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RECENT EDUCATIONAL CHANGES AT HIGHER EDUCATIONAL LEVEL IN PAKISTAN: ENGLISH LANGUAGE TEACHERS' PERCEPTIONS AND PRACTICES

Syed Sabih Ul Hassan

Submitted in fulfillment of the partial requirement for the degree of **Doctor of Philosophy**

School of Education:
College of Social Sciences,
University of Glasgow

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Abstract:

Higher Education Institutes (HEIs) of any country could be a source of providing professionals to the country in many fields. By doing so, HEIs could play a pivotal role in the economic growth of the country. In Pakistan, it seems that, in the wake of this realization, steps have been taken to reform Higher Education. Drawing on the *Triple I* model of educational change covering Initiation, Implementation and Institutionalization (Fullan, 2007) this study focuses on the planning and implementation of reforms in the Education system of Pakistan at higher education level that have been introduced by the Higher Education Commission (HEC) since its inception in 2002. Kennedy's model of hierarchical subsystems affecting innovation and Chin and Benne's (1985) description of strategies for implementing change also provided guidelines for analyzing the changes in education in the country to highlight the role that the authorities expect the language teacher to play in the process of implementing these changes.

A qualitative method is followed in this study to gather data from English language teachers at three universities of the Khyber Pakhtunkhwa province of Pakistan. A questionnaire was developed to look into the perceptions of English language teachers regarding the impact of these reforms. This was followed up by interviews.

Responses from 28 teachers were received through questionnaire out of which 9 teachers were interviewed for detailed analysis of their perceptions. Thematic Content analysis was used to analyze and interpret the data. Some of the most significant changes that the respondents reported knowledge of included the introduction of Semester System, extending the Bachelors degree to four years from two years, promotion of research culture, and increased teachers' autonomy in classroom practices. Implications of these reforms for English teachers' professional development were also explored. The data indicate that the teachers generally have a positive attitude towards the changes. However, the data also show concerns that teachers have about the practical effectiveness of these changes in improving English language teaching and learning in Pakistani Universities. Some of the areas of concern are worries regarding resources, the assessment system, the number of qualified teachers, and instability in the educational policy. They are concerned about the training facilities and quality of the professional training available to them. Moreover, they report that training opportunities for their professional development are not available to all the teachers equally. Despite the HEC claims of providing regular training opportunities, the majority of the teachers did not receive

any formal training in the last three years, while some teachers were able to access these opportunities multiple times.

Through the recent reforms HEC has empowered the teachers in conducting the learning/teacher processes but this extra power has reduced their accountability and they can exercise these powers without any check on them. This empowerment is limited to the classroom and there appears to be no or minimal involvement in decision making at the top level of policy making. Such lack of involvement in the policy decisions seems to be generating a lack of sense of ownership among the teachers (Fullan 2003a:6). Although Quality Enhancement Cells have been developed in the universities to assure the desired quality of education, they might need a more active role to contribute in achieving the level of enhancement in education expected from them.

Based on the perceptions of the respondents of this study and the review of the relevant literature, it is argued that it is unlikely for the reforms to be institutionalized if teachers are not given the right kind of awareness at the initiation stage and are not prepared at the implementation stage to cope with the challenge of a complex process. The teachers participating in this study, in general, have positive and enthusiastic attitudes towards most of the changes, in spite of some reservations. It could also be interesting to see if the power centers of the Pakistani Higher Education appreciate this enthusiasm and channel it for a strong Higher Education system in the country.

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Chapter 1. **Introduction**

This study aims to analyze the current situation of English Language teaching at the Higher Education level in Pakistan in light of the changes recommended/implemented in the recent past. Further, the study seeks to explore the importance of university language teachers as agents of change. It looks into English language teachers' perceptions about the impact of the reforms introduced in Pakistani universities. Moreover, it highlights teachers' views about their role to become successful change agents and the professional development opportunities available to them. In the recent past the concepts of reforms in the education sector have been widely studied by researchers and educationist in different countries throughout the world. These studies have contributed in providing a richer knowledge base about reforms in education. This has also improved understanding of the issues related to educational reforms. However, even in recent times all educational reforms have not been able to achieve the desired outcomes (Hargreaves, 2005:2). Knowing the teachers' beliefs and perceptions about the factors that influence reforms in Pakistan, therefore, could give us some understanding of the challenges to the reforms.

This chapter will provide a brief background to the current situation of education in Pak istan, with special focus on Higher Education and will state the research problems identified for this study. After providing a rationale for the study, it will highlight the importance of Higher Education for developing countries like Pakistan. A background to the inception of the Higher Education Commission (HEC) of Pakistan and its efforts in introducing reforms is provided. The role that the policy makers/HEC expect the teachers to play in implementing these changes is also discussed. By discussing these issues the study will provide a background understanding/justification of the following choices made while conducting this study.

1.1. Statement of the Problem

In Pakistan issues related to Higher Education are regulated and monitored by HEC since its inception in 2002 (discussed in detail later in the chapter). In the previous decade HEC has recommended many changes in Higher Education. In any educational context teachers are considered among the most important stakeholders for the reforms to be successful. Campos (2005:7) believes that "without the participation of teachers, changes in education are impossible". Due to this importance of teachers, availability of skilled and trained teachers

may be essential for bringing changes in the education sector. Unfortunately, in Pakistan, it is felt that there is a dearth of skilled professionals in the field of teaching, especially at Higher Education level (Shamim and Tribble, 2005). Due to the complexity associated with educational reforms and their long term scope (Hargreaves, 2005:283), continuous professional development activities for teachers might be required for the teachers to be successful change agents. Moreover, teachers' involvement in the planning and implementation of the changes could also be necessary for the teachers to understand and perform the role expected of them by other stakeholders including the policy makers and the state. Campos asserts "that professional development also depends on how *involved* and responsible teachers *feel* they are in the development of their schools and of education" (Campos, 2005:10).

In Pakistan, it is generally believed that teachers are not fully involved in the process of planning reforms. They are expected to follow guidelines/orders from the authorities like HEC and their respective Higher Education Institutes (HEIs). Due to this lack of involvement, a sense of ownership might be lacking in the teachers.

Many practitioners see starting with questions as a weak strategy. But it is not. It is the strongest of strategies. There is an old truism in change that says, "The more the changer talks, the less change will occur. The more the change talks, the more change occurs." You have to get the changees to talk about their reactions to the change, why they do not want to do it, what they would rather do, and the like. But no matter what, do not ask them questions in an accusatory manner. That only makes the change defensive.

(Harvey and Broyles, 2010:7)

Even in the cases where teachers are involved and have positive attitudes towards change, they might not be skilled enough to become effective change agents. Therefore, this study focuses on studying teachers' perceptions/views about their role in the implementation of the changes in the Higher Education in Pakistan. This also highlights the importance of investigating the professional development opportunities available to the teachers and their views about, and expectations from, these professional development opportunities. Due to the importance of the English language in the country (discussed in detail in chapter 2), the focus of the study is limited to English language teachers.

So far in this chapter, the issues related to the scope of this research have been briefly introduced. A detailed contextual overview of these factors will be presented in Chapter 2, to provide an in-depth understanding of the Pakistani contexts and the relevant issues. To further understand the rationale for the study, the role of teachers in the process of implementing reforms will be discussed with specific focus on the Pakistani context. Moreover, the importance and the role of English language in the country will also be outlined. English language is a key to success in acquiring higher education. Highlighting this important role of English in the country supports the choice of English Language teachers for this study.

1.2. Detailed account of the rationale of the current study

1.2.1. Stakes of teachers in the education system and their role in implementing reforms

In the last couple of decades reforms have been introduced by many developed and developing countries in their education systems. This has also increased the focus of policy makers on teacher development because of the role that teachers may play in the implementation of reforms. Hence, teacher development and the role of teachers have been emphasized in recent educational research (Evans, 2010). Evans focuses on European countries, especially England, on the effectiveness of the top-down approach in implementing educational reform. She also highlights the role of the policy makers, the effects of the top-down approach on teacher development, and the ability of such research to inform the relevant stakeholders about the process, requirements and product of change. Discussions in these areas are pertinent to the Pakistani context due to the increased expectations of the policy makers for the teachers to act as active agents of change. It is also worth mentioning here that developing teachers' skill alone would not be enough for successful implementation of reforms. For teachers to work as effective change agents it is important that the educational institutes offer a supportive environment by ensuring availability of resources (Irvine, 2003:p.84).

Schein (2010:178) argues that an effective agent of change would be able to understand and act according to the culture of the organization for which the change is intended. Due to the diversity of the cultural contexts in Pakistan (see chapter 3 for details), every university might have different cultural characteristics than others. In a top-down approach towards reforms, this may pose a big challenge for the policy makers to design different implementation plans for each university. Therefore, it increases the importance of active participation of the

teachers in designing and implementing reforms. Teachers, being actively involved in the working environment of a university, might be in a better position to understand the cultural sensitivity and make valuable recommendations. However, it must also be appreciated that organizational or institutional culture is not a constant entity and it changes with time (Schein, 2010:196). It could, therefore, be important to have a mechanism for evaluating impact of the program on the society, inside the university, as well as on stakeholders who are outside the institute. In the case of educational institutes, parents and family members could be examples of external stakeholders. In contexts like Pakistan, having strong social ties within families, the importance of such external stakeholders increases. Active participation of the teachers in the change process will therefore be useful because of their ability to play a bridging role between the internal and external stakeholders.

Adjusting to the cultural change in an organization is not the only task of change agents. Sometimes they might be required to bring a planned change in the culture of an organization or an institute (Schein, 2010:297). In other words, common beliefs, behaviors and attitudes of the members of a particular culture might need to be influenced through planned intervention. It, therefore, may be of great importance that the teachers understand why these interventions are necessary. It may also be important that they own and value the aims of these planned interventions. Moreover, teachers have to adapt to the diversity of different organizational/institutional cultures in their career while moving from one job to another. More importantly, they would have to cope with students within the university coming from diversified backgrounds and having different attitudes and behaviors towards education, teachers, and educational institutes. For English language teachers in Pakistan varying attitudes of students towards English language is an important factor to be considered (Jabeen et al., 2011).

Similarly 'teachers' concepts and values' also affect students from different cultural backgrounds in different ways (Hosoya and Talib, 2010:241). Professional development of teachers is, therefore, required to enable them to deal with the complexity of the situation. However, Giroux (1988) argues that in culturally diverse cases, development programs for teachers might end up affecting teachers' skills negatively instead of improving them. Irvine asserts that cultural sensitivity of the development program could be an essential characteristic for teacher development in diversified cultural situations (Irvine, 2003:73). To enable teachers to become effective agents of change, the factors discussed above might be important to consider while developing professional development programs for teachers in Pakistan.

1.2.2. Teachers as Agents of Change in Pakistan

The policy makers in Pakistan see the importance of the role of the teacher in implementing changes in the Educational Sector. In their performance report for the years 2002-2008, HEC has highlighted this importance in the following words.

The HEC was aware of the fact that a quantum change in the quality of research and education could only be brought about by improvement in the quality of the faculty. A poor faculty produced poor graduates who would then go on to generate further lower quality output. And so the cycle of poor quality would continue perpetually. The prime need therefore was to invest in creating a high quality faculty which would become the engine to help break out of the low quality cycle.

(Higher Education Commission, 2008:26)

This expectation placed on the teachers also increases the importance of the development programs and opportunities available to the Pakistani University teachers. Most of the available opportunities for professional development for teachers are offered by the Higher Education Commission. One aim of the Higher Education Commission is to enable teachers to carry out effective implementations of the reforms proposed by HEC. Benefits of these programs could be increased by developing teachers' understanding of cultural diversities and by equipping them to deal with such diverse situations. However, it might be argued that some teachers are more aware of these complexities than the policy makers. Irvine (2003), therefore, recommends that teachers may not only be professionally developed for implementing reforms but could be part of the reforms at the initiation stages (:75). Schein (2010) highlights the importance of such development programs which are aimed to enable trainees in performing an effective role in implementing changes. Nevertheless, the basic role of a teacher is seen as a 'pedagogical content specialist' and development of teachers for this role should not be compromised due to too much focus on other factors (Irvine, 2003). Recognizing this importance of the role that teachers could play in the implementation process of large scale/country wide reforms (Fullan, 2007), this study attempts to analyze their views and perceptions of the relevant issues.

Due to the limited scope of the study and the importance of English Language in Pakistan the current study is restricted to the English Language teachers. Perceptions of English Language teachers about their role and professional development opportunities available to them for becoming active change agents are one of the main foci of the study.

The linguistic profile of the country and the role of English language are discussed in detail in chapter 2. The next section gives a brief introduction to the importance of English language.

1.2.3. English Language

In Pakistan the English language is generally considered to be a second language but this status may vary in different social classes of the people. English may be considered as the first language for some people who are considered the *elites* of the country, a second language for the highly educated middle or higher middle class and a foreign language for other educated people of the country. The increasing demand of English language in Pakistan is not only due to its association with the elite class of the country but also due to its importance as an international language and a key to obtaining jobs and succeeding in trade and business (Rahman, 2001:242, Shamim, 2008:235, Shamim and Tribble, 2005:iii, Hafeez, 2004).

English is taught as a compulsory subject from primary level to the Higher Education level. In some elite private schools and higher education it is also the medium of instruction (Shamim and Tribble, 2005:2). However, it may be true only for the universities situated in more developed cities of the country, while in universities situated in remote areas Urdu and other local languages may also be used as the medium of instruction in the classrooms. At the university level, English is taught to the students of every discipline, including pure sciences, social sciences, and Arts and Humanities. For this reason, English language teachers' professional development could be beneficial for students of all the subject areas being taught in a university.

To understand the perceptions of the English Language teachers at the higher education level in Pakistan and their views about their professional development this study will attempt to answer the following research questions.

1.3. Research Questions

- 1. What are the Higher Education English Language Teachers' understandings and views of the changes that HEC has proposed/implemented at higher education level in Pakistan?
- 2. What are the factors influencing the impact of these reforms as perceived by the English Language Teachers?

3. Based on these perceptions and practices, what kinds of teacher development programs would be helpful in supporting and sustaining Educational Reforms in Pakistan at higher education level?

So far the above discussion has briefly highlighted the issues relevant to this study. The next sections of the current chapter will give a detailed account of the history of Higher Education in Pakistan and the inception of the HEC. The role of teachers and the linguistic profile of the country will be discussed in the next chapter.

1.4. Historical Factors Shaping the Education System in Pakistan

Pakistan does not have a uniform educational system. There are 'parallel systems of education'- Private educational institutions and Madaris1- along with the public education system run by the government of Pakistan (Ministry of Education, 2009:9). These institutions reflect not only the failure of the public sector educational institutions in providing quality education to the people of Pakistan but also the stratification of Pakistani society on socioeconomic grounds (Shamim, 2008). The elitist Private educational institutions are English medium and cater to the needs of the upper class and upper middle class of the society while madaris provide education, predominantly religious, to the poor and deprived sections of the society. Public sector institutions are largely Urdu medium and provide education to the middle and lower middle class of the society (Rahman, 2007b). A wide range of non-elitist English medium private schools also exists in densely populated urban and rural areas where public sector institutions are insufficient to provide education to all of the people. Rahman argues that the sense of deprivation inflames extremist religious and social views among the ignored and less privileged students, especially from madaris. In this scenario, it may be argued that the socio-economic and educational divide is further strengthened by the stratified system of education in Pakistan because 'very few people from the public sector educational institutions have the potential to move up the ladder of social mobility' (Ministry of Education, 2009:6).

A public-private divide also exists in the higher education system of Pakistan. Out of 132 universities, recognized by the Higher education Commission of Pakistan (HEC), 59 belong to the private sector (Higher Education Commission, n.d.-a:online). In these institutions of

¹ Madrasa is an institution for religious education. In the Pakistani education system Madaris (plural) also offer courses and degrees that are considered equivalent to the national degrees like Bachelors and Masters.

Higher Education, especially those in the public sector, the students from various and divided streams of education system at primary and secondary levels come together. Many of the public sector universities hold prestige in the higher education market and students from both private and public systems of schools and colleges join them. Similarly, the students from both rural and urban backgrounds are combined here. Interestingly, the difference between the enrolment of male and female students in these universities is far less as compared to the one at primary level of education. Out of total enrolled students at the institutions of higher education in Pakistan, almost 47% are females (Higher Education Commission, n.d.-a:online). Higher Education, thus, could be a key to improving the lives of all the members of the community despite their diversified backgrounds. Therefore, developing countries, including Pakistan, have developed urgency towards improving their Higher Education. The next section will outline the factors related to the Educational Change in Pakistan.

1.5. Understanding the need for Educational Change in Pakistan

Careful planning of a reform would not be complete if enough understanding is not developed about the reasons that led to the idea of changing something in the system or sometimes maybe even the entire system. Wedell (2009) believes that it is not only essential to develop such understanding but also to 'communicate' it to all the stakeholders who could be part of the reform process.

Preceding and parallel to identifying people's existing educational realities, the discussions at the initiation stage therefore also need to seriously consider why change is needed, what the hoped-for outcomes are, what forms the changes should take, and how to communicate all of these to the many different groups of people who will have a more or less direct role in planning and carrying out the implementation process.

(Wedell, 2009:26)

Education is an important factor that could determine how rich a country is in human resources. Well educated human capital could help a country's economy towards sustainability by bringing considerable increase in the productivity of the available physical and human resources. According to Memon (2007:48) there is a lack of such skilled human capital in Pakistan due to the poor quality of education. Problems are found both in quantity and quality.

The enrolment rate in educational institutes is not satisfactory, as well the quality of education could be considered below average. Lack of physical infrastructure, teaching aids and material, qualified and trained teachers are some of the reasons for the poor performance of the educational sector in Pakistan. Most of these problems are associated with low public spending on the education sector. The extremely low level of public investment could be considered the major cause of the poor performance of Pakistan's education sector. Less than 2 % of the budget is allocated to the education sector.

Whenever a need is felt for introducing change in a system, it is based on some issues/problems identified in the currently in-place system. Identification of the problems may be an essential step that leads towards change but it may also be equally important to identify the reasons why the problem or gap exists in the current system. Therefore, understanding the current educational practices in Pakistani universities may be essential before suggesting reforms. If the reasons behind the problems in the education system are not identified correctly the reforms may not be able to improve the system. Moreover, such information about the current educational practices may also help in answering questions like: Is there a need to change the whole education system or may just minor changes in the system produce positive results?

Hargreaves (1994:8) suggests a holistic approach towards introducing reforms in an educational context. He argues that just like other professional fields, education also has problems and issues that are interrelated with each other. Therefore, it is important to have a balance of focus and attention towards different issues that could support or become hindrances to the implementation of change. Such a holistic approach could also be important for Pakistan due to the complexity of the problems that Pakistani Education has in general and in Higher Education in particular. After in-depth study and scrutiny of the education system of Pakistan, experts identified the problems that could be contributing to the declining standards of education in Pakistan (Pakistan Task Force Report, 2002). The problems identified are:

- Inefficient use of available resources.
- Inadequate funding.
- Ineffective governance, management and recruitment practices.
- Politicization of the educational system, faculty and students.
- Inadequate provisions for research.
- Inadequate incentives for performance and development of faculty.

- Inability to attract and retain high quality faculty.
- Inefficient distribution of funds within the universities.
- Lack of research and growth of knowledge.
- Absence of accountability and transparency.
- Incongruity of responsibility and authority.
- Inadequate financial systems.
- Inadequate systems for supporting the quality of academic programs and research

As suggested by Hargreaves in the above paragraph, ignoring some of these factors while planning change might risk failure in changing the others. A brief analysis of some of these areas will now be discussed to further highlight the challenges facing the Higher Education sector in Pakistan. These challenges also contribute to the difficulties associated with implementing large-scale reforms at the higher education level in the country.

1.5.1. The assessment System

In Pakistani universities English language tests are mainly focused on assessing the memorization power of the learners by testing the extent to which the content has been memorized rather than focusing on the language skills (Shamim and Tribble, 2005). Effects of such an examination system are also reflected in the teaching practices and the teachers are generally believed to be teaching about language instead of teaching the language skills because their main aim is to prepare the learners for language tests (Shamim and Tribble, 2005). Similarly the learners are more concerned with achieving better scores on language tests. Therefore, it is believed that the "present examination system is outdated and inefficient, hence leads to rote learning and memorization of texts rather than assessing the language proficiency of the students" (Higher Education Commission, n.d.-a:online). Therefore, it may be argued that to bring positive changes in the education system, reforms in assessment may have a central role due to its effects on 'curricula, teaching and learning' (Kellaghan and Greaney, 2001:16). Assessment activities are closely related to, and have impact on, teaching and learning (Gipps, 2002:73). Due to this interrelation between assessment and other classroom practices, well researched and well planned change in assessment may also lead to overall learning gains. In Pakistan changing the focus of language assessment from content to skills may help in improving the language learning outcomes. Availability of resources, however, might also be an important factor that could support in improving the assessment

practices. Lack of material resources like computers, audiovisual aids, and well equipped classrooms might also be important factors.

1.5.2. Resources

Lack of resources and contextual issues like large classrooms may also play an important role in limiting the opportunities for implementing positive change. Moreover, they may also have a negative influence on teachers' behaviours. For instance, teachers teaching to a large number of students in a class may feel pressure from the amount of effort needed from them to mark the tests (Sarwar, 2001:127), therefore, they may be forced to design tests that are easily marked. By doing so they may ignore the issues related to test reliability and validity. Reducing the number of students in a classroom and classroom settings may influence a change in teacher behaviour. Moreover, providing opportunities for computerized testing may help teachers in assessing a larger number of students with more ease. It may also be important to consider the issues related to the local contexts of higher education institutes along with the overall social and educational situation of the country. Datnow and Stringfield (2000:192) observe that reforms are not mostly successful if the local context and the local culture of the educational institutes are not considered while planning the changes. An assessment system that may be effective in a more developed and well equipped university may not be equally effective in a smaller and less developed university. Moreover, social behaviour of people of one region may vary from other regions and English language may have a different kind of importance in these regions.

Increasing tuition fees was considered as one of the sources for producing more funding for the higher education institutions but due to the fear of agitation of the political groups in the higher education institutes the governments (both provincial and federal) were unable to increase the fees. It could be argued that lack of political will is a hindrance to the process of addressing other problems in the educational sector. For implementing effective reforms, it may be essential to mobilize the political forces of the country to support the process of change (Isani, 2001:351).

It was also recommended by the Task Force that entry tests should be required for admission to the higher education institutes but even though there was not any financial constraint for implementing this policy it could not be implemented because there was not enough support available from the high management in the universities. This again indicates that reform in areas like management and administration of the education system could improve the standard

of education despite the lack of appropriate educational resources (Pakistan Task Force Report, 2002).

A brief overview of the Higher Education Institutes will now be presented to highlight other challenges related to reforms in the Higher Education of Pakistan.

1.5.3. Higher Education Institutes

According to Shamim, (2008) the educational programs in Pakistani universities are well below the international standards. In addition the universities are not well equipped for supporting and encouraging research activities. She argues that some positive changes have been introduced in the curricula. But fast 'expansion of the system (of higher education), limited financial input, and periodic student unrest have eroded the teaching and learning process' (Pakistan Task Force Report, 2002). Therefore, the quality of education that students are receiving in public universities is not satisfactory and it does not prepare the students to contribute their share in the economical and social development of the country let alone the competitive global economy. Harpur (2010:1) raises a pertinent question of who should be making decisions and controlling the Higher Education of a country. He believes that this is more or less a political question and has not been answered yet satisfactorily even in the developed world. For a developing country like Pakistan it is also an important question where education is mostly under the influence of the political unrest in the country.

The problem of balancing power between centre, provinces and the districts is a continuous fight for authority. It is a common observation that the Pakistani education system has "authoritarian attitudes at all levels of educational practices" (Nazir, 2010:329). This power gap could be seen in formal correspondence between policy makers and institutional managements, managements and teachers, teacher and students etc. Research indicates that a more "participatory and democratic" approach in the education sector may produce better results (Nazir, 2010:329). As already mentioned before, one of the problems of the quality of higher education institutes is that the quality of the students entering higher education from lower levels of education is not satisfactory. Due to the low standards of the secondary education in the country the students enrolling in higher education institutes are mostly used to the traditional strategies of learning e.g. rote learning and they resist changing their strategies even at higher level (Mansoor, 2003). Moreover, there is a lack of qualified teachers who can motivate students to change their learning strategies.

1.5.4. Qualified Teachers

Hargreaves (1994:4) considers teachers, the primary focus of attention of the policy makers worldwide when they intend to bring change in an education system. In Pakistan, there is a lack of qualified and trained language teachers (Shamim and Tribble, 2005). Therefore, relevant training and capacity building programs for language teachers need to be considered a top priority for implementing change in policy or educational reforms. "The local expertise, organizational routines, and resources available to support planned change efforts generate fundamental differences in the ability of practitioners to plan, execute or sustain an innovative effort" (McLaughlin, 1998:72). Moreover, teachers need to be motivated and willing to accept reforms. Such willingness may provide the energy that may be required for implementing the change successfully. However, according to McLaughlin, 'local capacity and will' does not remain constant and may change with time and context. Teachers' motivation level may also fall if they are not supported by authorities and the institutional settings where the change is to be implemented.

