information presented
	2. Clarity in communicating information
	3. Relevance of supporting examples with the presented information
	4. Use of research for drawing supporting examples
	5. Correct use of terminology
How well does the trainer understand how teachers learn?	6. A wide range of appropriate pedagogical strategies used to meet the needs of individual teachers and the group as a whole
	7. Use of research-based strategies for adult learning
	8. Broad range and appropriate strategies used to motivate the learners
How well does the trainer plan and manage teacher learning?	9. Clarity in stating appropriate learning outcomes
	10. Quality of plan to guide the session
	11. Effectiveness of learning environment in relation to learners, resources, space and time.
	12. Regularity in employing appropriate supplementary materials
	13. Effectiveness of assessment used for achievement of the learning outcomes
How well does the trainer support and mentor teachers?	14. Appropriateness of provided advice that extends the learning to the teachers' own teaching environment
	15. Provision of opportunities to teachers to reflect on the application of new knowledge and skills
	16. Activeness in encouraging teachers to take responsibility for their professional learning
How well does the trainer monitor teacher performance?	17. Wideness in range of using appropriate pedagogical strategies to monitor teacher performance
	18. Level of coherence and appropriateness of frame of reference for evaluating teacher performance
	19. Consistency in recording evaluation for provision of feedback to teachers

The figure above shows the five professional practices assessed during the ET observations

Scale	
4 = INTEGRATION:	The trainer has achieved a high level of competence as a teacher educator. (3.5-4.0)
3 = ENGAGEMENT:	The trainer has developed his/her skills and knowledge as a teacher educator through practical experience and professional learning. (2.5-3.4)
2 = FOUNDATION:	The trainer has the foundation of teaching skills and knowledge on which to build him/her role as a teacher educator. (1.5-2.4)
1 = INDUCTION:	The trainer has attended the training but is not yet at Foundation level. (1.0-1.4)

The figure above shows the four-point rating scale used to assess the performance of the ETs



Conclusion:

At the end of the project we can say that:
As a result of training and support,
the competence of teacher trainers

involved in the project is on a generally
upward trajectory and has grown from an
aggregated rating of 2.1 to 2.7 on a four-
point scale as shown in the graph above.



POLICY & RESEARCH

Engage all key stakeholders in the evidence base that informs policy and best practice in the areas of continuing professional development for teachers and public sector primary level medium of instruction.

2.19 RESEARCH REPORTS

The research conducted under PEELI have been used to develop the evidence base for the design of our work in school-based CPD and how we can integrate technology into teacher and student learning. Our research and advocacy work around EMI have contributed to the decision by the Punjab Ministry of Education to move to Urdu as the medium of instruction in early grades. In addition, our research on inclusion has informed the planning of training material for our next phase of work and the report on Medium of Instruction contributed to the British Council's input during the Federal Ministry's National Conference on Medium of Instruction.

PEELI Research

1. What progress has been made against and what are current attitudes towards English as a Medium of Instruction (EMI) in public sector primary schools in Punjab?
2. Research into Digital Accessibility and Literacy Among School Teachers in Punjab
3. CPD options for PST's at school and local level in Punjab
4. Towards More Inclusive Approaches in Punjab Primary Schools
5. Change of Medium of Instruction in Punjab's Government Schools – Perceptions and Prospects

What progress has been made against and what are current attitudes towards English as a Medium of Instruction (EMI) in public sector primary schools in Punjab?

Summary of report findings:

- Most teachers themselves are ill equipped to communicate and teach in English.
- Not effective for young children who are not exposed to English outside of school
- Does not encourage meaningful interaction in the classroom
- Does not help young children learn Maths or English
- Parents think it will help their children learn English because they can see some very successful people who have had an EMI education
- The point of departure for providing an effective EMI education for most of the children would be a coherent language policy that:

- recognises the importance of English proficiency and details the most effective way of attaining this
- details the role of mother tongue/ Urdu/English in the medium of Instruction
- includes appropriate teacher training, around appropriate curricula, textbooks and assessment mechanisms and teaching methodologies

This research was conducted by SAHE.

For full report, please follow the [link](#)

Research into Digital Accessibility and Literacy Among School Teachers in Punjab

Summary of report findings:

- Rural/urban divide: 90% of sample from rural areas. The assumption is that the situation is the same or better in urban areas
- 72% of PSTs have smart phones; 71% have SD card slots
- 73% have an email account but only 36% use it for professional purposes. 16% said they had never written an email
- 97% of PSTs have WhatsApp, 86% use Facebook
- 76% of PSTs work in a school which has a tablet
- Connectivity – 92% of PSTs have prepaid

connectivity. Primary Schools do not have an internet connection. PSTs use their own mobile phone for accessing the internet. High Schools have labs with internet connection for G9/10 teachers. These are not accessed by primary school teachers

- Literacy: Computer skills. File management/word processing skills around 50% or less
- Internet use: 73% for communication. 16% for professional development
- Professional purposes? 39% for ICT in classroom or looking for materials

This research was conducted by DevTrio.

For full report, please follow the [link](#)

CPD options for PST's at school and local level in Punjab

Summary of report findings:

- Definitions required of formal F2F teacher training events, CPD and school-based CPD
- Forms of professional development other than F2F training are very uncommon
- Overall PSTs (82%) were motivated to participate in CPD in future
- English Language was highest ranked in terms of the content of professional development resources. Highest ranked was classroom management (Two highest ranked?)

- Barriers to professional development include travel required and lack of response from SED
- Available support at school: In this order HTs (70%) Fellow teachers, Senior colleagues (30%)
- Do teachers want school-based CPD: Provide HTs with training for coaching 82%; Study groups 38%; everything else around 20%
- Supports the introduction of Torch (apart from school twinning) – training for head teachers in mentoring, study groups

This research was conducted by DevTrio.

For full report, please follow the [link](#)

Towards More Inclusive Approaches in Punjab Primary Schools

Two definitions of ‘inclusive’ in this context:

“The goal of inclusive education is to ‘eliminate social exclusion resulting from attitudes and responses to diversity in race, social class, ethnicity, religion, gender, and ability” (UNESCO, 2008)

An “inclusive classroom” includes teachers who are equipped to deal with the differing needs of students in respect of: Physical disability, Learning & mental disability, Gender, Ethno-linguistic minorities, Religious minorities, Socio-economically disadvantaged, Refugees/displaced people*

Summary of report findings:

- 9 out of 12 schools had accessible access
- 100% teachers were Muslim, whereas some schools had Christian students as well.
- Language of instruction is Urdu in all classrooms.
- Teachers showed a strong understanding of ethnolinguistic identity and socioeconomic backgrounds as barriers to inclusion; mixed understanding of physical and mental disabilities as barriers; and low understanding of religion and gender as barriers to inclusion in the classroom.
- While dealing with socioeconomically disadvantaged students, a charity lens may divert teachers away from understanding learning and socialization challenges relating to socio-economic deprivation
- Teachers are able to deal with students with mild physical disabilities but not with students with significant disabilities
- Teachers do not believe that gender is a significant inclusivity barrier, yet 76% believe that boys are more likely to understand math; Lack of awareness of impact of gender on learning and confidence may lead to stereotyping treatment of boys and girls
- Participants identified lack of parental cooperation and high numbers of class strength as the greatest challenges

towards implementing inclusive education

- Inclusion is perceived to be effective in theory, but the ground realities make it difficult for teachers to personalise learning

Key Recommendations:

- Strengthen face-to-face and digital training where all barriers are discussed, and empathy-building exercises are carried out. Examples and best practice treatments that are relevant to conditions on the ground should be discussed and situation-based assessments carried out.
- A simple policy manual that is implemented at school level, that includes the requirement for teachers to attend training and use the practice guide and recommends that they participate in mobile community.
- A simple practice guide that is made available to each teacher, that includes type of barrier, checklist of inclusive practice and observed behaviours, checklist for self-analysis and student analysis and examples of practices being applied in classrooms with similar limitations.
- A community of practice is established in each school, where a teacher with training is appointed as community leader. If feasible, periodic community meetings should be held, classroom behaviour be observed and discussed, and a mobile community of practice be established

across the system. There can be periodic 30 second messages pushed out to members and community managers can post examples and field questions.

This research was conducted by Knowledge Platform.

For full report, please follow the [link](#)

Change of Medium of Instruction in Punjab's Government Schools – Perceptions and Prospects

There is a need for an appropriate language in education policy wherein Urdu rather than English serves as the Medium of Instruction (MoI) in the primary grades.

Summary of report findings:

- Over 50% of the parents speak Punjabi and Saraiki/Rotki at home and a little over one-third speak Urdu.
- Given the attitudes and methods that inform language teaching and learning, most students do not acquire fluency in any language, hence, continue to practice rote learning
- 90% of respondent teachers believe that students are unlikely to know enough English by Grade-5 to make the transition to EMI in Grade-6
- One-third of the teachers claim there is a supportive environment available at school for students to practice their English language skills
- Around 20% of parents cited three sources that constituted, in their view, support

- at home for their child to learn English: access to TV with English programs, access to English content through digital devices and books in English.
- 55% of parents said they believed that learning different subjects in English helped improve their child's English skills, a significant minority, 41%, disagreed.
 - 50% of the teachers favoured using the translated term next to the term in English in Science textbooks
 - Responding to a direct question as to the role of technology in the teaching in English, nearly three-fourth of the respondents replied in the affirmative. Around 45% of the teachers favoured using TV and mobile phones for teaching students English; 19% favoured activities and games that incorporate English while close to 15% cited the role of interesting books in English.
 - Although the surveyed teachers indicated that they were sufficiently qualified to teach English, responses to how they might be supported in this endeavour suggest that they want additional help in teaching English as a skill.
- Key Recommendations:**
- The role of English, Urdu and the mother tongue, or first language, should be carefully determined in the context of different stages of schooling: with Urdu, complemented by the mother tongue, being employed as Mol at the primary stage.
 - There is no evidence to support the notion that studying different subjects in English right from the start helps improve English language proficiency. Equally, it does not improve student learning outcomes in other subjects. So, English should be taught from Grade 1 as a skill or subject, but not as Mol till Grade 6 or later. Once a student reaches the necessary level of proficiency in a given language, he or she is in a position to study different subjects in that language.
 - It is not enough for a teacher to be proficient in English to teach it well. Teachers should be trained to teach English as a second or foreign language.
 - Given teachers' stated interest in and engagement with technology, the possibility of a blended learning program with incentives for teachers to make better and more structured use of resources available on the net should be instituted.
 - In view of the possible resistance from parents – many of whom will see the shift from EMI to Urdu Mol in government schools as a reversal of what has been often perceived as a meaningful way of teaching English and enhancing children's life opportunities – a media campaign needs to be undertaken to clarify the somewhat complex role of language(s) in the teaching/learning process.
- This research was conducted by SAHE
For full report, please follow the [link](#)

Professional development for training consultants

The British Council engaged 60 training consultants for the training and support of ETs, EETs and QAED staff. The British Council supported the TC's professional development, enabling and encouraging

them to update their knowledge and skills. They had the opportunity to participate in several training programmes, aligned with the British Council's current and future projects.

ROLE	MAIN INPUTS/OUTPUTS	TC
Communications	<ul style="list-style-type: none"> To moderate the ETs, EETs and PSTs communications forums – Edmodo and WhatsApp. To develop and implement strategy for communicating with Master Trainers and Primary School Teachers 	Zaira Sarmad
Training resources and e-learning	<ul style="list-style-type: none"> To provide regular information updates to Training Consultants. To search and inform TCs about online professional development opportunity through Edmodo. 	Nadia Qasim
Research	<ul style="list-style-type: none"> To provide support to Senior Academic Manager in the dissemination of results in PEELI's three research areas To develop and implement strategy to encourage TCs and ETs to engage with professionally relevant research To develop and implement strategy to encourage ETs and PSTs to engage in Action Research 	Rabea Saeed
Integrating technology	<ul style="list-style-type: none"> To instruct and guide TCs, ETs and PSTs on setting up and using the technology that we already have. To investigate innovative digital/online solutions to facilitate the delivery of learning opportunities for trainers and teachers. N/A, contextual analysis To share useful resources with EES team, TCs and MT/ETs 	Bilal Afzal Khan
Learning and development	<ul style="list-style-type: none"> To organise the annual TC conference 	Asma Sheikh, Rabia Shafi, Zainab Iftikhar
Mentoring and coaching	<ul style="list-style-type: none"> To review and provide insights into School-based approach and implementation. To develop content and to deliver training 	Abdur Rehman

3.1 TRAINING CONSULTANT CHAMPIONS

The British Council created “champion” roles for TCs so that they could be involved in project specific activities beyond training. This provided them with opportunities to enhance their skills and support the EES team in effective delivery of various activities. This table shows the role profile for each champion:

PEELI provided me with a holistic perspective on the state of education in Pakistan. The EES team gave me the opportunity to harness the potential of technology and the fellow TCs provided a conducive environment for my professional development. Through this project, I was able to develop a reflective approach which is a key in becoming an agile leader.

I wish that projects like PEELI continue to make an impact on the lives of students and teachers in Pakistan.

**Bilal Afzal, Training Consultant,
Integrating Technology Champion**

3.2 ORIENTATION SESSIONS

The training consultants sit at the topmost tier of training, delivering training to the ETs. PEELI organised orientation sessions for them before the beginning of every ET training. These orientation sessions were either conducted face-to-face or online.



The three Training Consultant Champions responsible for Learning and Development

TCs were briefed about the course aims and objectives, layout, and areas of focus. They participated in activities and discussions that were held regarding training challenges and concerns so that they were able to deliver training confidently and were prepared to face challenges in the training room.

