

Impact of English Medium Instruction on the Dropout Rate of Students at Government High Schools in Lahore

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Abstract: The present research was conducted to investigate the impact of English medium instructions on the dropout rate of students in high schools of Lahore. A total number of 30 Head teachers were selected as sample of study. It was studied that either change in the medium of instruction affects academic achievement of students or not. Survey method was used as a procedure for data collection. A self- developed structured five point likert scale questionnaire was used in order to get responses of the head teachers regarding change in the medium of instruction on dropout rates. Content analysis was carried out to analyze the responses. Frequencies showed that the change in the medium of instruction has an impact on students' dropout rate. Many previous studies are consisted with the findings of present research. These findings have implications for educational institutions, so that timely counseling could be provided to the students for effective coping with these problems.

Keywords: Medium of instruction, dropout

INTRODUCTION

The language used in teaching is called medium of instruction. It helps to enhance the quantity of experience and ability for communication of the learners. "The use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English" [1]. Often mother tongue is used as an impressive tool to teach and communicate in any country. Crystal [11] describes it as mother tongue which is no longer alive gives me a sense of death and it is true to all of us. This sentence is enough to understand the importance of mother tongue in any society similarly in Pakistan Urdu language is loved to be a medium of instruction of education. If language is not taught well; it puts the students and teachers in difficulty. Struggle to teach any subject in particular language that the students have no working of, if not mastery, would be inviting trouble. If the teachers of any country are good in medium of instructions, standard of teaching and learning is observed as an extraordinary. In Islamic perspective education means understanding of what makes of mars a soul: and learning something without putting it into practice is meaningless. One should therefore know how to distinguish between right and wrong in regard to both this world and hereafter, and should choose the right

conduct, so that misguided intellect may not lead his astray, and consequently Allah's wrath may fall on him. Miller & Sadker [12] defined that education invests human resources and produces service to humanity and produce educated people for different fields.

Language is at the heart of all the teaching and learning activities because it is the main medium and source for transmission of information and knowledge. Language used to teach and to impart instructions in any discipline, subject and at any level of learning (Elementary, secondary, Higher etc) is called Medium of instruction. The medium of instruction is a controversial issue at all levels. Especially in the society like Pakistan in which various systems of education are followed.

Nearly all private and public schools use English medium of instructions for science subjects in Punjab Province, Pakistan. As English is foreign language in Punjab, it is difficult for teachers and students to understand concepts in this language. It is considered that English language is essential for progress in science and technology as well as in higher education. Therefore this research is undertaken to determine the perceptions of teachers and students about English medium instructions for teaching

Science. After World War Two, English appeared to have spread and become more evident due to sociopolitical and economic factors affecting the society. In addition to spreading in colonized parts of the world, English began to dominate in non-colonized areas and ultimately it has developed as world-wide lingua franca, English has become common language for communication among people whose first languages differs from each other [13]. English is mainly used these days for communication, accelerating its presence and becoming international language of information and knowledge- these are acknowledged as tools of economic and political power in this modern age. It is not surprising that English is more integrating, all over the world, into the education system. This vast spread use of English compels countries to review their policies regarding language in the education system. There are two outstanding phenomena of English language; one where English is taught as foreign or second language and secondly English as medium of instruction. The latter case was more predominant where English had semi-official or official status, in the education system, in colonies where Britain and U.S. ruled. While there is tendency in some countries to revert back to mother tongue in the education system, English as medium of instruction perpetuates due to political and social restructuring after the political independence. Consequently, the role of English language has become very prominent in national education of the countries.

In past decades, the medium of instruction in schools was Urdu but students are far from international standards of education. Many students, who came from Urdu- medium background, struggled to cope with instructions in English-medium. Official language of the country was English meant that students who studied in English- medium institutions had better opportunities for employment and better chances for admission to higher education. Therefore English-families used to send their children to English-medium schools. They had to pay higher fees for bright and better future for their children. Nevertheless in 2009 it was announced by Government of Punjab that in all public schools English-medium would be implemented specially for mathematics and science. "The Government of Pakistan had approved in the curriculum-2006 that mathematics, science and social studies subjects would be taught in English. The School Education Department of Punjab had issued instructions for the implementation of the decision of the federal government; however, the Government of the Punjab was implementing the decision gradually. In the first phase, some primary, middle and high schools have been selected where the above mentioned three subjects would be taught in English. (SED, 2013)." It was recognized that enough preparation was not carried out prior to this decision. According to a research

conducted by British Council (2013) revealed that School Teachers were not fully equipped to teach in English-medium.