In Pakistan, the minimum qualification required for a teacher to teach English at a college level is a Master's degree in English Literature (Mansoor, 2003) or English language. However, a Master's degree in English language was not offered by many universities of Pakistan till the recent past, therefore, most of the English teachers have degrees in English Literature. Pre-service training in language teaching is not a requirement for induction as a teacher, even at the higher education level in the Pakistani universities (Mansoor, 2003). Therefore, the teaching faculty in most of the academic institutes are not well equipped with knowledge and skills for teaching English language (Malik, 1996). This lack of training leads to ineffective teaching methodologies based on lectures focused on comprehension of literary texts. As a result the students are not well trained in language communications (written and oral) even after graduating from their relative institutes. Mansoor (2003) argues that the lack of teacher training and the fact that there is no requirement of pre-service training for teachers for getting jobs at university levels are the main reasons for unsatisfactory educational standards in Pakistan.

As already mentioned, higher education could play a key role in the development of countries. This role is even more important in the developing countries like Pakistan. Even in the developed countries, higher education is not totally free of the kind of problems discussed so far in this chapter. However, developing countries are more likely to be affected by such issues. Therefore, it may be more important for the developing countries to focus on these

issues and try to find solutions. In the rest of this chapter a more detailed analysis of the importance of Higher Education will be presented with specific focus on the higher education in Pakistan.

1.6. The importance of higher education

A worldwide acknowledgment is growing that the importance of knowledgeable and skilful human capital is more valuable than the 'physical capital' of a country. This leads to greater demands from the higher education sector to develop the human resources that could lead the country on the path of development (Task Force Report, 2000:9). In Pakistan also, education experts and policy makers highlight the importance of higher education as a tool for national development and prosperity of the general masses and developing of the human resources of the country (The Economic Survey of Pakistan, 2011-2012:144). Therefore, it could be argued that "Higher Education is no longer a luxury: it is essential to national, social and economical development" (Task Force Report, 2000:14). Hargreaves (1994:4) maintains that educational institutes and specially the teachers are expected to play their role in helping the growing economic demands of the country. They are expected to "improve performance in basic skills, and to restore science and technology, to improve performance in basic skills, and to restore traditional academic standards on a par with or superior to those of competing economies" (p4).

In the wake of this changing demand from the higher education, the policy makers of Pakistan may also need to change their role and become facilitators of the process of change instead of having a dictatorial top-down approach. Their focus could be on providing the environment and resources for experts and researchers to introduce change for the betterment of the higher education system. It will not be easy for the developing countries to stabilize and enhance their economic growth, if they do not have a well established and organized higher education system (Naixia, 2011). Not only the developing countries, but also the well developed countries are relying on their human resources to meet their developmental needs. Human resources of any country are considered their 'human capital'. Even in well developed countries like the USA, the human resources are considered more important and useful than their material and physical resources (Task Force Report, 2000:15). Less developed countries, on the other hand, consider improvement in higher education standards as a supportive strategy for raising life standards and eradicating poverty. In addition, the developing countries expected higher education to influence societies in becoming more democratic in

nature and to promote human rights (:16). Higher education in a country does not only produce better human resources but, in the long run, a well developed higher education system could result in improved standards of life for common people. 'Higher education raises wages and productivity, which makes both individuals and countries richer' (Task Force Report, 2000:37).

This study focuses on the context of Pakistan, therefore, in the next section an overview of Pakistani Higher Education will be presented.

1.7. Higher Education in the context of Pakistan

In Pakistan, Higher Education starts above 12th grade. The students entering higher education institutes are generally 16-18 years of age (Pakistan Task Force Report, 2002)². According to the report, in the last few decades, a trend has been noticed in developing countries to focus more on primary education compared to secondary and higher education. Higher Education has not received the amount of funds that are required for developing and bringing betterment in education at university level (Task Force Report, 2000:16)³. In Pakistan also primary education has mostly remained the focal point of almost all the governments because literacy rate is considered as one of the indicators of a government's success (Jahangir, 2008:60). This is why educational policy makers have always given more importance to primary education than higher education. Education Sector Reforms proposed in 2001 highlighted the importance of Higher Education and aimed to devise a reform strategy that could give more importance to Higher Education in comparison with primary education (Ministry of Education, 2001). Moreover, due to the realization of the importance of Higher Education in the economic and social development of countries, a gradual shift of focus towards Higher Education has been witnessed in the recent past (Khan, 2010:2). However, in many of the developing countries including Pakistan, the Higher Education system has not yet developed to the level where it could be at the forefront of the development process and considerably affect the economical growth of the countries (Pakistan Task Force Report, 2002, Task Force Report, 2000:16). Both the Task Force reports recommend balance in all the tiers of the educational system and emphasize the importance of well developed Higher Education institutes which are mostly

² Following the footsteps of the task force for developing countries, a task force was formed in Pakistan to study the issues related to higher education in the country. The task force reported their findings in 2002.

³ A report compiled by a task force comprising of educational experts from thirteen countries. The main aim of this report was to analyze higher education systems in developing countries and to explore the possibilities of improvement.

victims of poor governance, politics and corruption in many developing countries. It is worth noting that higher education reforms that are totally isolated from lower levels of education may not be successful. For instance, the examination system in Pakistan is thought to promote rote learning at school and college levels. Therefore, learners entering universities tend to follow the same strategies for success in examination and face difficulties to develop critical thinking required for a well established higher education system. This lack of preparation of the students for entering the higher education system might push the students to resist reforms that are not in line with their previous practices (Pakistan Task Force Report, 2002). Harvey and Broyles (2010:5-6) consider such resistance a natural response. They believe that resisting a change is a 'sane' response, if the reasons and benefits of that change are not known. They argue that it is the responsibility of the change agent to make sure that the people expecting to change are informed and educated about how the changes will benefit them. Only then may they expect people to accept the change without offering resistance.

1.8. Problems associated with higher education

According to the Task Force report commissioned by the Ministry of Education, Government of Pakistan, some of the key problems that contribute to the low quality of Higher Education in Pakistan are:

- a) Management: The governance policies and managerial practice are ineffective.
- b) Available Resources: There is a lack of well devised strategies to achieve most out of the available resources
- c) Funding: The funding available to the Higher Education institutes is not adequate
- d) Recruitment and professional development: Low skilled faculty is recruited and there is a lack of professional development opportunities.
- e) Research: Research culture is not developed. The educational environment is not fertile for research work
- f) Politics: Teachers, students and support staff are politicized
- g) Change: General behavior towards change is mostly skeptical.

These problems lead to the following related issues in Higher Education institutes in developing countries. Teaching skills and abilities of the faculty, teaching methods and methodologies, preference for rote learning, pay scales based on length of service rather than

academic contributions, politics within educational institutes (Task Force Report, 2000:23-24). Due to the problems discussed above it was felt that the higher education regulatory body, University Grant Commission (UGC), should be restructured. This led to the inception of the HEC.

1.9. Inception of the Higher Education Commission: Background

In 1974 the University Grant Commission (UGC) was established to improve the quality of higher education and develop a central policy for all higher education institutes. Moreover, the commission was also responsible for assessing the financial requirements of the universities and providing them funds for development. However, the commission could only relay funds from the Ministry of Education and Government. In most cases the funds provided to universities were less than their demands/needs (Jahangir, 2008:41-42).

In the year 2000 The Task Force on Higher Education and Society, funded by the World Bank and UNESCO reported on the issues, problems and opportunities for improving Higher Education in the developing countries of the world. The report was based on research conducted by experts from thirteen countries with the aim to study the possibilities of developing Higher Education in the developing countries. Based on the findings of this report a task force was formed in Pakistan to focus on issues related to Higher Education in Pakistan. The task force recommended that a central Higher Education body should also be responsible for ensuring the quality of the education and education institutes, not only in public sector institutes but also in the private sector. They recommended that funding be provided to the universities in accordance with their performance as is done in the U.K. by the Higher Education Funding Councils (Pakistan Task Force Report, 2002). The name of the Higher Education Commission was suggested for this central body. Conceptually, HEC works differently than its predecessor (University Grants Commission). Although HEC's main areas of concern were similar to the ones looked after by UGC, it functions differently in its operations (Higher Education Commission, 2008:23).

1.10. Main functions of the Higher Education Commission

According to the Pakistan Task Force Report (2002) the main purposes and functions of HEC are to:

- a) Provide support for enhancement of the quality of higher education and research.
- b) Facilitate funding for higher education based on the quality of performance and needs.

- c) Serve as a national resource for higher education, based on its comprehensive nation-wide information, and data on experience in other countries.
- d) Participate in the formulation of Federal Government policy on matters of higher education.
- e) Advise institutions, the Provincial Governments and the Federal Government on planning and development of higher education.
- f) Advise the Federal and Provincial Governments on all proposals for granting a charter to award degrees, in both public and private sectors.
- g) Co-ordinate the initial and subsequent periodic assessment of the quality of academic programmes in established and new institutions of higher education, in order to support accreditation and maintenance of academic standards.
- h) Guide the public, the Provincial Governments and the Federal Government, on the legal status and functional value of degrees and other certification of academic achievement given by public and private institutions of higher education, and recommend appropriate action.
- i) Support the cause of national integration and cohesion through co-curricular activities.
- j) Perform such other functions incidental or consequential to the discharge of the aforesaid functions.

Understanding the events leading to the inception of HEC is important for this study, providing a background for the motivation to investigate the perceptions of English Language teachers about the changes suggested/implemented by HEC. In the next chapter the importance of the role of English Language and English language teaching will be discussed for further explaining the context of this study.

Summary:

Higher Education plays a key role in a developing country's journey of development by producing skilled human resources. Due to this importance, the Higher Education Commission (HEC) of Pakistan was established in 2002 because it was felt that the University Grants Commission (UGC) was not able to transform Higher Education to meet the challenges of the 21st century. The main role of HEC was to reform the Higher Education of Pakistan so that it can meet the economic demands of the country. Since then many changes have been introduced by the HEC. The dominant strategy of the HEC seems to be to provide professional development opportunities to the university teachers for bringing change in the education sector. Currently, there is a lack of well trained teachers at higher education level in Pakistan. This increases the importance of teacher development programs in the country.

For successful implementation of the reforms, it might be important that teachers actively participate in the reform process. However, such inclusion of the teachers depends on the Government's policy and strategy. In this regard, teachers' perceptions about the changes being implemented and their views about the factors that could influence the changes become important. To explore these factors this study aims to answer the following research questions.

- 1. What are the Higher Education English Language Teachers' understandings and views of the changes that HEC has proposed/implemented at higher education level in Pakistan?
- 2. What are the factors influencing the impact of these reforms as perceived by the English Language Teachers?
- 3. Based on these perceptions and practices, what kinds of teacher development programs would be helpful in supporting and sustaining Educational Reforms in Pakistan at higher education level?

Due to the limited scope of the study and the high importance and prestigious position of English in the country, the study is limited to the English Language Teachers only.

Chapter 2. Educational Profile of Pakistan: Importance of English language at the Higher Education level

A detailed background of the problems that inspired the policy makers to reform the Higher Education in Pakistan was given in the previous chapter. This chapter will build on the understanding of the context of the study by giving details about the linguistic profile of the country and the importance of English Language. Language and Education policies of the country will also be discussed in detail. The political parties that have governed Pakistan have influenced these policies while they were in the government. The impact of this political influence will be discussed and relevant political and cultural aspects will be highlighted. Moreover, some of the changes that have been introduced in Higher Education in Pakistan will be discussed. Towards the end a brief description of the three universities where this study was conducted will be given.

2.1. Pakistan's Linguistic Profile

2.1.1. The status of the English Language

The English language, being the official language of the country is considered a highly important tool in Pakistan for the development of the citizens (Shamim and Tribble, 2005; Rahman, 2001; Rahman, 2002a; Shamim, 2008; Warsi, 2004; Mansoor, 2005; Akram and Mahmood, 2007). The English language has gained this importance due to three main reasons. Firstly, it is the language of the elite class of the country (Shamim, 2008; Rahman, 2002a). Secondly, it plays a vital role in the education system of the country as a medium of instruction (Shamim and Tribble, 2005; Mansoor, 2003). The third and equally important reason for the importance of the English language comes from the fact that it is a key to access to the lucrative job market, scholarships and other competitive objectives. However, it has a competitive rival in the shape of the national language Urdu. Urdu is considered a symbol of unity in the linguistically dynamic country of Pakistan. Being a national language most of the population of the country can to some extent understand and communicate in Urdu. English, being a foreign language, is only understood and spoken by the elites of the country. Therefore, in 1979 the policy makers decided that Urdu should be the medium of instruction. However, this proved a hindrance in the 'professional success' of the students even if they were more at ease in the examinations. Private schools were not compelled to use Urdu as the medium of instruction because they claimed that they were preparing students for foreign

countries and hence their examination systems are based on foreign education standards. This policy gave rise to two different education systems in the country and the public and private difference became a dichotomy of education for common people and education for elites respectively (Task Force Report, 2000). Due to this association of English language with the elite and powerful class, most of the career and the educational development opportunities rely on English language proficiency. It is considered a vital skill in the job market; it is a compulsory subject at higher education level while Urdu the national language does not enjoy this status. Being a compulsory part of the Graduation Assessment Test (GAT), it is also a skill required for access to scholarships and other developmental opportunities.

2.1.2. Regional Languages

'Many of the activities devoted to changing the global face of higher education have their organic roots in economic and political imperatives' (Harpur, 2010:2). Any country's education has been influenced by politics and culture. The next section describes the background of these two aspects of the Pakistani languages.

2.1.2.1. Cultural and Political Background

Pakistan became an independent country in 1947 from the British Empire. There were two main parts of Pakistan i.e. East and West, both separated by thousands of miles. Apart from distance, there were cultural and linguistic differences as well. Bangla also referenced as Bangali was the only language spoken and understood by the majority of people in East Pakistan (Currently known as Bangladesh). Where, West Pakistan (Pakistan) had more than one major language due to its multi-ethnic culture. Pashto, Sindhi, Baluchi, Urdu, Saraiki and Punjabi are some of the common major languages of Pakistan. Urdu was announced as the national language of Pakistan soon after independence and a status of an official language was given to English. This decision was not widely accepted and raised disturbance in East Pakistan, because, they claimed Bangla is more suited to become the national language as it is spoken by more people in comparison with the other languages of the country including Urdu. This language clash contributed to the separation of East and West Pakistan in 1971 (Shamim, 2008:237).

Mostly, the motivation of learning English as a language is instrumental. Acquiring jobs and getting access to higher education are the main reasons for wanting to learn English. However, this seems to be changing in Pakistan and there is an increasing trend in the number of people, who feel the need of integration with an English speaking community due to the esteemed

status of the English language (Islam et al., 2013). In Pakistan, English is mostly linked to the influential people from sectors like civil bureaucracy, business, media, military, and education (Abbas, 1998, Mansoor, 2003, Shamim, 2008). Therefore, because of its prestigious status as a language of influential people, it becomes an inspiration and motivation to be learned by young students (Islam et al., 2013, Norton and Kamal, 2003). The English language is used for both formal and informal conversation in Pakistan by the English speaking community (Rahman, 2007b:220). As a result, a non-native variety referred to as 'Pakistani English' has emerged because of its existence in the society as well as in education and media. This non-native variety is enriched with its own 'lexical and grammatical items' based on 'Urdu borrowings, Urdu-English hybrids, and local morphological and syntactic innovations' (Baumgardner, 1995:261). Moreover, it also has an influence from ethnic languages such as Pashto, Punjabi and others; and differs in pronunciation and accent compared with Americans and British (Rahman, 2007b:221).

The influence of politics is relevant to learning and teaching English as well as overall education throughout Pakistan.

2.2. Political Influences on Education in Pakistan

Bringing change to an educational system does not only depend on making a strategy of change but '[it] is, and should be a moral and political struggle' (Hargreaves, 2005:2). Hargreaves believes that along with the social factors, the political forces and components of the society/country may prove a bigger hindrance to change than other factors. Unfortunately, these political forces are mostly ignored while proposing change in education. This leads to a generalized policy for educational change.

According to the 1973 constitution of Pakistan the provinces were responsible for the education sector. However, it has been in the Concurrent Legislative List⁴, giving both the provincial governments and the federal government right to legislate for issues concerning educational policies. In case of conflict between the two, the Federal Government had the right to implement its legislation (Ministry of Education, 2005:2). In the 18th constitutional amendment of Pakistan, the Concurrent Legislative List was abolished on 8th April, 2010 (Asghar, 2010, Hasan and Riaz, 2013). Now provinces are mainly responsible for managing

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⁴ A list of the state departments that could be controlled by the provincial governments and the Federal government simultaneously

the education sector. Nonetheless, the Higher Education Commission (HEC) - a government body - still remains a central body regulating universities in all the provinces.

The government of Pakistan recognizes the key role that education can play in developing the human resources (The Economic Survey of Pakistan, 2011-2012:144). The main aim of focusing on higher education is to achieve the desired goals that the Government seeks for fast and sustainable development of the country. The efforts in promoting education in Pakistan are not only to improve the lives of the people but also to produce an educated force of youth who can lead the country on the path of development (Ministry of Education, 2005:2, Välimaa and Hoffman, 2008). For this purpose, reforms in the education sector have been suggested by the governments of almost all the political parties while enjoying their tenures as the ruling parties. Unfortunately, practical steps were not taken to implement the suggested reforms. It may also be appreciated here that implementing reforms is a complex and long term process. Practical efforts in comparatively less complex issues are also not noticed. For example, the importance of extending the Bachelor's Degree from 2 years to 4 years was recognized in the 2nd 5-year plan (1960-1965) but it was not implemented till the recent past. In some parts of the country the new system has still not been fully implemented. The reason for this delay in implementation was 'opposition by the academic community. This change required the determination and support of political leaders. The support was not given. No mechanism for implementation was specified. The failure cannot be assigned to inadequate funds' (Higher Education Commission, 2008:21). Politics has also influenced education in other ways.

Increasing tuition fees was considered one of the sources for producing more funding for the Higher Education institutions but due to the fear of agitation of the political groups in the Higher Education institutes the governments could not increase the fees (Pakistan Task Force Report, 2002). The problem in Pakistan has not only been availability of funding and resources but also the lack of political will (Isani, 2001:351). Isani argues that despite emphasizing their loyal efforts for improving education in all official reports, policy makers have failed to realize the importance of the education system as a key factor for economic and social development.

2.3. Educational Policy in Pakistan

The Language Policy of a country informs about the status and uses of different languages in a country. It "may refer to all the language practices, beliefs and management decisions" (Spolsky, 2004:9). Similarly, the policy that deals with the decisions made about languages

and the way they are taught in the educational institutes may be called Language Education Policy. These decisions may answer questions like:

- Which language should be taught?
- At what educational level/age?
- For how long duration?
- What kind of material, methodology, assessment procedures need to be used for these languages?

Shohamy argues that language policies are not always explicitly shared with the general public. Even in the cases where policies are made available to the public it is not necessarily the case that the policy is practically implemented in its original form. Sometimes one language may be considered more important in a language policy or educational policy but proficiency in a different language may be needed for accessing jobs or education in highly esteemed educational institutes (Shohamy, 2007:120). In such cases a new 'de facto' policy may exist. Shohamy asserts that 'language tests' may be used as tools to understand the real 'de facto' policy that a government or a government agency has towards a specific language. Language tests may be considered as mechanisms through which *de facto* language policies are made and implemented (Shohamy, 2007:122).

According to Shohamy (2007:105) tests often have more power than the policy. Pakistan's current constitution was passed by the legislative body of the country in 1973. Urdu and English were declared as national and official languages respectively. It was decided that Urdu would replace English as an official language within 15 years. Since 1973, many Governments changed in the country but none of them showed political will to develop Urdu as an official language of the country and English continues to claim its high and prestigious status due to its instrumental importance.

As mentioned above, Urdu is supposed to replace English as an official language. However, the Higher Education Commission (HEC) has assigned the National Testing Service (NTS) the responsibility to conduct a Graduate Record Examination (GRE) type test called Graduate Assessment Test GAT-GENERAL for admissions and HEC Scholarship Schemes. Similarly, the Graduate Employment Examination (GEE) is used for employing teachers at University level and the test aims to "evaluate the English-organizational communication skills and assess the knowledge, understanding and application base of an individual in a

specific subject area in work place context" (National Testing Services, 2010). Moreover, the National Aptitude Test (NAT) is used for admissions in NTS Associated Universities.

More than 40 universities and colleges are already getting services from NTS for admitting students and giving jobs to teachers based on these tests. Surprisingly, Urdu proficiency is not required for any of these tests that may enable the public to gain access to jobs and education. Testing English proficiency, on the other hand, is not only an integral part of these tests but the tests are also fully conducted in the English language.

Furthermore, English is taught as a compulsory subject at university level (Rahman, 2001, Shamim and Tribble, 2005:1). However, Urdu despite being the national language of the country is taught only up to the Higher Secondary level. Such inclusion or exclusion of a language in educational settings and examinations automatically gives it higher or lower status than other languages (Shohamy, 2007:122). Therefore, it may be argued that the 'de facto' national language and educational policies may be the main reason for the high status of the English language in Pakistan. Based on the above discussion it may be argued that improving English language proficiency is not a choice for the Pakistani public, rather it has become a necessity because of the policies. To implement these policies English language testing is made a compulsory part of tests like GAT, NAT and GEE that are means to gain access to jobs and education.

2.4. Higher education Policy

According to The Task Force report of Pakistan, all previous policies of higher education in the country recommended reforms in the education system especially at the higher education level. However, the suggested reforms were not implemented. For instance extending Bachelors degree to four years instead of two as discussed earlier in section 2.2

Some of the recommendations in the fourth five year Plan (1970-1975) included: more investment in education, providing training, and encouraging research. Moreover, it was emphasized that funding needs to be used effectively for improving the education system. The Task Force asserts that such recommendations were present in almost all the five year plans but most of the reform aims focused on quantity rather than on quality. As a result, education standards kept falling lower.

Education reforms, especially in higher education, should be targeting the needs of the country in social and economic development by producing 'skilled human resources'. "However, since

the planners have never been able to estimate the country's needs, the institutions of higher education have had no guidance for defining goals" (Pakistan Task Force Report, 2002).

Interpretation of the policy may vary in different settings. Although it is generally believed that English is the medium of instruction at university levels in Pakistan, practically it may not be the case in all universities. It is a general observation that in smaller universities located in more remote areas of the country like Kohat, Bannu and Hazara the medium of instruction may be a mixture of English, Urdu and respective local languages. Due to such differences in different universities, it may not be possible for policy developers to be able to create a universal policy that works in every context. Therefore, it may be important to study and consider such differences of the Universities.

A centralized policy may be more effective if it acknowledges the differences of the local contexts of the universities. Currently HEC works as a centralized authority and makes centralized educational policy for all the Universities of the country regardless of their status and condition. If HEC had subcommittees in every university so that they could make policies for the universities according to the specific context of the university; these committees could also prove useful in interpreting the HEC's policy and in monitoring the policy implementation by the universities. This may not only enable HEC to make policies that are more appropriately informed but also may give them access to data from different higher education institutes. Such data may also enable them in taking useful decisions and creating effective centralized policies.

Some of the innovations that are suggested/implemented by the decision makers are presented in the following section. This discussion will provide an overview of the kind of changes that the teachers in these universities are expected to facilitate. It is worth mentioning here that different universities have responded differently to these changes. For example, in Peshawar University the shift from Annual System to the Semester System was introduced in 2012 as compared to some other Universities like Kohat University where it was introduced in 2007.

2.5. Innovations in Pakistan

For a deeper understanding about the types of reforms that are being implemented at the higher education level in Pakistan some examples of such reforms are discussed in this section.

2.5.1. Introduction of the Semester System

Even though both India and Pakistan claimed independence from the British rule in 1947, the semester system was introduced into Indian universities quite early in the 1960s (See: Desai, 1970, Yadav, 1976, Yelikar, 1971) while Pakistan is still in the process of implementing it. This view is similar to the report of teachers' attitudes towards the semester system found by Akhtar (1980) in a research study conducted in Indian universities. Overall, teachers were satisfied with the introduction of the semester system and claimed that it provided more flexibility to both students and teachers in managing their time. Moreover, continuous evaluation of the students' performance was also considered a positive change and helpful in achieving the learning goals. However, Akhtar's findings showed that teachers were involved in the process of planning the transition from the traditional systems towards the semester system, while according to the respondents of the current study, in Pakistan this change was introduced by HEC without involving teachers in the process of planning the reforms.

One of the change in Pakistan's higher education after the inception of HEC was the introduction of a semester system instead of an annual system (Khattak et al., 2011:1639). The semester system is mainly different from the annual system in the assessment processes of the students. In the annual system the courses taught for a whole year were included in the assessment that was conducted at the end of the year. In a semester system, the academic year is divided into 2 or in some cases 3 semesters. Moreover, in a semester, the assessment is done through different techniques including presentations and assignments, while the annual system was mainly focused on written examination at the end of the year. This shift in the assessment techniques and introduction of assessment through written assignments increased the risk of plagiarism. Actions taken to address this issue are discussed in the next section

2.5.2. Anti-plagiarism policy

One other change that was introduced after the semester system was suggested by HEC was the introduction of an anti-plagiarism policy. The computer software Turnitin was made available to the University Teachers for checking the written work for plagiarism. Turnitin is used for detecting plagiarism in students' texts by providing access to billions of documents and by comparing the documents submitted into it with other documents to check for similarities in text (Trinidad and Fox, 2007:386). This allows the user to reduce the risk of plagiarism. HEC has based their guidelines for plagiarism on "The little book of Plagiarism"

by Leeds Metropolitan University UK (Higher Education Commission, n.d.-d). This document is designed to help the students understand why and how to avoid plagiarism. The plagiarism policy is also devised to help the practitioners keep a check on the work submitted by the students (Higher Education Commission, n.d.-b). According to the policy document teachers would have access to the software and they would be responsible to make sure that students are aware of the plagiarism policies and avoid it while submitting their written work for evaluation.