3.3 TRAINING COURSES FOR SCHOOL-BASED SYSTEMS OF SUPPORT

Three training courses were developed for the TCs and delivery spread over seven days. 35 training consultants attended these courses. In addition to the professional development of the training consultants, they were prepared to mentor, facilitate, and evaluate ETs while training them.

Mentor Development Course helped develop an understanding of the mentor’s role and

the skills needed to be an effective mentor. Key areas covered in the training include how to create a strong relationship with the mentees and how to conduct observation and give feedback effectively. The course provided opportunities for the training consultants to reflect on the quality of their mentoring and implement strategies to overcome any issues and challenges.

TAG Facilitator Course focused on helping participants understand Teacher Activity Groups (TAG) and how TAG sessions can be managed effectively where teachers practise and develop their English language skills and learn and share learner-centred

teaching ideas and techniques to try out in their lessons. TCs also became familiar with the structure of a TAG session and the materials used in it.

Teacher Competence Evaluation Course helped the Training Consultants develop skills and knowledge to evaluate teacher competence and performance in accordance with the Teaching for Success CPD framework. They learnt about the Self-Assessment Tool for Teachers (SAT) and to how to assess a teacher's stage of development according to the four stages of development.

“The course on School-based systems of Support gave me a chance to explore the skills, like mentoring, facilitation and teacher's evaluation in detail. Although I had some prior knowledge, this course made it clearer. I was particularly intrigued to learn about facilitating group learning and applying mentorship in the context of teaching. Moreover, the training was well-organised, for instance, all participants were divided in three manageable groups and received guidance from three different trainers. All the three trainers, Aafia, Fiona and Abdur Rehman, provided the most conducive learning environment by encouraging maximum trainee participation, giving valuable input and feedback, and being approachable. In a nutshell, understanding the implications of the three important skills with British Council team was an enlightening experience.”

Saadia Shahid, Training Consultant

Events

4.1 TEACHER EDUCATOR AWARD

The Teacher Educator Award (TEA) was introduced in 2018 to recognize and appreciate the outstanding efforts of ETs for their work with PSTs to improve their professional development and the quality of classroom teaching across Punjab. For the first TEA, trainers were asked to send in 5-minute videos documenting their own professional development and support given to primary school teachers. The awards were presented on 5 December 2018 at the Research Day and Teacher Educator Award by Education Minister, Punjab, Murad

Raas to Fatima Shahid, Azka Kiran, Shamaila Naz, Zeenat Ramzan and Muhammad Umer Abdullah.

The second Teacher Educator Award took place in 2019. Trainers were asked to submit action research projects that they carried out with the help of a PST buddy in their classroom. The winners were announced on 3 December 2019, during the second edition of the Teacher Educator Award ceremony. Director General QAED, Amtul Qadus, presented the awards to the winners: Iffat Jabeen, Azka Kiran, Fatima Shahid, Soniya Safdar and Muhammad Waqas.



Iffat Jabeen, winner of TEA 2019, receiving her award from Director General QAED, Amtul Qaddus

A panel comprising of private and public sector representatives judged the entries against a strict criterion for both awards. From the total applicants, five winners were announced: one outright winner and four runners-up. The first prize was the

opportunity to travel to the UK for IATEFL and the four runners up were awarded laptops/tablets. For both events, over 300 people, including educators, teachers, policy makers and researchers, were in attendance.

If I call my participation in Teacher Educator Award as a turning point in my teaching career it would not be wrong. During the process, my focus changed from participation in a competition to understanding my own teaching process. I noticed that at times as a teacher you have to understand your practice, learn from your own teaching, listen to your learners and also that success in teaching doesn't just mean helping students to perform better in tests. Success can also be defined in terms of students' engagement and active participation. The term teacher research previously considered most difficult became a friendly term after participation in the research myself. I realized that potential barriers like limited resources, unsupportive leadership and economic matters can be crossed by the dedication of a teacher.

Iffat Jabeen, EST, Muzaffargarh

4.2 RESEARCH DAY

The Research Day was first held in 2018 and is an annual event where the researches commissioned under PEELI are launched. It provides our researchers with a platform to discuss their findings and share it with an audience of stakeholders, policy makers, teachers, private sector representatives and government officials. The forum allows the audience to share constructive feedback and open discussion on these pressing topics.

In 2018, Ayesha Kabeer and Sidra Minhas of DevTrio presented their research on CPD options for PST's at school and local level in Punjab and Research into Digital Accessibility and Literacy Among School Teachers in Punjab, while Abbas Rashid from SAHE presented the findings from his Review of the introduction of EMI in Pakistan.

In 2019, Haani Mazari from Knowledge Platform shared the findings of their report on Towards More Inclusive Approaches in Punjab Primary Schools and discussed ways



Abbas Rashid, SAHE, presenting the findings from his research 'Change of Medium of Instruction in Punjab's Government Schools – Perceptions and Prospects' at the 2019 Research Day.

to move forward to achieve more inclusive classrooms. Abbas Rashid, SAHE, presented the findings of Change of Medium of Instruction in Punjab's Government Schools – Perceptions and Prospects.

4.3 TRAINING CONSULTANT AND EXPERT TRAINER CONFERENCE

British Council holds a three-day conference for its freelance Training Consultants (TCs) every year. However, in 2019, the conference opened to a wider audience: a group of ETs joining on the third day. Another important development for that

year was that the Learning and Development Champions – Asma Sheikh, Rabia Shafi and Zainub Iftikhar helped organise the conference.

The aim of these conferences was to gather all our training consultants together and allow space for pertinent discussions, about how as individuals and as part of projects such as PEELI, the TCs and ETs can make a difference to the professional lives of primary school teachers.

Unfortunately, the TC and ET conference planned for year 3 could not take place due to the Covid-19 crisis.



Training Consultant and Expert Trainer Conference 2019, Day 3

4.4 PANEL DISCUSSIONS

Research day panel 2018

The findings from PEELI's Year 1 reports were examined through a panel discussion facilitated by John Shackleton, Director EES, comprising:

- Dr Samia Naz, Course coordinator, QAED and PEELI focal point
- Fiona Robertson, Senior Academic Manager, British Council
- Aasiya Khurram, advisor to the Minister for Education and Principle Consultant, UNICEF
- Dr. Khalid Mehmood, CEO Fame Consultancy
- Abbas Rashid, CEO of SAHE (Society for Advancement of Education)
- Rahat Rizwan, Consultant DevTrio
- Ayesha Kabeer, Consultant DevTrio

They discussed how to facilitate professional development that has the needs of the school at its centre, using technology to promote effective learning amongst Teachers (and eventually learners), language policy in the education system and what languages should be focused on for enhanced student learning, and what are the most significant factors in a learners' ability to become proficient in the English language.



Fiona Robertson moderating a panel on inclusion. Panellists include: Dr Isabel Williams, Muhammad Sabir, Haani Mazari, Zubair Torwali

Research Day panel 2019

'Stories, journeys and ways forward towards an inclusive education system in Pakistan

The panel included:

- Dr. Isabel Williams, Dean of Humanities, Government Islamia College for Women
- Muhammad Sabir, founder of Slumabad
- Zubair Torwali, founder Idara e Baraye Taleem-o-Taraqi (IBT) and author of Muffled Voices
- Haani Mazari, Research Manager 'Towards Inclusive Approaches in Punjab Primary Classroom' and Marketing Lead, Knowledge Platform

The panellists discussed the current state of inclusion in Pakistan's education

system, what needs to be done to achieve the desired level of inclusion and the numerous hurdles that students have to face throughout their education.

IATEFL delegates panel discussion

The four ETs who won British Council scholarships to the 2019 IATEFL Conference in Liverpool participated in a panel discussion during the TC & ET Conference 2019. They shared their experiences, talked about the sessions they had attended and answered their colleagues' questions about the experience. They also described the UK state primary school they visited where the students were largely responsible for their own learning.

Researching professional development panel discussion

In February 2020, PEELI hosted a panel of renowned experts in professional development from Lahore, for an audience of academics and teacher educators.

The panellists:

- Amtul Qadus, Director General QAED,
- Dr Faisal Bari, Associate Professor in Economics, LUMS,
- Baela Raza Jamil, CEO Idara e Taleem o Agaahi (ITA), and
- Abdal Mufti, Head of Research and Policy Wing, Punjab Education Sector Reform Programme (PESRP).

The panel session was moderated by Simon Borg, a teacher educator and expert in teacher development.

The panellists expressed their views on the effect that quality research into teaching has on policy making, the impact that current professional development has on effective classroom practice and the ability of teachers to carry out professional inquiry into their own practice.

4.5 PROFESSIONAL INQUIRY

The vision behind Teacher Educator Award 2020 was to establish a culture of professional inquiry among teachers and teacher educators in Punjab and promote professional development as a valuable focus of study among researchers. Therefore, after the Award, three further one-day activities were organised to promote professional inquiry and research into professional development more widely.



Simon Borg in conversation with Baela Raza Jamil, Amtul Qadus, Faisal Bari and Abdal Mufti

Some examples of teaching problems, turning into research questions.

I have too much homework to mark. It is impossible to give effective feedback to everyone.
How can I provide feedback to my students effectively? What different forms of feedback can I use?

Not all the students participate due to large number of students.
How can I engage the students in group work activities to enhance the participation?

It is difficult to get the students' attention during pair and group work.
How can I make students participate during pair and group work?

Meeting chat

learning

AS Amanullah Saant (Guest) 11:23 AM
I feel happy when students question the things.

AS Aaysha Siddiquej (Guest) 11:23 AM
unsure: during group work all students are involved and learning or not

SI Sidra Imam (Guest) 11:23 AM
unhappy when slus did not achieve in given time

SH Shah Faibar Ul Arfeen ... 11:23 AM
I feel happy when my students learn confidently and get help from me.

RI Rimman Iyaz (Guest) 11:23 AM
Unsure on individual learning needs

Simon Borg, who has been involved in education for over 30 years, and has supported teacher development in Pakistan as well as India, Myanmar, Egypt, Libya, Sudan and Syria lead the activities.

Activity 1: Communicating Professional Inquiry - In February 2020, Simon delivered a session for the five finalists of Teacher Educator Award. The aim was to support them in thinking about ways in which they can communicate the findings of their work (published by the British Council and included with this report) more broadly. Standard features of report publication were shared so that the ETs can develop a more refined version of their initial drafts.

Activity 2: Introducing Professional Inquiry – All Expert Trainers who submitted entries for the Teacher Educator Award and their primary school buddies participated in this session conducted on February 23,

2020. Simon introduced the concept of professional inquiry, outlined the processes it involves and illustrated its benefits for teachers and teacher educators. This session highlighted concrete examples to explain the key concepts and analysed the conditions which organisations need to create to support professional inquiry.

Activity 3: Researching Professional Development – Simon Borg's workshop on researching professional development attracted an audience of over 40 teacher educators, academics, and researchers from Lahore. Given the importance of professional development, research interest in how teachers grow has intensified in recent years and this session examined examples of research into professional development from other countries and the implications for teacher development research in Pakistan.

A lively panel of renowned experts in professional development from Lahore, Amtul Qadus, Director General QAED, Dr Faisal Bari, Associate Professor in Economics, LUMS, Baela Raza Jamil, CEO ITA and Abdal Mufti, Head of Research and Policy Wing, Punjab Education Sector Reform Programme (PESRP) expressed their views on the effect that quality research into teaching has on policy making, the impact that current professional development has on effective classroom practice and the ability of teachers to carry our professional inquiry into their own practice.

Research publication:

After the workshops, the five finalists sent their first drafts to Simon for review and give feedback for improvement. The recommended changes were inculcated, and their research reports were ready for publication. These researches are included at the end of this report.

Professional Inquiry Webinars:

The EES team organised webinars on Professional Inquiry led by four Teacher Educator Award (TEA) finalists – Iffat Jabeen, Azka Kiran, Fatima Shahid and Soniya Safdar. The aim of the webinar was to introduce the concept of teacher-led, reflective professional development through which practitioners research to gain a better understanding of teaching and learning in

their classrooms. Various sessions were planned to cater to all the expert trainers in Punjab from July 1 to 3, 2020. The presenters shared their learnings through the webinars with the ETs. The sessions were facilitated by Aafia Qureshi, Senior Academic Manager EES. These sessions were attended by QAED administration representatives and 140 expert trainers and all had great feedback to share.

‘Teacher Educator Award 2019-2020 has been a great learning experience in many different ways. I conducted a professional inquiry in my classroom which gave me an entirely new concept of professional development through reflective approach. It has deepened my understanding of different issues of teachers related to student’s participation, material, and teaching methodologies etc. I’m more confident now to present and share my professional inquiry report and findings with other colleagues or at international level due to systematic collection and interpretation of data.

Another significant experience was to attend workshop by Simon Borg, a very well-known educationist from UK, on professional inquiry. His valuable feedback and guidance helped me to write the final draft of the professional inquiry report for publication.’

Azka Kiran, EST, Chakwal

Project quality assurance

The British Council has robust systems in place to quality assure the management of its project work.

Project Quality Assurance Framework (PQAF)

The Project Quality Assurance Framework (PQAF) has two functions. Firstly, it is a learning and development tool designed to help British Council staff across major projects identify lessons learned, areas of strength, and scope for improvement in programme and project management. Secondly, it is a tool against which we can formally review the quality of the design and delivery of British Council projects.

PEELI had a PQAF review visit in February 2018 by three senior British Council colleagues. The PQAF team reviewed PEELI for three days during which they met key project stakeholders and a cross section of ETs, TCs and PSTs. In addition to meetings with stakeholders and beneficiaries, the PQAF team reviewed systems, processes and documents in use under PEELI, before compiling their final report.