Government of Punjab has adopted English as Medium of Instruction in the province of Punjab from April 2010. This has been done keeping in view the importance of English as a whole in worldwide. It is pertinent to say that English is one of the most commonly spoken language in the world and research work in the fields like science and technology, health, agriculture, fine arts and economics is available in English which is helpful and keeps the reader/learner up to date with the latest inventions and researches. Government of Punjab very rightly selected the medium of Instruction keeping in view the standard of education in the long run. In the old system of education in Pakistan, students study in early levels of schools in Urdu or their regional languages and after passing primary level they start learning English as a subject. In Secondary and Higher Secondary level of education science subjects are totally available in English which is very difficult to understand with this standard of English learning.

This has been done without doing homework, as this should have been done partially instead of full change at once. Both teachers and students are facing some problems adopting this new change in spite of the efforts of Government of Punjab to provide help and guidance.

In general, there are many factors which determine student's academic success. Language is also one of them, which affects the performance of students. According to Arshad [14], language has considerable importance that affects education in many countries. After more than six decades of independence, Pakistan and India are still involved in the issue of medium of instruction with Urdu and English dominating at the present time. The medium of instruction is controversy in Pakistan continues and can be viewed as a power struggle between different pressure groups or the elites and the pro-elites [15].

Statement of the Problem

Secondary school dropout is increasing tremendously due to medium of instruction. In this study an effort is made to find out the impact of English medium instruction on the dropout rate of students at government high schools in Lahore.

OBJECTIVE OF THE STUDY

1. To check the impact of English medium instruction on the dropout rate of students at government high schools in Lahore.
2. To provide solution for better English medium instruction and have retention of students.

DELIMITATION

Keeping in view the constraints in term of finance and time, the study was delimited to:

- The students of 9th class

SIGNIFICANCE OF THE STUDY

1. This study would invoke a spirit in the authorities running these schools to work in better way, hence improving especially the medium of instruction and controlling the dropout of the student. The more the institution improves, the more would be added to nation-building through education.
2. The heads of the institutions can plan their instruction accordingly.
3. They can benefit from it in planning their lessons and retain the students.
4. School is a place where education is provided according to the system devised by the governments and the policy makers. It will prove quite beneficial for them after the successful completion of the study.

LITERATURE REVIEW

Education plays a vital role in human capital formation. It raises the productivity and efficiency of individuals and thus produces skilled manpower that is capable of leading the economy towards the path of sustainable economic development. Like many other developing countries, the situation of the education sector in Pakistan is not very encouraging. The low enrolment rates at the primary level, wide disparities between regions and gender, lack of trained teachers, deficiency of proper teaching materials and schools indicate the poor performance of this sector.

According to Human Capital Theory, improvement in “knowledge stock and learning capabilities” of the population would have a significantly positive impact on the overall economy [2]. Using this framework, within the economics of education literature, there is evidence to suggest that the “medium of instruction policy in education” does have an effect on human capital formation. There is now irrefutable evidence that the world is experiencing a rapid increase in the teaching of academic subjects through the medium of English in countries where the first language of the majority of the population is not English. English Medium Instruction (EMI) is a growing global phenomenon taking place primarily in tertiary education. However, it is also already being established as a potential engine for change in the secondary sector and is not escaping the attention of those concerned with the primary sector.

ENGLISH AS MEDIUM OF INSTRUCTION

While using English as a medium of instruction may have both cultural and political

implications in countries where the first language is not English, internationalization of education and the desire to compete globally has led to the growth of English-medium instruction (EMI) in high education around the world. Along with the implementation of educational policies that call for EMI, there is a belief that English learning will take place during content delivery in a second language.

