

EFFECTIVENESS OF PUNJAB EDUCATION AND ENGLISH LANGUAGE INITIATIVE (PEELI) IN ENHANCING ENGLISH LANGUAGE SKILLS OF PUBLIC-SCHOOL TEACHERS OF PUNJAB

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ABSTRACT:

The study aims to evaluate the effectiveness of the Punjab Education and English Language Initiative (PEELI) project in enhancing the English language skills of teachers who are teaching their subjects in the school education department, Punjab. From primary to elementary level in Punjab, the public-school teachers face an inability to grasp English language skills to a sufficient degree and, therefore, could not impart these skills in turn to the respective students. The government of Punjab, with the collaboration of The British Council, initiated a "Punjab Education and English language Initiative" (PEELI) to enhance the language skills of teachers (number 300,000) for better student learning outcomes. The present study examines one of the six components of PEELI, i.e., the Training Component. The project is initiated with the School Education Department (SED) Punjab, one of the world's largest educational systems. The study is mainly based on Kachru's (1985) theory that defines English language development through age. PEELI Training is conducted by the British Council, which belongs to the United Kingdom and is run by native English speakers. The UK, according to Kachru, is a state that is "a norm providing state" for English, while Pakistan being an erstwhile colonial state of the UK, is a norm developing country. The joint venture of GOP and BC is a combination of norm-providing and norm-developing countries to enhance the English language skills of the school education department's in-service teachers. For this purpose, the study adopts a quantitative approach combined with a survey to collect data. A descriptive analysis of the acquired data from the survey is done by employing SPSS to reach out to the findings. The findings indicate

that the project is highly effective in enhancing the ability of ESL teachers though still facing several challenges.

INTRODUCTION:

Punjab Education and English Language Initiative (PEELI) is a training program that the British Council has launched with the affiliation of the Punjab government in 2013. This program was initiated five years, but it was relaunched in 2018 for the next three years. The program aims to improve the English language skills of 300,000 primary and middle school teachers and use English language skills Punjab government's English medium of instruction policy. Education Minister of Punjab at the time of launching PEELI Rana Mahmood Ahmad said that the PEELI initiative would help improve the quality of education of Punjab added further that learning English language skills was highly imperative to tap the international market.

Statement of the problem:

It is generally felt that public school teacher form primary to elementary level in Punjab is facing an inability to grasp English language skills to a sufficient degree and therefore, could not impart these skills to the respective students. The government of Punjab, with the collaborating of the British Council Initiative – PEELI, to enhance the ability of teachers to teach their subjects using the English language. Despite this initiative, the question remains that how far these desired aims of English language skills have been achieved is the core question to be addressed.

Significance of study:

This study aims to examine the effectiveness of Training PEELI in enhancing public school teachers' English language skills in Punjab. The work brings forth further recommendations to improve this component in the future. The research is helpful for the ESL practitioners, syllabus designers, and curriculum developers, including heads of the school, in providing some critical insight into the training of in-service senior and newly recruited teachers. The investigation may facilitate the trainers to improve their training skills. The study aims to sort out and understand the growing needs of the trainee teachers, mainly when they apply the attained English language skills in their teaching. The other beneficiaries of the research are educational policymakers on the top get better policy lines in framing their policy decisions to develop teachers' capacity and skills in the English language.

Research Objectives:

The primary research objective of the current research is to examine the effectiveness of the Punjab Education and English language initiative (PEELI) in English language skills to teachers teaching in Punjab School Education.

Research Questions:

So far, the research questions are concerned, there are two primary questions:

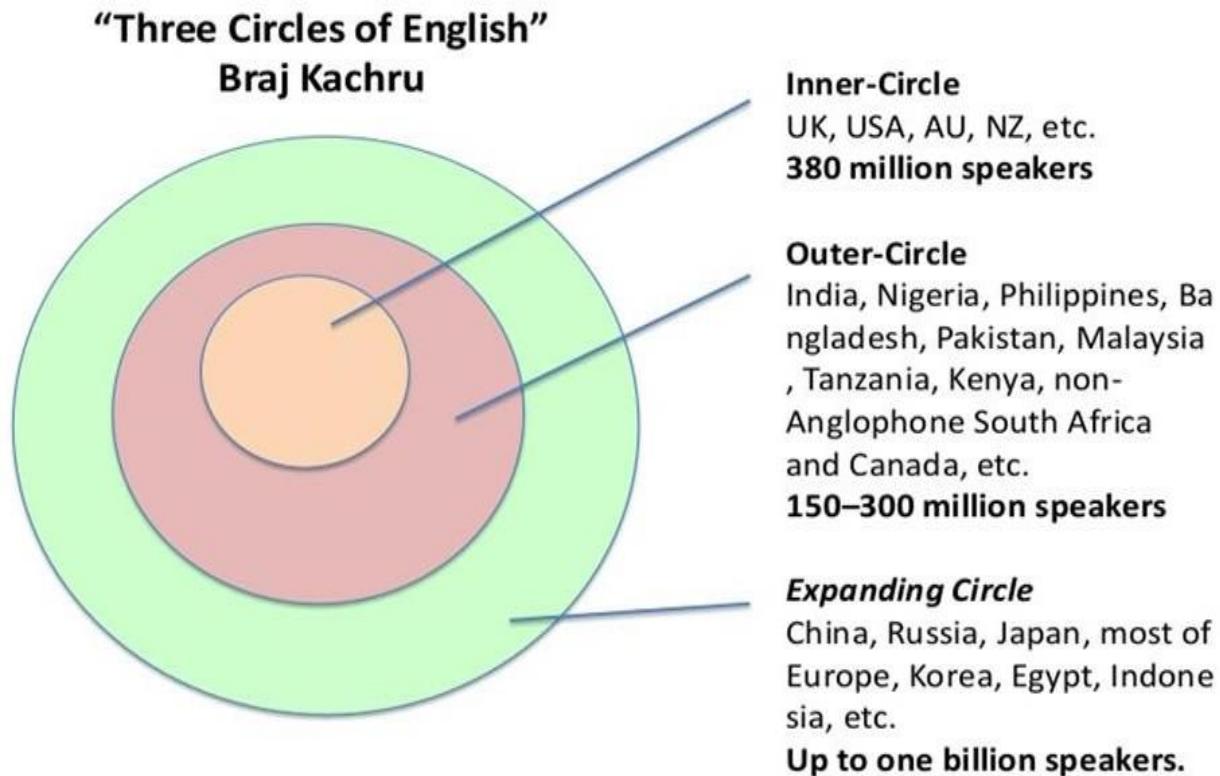
Q#01 To what extent the PEELI training proved effective in enhancing the English language skills of the teachers in the school education department?

