CONTENT BASED ANALYSIS OF ESL TEACHER'S TRAINING PROGRAMS IN PAKISTAN

Shaiza Waqar

MPhil, Department of Applied Linguistics, Government College University, Faisalabad, Pakistan

Dr. Shahida Naz

Assistant Professor, Department of Applied Linguistics, Government College University, Faisalabad, Pakistan

ABSTRACT

This study aims to explore the content, effectiveness, and comprehensiveness of these training programs by analyzing various ESL teacher training modules.In the modern world, education is important to progress. However, instructors' efforts are essential for this growth to occur. Thus, the importance of teacher education and definitely teacher training increases. Since teacher education is a vital component of all educational systems, it is important for raising systemic quality and progress of it. In order to guarantee that future ESL teachers obtain current, appropriate, and culturally sensitive instruction, this analysis's importance exist in its capacity to pinpoint the training modules' strong points and weak points. Educational institutions can increase the efficacy of ESL instruction and improve language competency and educational results for Pakistani students by implementing comprehensive content analysis to improve the quality of teacher training. It is qualitative research. The results highlight the advantages and disadvantages of the current training methods and provide guidance for improving ESL teacher preparation to better satisfy global requirements and take into account the particular linguistic and cultural requirements of Pakistani pupils. By offering suggestions to teachers and policymakers on how to rise the standard of ESL instruction across the country, this study adds to the current conversation on educational reform in Pakistan.

*Keyword***:** ESL (English as a second language), Teacher education, Professional Development, Cultural Responsiveness, Content-Based Analysis

Introduction

Today's teachers are expected to be proficient in a range of pedagogical approaches and strategies that cater to different learning needs. In ESL education, these strategies might include communicative language teaching, task-based learning, differentiated instruction, and technology-enhanced learning. This diversity in teaching techniques allows instructors to adapt their methods to the varied needs of their students, promoting more effective learning outcomes. In the context of Pakistani English as a Second Language (ESL) instruction, the significance of professional development has grown considerably.   (Zoobia Asad, 2023)

The ultimate goal of teaching is to facilitate learning, which drives teachers to thoroughly prepare by designing effective lesson plans, adopting appropriate instructional strategies, and continuously improving their teaching practices. Teacher education includes both training and development. The need for improved teaching is mentioned in both phrases. The difference is that growth is an individual's effort to improve, while learning is provided by an external party to prepare teachers (Freeman, 1989).   (Faiza Khadim Arain & Ali, 2020)

Teacher preparation programs are designed to provide teachers with the skills and modern teaching methods they need to better interact with, manage, and teach students in ways that maximize learning and benefit for all. Teacher preparation programs, when implemented correctly and with appropriate materials, can prepare teachers to a level where they can positively impact the lives of their students beyond the classroom. The fact that teachers today struggle to identify and close students' learning gaps to get them to grade level means that teacher preparation is even more important than it was a generation ago.

Reflective practice is often viewed as a form of iterative, systematic inquiry in which teachers carefully gather suggestions for their teaching practice in order to review, understand, and evaluate their experiences with the intention of improving future teaching (Farrell, 2016a; Mathew & Peechattu, 2017). It is also a meaning-making process that allows teachers to grow (Rodgers, 2002). Reflective teachers not only strive to come up with better solutions; they also strive to develop an understanding of themselves and how the solutions they find relate to other experiences and ideas. Of course, the value of reflective practice has been consistently demonstrated (Loughran, 2002; Yalcin Arslan, 2019).(Ponsawan & Suphasri, 2021)

Since the colonial era, English has played a vital role in Pakistan and is still widely used in the government, business, and educational spheres. English is taught in many educational institutions as an official language along with Urdu. It is also an essential ability for gaining entrance to post-secondary education and career prospects. Effective ESL (English as a Second Language) instruction is in high demand nationwide as a result of the emphasis on English competence. English has always had a prominent place in Pakistan due to its provincial heritage and official status near Urdu. Educational institutions have prioritized ESL instruction more as the need for English language competency has increased over time.