UNESCO’s report Education in a Multilingual World (2003) argues that students who receive instruction in a foreign language will have a disadvantage in the educational system. Schwillie *et al.* [3] presented a detailed causal model to explain grade repetition. They hypothesized that student characteristics such as gender, family influence, place of residence, age, prior repetition, national policies regarding language, school entrance, quality and medium of instruction, and school characteristics such as management policies, coverage of syllabus, etc. act to influence repetition. They observed that these in turn affect student learning, student motivation, and self-esteem, the examination success rate, the enrolment rate, the dropout rate and the mean time required to produce a graduate.

Osam (1998) discusses the possibility of how education in a language other than the mother tongue might have negative short and long term impact on Turkish learners’ cognitive, psychological and cultural development. Referring to earlier research, Osam (1998) proposes a long list of several risks involved in educating learners in a language other than their mother tongue, highlighting what negative consequences might rise when medium of education is through a foreign language (pp. 220-221):

- Starting education in a foreign language without acquiring the national linguistic competence in the mother tongue might lead to problems
- Creativity and productivity in the mother tongue might get hampered
- There might be initial influence of foreign cultures which might then leave one’s own culture defenseless against the foreign language culture
- There might be mismatch between the language of instruction/ education and the language used in real/work life
- Education in a foreign language might cause the mother tongue to deteriorate in terms of its function as the language of science and academia.

DROPOUT FROM THE SCHOOLS

The term drop out is the one with which the educational community is most familiar; however, the authors recognize that this term was also created by the educational community, and semantically places the blame on the victims. The term has been challenged on exactly this point and the term “squeezed out” [4] has

been offered as more semantically appropriate, since it places the blame on systems which victimize whether intentionally or not.

The schools attend (EMI) may contribute to the dropout dilemma. A recent study of Chicago schools found that enrollment in a low-performing high school drove EL students' significantly lower graduation rates. The association with dropping out persisted above and beyond the effect of early academic performance experienced by all students [5]. When students drop out it is a clear declaration that society as a whole and the educational institutions in particular are not providing for the welfare of all its student citizenry. The number of children dropping out of school is alarming and it is becoming a cause of concern among educators and the governments. Mawere [6] defines dropouts as "those pupils who leave school before the final year of the educational cycle in which they are enrolled, which could be primary, ordinary or advanced level, or even college or university levels". These are therefore pupils who cease to attend school either temporarily or permanently before they complete a given educational cycle for example, ordinary level or advanced level.

Research has shown that millions of children do not have access to education, despite concerted efforts to push the cause forward. Okeke, *et al.* [7] Identified child labour, poverty, and the lack of sponsorship, a quest for wealth, bereavement, truancy, broken homes, and the engagement of children as house helps, as the factors, or the clog in the wheel of children's access to education.

Mwangi [8] also indicated that a combination of poverty, disease and backward cultural practices continued to deny the girl-child her right to education. Even with the introduction of free primary education, access to education still remains a pipedream to many Kenyan children. Despite the introduction of free primary education in the country, which accounted for an increase in enrolment, a sizeable number of children still find themselves out of school, owing to a number of reasons (United Nations, 2012).

O'Neil [9] posits that when students attribute failure to lack of ability, they are likely to give up leading to school drop-out. Thus an individual who views failure as due to lack of ability will hold less hope for doing better in the future. This is common among pupils from poor backgrounds who believe that they are not capable because they are poor leading to learned helplessness. In this view, students who question their own ability pose a serious challenge since their history of failure and feelings of incompetence undercut motivation and learning leading to drop-out.

The benefits of learning in the mother tongue are aptly summarised by Prah [10], who submits that "the value of mother tongue instruction is literary incontestable". Whereas research has demonstrated that learning in the first language allows learners to access the curriculum with ease, those who use a foreign language are presented with multiple tasks, which disadvantage them in making school progress. Such tasks include trying to understand the high level vocabulary, the abstract concepts being taught and understanding the unfamiliar language through which they are presented

ENGLISH LANGUAGE POLICY

"If you speak to a man in a language he understands, you speak to his head. If you speak to a man in his own language you speak to his heart." (Nelson Mandela, 2007) Language is at the centre of all the teaching and learning activities because it is the main medium and source for transmission of information and knowledge. Language is used to teach and to impart instructions in any discipline, subject and at any level of learning (Elementary, secondary, Higher etc) is called Medium of instruction. The medium of instruction is a controversial issue at all levels, especially in the society like Pakistan in which various systems of education are followed.