Q#02 What are the outcomes of PEELI regarding improving the language competence of ESL teachers in public sector schools?

LITERATURE REVIEW:

The current research is grounded on Kachru's three-circle model. This model presents the type of spread, patterns of acquisition, and the functional domains in the English language used across cultures and languages (Joseph Sung-Yul Park, 2009). It is considered the most influential model for

grouping the English varieties globally (Schneider, 2007). He describes the expansion of English in three circles such as Inner Circle, the Outer Circle, and the Expanding Circle.



The model is a steppingstone in classifying the English's, but it also has flaws identified by various authors. The inner circle refers to the traditional basis of English, which includes the variations in mother tongue variations (White, 1997). The states formed in Inner Circle are UK, USA, Canada, New Zealand, and Australia. The type of English used in these states is said to be —norm providing. The other circle, the outer circle, involves the initial phase of the spread of English in a nonnative environment and part of the country's top institutions and be used as a second language. This circle includes Kenya, Ghana, India, Singapore, and Malaysia (Rajadurai, 2005). This circle is named as —norm developing circle. The states or territories where the English language is learned as a foreign language is defined as expanding circle. In those states, the English language is a foreign language and is considered the most helpful vehicle of international communication. (White, 1997).

Apart from Kachru Model, several frameworks define the key concepts in this study, such as Schneider's Dynamics Model of Post-Colonial Englishes, which presents sociolinguistics concepts concerning identity alternative to Kachru's geographical structure. He defines five characteristics of the spread of English (Le Page, 1985). Phase 1-5 mentions that phase one denotes language contact with indigenous languages and English contact with different dialects within the English language. The English language adopted local lexical. It is the stage of foundation (Schneider, 2007). In phase two is the stage of exonerative stabilization in which bilingual was started, knowledge of English became an asset, and a new indigenous elite emerged. In phase three is of nativization, the L2 system stabilizes in which English is made to adapt to local socio-political and cultural milieu (Schneider, 2007). Schneider goes on to the fourth phase, called Endonormative stabilization, which expresses local English, and literary creativity in local English began to flourish (Mesthrie, 2008). The fifth and the last phase he ascribes as differentiation explores how the dynamics of identity strengthened in young nations defined themselves differently from colonial past and asserted over their regional, social, and ethnic lines. It affected language change and showed more significant differentiation (Mesthrie, 2008). McArthur designed the model of World Standard

English in his model called Circle of world English, and it can also be called—written International English. He ascribes the second circle with regional standards while the outer circle comprises local varieties (McArthur, 1987). Steven's world map is the oldest world map of English. He thinks that American English has become a separate variety from British English. All later varieties of English languages have affinities with each other (Strevens, 1999).

In contrast, Modano's English model avers that the center circle consists of English language users as an international language. It has comprehensive features which are understood by the majority of the native and nonnative speakers. The second circle is in five groups: British English, American English, significant varieties, foreign and local varieties (Modiano, 1999).

In similar research on in-service Training, Omar (2014) investigates the need for in-service training for teachers and its effectiveness in school in his seminal work. It is found that the training for in-service teachers and instructors proves a better understanding of the students' behavior. In addition, it is the way of updating teachers' skills, knowledge, and teaching methodologies that lead them to better job performance (Omar, 2014).

Huang, Shenghui Cindy Huang, (2001) titled Effects of Language Learning Strategy Training on English Learning appraised an English learning strategy training course regarding its effect on students' learning attainment, behavior, attitudes, anxiety, and proficiency. The study concludes that language-learning tactics can be taught and helpful for foreign language learners in the learning period. However, this study also sums up that the trainers and teachers who did not receive training correctly did not have notable improvements in their language skills and learning motivation.

In his work, Abdullah (2015), in his work— learning through Teacher Professional Training: English Teacher Certification Program in Indonesia, observes Indonesia's in-service educator certification program through Pendidikan dan Latihan Profesi Guru (PLPG) on teacher language learning. The study looks closely at what happened in a 10-day PLPG language training program, what English language teachers learned during the training, did PLPG proved enough sources to help teachers to learn English language skills, and how teachers view PLPG as professional development, and how teachers perceived PLPG as a vehicle for learning research-based instructional practices and classroom management.

RESEARCH METHODOLOGY:

This study surveys a deductive approach, which is regarded as the most used outlook of the relationship between theory and social research. The epistemological basis of this research is positivist worldview, in which there is a need to recognize the causes that determine effects or outcomes. Generating numeric processes of observations and examining the behavior of persons is vital for positivist's outlook (Bryman, 2011). Therefore, the researchers support working with—an observable social reality. Yet, some may contend that it is difficult to assume a whole value-free position, because the selections of research matters, methods of data collection, and even the decision to adopt a value-free viewpoint itself can suggest the existence of value position (Gil de Zúñiga, 2014). Ontological matters denote whether social objects should be measured objective bodies with an external reality, or whether they should be measured social constructions shaped founded on the actions and perceptions of social actors (Bryman, 2011). This study is based on the objective point, which affirms that social phenomenon, and their values have a presence that is independent of social actors. This investigation focuses on the Effectiveness of PEELI in enhancing the English Language capacity of teachers in the Punjab School Education Department.

A. Nature of the Research

The research is quantitative in nature and descriptive in the method. The quantitative method uses numerical analysis of data collected through surveys to suggest the objective measurement of the findings. While descriptive method just describes the existing situation without making any predictions and determine cause and effects.