The visit report highlighted the following:

- High profile project with large reach with

significant potential for achieving impact in the medium and long term

- Excellent relationships developed with QAED, and with the pool of TCs and ETs
- Scale up from pilot to large-scale project has happened successfully
- Plans are being developed for additional components which will significantly strengthen the impact of the project
- On track in terms of delivery of key outputs for Year 1; targets are met
- Integration of the Teaching for Success approach, framework with development of professional materials
- Approach to monitoring and evaluation of impact has been carefully considered, including commissioning an agency to deliver third party evaluation
- Innovations: Iris Connect; scaling up of PATD (now called Professional Award); use of Edmodo; champions developed from TC network; assessment centres / procedures for trainer selection
- Effective navigation of a complex political environment regarding EMI, while remaining in line with British Council policy
- Well-functioning team with diverse skills and a strong sense of accountability to

achieve project objective

- Training Consultant network is a point of excellence, providing a pool of highly motivated, qualified, and competent trainers
- Compliance to corporate standards in relation to child protection, security and HR processes
- Significant progress made in monitoring and reporting of finance and budgeting
- Communications strategy and plan has been developed
- Accurate self-assessment of areas for development by the project team

And concluded:

Overall, the project is being delivered as per the project plan with excellent relationships developed with the project partners and clients.

The project is largely on track to meet its KPIs despite an initial set back with project start date.

Management Control Check (MCC)

The EES team carries out monthly internal management control checks to assess project performance. The MCC is an online 'health check' covering key aspects of project delivery and is run alongside risk management and financial controls to identify and respond to issues at project level that are barriers to delivery. The following project areas are assessed through the MCC:

- Contract Management
- Procurement Management
- Project Governance
- Financial Management
- Project Delivery
- Resourcing
- Stakeholder Management
- Risk & Issue Management
- Information Management
- Monitoring & Evaluation

Covid-19 impact and response

Just as the final PEELI activities were about to start, Covid-19 struck and these activities, which included ET training, PST training and Professional Award courses, had to be cancelled. It was impossible to conduct such large-scale training remotely at short notice and consequently various project outputs for Year 3 have not been delivered.

In response to the situation the PEELI team, supported by QAED and the British Council Global Digital team was able to offer teachers and teacher educators a variety of high-quality digital resources from the Teaching English website. <https://www.teachingenglish.org.uk/>

Weekly updates of resources relevant to professional development have been disseminated through different social media channels. Resources particularly related to the global shift to remote teaching during lockdown have been selected in order to meet the needs of teachers during the pandemic. These include webinars, Facebook live events, remote teaching tips, reports, and articles. An example of a weekly resource update circulated to teachers and teacher educators is in table A.

ETs were also able to attend internal remote sessions such as the Professional Inquiry webinar. (see section 4.5)

Resource	Target audience	Format	Description
Research reports focused on the education response to Covid-19	All – policy makers, teachers, school leaders, parents	Report	<i>New research reveals that access and equity are the most frequently mentioned challenge for Ministries of Education, teachers and teacher educators in responding to the Covid-19 crisis. Download the latest British Council research reports here: #TeachingEnglishInsight</i>
Teaching through the Covid-19 pandemic	All teachers and teacher educators	Webinar	<i>Join us on 21 July 2020 for a webinar looking at the results of insight into how teachers have been working during the Covid-19 pandemic. We will present research evidence, resources and ideas which will help you support your learners remotely and also help you manage the return to learning in school. #TeachingFrom-Home #BackToSchool</i>

<p>Education Exchange webinar series</p> <p>Next event: <i>The challenge of remote learning and safeguarding</i> 15 July 3.00pm UK time</p>	<p>All teachers and educators</p>	<p>Webinar</p>	<p><i>Don't miss this free global webinar on 15 July. Our panel will focus on how we continue to ensure children have optimal learning experiences whilst managing the challenges of remote learning and safeguarding. Register now to make sure you stay #ConnectedByLearning</i></p>
<p>Guidance document for parents to support their child's learning at home.</p>	<p>Parents of school age children</p>	<p>Resource</p>	<p><i>Parents and caregivers have an important role to play in ensuring ongoing learning and well-being for their children at home. Find some ideas here to support their learning. #https://bit.ly/RTTParents2 #TeachingFromHome</i></p>
<p>Support for teachers and teacher educators during the covid-19 crisis</p> <p>This page on the TeachingEnglish website lists all of the resources and events that are being offered to help educators cope with the current situation. It includes information about webinars, FB Live events, lesson plans for online teaching, remote teaching guidance, etc.</p>	<p>All school teachers with emphasis on English subject teachers.</p>	<p>Website hosting documents /publications and information about upcoming events</p>	<p><i>Are you a teacher or teacher educator looking for support during the Covid-19 crisis? Have a look here for a list of all of the resources and events that we are offering to help educators globally to manage the current situation. It includes information about webinars, FB Live events, lesson plans for online teaching, remote teaching guidance and more.</i></p> <p>https://www.teachingenglish.org.uk/article/support-teachers-teacher-educators</p>
<p>Remote Teaching Tips series – completed series of 25 documents covering a wide range of topics to support teachers working remotely.</p>	<p>All school teachers with emphasis on English subject teachers</p>	<p>Resources</p>	<p><i>Need help with remote teaching? Check out our Remote Teaching Tips series https://bit.ly/2yXwjuN for practical ideas and guidance on teaching via SMS, telephone, social media, radio, online and more. #TeachingFromHome</i></p>
<p>FutureLearn MOOC Teaching for Success: The Classroom and the World starts 13 July Enrolment is on an ongoing basis hence promotion beyond start date.</p>	<p>All English subject teachers or teachers teaching through the medium of English</p>	<p>Online course/ MOOC</p>	<p><i>Our free online course Teaching for Success: The Classroom and the World is starting soon! Join us to develop your skills in integrating ICT, using multilingual approaches, understanding educational policies and more. Starts 13 July</i></p>

The way forward

Resources

As a result of the PEELI project, the School Education Department, Punjab has 1001 expert trainers who have received 25 days training and had access to professional development activities, for example online self-access courses. 72 of these expert trainers received 18 days additional training to support teachers with their English language learning. Some trainers also received international awards such as CELTA, the Professional Award and TKT.

200,000 primary school teachers received training from the expert trainers and are more aware of how to engage learners by

using activity-based learning and learner-centred tasks.


The British Council has a very highly qualified pool of training consultants who have received on-going support and development opportunities during PEELI, ensuring their expertise is both up-to-date and relevant to the needs of the Punjab state school sector.

Digital


Since 2017, when PEELI started, there has been considerable development in the digital approach to teaching and learning,

Existing resources

School Education Department Punjab




1000 Expert Trainers including 60 specially trained English Expert trainers




200,000 PEELI trained teachers at Primary Stage


British Council




60 Training Consultants




Reliable third party Monitoring and Evaluation consultants




Learning Management System for teachers and teacher educators



Research evidence in several areas of education in Punjab



Access for teachers and teacher educators to British Council Teaching for Success resources



Access to experience and expertise from EES projects within the wider British Council network

which has peaked during the pandemic of 2020 as teachers have been operating from home. British Council now has an impressive stock of virtual resources in the Teaching English website, including webinars, articles, lesson plans and teaching tips.

British Council Pakistan has created a bespoke Learner Management System (LMS) where an unlimited number of teachers can access various remote courses either on laptops or SMART phones on both pedagogy e.g. Lesson Planning, and digital literacy, e.g. Online Safety. The team is also piloting teacher development through WhatsApp to reach those with reduced access to home internet.

Research

Effective teacher development is underpinned by systematic research which informs policy and best practice. During the PEELI project, five pieces of research have been commissioned in the areas of digital literacy, inclusion, professional development and medium of instruction. Consequently, PEELI stakeholders have more in-depth knowledge in these areas and are better able to participate actively in improving basic education.

Acknowledgements

The PEELI project could not have had the success it has had without the stakeholders and supporters who were involved.

The British Council EES team is grateful for its partnership with School Education Department, Punjab and grateful to Minister, School Education Department for his support for, and championing of, this project. The EES team would also like to extend its gratitude to QAED and its leadership, DG and ADG QAED, the implementing partner for this project. Dr Samia Naz who has been a constant support, assisting with the implementation of PEELI components.

The team is also grateful to its third-party validation partners, FAME, and research partners, SAHE, Knowledge Platform and DevTrio for carrying out research studies that have helped inform our work and will continue to do so as we move to the next phase. A special thanks to the consultants who came to Pakistan to share their expertise: Mike McRory, Simon Borg, Maggie Milne.

The British Council EES team would like to extend its gratitude of support within British Council, from the senior leadership team, regional and global leads to former members of PEELI who have moved to other posts now.

A very special thank you to all training consultants, expert trainers and primary school teachers involved in this project.

The British Council EES team would like to give heartfelt thanks to everyone who has participated in the PEELI project. Your involvement in this project has contributed to its success and the ultimate aim of giving students engaging and meaningful education at primary school.

PEELI resources

[PEELI Year 1 Report >](#)

[PEELI Year 2 Report >](#)

[PEELI Video >](#)

[PEELI Impact/
Longitudinal Study >](#)

[Using Resources in
Primary Classroom >](#)

Glossary

CEFR	Common European Framework of Reference for languages
CELTA	Certificate in English Language Teaching to Adults
CG	Control group
CPD	Continuing Professional Development
EES	English for Education Systems
EET	English Expert Trainer
EMI	English Medium Instruction
ET	Expert Trainer
FGD	Focus Group Discussion
GoP	Government of the Punjab
HT	Head Teacher
IATEFL	International Association for Teachers of English as a Foreign Language
KPI	Key Performance Indicator
M&E	Monitoring & Evaluation
MCC	Management Control Check
MOOC	Massive Open Online Course
MoU	Memorandum of Understanding
MS	Mean Score
PEELI	Punjab Education and English Language Initiative Primary School Teacher
QAED	Quaid-e-Azam Academy for Education Development
SED	Schools Education Department
SLO	Student Learning Outcome
TC	Training Consultant
TKT	Teaching Knowledge Test
TPV	Third Party Validation
TG	Treatment Group

PEELI, School Education Department
Punjab, Pakistan

Professional Inquiry

Introduction

The five teachers who wrote these reports are the finalists of the Teacher Educator Award 2019. The British Council gave them the opportunity to develop their pieces of research into published reports as part of their prize.

Each of these teachers worked as an Expert Trainer on the PEELI project.

The Teacher Educator Award

Under the PEELI project, the Teacher Educator Award started in 2018 as an initiative by the British Council, School Education Department, Punjab and Quaid-Azam Academy for Educational Development. The award aimed at the promotion of continuing professional development (CPD) by advocating autonomy, reflection and empowerment and allowing teachers to explore their own contexts and practices in order to better understand their work and enhance their students' learning. The purpose was to recognise and celebrate the contribution of Expert Trainers involved in the in-service education of teachers to the quality of classroom teaching in the Punjab.

In 2019, this award was given for professional inquiry (action research) into an aspect of pedagogy. Professional inquiry is seldom used as a means of professional development by teachers. They generally experience face-to-face training. This award helped to develop an environment of self-initiated professional research and inquiry.

Research submissions

For the research, the Expert Trainers were required to work with a primary school teacher. They were free to select the focus, discipline and level according to their area of interest and need. We received 13 portfolio entries from the Expert Trainers, which is a substantial number bearing in mind the difficult circumstances they work in. Even though the meaning of 'difficult circumstances' varies from country to country, teachers in Pakistani Government schools would say that their working conditions are far from ideal; they usually teach over 33 hours weekly to classes of 40 - 80 students on average, and four to eight different levels in the same week. These conditions conspire against dedicated planning, personalised assessment, creativity and reflection. Conducting professional inquiry in these circumstances is a challenge which these teachers happily accepted and fulfilled.

After the portfolio submission, all the Expert Trainers were mentored by Rabea Saeed, our

Research Champion and Training Consultant and Aafia Qureshi, Senior Academic Manager, EES. Written feedback, mainly via email-based communication and verbal feedback through phone conversations was provided on their entries. The basic purpose of this support was to help the researchers concentrate on the focus for their research and provide advice on research procedures. After the initial support, they worked on their own to conduct the research and compile the report.

Evaluation and Selection

The final submission of professional inquiry portfolios and reports were evaluated by a five-member jury panel comprising of Tim Philips, Dr Shireen Rahim, Dr Samia Naz, Rabea Saeed and Aafia Qureshi.

Five finalists were selected, Iffat Jabeen won the Teacher Educator and Research Award, Fatima Shahid, Soniya Safdar, Muhammad Waqas and Azka Kiran were declared as the runners up.



They were awarded their prizes at the Teacher Educator Award Ceremony in December 2019.

Workshops by Simon Borg

Simon Borg, an expert in educational research, was invited to conduct a workshop with the five finalists. Simon Borg has been involved in education for over 30 years, and has supported teacher development in Pakistan as well as India, Myanmar, Egypt, Libya, Sudan and Syria.



The aim of this session was to support them in thinking about ways in which they can communicate the findings of their work more broadly, and prepare a paper which will be published by the British Council. Standard features of report publication were shared so that the finalists could develop a more refined version of their initial drafts.

After the workshop, the finalists' work was reviewed by Simon Borg and they redrafted it in the light of his feedback.

The reports that are presented in this publication are the result of the hard work and dedication of our finalists.

Staying Fresh and Continuing to Grow: Professional Inquiry for Teachers

Of the many challenges that primary and secondary school teachers face, two, in particular, are (a) keeping teaching 'fresh' and not allowing it to become too routine and (b) accessing regular opportunities for continuing professional development. The first challenge is often a natural result of teachers' busy lives and the need to manage a demanding



workload through the repeated use of tried-and-tested classroom routines. Over time, though, teaching that is based on routines can lose its freshness - for teachers and students. The second challenge relates to every teacher's need for ongoing improvement in their knowledge and classroom competences. In many cases, though, the kinds of opportunities available – for example, through courses and conferences – are infrequent, not sufficiently relevant, and not easily accessible for many teachers.