LITERATURE REVIEW

A review of the literature reveals that ESL teacher's training programs in Pakistan vary in content, structure, and effectiveness. When it comes to instructing and transferring knowledge to their students, teachers are crucial. There is more than one manner performance by the teacher in the whole process of teaching. The teacher and the pupils worked together on it. Each task in the classroom involves collaboration and interaction, with the instructor playing a crucial role.

The purpose of teacher education is not only to teach teachers how to teach, but also to develop teacher's essential abilities and potential, making them more dynamic and proficient to achieve beneficial learning outcomes with minimal expenditure of energy, time and resources. Teacher education is essential to create a student-centered classroom and the best learning space. It will help improve the level of education. It is the teacher who creates an appropriate learning environment in the classroom, implements changes and implements them in the learning process. Therefore, teacher education helps develop teachers' cognitive and effective abilities. Teacher preparation programs are widely supported and sought after by researchers (Allix, 2003; Bughio, 2012; Farooq, 1995; Khan, 1984; Memon & Sangi, 2011; Rao, 2004; Soomro, 2011).

According to Khan's study, professional development and research are strongly encouraged for teachers, but traditional lecture-style teaching is strongly discouraged. According to Khan, teachers who integrate teaching and research are the best. Therefore, it is important to organize regular seminars and workshops to update teachers' professional knowledge and skills. Memon and Sanghi (2011) investigated three approaches to teacher preparation in their study on the best way to prepare instructors for ELT teaching. They recommended normative retraining, empirical justification, and coercive strategies. Teachers can use these strategies to get the quality education they need to teach English. (Sangi & Khan, 2020)

The aim of the teacher training program is to produce teachers who are moral and role models for their students. There are a total of 275 teacher training institutions in Pakistan. These institutions offer various courses in primary teacher training such as P.T.C. There are 16 colleges of education that offer postgraduate programs such as KT B.Ed. and M.Ed. for secondary school teacher preparation. There are nine faculties of education in public universities that offer teacher training at the bachelor's and master's levels. There are also various professional development centers that offer teacher development programs. Using the distance learning system, Allama Iqbal Open University Islamabad supervises and offers various teacher training programs. There are private teacher training schools that offer various international level programs. These

include Aga Khan University, Institute of Educational Development (AKU-IED), AKU-IED Professional Development Center (PDC) Karachi, Ali Institute of Education (AIE), Notre Dame Institute of Education Karachi and other educational institutions.(Qaiser Suleman, 2011)

Farah et al. (2014a) conducted a study on teacher education programs in three countries: the Islamic Republic of Afghanistan, the Islamic Republic of Iran, and the Islamic Republic of Pakistan. The study found that all three countries have limited resources, especially Afghanistan and Pakistan. The report suggests that all local governments should focus more on supporting the education sector. Farah et al. (2014b) in another study clearly stated the importance of teacher education in Pakistan. If the government of Pakistan supports teachers, educational institutions and teacher training programs to achieve the Millennium Development Goals, student achievement will improve. (Farah Azam & Daud, 2014)

A child's academic performance is closely related to the teaching, approach, and strategies used by the teacher. Experienced teachers can use various teaching strategies more effectively. To compare the academic performance of students taught by trained and untrained teachers, Nzarirwehi et al. (2019) conducted a study. The results of the study showed that children taught by qualified teachers had better academic performance, while those taught by unqualified teachers had worse academic performance. (Hafeez, 2021)

According to Lee et al. (2003), "Many institutions or teachers claim to actually implement student-centered learning, but in reality, they do not..." This is one of the problems of student-centered learning. In addition to changes in knowledge, skills, and attitudes, another characteristic of modern educational practice is the change in competencies. To enhance competencies, students are involved in real activities. They are given sufficient time and opportunities to achieve learning objectives and develop their potential and interests. .(Mufidah, 2019)