B. Delimitation of the Study

The current study is delimited to the public girls' and boys' schools of Multan City (Urban), Shujabad, and Jalalpur Pirwala Tehsil (Rural) from primary to a higher level. PEELI has six key components: Training, Licensing, Content and Capacity Materials, Institutional Building, Monitoring and evaluation, and Policy and Research. The current research focuses only on Training component.

C. Research Method

Survey as a research method has been conducted in this research. Surveys can be carried out in many ways with many varieties of purposes. It depends on the methodologies chosen and the objectives to be achieved. Current research adopts the questionnaire to collect the data from the respondents. It is conducted in Multan, Shujabad, and Jalalpur Pirwala to get the required data.

D. Population:

The population includes girls' and boys' schools in urban and rural areas. The teachers, heads, and trainers of the said schools have attended PEELI Training. There are 716 girls and 715 boys' schools in Multan. The random sample out of these schools is 100 (F-50, M-50). That includes trainee teachers, trainer teachers, and headteachers who conducted, administered, and observed PEELI training.

E. Sampling

In this research, the researcher has employed probability sampling based on the research questions. In probability sampling, the research employed systematic sampling. Since systematic sampling deals with choosing the sample, every nth subject forms the list. The researcher has employed the same technique and choose each 5th participant from the list.

F. Data Analysis

Data analysis is conducted to discover useful information, informing conclusions. The adopted quantitative research approach uses a questionnaire tool to conduct a survey. The questionnaire has 30 statements. The given statements deal with the different areas of the PEELI Training, including classroom management, Statement of content, Perceptual statements. Language skills statements are given to measure the Language skills Training of PEELI. Liker scale has been employed where respondents responded to the given statements as strongly Agree, Agree, undecided, disagree, and strongly disagree. For accuracy in data interpretation, SPSS software has been employed for quantitative data analysis.

G. Categories of the Questionnaire

The researchers have classified the questions into four categories according to the nature of the statements. In the first category, there are ten statements, which are regarding the effectiveness of PEELI training. The second category has eight statements regarding the methodology of PEELI adopted by the trainers. To examine the trainers' English Language Skills, the researcher has developed the ten statements in the third category. The fourth category statements are mentioned to examine the teacher/student-centered approach of PEELI Training. There are two statements mentioned in the fourth category. The quantitative data collected through the participants are analyzed using SPSS software.

DATA ANALYSIS:

The data is analyzed on SPSS software to interpret the qualitative nature of data. The number of respondents is 300 selected in the three geographic areas of Multan (Multan city, Shujabad, and Jalalpur Pirwala – 100+100+100). The population is both male and female teachers working in urban and rural areas in the public sector schools. They are newly recruited teacher's educators with the grade BPS 09 to BPS 16. They have different academic backgrounds.

Statement 1. The training provided is quality-wise satisfactory.

	The training provided is quality-wise satisfactory.	Total
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			Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	
Gender	Male	Count	25	52	16	37	20	150
		% of Total	8.3%	17.3%	5.3%	12.3%	6.7%	50.0%
	Female	Count	23	46	26	35	20	150
		% of Total	7.7%	15.3%	8.7%	11.7%	6.7%	50.0%
Total		Count	48	98	42	72	40	300
		% of Total	16.0%	32.7%	14.0%	24.0%	13.3%	100.0%

The survey's statement has attempted to evaluate the quality of the training extended by the British Council with the name of PEELI for the in-service teachers. The respondents are asked to respond to the quality of the training they received as satisfactory. The results show that 32.7% of the respondents find this training satisfactory. While 24.0% disagree with the statement. 16.0% are strongly agreed, and 13.0% are strongly disagreed, and 14% remained undecided. The finding regarding the quality of PEELI training is proved satisfactory with a major incline of the teachers.

Statement2. There is positive impact of training on teachers' performance.

			There is positive impact of training on teachers' performance.					
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Gender	Male	Count	21	53	17	41	18	150
		% of Total	7.0%	17.7%	5.7%	13.7%	6.0%	50.0%
	Female	Count	31	41	25	30	23	150
		% of Total	10.3%	13.7%	8.3%	10.0%	7.7%	50.0%
Total		Count	52	94	42	71	41	300
		% of Total	17.3%	31.3%	14.0%	23.7%	13.7%	100.0%

The survey statement has attempted to evaluate the positive impact of training extended by the British Council with the name of PEELI for the in-service teachers on their performance. 31.3% of participants agree with the statement, and 17.3% strongly agree with the given statement. On the other hand, 23.7% of teachers disagree with the statement, 13.7% strongly agree, while 14.0% are undecided.

Statement3. Teachers felt Quality of Education in PEELI training.

			Teachers felt Quality of Education in PEELI training.					
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Gender	Male	Count	36	41	26	27	20	150

	% of Total	12.0%	13.7%	8.7%	9.0%	6.7%	50.0%
Female	Count	32	52	17	29	20	150
	% of Total	10.7%	17.3%	5.7%	9.7%	6.7%	50.0%
Total	Count	68	93	43	56	40	300
	% of Total	22.7%	31.0%	14.3%	18.7%	13.3%	100.0%

The survey statement has attempted to evaluate the trainee teacher's perception that PEELI training is a step to achieve the objective of quality of education. Participants rated, and the result shows that 31.0% agree with the given statement and 22.7% strongly agree. 18.7% of participants disagree, and 13.3% strongly disagree, and 14.3% of participants are not sure.

Statement 4. PEELI training enables teacher to teach their subjects in English language.

			PEELI training enables teacher to teach their subjects in English language.					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Gender	Male	Count	28	48	28	25	21	150
		% of Total	9.3%	16.0%	9.3%	8.3%	7.0%	50.0%
	Female	Count	27	44	26	35	18	150
		% of Total	9.0%	14.7%	8.7%	11.7%	6.0%	50.0%
Total		Count	55	92	54	60	39	300
		% of Total	18.3%	30.7%	18.0%	20.0%	13.0%	100.0%

The statement was given to see if PEELI training enables teachers to teach their subjects in English language in the classrooms; the results show that 30.7% agree and 18.3% strongly believe in that. While 13.0% strongly disagree and 20.0% disagree with the given statement. And 18.0% of participants remained undecided.

