

ELTEACH IMPLEMENTATION REPORT

PAKISTAN

SEPTEMBER-DECEMBER 2013



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Front Cover:

Teacher and student at a school in a fishing village in Pakistan.

Reza/National Geographic Creative

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Challenge and Program Selection

Pakistan’s policy of using Urdu as the medium of instruction in its state schools and its goal of increasing access to English language teaching have created challenges for educational authorities and schools.

English is spoken by those who are educated privately in English-medium schools and who can make an easy transition into English-medium higher education and government jobs that require English-language skills. The current government strategy seeks to widen access to this English-only social class by improving the quality of English teaching in state schools.

In 2004 the Higher Education Commission (HEC) of Pakistan launched English Language Teaching Reforms (ELTR) in order to build capacity for sustainable development of English language teachers in higher education and qualitative improvement in English language teaching and learning nationally. The ELTR project is a part of Pakistan 2020, a project that incorporates

a wider development agenda for compulsory and higher education.

To improve teaching quality, the HEC is working to offer both short- and long-term training programs for the English Language and Literature faculty in higher education and is interested in integrating informational technology, self-access programs, and online learning initiatives for public sector universities.

ELTeach was selected because of its content and its accessibility as an online, self-access professional development program that includes two courses: *English-for-Teaching* and *Professional Knowledge for ELT*.

“I must say that it has been the most exciting thing that I have ever done.

Being self-paced, this course simplified to teach spoken language to my learners.

I practice learnt phrases in class and make my students practice. It really works.

Their spoken English is getting better.....”

– Teacher, *English-for-Teaching*

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Implementation

In May 2013, the U.S. State Department in Islamabad (led by the Regional English Language Officer), working in conjunction with HEC, funded an implementation of *ELTeach*.

Initially, 100 teachers were recruited and offered scholarships for the program: 50 for *English-for-Teaching* and 50 for *Professional Knowledge for ELT*.

University and secondary school lecturers from the greater regions of Islamabad, Lahore, Karachi and Quetta were selected to take the *ELTeach* courses. (See Figure 1)

These locations represented a wide range of geographic contexts within Pakistan, demonstrating that the course could be accessed in both urban and rural areas.



Figure 1: Regions of implementation in Pakistan.

The program began in September 2013, with HEC selected coordinators managing cohorts of teachers from each city.

The assessments, which were administered in December 2013, were managed by National Geographic Learning’s partner in Pakistan, National Testing Service (NTS).

The course completion rates were high. 88% of the teachers enrolled in the *Professional Knowledge for ELT* course completed their coursework and took the *TPK™ Assessment (Test of Professional Knowledge for ELT)*.

90% of the teachers enrolled in the *English-for-Teaching* course completed their course work and took the *TEFT™ Assessment (Test of English-for-Teaching)*.

These completion rates suggest that the course content was relevant to the teachers’ classroom practice.

Implementation Schedule

Dates	Course & Assessment
September - December 2013	<i>English-for-Teaching</i> and <i>Professional Knowledge for ELT</i>
December 2013	<i>TEFT™ Assessment</i> and <i>TPK™ Assessment</i>

“I appreciate very much the focused, practical and professional approach adopted by the course designers.

Overall the course proved a great success to my professional growth and I learned how to promote a professional outlook towards

English language teaching to my classes.”

– Teacher, *Professional Knowledge for ELT*

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Results

Assessment scores were also very high, with most teachers scoring in the two highest Bands.

Each assessment has its specific set of Band descriptors that detail what the test taker knows and can do.

Of the 53 *TPK* assessment takers, 36% scored in the highest band, Band 3, 43% scored in Band 2, and 17% scored in Band 1. (See Figure 2)

Of the 36 teachers who took the *TEFT* assessment, 75% achieved Band 3, 8% placed in Band 2, and 17% in Band 1. (See Figure 3)

The groups that performed best on the assessment had higher average completion rates of course materials.

HEC and NTS received score reports from National Geographic Learning and Educational Testing Service (ETS) that can inform future implementations of the program in Pakistan.

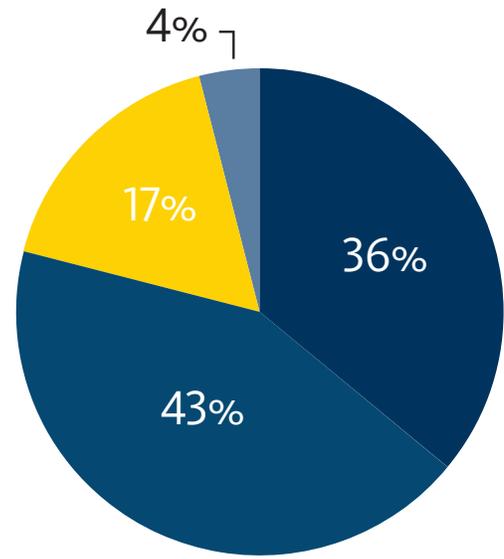


Figure 2:
TPK™ Assessment (Test of Professional Knowledge for ELT)
Scores by Band

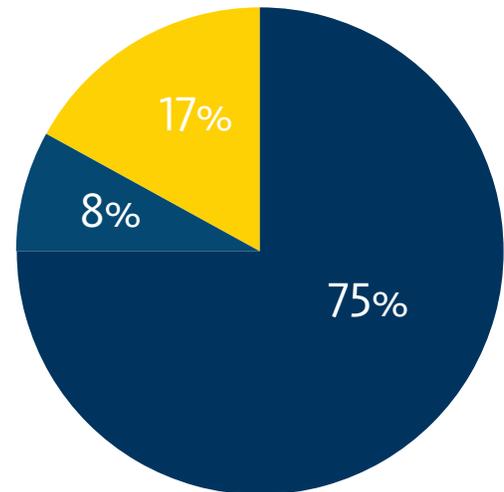


Figure 3:
TEFT™ Assessment (Test of English-for-Teaching)
Scores by Band

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Next Steps

Following the 2013 implementation, the Higher Education Commission, National Geographic Learning, and National Testing Service are currently exploring how *ELTeach* can be incorporated in English language teaching degree programs across Pakistan.



Hushe village, Hushe Valley,
northern Pakistan.

Alex Treadway/National Geographic Creative



ELTeach.com

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