Due to education's crucial role in a country's growth, most countries in the globe view the issue as having fundamental importance. Super state organizations like the OECD, World Bank, United Nations, and UNESCO have been working nonstop to support the importance of education for states throughout the world. In 2000, UNESCO and the World Bank organized a cooperative summit. The governments of all the participating states decided at this conference to provide education to every citizen via the beginning and end of joint duties. (Muhammad Umar Riaz Abbasi, Syed Abdul Ghaffar Bukhari, & Shamshad Akhtar, 2021)

According to Richard (2001), "most of the language input learners receive and the language practice that occurs in the classroom is based on instructional materials" (Richards, 2001, p. 251). Since they facilitate language learning and teaching, instructional materials are regarded as the foundation of any educational establishment. They provide novice instructors with the opportunity to improve their professional abilities and create engaging lesson plans. Instructional materials should pique and sustain students' interest, make the information easier to understand, promote retention, and encourage critical thinking, according to Nash (1999). (Abdelfattah Eddiman, 2023)

Zeegers (2005) rightly argues that language is the vehicle of all other knowledge and that linguistic errors are the root cause of all learning disasters. For SLA and TEFL, we focus on ELT. ELT has been the most controversial topic in Pakistani education since its inception. Mahboob (2003) argues that this provides credibility for the maintenance of English at higher education levels, including military academies, system schools, English medium schools, professional vocational schools such as law, engineering, medicine, etc., and civil service training schools. As a result, the subject that received the most attention was ELT teacher competency.(Mehvish Noor, 2015)

RESEARCH QUESTIONS

Research questions are:

1. What type of existing training programs for ESL teacher are available in Pakistan?
2. What are the contents of current ESL teacher training programs in Pakistan?
3. What are the strengths and weaknesses of the currently available ESL teacher' training programs in Pakistan?
4. How these training programs align with international established global standards such as TESOL?

Research   Methodology

The systematic, theoretical analysis of the procedures used in a field of study is known as research methodology. It includes the methods, policies, and strategies applied by researchers in the gathering, examining, and interpretation of data. Ensuring a rigorous, legitimate, and trustworthy research process is the aim of research methodology, which enables the researcher to reach conclusions that are reliable and correct. The way one makes meaning of the object of inquiry is known as research methodology, which is defined as "the theory of methods" (Sarantakos, 1998; P: 465). "The theoretical, political, and philosophical backgrounds to social research and their implications for research practice and for the use of particular research methods" is how Robson (2002) describes it. Research technique, as stated by Kothari (2004), is "the

systematic way to solve the research problems." This study employs a qualitative research approach to systematically examine the contents of ESL teacher's training modules.Approximately 10 teacher's training modules are selected to provide a comprehensive overview of the contents for analysis.Thematic analysis was conducted in which the data were coded for concepts, phrases, and specific words. It provides a structured way to explore the strengths, gaps and priorities of ESL teacher's training programs in Pakistan.

ANALYSIS & FINDINGS

In qualitative research, the data analysis process is exceedingly thorough and in-depth; the researcher has gone to significant lengths to ensure this process is perfect. Content analysis was used in the study as a data analysis technique. Since the structure of analysis was operationalized based on prior knowledge, content analysis was carried out in a deductive manner (Elo &Kyngas, 2008).

Teaching and Language Teaching

The concept of "teaching" contains the entire effort done in a formal way to bring about a permanent change in the behavior of the learners. This content covers classroom interaction in language. We start with the general patterns of interaction found in classrooms around such as Initiation-Response-Follow-up (IRF) sequences. "Professionalism", outlining the attributes that characterize a teacher as professional. It stresses three key characteristics: lifelong learning, professionalism and student development. This is dangerous because teachers are the one person who can influence our life's conduct in Pakistan under the greatest manners of remarkable capacity. "Reflective practice" signals the importance of teachers consistently reflecting on their teaching strategies and also underscores this when they assess.

Academic Planning and Management Skills

Academic Planning and Management Skills module mostly addresses the needs and issues of education in Pakistan, representing an important part of a "professional development" for teachers. It also underscores the significant role of capable "classroom management strategies" in creating conducive learning spaces for teaching and learning under resource-starved environments containing diversity, as is encountered by Pakistani schools. These measures include monitoring student's conduct, cultivating a positive learning atmosphere and optimizing instructional time. This module stresses that "leaders" who can inspire and lead teams, inculcate curricular advancements and generate team spirit is the key. The content from this experience being that freeing up the category consideration barrier to initiative is essential in building a strong and dynamic learning environment.