Statement 5. PEELI provides training according to the needs of the students.

			PEELI provides training according to the needs of the students.					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Gender	Male	Count	36	37	21	33	23	150
		% of Total	12.0%	12.3%	7.0%	11.0%	7.7%	50.0%
	Female	Count	22	54	20	35	19	150
		% of Total	7.3%	18.0%	6.7%	11.7%	6.3%	50.0%
Total		Count	58	91	41	68	42	300

Statement 5. PEELI provides training according to the needs of the students.

			PEELI provides training according to the needs of the students.					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Gender	Male	Count	36	37	21	33	23	150
		% of Total	12.0%	12.3%	7.0%	11.0%	7.7%	50.0%
	Female	Count	22	54	20	35	19	150
		% of Total	7.3%	18.0%	6.7%	11.7%	6.3%	50.0%
Total		Count	58	91	41	68	42	300
		% of Total	19.3%	30.3%	13.7%	22.7%	14.0%	100.0%

The survey statement attempted to evaluate the trainee teachers' perception that PEELI training provides training according to the needs of the students. 30.3% agree, and 19.3% strongly agree with the statement, while 14.0% strongly disagree and 22.7% believed that training did not fulfill the needs of the students.

Statement 6. Teachers are able to impart in their students what PEELI imparted in them.

			Teachers are able to impart in their students what PEELI imparted in them.					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Gender	Male	Count	37	43	23	32	15	150
		% of Total	12.3%	14.3%	7.7%	10.7%	5.0%	50.0%
	Female	Count	25	52	23	26	24	150
		% of Total	8.3%	17.3%	7.7%	8.7%	8.0%	50.0%
Total		Count	62	95	46	58	39	300
		% of Total	20.7%	31.7%	15.3%	19.3%	13.0%	100.0%

The survey's statement has attempted to evaluate the trainee teacher's perception that PEELI training makes teachers able to impart in their students what PEELI imparted in them. SPSS analysis shows that 31.7% of teachers agree with the given statement, and 20.7% strongly agree. 19.3% disagree, and 13.0% strongly disagree, and 15.3% remained undecided about the statement.

Statement 7. PEELI Training has changed the classroom environment.

			PEELI Training has changed the classroom environment.					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	
Gender	Male	Count	23	41	19	44	23	150

	% of Total	7.7%	13.7%	6.3%	14.7%	7.7%	50.0%
Female	Count	18	52	27	37	16	150
	% of Total	6.0%	17.3%	9.0%	12.3%	5.3%	50.0%
Total	Count	41	93	46	81	39	300
	% of Total	13.7%	31.0%	15.3%	27.0%	13.0%	100.0%

The survey statement has attempted to evaluate the trainee teacher's perception that PEELI training has changed the classroom environment into an effective learning environment. 31.0% agreed with the statement, and 13.7% strongly agree with the statement. 27.0% disagree with the statement, and 13.0% strongly disagree with the statement, while 15.3% remained undecided.

Statement 8. The content material provided by British Council in PEELI training to the teachers is effective and essential for English language skills.

			The content material provided by British Council in PEELI training to the teachers is effective and essential for English language skills.					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Gender Male	Count		28	48	28	28	18	150
	% of Total		9.3%	16.0%	9.3%	9.3%	6.0%	50.0%
Female	Count		25	54	17	35	19	150
	% of Total		8.3%	18.0%	5.7%	11.7%	6.3%	50.0%
Total	Count		53	102	45	63	37	300
	% of Total		17.7%	34.0%	15.0%	21.0%	12.3%	100.0%

The survey question has attempted to evaluate the trainee teacher's perception of the content material provided by the British Council during PEELI training. 34.0% agree, 17.7% strongly agree, 12.3% strongly disagree, and 21.0% disagreed with the statement, while 15.0% remained undecided. The result shows that most of the teachers are satisfied with the material provided by the British Council in PEELI training.

Statement 9. The general perception of teachers about the effectiveness of PEELI is positive.

			The general perception of teachers about the effectiveness of PEELI is positive.					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Gender Male	Count		23	33	28	53	13	150
	% of Total		7.7%	11.0%	9.3%	17.7%	4.3%	50.0%
Female	Count		20	53	31	23	23	150
	% of Total		6.7%	17.7%	10.3%	7.7%	7.7%	50.0%

Total	Count	43	86	59	76	36	300
	% of Total	14.3%	28.7%	19.7%	25.3%	12.0%	100.0%

The survey's statement has attempted to evaluate the trainee teacher's general perception about the effectiveness of PEELI training is positive. As the results show that the tendency of most participants agrees with the statement with 28.7%. 14.3% of teachers strongly agree with the statement. While 25.3% of participants disagree with the statement and 12.0% strongly disagree. And 19.7% remain undecided.

Statement 10. There is a lot of space requires to be improved in the PEELI framework.

			There is a lot of space requires to be improved in the PEELI framework.					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Gender	Male	Count	20	51	28	34	17	150
		% of Total	6.7%	17.0%	9.3%	11.3%	5.7%	50.0%
	Female	Count	19	53	36	27	15	150
		% of Total	6.3%	17.7%	12.0%	9.0%	5.0%	50.0%
	Total	Count	39	104	64	61	32	300
		% of Total	13.0%	34.7%	21.3%	20.3%	10.7%	100.0%

The statement of the survey has attempted to evaluate the trainee teachers' perception that PEELI training has come areas to be improved in the PEELI training. 34.7% agreed with the statement, and 13.0% strongly agree with the statement. 20.3% disagree, and 10.7% strongly disagree, and 21.3% remained undecided.

Statement 11. Teachers are properly trained in preparation of activity-based English language learning.