Keeping a check on students can allow them to improve their creative thinking and originality of thought and expression (Trinidad and Fox, 2007:387). Trinidad and Fox note in their study that the use of Turnitin has been appreciated by both teachers and students. However, there are some students who are reluctant to leave their work in an online database. In Pakistan the access is limited to the teachers while the students could see the reports generated by the teachers while running the submitted work through Turnitin.

2.5.3. Quality Enhancement Cells (QECs)

Emphasis on academic quality has increased worldwide in the last couple of decades (Dill and Beerkens, 2010:1). Since their first meeting in 1990 till their meeting in 2009, The International Network of Quality Assurance Agency in Higher Education (INQAAHE) has increased the number of their member nations from 17 to 79 (:1). In the last few years, policy makers in Pakistan have also realized the importance of improving the academic quality in higher education.

In 2005, HEC established an agency by the name of the Quality Assurance Agency (QAA) to monitor the performance of universities in Pakistan. With time and in response to the feedback received from universities and educationalists, the scope and function of the QAA has been changing to meet international standards. The Quality Assurance Agency facilitated universities in establishing their own Quality Enhancement Cells (QEC).

Academic Quality Assurance is done internally in an institution as well as externally. External quality assurance in a university is done by authorities and/or agencies outside the university while internal quality assurance is done from within the University. Quality Enhancement Cells are internal quality assurance bodies within the universities. However, they are working with the external quality assurance policy makers. Due to the reform agendas of many countries the teachers, being at the center of the reform process, are considered to be accountable for maintaining quality. "This trend is a by-product of decentralization: As central

governments delegate responsibilities to local jurisdictions, they require these jurisdictions to demonstrate that they are using their new independence effectively" (Rotberg, 2010:389). In Pakistani universities QEC is responsible for this accountability which is done through teacher ranking and teacher evaluation by students. Findings of these activities are reported to the University management as well as the QAA at the HEC.

Another step taken for improving the quality of graduation programs in the Pakistani Higher Education was the introduction of the four years Bachelors degree.

2.5.4. Extending the time duration of the Bachelor degrees

The importance of increasing the duration of the course of Bachelor degree from 2 years to four years was recognized as early as 1959. It was recommended in a report by the education department, Government of Pakistan (Khan, 2010:41). Since then this issue kept appearing in almost all the policy documents of the country. It was after the inception of HEC in 2002, however, that this innovation was implemented. One of the reasons for feeling the need for this change was to meet the international standards of 16 years education at the Bachelor level. In Pakistan Masters degree used to be awarded after 16 years of education (Isani, 2001:352). As mentioned earlier, like Semester Systems, different universities have responded differently to this change too. The party that came into power in the Khyber Pakhtunkhwa province in the 2013 election is showing keen interest for this change to be implemented in all the universities of the provinces (Ashfaq, 2013).

2.5.5. Grading System

The new guidelines provided by HEC for the universities have flexibility in some areas and the universities can choose different options provided by HEC. For instance, two main grading systems for student evaluation as suggested by HEC are relative grading (Norm-Referenced) system and absolute grading (Criterion-Referenced) system (Higher Education Commission, n.d.-c:07). In the former system students' performances are evaluated in relation to other students, while in the latter a set criterion is used to evaluate student performances.

2.5.6. Professional development opportunities for the Language Teachers in Pakistan

Until the recent past there were very few separate training opportunities available to the English language teachers in Pakistan. However, in the last couple of decades the 'Allama

Iqbal Open University (AIOU) in Islamabad launched certificate diploma courses, and recently their programme formed a landmark in the teaching of English in the country. Karachi University's Master's programme in Linguistics was the only course available in Pakistan in this field before this' (Mansoor, 2003:40). British Council and USAID have also supported teachers by inviting specialists in the country to provide training opportunities to the language teachers and by giving scholarships to teachers for training in foreign countries (Abbas, 1998). However, Abbas argues that despite the availability of training opportunities for the Language teachers the national results are far from satisfactory and the reason for this failure seems to be flawed teaching methods and the use of inappropriate materials. Some indicators of problematic areas in English language teaching practices noted by Malik (1996) are unsatisfactory English language proficiency of the graduates and the rate of failure in English as a compulsory subject in university examinations.

Some of the main changes introduced at the Higher Education level in Pakistan are discussed above. Planning and introducing changes in Education is a long term process that involve a lot of effort at different levels, from policy making to practical implementation (Fullan, 2007). It is important to understand the steps involved in the planning and implementation of reforms. Subsequent chapters will give a detailed review of the relevant literature on the subject.

2.6. Summary

Pakistan is a multiethnic, multicultural country. More than 70 local languages are spoken in the country. Pakistani nationals hold very strong affiliations with their language identities. The linguistic sentiments in the country are so strong that giving preferences to Urdu in becoming a national language over Bangla contributed to the division of the country in 1971. English is mostly considered as a language of the elite class of the country. It is taught at every level of education from the primary to the higher education as a compulsory subject. Although the language policy of the country suggests that Urdu will be supported to replace English as an official language of the country, there is a de-facto policy that encourages and promotes English in the country. Due to this importance of English, this thesis focuses on the perceptions of English language teachers.

Some of the changes that HEC has introduced in Pakistan are: policy against plagiarism (to promote creativity), establishment of Quality Enhancement Cells in universities (to monitor and report performance of the universities and the teachers to HEC), extension of the duration of the Bachelor's degree from two years to four years (to bring Pakistani Bachelor degree at

par with the international standards of Education), and providing options for grading and assessment systems, (to enable universities to use Criterion-Referenced, or Norm-Referenced, systems according to their needs). Moreover, professional development opportunities in the form of short trainings, conferences and workshops are made available to the teachers along with foreign and indigenous scholarships for degrees in higher education.

Chapter 3. **Models of Educational Change – Initiation**

The prevailing political and managerial paradigm in education assumes that any change is possible whatever the initial conditions. For some time it has been recognized that change, whether at system or institutional level, may need to be managed, but there has been little questioning of whether particular changes are possible in specific circumstances. Nor has there been much consideration of why change strategies fail.

(Parsons and Fidler, 2005:447-448)

The above quote raises some important questions about the process and obstacles to bringing change in education. Parsons and Fidler (2005) highlight the importance of recognizing the constraints that might contribute to the failure of the reforms. Specific contextual settings may have constraints unique to the specific environment. Therefore, it could be essential to analyze these contextual elements before hoping for success. Cultural values, social identities, political influences are some of these factors. I tend to agree with the assumption that 'any change is possible whatever the initial conditions', however, I believe that making change possible in the seemingly impossible circumstances might require flexibility to adjust/mold the initial reform strategy according to the arising challenges. Birzea and Fartusnic (2003:76)also maintain that the 'implementation of real change is not possible without a rethinking of the values, interests, and resources embodied in the current government policies and strategies'. To study reforms in any educational setup, it may be of high importance also to study the flexibility and ability of the change actors to adjust according to the situation.

This chapter will explore the issues related to bringing change, especially in educational contexts. The chapter is structured in accordance with Fullan's, (Fullan, 2007:68) 'Triple I' model of Educational Change. It is divided into three main sections of 'initiation', 'implementation', and 'institutionalization' of change. The first section will elaborate on the issues related to planning and initiating reforms in educational contexts. Factors that could affect the initiation process will also be discussed. Kennedy's (1988:332) hierarchical model of interrelated subsystems guides the discussion about these influences. In the second part of the chapter discussion focuses on the next step in Fullan's model, i.e. on implementation of change. Strategies and problem associated with implantation of change (Chin and Benne,

1985) are discussed, highlighting the roles and expectations of different stakeholders. Examples from the Pakistani educational system are used to understand the practicality of the issues related to the choice of strategies for implementing change at the Higher Educational level in Pakistan. In the final part of the chapter (Institutionalization of change), problems related to sustainability and impact of reform in education are explored with specific reference to the Pakistani context.

Before trying to understand the dynamics of Fullan's model of Educational Change, it is helpful to look at 'change' as a process and how it relates to the field of Education. In the next section literature related to change is briefly reviewed to develop a basic understanding of change.

3.1. What is Change?

According to Morrison, (1998:13) change might be described as a 'dynamic and continuous process' in which a system undergoes reorganization in response to some needs felt by the people who would be affected by this change. This process involves transformation from one state to another and it could be started by 'internal factors' as well as 'external forces' in the form of individuals, groups, organizations or even governments. As a result of change there may be 'realignment of existing values, practices and outcomes' (Morrison, 1998:13). To understand and accept change, Oliver (1996) also points out that it is important to consider it as a continuous process, rather than a 'series of isolated events', which disturbs the status quo which is more familiar to the change actors involved in the process. If it is considered as an unwanted disturbance in the present system, then it might create a level of anxiety in the people involved in the process of change, hence they might resist it (Oliver, 1996:03). In the words of Harvey (2001:107) "Many Changes come and go. Few last".

There are many difficulties in the process of implementing educational change that may hinder getting positive results from the change process. Firstly, it may be important to know the reason change is needed and what benefits will be gained by implementing the change. Moreover, it may also be important that change is not too 'broad and ambitious' neither 'too limited' so that it is manageable and has considerable positive outcomes (Hargreaves, 2005:1). Hargreaves further argues that the change process may not be too abrupt or too slow; there should be availability of the required financial and other resources. In an educational context,

it is important that students and teachers are well aware of the process of change and its usefulness so that there is minimum resistance towards the change.

3.2. Innovations in Education

Oliver (1996:03) suggests that change is natural in education as it is in other psychological and societal aspects of life. However, it is not always viewed as a natural phenomenon by different individuals because of their own beliefs and perceptions. Educational settings may have different environments at different times, some conducive for change while at other times resistance to change might be stronger. Oliver emphasizes understanding of these times and the opportunities and threats to change that might be relevant for the policy makers. He believes that a "radical shift" in beliefs and practices of different stakeholders is required for a change to be possible and effective (:4).

Usually the need for change in education is felt when one or more of the stakeholders of the education setup are not satisfied with the system. Although teachers and students are the primary stakeholders, parents and employers will also have their expectations from the education system. The factors of the education system that may be causing the dissatisfaction could be due to issues related to: curriculum, teaching methods and approaches, learning approaches, assessment, etc. (Oliver, 1996:2). Due to the complexity of the factors involved in education a perfect system is unlikely to exist where an agreement is reached amongst the stakeholders about all the issues. Therefore, a "changing education system is inevitable" (:2). Both public and government may have different expectations from their education system at different times and in different contexts. The demands of the public might change with changing economic situations and job market. Similarly, governments may expect the education system to produce individuals who could contribute to strengthen the economy of the country (Oliver, 1996:02)

Significant educational change is therefore not a process that could be successfully completed in a 'step-by-step, linear process' (Hargreaves, 2005:03). Educational institutes cannot focus on one aspect of education without engaging the rest of the education system. Especially over a long period of time such focus on a single goal is not likely to be achieved (Halász, 2003:70-71). Therefore, the stages of 'awareness, initiation, implementation and institutionalization' could not be considered as a set pattern for introducing change in the educational system (Hargreaves, 2005:2-3). Educational institutes do not only face the complexities of coping with the introduction of multiple changes simultaneously but also the multidimensional nature

of each intended change (Fullan, 1991). Fullan points out that cultural, structural and strategic aspects of change frequently receive attention while aspects like morality, politics and emotions etc which may be of equal importance are ignored.

As discussed in Chapter 2, cultural diversity, political instability and strong emotional and social ties in Pakistan (Jaffrelot, 2002) are also reflected in the educational sector. Ignoring such factors may weaken the chances of successful implementation and achieving the desired results from the reforms being introduced in the education sector. In Pakistan, as well as most other contexts, defining the scope of change and managing it in a complex cultural and political environment could be a major challenge when introducing reforms in the education sector.

Hargreaves (2005:283) suggests that it is important to take account of four areas for deepening our understanding of the theory of change and for successful planning and implementation of educational reforms.

- 1. Educational change in a world of chaos and complexity, and as a process that is complex and chaotic itself.
- 2. The societal change forces which drive educational change, and the ways that educators understand and respond to them.
- 3. The political factors that shape the purposes and processes of educational change.
- 4. The emotional aspects of learning, teaching and leading and how these can guide or divert educational change agendas.

The importance of these factors in Pakistan, being a complex amalgam of cultural, political and social diversity cannot be ignored. However, according to Stacey (1996), experts on educational change urge reformists to 'embrace and capitalize' on such complexities. Wider scale reforms, as in the case of Pakistan, are mostly motivated by economic and technological demands of countries. Due to such monetary focus, sometimes the social and political aspects might be ignored while planning the reforms. However, focus on societal changes could effectively support bringing changes in the educational environment of a country (Hargreaves, 2005:8). Incorporating the societal characteristics and pressures to the concepts of Educational Change widens its scope and also adds to the complexity of the process.

3.3. Fullan's Triple I model of Educational Change

While planning to reform educational institutes it may be important to consider that policies from district level to state level could influence the implementation of change. Therefore,

educational policies from the state, province, district and institutions should be aligned with each other (Fullan, 2007:68). Fullan argues that change on larger scales - targeting, a district, state/province, or a country - is a lengthy and complex process and even a small scale change process may need two to four years to be implemented. Moreover, he asserts that change is a 'process, not an event', therefore innovations could not be implemented successfully only by making laws and policy documents for educational institutions (Fullan, 2007:68).

To explain the process of change, Fullan (2007:66) offers a simplistic view of change in his 'Triple I' model. The three Is represent three essential stages of the process of change i.e. Initiation, Implementation and Institutionalization of Change. These three stages of change, however, are not totally independent. This model is flexible in a way that decisions made at the initiation stage could be re-considered and revised at the implementation stage (Fullan, 2003a:4). This will allow the policy makers to adjust to any unforeseen obstacles or opportunities. While studying 'Educational Change and Social Transition in Hungary', Halasz (2003:66) reports that it was after the implementation that some of the problems related to the changes were identified. Had these difficulties known been at the initiation stage, they might have influenced some decisions made by the policy makers. It was realized that teachers needed substantial 'external support' for playing an effective role in the process of implementation of change (Halász, 2003:66). Authorities initiating change, therefore, could be more successful if they are ready to rethink their strategy and adjust to the newly identified demands.

The interdependence of different stages of Fullan's model are shown by the two way arrows in Figure 3.1.

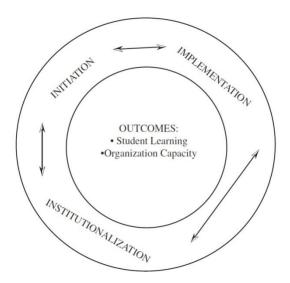


Figure 3.1 A Simplified Overview of the Change Process (Fullan, 2007:p.66)

3.3.1. Initiating a Change

Change starts when an individual or a group - having enough power to make things work in a different manner takes an initiative and brings change to the prevailing practices or environment (Fullan, 2007:6). Polyzoi and Cerna, further expand the initiation by including the thought process leading up to the decisions taken to 'adopt an idea or reform into a practice' (Polyzoi and Cerna, 2003:36). Hargreaves (2005:3) also indicates that there is a stage of 'awareness' before the initiation could take place. Fullan has not totally ignored the thought process and awareness; he has discussed these as integral parts of the initiation stage.

Fullan identifies eight factors that are associated with initiation of a change in educational settings and argues that implementation strategy for change should be in accordance with the reason for innovation (Fullan, 2007:70)

- 1. Existence and quality of innovation
- 2. Access to Innovation
- 3. Advocacy from Central Administration
- 4. Teacher Advocacy
- 5. External Change Agents
- 6. Community Pressure/Support/Apathy
- 7. New Policy Funds (Federal/State/Local)
- 8. Problem-solving and Bureaucratic Orientations

Different stakeholders can contribute to the initiations of innovations. (Fullan, 2003b:6). In the education sector, pressure could be generated by students, teachers, parents, managements,

states, governments etc. However, all of these stakeholders are not actively involved in the process of teaching and learning. Thus, the difficulty that could be almost always associated with the process of initiation is to identify the agents of change who could lead the process (Halász, 2003:60). Halasz believe that it could also be difficult to assign an exact timeline for the change to be initiated.

Answering the research questions of this study would provide a detailed view into the perceptions of one of the most important stakeholders (the teachers) about these factors. It would also be interesting to see which of these factors are considered more important by the English language teachers included in this study. Wedell, (2009:22) asserts that the success of the change that is implemented may depend on what the people involved in the process 'do and think'. This highlights the importance of knowing the views of the language teachers about the process in Pakistani Universities. Wedell (2009:23) argues that before initiating a change it might be desirable to promote a discussion with the people who could affect the process of change. Such discussions would allow the decision makers to see the 'educational reality' and analyze the understandings of the stakeholders. It would also highlight the roles and responsibilities that they assign themselves and each other.

Innovation does not only mean change in practices but it also includes change in attitude, perceptions and behaviors. These intellectual changes influence the management and implementation of innovations (Kennedy, 1988:329). Kennedy argues that if the intention is to introduce change then it may not be enough for the change agents to act differently but attitudes and beliefs may also need to change accordingly. Moreover, he stresses the importance of post-project monitoring of the implemented innovations, to evaluate if the innovations have become an integrated part of the educational system. Although, such post projects inquiries are not common in most of the projects of educational change (Kennedy, 1988;p.330), they are highly recommended by researchers and experts in the field of education change (See: Hargreaves, 2005, Birzea and Fartusnic, 2003, Fullan, 2007, Kennedy, 1987, Kennedy, 1988, Memon, 2007, Wedell, 2009).

In Pakistan, there have been claims of investigations to evaluate the outcomes of the changes (See: Higher Education Commission, 2013). Some of the detailed evaluations, however, were under the umbrella of the HEC (eg:Shamim and Tribble, 2005). This current study is an effort to explore the issues related to the reforms in HEC from an objective and independent viewpoint.

3.4. Interrelated 'subsystems' influencing the process of educational change

Contextual variables play an important role in determining the process and outcome of educational change. Some of the contextual variables in Pakistan are: lack of resources, unstable policies, political and cultural and linguistic diversity of the country, uneven distribution of resources. While evaluating the change it may, therefore, be important to investigate these aspects of the context that may influence the innovation in any of the stages of educational change - from initiation to completion (Kennedy, 1988:330).

Figure 3.2 illustrates a hierarchical model of educational change proposed by Kennedy. According to this model innovation at a classroom level is influenced by institutional, educational, administrative, political and cultural factors. The outermost arc representing culture may influence all the factors in the lower arcs and may have stronger influence than politics which lies at a lower level. According to Kennedy, these factors are interrelated and the strength or weakness of any of these factors may be different in different contexts but the order of their influence remains the same. For instance "cultural system is assumed to be the most powerful as it will influence both political and administrative structures and behavior. These in turn will produce a particular educational system reflecting the values and beliefs of the society in question, a system which must be taken into account when innovating within and ultimately in the classroom" (Kennedy, 1988:332).

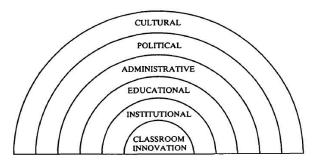


Figure 3.2 The hierarchy of interrelating subsystems in which an innovation has to operate (Kennedy, 1988:132)

In developing countries like Pakistan, change is mostly influenced by idealizing the educational systems from more developed western nations and experts are hired from countries like USA and UK to devise strategies for successful implementation of educational change. According to Kennedy such change may not be successful because of the clash of the cultural beliefs. Also, such change could be resisted because it is based on a belief that change

is a linear process and it should come from 'outsider' to 'insider' without taking the insider onboard of the whole process from initiation to completion (Kennedy 1988:333).

Many different factors could trigger a process of change. The sense of ownership as a result of 'democratic participation' of the stakeholders in decision making does not develop at the start (Fullan, 2003a:6). Fullan believes, however, that in due time, at the stage of implementation or institutionalization this sense could be developed. Some of the factors that could contribute to developing the sense of ownership are motivation, availability of resources, favorable beliefs towards the changes and skills required to meet the demands of this process (Fullan, 2003a).

Kennedy asserts that for successful implementation of educational change it helps to involve all the people that are affected by the change in all stages of the process of change, keeping in view the local contextual variables that could lead to resistance from the people involved. Moreover, it would always help the process if the usefulness of the innovations are conveyed and explained to everyone affected by the change or involved in implementation of the change (:331). If benefits of the change are not fully understood by the people involved in the change process, there may be a risk of resistance from them (Kennedy 1988:332).

According to Horn (2002:146) one of the reasons could be that educational change does not only depend on improved techniques and successful management strategies but there are also cultural and political variables that may influence the process of change. Hargreaves, (2005:2) therefore, argues that 'attempts to change education in fundamental ways are ultimately political acts' in situations where social and cultural diversity prevails. In the case of Pakistan, social and cultural diversity is found in one of its most complex forms. In addition, the linguistic diversity of the country adds to the complexity. Resistance towards change from the stakeholders due to the anxiety of trying something different could also prove a hindrance to the successful implementation of the reforms.

Educational change is not just a strategic puzzle. It is, and should be a moral and political struggle. Generalized theories of educational change which concentrate on its strategic and cultural aspects tend to ignore these essentially political elements of the change process. This is a pity. For it is the social and political dimensions of educational change which cause it to flounder most.

(Hargreaves, 2005:2-3)

In the next sections, this role of culture and politics in general and specific to the Pakistani context are discussed. As culture is defined differently by different writers, the view of culture that this study is going to take is examined in the next section.

3.5. Defining Culture

To understand culture and the role it plays in different aspects of human lives we may need to avoid a simplistic view of culture and study it in-depth as 'a complex phenomenon' (Hughes, 2006:87). Trend (1995:106) states that, owing to the 'slipperiness of [the word] ... culture', it may be argued that '[t]here is no place for a singular definition of culture' (:109). Culture, according to Cousins (2002), 'includes *multiple levels* of traditions, values, and beliefs, as well as social, biological and natural acts. These processes are driven by the meanings we give to and take from them. These meanings are fortified or changed in relations between people, as history unfolds.' [emphasis added] (:326). Further, Brislin (2009:12) argues that when members of a particular community or society, 'unconsciously or subconsciously' consider their view, behaviors, ideas or attitudes to be 'right' or 'correct' they belong to the same culture. This definition of culture seems to imply that members of any culture consider their own ways of life as the right ways and, therefore, they may offer resistance to the cultures in which the ideologies are not similar to their own. According to Sowden, (2007) culture may be broadly defined as the "body of social, artistic, and intellectual traditions associated historically with a particular social, ethnic or national group". He argues that this traditional definition may have been more acceptable in the past but culture is too complex a term to be explained with a simplistic definition. Due to realization of this complexity, it needs to be studied in more depth as a combination of subcultures that it may include. Some examples of these subcultures specific to language teaching and learning include the classroom culture, institutional culture, academic culture, and national culture.

3.5.1. Culture and Education

Sowden (2007) argues that due to the shift of emphasis from the importance of methodology and teaching towards the learning process, applied linguists seem to recognize the influence that *culture* may have in a language classroom. However, concerns related to the influence of culture in teaching and learning are not a recent development in the education sector. The issue of the extent to which culture needs to be integrated in 'educational programmes' and 'curriculum planning' was important for educationists, even many decades ago.

[T]here are at least two major educational problems associated with 'culture'. The first concerns the extent to which it is possible to identify a general or common culture as the basis for a selection for curriculum planning. The second problem concerns the extent to which sub-cultures or aspects of sub-

cultures should be reflected in educational programmes or processes of curriculum planning. ... Underlying the second of these two problems there is, of course, a whole set of other questions relating to the criteria by which such selections should be made.

(Castro et al., 2004:11)

3.5.2. Culture in the Language Classrooms

Language is one of the tools with which cultures are 'mediated, interpreted and recorded' and therefore the cultural outlook of a community influences the design of this tool (language) and the meanings associated with it. This seems to be one of the reasons, experts consider culture to be an important part of a language classroom (Handy, 1994:85). In the recent past, it has been emphasized by applied linguists that culture needs to be considered as an integral part of the language in a language classroom (Byram and Grundy, 2003). In any teaching environment the perceptions of the teacher about the teaching practices and the methodologies adopted for teaching may influence the teaching and learning outcomes (Hargreaves and Fullan, 1998). Therefore, it may be argued that, most importantly, it is the teacher who may need to understand and accept the importance of integrating cultural aspects in language teaching. In their study to find out the perceptions of Spanish EFL teachers about the objectives of foreign language education, Castro et al, (1998) found that 'teachers defined the objectives for language teaching mainly in terms of linguistic competence' and 'acquisition of proficiency' (:97-98). Less concern was found among the teachers about the 'cultural objectives' of foreign language teaching. Moreover, cultural stereotyping may be one of the most misleading threats while incorporating the cultural element in the language classroom. Stereotyping about different cultures makes people believe 'others' to be what they actually are not (Handy, 1994). Removing such stereotypical beliefs from learners' minds may enable them to realize the similarities between them and the target culture (Handy, 1994)

The culture of a group can now be defined as a pattern of shared basic assumptions learned by a group as it solved its problems of external adaptation and internal integration, which has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems.

(Schein, 2010:18)

3.5.3. EFL Culture

Integrating culture in language teaching poses a dual challenge. Firstly it is necessary to make the learners aware of the culture of the target language community (Byram and Grundy, 2003).