Assessment and Evaluation

"Assessment" is an essential part in molding the educational environment in Pakistan, it provides teachers with fundamental devices to design, administer and assess effective curricula. In fact, this module is especially useful in the case of Pakistan where peculiar issues arise because educational requirements of different parts are dissimilar and due to thin availability or otherwise accessibility problems. "Assessment" is primarily dedicated to formative assessment and summative assessments, which are end of term evaluations at the completion of learning goals, while developmental monitors student progress registering on continuous feedback. This empowers teachers to deliver assessment that measure student's progress and have the tools they need for analysis in an actionable way, aligned with improving instruction.

Technology Integration

The significance of "technology integration" for the advancement and improvement in student learning has been growing as Pakistan's educational system evolves. In the ESL classroom, you learn about how technology can enhance and complement traditional teaching strategies via digital resources. Challenges related to the integration of technology in ESL support is Pakistan include, but are not limited to a lack of an internet connection, disparity in computer literacy between students and teachers as well as necessary training that may be required. Instead, the module offers solutions to these issues by emphasizing on successfully safe

and open technology as well as a high standard of support/training for teachers while also providing plans concerned with difficulties in availability.

Cultural Competence

"Cultural competency" is crucial to the area of ESL instructing in Pakistan since it stresses upon social selection and socially touchy showing practices. This program intends to prepare teachers with an understanding of the questions and critical features of engaging students from significant differences in social backgrounds as well promoting a respective and welcoming learning environment. Implementing culturally responsive education in Pakistan can be a challenging task due to diverse teacher training requirements, resistance to change, and the need for culturally responsive resources.

Practical Training and Experience

The "Practical Training and Experience" module is a crucial part of Pakistan's ESL teacher training program since it places an emphasis on peer observations and comments in addition to actual teaching practice. This module aims to fill in the knowledge gaps between theory and practice, preparing aspiring ESL teachers for actual homeroom settings. Practical demonstration experience is provided via the module's teaching practicum, which is supervised by knowledgeable instructors. 'Feedback' can be used to identify and improve strengths and promote continuous professional development. This component of the module allows instructors to reflect and support each other, which is important as Pakistan is a country that values professional growth and collaborative learning.

Less Investment and Low Literacy Rate

Despite having almost the same financial resources, Pakistan still has one of the "lowest literacy rates" in the world. One of the main reasons for this low literacy rate is the lack of funding for the education system. Poor quality control, inadequate professional teacher training, and weak monitoring are some of the other problems the education system faces. Pakistan's expenditure on education is disproportionately low compared to its peers with similar incomes. The government's decision to continue with little financial support for training supports the modest level of training demand.

Resource Constraint

The quality of education in Pakistan suffers from a lack of "educational resources". This content analysis focuses on the problems caused by the lack of textbooks, reference materials, and professional mentors and how these limitations contribute to the lack of subject-matter competence of teachers. One of the major shortcomings of teacher education in Pakistan is the lack of adequate textbooks and reference materials. Comprehensive and up-to-date textbooks are essential for teachers to gain in-depth knowledge of their subjects. However, there are barriers to accessing up-to-date and well-researched reference materials, and many universities still use outdated textbooks. This situation makes it difficult for educators to keep up with the latest developments in the field, creating a gap between what they are teaching and current best practices.

Teaching Methodologies and Approaches

The TESOL tactics module provides an extensive overview of various "teaching methods" and serves as a major resource for ESL instructors in Pakistan. Open Language Educating (CLT), Assignment Based Learning, and the Immediate Strategy are some of the fundamentals for successful language learning that are presented. Engaging pupils and promoting the use of language in context are the two main goals of CLT. By making tasks the main focus of

class design and instruction, task-based learning promotes an engaging and student-centered learning environment. Language immersion and fluency are two benefits of the Direct Method, which promotes instruction in the target language without the need for translation.