			Teachers are properly trained in preparation of activity-based English language learning.					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Gender	Male	Count	35	54	19	31	11	150
		% of Total	11.7%	18.0%	6.3%	10.3%	3.7%	50.0%
	Female	Count	18	45	29	37	21	150
		% of Total	6.0%	15.0%	9.7%	12.3%	7.0%	50.0%
	Total	Count	53	99	48	68	32	300
		% of Total	17.7%	33.0%	16.0%	22.7%	10.7%	100.0%

The survey statement has attempted to evaluate the proper training of the teachers in activity-based English language learning. 33.0% agreed with the statement, and 22.7% disagree with the statement. And 17.7% strongly agree, and 10.7% strongly disagree with the statement. 16.0% of participants

remained undecided about the given statement.

Statement 12. PEELI Training is effective Activity-based learning.

			PEELI Training is effective Activity-based learning.					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Gender	Male	Count	18	56	24	36	16	150
		% of Total	6.0%	18.7%	8.0%	12.0%	5.3%	50.0%
	Female	Count	21	49	24	36	20	150
		% of Total	7.0%	16.3%	8.0%	12.0%	6.7%	50.0%
Total		Count	39	105	48	72	36	300
		% of Total	13.0%	35.0%	16.0%	24.0%	12.0%	100.0%

The survey statement has attempted to evaluate the proper training of the teachers in activity-based English language learning. 35.0% agreed with the statement, and 24.0% disagree with the statement. 13.0% strongly agreed, and 12% strongly disagree. 16.0% undecided about the statement.

Statement 13. Teachers learned interesting way of teaching.

			Teachers learned interesting way of teaching.					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Gender	Male	Count	32	49	24	27	18	150
		% of Total	10.7%	16.3%	8.0%	9.0%	6.0%	50.0%
	Female	Count	20	59	21	38	12	150
		% of Total	6.7%	19.7%	7.0%	12.7%	4.0%	50.0%
Total		Count	52	108	45	65	30	300
		% of Total	17.3%	36.0%	15.0%	21.7%	10.0%	100.0%

The statement of the survey has attempted to evaluate the trainee teachers' perception that PEELI training is effective activity-based learning. SPSS analysis shows that most participants agree with the statement, with 36.0% and 17.3% strongly agree with the statement. On the other hand, 21.7% disagreed with the statement, and 10.0% strongly disagree with the statement. 15.0% remained undecided.

Statement 14. PEELI training enables teachers to do activity-based learning in their respective schools.

			PEELI training enables teachers to do activity-based learning in their respective schools.					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Gender	Male	Count	18	57	30	27	18	150

	% of Total	6.0%	19.0%	10.0%	9.0%	6.0%	50.0%
Female	Count	24	50	16	40	20	150
	% of Total	8.0%	16.7%	5.3%	13.3%	6.7%	50.0%
Total	Count	42	107	46	67	38	300
	% of Total	14.0%	35.7%	15.3%	22.3%	12.7%	100.0%

The survey statement has attempted to evaluate the trainee teachers' perception that PEELI training enables teachers to do activity-based learning strongly agrees with the statement. According to the results, participants agree with the statement as 35.7% of teachers agreed and 14.0% strongly agree. While 22.3% disagree and 12.7% strongly with the given statement. 15.3% could not make their decision and remained undecided.

Question 15. PEELI training enables teacher to execute activity-based learning in large classes.

			PEELI training enables teacher to execute activity-based learning in large classes.					
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Gender Male	Count		31	43	19	35	22	150
	% of Total		10.3%	14.3%	6.3%	11.7%	7.3%	50.0%
Female	Count		24	56	21	30	19	150
	% of Total		8.0%	18.7%	7.0%	10.0%	6.3%	50.0%
Total	Count		55	99	40	65	41	300
	% of Total		18.3%	33.0%	13.3%	21.7%	13.7%	100.0%

Teachers were asked to mark that PEELI Training enables them to execute activity-based learning in large classes. The SPSS analysis shows that a major number of teachers agree with 33.0% agree and 18.3% strongly agree with the said statement. While 13.7% strongly disagree and 21.7% disagree. And 13.3% remained undecided.

Question 16. Teacher have sufficient resources to execute student-centered learning after PEELI training.

			Teacher have sufficient resources to execute student-centered learning after PEELI training.					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Gender Male	Count		19	48	24	33	26	150
	% of Total		6.3%	16.0%	8.0%	11.0%	8.7%	50.0%
Female	Count		27	47	24	34	18	150
	% of Total		9.0%	15.7%	8.0%	11.3%	6.0%	50.0%
Total	Count		46	95	48	67	44	300

Question 16. Teacher have sufficient resources to execute student-centered learning after PEELI training.

			Teacher have sufficient resources to execute student-centered learning after PEELI training.					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Gender	Male	Count % of Total	19 6.3%	48 16.0%	24 8.0%	33 11.0%	26 8.7%	150 50.0%
	Female	Count % of Total	27 9.0%	47 15.7%	24 8.0%	34 11.3%	18 6.0%	150 50.0%
Total		Count % of Total	46 15.3%	95 31.7%	48 16.0%	67 22.3%	44 14.7%	300 100.0%

The Statement of the survey has attempted to evaluate the trainee teacher's perception that PEELI training is that teachers have sufficient resources to execute student-centered learning after PEELI training. 31.7% agree, 15.3% strongly agree, 22.3% disagree and 14.7% strongly disagree, and 16.0% undecided.

Question 17. PEELI Training has developed Critical thinking in Teachers.

			PEELI Training has developed Critical thinking in Teachers.					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Gender	Male	Count % of Total	23 7.7%	36 12.0%	34 11.3%	36 12.0%	21 7.0%	150 50.0%
	Female	Count % of Total	25 8.3%	50 16.7%	23 7.7%	31 10.3%	21 7.0%	150 50.0%
Total		Count % of Total	48 16.0%	86 28.7%	57 19.0%	67 22.3%	42 14.0%	300 100.0%

The survey statement has attempted to evaluate the trainee teachers' perception that PEELI training develops critical thinking in teachers. Most of the teacher's believed that PEELI training develops critical thinking in them as 28.7% agreed and 16.0% strongly agree. 14.0% remained strongly disagree, and 22.3% disagree, and 19.0% undecided about the statement.

Question 18. Trainers in PEELI training uses Pair-Peer-Individual activities.