Professional inquiry is an approach to teacher development that addresses both these challenges. Professional inquiry can take different forms, but at their core they share a number of principles: teachers should be given opportunities to take charge of their own development; teaching and learning in the classroom should be the key focus of such development; teachers grow by engaging in processes of inquiry and reflection;

and teachers can learn a great deal together and from one another. Professional inquiry, then, can be broadly defined as an approach to professional development through which teachers investigate (in a data-based manner) teaching and learning in their own schools and classrooms in order to better understand their work and to use this understanding to support students more effectively.

Returning to the two challenges mentioned above, because professional inquiry encourages teachers to ask questions about their teaching – What I am doing? Why I am doing it? How effective is it for my students? How can I make it more effective? – it keeps teachers fresh and makes it less likely that teaching will stagnate. Professional inquiry is also an accessible, practical and immediately relevant form of professional development. It can be conducted in schools, either by individuals alone or collaboratively among colleagues. Teachers are in charge of the process, too, as they decide what to focus on and how to organise their inquiries. Teachers can of course benefit from some mentoring or external advice, but, overall, professional inquiry is clearly a teacher-led process.

The case studies in this volume provide excellent examples of how teachers can use professional inquiry to deepen their understandings of their work in order to support their students more effectively. I am sure it will be a source of inspiration for primary and secondary school teachers in Pakistan and elsewhere.

Simon Borg

July 2020

PEELI, School Education Department
Punjab, Pakistan

Teaching Speaking Skills through A/V Aids and Activities

Iffat Jabeen

Contents

Contents	2
Executive summary	3
1. Professional Inquiry – Focus	3
1.1 Plan	4
1.1.1 Action	5
2 Conclusion – Results	6
References	8

Executive summary

GGES Basti Mond is located in the rural area of Muzaffargarh District in Southern Punjab and I have worked there as a teacher of English and Science for three years. There are 220 students and 12 teachers in the school, with most of the students in the primary section. Students have six classes of English a week and English teachers (who are mostly generalists) usually follow the traditional Grammar Translation Method of teaching English. As a result, students' oral communication skills are not well-developed. In this professional inquiry project, I addressed this issue by seeking to develop the speaking skills of a Grade 3 class with 20 students

1 Professional Inquiry- Focus

I first became aware that speaking was a neglected area in public schools of Pakistan when I started teaching English to Grade 7 in 2014. After observing my students, teachers and overall Education department I realized that speaking was not given sufficient attention. The problem lies partly with our National Curriculum in which, regardless of references to the development of children's language skills, provides no clear instructions for the direct teaching of spoken language skills. Also, students are never graded on the basis of their proficiency in spoken English. As a result, English is taught in the same way as other arts subjects, with a focus on mastering content and no attention to the idea of language as a communication skill.

According to Dawes and Mercer (2015), clear instructions are required for the teaching of literacy and numeracy, but teachers often do not realize that this also applies to the teaching of oral language skills as well. Teachers thus often assume that speaking skills will be automatically developed by children while they are taking part in whole class or small group activities in class. I realised, though, that my students did need explicit and targeted support to develop their speaking skills in English and through this project I attempted to provide this support for them using two strategies – audio-visual aids and repetition drills. The specific questions I examined were:

1. What difficulties do my students face while learning speaking skills?
2. To what extent do the use of audio visual aids and repetition drills improve the speaking skills of the learners in public schools at primary level?
3. What role can teachers play in improving the speaking skills of the learners?

1.1 Plan

This professional inquiry project followed an action research model. Lesha (2014, p.380) states that “action research is a model of professional development that promotes collaborative inquiry, reflection, and dialogue. Within the action research process, educators study student learning related to their own teaching”. The spiral model of action research developed by Kemmis and McTaggart (1988) was followed - plan, act, observe, reflect and plan again. Cycle 1 involved preliminary work through classroom observation and a teacher survey; Cycle 2 lasted four weeks and involved a classroom intervention.

In order to investigate the questions listed above, I observed the class of one of my colleagues who is a generalist and teaches English to grade 3. In that lesson she used textbook to teach reading and translation. After observing the class, the teacher and I reflected on what happened during the lesson and what should have happened. Table 1 summarises our conclusions.

Table 1: Initial observation of English lesson

What happened during the lesson	What should have happened
Teacher used Grammar translation method. (GTM)	She should have used Direct method along with GTM
There was minimum student participation.	Teacher should have involved the students more.
No activities were used.	Teacher should have used interactive activities.
Oral practice was not included in the lesson plan.	Teacher should make oral practice an integral part of the English lesson.

After this initial observation I felt it would be useful to ask other teachers of English in my school how they approached speaking skills, so I sent them a short questionnaire. There are ten teachers in my school who teach English to different grades. Only one among them is an English specialist teacher others are generalists, all of them filled the questionnaire. The results suggested that most teachers do not focus on teaching speaking skills in English class but they also agreed that it is an integral part of learning a language and can be done effectively with the help of audio-visual aids and activities. These preliminary findings supported my belief that investigating ways of improving students' spoken skills would be of value not just for me but also for my colleagues.

1.1.1 Action

The central part of the project was the work that was carried out with a Grade 3 class of 20 students. Over a period of four weeks, I collaborated with a colleague in developing speaking activities that involved audio-visual aids and repetition activities. We started by making conversation portfolios for each student and pictures of students were taken and attached to these portfolios. All the handouts and worksheets we used during the project were compiled in their portfolios. Many of these worksheets included speaking drills. Although drilling is sometimes criticised as a method of language teaching, it is still very useful for students at lower levels. My colleague started by making students practise simple classroom language in English and asking them to repeat sentences on phonics flash cards like, 'ant on an apple', 'ape likes alien', and 'boy hits ball'. We created many conversation charts showing classroom instructions, emoji showing feelings, weather charts and key words. Students used to practice the words and sentences even in teacher's absence. Throughout, we used audio-visual aids as much as possible to increase students' interest and understanding during speaking activities.

During the activities we observed that students did well repeating in chorus but still felt hesitant when we asked them to speak individually; they were repeating the structures mechanically without understanding. In order to improve their confidence, fluency and understanding we introduced chain drills and poems and songs. For example, we used simple poems like "one two buckle my shoe", "rain rain go away" and "if you're happy"; students listened to these then sang along with the audio. Now students were thoroughly enjoying and participating in their conversation class.

To assess the impact of our intervention, we observed students closely during the

Pre and post-test Questions

1. How are you?
2. What is your name?
3. What day is today?
4. In which class do you study?
5. What's the name of your school?
6. What's the name of your village?
7. How is weather today?
8. What you want to be?
9. What comes before m.....?
10. Say the name of five things in your bag?
11. Name five fruits you like?
12. Say five sentences about yourself?

lessons and made notes about their performance. To evaluate their understanding, we also studied the worksheets they completed during lessons. We also compared their performance before and after the project on a series of 12 conversations questions.

Students were asked the questions individually in a pre-test and the same test was repeated as a post-test at the end of cycle 1 and 2. Responses of all the students were recorded and assessed according to rubrics which included five points scale each for pronunciation, vocabulary, grammar and fluency

Conclusion - Results

Our initial (cycle 1) investigation into the problems students faced when speaking English allowed us to understand that:

- speaking English is something alien to them as they were rarely exposed to spoken English previously.
- lack of confidence is a significant barrier for students when it comes to speaking English in class
- they can normally only answer few questions which they have practiced in the class.

Cycle 2 of our project aimed to address these problems. One obvious result of our intervention was that students had many more opportunities than before to speak English in class. Increasing such opportunities is an important first step in helping students improve their spoken English.

Our observations of the lessons also showed that, over time and with the support provided by the teacher, the audio-visual aids, and the drills, students became more confident in speaking English. At first students were shy and they even used to hide their faces while giving answers, but by the end of this cycle of four weeks students were able to overcome their shyness and lack of confidence.

It was also clear from our observations that students were able to remember and understand the different songs and poems that we practised. A few days after practising a song in class, they were given a worksheet in which they were required to match the names of the characters in the song to their professions and also fill in the blanks they were generally able to do this well; they were also able to sing the song a few days later too. While at the start of the project students could only repeat sentences after the teacher, later they were also able to say the sentences independently. They generally showed improvements in pronunciation and fluency but grammar and vocabulary still needed to be worked on.

To assess the overall impact of our intervention on the students' speaking we compared their performance before and after the project on a set of 12 conversation questions. Mean score for the pre and post-test of the twenty students of grade three under observation are as follows.

The pre-test mean score of each speaking aspect

PRONUNCIATION	GRAMMAR	FLUENCY	VOCABULARY	TOTAL
1.4	1.35	1.35	1.4	27.5 %

The post-test mean score of cycle 2 of each speaking aspect

PRONUNCIATION	GRAMMAR	FLUENCY	VOCABULARY	TOTAL
2.75	2.45	2.65	2.0	49.25 %

This research was carried out to examine the effect of audio-visual aids and repetition drill activities on students' speaking skills. As a result of the new activities we introduced, Grade 3 students made progress in several aspects of their speaking skills, particularly their confidence. The project was facilitated by the support of the Head Teacher and through this work students became more motivated to speak English in class, as well as more punctual and regular in their attendance. Four conclusions from this four-week project are that

- Students from rural areas have low levels of spoken English.
- Appropriate support from teachers can address this problem.
- Fluency and confidence building are central to the development of speaking skills
- Audio-visual aids and drilling activities can help lower level students to speak more English in class
- Students enjoy learning spoken English if there is no pressure of scoring or grading.

References

- Dawes, L., & Mercer, N. (2015). The Importance of Speaking and Listening. Retrieved from http://oer.educ.cam.ac.uk/wiki/The_Importance_of_Speaking_and_Listening
- Lesh, J. (2014). Action Research in Education. *European Scientific Journal*, 1(13), 379-385.
- Kemmis, S., & McTaggart, R. (Eds.). (1988). *The Action Research Planner* (3rd ed.). Victoria, Australia: Deakin University Press.

PEELI, School Education Department
Punjab, Pakistan

Professional Inquiry on Effectiveness of Pair and Group work

Fatima Shahid

Contents

Context	3
Focus	4
Action	4
Observations	7
Findings	9
Conclusion	11
Further Reading	11

1. Context

I work as a teacher of English at Government Girls Elementary School 51-2L. The school is located in the rural area of Okara district and it has 423 pupils and four English teachers. I conducted this project with Grade 8 which consisted of 28 students who were 13-14 years old. They have been learning English for 8 years. They have 5 lessons of English a week and each lesson lasts 40 minutes.

2. Focus

Many of the students in my school find learning English very difficult because they could not build strong base of English in earlier classes. They might not have given a chance to explore the subject, rather they crammed it. In my English lessons I was aware that their levels of motivation and participation was low. So, I started to think about ways of involving them more in English lessons. In April 2019, I visited a local school in Liverpool (UK). I observed an English lesson there, in which the teacher used pair and group work and the students were actively participating. This seemed like an idea I could integrate into my teaching. The focus of my professional inquiry project, therefore, was to examine the extent to which pair and group-work activities can help my students participate more actively during English lessons.

3. Action

Many of the students in my school find learning English very difficult because they could not build strong base of English in earlier classes. They might not have given a chance to explore the subject, rather they crammed it. In my English lessons I was aware that their levels of motivation and participation was low. So, I started to think about ways of involving them more in English lessons. In April 2019, I visited a local school in Liverpool (UK). I observed an English lesson there, in which the teacher used pair and group work and the students were actively participating. This seemed like an idea I could integrate into my teaching. The focus of my professional inquiry project, therefore, was to examine the extent to which pair and group-work activities can help my students participate more actively during English lessons.

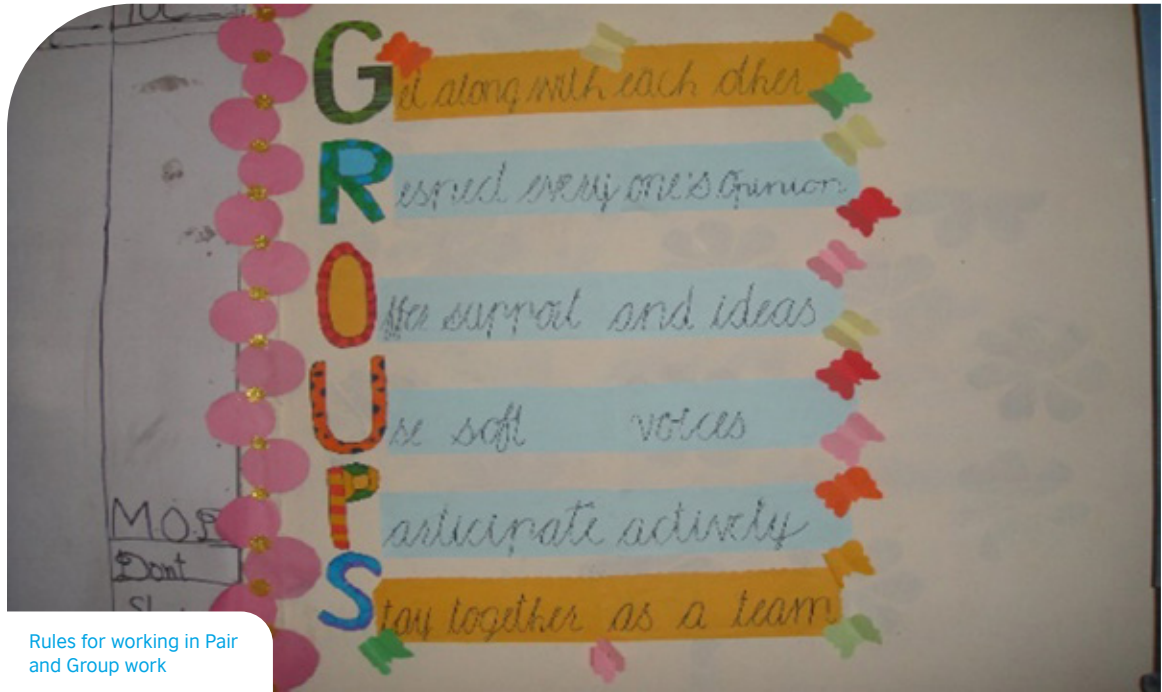
I investigated two questions during the project:

- How do my students feel about pair-work and group-work activities during English lessons?
- How do pair and group-work enhance my students' participation in English lessons?