National Language

Urdu is Pakistan's national language and considered as a symbol of national unity.

Official Language

Pakistan's official language is English and Pakistan's Constitution is written in English. (International Journal of Social Sciences and Education on Volume: 1 Issue: 1 January 2011). It should help the students in conceptual formation instead of forcing them merely rote memorization of the written text.

Need and Importance of English as a Second Language

1. Before the creation of Pakistan our medium of instruction was English.
2. English is the official language of Pakistan. It is used in all domains of power, Government, Bureaucracy, Military, Judiciary, Commerce, Media, Education and Research at Higher level.
3. English is the International language.
4. It is a rich language. It has thousand of words phrases.
5. English is the language of Science and Technology.
6. Employment opportunities are more for English medium students.
7. It is necessary for the Internet and Computer usage.
8. It is considered gateway to Higher Education.
9. At higher level all books are publishes in English language.
10. We can read all newspapers, magazines, research papers etc. of foreign writers and researchers. (International Journal of Social Sciences and Education)

Preparation of necessary staff and books in Urdu:

In 1969, General Yahya's government appointed a committee under the headship of Air Marshal Nur Khan to give the suggestions to repair the educational system of Pakistan. The committee recommended that English should not be continued as the medium of instruction in Pakistan; as a substitute of English language Urdu and Bengali should be used by 1975. Under the Government of Pakistan Peoples' Party (PPP) of Zulfiqar Ali Bhutto (1971-1977), Urdu lobby was much more active and it served as a Platform of anti PPP. Infact Bhutto government did not do any thing special to encourage the use of Urdu in the institutions of paksitan. General Zia-Ul-Haq put the stone of the MUQTADRA QAUMI ZABAN (The National Language Authority) in 1979. Urdu was provided a support by announcing that by April 1979, students in all English medium schools would be taught in Urdu or in any provincial language. The major drawback of our nation is that we make the policies and implement them without any research and prior consideration. Due to that reason all of our plans go into the wastage soon after the implementation and brings no fruit for us. There is another major reason of the failure of our plans is the lack of follow up of our policies. This was a great decision but it was also failed. In 1983, one more assertion came and it permitted the schools to conduct A and O level examination. This was nothing but simply the murder of Urdu as medium of instruction. After Zia, every Government has adopted a flexible attitude towards medium of instruction in Pakistan. The Musharraf Government declared English as compulsory subject from grade1, and the adaptation of English as medium of instruction for all of the other subjects such as science, mathematics, computer science in all schools in a gradual manner.

In Pakistan, English is both a colonial and post-colonial legacy which resonates well with global communication regimes. Whilst the 2009 National Education Policy (NEP) underscores that English 'is important for competition in a globalized world order' (Para 21), it also emphasizes that 'The challenge is that a child is able to carry forward their cultural assets and, at the same time, be able to compete nationally and internationally'. In Punjab the political leadership announced a radical policy change making English the official medium of instruction in all government schools in 2009-2010, so that English competencies can be assured for not just English as a subject but also mathematics, science, IT and social studies. This sudden decree for all public sector schools met with a great deal of criticism but has persisted over time. It is supported by the continuous professional development (CPD) framework of the Directorate of Staff Development (DSD), the apex teacher training in-service institution of the Punjab Schools Department. CPD is supported by decentralized facilitation across

each district with master trainers (MTs) at the cluster training support centers (CTSCs) and district teacher educators (DTEs) at school based district teacher support centers (DTSCs) to address in-service and school based support in defined catchment areas. The focus of DSD is to train and support teachers/head teachers progressively across the system, in primary, middle and secondary schools. To our knowledge, there has so far not been any evaluation of the consequences of this significant policy change in the province.

RESEARCH METHODOLOGY

The study is descriptive in nature and a survey was conducted to collect data from the secondary schools in Lahore District.

Population of the Study

The population of the study consisted of all heads of secondary schools.