As Byrum and Grundy (2003:01) state "in language teaching and learning [culture] is usually defined pragmatically as a/the culture associated with a language being learnt". Secondly it also needs to be sensitive to the issues of the learners' native culture. Kramsch (1995) argues that culture is not merely a skill that the language learner needs to develop in the process of learning a second language but it poses a continuous challenge to the learners to understand the target language culture where it is different from their native culture. Foreign language teaching has focused on finding a common ground between the target language culture and the native culture (Kramsch, 1995). However, it may need to focus on understanding what is different in other cultures rather than accepting some parts of foreign cultures and integrating them into the beliefs of the learners. In Pakistan this becomes even more important while teaching English. There is a sense of unease in learning English among people of some of the tribal areas due to the political crises in the country after the worlds' response to the 9/11 incident. The leading role of some of the English speaking countries in the military actions in Afghanistan and some parts of Pakistan has strengthened this sense. In such situations, teaching authentic English material with references to cultural aspects of these countries might become problematic. Therefore, it could be important to educate learners about these differences rather than hoping for change in attitudes of the learners and accepting English culture.

As can be seen in Figure 3.3, Kohat shares borders with three tribal areas i.e. FR Kohat, Khyber and Orakzai. Moreover, FR Banu, Miranshah and Koram are within a 100 miles radius. In Pakistan these tribal areas are the centre of the international war on terror. Due to this war, English is viewed as a language of enemies by some groups of the country and it makes it even more difficult for the language teacher to cope with students and other stakeholders having such negative motivation to learn English.

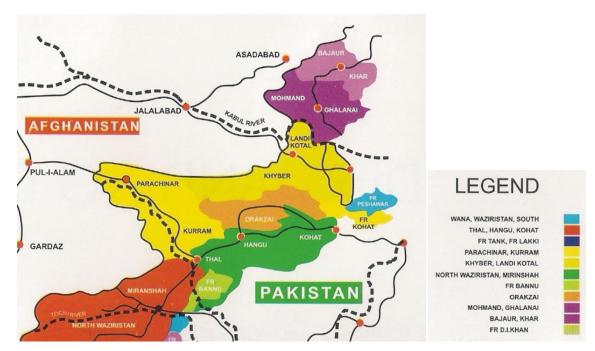


Figure 3.3: Map of Kohat and the tribal region

3.5.4. International culture

Like national culture, international culture also influences a country's academic environment. Due to rapid globalization and multinational organizations, international Non Governmental Organizations (NGOs) are considered as agents that spread such cultural influences to different contexts. These influences, however, are not always considered positive and some nations feel threatened by rapid change in their own culture(Heurlin, 2016). Similarly, students traveling across the world could cause cultural globalization. The United State Foundation in Pakistan's (USEFP) motto is "Promoting mutual understanding between the people of Pakistan and the people of United States through educational and cultural exchange". Through such cultural exchange programs and other governmental and nongovernmental initiatives in Pakistan, many students have started pursuing degrees like M.Phil and PhD in different parts of the world to enhance their academic qualification.

3.5.5. Social Culture

Social culture and society may also have influence on ones professional commitments. It may affect some professions more than others. 'Teaching is essentially a cognitive, behavioral activity, involving attitudes towards learning which are derived from the society in which the change is to be implemented' (Kennedy, 1987:165). This influence, however, is not limited to attitudes and behaviours towards learning. In my personal experience, I have noticed such

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⁵ See: http://www.usefpakistan.org/

social influences that originated from social culture in general. My family migrated to a city (Peshawar) from a village when I was a young child. In those days there were not many families from my village living in Peshawar. Public facilities like hospitals, judicial courts, government secretariats, and other administrative departments, were mainly the reasons for people visiting Peshawar from less developed village areas where these offices were not available. My family was one of a very few families they could turn to for guidance and support in a city known very little to the villagers. We were expected to – and to keep our social ties intact we had to - entertain all the visitors from not just our family but our village and in some cases even from the adjacent villages. On some occasions whole families would be our guests for months, it being our responsibility to help them sort out the issues they were traveling for. With the passage of time, and with more and more people migrating from villages to the cities, these social responsibilities have reduced.

3.5.6. Institutional Culture

Schein believes that when understanding culture, it is important not only to focus on the outside world but also to see within ourselves and find out our own cultural features. He thinks that culture is not only around us but it is a part of our inner self (Schein, 2010:9). Nunan and Choi, on the other hand, argue that identity is 'recognition of cultural belonging, which is internal to the individual, while culture is external' (Nunan and Choi, 2010:3). To be identified with a culture and have a particular cultural identity it is essential that most of the features of that culture are embedded deep into your personality. Moreover, to become a cultural group, the members have to be stable in their shared beliefs and practices. This 'depth' and 'stability' of the cultural norms in the members' personality make it harder to change certain features of their cultural identities as a group and also as individuals (Schein, 2010:16). Schabracq argues that due to this stability of a culture, it is inevitable for the members of a culture to fight the changes that do not comply with the assumptions on which their cultural features are based (Schabracq, 2007:22). In Hargreaves' (1994:3) opinion there is a clash between the outer pressures for change on an educational institute and the prevailing beliefs and practices within the institute. Some of the outer pressures pointed out by him are: industrial demands, cultural diversity, globally changing environment, 'intense compression of time and space'. Rigidness within educational institutes, in their practices and the running system could offer serious resistance to these pressures from the outside (:3). In other words,

we could say that institutional culture could become a barrier to accepting change if the reforms are not well informed about it.

Therefore, culture poses a big challenge when change is intended in an institute. Schabracq emphasizes the importance of four aspects that he thinks should be considered while planning and implementing reforms.

- 1. Bringing effective change in an institutional culture will 'never' be easy
- 2. There is not a fixed criteria or process of change that could be applied to every context
- 3. Open and cordial coordination among the stakeholders is essential for effectively changing organizational culture
- 4. Individual cultural identities would also require changes for bringing effective organizational change

"To fully understand what goes on inside the organization, it is necessary to understand both the organization's macro context, because much of what you observe inside simply reflects the national culture, and the interplay of subcultures because they often reflect the primary occupational cultures of the organization members." (Schein, 2010:55)

The relationship between language and culture has been discussed by many researchers [see: (Risager, 2006, Kramsch, 1993, Kramsch, 1998, Hall, 2002, Nunan and Choi, 2010)]. Nunan and Choi believe that the use of language, and association of individuals or groups with a language, gives an important insight into the cultures these individuals or groups are members of (Nunan and Choi, 2010:5). This connection of language with culture makes it more important for the language teacher to be aware of the cultural attributes of the language that they are teaching and also the cultural identities of the students who are learning the language. This attitude however is not limited to educational institutes but in other professions too the male dominance is visible in Pakistani society (Moghadam, 1992:36). Feeling less important and having a feeling that 'others' do not take female teachers seriously could damage their confidence. Further, it could lead to low motivation in female teacher to develop their professional skills or indulge in research activities.

James argues that teachers in a teaching context might have set 'Rituals and Routines' that they follow individually or as part of groups based on some common and shared beliefs and assumptions. When introducing innovation, these rituals and routines could offer resistance because in some cases they are taken very seriously and become 'obsessions and

compulsions'. Such practices based on common beliefs could become part of the organizational culture. "The protective purpose of rituals and routines and attachments to them can help explain why culture change in school or college can be so difficult". (James, 2010:51)

One aspect of the institutional culture is what the stakeholders of that institution 'do and experience' (Schabracq, 2007:7). In a University, stakeholders, according to Schabracq's beliefs, are not only individuals working in the institute i.e. teachers, support staff and management but also people who are affected by the everyday running of the institute e.g. students, parents and other relevant members of the community.

Schein believes that people are generally aware of the national or social culture differences but they fail to notice or understand the cultural differences that might be present in smaller groups inside organizations (Schein, 2010:7). He argues that this lack of awareness leads to dissatisfaction in organizations among workers and leaders who fail to understand why certain individuals or groups of people act 'irrationally' or in what seems to be a 'ridiculous' manner. Similarly it is sometimes difficult to understand the reason for resistance from the staff when the managers try to implement a very 'useful' and 'logical' change in an organization. In teachers, such confusion and disappointment is not only observed while dealing with colleagues but sometimes it is difficult to comprehend the reasons for different groups of students responding differently to the same material and teaching methods (Schein, 2010:8). According to Schein, understanding cultural attributes and dynamics will make us less 'puzzled, irritated, and anxious when we encounter the unfamiliar and seemingly irrational behavior of people'. Moreover, it will also help in understanding why it is sometimes so difficult to change people in an institution or an organization (:9).

In an organization, coordination among the stakeholders in broader terms, or more specifically among colleagues improves the overall performance of the organization (Schabracq, 2007:14). Schabracq asserts that 'leaders' in an organization are responsible for promoting an environment of coordination. He believes that considering the following points may provide support in understanding the process of developing an environment of coordination

- Effects of your actions on your colleagues
- Effects of your actions on people who are acquiring services from your organization
- Effects of your actions on the institute

 Your contribution in bringing about a positive change to have positive effects in these areas

3.5.7. Research Culture

The Higher Education Commission has taken many actions to promote research culture in Pakistan (discussed in detail in chapter 2). Despite these actions, it is felt that more efforts are required not just to develop teachers' and researchers' ability to conduct research but also to motivate them. Morey (2003:79) argues that research could be a 'major source of prestige' for academics and educational institutions. He believes that Governments could promote research by changing their 'funding patterns' and rewards system associated with research productivity of the teachers. For a transparent funding process, Research Assessment Exercises could be used to moderate the flow of funds from Government Agencies to the researchers, according to the Government policy (:79). He discusses Australia as an example where the universities could "seek to increase their share of the Research Quantum that is allocated by the government on the basis of certain performance measures".

In Pakistan, HEC has also started to reward research activities in the form of research funds and scholarships, however, changing the political scenario of the country influences HEC's policies and finances available in the national budget for higher education. The number of Universities almost doubled from the years 2002 - 2008. With the increase in the number of universities the demand for more qualified teachers also increased, who unfortunately were scarce in number (Hoodbhoy, 2008). Almost 3000 students were sent overseas for higher education (Hoodbhoy, 2008). Moreover, under its former Chairman, Dr. Atta ur Rehman, HEC gave a considerable rise to university teachers' salaries (Hoodbhoy, 2008). As a result a considerable rise has been seen in number of PhDs produced in Pakistani Universities after the inception of HEC. Figure 3.3 shows number of PhDs produced in Pakistani Universities from 2000 - 2011.

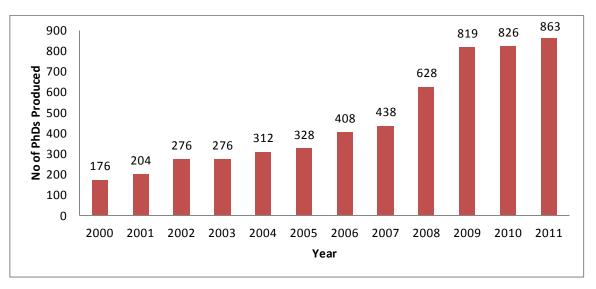


Figure 3.4 Numbers of PhDs produced by the Higher Education Institutes from 2000-2011 in Pakistan (Higher Education Commission)

This practice has also been used by other countries to promote research activities. For instance, in the UK national policies have been used to differentiate research from teaching and "the distribution of rewards and reputations has become more explicit" (Morey, 2003:80).

3.6. Expanding the scope of Educational Change: Social and Political perspectives

According to Kennedy, (1988) politics is the second most powerful subsystem after culture in his hierarchical model that can influence an innovation. Subotzsky argues that the politics of a country can be understood through its policies as the words 'politics' and 'policy' are used interchangeably in many languages. The policy of reforms in education could be, therefore, highly influenced by politics. Subotzsky maintains that policy is in itself political in nature. "[In] many languages, there is no distinction between the terms 'policy' and 'politics'. As resources are universally constrained, making policy is always subject to tensions, contradictions and competing priorities" (Subotzsky, 2003:172). "Not surprisingly, the vital contribution of higher education to meet the nation's contemporary developmental challenges has been prominently foregrounded in policy documents – in particular its critical role in preparing graduates and in producing relevant knowledge not only for effective participation in the global knowledge-driven economy but also for addressing the basic needs of the majority" (Subotzsky, 2003:165)

3.7. Politics in Higher Education Institutes in Pakistan

Higher Education Institutes in Pakistan are under the influence of different political forces. Political effects from the Local, Provincial and State governments are obvious. Other than that there is also a political struggle for power between management, teachers and to some extent the students. Managements of the Universities are highly politicized and this politicization leads to politically driven decisions in resource distribution and availability of opportunity for other stake holders (Karim, 2007:148). Hiring of faculty for universities is also not exempted from this political pressure (:149).

Politics is not limited only to the management inside the universities. Under the supervision of political parties students' unions also put pressure on the decision makers due to their political associations (Jahangir, 2008:88). However, in the dictatorial rule of President Musharaf, powers of the students' unions have reduced after a ban on unions. This ban was lifted after the end of president Musharaf's government.

According to Kennedy (1988:331), it is not only a dynamic culture that may hinder the change process but change is always 'part of several interacting systems and subsystems'. The degree to which a change or a number of new ideas and strategies are accepted could also depend on some factors that are not directly related to the educational institutes where change is intended. For instance national and regional politics could have a strong influence on acceptability of the change. In Pakistan, some of the Universities are affiliated and named after prominent historic political leaders, such as Abdul Wali Khan University. It is generally believed that the parties following these political personalities may have favorable policies towards these universities when in power. In contrast, when their rival political parties are in power these universities may have to deal with unfavorable behavior from the government. Both these cases have implications for educational reforms.

To deal with the complexity of change in general, and educational change in particular there are inevitably difficulties associated with reforming a well-established system. Stacey (1996) argues that these complexities could be understood and dealt with by reducing reliance of the practitioners on government policies and demands.

Bringing change on a larger scale is often motivated by political and social demands of a country to deal with problems like economic crises, poverty, and racism etc. 'More recently,

the educational change literature has acknowledged, indeed highlighted a broader sense of wide-ranging societal changes that are pushing and should push transformations in the educational system' (Hargreaves, 2005:8). To meet such high demands from the education sector, an understanding of theory and practice of the change process should be extended in such a way that management of the educational institutes are enabled to develop 'more critical, considered and coordinated responses to the societal changes' beyond the boundaries of their educational institutions (Hargreaves, 2005:9). Learning is no more limited to the walls of the educational institute. This is due to access to information through new technologies. Use of technology also brings the "changing patterns of cultural diversity in many teachers' classrooms" (Hargreaves, 1998:289). For educational reforms to be successful it may be important to include research and scrutiny of the educational policy in the change process (Hargreaves and Roy, 1997).

3.8. Summary

To provide an in-depth understanding of the issues related to planning and implementing large scale educational reforms, Fullan (2007) proposes a model of educational change which he calls the 'Triple I' model (Section 3.3). This model divides educational reforms into three stages, i.e. Initiation, Implementation and Institutionalization. The first two stages deal respectively with the planning and applying the innovations practically in the educational institutes, while the latter stage of institutionalization applies to the sustainability and continuity of the innovations as an integral part of the educational setup. Although institutionalization may occur long after the initiation and implementation of reforms, its fate might depend on the decisions and actions taken right at the first stage of initiation. This chapter focuses primarily on the issues related to this stage.

Kennedy's (1988) hierarchical model of subsystems affecting reforms is used to explore the cultural, political, administrative, educational and institutional factors influencing the impact of innovations. Culture as the topmost arc in Kennedy's model may have the most influence on the outcomes of the reforms, followed by politics. There are different types of subcultures including, International Culture, Social Culture, Institutional Culture, Research Culture, and EFL culture having effects on change. Pakistan being a developing country, having diverse ethnic, cultural, linguistic and political dynamics, presents a complex environment for large scale education reforms. To rectify the problems caused by these complexities that educational

reforms may come across, effective planning and strategizing may be essential right from the initiation stage. At this stage, it is important to achieve clarity in well-defined aims and objectives based on valid theoretical assumptions. Studying the political history of Pakistan shows that the country has faced much political turmoil. This instability has influenced the educational policy of the country. Other than state, provincial politics, politics in HEIs have also influenced education in general and could be important factors to be considered for successful reforms in education. Effects of political unrest in Pakistan are also found in the Higher Education Institutes.

Chapter 4.... Models of Educational Change - Implementation

Change at any level in educational settings is dependent upon the hierarchical level above it. For example, if the culture of the educational institutes is not supportive, teachers might not be able to sustain change (Fullan, 2007:18). 'Just as conditions in classrooms affect the ability of teachers to provide the best learning opportunities for students, so the school culture provides positive or negative support for its teachers' learning' (Day and Sachs, 2004:10). Similarly, an educational institute may find it difficult to accommodate change if its district does not provide a supportive environment. In the Pakistani Higher Educational system, however, the district authorities do not have much influence on the Educational institutes. The Higher Education Institutes are directly under the influence of the provinces and also the state through HEC and the governors of the provinces.

Exploring the outcomes of the reforms implemented in the Czech Republic, Polyzoi and Cerna, (2003:35) observe the importance of the availability of the required finances. They report that the deteriorating economy of the country proved an obstacle while implementing the changes. Hasan and Riaz, (2013:57) argue that 'availability of resources, capital formation, technology, human resources, entrepreneurship and growth of population' are some of the main factors that indicate economic conditions of a country. They believe that availability of skilled human resources in Education (teachers, managers, administrators etc) is one of the essential ingredients of a successful reform implementation and this availability also depends on the strength of an economy. In Pakistan, after the inception of HEC in 2002, the percentage of GDP spending on Education gradually dropped from 2.4% of GDP to 2.05% of GDP in the years 2005-2010. This was the time when the reforms were in the implementation stage at the Higher Education level in Pakistan. In the next section strategies adopted to implement educational reforms are discussed.

4.1. Strategies for implementing educational change

As explained in detail in Chapter 1 and 2, Pakistan has diverse educational settings. The previous attempts to reform the education process in Pakistan did not meet the desired success. This raise questions of the effectiveness of the strategies that the policy makers have for planning and implementing large-scale reforms in the Higher Education of the country. The choices made could be evaluated and change in the strategies as a result of this evaluation

might help in implementing future reforms. Hargreaves (1994) maintains that well thought out and creative strategies would help in making better choices.

Every change involves a choice: between a path to be taken and others to be passed by. Understanding the context, process and consequences of change helps us clarify and question these choices. Which choices we make will ultimately depend on the depth of that understanding but also on the creativity of our strategies, the courage of our convictions, and the direction of our values.

(Hargreaves, 1994:18)

The fate of any educational innovation may thus depend on the strategy that is adopted for implementing it. A number of strategies are used internationally for implementation of reforms in Education. Some of these strategies proposed by Chin and Benne (1985) will now be discussed in detail. Although Chin and Benne, affiliate these strategies with the implementation of the reforms, they are also relevant at the initiation stage discussed in the previous chapter.

4.1.1. Power-Coercive Strategies

One strategy for implementing change could be those in power trying to introduce change by forcing it on the people below them, through introducing rules and regulations for them to follow, whether they like it or not. Such strategies are termed as '*Power-coercive*' Strategies (Chin and Benne, 1985:23).

These "strategies are 'push' strategies – for example, authoritative command ("I'm your boss, so do it!") ... These strategies are the fastest and most efficient in the short term, but they depend on your power to push them through. They are short-term strategies because they increase resistance and sow the seeds of your ultimate downfall." (Harvey and Broyles, 2010:3)

There could be situations in which such strategies may be required due to 'inertia in the system that only an approach based on sanctions can overcome' (Kennedy, 1987:164). However, with these strategies there could be a risk of the 'threat of the sanction' not being implemented and the change never happening. These strategies are widely used in educational contexts where a centralized body is responsible for making policies and taking decisions on behalf of a large number of educational institutes. Pakistan could be one example of such a context where HEC is responsible for taking most of the decisions about the issues related to

the universities in the country and it is not obligated to seek or consider thoughts of the teachers and the students who are going to be affected by their decisions. This could lead to dissatisfaction in the teachers if introduction of the innovation is not followed by explanation of the importance and benefits of the change and capacity building of the teachers to make them able to implement the intended changes (Kennedy, 1987:164). Kennedy argues that if these strategies are adopted, the teachers may ignore the change and continue using their own methods or materials and a hidden curriculum may be in use with no practical change taking place (:165).

4.1.2. Rational-Empirical Strategies

Some strategies are based on a belief that human beings are rational enough to adopt a change if they are made to understand the positive outcomes that could be achieved for the affected people. These strategies are called 'empirical-rational strategies' (Chin and Benne, 1985:23). Harvey and Broyles (2010:4) disagree with the assumption that these strategies are based on. They assert that these are the least effective strategies, because research does not show us people changing their practices or behaviors just due to the availability of new information. Moreover, according to them, there may be some exceptional circumstances in which these strategies might work, however, strategies working in unique exceptional situations could not be generalized and applied in most contexts. These strategies could be useful in situations when the people involved in the change process are to some extent already in favor of the intended change (Kennedy, 1987).

Kennedy (1987:165) maintains that the complexity of explaining the benefits and making people believe in these benefits could be a hurdle when using these strategies. Rational-empirical strategies involve 'seminars, newsletters, and Resource Centres' that enhance teachers' understanding. Although such activities may not necessarily lead to a significant change, their importance for promoting development of new ideas may not be undermined. Enhancing teachers' knowledge about the benefits of the intended changes may prepare them for future intervention to bring reforms.

4.1.2.1. Focus of Change

There are two basic methods to look at educational reforms. One is to examine and trace specific innovations to determine which factors are associated with success. This method is called the 'innovation-focused' approach. The second method by contrast focuses on finding out ways to develop the innovative capacity of educational institutions and educational

systems to engage in continuous improvement. This method is called 'capacity-building focus' (Fullan, 2007:99). However, these methods are not necessarily adopted separately and they could be used simultaneously. The choice of these approaches depends on the situation in which they are going to be used at a specific time. If the concern is with a specific innovation, it helps to be able to design a strategy that takes into account each stage of development in its use. If the aim is to change a culture, such as establish a professional learning community, it is better to start with the institution (Fullan, 2007:65).

As already discussed in Chapter 1, in Pakistan the focus of educational reforms seem to be mostly on developing not only the physical and technological capacity of institutions but also their human resources and their capacities to facilitate the process of change. It is hoped that the development of teachers would give them new knowledge, and that this new knowledge and availability of resources may change the shape of education in due time. Hatch considers it ironic that reforms and innovations for the purpose of improvement may develop educational institutes, however, they may also increase the needs of the institutes' in form of finances and need of more developed human resources (Hatch, 2002b:628). Hence, new demands and requirements may emerge.

4.1.3. Normative-re-Educative Strategies

'Normative-re-educative' strategies are the third kind of strategies for introducing change (Chin and Benne, 1985:23). These strategies recognize the complexities related to the process of change. Proponents of these strategies argue that change does not only occur by acting differently but it may depend more on thinking, feeling and behaving differently. Moreover, the cultural and societal influence on the 'values and attitudes' of people may also have a great influence on their actions (Kennedy, 1987:164). According to Harvey and Broyles (2010:4) there is a conception of rewards as a motivational tool in these strategies. Rewards, in the shape of payoffs for the teachers, the students, or the system as a whole could motivate the teachers in accepting the change. "It is natural and, indeed, sane to resist something until there is clear payoff for doing it ...if there is no payoff then the changee should resist" (Harvey, 2001:10). Harvey and Broyles argue that these strategies may impact the outcomes in a range of different ways and are able to cover many aspects of an educational system, however, the time and effort required for these strategies present challenges to the change agents (Harvey and Broyles, 2010). Nevertheless, according to Harvey and Broyles (2010), this category of

strategies also presents opportunities for the change agent to scrutinize the factors causing resistance and come up with solutions for minimizing it.

The first two types of strategies discussed above seem simpler. They involve simply forcing people to accept change or making them understand the benefits so that they would themselves adopt the change. Kennedy (1987:164) considers the collaborative aspect of the Normative-re-Educative strategies a necessity for successful implementation. According to him, the level of participation of the different stakeholders in the collaboration may vary. Moreover, the power that different stakeholders may have to influence the decision making may also be different. Kennedy further states that these strategies allow the stakeholders to accept, and to adopt the change in parts if they are not comfortable with some other parts of the changes proposed by the authorities. This makes the process of reform an experience of interest sharing and therefore could lead to a sense of involvement and ownership in the stakeholders.

Strategies for change are more likely to be successful if they are based on the recognition of the complex nature of change. Normative-re-educative strategies allow all the people involved to be part of the change process and may succeed in bringing positive change by affecting 'belief that is necessary for long-lasting change in the classroom' (Kennedy, 1987:165). In Pakistan there is a lack of such collaborative efforts in the implementation of reforms.

4.1.4. Strategies being used in Pakistan for implementing change

It could be argued that at the higher education level in Pakistan both the former strategies are being used separately as well as simultaneously for implementing change. Curriculum and teaching materials (mostly text books) are recommended by HEC and in most cases it is mandatory to follow these. Moreover, after the inception of HEC in 2002, it has been noticed that the policy makers have focused on providing information to the teachers in the form of small training sessions and seminars to enhance their knowledge about the intended innovations. However, due to the dynamic nature of the cultural, political and social context of Pakistan a strategy that accommodates the complexities of the change process outlined above is clearly required.

4.2. Rationale for adopting Normative-Re-Educative strategy in Pakistan

One of the characteristics of the Normative-re-educative strategy is that it encourages a 'collaborative' approach towards educational change. Teachers and other relevant people would be involved in all the stages of the process of change. This will allow teachers and the policy makers at HEC to understand each other's beliefs and attitudes before making decisions

about the change being implemented. Moreover, a feeling of ownership could be developed in teachers through this strategy. By adopting this strategy the centralized governing body (HEC in the case of Pakistan) would be considered as the 'outsider' and teachers as the 'insiders' who have more relevant and practical knowledge of the factors influencing the language classroom (Kennedy, 1987:168). In Pakistan, the innovations are mostly if not always proposed by HEC in light of the national culture and context. However, local cultures and contexts are very strong in different parts of the country and they have a very strong influence on the change process. Therefore, historically, a centralized policy for education is not always accepted widely, due to local influence of the context on the people involved. By involving teachers in the process of change, HEC would be able to understand and appreciate the unique features of the contexts in which the teachers are working. Similarly, teachers could be in a better position to understand the usefulness of the change being implemented due to their first hand knowledge and experience of working in their specific environment.

