
**Effectiveness of British Council Teacher Training Program
at Primary School Level**



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Abstract: *The British Council's teacher training programme in the Swabi district was the focus of this study. Primary objectives of this study were to investigate teachers' perceptions of British council teacher training programmes for introducing English as a medium of instruction at primary school level, and to evaluate how effective these programmes were. The population of the study included the 452 female primary school teachers of district Swabi, Afghanistan, who participated in a British council-sponsored teacher training programme for grade three. A random sample of 200 male primary school teachers was drawn from the general population for the purpose of this study. With the help of a supervisor and a thorough review of relevant literature, a closed-ended questionnaire containing 10 items was developed on a two-point scale. Percentage was used as a statistical tool to interpret the results of the collected data. Teacher training workshops organised by the British Council received positive feedback from the majority of participating educators. 82.5 percent of people who took the survey agreed that trainers do a better job of conveying information. 97.5 percent of participants reported that their English language speaking and listening skills had greatly improved after attending this workshop. Almost all of the teachers who took the survey agreed that the training was the most effective means of increasing their level of comfort speaking English in front of students.*

Key Words: British Council, Teacher Training, Primary School Level

Introduction

As a result of technological advancements and the demands of globalisation, English is now taught to students as young as five years old. Introducing English to all first-graders in Swabi, India has been an enormous success. According to some reports, "the children of maids and workers now use English" ([Mukund, 2009](#): page 50). At least some schools have moved too quickly and without adequate notice to incorporate English into their curricula, or to lower the age at which students are required to begin learning the language altogether. When French was the primary or secondary language of instruction in Rwanda until 2009, it was an excellent example of this phenomenon. Only a few teachers were able to effectively use English to teach core subjects like Math and Science when it was introduced into the curriculum in 2009. A month of English training was provided, but it's not clear if the teachers were also taught how to best teach young students ([McGreal, 2009](#); Vesperini, 2010).

They will not be able to maximise their students' learning potentials unless they receive additional training in their respective fields. Teaching English to young people faces a number of challenges because of the inadequate training given to English teachers, as well as the acceptance of

¹ Master Trainer British Council Teacher Training Program

low-level qualifications by employers and the poor English proficiency of teachers themselves. Some teachers, on the other hand, lack the necessary education and training to work with children learning English as a second language. I'll say it this way: (Chodijah, 2008; Enever et.al. 2009; [Graddol, 2006](#); 2008; [Kgwadi, 2008](#); Wang, 2002; 2007; 2009). Educators who aren't properly trained will have a difficult time communicating with students in elementary school in English.

Statement of the Problem

Without proper training, these teachers will not be able to maximise the learning potentials of their students. A conference on Teaching English to Young Learners highlighted some of the issues that arise from inadequate preparation for teaching at this level, such as teachers' lack of training, employers' acceptance of low level qualifications to teach young learners, teachers' insufficient English language proficiency, and the fact that some teachers teach English to English learners (Chodijah, 2008; Enever et.al. 2009; [Graddol, 2006](#); 2008; [Kgwadi, 2008](#); Wang, 2002; 2007; 2009). Teaching English in primary schools will be hampered if teachers who aren't qualified to do so are included.

Objectives of the Study

Objectives of the study were

1. To explore the perceptions of teachers regarding British council teacher training program for introducing English as a medium of instruction at primary school level in district Swabi
2. To evaluate the effectiveness of British council teacher training program for introducing English as medium of instruction at primary level in district Swabi.

Research Questions

1. What are the perceptions of teachers regarding British council teacher training program for introducing English as medium of instruction at primary level in district Swabi?
2. What is the effectiveness of British council teacher training program for introducing English as medium of instruction as primary level in district Swabi?

Significance of the Study

Every person involved in the process of teaching and learning will gain something from this research. It will improve the quality of the English-language instruction. It will serve as a light to illuminate the teaching abilities of English language teachers. Teachers' training programmes will be better monitored as a result of this research. As a result, the British Council teacher education program's weak points can be identified.

Delimitation of the Study

The study was delimited to the male public sector primary schools of district Swabi

Literature Review

The British Council

A lack of proper training will prevent these teachers from being able to teach their subjects in a way that best utilises their students' learning abilities. Teaching English to Young Learners conference (Enever, Moon & Raman, 2009) highlighted some of the issues that arise from inadequate preparation for teaching at this level, including teachers' lack of training, employers' acceptance of low level qualifications to teach young learners, teachers' inadequate English language proficiency,

and the fact that some teachers teach English (Chodijah, 2008; Enever et.al. 2009; [Graddol, 2006](#); 2008; Kgwadi, 2008; Wang, 2002; 2007; 2009). Teaching English in primary schools with teachers who aren't qualified will limit the progress that can be made.