Table 1: Table of Population

Number of Schools	Number of Heads
332	332

Source:<http://schoolportal.punjab.gov.pk/SchCriteriaDetail.asp?distId=352—Lahore & mlvl=High>

Sample of the Study

Random sampling technique was used to select the sample school Heads.

Table 2: Table of Sample

Total Number of Heads	Selected Heads
30	30

Research Instrument

One questionnaire was framed for the collection of data for this study. Questionnaire was developed for data collection after reviewing the related literature and previous researches. The questionnaire consisted of 10 statements with five responses.

Data Collection

Data were collected through personal visits to all the sample schools. The questionnaire was distributed among the principals/ head teachers with the permission of the administration of the schools. The researcher made frequent visits to the sample schools in order to collect the filled questionnaire from the principals or head teachers.

Data Analysis

After the collection of data it was calculated and for each response % was estimated. The percentage is displayed with help of pie chart. 5 parts of pie chart reveal the response of head teachers for the specific statement in the questionnaire.

INTERPRETATION OF DATA

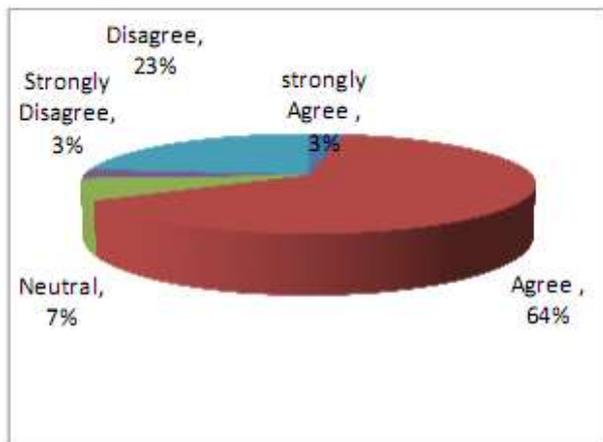


Fig-1: Students leave school due to English medium instruction

Figure 1 shows the survey report of the statement 1. 64% people responded that they are agreed that EMI becomes a major cause of drop out of students at secondary school level. There might be many factors causing drop out not understanding the instructions of teacher in English compels the students to leave school education. 3% strongly agreed. 7% remained neutral and did not showed their concern about this. While 23% of head teachers disagreed with the statement while 3% strongly disagreed. If the agree and strongly agree responses percentage is cumulated it becomes clear that EMI is one of the major cause of dropout of students especially in major schools of Lahore.

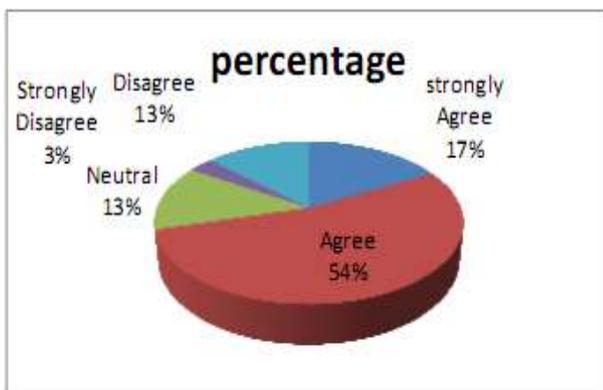


Fig-2: Students are failed in board exam due to EMI

Figure shows the cause of students’ failure in board exams. 54% head teachers agreed with the statement whereas 17% strongly agreed that EMI is the reason behind the failure of students in board examination. Students have to study major subjects like Mathematics, Biology, physics, and chemistry in English. Not only books are in English medium whereas teachers also have to use EMI as per government policy. 13% head teachers disagreed and 3% responded that they strongly disagree with

statement and there can be many other reasons of students’ failure. 13% head teachers remained neutral about the statement. Overall total of agree and strongly agree response proves the idea of EMI becomes cause of failure of students in board examination and hence they have to leave the school without doing matriculation and it leads towards increase in dropout.