Further, a normative-re-educative strategy allows the teachers to be at the starting point of innovation and share their practical experience that could raise questions. A theoretical knowledge base could be used to find answers to these questions. Linkage of theory with practice in this way could be more useful in this situation than long theoretical deliberations without any practical testing of the theories for a long time. In such situations the insiders i.e. the teachers themselves, demand theoretical input and the outsider would not require to impose theory on practice. This would further enhance the aspect of ownership discussed above. "The cycle of practice and theory also means that each decision about the materials design can be justified with reference to a principle which has been understood and either accepted or rejected; this again creates conditions favorable to acceptance of change, and strongly reinforces the teacher- development aspects" (Kennedy, 1987:168).

Policy makers mostly do realize the importance of feedback from the teaching faculty while making policy decisions. These faculty members or teachers are considered experts of the classroom practices because they are more actively involved in the process of teaching. However, Wedell (2009:23) observes that most of the time these 'experts' have taken up administrative roles for many years and are not practically teachers anymore. He believes that in such cases they might not be able to give effective input on the actual classroom practices. In some cases developing a theory followed by practice could also raise questions of the

practical applicability of the theory. In Pakistan, it is noticed that some theoretical claims made while designing reforms were not translated into practice.

4.2.1. Focus of Policy makers on improvements in Education: Claims and Realities

According to Hasan and Riaz (2013:59) 'in developing countries, education has been gaining more and more focus but unfortunately in Pakistan the education has not been able to attract attention of the policy makers'. This is evident from the public spending on Education in Pakistan, shown in Figure-4.1. The target set for 2015 is to increase public expenditure on education to 7%, of GDP (The Economic Survey of Pakistan, 2009-2010). Currently, the government does not seem to be able to achieve this target. Such lack of funding leads to non-availability of resources in the universities.

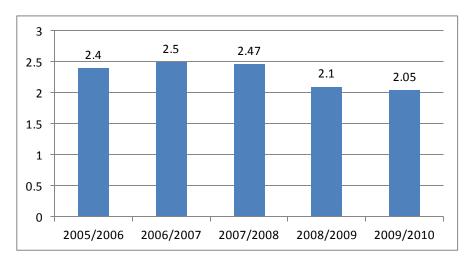


Figure 4.1 Annual expenditure on Education in Pakistan 2005-2010 (% of GDP)

(The Economic Survey of Pakistan, 2009-2010:149)

The above figure shows public expenditure on Education in Pakistan from 2005-2010. There is a slight rise in the year 2006/2007, however, the public spending on education, as a whole in these five years, has decreased from 2.4 % of GDP to 2.05% of GDP. Moreover, the numbers of education institutes at every level of education have increased as shown in Table 4.1. The number of the Higher Education Institutes, which is the main focus of this study, has increased from 96 to 135 since the inception of HEC in 2002-03 till 2010-11. This means that on top of the decrease in the public expenditure, the 96 universities would also have to share the

financial resources with the 39 new universities founded, hence even more financial cuts for the universities.

Table 4.1 Number of Educational Institutes in Pakistan from 2002-2011

Year	Primary Schools	High Schools	Secondary High Education Institutes	Universities
2002-03	150,800	15,600	585	96
2003-04	155,000	16,100	624	106
2004-05	157,200	16,600	747	108
2005-06	157,500	22,900	3059	111
2006-07	158,400	23,600	3090	120
2007-08	157,400	24,000	3125	124
2008-09	156,700	24,300	3159	129
2009-10	157,500	24,800	3192	132
2010-11	155,500	25,200	3224	135

(The Economic Survey of Pakistan, 2011-2012:150)

The situation is even more alarming for the student at universities. For the approximately 40% increase in number of the universities there is a massive 326% increase in the number of students enrolled in the universities from 2002 to 2012. The total number of university students in 2002 increased from 331745 to 1413478 in 2012 as shown in Table 4.2.

Table 4.2 Enrollment of Students at different level of education in Pakistan (2002-2012)

	Primary		Secondary High	University
Year	Level	High Level	Level	Level
2002-03	15094	1589	94	331745
2003-04	16207	1800	105	423236
2004-05	18190	1936	114	471964
2005-06	17757	2188	239	521473
2006-07	17993	2373	251	605885
2007-08	18360	2484	256	741092
2008-09	18468	2556	265	803507
2009-10	18772	2583	273	935599
2010-11	19158	2630	281	1107682
2011-12	19571	2725	292	1413478

(The Economic Survey of Pakistan, 2011-2012:151)

According to the Economic Survey of Pakistan (2011-2012:152), from 2002 to 2012, the number of teachers in the universities has increased to 72605 from 6180. This mammoth

increase of 1175% in the number of the university teachers could be seen as a positive initiative by the government in meeting the requirements of the increasing universities and the students' enrollment. However, it could also prove a big hindrance in providing opportunities for professional development of these teachers due to the decreasing public expenditure on education as illustrated above by Figure 4.1.

4.3. Factors affecting the implementation of change

Fullan identifies nine factors, divided into three categories, that could affect the implementation of change (Fullan, 2003a:7). Below we will try to identify and relate these factors to the reforms introduced by HEC/Govt. of Pakistan after the inception of HEC.

4.3.1. Category A: 'Characteristics of Change'

In the Fullan categorizes 'Need', 'Clarity', 'Complexity', first group and 'Quality/Practicality'. Giving an outline of the steps that led to the abolishment of UGC and establishment of HEC in Chapter 1, we have discussed the problems and gaps in Higher Education of Pakistan. It is clear from the earlier discussion that there was a very strong feeling that the Higher Education in Pakistan 'needs' large-scale change, if it is to play its role in the development of the country (The Economic Survey of Pakistan, 2009-2010:153). Clarity, according to Fullan, is not one of the virtues of the top-down approach towards implementation of educational changes (Fullan, 2007:11). As discussed above in Section 4.1.1 the HEC has adopted a top-down strategy for implementing reforms. This could raise issues of clarity among the stake holders. Even if the policy makers are fully aware of the aims and objectives of the reforms, there might be a lack of clarity in other stakeholders, including the ones that could be primary agents of change. Harvey, (2001:112) argues that without creating awareness it might not be possible for the stakeholders to accept change without being skeptical.

The complexity of the problems associated with the Higher Education of Pakistan is highlighted in almost all the reports compiled before the establishment of HEC and even afterwards in the reports prepared by HEC (See: Task Force Report, 2000, Ministry of Education, 2001, Ministry of Education, 2005, Higher Education Commission, 2008, Karim, 2007, Ministry of Education, 2009, Pakistan Task Force Report, 2002, The Economic Survey of Pakistan, 2009-2010). In these reports, the authorities have also proposed different strategies to deal with these complexities, which lead us to Fullan's 4th factor i.e.

'Quality/Practicality'. Teachers' perceptions about these reforms could give us an insight into the practical side of the impacts of reforms in Pakistan. It would be interesting to study the qualitative changes that these reforms were able to bring in the Higher Education sector. This is also one of the aims of this study.

4.3.2. Category B 'Local Characteristics'

The factors that are categorized as Local Characteristics are, 'District', 'Community', 'Principal', and 'Teacher'. This study is focusing on the Higher Education in Pakistan, where Districts have a very minimal influence on the Higher Education. This role is played by the Provinces. Similarly, the administrative position equivalent to a 'Principal' in the HEIs of Pakistan, is the Vice Chancellor of the University. 'Community' at large is also not directly involved in the decision making or having a pressure on the policy makers. However, they play an important role via their political choices in electing the provincial governments.

The most important factor in this category is the 'Teachers'. The importance of the role of the teacher is recognized by the decision makers in Pakistan. It is believed that the '[q]uality of education largely depends on quality of teachers; therefore HEC focuses professional development training of university teachers so that global quality standards and practices could be maintained in the higher education institutions of Pakistan' (The Economic Survey of Pakistan, 2009-2010:153). Processes involved in teacher development are discussed in detail in the next chapter.

4.3.3. Category C 'External Factors'

'Government and other agencies' are also recognized as a key factor influencing the process of implementation of changes in education. Instability of the Federal Governments in Pakistan has contributed heavily to the low performance and lack of clarity in the education sector. Pakistan has had four military coups since 1958 (Nazir, 2010:330). These coups have destabilized the governing bodies of the country. They have had their influence on the Education sector too. However, it could be argued that due to no political pressure on the military governments, they were able to take some bold initiatives for the betterment of the Education Sector. The establishment of the HEC in 2002 was one such step taken by the Military Government led by General Pervez Musharaf. This study could also give us some understanding of how the language teachers in Pakistan perceive the role of the governments on the policy making of Higher Education in the country.

Financial support from foreign countries and international donor agencies play a vital role in supporting developing countries. Pakistan also receives support from agencies like USAID, DFID UK, UNESCO, World Bank, GTZ and other international organisations (The Economic Survey of Pakistan, 2009-2010). Moreover, countries like the United Kingdom, Canada, Brunei, Republic of Korea, New Zealand etc have also contributed by offering scholarships for developing the human resources in Pakistan (The Economic Survey of Pakistan, 2009-2010).

The implementation stage of reform determines the fate of the reform more than any other stage (Halász, 2003:64). Halasz believes that it is commonly observed that initiation of the reforms receives more attention whereas implementation is the stage that could be considered more worthy of attention and scrutiny. Some of the important factors that could affect the process of implementation if it is not closely monitored range from meeting the deadlines and identifying the defects in the communication networks, to not having proper quality control measures (Halász, 2003:67). At the implementation stage, the policies are corrected and what is considered useless or obsolete or limited in effectiveness is replaced with new values and interests based on new realities and interpretations of the newly made theoretical assumptions. This change may also depend on the difference of availability or non availability of resources at different times (Birzea and Fartusnic, 2003:76).

Parsons and Fidler (2005:463) believe that taking revolutionary steps for changing a practice might speed up the process of change to some extent but it would be at the expense of the sustainability of the change. Taking quick decisions without due consideration could be caused by the pressure that such a revolutionary approach towards change might have. Moreover, they argue that this could also lead to hasty borrowing of practices that are considered successful in other organizations or contexts.

Implementation of reforms in education does not only concern the availability of skills and resources, it also depends on the beliefs of the concerned stakeholders (Fullan, 2003b:6). Therefore, exploring perceptions of the English Language teachers may also indicate the effect of this neglect of the Education sector in Pakistan on teachers' beliefs. Moreover, it may indicate the effects of these beliefs on the process of implementation.

4.4. Problems related to implementation of educational change

Kennedy argues that in three conditions educational change is more likely to fail.

- Firstly, a situation where the management is not aware of the factors represented by the outer arcs in Figure 3.2 discussed in Section 3.4.
- A second situation could be when they are aware of the outer arc factors but ignore the importance of working within these factors.
- A third situation is when management is aware of the influence of the outer arc factors and instead of devising strategies to cope with their influences they try to change them (Kennedy, 1988:333).

Innovations are more likely to be accepted if the individual involved in the process or being affected by the proposed innovations is not satisfied with the existing systems and practices. Such dissatisfaction leads the people involved to look for options outside the current system and therefore, they would be more responsive in accepting change if it is offered (Kennedy, 1988:336). The degree of dissatisfaction might be different in different groups of people involved in the process of change. Therefore, it might be important for the management to evaluate the extent to which different groups are not happy with the current situation. By doing so, the management will be able to predict the level of support that they might receive while implementing the change.

For an innovation to be accepted it may need to be feasible, acceptable and relevant to the needs of the students. It could be of great importance to know whether the educational institute has a capacity to accommodate a certain innovation in its system, moreover, whether the teachers involved believe that a certain change is possible to adopt (Kennedy, 1988:336). In Pakistan the language classroom is mostly a large classroom that could have more than 100 students. If group activities are to be introduced in such classrooms and the teachers do not believe that it is possible, considering the resources, such innovation would most likely fail.

Acceptability is another important attribute that an innovation should have. 'In this case the teachers match their teaching style and philosophy against that presented by the innovation'. The degree to which teachers are able to match their styles could determine the degree to which the change would be accepted.

Another criterion could be *relevance* of the innovation to the needs of the students that are recognized by the teacher. If, in the perception of the teachers, the innovation is in accordance

with the needs of their students, they are more likely to welcome the innovation (Kennedy, 1988:337).

A sense of ownership of the change among the teachers may make innovations sustainable. Kennedy, (1988) stresses the importance of ownership of the innovations by the participants. One of the key advantages of this model might be that it promotes ownership by recognizing the importance of local context as much as the national context. If teachers are not involved in the process of change they may lack a sense of ownership and may resist the change imposed on them. On the other hand, if they are made responsible for such changes like selection of textbooks and curriculum design and are involved in the process from planning to the stage of implementation and completion, their feeling of ownership could prove a motivating factor for them in accepting and implementing the change.

Harvey and Broyles, (2010) believe that use of power in dealing with resistance might give short term results but the resistance will not be eliminated permanently. The resistance might stay hidden for some time and re-emerge, sometimes maybe in a different issue where resistance is not expected. Use of power may subdue resistance at one point in time, however, it may result in resistance emerging at a different point in time, even after years. To understand Harvey and Broyles's argument, we might consider the example of the earth's seismic fault lines. The seismic fault lines cause earthquakes due to the pressure of the earth crust plates. The experts of the field might know that there is a pressure of a certain level that may cause an earthquake when released. They, however, cannot guess the time it might take for this pressure to be released. "Coercive strategies for change increase the level of generalized resistance and thus decrease the probability of successful long-term change" (Harvey and Broyles, 2010:5)

Harvey (2001:11) believes that resisting change is natural and logical. He argues that any sane person would resist that change if the benefits of doing something new or something different are not known. If the goals and aims of the change are not known and understood by the people who are expected to change their practices, there might be no actual change.

Acceptance of change could also become a problem if the people accepting it are not accepting it for the right reasons. Harvey and Broyles (2010:6) point out three different types of situations in a top down approach in which people may apparently accept change for wrong reasons. First of all there are people who Harvey and Broyles term as the 'yes-men'. These

people accept every change without considering the pros and cons of these innovations and how they would affect them or other stakeholders. According to Harvey and Broyles, in this case the change may seem to happen but actually it is only based on the complacency of the people involved without much deliberation and therefore this change is neither long lasting nor effective because of the lack of commitment in the stakeholders.

The second case in which change is apparently accepted but the desired results are not achieved is when the stakeholders do not consider the change will make any difference. In this case again the importance of the reasons of the change and the qualitative difference that it could make to anyone is not understood and appreciated, therefore, it is accepted without questioning its usefulness and applicability.

The third situation is when people show their willingness to accept an innovation but in reality they do not intend to accept it. Harvey and Broyles consider this the toughest of the three situations to deal with. They think that one of the reasons that in this situation the stakeholders pretend to accept the change is that they feel uneasy in showing their unwillingness to accept the change.

4.5. Summary

This chapter has focused on the Second 'I' of Implementation in Fullan's (2007) triple I model of educational change. This is the second stage of educational reforms in Fullan's model. Large-scale Educational Reform is a complex and lengthy process. It is important to understand the process of implementing changes in general and to consider the unique aspects of the Education sector in particular. Detailed analysis of a need for change and a collaborative effort among the stakeholders, while planning changes, is suggested in the previous chapter at the stage of initiation.

Different strategies are used for implementing changes. Some of these strategies are: power-coercive strategies, rational-empirical strategies, and normative-re-educative strategies. The first kind of strategies is more of a top-down approach towards implementing reforms. The second set of strategies is based on the beliefs that if teachers are equipped with relevant knowledge and skills, they will bring the desired changes in the educational system. Normative-re-Educative strategies are considered more pragmatic because these are based on

collaborative approaches. These strategies encourage the policy makers to involve all the stake holders in the process of changing practices. In Pakistan, mostly the first two types of strategies are used. It could however be argued that the policy makers in Pakistan could benefit from the third type of strategies if they were used for educational reforms.

Financial limitation may also prove a hindrance in implementing change. In Pakistan, public funding on education has gradually decreased. Moreover, the number of students entering higher education and the teachers being employed has increased many folds. Many new universities have also been established since the establishment of the HEC in 2002. This means even less financial support in already reducing funds for higher education due to increase in the expenditure heads.

Even if more suitable strategies are used for implementing changes in education, these strategies alone may not be sufficient for successful implementation of reforms. Some other factors that may contribute or interfere in implementation of change is divided into 3 categories by Fullan (2003). These are: 'characteristics of change', 'local characteristics', and 'external factors'. One of the most important characteristics of change, however, is that it is owned by the stakeholders, especially by the change agents. This increases the importance of the teachers and their perceptions for a successful implementation process.

Chapter 5. Institutionalization of Change: Implications for Teachers' Development

Fullan, (2007:66) describes institutionalization as 'an extension of the implementation phase'. He believes that in this phase it could be witnessed if the change is going to go beyond a set period of time or get discontinued. According to Wedell, (2009) it is not just an extension of implementation rather the process of institutionalization starts just after the policy makers take the decision to change something in the system. This starts by spreading awareness among the people who are likely to get affected by the changes. Different people might need different levels of awareness and a different kind of information at this stage. Wedell (2009:26) stresses the importance of this awareness and believes that this is essential for creating acceptability of the changes among the stakeholders, leading to institutionalization of the change. Harvey, (2001:107) defines institutionalization as the process of integrating the innovations into the policy of the organizations. Only then would it have a chance of sustainability and becoming part of the system. Although Institutionalization is the last step in the process, its level of success may depend on other stages and efforts for making it happen may be started right from the beginning of the process of reforms.

In a well planned educational change the stage is set for institutionalization, like implementation, right from the beginning of the process of change at the stage of initiation (Fullan, 2007:69). Harvey (2001:109) maintains that the changes that are brought autocratically might be easy to implement but there might not be much chance of it getting institutionalized. The reasons, he states, for this rejection of the change by the stakeholders are the lack of understanding leading to the lack of acceptance by the people who are expected to change as a result. The 'changees', according to him, might even go to the extent of sabotaging the change instead of continuing it. He suggests that, one of the keys for achieving successful institutionalization lies in collaboration throughout the process beginning from the planning stage. Fullan also argues that two of the main stakeholders of any educational settings, the teacher and the students, may not feel supportive of the change if they do not have enough motivation for accepting something new (Fullan, 2007:04).

To create appropriate motivation in the stake holders, one important feature of a successful change in a system is developing its own "problem-solving structures and processes" (Chin and Benne, 1985:34). These problem solving capabilities deal with both human (social and psychological) and technical (technology, physical resources) issues. Effectively developing

such structures and processes and incorporating them in the system (institutionalization) could also be essential for continuation of the changes. Including the changes into policy documents is one way of institutionalizing them (Fullan, 2003a:07). Some other strategies according to Fullan, could be including it in the "incentive systems", and providing training at all levels to the relevant people including the newcomers could help in the continuation of change.

Polyzoi and Cerna (2003:39) point out two important factors that are essential for successful implementation of change. A general perception among the relevant people about the existence of the need for the change, and more importantly, clarity of the steps involved in the process of implementation.

The total time frame from initiation to institutionalization is lengthy: even moderately complex changes take from three to five years, while larger-scale efforts may take five to ten years and still experience difficulty in sustaining improvements. The single most important idea is that *change is a process, not an event* – a lesson learned the hard way by those who put all their energies into developing an innovation or passing a piece of legislation without thinking through what will have to happen beyond that point.

(Fullan, 2003a:5)

In Pakistan this could be witnessed by analyzing the constitutional amendments made for devolving the Higher Education from the Federal Government to the Provincial Governments in 2010. Although legislation was approved by the parliament with consensus from all the parties of the country including the opposition parties, after almost five years this change of the education settings of the country has still not been implemented.

According to Hughes (1975:245) the planned responses for addressing issues related to different aspects of the change process should be based on a realistic approach of identifying the hindrances and obstacles faced in implementing educational change. Fullan (2001:xi) believes that the new lessons learned from the new trends in reforms may enable authorities in making more informed decisions about the change process in education. He further argues that governments, policy makers, and high level managements are not the only people with a view on the change process. It is useful to understand the view of teachers, students, parents and administrators. This would deepen our understanding of the contextual and social issues related to the process of educational change. Additionally, it could be argued that, developing understanding of the context for the policy makers may also prove futile if understanding is not imparted in the stakeholders like teachers and students to became aware of the objectives,

goals of the reforms and more importantly the means of achieving these goals and objectives and the positive impact these might have for the education system.

In a research study Datnow and Stringfield (2000:196) explored the outcomes of reforms in different schools. They observed collaborative efforts by policy makers, academics, and other stakeholders in the schools in which the reforms were successfully institutionalized.

5.1. Reasons of discontinuation of innovations that are planned to last

There could be many reasons for discontinuation of change. However, two of the main reasons may be lack of funding and resources or lack of interest or misdirected interest of the stakeholders.

5.1.1. Educational Reforms: Finding the right focus

The past two decades have witnessed many reforms in the education sector in different countries. The main focus of these reforms has been to improve 'educational access'. Much has been achieved through these reforms, however, it has also been noticed that in many cases too much focus on access to education has resulted in less focus on the quality of education (Cummings, 2008:183, James, 1996:121). As already mentioned, Pakistan could be one such example where most of the times the focus of governing bodies has been on increasing the literacy rate of the country rather than improving the quality of education (Pakistan Task Force Report, 2002). In such systems the 'Student-teacher ratios' increase, which can cripple teachers due to excessive workload. In addition, professionally well developed and trained teachers are not easily available, curriculum is not up to the required standards, good quality text books and other teaching materials are not within easy access of the students as well as teachers(Pakistan Task Force Report, 2002, Task Force Report, 2000). Such shortage of important facilities and resources could be a major reason for 'what might be called low-quality mass education' (Cummings, 2008:183).

Cuban (1998) argues that many educational reforms have failed to bring useful change in the education system because most of them focused on 'first order' changes and tried to change what already existed. He argues that reforms may be more effective if they also acknowledge the possibility of 'second-order' change and consider changing the fundamental structure of

Pakistan's Literacy rate calculated by the World Bank was $55\,\%$ in the year 2011.

[source: http://data.worldbank.org/indicator/SE.ADT.LITR.ZS] Accessed: 5th August, 2014

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⁶ Literacy rate: According to the World Bank, "the population age 15 and above who can, with understanding, read and write a short, simple statement on their everyday life. Generally, 'literacy' also encompasses 'numeracy', the ability to make simple arithmetic calculations."

the education system. In cases where the reforms are coming from the body that is responsible for the existing system there may be a feeling of affiliation of the policy makers with the present system.

It may also be possible that the policy makers who have contributed to the current system may fear criticism. They may feel that developing a new system would mean accepting the failure of the current system that was their brain child. These concerns may become an obstacle in implementing the 'second-order' changes. To reduce this risk, it may, therefore, be useful that educational reforms in Pakistan are studied independently without involving HEC's monitoring infrastructure.

Although international consultants hired by HEC in the project may prove useful for this purpose, the belief that an educational system which is running effectively in other countries can be adopted to achieve the desired outcomes may not be entirely correct. Cowen calls such thinking 'political foolishness' and argues that ignoring the social context could be a big problem in the process of effective reformation of the education system (Cowen, 2007:13). Moreover, he believes that the education system is under pressure by the society to produce outcomes that the society desires. This pressure plays its part in shaping the education processes within the institutes. The issues associated with the societal pressure on the education system are called 'osmotic problems' (p16). However, adopting an education system from a different society may pose a threefold challenge:

The first aspect is to understand the osmotic problems of the society from which the education system is being borrowed and also of the society or institute where it is intended to be used. Furthermore, implementing the education system of one society into another has its own problems of transferability. Therefore, understanding and managing the 'transfer problem' may be equally important in adopting education systems from other contexts (p.15). Pakistan's reliance on developed countries like the United Kingdom and the United States for guidance in implementing reforms could expose the agents of change to all these problems. Without having enough theoretical understanding of these issues, any such adaptation across the boundaries of differing societies could lead to disastrous changes in the education system (Cowen, 2007:15).

Therefore, a change in the education system would be more effective if it is based on the theoretical understanding of the changes taking place not only within the education systems of

other societies/countries but also the societal changes that occur outside the educational system where change is intended. Policy makers and management may not only need to develop their own understanding but also to promote such understanding in the agents through whom they intend to implement reforms in the educational system (Hargreaves, 2005.9). Similarly, it could be argued that researchers from the local context, having experienced the system themselves would be in a better position to study the impact and effects of reforms on the education system. Therefore, the researcher being a university teacher himself and having firsthand knowledge and experience of the system might be in a good position to evaluate the outcome of the recent educational changes/reforms implemented at the higher education level in Pakistan. Realizing and appreciating the unique dynamics of the context for which the reforms are planned is an important aspect of educational reforms. Even more important could be the perceptions of the stakeholders about whether they consider these reforms suitable for their context and desire the new changes, whether they consider these changes helpful or harmful for their own good and for the good of the education settings as a whole (Hargreaves, 1994:12)

5.2. Looking at Educational reforms from the teachers' perspective

In Pakistan, a teacher is expected to act as an agent supporting policy makers in the implementation process of reforms. Due to this central role of the teacher in the reform process it is of key importance that teachers are well aware of the expectations of the policy makers as well as other relevant stakeholders. Therefore, it could be argued that understanding teachers' perceptions about the practical as well as theoretical aspects of the reforms is highly important. Also it is of equal importance that teachers are professionally well developed and trained to meet the high demands of acting as agents of change. Therefore, this study explores teachers' views about recent educational changes in Pakistan and the impact of these reforms on the higher education system and on their professional duties.