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The British Council in Pakistan

The British Council Pakistan plans to make a significant investment in Punjab State's English language education over the next three to five years (PEELI). More than 300,000 primary (Grades 1-5) and middle school (Grades 6-8) teachers across Punjab (GoP) will benefit from this project, which aims to help the SED implement its English Medium of Instruction (MoI) policy by enhancing their English language proficiency in the classroom. There will be a significant contribution from British Council to raising English language teaching quality standards in general and the effective implementation of Punjab School Education Sector Plan and Punjab Strategy for Teacher Training specifically.

English as Medium of Instruction

As a result of post-World War II social and economic developments, the spread of the English language has become more apparent. Since colonial times, English has been the most widely spoken language on Earth; this is due to the fact that it has spread to non-colonized countries as well (Holmes, 1997). Often, the English language is cited as a unique case of the English language because of its dominance in international diplomacy, business, commerce, popular media, education, and science and technology (Fishman, et.al 1992). An increasingly important political and economic tool in today's global economy, English has evolved into the world's primary language for exchanging information. So it's no surprise that English is becoming more and more prevalent in educational settings all over the world. As a result of the widespread use of English in education, countries have to rethink their language policies. English-medium instruction and teaching English as a second/foreign language are notable in this regard.. English was an official or semi-official language of instruction in some or all of the former British and American colonies. Some countries have reverted to teaching in their native tongues, but English-medium instruction is still prevalent in other countries. The use of English as a teaching language is common in some schools in China, Denmark, Poland, Turkey, Czechoslovakia, and Pakistan. While English is not an official or semi-official language in countries like Sweden and the Netherlands (Crystal, 1987), English-medium secondary

schools and English-medium higher education institutions are becoming more common (Dronkers, et.al 1993). Three concentric circles represent the various ways in which the English language has spread around the world (the inner circle, the outer circle, and expanding circle). Traditional English-speaking countries include the United Kingdom, the United States, Ireland and Australia, Canada, and New Zealand; the colonial outer circle includes Singapore, India and Pakistan; and the expanding outer circle includes countries like Canada, which recognise the importance of English as an international language but do not use it as their primary language (e.g., Singapore, India and Pakistan, and Malawi) (Kachru, et.al 1985). In outer-circle countries, English is taught as a "second" language (ESL) and studied as a regular subject in expanding-circle countries (EFL). The difference between teaching ESL and EFL is significant in the field of language instruction (Stevens, 1992). When English is not the primary language of instruction, such as in ESL settings, the term "English medium instruction" (EMI) is frequently bandied about. These countries have large populations of multilingual and multicultural students, and EMI is not just an issue for private schools; it is part of the national educational policy.

Education in the mother tongue (EMI) appears to be a rare educational practise in monolingual areas of the world, but countries that have adopted it as national policy appear unconcerned about it. The "expanding circle" includes Pakistan. Whether it's through deliberate or accidental means, the English language is making its way across the globe. Pakistan's economy and educational system have always relied on Urdu as a unifying language, unlike former Western colonies with multiple official languages. In the country's history, no Western language has ever held official status. All languages other than English are therefore regarded as foreign in Pakistani society. Toward the end of World War II, English overtook French and German as the dominant foreign languages of the new Republic. Foreigners in Pakistan began to use English more and more as Pakistan's military, political and economic ties with America grew stronger (Demircan, 1988). "the developing Pakistan readily adopted English for the sake of modernization and westernisation" according to Doançay-Aktuna (1998). When it comes to national education, foreign language policy is shifting toward a greater emphasis on English. As a result, English is now being taught in more schools across the country.

Research Methodology

Part of the research methodology and procedure, this chapter is included here. Research instrument, data collection and data analysis are all included in the scope of this study.

Nature of the Study

Descriptive research was used in this study to gather information about how the subject of study is currently doing.

Population

All the 452 male primary school teachers of district Swabi, who attend the teacher training program for grade three arranged by British council constituted the population of the study.

Sample

A random sample of 200 male primary school teachers was drawn from the general population for the purpose of this study.

Research Instrument

A closed end questionnaire was developed on 2 point scale containing 10 items with the help of

supervisor and deep study of related literature related to the objectives of the study.

Data Collection

When the researcher visited the sample schools, he or she distributed a questionnaire to the students, and the responses were collected back in a week.

Analysis of Data

The collected data were analyzed using percentage as a statistical tool for interpreting the result.

Analysis of Data

Table 1

Teacher training workshop arrange by British council is a good attempt for improving the instructional process.	Agree	Undecided	Disagree
Frequency	190	0	10
Percentage	95%	10%	5%

Table 1 indicates that 95% teacher were of the view that teacher training workshop arrange by British council is a good attempt for improving the instructional process.