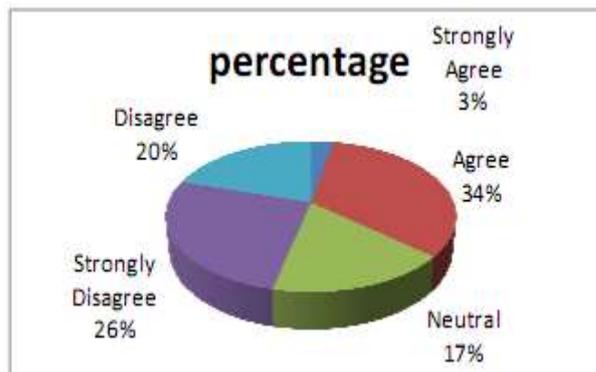


Fig-3: Students are satisfied with English Medium Instruction

Figure 3 displays the response of head teachers for the statement that students are satisfied with the EMI. It is a fact that generally people in our society get impressed by those who have good command on spoken English. They love to listen to them. But when matter comes to their own understanding it is difficult to cope with. 33% people agreed with statement while 3% strongly agreed. The record of strongly disagree and disagree, if seen combine, reveals that on students’ part it is difficult to be satisfied. While 17% head teachers gave response as being neutral.

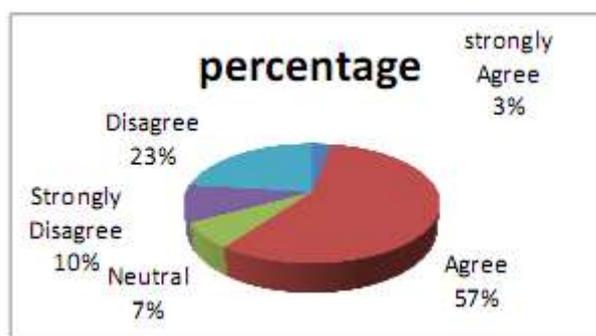


Fig-4: Students lose their interest in learning due to EMI

Figure 4 show that students lose their interest in learning due to EMI. 57% head teachers consider it a fact. 3% strongly agreed with the statement. 23% disagreed while 10% strongly disagreed with the statement. While 7% head teachers remained neutral. When all the time in school a foreign language is being used which causes hindrance in students’ learning, automatically they lose interest in their learning. They stop learning and feel alienated in school environment.

This situation is likely to result in form of students' dropout.

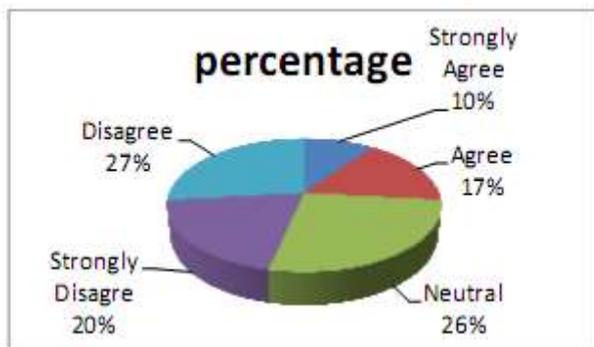


Fig-5: Students like English as medium of instruction

Figure no 5 indicates the liking and disliking of students about English as medium of instruction. People do have liking for it in general but when it is to be used in classroom setting and it is needed for passing the examination, it loses all favoritism. So 17% head teachers agreed with the statement. 10% strongly agreed. 27% disagreed. And 20% strongly disagreed. The sum of disagree and strongly disagreed is more than agreed and strongly agreed. So head teachers do not want to have EMI instruction to be used all the time in learning process. 26% people gave neutral response.

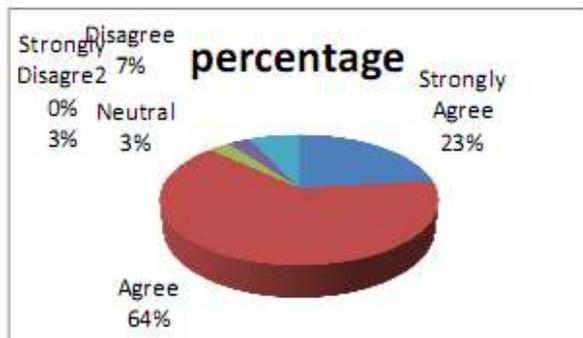


Fig-6: Students consider that text in English is difficult to understand

Figure 6 highlights the result of the statement that the textbooks in English medium are difficult to get hold of. When the students are not able to understand even the text how they can be able to learn the subjects in proper manner. 64% of head teachers agreed with the statement while 23% strongly agreed. In view of this result it becomes very much clear that what type of hurdles our students are facing. And consequently it leads towards the increase in dropout rate. 7% of head teachers disagreed with the statement as they consider that English medium text is not source of dropout in government schools in Lahore.