			Trainers in PEELI training uses Pair-Peer-Individual activities.					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	
Gender	Male	Count	26	43	28	29	24	150

	% of Total	8.7%	14.3%	9.3%	9.7%	8.0%	50.0%
Female	Count	26	50	22	36	16	150
	% of Total	8.7%	16.7%	7.3%	12.0%	5.3%	50.0%
Total	Count	52	93	50	65	40	300
	% of Total	17.3%	31.0%	16.7%	21.7%	13.3%	100.0%

The statement that the trainer in PEELI training has used the pair-peer individual activates for the trainee teachers. The result shows that 17.3% strongly agree and 31.0% agree with the statement. While 16.7% remained undecided and 21.7% disagree, and 13.3% strongly disagree with the given statement.

Question 19. PEELI Training gives teachers an opportunity to enhance their teaching skills.

			PEELI Training gives teachers an opportunity to enhance their teaching skills.					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Gender Male	Count		23	52	17	38	20	150
	% of Total		7.7%	17.3%	5.7%	12.7%	6.7%	50.0%
Female	Count		23	50	23	32	22	150
	% of Total		7.7%	16.7%	7.7%	10.7%	7.3%	50.0%
Total	Count		46	102	40	70	42	300
	% of Total		15.3%	34.0%	13.3%	23.3%	14.0%	100.0%

The statement of the survey has attempted to evaluate the trainee teacher's perception that PEELI training allows teachers to enhance their teaching skills is strongly agreed by 15.3% by respondents while 34.0% just agree to the statement and 13.3% remained undecided. The disagreement percentage with the statement was 23.3%, and 14% strongly disagree.

Question 20. Teachers are trained in English speaking skills.

			Teachers are trained in English speaking skills.					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Gender Male	Count		29	45	20	36	20	150
	% of Total		9.7%	15.0%	6.7%	12.0%	6.7%	50.0%
Female	Count		26	58	18	31	17	150
	% of Total		8.7%	19.3%	6.0%	10.3%	5.7%	50.0%
Total	Count		55	103	38	67	37	300
	% of Total		18.3%	34.3%	12.7%	22.3%	12.3%	100.0%

The statement of the survey has attempted to evaluate the trainee teacher's perception that trainers of

PEELI training are trained in English speaking skills. 18.3% and 34.3% of respondents strongly agree and agree, respectively. 22.3% and 12.3% of respondents disagree and strongly disagree with the given statement, and 12.7% remain unsure.

Question 21. Teachers are trained in English listening skills.

			Teachers are trained in English listening skills.					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Gender	Male	Count	23	50	21	31	25	150
		% of Total	7.7%	16.7%	7.0%	10.3%	8.3%	50.0%
	Female	Count	21	46	20	36	27	150
		% of Total	7.0%	15.3%	6.7%	12.0%	9.0%	50.0%
	Total	Count	44	96	41	67	52	300
		% of Total	14.7%	32.0%	13.7%	22.3%	17.3%	100.0%

The survey's statement has attempted to evaluate the trainee teacher's perception that trainers of PEELI training are trained in English listening skills. The respondents showed their opinion of the statement. SPSS analysis shows that 14.7% strongly agree and 32.0% agree, and 13.7% remained unsure. While 22.3% disagrees with the statement and strongly disagree percentage is 17.3%.

Question 22. Teachers are trained in English reading skills.

			Teachers are trained in English reading skills.					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Gender	Male	Count	23	60	23	28	16	150
		% of Total	7.7%	20.0%	7.7%	9.3%	5.3%	50.0%
	Female	Count	32	42	25	32	19	150
		% of Total	10.7%	14.0%	8.3%	10.7%	6.3%	50.0%
	Total	Count	55	102	48	60	35	300
		% of Total	18.3%	34.0%	16.0%	20.0%	11.7%	100.0%

The statement of the survey has attempted to evaluate the trainee teachers' perception that trainers of PEELI training teach the trainers English reading skills. The major respondents also approve of this statement. As 34.0% agree and 18.3% strongly agree and 16.0% undecided. 20.0% disagree, and 11.7% strongly disagree with the statement. The finding of the statement shows that the trainer of the PEELI Training is in English reading skills, skillfully.

Question 23. Teachers are trained in English writing skills.

			Teachers are trained in English writing skills.					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Gender	Male	Count	29	46	25	40	10	150

	% of Total	9.7%	15.3%	8.3%	13.3%	3.3%	50.0%
Female	Count	24	53	23	26	24	150
	% of Total	8.0%	17.7%	7.7%	8.7%	8.0%	50.0%
Total	Count	53	99	48	66	34	300
	% of Total	17.7%	33.0%	16.0%	22.0%	11.3%	100.0%

The statement of the survey has attempted to evaluate the trainee teachers' perception that trainers of PEELI training teach the trainers English writing skills. 17.7% strongly agree, and 33.0% agree with it. While 22.0% disagree and 11.3% strongly disagree with the statement, and 16% are unsure.

Question 24. Trainee teachers are trained in communication skills in teaching.

			Trainee teachers are trained in communication skills in teaching.					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Gender Male	Count		28	40	17	43	22	150
	% of Total		9.3%	13.3%	5.7%	14.3%	7.3%	50.0%
Female	Count		27	49	23	32	19	150
	% of Total		9.0%	16.3%	7.7%	10.7%	6.3%	50.0%
Total	Count		55	89	40	75	41	300
	% of Total		18.3%	29.7%	13.3%	25.0%	13.7%	100.0%

The survey statement has attempted to evaluate the trainee teachers' perception that PEELI training improved the communication skills of the trainee teachers in their teaching. 18.3% strongly agree, and 29.7% agree with the statement. 13.3% are undecided, and 25.0% have disagreed, and 13.7% strongly disagree. The finding regarding the statement is that PEELI training contributes to enhancing the communication skills of the trainee teachers in their teaching.

Question 25. Master trainers are well trained in doing effective PEELI Training of English language skills.