5.3. Looking at Fullan's Triple I model from the teachers' perspective

In the previous section educational change has been discussed from the teachers' perspective. This section is dedicated to a more specific focus on Fullan's *triple I* model of educational change and how it could be extended to propose a similar model from the teachers' perspective. This proposed model is based on relevant literature. Hargreaves raises some pertinent questions for understanding the centrality of the role of the teachers for the process of educational change:

How will teachers actually respond to these changes? How *do* teachers change at this moment or any other? What makes teachers change in the face of change, and what makes them dig in their heels and resist? Questions such as these concern what is commonly referred to as the *change process*: the practices and procedures, the rules and relationships, the sociological and psychological mechanisms which shape the destiny of any change, whatever its content, and which lead it to prosper or falter. If we are to understand the specific impact upon teachers of educational change in the postmodern world, we must also understand the place of teachers in the change process more generally.

(Hargreaves, 1994:10)

In the above quote, Hargreaves stresses the importance of understanding "the place of teachers in the change process" for gauging the impact of reforms on teachers. Some recurring concepts related to teachers are those of giving them knowledge, skills and involving them in the decision making. These could also be termed as *Awareness*, *Preparedness* and *Ownership*. Figure 5.1 is a graphical representation of my proposal of how these three aspects of the role of teachers for educational change interact with Fullan's Triple I model.

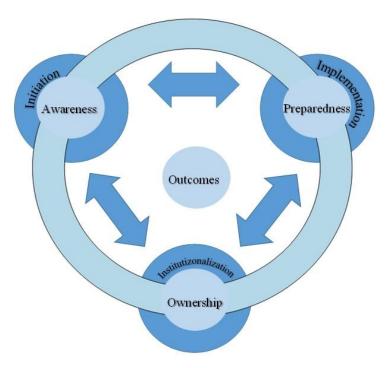


Figure 5.1 Triple I + Teachers' Awareness, Preparedness, and Ownership

From teachers' perspective, teachers' awareness, preparedness, and ownership could influence the outcome of change just like other factors of the stages of Initiation, Implementation and Institutionalization, discussed so far. These three factors are not strictly limited to their respective stages, however, Awareness, Preparedness and Ownership are associated with Initiation, Implementation and Institutionalization respectively because of their primary importance at these stages.

Just like the three Is of Fullans's model, Awareness, Preparedness and Ownership are also linked and could affect each other. Some of the areas that are relevant to these three stages are examined in the following sub-sections.

5.3.1. Awareness (Primarily at the Initiation Stage)

- Awareness of the Need: why is change required?
- Awareness of the process: How is change going to happen? Who are the other stakeholders?
- Awareness of the aims and outcomes: How and what would be achieved if the change is successful?
- Awareness of their own role: What is expected of the teachers?

5.3.1.1. Preparedness (Starting from Initiation – Primarily at Implementation Stage)

- Willingness to change
- Having skills to implement the changes
- Having access to the resources required for the change
- Support from other stakeholders

5.3.1.2. Ownership (Key to Institutionalization – Product of Awareness and Preparedness)

- I think, Institutionalization is not a stage in the change process. It is rather an outcome of successful initiation and implementation.
- Similarly, Ownership is a product of Awareness and Preparedness.
- Ownership could support institutionalization of the change.

As can be seen from the bullet points given above, awareness of the relevant knowledge could lead to preparedness and develop willingness to change. However, willingness alone would not suffice and the motivation gained as a result of awareness about the needs, process, and benefits of the reforms may need to be supplemented with providing opportunities for the teachers to develop professional skills. This could be done by providing access to the resources and support from other stakeholders.

Teachers may resist change if they are not aware of the benefits of the innovations. However, knowledge by itself may not push them to accept change. This is why it is important to develop their skills so that along with understanding they are also able to adopt the new practices without hesitance or anxiety. This could establish a sense of ownership in the teachers and may prove key in reducing resistance, developing acceptability of reforms leading to institutionalization. In the next section, a detailed account of how a sense of ownership may be developed in teachers is presented.

5.3.2. Sense of Ownership of the Change in teachers

While planning educational reforms, it is important to consider/identify the functional structures by which change is made. This will develop an environment in which stakeholders might consider themselves part of the process of change (Oliver, 1996:5). Especially the participation of teachers is an essential requirement if a sense of ownership is to be developed among them towards the change being implemented. Where the teachers are indirectly informed about the innovations through circulars and memos, a sense of ownership which is essential for successful acceptance of change, would not develop in them. Oliver (1996:5) stresses the importance of teachers' involvement in the "policy development" so that benefit could be taken from their experiences at the "grass roots" level while attempting to address problems associated with educational policy making. Polyzoi and Cerna believe that, the absence of this collaboration could become a 'significant barrier' in the process of implementing reforms. It leads to a lack of the feelings of 'ownership and commitment' in the people involved in the process (Polyzoi and Cerna, 2003:42). 'A culture of consultation is just beginning to develop within the infrastructure of the current educational system' (Polyzoi and Cerna, 2003:42). Datnow and Stringfield (2000:192) also report failure in the reforms where 'educators' from the local institutes do not participate in decision making.

Day and Sachs (2004:15) maintain that collaboration among different stakeholders, while implementing reforms, may also produce coincidental benefits for the education system that are not initially planned. Some of the benefits of collaboration pointed out by them are:

- negotiated expectations;
- collaborative planning;
- sharing of expertise;
- diversity of perspectives and viewpoints;

- knowledge generation;
- development of trust.

Such involvement may not only be valuable for the process of change but may also promote a fertile environment for the teachers to share their own ideas based on their practical experiences with the policy makers.

As discussed above, the professional development of teachers may not only be essential for making them active agents of change but would also benefit language pedagogy in general. Issues related to professional development of the teachers are discussed in detail in the next section.

5.4. Professional development of the teachers

5.4.1. Large-scale educational reforms: Implications for Professional development of English Language Teachers

We will now look into the relevance of teachers' professional development as important change agents; analyzing teachers' professional profiles, skills, professional development activities in the context of Pakistan.

The people who are involved in the process of providing training to the teachers do not always agree on the purpose of this training. Neither do they always agree on the expected outcomes of teachers' professional development, nor the means and methods used for providing training opportunities (Hansen, 2008a:9). This might be the case in Pakistan too. Although, after the inception of HEC, a focus on teacher training has been one of the key changes, the stakeholders including, state, administrators, teachers, universities may not agree on the processes, methods, expectations and other factors that could influence it. Out of all these stakeholders, the perceptions of the teachers could be of the most value because they are the main subject of the whole exercise. One of the key contributions of this study is to highlight the perceptions of English language teachers about the training opportunities available to them.

According to Hansen, (2008b:10) thinking about the purposes of teachers' professional development is a common phenomenon, however, what is sometimes neglected is the question whether all the stakeholders believe that any formal training is necessary for teachers? Sometimes even the teachers who are participating in formal teacher training may believe that such training is not required for becoming effective teachers. For them, time and experience are two of the best trainers. In situations where the trainees lack faith in the usefulness of the

training, successfully achieving desired results may not be possible. Based on research and views of the experts of the field it could, however, be argued that both formal and informal trainings are vital parts of the professional development of a teacher (See: (Hansen, 2008b) Educational policy makers nowadays in both developed and developing countries show keen interest in the professional development of teachers (Evans, 2010). This is due to the realization that improvement in the overall quality of education in any context may not be possible without well qualified and skilled teaching staff. In Hassel's (1999) opinion students are the ultimate beneficiaries of the teachers' professional development programs because such programs enhance skills and knowledge of the teachers, enabling them in adopting effective teaching strategies and practices. Pakistan is one such country where teachers' development has been highly prioritized by the decision makers, especially at the higher education level after the inception of HEC in 2002.

5.5. Understanding some important aspects of professional development

Day's (1999:04) definition of professional development is one of the most comprehensive definitions, encompassing many aspects that influence the development process.

Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives.

(Day, 1999:04)

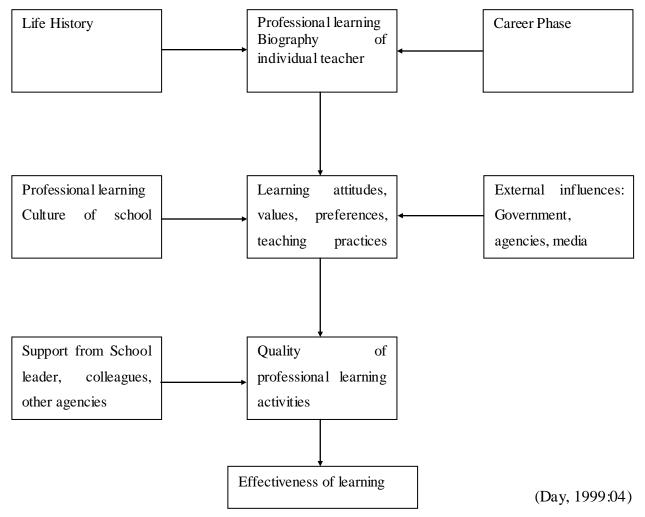


Figure 5.2 Factors contributing to the quality of professional learning

To further understand professional development, Evans (2002:131) categorizes it in two main areas of development, i.e. 'attitudinal and functional development'. According to Evans, attitudinal development occurs when teachers' attitudes change towards their work while functional development reflects improvement in the professional performance of the teachers. She further divides attitudinal development into 'intellectual and motivational' development and functional development into 'procedural and productive' development. Evans argues that to develop a teacher professionally would include changing these factors of his/her personality/practice.

In the public sector institutes of Pakistan, teachers are mostly employed on a permanent basis and they are assured job security till retirement. Such job assurance tends to develop professional complacency in the teachers and they lack motivation to seek further and constant professional development in the form of training and higher qualifications (Mansoor, 2003). Moreover, at University level, English is taught as a compulsory subject in all undergraduate and Master's degrees and teachers are over burdened due to having large numbers of students. Such work stress could also influence teachers to ignore opportunities available for professional development. According to Kazilbash (1998:114), even in cases where training is provided to teachers, the impact of this training on teaching skills is not evident. The reasons, noted by Kazilbash, for having limited or no impact of the teacher training programs are: lack of expertise in teacher trainers, political interference, lack of resources, and a lack of motivation.

5.6. Formal and Informal training

Some of the differences between Formal and Informal learning highlighted by Beckett and Hager (2002:129) are:

- Formal training is focused on specific skills while informal learning is not as targeted as formal professional development interventions.
- Formal training is not contextualized while informal training is contextualized. In some
 on-job trainings, contextual factors are more relevant but even these trainings are less
 contextual than informal professional development practices.
- In formal learning, there is a risk that the trainee could become just an observer
 without being actively involved in the learning process. In informal learning learners
 themselves are initiators of the learning process therefore they are actively involved in
 the activities of learning.
- In most of the cases, informal learning happens subconsciously where there is no willful effort to learn something new. Formal trainings on the other hand are always deliberate efforts to impart a new knowledge or skill to the trainees.
- Formal learning is mostly predictable, whereas, informal learning is more of less unpredictable in comparison.
- Formal learning is explicit and informal learning is implicit. Learners might not be aware of what they learn and might not be in a position to report their learning.

- In formal training/learning, control of learning is with the trainer while in the informal learning, the trainees are in control of their learning.
- Formal learning is focused on individuals while informal learning is mostly the result of collaborations among colleagues.

Backett and Hager (2002:130) believe that for the most part less value is given to informal learning in comparison with formal training. They think that informal learning is 'undervalued particularly by all levels in the formal education system'. It is also reported by Day and Sachs (2004:10) that staying isolated in the work environment, with no or minimal interactions with colleagues, is a common practice among many teachers in some educational settings. Even in cases where efforts are made by the educational institutions to promote discussions between teaching colleagues, the level of debates among them is mostly deprived of critical analysis of their teaching practices. In such environments, the teachers seldom get any opportunity for informal professional development through their colleagues.

Evidence of any efforts for promoting informal professional development of the teachers is seldom reported in the relevant literature. The main focus of the HEC has been a great deal on providing formal training to the teachers at the university level throughout the country. The reason for their primary focus on professional development of the teachers may have roots in the general belief that teachers' development could be one of the most influential strategies for bringing change in the education sector. Bredson (2002) asserts that the professional development of teachers needs to be a central component of bringing change in educational settings. Better skilled teachers could be essential for developing and implementing new curricula according to the needs of the students and designing relevant material for this purpose. However, professional development is not a simple concept and much effort would be required to plan it according to the desired outcome if any such goals are to be achieved (Hussain, 2009). According to Nicholls (2001:37) it is a 'dynamic process that spans one's entire career in profession from preparation and induction to completion and retirement'. Similarly, Clark and Linder (2006:5) believe that teachers have the central role in implementing and 'sustaining' change in the classroom. This central role of teachers in the process of change or educational reforms further strengthens the idea of continuous professional development opportunities for them. Governments expecting teachers to play their part in Institutionalization of reforms as a result of continuous professional development

is a phenomenon widely observed both in developed and developing countries (Day and Sachs, 2004:27). However, Day and Sachs also believe that political agendas may also be attached to the professional development programs by the governments. This could arguably detract the policy makers from providing the types of training that would develop the right kind of skills in teacher to become effective change agents. Some further issues related to developing teaches professionally are discussed in the next section.

5.7. Continuing Professional Development

The message for CPD of all kinds ... confirms ... that identifying teachers' agendas is crucial to learning and change; that teacher learning needs to be inquiry oriented, personal and sustained, individual and collaborative, on and off site; that CPD means a range of learning opportunities appropriate to needs and purposes; that these need to be supported by school cultures of inquiry and be evidence based where evidence is collected and interrogated which acknowledges the complex worlds of teaching and learning, teachers and learners; and, that if it is to be effective its direct and indirect results need to be systematically evaluated.

(Day and Sachs, 2004:26)

According to Hassel (1999) professional development is the process through which the skills and knowledge of teachers are developed. This ultimately is beneficial for students through more effective teaching strategies and practices adopted by their teachers. However, such professional development for teachers is a complex process and it needs to continue for a long period of time, or preferably throughout the teaching careers of the teachers. This need for an ongoing developmental process leads to the idea of Continuing Professional Development (CPD). According to Day and Sachs (Day and Sachs, 2004:3) CPD 'is a term used to describe all the activities in which teachers engage during the course of a career which are designed to enhance their work'.

Continuing Professional Development may have different meanings for different stakeholders. The teachers involved in the training have their own view about the kind of professional development they think might be needed and they have their own interpretation of CPD accordingly. One of the aims of this study is to gather teachers' views about professional

development opportunities. Data collected from the teachers provide an outlook of the kind of teacher development activities that the teachers perceive as beneficial for their professional growth. Institutes (schools/universities) may also have its own interpretation; the educational regulatory bodies and educational policy makers (HEC and Ministry of Education, in case of Pakistan) may have their own definition and interpretation of CPD. Moreover, the reasons for undertaking professional development may also vary. Some of these reasons noted by Craft (2002) are:

- To improve the job performance skills of the whole staff or groups of staff
- To improve the job performance skills of an individual teacher
- To extend the experience of an individual teacher for career development or promotion purposes
- To develop the professional knowledge and understanding of an individual teacher
- To extend the personal or general education of an individual
- To make staff feel valued
- To promote job satisfaction
- To develop an enhanced view of the job
- To enable teachers to anticipate and prepare for change
- To clarify the whole school or department's policy

Teachers in the last few years of their careers are commonly observed to have a rather skeptical view about the benefits of change (Day and Sachs, 2004:11). According to Retallick and Mithani (2003) the knowledge that the teachers bring to the classroom is important because their classroom practices and other job related activities are based on this knowledge. Understanding the depth and amount of such knowledge of a teacher may help in understanding the reasons for the choice of teachers in adopting the teaching practices that they use while teaching. This knowledge could be categorized into three components. The first kind of knowledge is the one that is gained from different trainings and development activities, the second kind is the knowledge gained from practical experience and the third kind is the knowledge about the local context and the contextual factors of the educational or social environment that may influence the learning/teaching practices. Rettalick and Mithani argue that it is not 'sometimes understood that research-based knowledge, which is usually the basis of educational programs, is filtered through the other forms of knowledge in the process

of being applied" (P.408). According to them, if we are to analyze the impact of the teachers' development, we may need to acknowledge the effects of all the three kinds of knowledge on the classroom practices. This will be done, in this study, by attempting to find answers to the following research questions.

5.8. Research Questions

- 1. What are the Higher Education English Language Teachers' understandings and views of the changes that HEC has proposed/implemented at higher education level in Pakistan?
- 2. What are the factors influencing the impact of these reforms as perceived by the English Language Teachers?
- 3. Based on these perceptions and practices, what kinds of teacher development programs would be helpful in supporting and sustaining Educational Reforms in Pakistan at higher education level?

As already mentioned in Chapter 1, at higher education level in Pakistan any formal certificate in teaching is not essential for applying for a job at a University level. After completing the master's degree, one can start teaching at the university level without needing to go through any pre-service teacher training programs. "Most teacher educators concur that a college degree is insufficient to render a person a successful teacher, just as a degree does not automatically make a person a successful doctor, businesswoman, policeman, or botanist" (Hansen, 2008b:12). Therefore, a need is felt for in-service training for teaching staff at university level. Especially in smaller universities where it is difficult to attract highly qualified and experienced teachers, it seems imperative for the universities to provide inservice training to their teaching staff. 'This situation implies that teacher education, both preand in-service, needs to be vastly improved if teachers are to have opportunities to build the knowledge and skills' that might enable them to teach more effectively (Retallick and mithani, 2003:407). Such training would improve the knowledge of the teacher about their subject as well as about the teaching processes in general.

Although providing training to teachers at higher level may, to some extent, solve the problem of the availability of skilled teachers, it may also be worth noting that after getting training and qualification a trend is noticed that teachers leave the public sector and join private

universities for better salaries. Due to this reason public universities seem to be in need for qualified teachers even after the efforts of Government in training teachers. The current influx of scholarships sponsored by government for higher education and foreign scholarships are based on bonds with the parent universities and this might help the universities in retaining their qualified staff for a considerable amount of time. Moreover, some other facilities like TTS (Tenure Track System) with high pay-scales and grade up-gradations of the teaching staff at University level are the steps taken by HEC in response to the requests of the public sector universities to help in retaining the qualified staff.

Due to the impact that teachers have on the learning outcomes at the classroom level, it might be argued that the main aim of professional development needs to be focused on improving the learner outcomes in the long run 'by changing instructional behaviour and achieving a predetermined goal whether in teaching, administering programmes or in designing PD activities' (Hussain, 2009:107). Moreover, 'It serves as a bridge between where prospective and experienced educators are now and where they ought to be if they were to meet new challenges of guiding all students in achieving higher standards of education. Thus, professional development of teachers should continue throughout their career and teachers may have to be 'lifelong learners themselves' (p.107).

5.9. The professional profile of Pakistani English Language teachers

Bregman & Mohammad (1998) assert that to improve the overall teaching/learning situation it may be essential to have well qualified and trained teachers. According to them, the teachers need to play the main role in improving the learning process and facilitating the learners. They emphasize the availability of teacher training facilities to the teachers and argue that the teachers need these trainings continuously throughout their careers. However, currently the teachers in Pakistan are not well trained for such responsibilities.

According to Craft (2002) the reasons may vary but the ultimate goal of all the professional development activities for teachers is to provide better learning opportunities to the students. Craft (2002) maintains that it is also important to 'ensure that school and individual needs are addressed through professional development activities'. Moreover, a study of the outcomes and the impact of professional development on the teaching practices, and on learning in

general, could be conducted for improving the teacher development process. Such a study could provide 'a broader view of what constitutes professional development, and towards a greater emphasis on what happens before an in-service training event (needs identification) and afterwards (evaluation and follow-up)' (p.12).

5.10. Reflections

Day and Sachs (2004:9) argue that the development of teachers by imparting in them knowledge about the practices and environment in which they are teaching alone might not be enough for their professional development. They think that 'knowledge of self' is also an important part of a professional development process. This knowledge is "generated by engaging regularly in reflection in, on and about their values, purposes, emotions and relationships" (Day and Sachs, 2004:9).

5.11. Summary

In changing educational settings, teachers might be the most important stakeholders to meet the high demands of the process of educational reforms. Without the availability of skilled human resources, it might not be possible to implement reforms successfully. This is a reason that HEC has given importance to teacher development in the recent past. Both formal and informal means could be used for professional development of the teachers. Teachers could also be involved in pre-service professional development activities. This is not generally the case in Pakistan at the higher education level. For an English Language teacher to be eligible for teaching English language in a university would only require a Masters' degree. Mostly, teachers of English language hold a Masters Degree in English literature instead of English Language. Until recently there were not many opportunities available for professional qualifications in the field of ELT.

HEC is mainly focusing on in-service teacher development in Pakistan. The professional development opportunities that HEC has made available to the teachers range from short training sessions like seminars and conferences to long term courses like M.Phil and PhD. Professional development is a process that could last throughout the careers of the teachers. Therefore, continuing efforts are required for providing Continuous Professional Development opportunities to the teachers. It is also important to know what the teachers consider useful for

their professional development and how these opportunities are made available to the teachers. If the teachers do not have positive perceptions and attitudes towards the usefulness of these activities they might not take the opportunities.

Equal distribution of these opportunities among the teachers is also an important aspect of a successful teacher development system. In Pakistan, due to political and managerial biases, however, there could be uneven distribution of resources and opportunities among the teachers.

Chapter 6. **Methodology**

In chapters 3, 4, and 5, a conceptual framework has been provided by reviewing relevant literature for deepening the understanding of the models and theories used in this study. The main theoretical foundation of the current research (Fullan, 2007, Kennedy, 1987, Kennedy, 1988, Chin and Benne, 1985) indicates variables and strategies of implementation that could influence the process of change. Other relevant literature has also been consulted to build on the theoretical base provided by Fullan and Kennedy in their respective works. This is to take account of the process of change and the societal and psychological factors influencing it. In the Pakistani context, this means the linguistic, political, social and educational diversity affecting culture, institutional factors, physical and human resources. Further, different types of strategies generally adopted for implementing reforms in education were discussed focusing on the suitability of these strategies to different contexts. Such strategies including power-coercive, rational-empirical and normative-re-educative strategies were also discussed with special reference to the Pakistani context. Further it was explained how these strategies could influence the outcome of educational reforms.

These conceptual frameworks, along with analysis of the collected data, have been used to answer the research questions. This chapter first explains the ontological assumptions about characteristics of societies and how individuals are placed, and act within a society. Then it offers answers to the epistemological questions of how *social constructs* could be used as *objects of knowledge*. Further, it justifies the methodological choices made and their suitability for the critical realist approach, followed in this study. Furthermore, it also gives a rationale for choices of research tools and selection of the population and sample. Ethical issues related to conducting research in social sciences are also discussed.

There are many research paradigms (positivist, interpretive, naturalist, realist, etc.) that are being followed by researchers in natural and social sciences. The purpose of discussing, comparing, and contrasting these paradigms here is not to prove any one of them more correct than the others but to establish the suitability of some salient assumptions of these paradigms for this study. Different paradigms could be suitable for different type of studies. Poole and Iqbal (2011:322) argue that "the kind of evidence sought should match the kind of claim it is intended to support." Ontological, epistemological and methodological issues of different

paradigms are discussed here to establish the suitability of the choices made while seeking answers for the following research questions.

6.1. Research Questions:

- 1. What are the Higher Education English Language Teachers' understandings and views of the changes that HEC has proposed/implemented at higher education level in Pakistan?
- 2. What are the factors influencing the impact of these reforms as perceived by the English Language Teachers?
- 3. Based on these perceptions and practices, what kinds of teacher development programs would be helpful in supporting and sustaining Educational Reforms in Pakistan at higher education level?

6.2. Justification for Research

The focal area of my interest in conducting this research was to analyze perceptions of the language teachers in universities about the educational changes introduced in the recent past and the implications for practice. I also intended to highlight the perceptions of language teachers about the impact of these reforms on language teaching in Pakistani universities. By focusing on teacher development in the reform programs, the HEC seems to expect the university teacher to act as an agent of change for implementing the reforms. In most contexts teachers are expected to play their role in educational and social reforms as active agents (Ali, 2011:214). Such expectations from the university teachers not only make their professional development an important factor that might influence the outcomes of the reforms but these also increase the importance of understanding their perceptions and expectations from the reforms and the authorities. It is, therefore, important to understand the social norms and structures within educational settings that could affect teachers' performance as agents of change and their perceptions about the social realities influencing their work. Different research paradigms are discussed in the next section to establish understanding of social structures and how individuals operate within these structures. This is related to the higher education environment (structure) and the participation of the university language teachers (agency) in this environment.

6.3. A Brief Overview of the Key Research Paradigms in Social Sciences

While conducting a research study the researchers need to make some decisions about the research design. These decisions are 'explicitly or implicitly' based on some philosophical assumptions about how knowledge is created and what could be considered as objects of knowledge (Kezar and Dee, 2011:275). These theoretical assumptions shape different research paradigms. Burrell and Morgan (1979:1) identify four sets of assumptions that could lead to different philosophical choices while conducting research. Firstly, the ontological assumptions are about the philosophy of existence of the object of our enquiry. Here, it is important to consider whether this object of investigation is internal to the social and cognitive sphere of human life (anti-positivist approach) or is it something lying outside, with no human influence (positivist approach). It might also be useful to consider if these assumptions could influence human behaviours, perceptions or actions (realist approach). In other words whether what we seek is an objective reality or whether it depends on the hermeneutic subjectivity of human being? Considering such questions could help us relate our research to positivists, interpretivists or realists and make paradigmatic choices. Such choices made for this study are discussed in detail in Section 6.4 to establish the suitability of Critical Realism for the study.