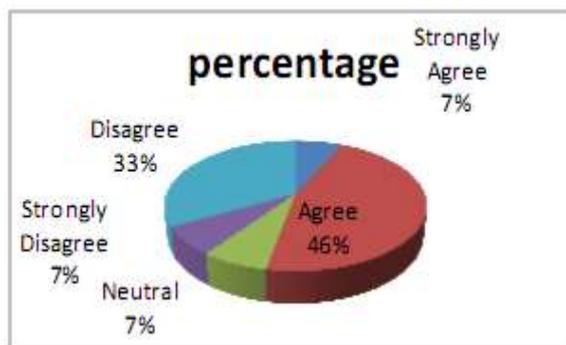


Fig-7: EMI makes classroom environment less interactive

Figure 7 indicates that EMI leads to less interactive classrooms. 46% people responded in agreement. While 7% strongly agreed. 33% gave response as they disagreed. And 7% strongly disagreed while again 7% were neutral as well. Cumulative record of agree and strongly agree is more than disagree and strongly disagree. This result shows that majority of the teachers think that students are not able to interact with teacher and with their class fellow due to EMI. They have less vocabulary to use. Apart from this, they feel hesitation while interacting to one another. Their hesitation and low vocabulary level leads toward less interactive classroom and hence it leads to dropout from schools on major level.

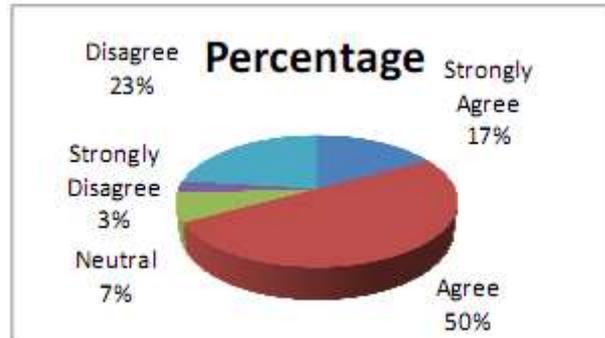


Fig-8: Students are not able to understand key concepts in different subjects due to EMI

Figure no 8 highlights the results of the statement that the students are not able to understand key concepts in different subjects due to EMI. 50% head teachers agreed and 17% strongly agreed. While 23% disagreed and 3% strongly disagreed and 7% were neutral. The major subjects of sciences and mathematics are difficult to understand. Each subject has many topics and concepts. If books are in English medium students most of the time buy Urdu medium books from market. As they feel unable to grasp the English medium text, how they can be able to learn the key concepts with EMI. It makes the situation even worse.

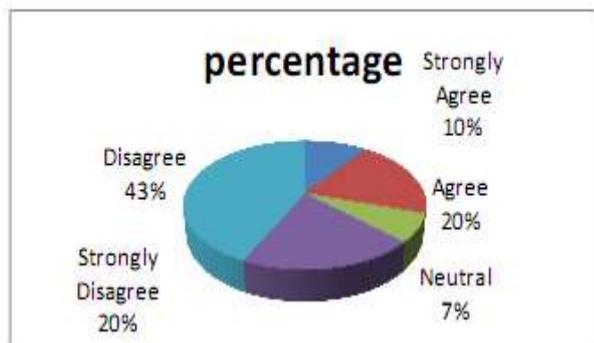


Fig-9: EMI discourage the students in learning

Figure 9 shows the results of statement that EMI discourage the students in learning. Most of the people disagreed with the statement. As 43% disagreed and 20% strongly disagreed. This result reveals that although situation becomes difficult for students due to EMI but it definitely not discourage them. Apart from learning their basic subjects they also want to get knowledge of English. So results show that their might be some other reasons for students' dropout.