			Master trainers are well trained in doing effective PEELI Training of English language skills.					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Gender Male	Count		30	44	14	37	25	150
	% of Total		10.0%	14.7%	4.7%	12.3%	8.3%	50.0%
Female	Count		26	53	23	31	17	150
	% of Total		8.7%	17.7%	7.7%	10.3%	5.7%	50.0%
Total	Count		56	97	37	68	42	300
	% of Total		18.7%	32.3%	12.3%	22.7%	14.0%	100.0%

The statement of the survey has attempted to evaluate the trainee teachers' perception that PEELI training that master trainers do English learning with activities in the English language. According to the results, 32.3% agree, and 18.7% strongly disagree, and 22.7% disagree, and 14.0% strongly disagree, while 12.3% remained unsure about the statement. Results are in favor of PEELI trainees.

Question 26. Master trainers do all English learning activities in English language.

			Master trainers do all English learning activities in English language.					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Gender	Male	Count % of Total	39 13.0%	49 16.3%	24 8.0%	19 6.3%	19 6.3%	150 50.0%
	Female	Count % of Total	28 9.3%	57 19.0%	25 8.3%	30 10.0%	10 3.3%	150 50.0%
Total		Count % of Total	67 22.3%	106 35.3%	49 16.3%	49 16.3%	29 9.7%	300 100.0%

The statement of the survey has attempted to evaluate the trainee teachers' perception that master trainers of PEELI training have good English language proficiency. According to the results, 35.3% agreed to the statement, and 22.3% strongly agreed. And 16.3% remained to disagree, and 9.7% strongly disagrees with the given statement. 16.3% remained undecided.

Question 27. Master Trainers have strong English background.

			Master Trainers have strong English background.					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Gender	Male	Count % of Total	19 6.3%	54 18.0%	21 7.0%	31 10.3%	25 8.3%	150 50.0%
	Female	Count % of Total	29 9.7%	43 14.3%	32 10.7%	35 11.7%	11 3.7%	150 50.0%
Total		Count % of Total	48 16.0%	97 32.3%	53 17.7%	66 22.0%	36 12.0%	300 100.0%

The survey's statement has attempted to evaluate the trainee teacher's perception that the master trainer has a strong English background. The findings show that 32.3% agree and 16.0% strongly agree, and 17.7% remained undecided about the statement. 22.0% disagree, and 12.0% remained strongly disagree with the said statement.

Question 28. PEELI provides English skills according to the expectations of the teachers.

			PEELI provides English skills according to the expectations of the teachers.					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	

Gender	Male	Count	30	54	15	26	25	150
		% of Total	10.0%	18.0%	5.0%	8.7%	8.3%	50.0%
	Female	Count	28	52	21	33	16	150
		% of Total	9.3%	17.3%	7.0%	11.0%	5.3%	50.0%
	Total	Count	58	106	36	59	41	300
		% of Total	19.3%	35.3%	12.0%	19.7%	13.7%	100.0%

The statement of the survey has attempted to evaluate the trainee teacher's perception that PEELI training proved training according to the expectations of the students. The analysis shows that 19.3% strongly agree and 35.3% agree, and 12.0 % are undecided. And 19.7% disagree and 13.7% strongly disagree with the mentioned statement. The finding that PEELI provides training according to the students' needs is affirmed positively by the respondents.

Question 29. PEELI training is student-centered rather than teacher-centered.

			PEELI training is student-centered rather than teacher-centered.					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	
Gender	Male	Count	20	49	22	38	21	150
		% of Total	6.7%	16.3%	7.3%	12.7%	7.0%	50.0%
	Female	Count	21	60	23	34	12	150
		% of Total	7.0%	20.0%	7.7%	11.3%	4.0%	50.0%
	Total	Count	41	109	45	72	33	300
		% of Total	13.7%	36.3%	15.0%	24.0%	11.0%	100.0%

The statement of the survey has attempted to evaluate the trainee teacher's perception that PEELI training is student-centered training. 36.3% agree, and 13.7% strongly disagree, and 15.0% remained unsure about the statement. 24.0% and 11.0% of respondents disagree and strongly disagree, respectively.

Question 30. PEELI trainers take more talk time than student's talktime.

			PEELI trainers take more talk time than student's talktime.					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Gender	Male	Count	38	49	16	27	20	150
		% of Total	12.7%	16.3%	5.3%	9.0%	6.7%	50.0%
	Female	Count	10	52	22	44	22	150
		% of Total	3.3%	17.3%	7.3%	14.7%	7.3%	50.0%
	Total	Count	48	101	38	71	42	300

Question 30. PEELI trainers take more talk time than student’s talktime.

			PEELI trainers take more talk time than student’s talktime.					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Gender	Male	Count	38	49	16	27	20	150
		% of Total	12.7%	16.3%	5.3%	9.0%	6.7%	50.0%
	Female	Count	10	52	22	44	22	150
		% of Total	3.3%	17.3%	7.3%	14.7%	7.3%	50.0%
Total		Count	48	101	38	71	42	300
		% of Total	16.0%	33.7%	12.7%	23.7%	14.0%	100.0%

The statement of the survey has attempted to evaluate the trainee teacher’s perception that the trainers of PEELI training have taken more talk time than the trainee teacher’s. The results show that 33.7% agree and 16.0% strongly agree with the statement, and 12.7% remained undecided. 23.7% disagree, and 14.0 % strongly disagree with the statement.

FINDINGS AND DISCUSSION:

PEELI Training proved effective in enhancing the English language skills of the teachers in the school education department. The effectiveness is examined in terms of teaching methods, content, trainee's perception, trainer’s method, activity-based training, strategy regarding four English language skills.

Research Question—1

To what extent did the PEELI Training effectively enhance the teachers' English language skills in the school education department?

The independent variable PEELI training with its dependent variable effectiveness is further deconstructed more units to gauge the effectiveness. The effectiveness denotes the satisfaction of the trainee teacher about the training, positive impact, step to achieve the objective of quality education, as a factor of the betterment of their teaching skills, speaking, reading, writing and listening skills. The last feature is the expectations of the trainee teachers from the training. The responses are presented in descending order from more scores of each response to less in percentages. PEELI provides English skills according to the expectations of the teachers 35.3% agree. The expectations the trainees had before the training are largely met as after the training they perceived. The dependent variable English-speaking skills, get 34.3%.