The second set of assumptions about the bases on which knowledge could be acquired and shared with society are the epistemological assumptions. These assumptions are by and large dependent on the first set of - ontological - assumptions. (Burrell and Morgan, 1979). The third set of assumptions is about human nature and its relationship with its environment; the relationship between individuals and their respective societies. The philosophical debate in this regard is between: those who think every human action is caused by the environment or under the influence of the societal structure (determinism) and proponents of the belief that humans are free in their actions and it is they who create the societies through their free will (voluntarism)(Burrell and Morgan, 1979:2). The fourth set of assumptions is about the methodology that would be effective for conducting research. According to Burrell and Morgan (1979) these assumptions are based on the aforementioned ontological, epistemological, and nature related assumptions.

For instance, positivists consider reality to be 'out there' and researchers are supposed to find this reality. Their key ontological assumption is that social constructs are real in similar way as scientific facts (Cohen et al., 2007:10). Therefore, these constructs could be studied scientifically through empirical processes to acquire knowledge about them (epistemological

assumption). Positivists have a deterministic view of society and assert that all human actions are caused by the society they represent. Based on these assumptions they propose that social knowledge could only be gained through experience/experiment or a law like hypothesis testing of a phenomenon (Cohen et al., 2007:11).

Interpretivists, on the other hand, believe that different people have different realities. As Morrison (Morrison, 2009:170) argues that a person who believes that there is a mouse under the table will act as if there is a mouse under the table. The actual presence of the mouse would not alter the way he interprets the situation and the reality in his mind. Hence, the interpretivists believe that "reality is socially constructed" and that there is no single reality that could be observed but there are a number of realities or different interpretations of the same event (Merriam, 2009:08).

Realists bring both these assumptions together and consider both aspects important for conducting social research. They maintain that social constructs could be understood by finding out how people interpret them and give meaning to different aspects of that construct (Kezar and Dee, 2011:280). Due to the shortcomings and ambiguities found in the positivists' and empiricists' view of social structures and knowledge and problems in the "[s]trong forms of interpretivism and constructivism", researchers are drawn towards realist concepts of societal structure and agency and the relevance of their causal powers and mechanisms. "Realism seems like the only way forward if one wishes to call off the search for "general laws" without simply abandoning the goal of causal explanation" (Gorski, 2013:659).

For this study also, the assumptions of critical realists are considered more suitable, hence the study seeks guidance from their interpretations of the way social structures and human agency interacts. An account of their beliefs and details of their explanations for the social structures and how individuals act within these structures and mechanisms is given in detail in the next section.

6.4. Suitability of Critical Realism for this study

Roy Bhaskar, the originator of Critical Realism as a research paradigm, argues - through a series of books - that unlike natural sciences, it is not easy to offer effective predictions while conducting research in social settings [See:(Bhaskar, 2008b, Bhaskar, 1998b, Bhaskar, 1998a, Bhaskar, 2000, Bhaskar, 2002b, Bhaskar, 2002a, Bhaskar, 2008a, Bhaskar, 2009b, Bhaskar, 2009a, Bhaskar, 2011)]. He disagrees with the positivist belief that highly structured (law like) scientific enquiry could be useful in social research. He still considers this kind of research as

a scientific inquiry due to its ability of studying the causes that govern actions and offer explanations of the social events. While distancing his ontological philosophy from empirical realism, Bharkar (1998a:14) posits his view of realism as scientific (Bhaskar, 2008b), dialectical (Bhaskar, 2008a), transcendental (Bhaskar, 1998a), instead of calling it critical. However, after different philosophers termed his arguments as critical realism, he welcomes this term:

"I had called my general philosophy of science 'transcendental realism' and my special philosophy of the human sciences 'critical naturalism'. Gradually people started to elide the two and refer to the hybrid as 'critical realism'. It struck me that there were good reasons not to demur at the mongrel ... Transcendental realism had as much right to the title of critical realism. Moreover, on my definition of naturalism it amounted to realism, so to qualify it as critical realism made as much sense as to qualify it as critical naturalism. In either case, the hermeneutics involved in social science (and in the sociology and thence metacritics of natural science) was a contingently critical one"

(Bhaskar, 2011:147)

While justifying the suitability of the assumptions of critical realism for this study, first it is considered appropriate to understand the critical aspects of the paradigm along with the way it perceives reality. A brief account of the ontological question of (what kinds of properties do societies possess?) follows. The question of how these characteristics of societies could help in gaining knowledge about societies or individuals within societies is also presented. This question deals with the epistemological theories of how knowledge could be created and what could be objects of knowledge.

First then, it might be important to consider in what way is Critical Realism a critical research paradigm. Just like any other paradigm, critical theory also is not free from different interpretations by its proponents. Nevertheless, a common belief of critical theorists is the transformative role of research. They believe that research is bound to evaluate and offer a critique of the existing knowledge and offer alternatives that could lead to human emancipation and political and/or social elevation (Conquergood, 2003). "Logical empiricists are dedicated to the *eviction* of politics from science. Critical theorists, on the other hand, are committed to the *excavation* of the political underpinnings of all modes of representation, including the scientific" (:351) Critical theory then in its essence aims at giving political, cultural, social power to the researched through knowledge (Lincoln and Guba, 2013:89). Research is considered useful if it fills gaps in knowledge and offers solutions. It implies that it is critical of the current situation and offer alternates that could cause change in practices and beliefs. According to

Mikkelsen (2005), people tend to take realities for granted. She argues that researching social phenomena would be useful if it could offer critical knowledge of the political powers related to the phenomena and highlight the normally 'taken for granted' realities (:136). Moreover, it is considered a duty of the researcher to persuade and affect people and help in bringing change in the social structure rather than just proving one hypothesis or rejecting other. Research, according to Mikkelsen, (2005:137) is to 'answer policy question' and/or 'solve a pressing social problem". Critical researchers could also have a "softer version of political commitment" relying on only "offering readers a reflexive account of their politics and leaving it to the democratic process in wider society to resolve clashes of interests" (Seale, 2003:173). In the words of Scott:

Critical realism is critical then, because any attempts at describing and explaining the world are bound to be fallible, and also because those ways of ordering the world, its categorisations and the relationships between them, cannot be justified in any absolute sense, and are always open to critique and their replacement by a different set of categories and relationships.

(Scott, 2010:12)

This aspect of critical realism is considered relevant for the current study because one of the aims of this study is generate knowledge that could help policy makers and educationists in better implementation of educational reforms at the higher education level in Pakistan. Moreover, it also gives insight into the role of the language teachers and what is expected of them and how could they play their role in the educational system to become effective agents of change. It is hoped that through such knowledge and in depth understanding of the reforms process in Pakistan, policy makers and other stake holders might be able to design and implement educational reforms more effectively.

6.4.1. Stratified Reality in Critical Realism

Critical realism differentiates three distinctive levels/strata/layers of reality: the empirical, the actual, and the real for linking the transitive and the intransitive domains (Bhaskar, 2008b, Danermark et al., 2002). The empirical level comprises 'empirical facts' that refers to individuals' subjective perceptions/experiences of an event. However, the world of events that occur in time and place is the matter of the actual level. Moreover, it (the events) can objectively be observed that may be different from the case which is experienced/perceived by an individual at the empirical level. Table 6.1 helps in understanding Bhaskar's ideology of the empirical, the actual and the real.

Table 6.1 The domain of real: Mechanisms, Events and Experiences

Mechanisms	Domain of Real ✓	Domain of Actual	Domain of Empirical
Events	✓	✓	
Experiences	✓	✓	✓

Adopted from: (Bhaskar, 2008b:47)

For critical realists, the real level is an invisible world of mechanisms that underpin, not cause the happening of events in the actual world and along with the empirical (i.e. the visible worlds of human objective observations and subjective experiences respectively). Mechanisms represent a way of acting/working of objects; they exist at the real level whether they are activated or not. Case (2013:37), based on Bhaskers' idea, developed the following table to provide a summary of a critical realist view of stratified ontology.

Table 6.2: Three layers of Stratified reality in Critical Realism

Level	Referring to
Empirical	Subjective experiences
Actual	Objective observations
Real	Mechanism that underpin actual observation and empirical experiences

Adopted from: (Case, 2013:37)

The aim of a research study from the perspective of Critical Realism is to develop an explanatory account of observed and experienced phenomena by uncovering the mechanisms operating at the real level that make the phenomenon possible to occur at the actual level and to experience at the empirical level (Case, 2013). This study examines and explains the higher education reforms in Pakistan. As such there is a focus not only on the visible 'events' related to the phenomenon of implementations of reforms (e.g. policy decisions, power dynamics in education, teachers' participation in the process', environment of higher education institutes); but experiences of academics in relation to these events are also of interest. Moreover, it is

also aimed to uncover invisible casual relations/mechanisms that operate behinds these events. All of these aspects of the phenomenon are part of 'the real' in critical realists' terms.

6.4.2. Social Structures and Mechanisms in Critical Realism

Social structures shape different social mechanisms that influence events. While social structures and mechanisms are abstract the events they produce are concrete. (Sayer, 2010:159). Downes (2014) presents a detailed account of how these structures and mechanisms are relevant in the field of educational research. According to Danermark, one of the most important contribution of critical realism is the criticism it offers to the concept of reduction in which social reality is considered independent of its deep rooted structures and mechanisms. This according to Danermark puts limitations on our understanding of the social world (2002:8). Bhaskar believes that these structures and their underlying mechanisms are the cause of socially developed beliefs and perceptions. Therefore, he advocates that ignoring such causal powers in a society while aiming to create knowledge would not be realistic. (2008b:16)

Critical realists do not take a simplistic view of 'causes' as is done by the positivists: causes do not simply determine action; instead 'what causes something to happen has nothing to do with the number of times we have observed it happening. Explanation depends rather on identifying causal mechanisms and how they work, and discovering if they have been activated and under what conditions' (Sayer, 2000:14). According to Grix (2004) the critical realists differentiate "between efficient causes (actors) and material causes (social structures), suggesting that both represent causal forces: the first by initiating action and the second by constraining or facilitating such action" (:87). Through the current study I intend to investigate teachers' perceptions in order to present an understanding and explanation of the effects - or lack of the expected effects - of change in the Higher Education institutions by analyzing these perceptions. However, the role that social structures and educational mechanisms play in shaping or restricting these beliefs are also considered important for making useful inferences. Therefore, I consider critical realists' recognition of the efficient and material causes of change an important aspect for my study. It might be useful here to stress that social structures and events exist through perceptions or concepts of the agents about them, however, these concepts are themselves transient in nature and could be expected to change (Bhaskar, 1998b:218). Therefore, it could be argued that limiting research only to the beliefs and perceptions without considering the social structures and mechanisms that shape these views

might have bases in questionable epistemological assumptions. Educational structure and the way it operates in general and specifically in Pakistan is studied in detail to establish understanding of structures and mechanisms that could have the power to influence teachers' perceptions and practices. A detailed account is given in Chapter 1 and 2.

Oates (2007) considers Bhaskar's work on realist ontology necessary for understanding how social knowledge is acquired and created. He particularly stresses the importance of this ontological theory for educational research. What may be realistic expectations of the policy makers from such research?

I will contend that [Critical Realism] helps to re-cast the relationship between the research and policy communities. Paradoxically, it better cements relationships by showing the necessarily conditional nature of the knowledge emerging from enquiry into social/educational systems — that is, that this knowledge is more provisional and less certain than the knowledge yielded by natural science. Realist perspectives thus hold the potential for placing this relationship on a more *realistic* footing — rather than one side (policy-makers) having over-ambitious expectations of the knowledge created by the other side (the researchers).

(Oates, 2007:150)

As mentioned in the previous section, educational policy makers in Pakistan are considered one of the key audiences of this work and it is believed that the study may provide useful insights into the context of the inquiry for making informed decisions. Nevertheless, it is also worth noting that these insights may guide research into other similar contexts, however, there is no claim to generalizability of the findings.

6.4.3. Investigating Perceptions

Riehl and Firestone (2005:159) argue that in the previous few decades the educational research that focused on beliefs and perceptions of "learners, teachers, administrators, and...policymakers" has been more productive in comparison with the experimental research. According to Reih and Firestone, experimental research is mostly focused on interventions that are supposed to be uniformly implemented across the board. However, they believe that "substantive local adaptations" are inevitable, which is overlooked by experimental research. Therefore, it could be argued that the underlying beliefs and assumptions of the teachers' perceptions could play a vital role in accepting and implementing changes recommended by the authorities. When dealing with human perceptions, I agree with the view that the relation between cause and effect is not always based on scientifically measurable rules and

regulations. In this regard my stance differs from the positivists who claim that 'all knowledge can be reduced to laws and that any other kind of knowledge is inferior and dispensable' (Sayer, 2010:vii). I believe that reality is not merely based on practical experience but conceptual bases also exist. Critical realism emphasizes the importance of human perceptions for research and for developing a better understanding of reality (Danermark et al., 2002:39-40). Beliefs and perceptions of individuals, whether about the society or the environment, or about the nature of how things are done or happen are social objects that could be source of knowledge (Bhaskar, 1998b:232). Moreover, 'qualitative change, variations and different degrees of irregularities' are realities in a normal world (Sayer, 2010:viii). Following the position of critical realists, I believe that 'meaning has to be understood, it cannot be measured or counted' (Sayer, 2000:17). Therefore, as a student of social sciences I acknowledge the presence of hermeneutic factors needed for making ontological and epistemological interpretations of perceptions. 'Critical realists, unlike interpretivists, generally seek not only to understand but also to explain the social world' (Grix, 2004:86). They believe that change in a social environment is not always obvious and easy to notice, rather, on a very rare occasion are the social characteristics observable without looking deeper than the surface. According to Hay (1995:200) the human mind is designed and capable of making meaning in complex structures and reconstituted mechanisms...

6.5. Research Approach

This is predominantly a qualitative study. However, a small portion of the questionnaire (7 likert scale item) is for collecting quantitative data. According to Stake (2010:99) data from likert scale items could be used individually for offering interpretive inferences. In this current study these items are also analyzed independently where appropriate without using any complex quantitative tests. The qualitative method is in line with the critical realist philosophy stressed by Maxwell (2004). The critical realists' "view of causation is compatible with, and supports, all the essential characteristics of qualitative research, including those emphasized by constructivists (Maxwell, 2004:247). "Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities" (Cohen et al., 2007:461). I wished to interpret perceptions of the language teachers to analyze

their views on the influence of the physical and conceptual 'conditions' on their teaching practices. According to Maxwell (2004), a qualitative method is suited for developing such an understanding of perceptions and beliefs because it enables a researcher to investigate and understand in-depth the opinions of the respondents by providing a chance to explore the perceptions of the respondents through open ended questions and cross questioning the participants in interviews where needed.

[Q]ualitative work provides a voice and a face to those individuals whom researchers study; of note, qualitative research has the potential to provide a social urgency to issues that are always voluntary: no one must enact educational reforms. Our focus here is not on issues of implementation, but we are mindful that any research undertaking not only involves identifying a problem, designing a study, analyzing data, and reaching conclusions but also needs to help decision makers reach some sort of conclusion about what actions should be taken.....Qualitative research can help provide understanding on issues in ways that quantitative research cannot, just as quantitative research is able to resolve issues that qualitative research cannot.

(Tierney and Clemens, 2011:67)

Tiemey and Clemens (2011) highlight some areas for which qualitative research is not recommended. These are generally considered as some of the limitations of this method. However, qualitative research methods are suited for situations where these limitations are not constraining the researcher in achieving the purpose and aim of the research.

6.5.1. Qualitative is not suitable for generalizing findings

Although generalization could be the aim of some research studies, it is not done through qualitative means. Qualitative studies could offer useful knowledge for a specific context (Tierney and Clemens, 2011:67). This current study could give useful insights into the perceptual realities of the language teachers of the three target universities. Moreover, a detailed and deep account of the context of the study is given in the first two chapters, that could provide opportunities for transferability of the findings of this study to other similar contexts (Discussed in detail in Section 6.8).

6.5.2. Limiting bias in qualitative research

Claiming 100% objectivity is not possible for the qualitative researchers. What could be achieved is to limit the researchers' biases by asking non-leading open ended questions (Tierney and Clemens, 2011:69). The questionnaire of this study was developed though a long

critical process including extensive literature review and discussions with experts in the field in the shape of supervisors and other colleagues pursuing doctoral research in relevant fields of studies. Moreover, tools were piloted twice to identify and modify accordingly any items that could be considered biased in their articulation. Throughout the process of questionnaire development, other peers and colleagues doing PhDs in different universities were consulted. This helped in looking at the questionnaire items from multiple aspects and corrections were made where considered necessary. However, following realists' stance it is considered impossible to achieve 100% objectivity.

6.5.3. Qualitative research is not structured like experimental research

People's actions and reactions are not always uniform unlike the scientific laws. Teachers may respond differently to a similar enquiry due to personal attributes like stress and motivation that could change in a matter of hours. Their behavior "may be impacted by the events of the day, but an assumption of qualitative research is that such impacts are useful data. The result is that any attempt at creating pristine experimental conditions violates the basic assumptions of qualitative work" (Tierney and Clemens, 2011:69). It is not an aim of this study to offer law like realities. In this regard the study differs from the positivist stance of testing theories in a structured empirical way. The qualitative semi-structured design of the study provides an opportunity to collect rich data by adapting to the context and focussing on the areas that are considered more relevant for this study.

6.5.4. Qualitative research cannot be replicated

As discussed in the previous section, human behavours are not analyzable in a scientific experiment kind of manner. Therefore, it would be a false expectation if it is believed that qualitative enquiry could be replicated in exact shape and form (Tierney and Clemens, 2011:70). Even if the same data collection tools are used to collect data from a similar context, different individual and contextual variables will make it unrealistic to claim exact replication. Replicability in qualitative research "is mostly interpreted as virtual replicability" (Bakker and Eerde, 2015:445). The process of research , data collection, analysis and interpretations is done in a way that the progress of the research could be tracked. This establishes the transparency of the research process and improves its quality (Akkerman et al., 2008:258). This does "not only allow evaluating the quality of the study, but also enables the researcher to

consciously consider how to maintain and improve the quality" (Akkerman et al., 2008:260). In this study every effort has been made to report and justify all the decisions taken about the design of the research and the way meaning was made from the data. This will allow the reader to judge the quality of the research.

6.6. Strengths of qualitative research are

Qualitative research is mostly used for in depth study of a particular context. Qualitative researchers view their research respondents as individuals having their own thoughts about their practices and the societal and cultural norms under which they operate. This, according to Tierney and Clemens (2011:71), is a strength of qualitative research rather than its weakness. Respondents of a particular context/environment would be in a better position to offer useful insights into that context rather than giving their views about the system and environment as a whole.

The contextual relevance of the qualitative research not only deepens understanding but also increase credibility of the study. For instance if we are interested to know about the crisis in Afghanistan on a specific problem, it would be more prudent to listen to the experts of that particular area. "Listeners will have more faith in the comments of someone who has spent years in Afghanistan and speaks Pashtu, as opposed to someone who spent a weekend there and speaks only English" (Tierney and Clemens, 2011:72)

The capacity of a qualitative study to offer understanding of a situation is also one of its strengths. To expect future studies in the field to be exactly like the last one would be a mistake, rather a qualitative study would guide the future studies carried out in the similar situations or even in different situations at times. (Tierney and Clemens, 2011:73)

Conducting research in general or educational research in particular is a complex phenomenon which relies on many variables. "The research is useful in enabling the reader to reflect not on causal relationships between and among variables but on the complexity that exists in educational organizations and how to think about those complexities" (Tierney and Clemens, 2011:74)

Qualitative research gives voice to the participants. Tierney and Clemens (2011:75) assert that qualitative research is not an alternate to quantitative approach, rather it could complement large scale surveys that may not have the ability to offer detailed explanations in a particular situation. Where in quantitative studies a large number of respondents is required, where the voice of individuals is lost in the process, in qualitative research the number of interviews, for

example, is less relevant. Moreover, quantitative study is more based on the views of the majority, while qualitative studies are not supposed to conceal any contradiction that individual may have. "During the design and execution of a study, the researcher has the ability to interview more participants and explore contradictions. During the presentation stage, the author has the duty to present the research as it was not as it should be" (Tierney and Clemens, 2011:76) giving voice to the respondents even when they differ in opinion with the others.

6.7. Data Collection Instruments

I used two sources for data collection: in-depth semi-structured face-to-face interviews and a questionnaire in order to gain deep understanding of the phenomenon under investigation. Proponents of qualitative research methods emphasize using a range of methods in order to get deep insight into the phenomenon (Grix, 2004:125, Cresswell, 2009).

Additionally, field notes were taken while conducting data collection. Gorard and Taylor (2004:5) consider field notes as a source of 'fascinating' and 'useful' information that may help the researcher in developing a better understanding of the topic being studied.

A researcher would, presumably, not dream of claiming that [field notes], or the penciled comments on the margins of a form, were of no use... Similarly, in conducting interviews with head teachers one would not refuse to accept a school brochure of exam results offered during the interview, or some school statistics sent on after an interview. ... Once on the road to conduct research, everything is potentially informative and the researcher becomes a 'Hoover' of data, as far as possible.

(Gorard and Taylor, 2004:5)

Gorard and Taylor, believe that it would be unwise to ignore any extra information that the respondents offer while interacting with the researcher. Once the process of a research study starts every piece of information that could help in answering the research questions is to be considered important. Gorard (2004:5) finds it "difficult to imagine why anyone would do anything very different".

6.7.1. Questionnaire

The questionnaire was designed especially for this study (See: Appendix A). It was an important part of the research process to articulate the questionnaire items that could help in collecting the kind of data that was desired. The rigour of the questions was checked for their ability to elicit answers to the research questions in an unbiased way. Moreover, peers who were conducting research in similar topics were also consulted. Piloting of the questionnaire (Discussed in Section 6.8) also helped in establishing the trustworthiness of the study.

6.7.1.1. Design of the Questionnaire

The final version of the questionnaire, which was used for this study, consists of three parts. The first section consists of 8 items to collect personal details of the respondents about age, gender, level of education and academic rank by asking closed questions. The second part comprises 19 open-ended items deigned to collect the responses of the participants. The third section comprised 7 closed items. The responses of the participants about these items were collected on a five points Likert scale ranging from strongly disagree (SD) to strongly agree (SA).

Using a questionnaire while conducting social research might improve efficiency (Dunne et al., 2005:43). 'First, they are seen as time and cost effective as they provide the potential to include many more respondents than would be possible through interviews' (p.43).

6.7.1.2. Themes covered by the questionnaire

The following areas are covered in the questionnaires.

- The levels and extent of teachers' involvement in the process of implementing changes.
- Channels used to communicate instructions/suggestions for new practices
- Teachers' perceptions about the changes being implemented
- Teacher Satisfaction: Workload, Environment and Profession
- Availability of opportunities for professional development of the teachers
- Types of training available to the teachers
- Teachers' perceptions about the effectiveness of the available training opportunities
- Types of trainings that teachers desire
- Formal and Informal teacher development practices

6.7.2. Interviews

Interviews for research purposes could be conducted in different ways. Dunne et al(2005:28) identify five continua that may guide the researcher in deciding the kind of interview process appropriate for her/his particular situation. These are:

6.7.2.1. Formal – Informal

Formal interviews are planned interviews conducted to get information from the informant which are usually recorded for in-depth analysis. In this type of interviews both the researcher and the respondents are willingly participating in the interview to generate data (Hatch, 2002a:94). According to Dunne et al (2005:28) interviews may not always be strictly formal or strictly informal depending on their purpose. The interviews conducted for this current study are considered formal because they were preplanned with certain leading questions in mind before going for the interviews. Moreover, they were mostly conducted in educational institutes in the offices of the respondents. However, a frank and friendly tone was deliberately set for the interviews to make sure that the respondents feel at ease and share their views openly. Informal interviews are unstructured interviews mostly used as a strategy in observational research (Hatch, 2002a:92) while formal interviews could be in-depth structured as well as semi-structured interviews (:94).

6.7.2.2. Structured - Unstructured

The interviews in which the researcher has a predefined structure that is strictly followed throughout the interview are considered structured interviews. In semi-structured interviews although the research has guiding questions before coming to the interview, follow up questions that arise while conducting the interview are also discussed (Hatch, 2002a:94). Semi-structured interviews "are designed ahead of time but are modified as appropriate for each participant" (Adler and Clark, 2011:268). Semi-structured interviews were used to collect data for this study because it provided the opportunity to collect subjective opinions, interpretations, and experiences of the English language teachers relating to the recent changes at higher education level in Pakistani universities. Using semi-structured interviews for my study was considered suitable because it (1) enabled the interviewees to express their feelings and experiences freely without having to follow a set pattern of items and (2) it also allowed me to ask questions in a flexible fashion adding more depth to the information already collected through questionnaires. This compensates the possible shortcomings of the questionnaire if any.

6.7.2.3. Individual - Group

Hatch (2002a:131) recommends group interviews for collecting supplementary data in cases where other qualitative data collecting tools are used as primary source of data. These are used to enrich the data already acquired through other means. Interviews were used as one of the main tools for collecting data for this study, therefore, participants were interviewed individually to allow uninterrupted follow-up questions about the emerging themes that were considered useful.