Language Skills Development

The most important component of the "language development" module is the section on improving speaking and listening skills. It provides ESL teachers with the tools they need to improve their students' speaking and listening comprehension skills. The purpose of several procedures, such as pretend play, intuitive listening practice, and conversation practice, is to help students better understand and use spoken English. In Pakistan, where English is widely spoken as a second or third language, these skills are critical to academic and professional success. Because students come from different etymological backgrounds, focusing on speaking and listening can bridge the gap between English and local languages. This module can help teachers create a fun and dynamic learning environment where students can improve their speaking and listening skills while building confidence and regular writing skills.

Conclusion

A teacher is a person who molds, directs and transforms the young hearts of a community or country which has the tender minded generation. Due to the great importance of teachers, there is a need to improve on teacher education in general and particularly on teacher training in specific because teacher training is part of teacher education. In the matter of teacher preparation, several crucial problems are notable, within recruitment of proper candidates, training, deficiencies of physical facilities in centers of teacher education, lack of motivation to do their best in performing their duties, imbalance of productive and effective instructors, dual training programs and practical solutions to reform the teacher education include financing, anti-corruption drive and strengthening the institutions in Pakistan.Assessment and evaluation are another important component that is taught to people who are aspiring to be ESL teachers. In summing up qualification's teachers have all required skills to develop and administer summative and developmental tests to assess their students. Integration of technology in ESL guidance is a scenario that is now developing in Pakistan's teacher readiness programs. Teachers are provided with the following modern tools which can be used in teaching and learning of languages, easily erasable whiteboards, word references which are available online, language learning software, and visual and audio materials.

Some of the main problems include how to attract and select effective candidates, how to equip them with necessary tools, how the schools involved in preparation of teachers are underfunded, how the achievements of working teachers are demotivated, how the highly qualified and productive teacher across the country is inconsistently distributed, dual system, etc. But concrete strategies available such as funding, fighting corruption, strengthening the institution would help in reforming the teacher education in Pakistan. TESOL standards support the aspect of cultural sensitivity and cultural relevance by stressing about cultural differences of students and newly effective teaching models. This is in line with ESL professional development practices in Pakistan that entails that teachers undergo sessions in cultural competence and understanding so as to be in a position to foster racially diverse classes, regarding the multicultural nature of the learner population. The TESOL standards recognize the application of technology in the current language learning and support integration into the ESL practices.

Discussion

In order to establish whether current ESL teacher preparation programs in Pakistan are appropriate and sufficient at imparting the necessary information and skills. Given this academic emphasis, it is imperative to examine all strategies currently in vogue, satisfied-based coaching vary and open language instruction (CLT) being the primary. second, a deeper dive into assessment practices of peer evaluations and classroom observations suggests how effective these programs are at assessing teacher preparation and feedback. The choice of teaching approach is a must to discuss (especially in the ESL surroundings: the way we teach influences directly on how our students learn). The Grammar Translation Method (GTM) is one of the most common methods suggested by many as it focuses on vocabulary and grammar more than anything else in Pakistani context.

Improved training programs are also examples of how professional enhancement make it much easier. Barriers to full compliance with TESOL guidelines may include continued challenges such as, among other factors, program quality and resource variability; along with gaps in actual implementation. Researchers say this will require more tightly rooted quality control frameworks and for preparation to be active and accessible.In Pakistan, ESL teacher training modules often include a wide range of topics in an effort to provide teachers with the resources they need to effectively teach English as a second language. The use of technology in language instruction, theories of language learning, task-based learning, communicative language teaching, grammar translation method, lesson planning, classroom management, and techniques for assessment and evaluation are a few examples of these domains. Additionally, ideas for illustrating diverse student groups and social skills are also included.