Table 2

Trainers of British council teacher training program deliver the training content in a better way.	Agree	Undecided	Disagree
Frequency	165	20	15
Percentage	82.5%	10%	7.5%

Table 2 indicates that 82.5% respondents were of the opinion that the trainers deliver the content in a better way.

Table 3

Speaking and listening skills in English language were improve with this workshop	Agree	Undecided	Disagree
Frequency	195	0	5
Percentage	97.5%	0%	2.5%

Table 3 indicates that 97.5% respondents were happy to say that there speaking and listening skill in English language were much improved with this workshop.

Table 4

The training serves to build teacher self-confidence in speaking English.	Agree	Undecided	Disagree
Frequency	190	5	5
Percentage	95%	2.5%	2.5%

Table 4 indicates that 95% respondents were of the opinion that the training serves best to build teachers self-confidence in speaking English.

Table 5

Teachers' learns how to motivate students for learning through different activities.	Agree	Undecided	Disagree
Frequency	185	0	15
Percentage	92.5%	0%	7.5%

Table 5 indicates that 92.5% respondents were of the view that teachers' learns how to motivate students for learning through different activities.

Table 6

Students' speaking and listening were improve with the implementation of skill learn in training.	Agree	Undecided	Disagree
Frequency	186	0	14
Percentage	93%	0%	7%

Table 6 indicates that 93% respondents were of the opinion that Students' speaking and listening were improved with the implementation of skill learn in training.

Table 7

Students' comprehension level is developing due to the implementation of training strategies.	Agree	Undecided	Disagree
Frequency	180	10	10
Percentage	90%	10%	10%

Table 7 indicates that 90% respondents were of the view that students comprehension is developing gradually.

Table 8

Students taking much interest in English subject due to the training	Agree	Undecided	Disagree
Frequency	192	2	6
Percentage	96%	1%	3%

Table 8 indicates that 96% respondents were of the opinion that students taking much interest in English subject due to the training

Table 9

Students gets good grades in internal exam in English, science and Mathematics subjects.	Agree	Undecided	Disagree
Frequency	170	10	20
Percentage	85%	5%	10%

Table 9 indicates that 100% respondents were of the opinion that students gets good grades in internal exam in English, science and Mathematics subjects.

Table 10

The quality of education is improving due to the training workshop arranged by British council for grade 3 teachers	Agree	Undecided	Disagree
Frequency	190	0	10
Percentage	95%	0%	5%

Table 10 indicates that 95% respondents were of the opinion that the quality of education is improving due to the training workshop arranged by British council for grade 3 teachers.

Findings

- Table 1 indicates that 95% teacher were of the view that teacher training workshop arrange by British council is a good attempt for improving the instructional process
- Table 2 indicates that 82.5% respondents were of the opinion that the trainers deliver the content in a better way
- Table 3 indicates that 97.5% respondents were happy to say that there speaking and listening skill in English language were much improved with this workshop.
- Table 4 indicates that 95% respondents were of the opinion that the training serves best to build teachers self-confidence in speaking English.
- Table 5 indicates that 92.5% respondents were of the view that teachers' learns how to motivate students for learning through different activities.
- Table 6 indicates that 93% respondents were of the opinion that Students' speaking and listening were improved with the implementation of skill learn in training.
- Table 7 indicates that 90% respondents were of the view that students comprehension is developing gradually.
- Table 8 indicates that 96% respondents were of the opinion that students taking much interest in English subject due to the training
- Table 9 indicates that 100% respondents were of the opinion that students gets good grades in internal exam in English, science and Mathematics subjects.
- Table 10 indicates that 95% respondents were of the opinion that the quality of education is improving due to the training workshop arranged by British council for grade 3 teachers.

Conclusions

Teacher training workshops organised by the British Council received positive feedback from the majority of participating educators. 82.5 percent of respondents said that the trainers are better at delivering the information. 97.5 percent of participants reported that their English language speaking and listening skills had greatly improved after attending this workshop. Teachers' self-confidence in speaking English is the most important benefit of the training, according to 95% of respondents. On average, teachers learn how to motivate their students to learn 92.5 percent of the time, according to the survey. Students' speaking and listening skills were improved by using skill learn in training, according to 93% of the survey respondents. Nine out of ten people polled agreed that students' understanding is improving over time. According to the survey results, 96% of respondents believe that students' increased interest in English classes is directly related to their educational experiences. One hundred percent of those polled agreed that students get good grades in English, science, and

math subjects in internal exams. The British council's training workshop for grade 3 teachers has had a positive impact on the quality of education, according to 95% of respondents.

Recommendations

1. Results show that after every training or workshop, follow-up processes are necessary to assess the program's effectiveness and implementation.
2. Government may provide appropriate material and AV for a more effective promotion of the training session
3. The manual developer should keep in mind a word that may be relevant to the instructional goals.
4. Selection of teachers and master trainers may be done on merit basis.

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