Spoken English is an effective means to enhance listening skills. However, the trainers remained bi-lingual using Urdu-English mix rather than only English language for their purpose. The trainee improves their teaching skills as the 34.0% respondents agreed. They learn the child-centered method of teaching, and it is a new one for them. 34.0% of respondents agreed that they are trained in English reading skills. Reading and writing are the main areas on which school teaching and curriculum place the main focus. But there is no specific teaching of reading strategies to the trainees. The focus remains on activity-based language teaching skills. However, the trainee teachers consider the acquisition of vocabulary and correction of the English pronunciation has been possible due to the training. The training is considered a step to achieve the objective of Quality Education, and 33.7% of respondents agree. That strategy made training more interactive and student-centered. The 33.0% of participants are of the view that the training enables them to better their writing skills. However, some trainers took the resort to lecture the participants on the content as one-sided activity

in which the trainees remained passive listeners. PEELI Training is proved satisfactory 32.7% agreed. They have a sense of learning and enhanced capacity. The respondents, 32.0% are agreed that the trainer teaches the trainee teachers English Listening Skills. 31% of respondents consider the Positive impact of PEELI training on teacher's performance in the classroom. The statement that PEELI training has enabled them to learn English writing Skills is agreed by the teachers in the survey with 33.0%.

Research Question—2

What are the outcomes of PEELI regarding enhancing the competence of teachers in English in Public sector schools?

The independent variable PEELI Training as an instrument of dependent variable enhancing competence of teachers in English language is deconstructed into more dependent variables such as activity-based language learning, student-centered approach, teach interestingly, makes classroom environment effective for learning, enhance teacher's critical thinking skills, positive perception of teachers about the training effectiveness, teachers, are willing to do activity-based learning in their respective schools in large classes, the training has improved their communication skills. It enables them to teach their subject in English and impart skills that PEELI has imparted in them. Teachers learn that they have sufficient sources to execute student-centered learning. The master trainer's competence, proper content material provided in PEELI training, and it was according to the needs of the trainee teachers. All these variables got a varied ratio of responses to reflect their priority in the perception of the trainees. The responses are presented in descending order from higher scores of each response to the fewer responses in percentages. The variable that acquires the highest percentage score, 94%, is Activity-based English language learning. The other variable that shows the enhancement of the Teacher's competence is his knowing the method of student-centered training with the percentage of 36.3% agreement. The learning has happened in an interesting way, approved by 36.0%, affirmatively. 31.0% of respondents affirm that the training changed the classroom environment into an effective learning environment. It has developed Critical thinking in Teachers. The teachers express the response in 28.7% as agreed. The general perception 28.7% of teachers, remain positive about the effectiveness of the training. They learned about activity-based learning and attempted to implement it in their respective schools. 35.7%, respondents agreed with the statement. It also improved the communication skills of Trainee teacher in teaching. 29.7% of respondents agreed with the statement. 33.0% of the trainee teachers agreed that PEELI training enables teacher to execute activity-based language learning in large classes. The training enables teacher to teach their subjects in English language is agreed by 30.7% of the respondents. Teachers are able to impart in their students what PEELI imparted in them. The statement is testified by 31.7% of respondents. 31.7% of the respondents approve that there are sufficient resources to execute student-centered learning in their respective classrooms. 35.3% agree that PEELI Master Trainers do English learning activities in the English language. 34.0% of respondents agree that the content material provided by the British Council in PEELI training to the teachers is effective and essential for English language skills. 30.3% of respondents agree that the training is according to the needs of the students. The activity-based, interesting way of training, and student-centered approach softened the language barrier indeed boosted the level of confidence in the trainee teachers. The training has developed a sense of confidence in the teachers. However, the physical environment of these training is not appropriate, such as providing stationery, food, lack of proper illumination in the classes, etc.

Recommendations:

- The trainers must use English language in their training rather than switch to a bilingual way of teaching and training. Such practice confuses the learner, and his mind always involves translation from Urdu to English and from English to Urdu.
- The duration of training should be extended to one month to nurture four English language

skills and key competencies.

- There is no teaching of subject-specific English language and vocabulary. Thus, the trainees cannot use the Training of English language in their subject teaching. While general English rules are essential, subject-based vocabulary and expressions should also be inducted into the content.
- The training revolves around the activity-based method, which is quite effective but lacks sufficient content material. The material provided to the trainees is not in line with the growing needs of the teachers. Therefore, a thorough revision of the content should take place.
- The language learning process is a continuous effort and time taking exercise. There is a need for a continuous development framework of English language skills.
- It is expected that the outputs of the PEELI training project must be according to the teacher education framework of Punjab's government policy for teacher education.
- The trainers of PEELI belong to different subjects, and very few are teachers of English language subjects. The trainers must have a proper degree in the teaching of the English language and be trained sufficiently by the British Council.
- The initiative, however, in the right direction, and the government should continue such projects on a larger scale and enhance the quality of training. In this way, a teacher will be able to get stronger SLOs and improve the quality of teaching especially English language, at Primary, Middle, and Secondary Schools. It will also develop purposeful communication and concept clarification.
- Third-party continuous monitoring and evaluation should be conducted to assess the quality of the project.

Conclusion:

The Punjab Education and English Language Initiative (PEELI) project in Punjab started in 2013. The project has initiated an activity-based learning classroom environment, paves the way to active learners' participation, and provides a friendly- activity-based-student centered approach for effective and quality teaching. Punjab has the biggest school system in which 11,000,000 students are studying, the number of teachers is 350,000, and the number of schools is 53,000. The physical facilities provision has been achieved to a better extent; therefore, there is a need to move towards quality education. In this context, the PEELI project has been started. This is the step that should be taken long before but unfortunately has been taken after maximum delay. It is not the complete solution to the problem teacher is facing about his capacity and skill. It is deeply entrenched in the system of education. An enhanced and improved version of PEELI training and advanced level programs should continuously be introduced to achieve the goal of quality education.

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