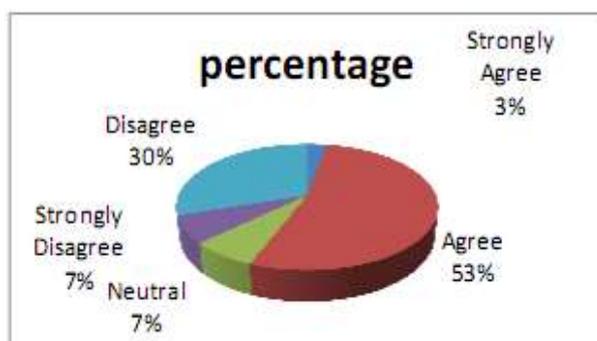


Fig-10: Students feel disconnected to studies due to EMI

Figure no 10 reveals the fact about the disconnection of students from studies. 53% head teachers agreed with the statement. While 3% strongly agreed. 30% disagreed and 7% strongly disagreed. 7% remained neutral. Again majority of the teachers feel that students are disconnected from studies. When they don't find any benefit for English medium instruction in their assessment and they don't find English medium to be helpful for this, so they feel disconnected and hence try to find ways to run away from studies.

CONCLUSIONS

It is concluded that majority of the head teachers are well aware of the problems that students and teachers are facing in the field. Teachers in both public sector schools still lack conceptual and practical competencies, skills and attitudes required to deliver lessons in English. Students lose interest in studies as a result and feel compelled to leave the education for ever. The National Education Policy of 2009 has provided space to English and mother tongue as well,

but the steps towards operationalization of a foreign language or mother tongue remain inadequate with teachers having insufficient knowledge of the foreign language and its systematic linguistic delivery across core skills of listening, reading, speaking and writing.

Both head teachers and teachers should build a consensus how to utilize English Medium Instruction so that it may not become a cause for students' drop out from government schools. Textbooks also become a hurdle for learning basic concepts as they are lengthy and have difficult linguistic patterns. Instead of learning they get confused about meaning and context of statements. Because of difficult vocabulary and statements, students feel alienated in classroom and overall in school environment and prefer to avoid school.

RECOMMENDATIONS

The National Education Policy of 2009 has provided space to English as a medium of instruction, but we recommend a close review of the National Educational Policy (2009) and the provincial Sector Plans/Policy in light of the current 'capacities' of teachers, their abilities to deliver lessons in English within diverse settings across regions. For English to remain as a medium of instruction, or a strategic language in schools a well planned framework should be implemented which guides the recruitment criteria, texts and learning materials, class duration, and enhances the skill sets of teachers through vigorous continuous professional development and follow up support programs closest to their locations.

2) Government should support schools at primary and secondary level with a better mix of older and younger teachers to mitigate against a culture that resists change due to age and lower qualifications. To accomplish this, Government could perhaps use the extensive data and human resource management information system (HRMIS) developed by the Schools Education Department (SED) to review the faculty's age and qualification profile of each primary school at district/sub-district level.

3) Textbooks could be redesigned, to become less theoretical, thematically interesting linked to local contexts and more upfront on content covering the four key skills including grammar, vocabulary building and application.

4) Steps have already been taken by the Punjab Textbook Board (PTTB) to improve the quality of textbook material in Punjab, but language development is seen to be missing from textbooks. Subject textbooks need to be reviewed to be more supportive for language development as well as content knowledge.

5) Head teachers should constantly organize small scale planning/review meetings, training workshops in schools, trainers being the teachers who have performed well in previous training programs organized by Education Extension Centers/DTSCs/CTSCs. A review or perhaps a monthly assessment of these could be sent to district teacher training centres as a guide to further training workshops.

6) The teachers should be familiar to use a variety of methods to inspire children, empowering them to build their language competencies

7) Teachers are requested to contribute to the formulation of their own teaching tools (reading cards, worksheets etc) which are separate and apart from the usual textbooks to make learning easier for the children.

8) Lessons prepared for English language courses should be relevant to Pakistan so that the children can relate to the course content

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