Before starting this project, I discussed with my headteacher and with a colleague who was going to assist me. I explained to them the purpose of the project and its focus on using pair and group work to increase students' participation in English lessons. For ethical reasons, I also obtained consent from students' parents so that I could take photos during the lessons and include them in my report.

Before this project, my students used to sit in usual classroom seating arrangement (desks in rows facing the teacher). My first change was to put desks in a U-shape layout to make

it easier for students to work in pairs and groups. A second action I took was to introduce students a few rules for working in pairs and groups (see the photo below).



I then selected several interactive activities from the internet to do with my students (see Table 1), and I asked them to give feedback at the end of every activity. This process was carried out in two cycles. In the first cycle, eight activities were done and all these were repeated again. In cycle two, I chose 5 activities that my students found interesting and participated in more as compared to the other activities done in cycle one. The selected activities allowed my students to interact and communicate more effectively e.g., running dictation and students lead teaching. I was hoping that the variety of activities would respond to my second research question about enhancing the learner's participation in English lessons. Cycle 1 took place in 4 weeks, 4 lessons each week, while due to time constraints cycle 2 was tried out in 2 weeks.

Table 1: Pair and group work activities

#	Name of activity	Type	Source	Repeated in cycle 2
1	Running Dictation	Group	https://www.teachingenglish.org.uk/article/running-dictation	Yes
2	Think-pair-share	Pair	https://www.readingrockets.org/strategies/think-pair-share	Yes
3	Students lead teaching	Group	Adapted the usual presentations by students.	Yes
4	Gallery walk	Group	https://www.facinghistory.org/resource-library/teaching-strategies/gallery-walk	Yes
5	Role play	Pair	www.teachingenglish.org.uk/article/role-play	Yes
6	Peer assessment	Pair	https://www.teachingenglish.org.uk/blogs/jvl-narasimha-rao/self-assessment-peer-assessment	No
7	Pyramid	Pair – group	https://www.teachingenglish.org.uk/article/pyramid-discussion	No
8	Café writing	Group	https://www.teacherspayteachers.com/Product/Writing-Cafe-Conversations-1826168	No

The photo below shows the students participating in pair and group work activities during English lessons.



To evaluate the impact of pair and group work on my students I collected information through observation, student survey and interviews with some students.

4. Observation

To examine students' reactions to pair and group-work, I invited a colleague to observe my lessons. Before observations we discussed that she would make open ended notes about the students' behaviour and motivation, during and after the activity. She focused on student's

participation, which was defined in terms of how willing they were to take part in the activity, their enthusiasm, enjoyment and interaction. She recorded her observations in written notes. At the end of each cycle, we conducted the review meetings to discuss the outcomes of pair and group work.

4.1. Student survey

At the end of cycle 1, a structured classroom survey was conducted. The students were asked to fill the survey form (Table 2) in which they had to tick the box according to their experience.

Table 2: Student survey

Name: _____

Class: _____

School: _____

Date: _____

Choose the option of your choice and put a tick.

#	Statement	Always	Sometimes	Never
1	We found a chance to communicate with one another			
2	We concluded as a group			
3	We motivated our peers to participate			
4	We listened to another groups' presentation attentively			
5	We helped each other			
6	We asked questions where we needed guidance			
7	We completed our task on time			
8	We enjoyed pair and group work			
9	We remember what we learn by interacting.			
10	We worked in harmony			

4.2 Student interviews

At the end of cycle 2, I conducted a structured interview with 10 students who were picked randomly from the whole class. Each student was interviewed individually. I utilized the break time with my students' consent. The interview lasted for 7 to 10 minutes. I made notes what they said. They were asked to reflect on questions about the pair and group work (Table 3). They were also asked to share their feelings about the English lessons of both cycles. For example, did they understand the topic? The interview helped to verify the data collected through a classroom survey.

Table 3: Interview questions

#	Statement
1	Do you find group work helpful? How?
2	Do you divide the tasks among the group? How?
3	Do you feel confident while working with a buddy?
4	Would you prefer to work in a group? Why? Why not?
5	Do you warn or motivate a buddy who doesn't participate?

5. Findings

The observations conducted by my colleague in cycle 1 suggested that, out of the 8 activities, the students participated more in 5 activities. These were Running Dictation, Think-pair-share, Students Lead Teaching, Gallery walk and Roll Play. In the other three activities (café writing, peer assessment, pyramid) students were found to be less active. In all cases, they probably needed clearer instructions and more support; for example, in peer assessment they did not have a rubric to use when assessing their peers and they were unsure about what to do. In the pyramid activity, some pairs could not find another pair to team up with. The five most successful pair and group work activities were repeated again in cycle 2.

Table 4 presents the results of the student survey completed at the end of cycle 1.

#	Statement	Always	Sometimes	Never
1	We found a chance to communicate with one another	27	1	0
2	We concluded as a group	25	2	1
3	We motivated our peers to participate	25	3	0
4	We listened to other groups' presentation attentively	26	2	0
5	We helped each other	24	4	0
6	We asked questions where we needed guidance	4	24	0
7	We completed our task on time	12	16	0
8	We enjoyed pair and group work	28	0	0
9	We remember what we learn by interacting.	22	6	0
10	We worked in harmony	20	8	0

The survey results were very positive. Most students felt that pair and group work allowed them to communicate, interact and help each other in an enjoyable and harmonious way. Most students, though, said that they did not always finish their tasks on time and only a few said they always asked questions when they needed guidance.

In the interviews at the end of cycle 2, students generally reacted positively to the pair and group work in English lessons. For example, in answer to the question, “would you prefer to work in groups?” 8 out of 10 students responded Yes, they would. Two students who did not agree, one explained (when they were asked what they disliked) that some group work activities (such as ‘running dictation’) involved movement and she found this tiring. The other said that during group presentations she could not speak well in front of the class because she was nervous, and her group members discouraged her afterwards, which made her feel hurt. However,

both these students were generally positive about group and pair work they found it helpful to understand the lesson. The students said that they enjoyed working in groups as compared to the previous lessons where they had to sit and listen to the teacher only, as now they were also given a chance to participate and share their ideas.

6. Conclusion

This project allowed me to try out new activities in English lessons and to understand my students' reactions to them. Based on the results I obtained, I feel that the changes I implemented in my English lessons increased student participation. Before this, I thought that my lessons were excellent and that it was the students who did not take an interest. However, they helped me to understand that they are interested in learning English and that I need to find engaging and enjoyable activities to use in class. Pair and group work provided them with an opportunity to interact, to participate, to speak, and share ideas. Students enjoyed the new activities we did and felt they helped them to explore topics better and improved their understanding.

7. Further Reading

- https://www.researchgate.net/publication/249252829_The_effect_of_pair_work_on_a_word-building_task
- <https://m.busyteacher.org/4265-pair-work-vs-group-work-whats-better-for-the.html>
- <https://www.teachingenglish.org.uk/article/working-pairs-groups>

PEELI, School Education Department
Punjab, Pakistan

Using Guided Inquiry to develop 21st Century skills

Soniya Safdar

Contents

Contents	2
List of Figures	3
List of Tables	3
Executive summary	4
1 Context – Focus	5
1.1 Focus	5
2 Action	6
3 Results	10
4 Conclusion	12
References	12

List of Figures

Figure 1: Teacher questionnaire responses	7
Figure 2: Teacher questionnaire responses	9
Figure 3: Picture given to students with two questions	10
Figure 4: End of Lesson test results	11

List of Tables

Table 1: Seeds question sheet (completed)	8
---	---

Executive summary

This study investigated the effects of teacher's use of guided inquiry in a fifth-grade science classroom for developing critical thinking and problem solving. The key is for teachers to understand when to use 21st century skill and how to do it successfully. It indicates that all teachers should develop the ability of critical thinking and problem solving in their students to enhance understanding about scientific inquiry. It focuses on 20 students, 50 primary school teachers and one my PST buddy. Their responses are checked on the basis of four features of critical thinking proposed by British Council. The scientific experiment to differentiate seeds as monocot and dicot is done. The data collection techniques used was observation, survey questionnaire, question sheets and assessment questions. Analysis of student's performance was conducted before and after the guided inquiry experiment. The results of this research showed that student's critical thinking and problem-solving skills are different after implementation of guided inquiry in science classroom. The best way for teachers to master critical thinking and problem solving in their students is to practice. This study is to practice the skill of critical thinking and problem solving with students in a supportive and collegiate environment. Therefore, it can be concluded that guided inquiry is effective to improve student's critical thinking and problem-solving skill in science classroom.

Context – Focus

I have been teaching English in Government Girls High School Madina Colony, Multan. My school is located in an urban area with total strength of 905 students and 24 teachers (14 are primary school teachers). I have been teaching the students from Grade 5 to Grade X and for this professional inquiry project, I focused on Grade 5 students (aged 9-12).

Focus

“21st century skills” include a range of general competences that enable students to learn more effectively [1]. The two I will focus on here are critical thinking and problem-solving. As a teacher I understand the importance of such skills and often encouraged my students to develop them, but I was aware that they needed more support to do so. For example, while they performed well on tests that required them to reproduce information from the textbook, they were unable to use that information creatively, critically and to solve problems. Thus, I decided to introduce guided inquiry activities into my science lessons with the aim of developing Grade 5 students’ critical thinking and problem-solving skills. Guided inquiry is a scientific process of active exploration that use critical, logical and creative thinking skills to answer questions by teacher guidance (Llewellyn D 2005).

According to British Council (2015), critical thinking and problem solving have four features:

- (i) Considering different perspectives.
- (ii) Assessing evidences
- (iii) Non routine problems
- (iv) Looking for deep structure

In relation to these, the questions I explored in this project were:

1. How can I embed 21st century skills in science lessons?
2. What are the impacts if I use guided inquiry to develop the skill of critical thinking and problem solving in my students?
3. What difference does it make to the learning of students if they learnt to think critically and solve problems?

Action

In the first stage of this project, I decided to find out what other primary school teachers thought about 21st century skills. I designed a questionnaire and it was sent to different teachers and I got 50 responses. (see Figure 1).

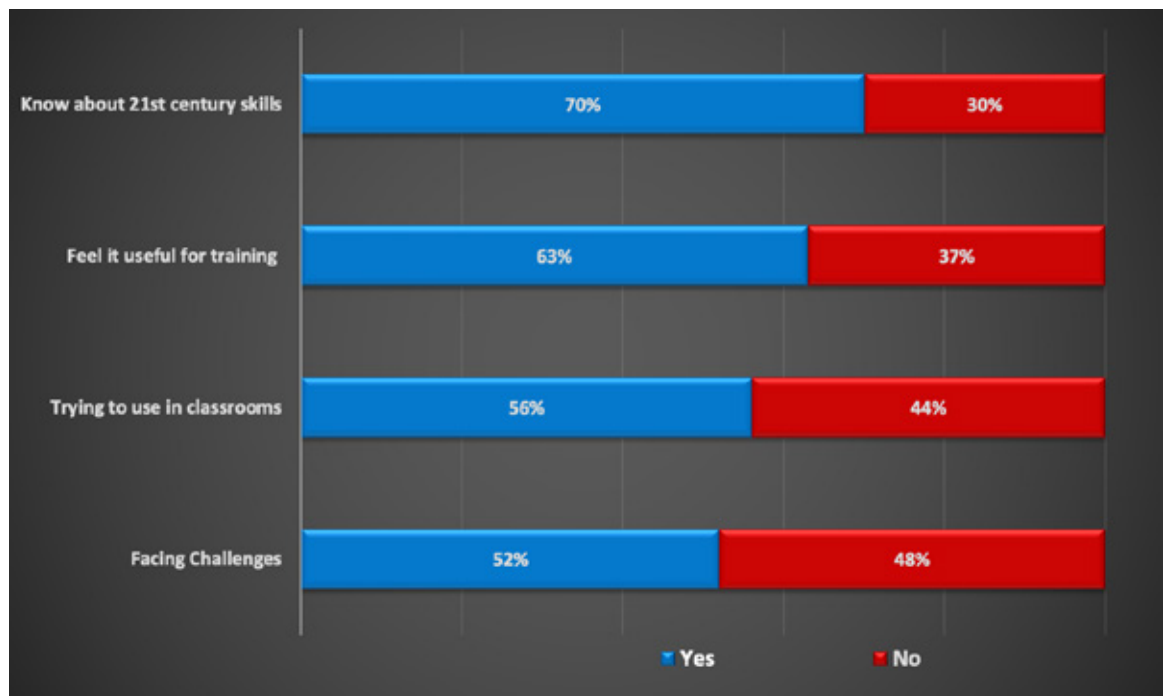


Figure 1: Teacher questionnaire responses

The results showed that 70% of them know about 21st century skills. Only 63%, though, agreed that these skills are useful for students when implemented in classrooms and only 56% said they are trying to use in their own classrooms. Finally, 52% of the teachers said they face challenges when they try to teach 21st-century skills in their classrooms. It was clear, then, that I was not the only teacher who found it difficult to promote these skills in the classroom.