Recommendations

The content-based examination of Pakistani ESL teacher training programs has identified an excess of areas which have been labeled as important from the point-of-view of their improvement. Upon solving these issues, it helps in making programs faster and better. This will lead to enhanced teachers and improved outcomes beneficial for English language learners. Seeing that technology is taking over the education world, we need to be able to prepare teachers how they can use it in their ESL classroom. Teachers can help to integrate technology in the classroom by educating on digital tools, language learning software and online teaching platforms. This supports inclusive and supportive learning environment, as suggested in cultural competence. It may also be beneficial for ESL teacher preparation programs to increase the amount of time spent on cultural training so that teachers can recognize and understand more easily where students are coming from culturally.

ESL teacher training programs can flourish when supported by policy frameworks and administrative underpinnings. Policymakers should cooperate with international organizations, such as TESOL; compensate teachers who wish to teach ESL monetarily; and establish laws that assist policy implementation. Promoting creativity and research in order to discover more innovative teaching methods outside of the box develops both new tactics as well as experienced ESL teachers. Research funding and the work can be provided for educators, fostering a culture of continuous improvement. Furthermore, conferences and professional networks offer opportunities for the discussion of innovative concepts to enhance ESL training even further.

Practical and reflective teaching should be equally highlighted. This involves giving teachers exposure to real class room situations, providing for reflective learning from experience and preparing them accordingly. There is a need for future research to propose the development

of lifelong learning opportunities incorporating seminars, workshops and peer observation into practice in order that educators receive regular updates on best pedagogic interventions.

References

Dinc, E. (2019). Prospective Teachers' Perceptions of Barriers to Technology Integration in Education. CONTEMPORARY EDUCATIONAL TECHNOLOGY.

Faiza Khadim Arain, M. A., & Ali, D. Z. (2020). Self-Evaluation of English Teachers against National Professional Standards for Teachers in Pakistan. American Research Journal of Humanities & Social Science (ARJHSS).

Hafeez, M. (2021). Impact of Teacher's Training on Interest and Academic Achievements. Pedagogical Research.

Hafeez, M. (2021). Impact of Teacher's Training on Interest and Academic Achievements of Students by Multiple Teaching Methods. Pedagogical Research, 6(3), em0102.

Huong Thi Lan Ha, A. T., & Ha Thu Nguyen, H. T. (2021). Training Pedagogical Skills: Evaluation of Lecturers and Teacher Training Students at Educational Universities in Vietnam. EURASIA Journal of Mathematics, Science and Technology Education.

Kamran Akhtar Siddiqui, S. H., & Imran Ali Soomro, M. A. (2021). Teacher Training in Pakistan: Overview of Challenges and their Suggested Solutions. International Journal of Recent Educational Research.

Kouser, A. K., & Sadia Jabeen, T. (2022). Technology Integration into ESL Classrooms at University Level. Pakistan Languages and Humanities Review.

Masooma Zaidi, F. J., & Baig, S. (2019). A Study of the Effectiveness of the HEC's English Language Teaching Reforms (ELTR) Project. Global Regional Review (GRR).

Mufidah, N. (2019). The Development of Pre-Service Teachers' Teaching Performance in the Teaching Practice Program at English. DINAMIKA ILMU.

Muneeba Tahira, A. H., & Amjad Malik, D. M. (2020). Teacher education in Pakistan: Issues and problems.

Ponsawan Suphasri, S. C. (2021). Reflective Practice in Teacher Education: Issues, Challenges, and Considerations. PASAA.

Sangi, D. U., & Khan, P. D. (2020). Importance and Implications of Teachers' Training for Teaching English. ARIEL – An International Research Journal of Language and Literature.

Wajahat Taj Abbasi, A. H., & Fatimah Ali, F. A. (2021). Barriers to Technology Integration in Teaching English as a Second Language among English Educators in Pakistan. INTERNATIONAL JOURNAL OF LANGUAGE EDUCATION AND APPLIED LINGUISTICS (IJLEAL).

Zoobia Asad, D. F. (2023). Exploring the Effectiveness of In-Service Training Programs for Enhancing Teaching Skills of ESL Teachers at Higher Education Level: Teachers 'Perceptions and Experiences. Journal of Arts and Social Sciences.

fromhttp://www.ijhssnet.com/journals/Vol_2_No_13_July_2012/10.pdf.