After further discussion with one colleague who collaborated with me on this project, I decided to use guided inquiry and to focus on two 21st-century skills – critical thinking and problem-solving.

We experimented with guided inquiry in a lesson about identification of seeds leading to identification of plant as monocot and dicot. The main objective of the lesson was to embed

the skill of critical thinking and problem solving by involving students in guided inquiry in primary classroom practices. A class of 20 Grade 5 students was divided into four groups. Each group was given a type of seed from four different varieties name A, B, C, and D. They were asked to fill in question sheets by observing the physical features of seeds.

Table 1: Seeds question sheet (completed)				
Physical Features	TYPES OF SEEDS			
	A	B	C	D
Colour	Green	Yellow	White	Brown
Shape	Round	Oval	Oval	Long
Size	Short	Short	Very Short	Long
Seed Coat	Present	Present	Not Present	Present
Cotyledons	Double	Single	Double	Single

The completed tables (see Table 1) showed that through guided inquiry students were able to identify the features of given seeds easily using their prior knowledge. They were also able to differentiate the monocot and dicot seeds on the basis of cotyledons. After working on one seed, each group was given four different seeds to observe the physical characteristics of seed on the basis of information given in their textbooks and fill the question sheets for all varieties (There is comprehensive details about the characteristics of seeds as monocot and dicot but very brief information about features of plants to be differentiated as monocot and dicot).

To involve students in a non-routine problem, four different varieties of plants were given to each group. They were asked to observe the plants and a problem situation was created when each group was asked to differentiate between monocot and dicot plants from given variety rather than seed.

To get different perspective of students about their experience in seeds identification, focus group discussion was also conducted with all four groups of students. Different questions were also asked from each group which help them to interpret the features of monocot and dicot plants. They were also provided with more resource material like access to computer

with internet connections, books and also allowed to use any other material.

All groups worked smartly and correctly identified the monocot and dicot plants from the given varieties. Two groups collaborated and made their own checklists to get the results (Figure 2).

Checklist		
1) Number of petals?	multiple of 3	multiple of 4 or 5
	✓	
2) Colour of sepals?	green	same as petal
		✓
3) Shape of leaves?	long and narrow	Other
	✓	
4) Stem of plant?	branched	unbranched
		✓
Result: plant is monocot		

Figure 2: Teacher questionnaire responses

Other groups use books and by matching the pictures in the books they identified the varieties. One group also searched in school garden and matched the given variety of plant with school plants and check their final results on internet.

At the end of the lesson, their knowledge was also checked through a test. Each student was given a picture of plant and had to answer two questions related to that plant (Figure 3)

Identify the given plant as monocot or dicot?

Which two features help you identify the plant?

test

Areeba Aslam
class:- 5



① Identify the plant as
monocot or dicot?

monocot plant

② Which two features help you
to identify plant?

Three petals. The leaves are
strait branches.

Figure 3: Picture given to students with two questions

Results

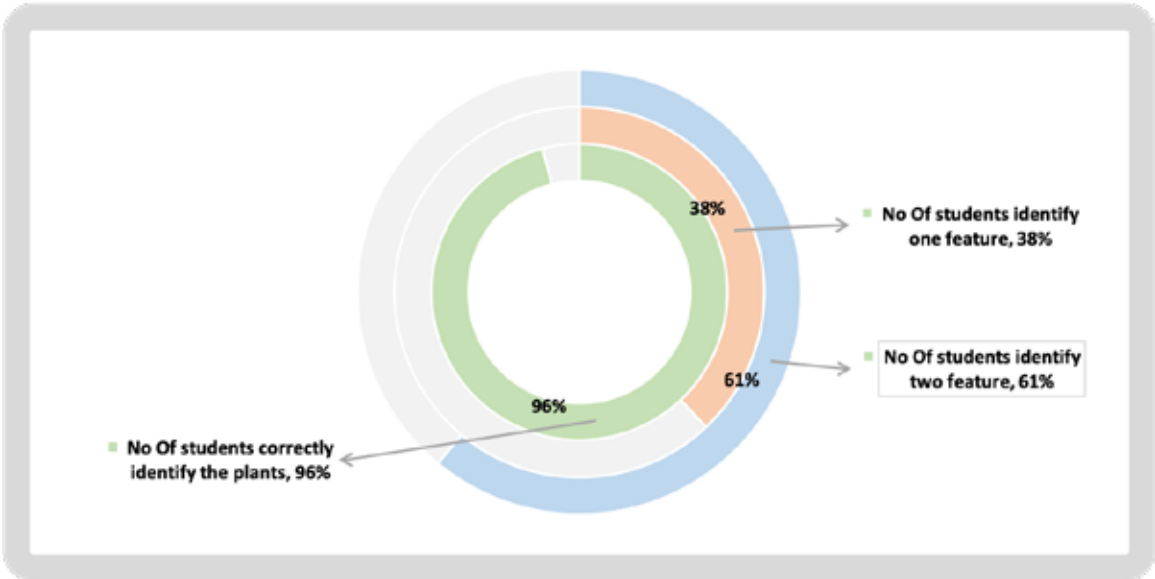
As explained earlier, the initial teacher survey indicated that while most of 50 primary school teachers said they knew about 21st-century skills, the proportion of them who said they were promoting such skills in their lessons was only 56%. Just over half also said they experienced challenges trying to use 21st-century skills. These findings reflected my own experience – that even when we know that 21st-century skills are important, helping our students acquire them is difficult.

It was very interesting to observe the Grade 5 students during the guided inquiry lesson on seeds. They became very excited while observing the seeds. They worked in collaboration and removed the seed coats. Their group involvement and cooperation allowed them to complete the question sheets about the seeds more correctly. Nonetheless, I still felt that they were focusing only on the information given in the textbook about seeds as they didn't question about the features of other parts like flower, stem or leaf. Many students are very good at regurgitating information but in terms of critical thinking and problem solving they need further support.

During the lesson, I did not tell students how to solve the problem, but I asked questions that helped them approach and solve the problem on their own. I interacted with the groups, asking questions and providing resources when a group was stuck or the approach was not clear at any stage of the guided inquiry. From this experience I learned that even though guided inquiry encourages students to work more independently, the teacher still has an important role to play in supporting the process.

There was an unexpected challenge when students started focusing on information in their textbook only i.e., they might memorize the features of seeds which is written in detail in their textbook. To overcome this, I set them the task of identifying an unknown plant as monocot or dicot by looking at its other features like leaf, stem and flower. This forced them to think from different perspectives (i.e. critically) and to work collaboratively in order to solve the problem. The students were very motivated by this activity and did it with high levels of interest. It was the first time that students were presented with a problem and had to find the solution by themselves. They felt confident doing this and requested resources to help them during the activity. This is another important finding here: guided inquiry will be aided when the teacher can give students access to a range of resources that can help with the solving of the problem.

In the final test at the end of the lesson (see Figure 4), 96% of the students correctly identified the plants (Question 1), while on Question 2, 61% identified two features and 38% identified one feature. Overall, I think these results provide modest evidence that through guided inquiry students were able to meet the main objectives of the lesson.



Conclusion

My project was based on one lesson and it would be unrealistic to expect much progress in students in such a short time. The challenge in developing critical thinking and problem-solving skills is that they must be developed across the school year and ideally across the curriculum. But by regularly applying strategies like guided inquiry we can encourage students to think critically and to solve problems. This approach requires teachers to think differently about their roles in the classroom. It also requires us to think in a different way about what learning science means and what the content of primary level science lessons should be. Thus, while guided inquiry asks students to learn in new ways, teachers also need support to help them understand how they can use it to promote 21st-century skills in the classroom.

References

[1]: <https://www.aeseducation.com/blog/what-are-21st-century-skills>

Llewellyn D 2005 Teaching High School Science through Inquiry (Amerika: Corwin Press)

British Council. (2015). Teaching critical thinking and problem solving: British Council.

British Council. (2015). PEELI Participant Resource Booklet: British Council.

Scriven, M., & Paul, R. (1987). Defining critical thinking. Paper presented at the 8th Annual International Conference on Critical Thinking and Education Reform.

Stroh, S. M., & Baukus, R. A. (1995). Strategies for fostering critical-thinking skills. *Journalism & Mass Communication Educator*, 50(1), 55-62.

van Gelder, T. (2005). Teaching critical thinking: Some lessons from cognitive science. *College Teaching*, 53(1), 41-48.

PEELI, School Education Department
Punjab, Pakistan

Improving Listening and Speaking through a Focus on Weak Forms

Muhammad Waqas

Contents

Context	3
Focus	3
Action	5
Results	7
Conclusion	10
References	10

1. Context

I am an English language teacher at Government Kohinor Boys High School, Rawalpindi, Pakistan. Govt. Kohinor Boys High School is a part of residential colony of Kohinor textile mills. It was setup in 1954 with a purpose of providing quality education to the children of the mill workers and local community. Currently, the school has more than 800 students and 45 teaching faculty. I carried out this project with a group of 24 Grade 10 students that I teach.

2. Focus

Grammatical words such as prepositions, conjunctions and auxiliary verbs are often pronounced with weakened stress. The weakened form is called “weak form” as opposed to a “strong form”, which is the full form of the word pronounced with stress.

e.g. I am French (strong form) ➡ I’m French (weak form).

Table 1 below presents a list of weak forms in English.

According to Roach (1998) the proper use of weak form is essential for the correct pronunciation of English. Speakers who are not familiar with the use of weak forms find it difficult to understand native speakers of English. Learners of English need to learn about these weak forms to help them to understand what they hear. Mortimer (1985, p.4) states that “a good practical hold of the weak forms of the English language is necessary for a good pronunciation and listening power”.

I have observed that students experience difficulties in understanding native speakers and English teachers when weak forms of the words are used. Especially in listening and speaking, when weak forms are used, the students struggle to recognize the meanings of sentences. To cope with this problem the teacher has to use full (strong) forms as an alternative. The reason for this difficulty is that these students have not been taught the use of weak forms and their importance in speaking and listening. The aims of this project were thus to raise students’ awareness of weak forms and to enhance their listening and speaking skills in English.

Functional words	Strong form	Weak Form(s)	Examples	
			Strong Form	Weak Form
'A' 'An'	eɪ / æn	ə / ən	ɪt ən æpl	ri:d ə bʊk
Am	æm	əm	əz əʊld əz aɪ æm	wai əm aɪ hiə
And	ænd	ænd/ən/nd/	'ænd ɪz ə kændʒŋkʃn	kʌm ən si: /fi:ʃn tʃɪps
Are	ɑ:	ə/ər	ðə smiθs ɑ:	hiər ə ðə pleɪts
As	æz	əz	ðæts wɒt ɪt wəz səʊld əz	əz mʌtʃ əz pɒsɪbl
At	æt	ət	wɒt ə ju lɒkɪŋ 'æt	aɪl si: ju ət lʌntʃ
But	βʌt	bət	aɪ sed 'bʌt nɒt 'æt	ɪts gʊd bət ɪkspensɪv
Can/Could	kæn/kʊd	kən/kəd	aɪ θɪnk aɪ kæn	ðeɪ kən weɪt
Do/Does	du:/dʌz	də du/dəz	sʌm pi:pl du:	wai də ðeɪ lɪk ɪt
For	fɔ:	fə/fər	wɒts ðæt fɔ:	ti: fə tu:
From	fɾɒm	fɾəm	wear ɪt keɪm fɾɒm	aɪm hæʊm fɾəm wɔ:k
Had	hæd	əd	aɪ θɔ:t wi hæd	məʊst əd gʊn hæʊm
Has	hæz	əz	aɪ θɪnk ʃɪ hæz	wɪtʃ əz bi:n best
Have	hæv	əv	jes wi hæv	wɪtʃ əv ju si:n
He	hi	i	hi keɪm leɪt	aɪ hæ:d ðæt ɪ wəz ɪl
Her	hɜ:(r)	hə/ə	ɪts 'hɜ: dɪsɪʒn	ɑ:sk ə tə kʌm
Him	hɪm	ɪm	tə:k tə 'hɪm nɒt tə hə	leɪv ɪm ələʊn
Must	mʌst	məs/məst	ʃɪ sɜ:tnli mʌst	ju məs traɪ hæ:də
Of	ɒf	əv/ɒv/v	sʌmwʌn aɪv hæ:d ɒv	məʊst əv ɔ:l
Shall/Shoul	ʃæl/ʃʊd	ʃəl ʃl/ʃəd	aɪ θɪŋk wi ʃæl	wɪ ʃl ni:d tə həri
She	ʃi:	ʃi	hu: ɪz 'ʃi:	ʃɪ wəz bɪzɪ
Some	sʌm	səm	aɪv gʊt sʌm	hæv səm mɔ: ti:
Than	ðæn	ðən	hʌʊ tə spel 'ðæn	hi ɪz tə:lə ðən yu:
That	ðæt	ðət	lɒk ət 'ðæt	seɪ ðæt ʃɪ wəz aʊtsaɪd
The	ði	ðə	weɪt fə ði 'end	ʃʌt ðə ðə:
Them	ðem	ðəm/əm	jə əv tə lɒk fə 'ðem	leɪv ðəm hiə
There	ðeə/ðeər	ðə/ðər	pʊt ɪt ðeə	ðə ʃʊd bi ə ru:l
To	tu:	tə/tu/	tə ɪz ðə we:k fɔ:m v 'tu:	traɪ tə stɒp
Us	ʌs	əs	hi wəz tə:kɪŋ tu ʌs nɒt tu ɪm	raɪt əs ə letə
Was	wɒz	wəz	jes ʃɪ wɒz	ʃɪ wəz ʌpset
We	wɪ:	wɪ	'wɪ: ə gəʊɪŋ	wɪ məs du ɪt
Were	wɜ:	wə/wər	ðeɪ wɜ:nt əz kəʊld əz wɪ: wɜ:	θə peɪpəs wə leɪt
You	ju:	ju/	hʌʊ ə ju:	wɒt də ju θɪnk
Your	jɔ:	jə(r)	ɪts 'jɔ:z	wear ɪz jə kɑ:

Table 1: Strong and weak forms (adapted from Roach, 1998)

More specifically, I examined the following questions:

1. Are students aware of the importance of weak forms as an aspect of connected speech that is necessary in developing their listening and speaking skills?
2. Do Secondary levels Students have problems in listening to weak forms of functional words?
3. If students are made aware of weak forms of functional words in English language, will their speaking and listening skills improve?

3. Action

It was an experimental study. I selected 24 Grade 10 students from the same school, from three different sections (A, B and C) of the school, through stratified random sampling technique. I conducted pre-test of all the sample students.

The Pre-test was made up of two parts; speaking and listening test. In speaking test, four questions were selected (each of 5 marks) about introduction, favourite sport, player and aim of life according to the level of students. The answers of the students were recorded. Recordings were carried out individually with each student and were stored with a smart phone voice recorder application. The questions of the test were designed in such a way that students could be able to speak something. These were vocabulary, expressions, structure, weak forms, and develop the interaction, pronunciation and intonation. These aspects were used to analyse scores of students.

The next part was a listening test which was designed with the purpose of testing the students' ability to recognize the weak forms of grammatical words in connected speech. Students were asked to listen to recordings of different sentences spoken by native speakers. Each sentence has at least one functional word pronounced in its weak form. In the assessment of the student's performances, functional words were the only items that were marked. The students have been given three main instructions depending on their ability to recognize the words/sentences. First, if they recognize the sentence(s), they have to repeat it. Secondly, they were asked to summarize the audio. Thirdly, they were asked to pronounce same sentences. Listening test was of 15 marks. During the test, the students were allowed to listen to each sentence only once, after listening to each sentence they had been given enough time to write down the answers. Listening and speaking test was evaluated through selected rubrics (Assessment Scale) for speaking and listening test, which are developed with explicit reference to the Common European Framework of Reference for Languages

(CEFR, 2001). Rubric are divided into six bands from 0–5, with 0 being the lowest and 5 the highest. Descriptors for each criterion are provided for Bands 1, 3 and 5 and indicate what a candidate is expected to demonstrate at each band. Student's tests were evaluated and awarded marks accordingly and comparison of both pre and post-test results provided data for analysis and discussion.

Overall, pre and post-test were of 45 marks. The students were awarded marks by two English language teachers on the same day of test in order to divide students into two groups. A high score in the pre-test was 60%, average 45%, and low 28%.

After the pre-test the students were divided into two groups. Twelve students were selected for experimental group through systematic random sampling technique (All even number 2, 4, 6.....24). Students of the experimental group were taught about weak forms and their usage, followed by practice drills, through well planned lessons (on weak forms) for a week. The researcher designed and taught seven lesson plans in 45 minutes period on daily basis. In lesson plans, weak forms and their use in sentences were introduced. Students learned how some words' pronunciation differs when they occur in different positions in a sentence. First, the weak forms were drilled in isolation, then in sentences. Back chain and front chain drilling was a useful technique to practice this. Students also listened to the recordings focusing on weak forms usage and recognition. I also used native speakers, audio/videos speech focusing on the awareness of weak forms; this increases student's ability to comprehend connected speech and communicate correctly in real life situations. The general procedure adopted in most of the lesson was the "present – practice – produce" (PPP) with an emphasis on production.

Whereas students of the control group (all odd number 1, 3, 5.....23) have received instructions through the traditional method without focusing on weak forms. After seven days teaching post-test of both groups was conducted. Post-test was taken on the completion of teaching to analyse the improvement in speaking and listening skills. The test was marked by using the same criteria as in the pre-test. The results of pre-test and post-test of both groups were compiled and analysed to check improvement of experimental group scores after treatment (Teaching weak forms).

4. Results

My hypothesis was “If students are made aware of the importance of weak forms their listening and speaking skills would be improved”. The hypothesis suggested that students at secondary level would be able to integrate connected speech features (weak forms) into their speech; hence their speech will be more intelligible and their listening would also improve. The pre-test results made it obvious that students have difficulties listening to connected speech that contain weak forms and that they had limited awareness of these forms. Only one student used weak forms in the initial speaking test and in general, students said that they had never studied this aspect in their English language classes, and this was the reason of scoring low marks.

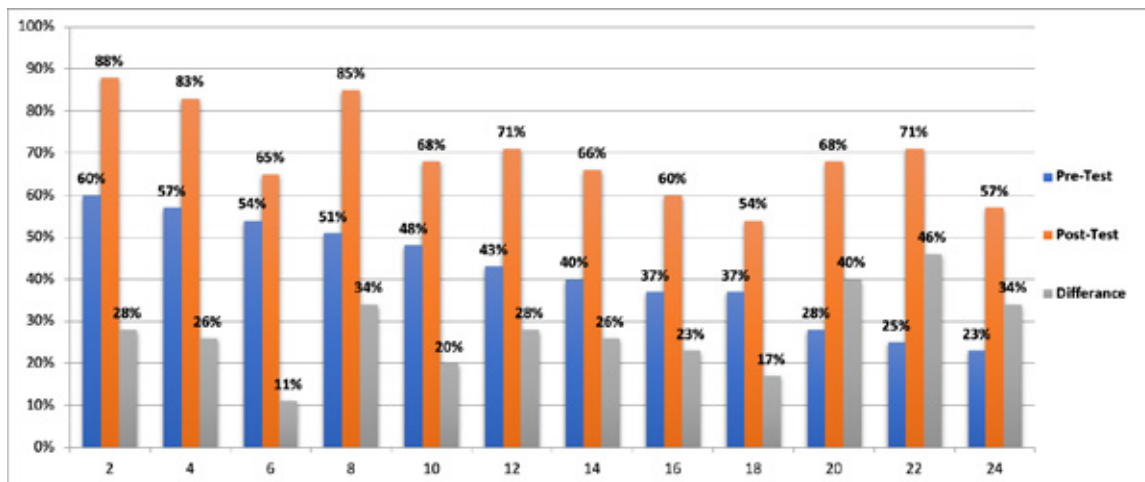


Figure1: Pre and Post-Test Comparison of Experimental Group

The above chart shows the difference in the result of pre and post-test of experimental group. The highest difference between pre and post-test was of 46%. So, in this way the difference of each roll number is shown respectively.

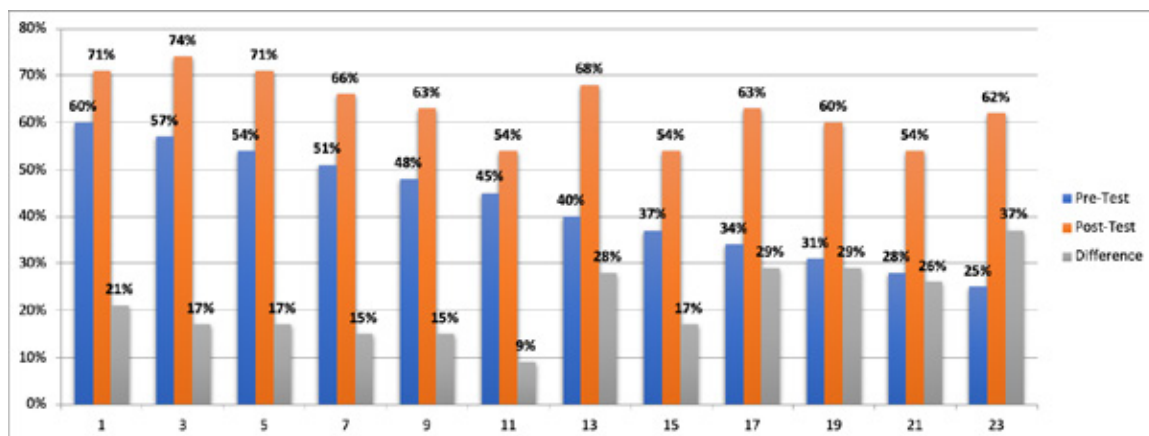


Figure 2: Pre and Post Test comparison of Control groups

The above chart shows the difference in the result of pre and post-test of control group. The highest difference between pre and post-test was of 37%. So, in this way the difference of each roll number is shown respectively.

The pre and post-test results of the both groups as shown in above charts are significantly different. The experimental group shown more improvement than the control group that was taught in the conventional way as per normal routine. In the experimental group, 11 out of 12 students improved in their usage and recognition of weak forms in connected speech, the results of the recordings have confirmed improvement in their performance especially regarding the use of weak forms. In case of the control group, most of the students failed to use and recognize weak forms in the pre and post-tests. An encouraging observation was that the students who made use of weak forms in their speech had a tendency to use them quite constantly and thus they improved their skills considerably in this area, which is clear from the pre and post-test results of experimental group. A relationship was also found between awareness of “weak forms” and listening comprehension or comfortable intelligibility as shown by experimental group students results in above figure 1. The students who did not improve in the use of weak forms (control group) were unable to perform well and did not attain better results in listening comprehension, and were unable to use them in connected speech as got low marks as shown in figure 2.

Overall, the results of the project shown that it is possible to change students’ behaviour and make them begin using “weak forms” in their speech although a longer intervention preferably with connected speech in English would be needed to get sustainable results.

The main problem highlighted in the results was that students were not trained in correct pronunciation especially focusing on connected speech like weak forms, from the start of their schooling and that is why their improvement in this area of English was very limited. Consequently, when students arrive at secondary levels, they have previously acquired only strong form pronunciation behaviours of words that are required more time and practice to change (begin using weak forms). The improvement achieved by the students through this short-range course proves that students would get advantage from a further regular pronunciation teaching and listening exercises on connected speech features that students are capable of integrating into their speech still before they achieve the advanced stage of English. This research has produced very interesting results that are of vast use in my future teaching profession.

5. Conclusion

Through this project I concluded that students at secondary levels have difficulty comprehending connected speech of native English speakers. Connected speech features such as weak forms and sentence stress are mostly neglected in English language teaching in high schools in Pakistan. After becoming aware of strong and weak forms of the English language, and practising these through exercises, students listening and speaking skills improved.

Correct pronunciation should be taught to beginners so that they can move forward not only in their awareness of grammar and vocabulary, but also in speaking and listening skills. If speech is given importance from the very beginning of student's learning process, the development of these problematic habits can be minimized and students will be able to advance further in their speech.

As a result of this project I have incorporated a focus on weak forms into my English lessons and I now try to make sure that my students get the regular pronunciation and listening practice in the classroom paying attention to connected speech aspects especially on weak forms.

6. Further Reading

- Council of Europe. CEFR, (2001). Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Cambridge, England: Cambridge University Press.
- Mortimer, C. (1985). Elements of Pronunciation: Intensive Practice for Intermediate and More Advanced Students. Cambridge: Cambridge University Press.
- O'Malley, J. M., & Pierce, L. V. (1996). Authentic assessment for English language learners: Practical approaches for teachers. Longman.
- Roach, P.(1998). English Phonetics and Phonology: A Practical Course. Cambridge: Cambridge University Press.

PEELI, School Education Department
Punjab, Pakistan

Creating an inclusive classroom environment

Azka Kiran

Contents

Executive summary	3
1. Context	4
2. Focus	4
3. Professional inquiry	4
3.1 Plan to explore	4
3.2 Observe	5
3.3 Action plan	5
3.3.1 Connecting the activities with learning outcomes	5
3.3.2 Using popsicle sticks	5
3.3.3 Making and displaying creative work	5
3.3.4 Make portfolios to record activities	6
3.3.5 Using multiple modes	7
3.3.6 Peer assessment	8
3.4 Collecting data	8
3.5 Results	8
4. References	10

Executive summary

This research is actually based on different actions which can help to create an inclusive classroom environment. It was started with finding out the reasons of passiveness of learners during the activities by using different tools like recording the lesson, PST buddy (primary school teacher) observation and questionnaire for learners. The data collected from these tools was analyzed and discussed by PST buddy and I to design the necessary actions to motivate the learners during activities. Different actions were planned and executed by PST buddy and I, like using different interaction patterns, using variety of interesting material, assigning creative work, introducing peer assessment technique and rapport building etc. The plan was implemented for a month in my and PST buddy's class. Again, the data was collected by different tools like PST buddy observation, interviews of learners and reflection notebook. We discussed and analyzed the data to find out the results. This was a very systematic way which can be used by PSTs to find the solutions of their challenges without wasting time and energy on wrong or less valuable actions. Moreover presenting "how an inclusive classroom looks like" can greatly help PSTs to enhance learning of their students.

1. Context

I have been teaching in public schools for 9 years and for almost one year at Government Girls High School Multan Khurd. When I conducted this professional inquiry project, I was teaching Science. I worked with a Grade 6 class which consisted of 48 students aged 11-12.

2. Focus

After participating in a British Council teacher development project, I adopted an activity-based approach to teaching and tried to introduce different activities in my Science lessons and to use English as the classroom language. However, I noticed that not all students responded actively to the new activities and remained quite passive. I was interested in understanding this and finding possible solutions so that my classroom would be more inclusive. Thus, for this project I decided to work on how to create an inclusive classroom environment. To break the barriers of passiveness and increase student participation, I focused in particular on introducing more creative work and providing a variety of activities.

3. Professional inquiry

3.1 Plan to explore

I started by asking myself a series of questions that helped me think about the issue I was studying and what I needed to do to address it. One question was ‘what is inclusivity? The answer that guided me was that an inclusive classroom is one where all students participate (Foreman 2014). Another question I thought about initially was “what are the possible reasons that my students do not participate equally in all activities?”. It seemed to me that there can be many reasons, including the teacher’s traditional approach or methodology, inappropriate activities which might be less challenging, or uninteresting and material. All of these factors can lead towards less motivation and participation during lessons. Early in the project, I also thought about the kind of support my students need in different activities and what I was doing to increase my student participation during different activities. As a result of this initial thinking I defined two questions to investigate:

- What are reasons for my student’s lack of participation in activity-based science lesson?
- How do students react to the introduction of more creative and variety-based activities?

3.2 Observe

To explore the first two questions, I collected information from a lesson recording and a lesson observation. I recorded the video of the two lessons and carefully observed the behaviour and attitude of learners by taking notes. I noticed some important things what my students were doing in the class which I couldn't observe during teaching. It was clear from the video that many students were not actively involved in the lesson. For the lesson observation, I invited a colleague to visit my classroom and to observe my lesson. I provided her with an observation tool which included questions related to my own teaching strategies, level and variety of activities and student's behaviour. After observation, we discussed on the data. Her observation confirmed that couldn't participate well because they did not understand the content presented by teacher. Teacher needs to adopt variety of methods to present the new material in an interesting way. She also noticed that material used in the activity was also not interesting for the learners. She gave another important factor which was my assessment strategy. Due to workload and shortage of time, I was unable to check their classroom tests properly and give constructive feedback to all of them. That's why learners were not interested in classroom tests.

3.3 Action plan

On the basis of the insights from the preliminary observation work, over four weeks I delivered 20 science lessons and introduced a range of interactive and creative learning activities. Specific steps we took during this phase of the project were:

3.3.1 *Connecting the activities with learning outcomes*

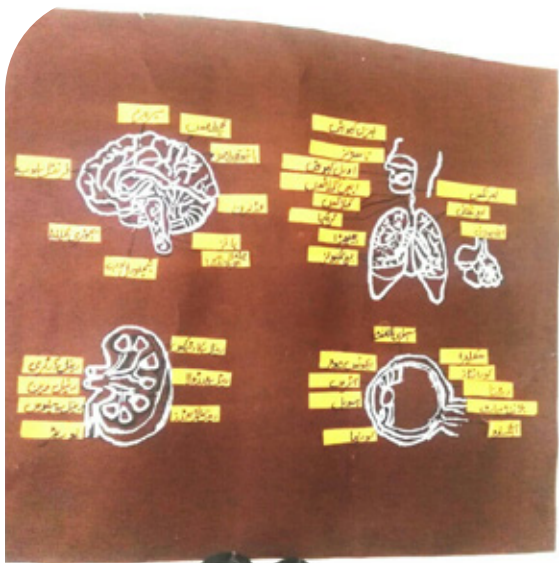
Telling students what the purpose of activities was (the earlier observations suggested that students were sometimes not interested because they did not understand what the purpose was).

3.3.2 *Using popsicle sticks*

The coloured wooden sticks with students' names written on them. Instead of nominating students directly, randomly pick one stick to give each student at least one opportunity to speak.

3.3.3 *Making and displaying creative work*

Allowing students to display their creative and distinctive work on the walls (see the photo below).



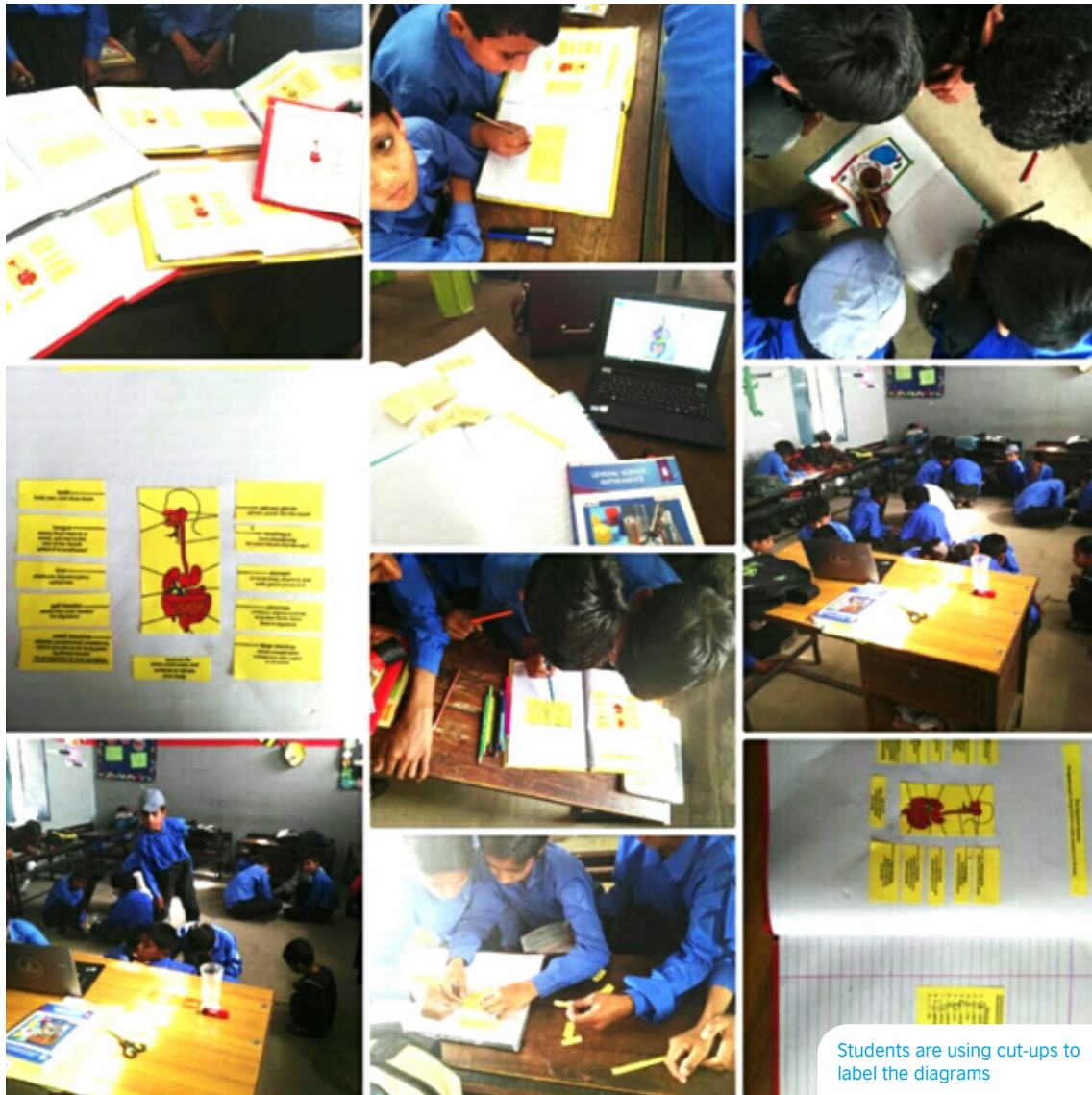
Students are making and displaying posters on the classroom walls

3.3.4 Make portfolios to record activities

Next step was helping students create portfolios in which they kept a record of all classroom activities they did. Students were given extra time at the end of lessons to maintain their portfolios. This activity made me realize how creative my learners are. Maximum group members were trying to find good recycling material to make their portfolios better than others. I felt that recording the activities in this way also helped them to reflect on their previous work.

3.3.5 Using multiple modes

Another strategy was using different modes and varied supports to present the lesson. I used videos, animations, graphics and pictures (see the photo below) to help the students can acquire the knowledge being taught. In this way their participation in the next activity was much better because they were more confident about the understanding of content.



3.3.6 Peer assessment

The colleague who had observed my lesson had also pointed out that the feedback I gave students on classroom tests was not constructive (with a large class it was difficult to write comments for everyone). We discussed this issue with other colleagues and decided to introduce peer assessment. I shared the assessment criteria with the learners after test and asked them to assess each other's tests. I also returned the tests by giving constructive feedback verbally. Students seemed to respond well to this new approach.

3.4 Collecting data

Students completed a questionnaire both before and at the end of the four-week intervention. I prepared questionnaire including very simple and easy close ended questions for the learners to know what they think and feel about the certain areas like classroom management, appropriate materials (issues that they may have with a textbook, reading books, worksheets or technological resources and equipment), teacher's methodologies, students' attitudes, achievement or motivation (issues relating to students' interest, progress etc and also included issues relating to student-teacher rapport), types of activities they like the most (e.g. written work, creative work and games, tests and assignments). The questionnaires included 15 items with responses like strongly disagree, disagree, undecided, agree and strongly agree.

3.5 Results

Figure 1 presents the results of the questionnaire completed by 48 students. The green bars show the number of positive responses before the new activities were introduced and the blue bars show how many positive responses there were at the end of the project. It is clear from these results that students were much more positive after four-weeks of using creative and interactive science learning activities.

For example, while initially 22 students said they liked the material we covered in class, at the end of the project this number rose to 47. Also, while at first only 21 students said that lessons allowed them to share ideas, after the project the number was 41.

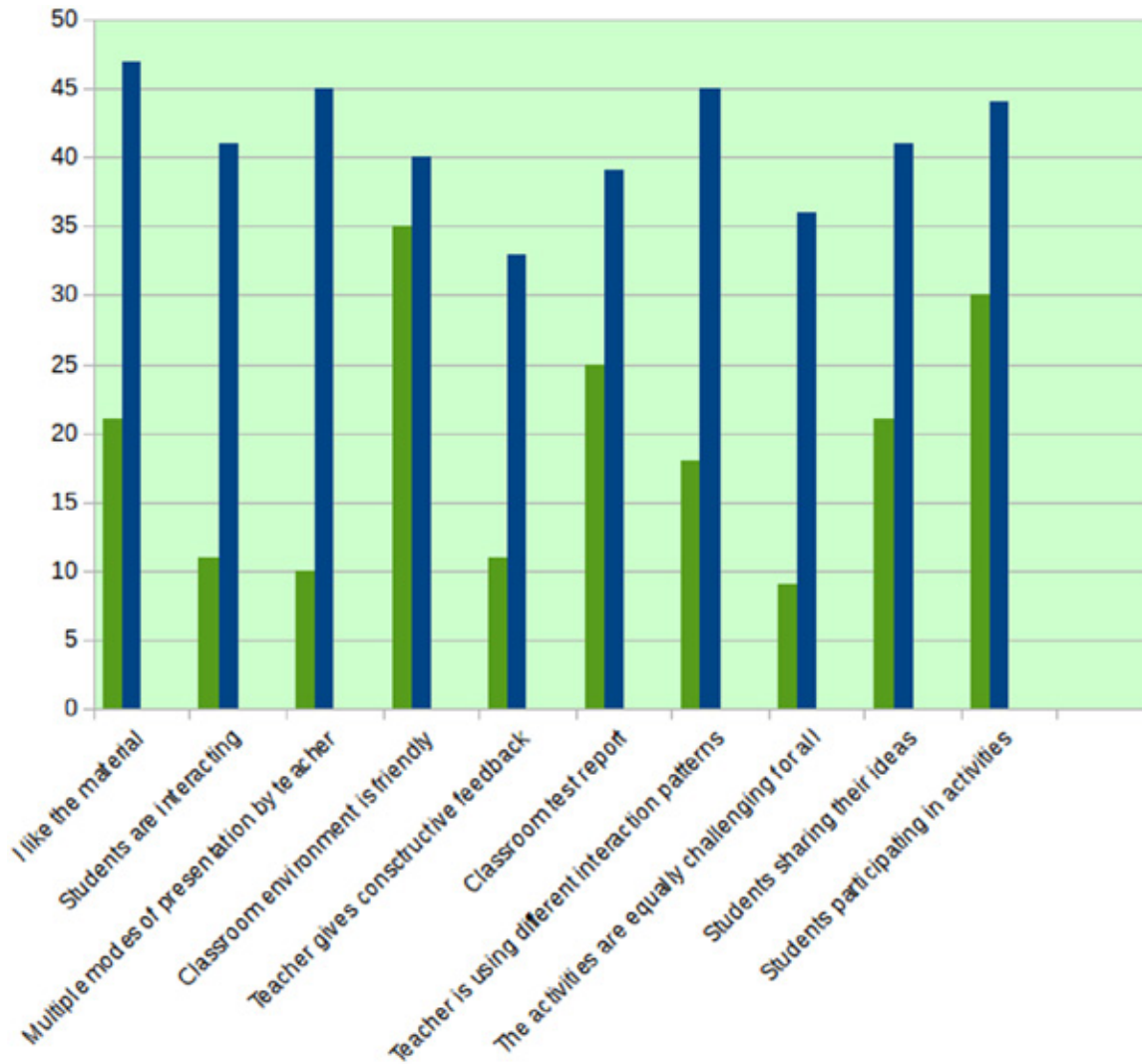


Figure 1: Questionnaire results before and after the project

4. References

Smith, Richard and Rebolledo, Paula (2018) A handbook for exploratory action research. United Kingdom: British Council.

Foreman, P (2014) Inclusion in action. Cengage Learning Australia.

Smith, Richard. Rebolledo, Paula and Bullock, Deborah (2016) Champion Teaches: Stories of exploratory action research. United Kingdom. British Council

www.britishcouncil.pk
facebook.com/BritishCouncilPakistan
Instagram.com/BritishCouncilPakistan
twitter.com/pkbritish

© British Council 2018
The British Council is the United Kingdom's international
organisation for cultural relations and educational opportunities.