6.7.2.4. One-off - Sequential

Research data could be collected by one off interviews with a number of participants or by interviewing the respondents multiple times. Multiple sequential interviews are often conducted in longitudinal studies (Adler and Clark, 2011:268). For this study it was not deemed necessary to conduct sequential interviews because it is a cross-sectional study and interviews are conducted in addition to a questionnaire for rich data collection. Dunne et al (2005:28) asserts that practical aspects like the availability of time, finances, the number of the respondents, may be considered while deciding the interview procedures. Due to workload and the busy schedule of the respondents and the time constraint it was considered impractical to request for multiple interviews. Moreover, I was traveling to Pakistan for data collection while conducting this study with the help of my supervisors in the United Kingdom, which contributed to the decision of one off interviews.

6.7.2.5. Confidential – Unconfidential (Private)

Qualitative researchers often promise confidentiality of the data collected though consent forms. However, due to the nature of a research study, where almost always data is collected for publishing, 100 % confidentiality of the data is not possible(Dunne et al., 2005:34, Seidman, 2006:70). What, according to Seidman, could be achieved is the unanimity of the respondents. For this study, it was conveyed to the respondents multiple times, at different stages, that the recorded interviews would be used for academic purposes. They were also informed that their identities would remain confidential and there would be no reference to their identities at any time while conducting this study.

6.7.2.6. Interview Procedure

Participants were contacted through emails and phone calls where possible. In other cases they were contacted through their department administration if their emails or telephonic contact details were not available. After receiving verbal/email consents of the respondents who were willing to participate in the study, an envelope was provided to them containing the questionnaire, along with a plain language statement explaining the study (Appendix D), participant consent form (Appendix C), and a request to participate in interviews at a later stage of the study. Upon receiving the completed questionnaires, the candidates who showed willingness to be interviewed were once again contacted.

Before conducting interviews with the participants at the scheduled time, the purpose of the study in both oral and written forms (providing an information sheet) was explained to them again. The interviewees were explicitly informed that their participation in the study was voluntary and they could withdraw from the study at any time. It was also conveyed to them that their identity and responses will be kept confidential and used only for research purposes. This is called external confidentiality and it is one of the core ethical principle for researchers (Tolich, 2004).

It was decided to conduct all interviews in the English language because the participants of this study are teaching English language at a university level and they were assumed to have appropriate skills in English language to be able to express their views. A pilot study that was conducted while designing the questionnaire also strengthened my assumption that the respondents have adequate English language skills to participate in this study using English language. A good level of competence was exhibited by the respondents of the pilot study.

In order to remain consistent during all interviews, I used an interview schedule (see Appendix B). The interview schedule included open-ended questions to get the in-depth views of the English language teachers about recent educational changes introduced in their universities and the effects of different factors on the implementation of these changes. This interview protocol was used as a guideline and for the purpose of enriching the data relevant questions arising at the time of the interviews were also asked. The average length of the interviews was approximately 30 minutes.

6.7.2.7. Issues related to interviewing

For conducting interviews, I personally visited the prospective participants in their offices in most cases. Upon personally meeting the respondents who volunteered for interviews, I once

again explained that the aim of the study was to investigate the recent educational changes at Higher Educational level in Pakistan with specific focus on the role of English language teachers and their perceptions and practices. Moreover, I also offered to answer any question that they might have about the research. Within a few minutes they verbally agreed/disagreed to participate in the interview for this study. After getting their permission for audio recording of the interviews I recorded their responses with the help of a digital recorder. Consent of the participants to record the interviews and for their use for academic research was acquired prior to the interviews to meet the ethical requirements of conducting this research. Other ethical issues considered while conducting this study are discussed later in this chapter in further detail.

Keeping the aim of this study in mind, I conducted interview face-to-face because it increases the chances of high response rate for a study (Grix, 2004). It also enables the interviewer to gauge the body language of the interviewees which might be helpful in decoding and interpreting the verbal messages (if any) of the respondents. It helped me judge on two occasions that the interviewees were distracted (once by constantly receiving text messages on a phone and once by a visitor). I offered a pause in the interviews and on both the occasions the offer was accepted and a short break was taken. Consequently, it facilitated me in conducting interviews in a relaxed environment and to get a deep insight into their perceptions.

Two of the respondents also offered to volunteer for the interviews if their interviews were not recorded. This shows that they had concerns that the authorities might somehow get access to their interviews and they might have to face the consequences in case the authorities did not agree with their thoughts. It was reminded to the participants both in writing and verbally that this data collection was for academic purposes only and their identities would remain anonymous throughout the research study. However, it seems that in some cases such assurances could not remove the concerns of the respondents. Furthermore, it could also be assumed that some of the respondents were not able to volunteer for the interviews due to workload and lack of time for participating in the interviews.

6.8. Trustworthiness

The qualitative questionnaire used for data collection for this study was designed by the researcher. In this type of questionnaire it was not possible for the researcher to check the validity and reliability in the strict sense as is usually done in the case of quantitative

questionnaires. Various writers such as Leech et al (2005), Pallant (2007) and Tabchnick and Fiddel (2005) maintain that validity and reliability are quantitative specific in nature and thus related to quantitative data. Thus, the issues of validity and reliability, which are considered indispensable in the quantitative research approach, have been the subject of much controversy in the qualitative research approach. While some researchers believe that these terms – validity and reliability – are not appropriate and sufficient and, hence, would not serve the purpose of judging the quality of qualitative research (Lincoln and Guba, 1985), others argue that these terms might also be applied to qualitative research to achieve creditability (Patton, 2002). Lincoln & Guba (1985) introduced a new concept, 'trustworthiness', as against the prevalent terms of validity and reliability. This concept of 'trustworthiness' addresses the basic issue of "How can an inquirer persuade his or her audiences (including self) that the findings of an inquiry are worth paying attention to, worth taking account of?" (Lincoln and Guba, 1985:290). Some of the most significant criteria, suggested by Lincoln & Guba (1985), are credibility, transferability, dependability and confirmability.

Through credibility, the first of Lincoln & Guba's (1985) criteria, the issue of how far or to what extent the findings match with reality is addressed (Merriam, 2009:215). It ascertains whether or not the realities presented by the researcher's interpretation of data and the research participants are similar. The following steps were taken to enhance the credibility of the current study.

Firstly, every effort was made to ensure transparency and fairness at all stages of the research process and to offer justification for operational decisions to the readers as they considerably contribute towards making the research 'trustworthy' (Altheide and Johnson, 1994, Hammersley, 1992). Secondly, as valid and accurate data can be obtained through credible and consistent qualitative methods (Robson, 2002), therefore, the qualitative questionnaire used for data collection for this study was designed with great care. For example, the construction of the questionnaire and various issues, such as, the appropriate wordings, simple sentence structure, were done very carefully and also with the consultation of the supervisors. Colleagues pursing PhDs in the relevant fields in different UK universities were also consulted. The initial stage of developing and checking with colleagues can help in making the questionnaire and its results more convincing (Cohen et al., 2007, Dörnyei, 2007). Thirdly, the technique of member checking or what Silverman (2001) terms 'respondent validation' was

used to establish the credibility of the study. As part of this procedure, written transcripts of the interviews were sent to the respondents to verify their responses and make corrections in case of any misunderstanding. Fourthly, as the "establishment of a trustworthy basis" Radnor (2002:39) between the researcher and interviewees is crucial to enhance credibility of research, therefore, conscious and consistent efforts were made to develop trust and rapport with interviewees.

The second of Lincoln & Guba's (1985) criteria is dependability which addresses the issue of 'whether one can track the procedures and processes used to collect and interpret the data' (Lodico et al., 2006:275). It means that sufficient details should be provided regarding the developing of the study so as to demonstrate that the research procedures and practices followed were appropriate and logical. Also, it needs to spell out the details regarding how different research methods, like questionnaire and interviews in this study, were designed, operationalized and analyzed. Moreover, dependability was achieved through 'overlapping methods' (Lincoln & Guba, 1985) such as questionnaire and interviews which also served the purpose of methodological triangulation as the 'use of different sources of information will help both to confirm and improve the clarity, or precision, of research findings" (Lewis and Ritchie, 2003:275). The notion of triangulation, which involves examining the same information through different forms of evidences to confirm and support the findings, has many benefits. For example, since researcher's prejudices may affect the way the data is interpreted and made sense of, one of the techniques to "minimize the risk of being biased is to follow the principle of triangulation" (Wodak and Meyer, 2001:65). Through triangulation, the researcher can also address the issue of 'method-boundedness' (Cohen et al., 2011:196). Moreover, the issue of dependability was also addressed by being conscious about certain other steps. For example, I tried to be critical of my own judgments and easily arrived at conclusions as I used to discuss them frequently with my critical friends who were doing PhDs in different universities across the UK.

The notion of confirmability, the third of Lincoln & Guba's (1985) criteria, seeks to ascertain the extent to which the findings or results of the investigation reflect the data collected from the respondents (Lincoln and Guba, 2000). Although complete objectivity is not possible for the researcher to attain in qualitative research, some steps were followed by the researcher to enhance the confirmability of the study.

I followed Miles & Huberman, (1994) who propose that researchers should acknowledge their prejudices and rationalize the choice of research methods and instruments so as to enhance confirmability of their research. Thus, a detailed justification has been offered in the current study regarding the use of particular research methods and instruments. Also, as the trustworthiness of a qualitative study significantly rests on the "integrity of the researcher", as Patton (1990:11) argues, therefore, every possible effort was made to present a real, accurate and objective account of the respondents' views as they were given to the researcher. Lastly, limitations of the study and data analysis procedures have also been explained in detail.

The confirmability of a qualitative study is determined by the methods used for collecting data, analyzing data, and data interpretation (Merriam, 1998:165). Methods, however, do "not give truth; it corrects guesses" (Polkinghorne, 1983:249). Thus, it is important to be self-critical of one's own methodological decisions or guesses at all times while conducting research. Our guesses and assumptions could not be considered free of misjudgment and errors, "we must take a self-critical stance regarding the assumptions we incorporate into our empirical approaches" (Lather, 2003:188). Seale calls this auditing one's choices:

Auditing is also useful in establishing confirmability, a criterion designed to replace the conventional criterion of neutrality or objectivity. Auditing is an exercise in reflexivity, which involves the provision of a methodologically self-critical account of how the research was done.

(Seale, 2003:172)

For the current study, data collection and analysis procedure have already been discussed. Also, as discussed above, regarding the study's design, procedure and operationalization, six colleagues who were doing PhDs in different universities across the UK were frequently consulted and their feedback contributed towards enhancing the confirmability of the study. The last of Lincoln & Guba's (1985) criteria is transferability. The notion of transferability means whether the findings of qualitative study can be applied and transferred to other similar contexts (Given, 2008:549). Due to the nature of qualitative studies i.e. they are context- as well as participants-specific, it is argued that they are hardly generalisable to other situations (Lincoln, 1995). However, they can be applied to a certain extent provided the researcher offers a thick and thorough account regarding research context, data collection, analysis and interpretation procedures (Cohen et al., 2007) so that the readers might "engage in reasonable but modest speculation about whether findings are applicable to other cases with similar

circumstances" (Schwandt, 2007:127). Therefore, for the purpose of the current study, painstaking efforts have been made to provide a thick, genuine and meticulous account of the research context and design, data collection and analysis procedures as well as limitations and findings to add to the transferability of the study and, as a result, make it possible for the reader to determine the extent to which the results of the study can be transferred to other contexts.

6.9. Piloting

Before using the questionnaire for data collection I piloted the questionnaire at two different stages. Firstly a limited pilot study was done while developing the questionnaire and later a pre data collection piloting was conducted to test the questionnaire. The purpose of the first pilot was to collect general views of the English language teachers regarding the relevant topics as recommended by Cresswell (2009). It provided the basis for changing some of the items and also helped in developing new items for the questionnaire. It also helped in receiving immediate and critical feedback at early stages of questionnaire design. These as described by Lincoln and Guba (2007) and Cohen et al (2007) were trustworthiness, credibility, transferability.

Moreover, I continuously received guidance and expert opinions from my supervisors throughout the process of developing items for the questionnaires. In light of the feedback received from the supervisors, some of the questionnaire items were revised and were articulated differently for better understanding by the participants.

After the questionnaire was developed, I conducted another small pilot study by administering the questionnaire on 3 English language teachers of a public sector university of Khyber Pukhtoonkhwa region. This university was *not* included in the three universities which were targeted for data collection for this study. The recommendations received from these respondents were analyzed and some minor changes were made to the questionnaire to make it easier to understand for the targeted sample. For instance it was observed after the pilot study that the term 'national changes' was causing confusion for the respondents, therefore, it was further explained in the questionnaire to help the respondents in understanding that it referred to the changes that were introduced in the universities through any governing authority.

6.10. Induction and Deduction

Researchers and philosophers often use three techniques of reasoning to understand the world or to offer inferences about phenomena i.e inductive reasoning, deductive reasoning, and a combination of deductive and inductive reasoning (Cohen et al., 2007:6). The starting point in deductive reasoning is a theory from which a hypothesis or a research question is built. This hypothesis could be tested by reasoning, or collecting data from the respondents. After analysis, the hypothesis may be confirmed or rejected or a new hypothesis could be offered based on newly developed assumptions (Carey, 2012:36). While doing inductive reasoning the researcher records observations or conduct interviews. Identification of "trends" or "patterns" from the data is done next. These patterns and trends are used to create "summary of statements". These statements are used to develop or propose a theory which in turn deepens understanding about the newly discovered knowledge (Carey, 2012:35). Content analysis could be used as a technique to analyze data following these techniques.

6.10.1. Content Analysis

Qualitative studies may use concurrent inductive-deductive methods for content analysis [See: (McCarthy and Jones, 2007, Galli and Vealey, 2008, Vigil, 2007)]. Galli and Vealey (2008) initially planned deductive content analysis, however, while analyzing the data it was felt that new themes could emerge by using inductive content analysis. Hence the inductive technique of content analysis was also included to analyze the data. In qualitative research the simultaneous use of induction and deduction techniques is not very common. Researchers mostly make meanings of the data "from the data itself" through induction having limited or no prior assumptions about the concepts or themes that may emerge. (Roller and Lavrakas, 2015:260). Nevertheless, Carey believes that:

Generally, most qualitative research is a 'messy' and unpredictable business and it is also possible, therefore, that inductive approaches may draw from core aspects of the deductive tradition, such as if referring to established theory when undertaking observations. Also long established deductive cultures of research increasingly look to integrate some components more commonly utilized as part of inductive traditions.

(Carey, 2012:36)

There might be cases where the researcher has developed an in-depth understanding of the topic, through his own previous research or through literature review, some general themes and/or concepts might be anticipated (Roller and Lavrakas, 2015). In such instances, even in

qualitative studies, content analysis might be based on generalized (deductive) themes followed by inductive procedures of relating different concepts within themes to modify or identify new sub themes from the data (:260). In this study, too, the data are analyzed by using both the deductive and inductive techniques of content analysis. After an exhaustive literature review, some main themes were identified which were considered relevant for the current study. Some of the concepts related to these themes in the data were then grouped together and by using inductive techniques sub-themes were created.

It might be important here, for readers' clarity, to differentiate between the notions of 'themes' and 'concepts' as they are used in this study. Theme is an umbrella term encompassing multiple concepts (Williamson and Whittaker, 2014:91). For instance, an overarching theme could be 'Pakistani language teachers' awareness of the cultural influences on their teaching' and 'societal expectations' and 'societal interference in their work' are the concepts that lie within this overarching theme. Keating (2015:258) also makes this distinction in her analysis of curriculum design.

As mentioned above in Section 6.2 a qualitative approach was used in this study to collect data. A major part of the data is in the form of a qualitative text. Two sets of data were collected for this study. The first source of data is a questionnaire, while the second source is face-to-face interviews. The interviews were recorded using a digital recorder. These interviews were later transcribed to get the data in a text form for further analysis.

Data collected from both the sources were analyzed by using techniques of content analysis. Content analysis can be used to report both structured and open ended data. Qualitative data are collected through open ended items of questionnaires and interviews. Therefore, 'word-based accounts' from the data will be used to report the findings as recommended by (Cohen et al., 2007:373)

Help will be taken from computer software of qualitative data analysis (N-Vivo) for doing this content analysis. The quantitative items will be individually reported as frequencies and percentages. Findings from the quantitative data will be compared and contrasted with the qualitative data where and when deemed necessary.

6.11. Multiple sites of investigation

The intention in this research was to develop in-depth understanding of the perceptions of the English Language teachers about the changes implemented at Higher Education level in

Pakistan. I aimed to explain the underlying conceptual influences which English Language teachers consider have supported or restricted the English language teachers in accepting/implementing the proposed changes. Therefore, I opted for investigation of perceptions at three different universities in the Khyber Pakhtunkhwa province to gather indepth understanding about the perception of English language teachers teaching in these universities. This would allow me to see links with variations in contextual factors at each site. Concentrating on one geographical area of Khyber Pakhtunkhwa rather than attempting to conduct a study in a wider area allowed me to study the issues more in depth which may not be possible if the study was expanded to a wider area, e.g. universities from different provinces of Pakistan.

Cresswell (2003:185) argues that one of the important elements of designing research is identification and selection of the population and sample for data collection because their relevance enables the researcher to gather reliable qualitative data. For this study, I have collected data from a population of English language teachers in three Universities of the Khyber Pakhtunkhwa province of Pakistan. As mentioned in Chapter 1, all of these universities follow HEC's guidelines for conducting their managerial and administrative tasks. They also rely heavily on HEC for acquiring funding for their administrative as well as academic purposes. However, these universities also have characteristics unique to them. Being smaller universities both Hazara University and Kohat University of Science and Technology are more dependent on HEC than the University of Peshawar. Moreover, English language in both the former universities is taught by the regular faculty of the department of English, while in the University of Peshawar, individual departments hire teachers for teaching English according to their own will. These teachers are hired on: a regular basis, contract basis and visiting basis, as discussed in chapter 1.

The reasons for focusing on only one province were limited time, limited resources, being a sole researcher of the study, and the lack of access to the universities throughout the country. Belonging to Khyber Pakhtunkhwa province, it was a more accessible and feasible province for my data collection. Because of these constraints, it was decided to confine this study to only three universities i.e. the University of Peshawar, the University of Hazara and the Kohat University of Science and Technology. The following considerations were made for selecting these universities.

1- Each university was selected from a different locality within the region.

- 2- University size with regards to their student enrolment and structural strength were considered and universities of different sizes were selected to investigate the effects of university size and development level on the reforms being implemented.
- 3- Peshawar University which is the largest and oldest university of the province was included to compare with relatively new and less established universities.

6.12. The Three Universities of Khyber Pakhtunkhwa selected for this study

The context in which the reforms are being implemented plays an important role in deciding the fate of the reforms. Datnow and Springfield (2000), report this importance based on their studies on educational reform:

Local context played a very important role in the implementation of reform models in our studies. First, we found that local conditions frequently led educators to modify reform designs... This finding points to the fact that local educators actively engage in the construction of school reform, not just respond to external reform designs in a lockstep fashion, even when reforms are comprehensive and highly specified.

(Datnow and Stringfield, 2000:193)

The universities in Pakistan lag behind the international standards set by more developed countries in many ways. These range from structural and tangible disabilities like lack of funding and resources to intellectual capital in the form of qualified teachers and support staff. To further aggravate the situation Higher Education has expanded rapidly despite the lack of funding and resources. Moreover, 'periodic student unrest has eroded the teaching and learning process despite the modernization of curricula' (Karim, 2007:111). Although many such issues could be generalized to the Pakistani Universities, they also have their own unique contextual variables and issues.

This study focuses on the perceptions of English language teachers from three universities of Khyber Pakhtunkhwa province of Pakistan - University of Peshawar, Hazara University, and Kohat University of Science and Technology. A brief profile of these universities is discussed below.

6.12.1. University of Peshawar (UOP)

Located in the Capital city of Khyber Pakhtunkhwa province, the University of Peshawar is the largest and oldest university of the province. It was established in 1950, just three years after the independence of Pakistan. It comprises 30 postgraduate departments including institutes of science, arts, and social sciences. The total covered area of the university exceeds 1000 acres, therefore, management has devolved some of its power to the departments for smooth administration. English language is taught as a compulsory subject in almost all the departments. The university has a department of English Language and Literature, however, due to the size of the university it is not possible for the department of English to facilitate all the departments in English language teaching. Therefore, the departments have hired their own English language teachers for this purpose. English language teachers are hired under three different categories by different educational departments, i.e. regular employees, contract employees, and visiting employees. Regular employees are public servants and enjoy all the perks and privileges available to public sector employees. Contract employees are hired for a limited period of time with the provision of extension in their contracts. The employees hired as visiting faculty only visit the University for conducting their language classes where and when required. Teachers from the department of English of the University of Peshawar and other universities also offer their services as visiting staff to different departments of the university.

6.12.2. Hazara University

Founded in 2002, Hazara University is located near Mansehra district, 240 km away from Peshawar, the capital of Khyber Pakhtunkhwa. In 2005, just after three years of its establishment, Hazara division of Pakistan and other adjacent areas were hit by the most devastating earthquake in the history of the country. This calamity not only resulted in thousands of deaths but also damaged buildings and infrastructure of the area including Hazara University. The university has still not fully recovered from this infrastructural loss. Some of the departments, including the department of English, are set up in prefabricated cabins provided by government and non-government organizations with minimal resources.

⁷ Prefabricated cabins are temporary offices/building blocks made of wood. These are mostly used for shelter in emergencies or in remote areas where appropriate/permanent buildings are not available.

English language is taught as a compulsory subject to the students of Bachelors and Masters by the faculty of the department of English.

6.12.3. Kohat University of Science and Technology (KUST)

Kohat University of Science and Technology was established in 2001. It is located in the city of Kohat, 70 km towards south of the capital city of Peshawar. Most of the students of the university belong to the adjacent tribal areas. The university was initially established for the subjects of science and technology only, as the name might suggest, however, within the first couple of years it was converted into a general university and started to offer degrees in social sciences and arts. Like Hazara University, teachers of the department of English are responsible for teaching English language to the students at Bachelor and Masters levels. Due to political unrest and the borders with tribal areas where the international war on terror has created mixed feelings towards English speaking countries and English language, Kohat is considered one of the sensitive areas of the province due to these influences.

The Governor of the province has additional responsibility as Chancellor of all the universities in the province. The Governor of the province is appointed by the central government and reports directly to the central government and the president of the country. Although the Governor has a political and managerial influence on the universities, most of the administrative power lies with the Vice Chancellors of the universities. All of the above universities follow HEC's guidelines for managerial and administrative issues.

6.12.4. Population and Sample

All the 49 accessible English language teachers teaching in the targeted universities were contacted for data collection. For the selection of the sample for this study, information about the English language teachers was collected from the relevant administration departments. In the case of Peshawar University, the administration department did not have up-to-date information about the English language teachers teaching in different departments because most of the departments had employed English language teachers on a visiting/contract basis. In the other two universities i.e. University of Hazara and Kohat University of Science and Technology, the Department of English is responsible for teaching English in all the departments of the university. As mentioned in Chapter 1, teachers at the Higher Education

level can have qualifications ranging from Masters to PhDs. At these three universities there was a range of full time academics. Participants with different academic ranks, years of service, and experience helped in collecting diversified opinions on the topic. Variety in the respondents provided an opportunity to compare and contrast the opinions of the teachers and to give a rich account of their perceptions. Table 6.1 shows the number of respondents from each of the target universities.

Table 6.3: Number of Respondents from each university

	University of Peshawar	University of Hazara	Kohat University of Science & Technology	Total
Questionnaires Distributed	28	10	11	49
Questionnaires Received	14	6	8	28
Response Rate	50%	60%	73%	57%
Interviews Conducted	5	1	4	10

As illustrated in the above table, a total of fourteen, six and eight participants responded to the questionnaires from the University of Peshawar, University of Hazara and Kohat University of Science and Technology respectively. Only one out of six respondents from the University of Hazara agreed to be interviewed, while five and four respondents from the University of Peshawar and Kohat University of Science and Technology, respectively, gave consent to be interviewed. Only a sub-set of ten questionnaire respondents agreed for interview. Perhaps, the low response rate for the questionnaire and willingness for interview was owing to the lack of a research culture in the country in general and especially in the region. An interview from one of the respondents who agreed to be interviewed was excluded from the data because he was not primarily an English teacher. His main area of expertise was in another subject, however, he was teaching English because of non-availability of English teachers. A total of nine interviews were transcribed and analyzed for this study.

6.13. Ethical Issues

I did not foresee any serious ethical issues related to the conduct of this study. However, the fact that this study involved human subjects guided me to take into account certain ethical considerations to protect the participants from any undesired potential consequences resulting from their participation in this study. For this purpose, the following measures were taken as per the requirements of the University of Glasgow and the guidelines provided by the British Sociological Association's statement of ethical practices:

- a. It was explicitly pointed out to all the participants that their involvement in this study was voluntary and they might withdraw from this study at any time. In this regard, both oral and written information about the research were shared with the participants before seeking their permission for the administration of questionnaires and interviews. The participants were given an information sheet which contained a detailed synopsis of the study. In addition, some statements about the study and the voluntary participation of academics were also included in the questionnaire and informed consent form.
- b. The purpose of the study was clearly explained to the participants before seeking their consent and responses, in both oral and written forms.
- c. The completed questionnaires were collected in sealed envelopes through their respective department offices. In this way, the respondents could reply to the questionnaire anonymously/confidentially.
- d. To protect the identification of interviewees, coded references to their identity were used throughout the write up of the study. Participants from the Peshawar University were referred to as P1, P2, P3...., from Haraza University as H1, H2, H3... and from Kohat University as K1, K2, K3 and so on.
- e. I have taken the responsibility of keeping the responses of the participants confidential and use them only for the research purposes of this study.

Additionally, In order to comply with the code of ethics for researchers approved by the University of Glasgow, I had sent an application to the Ethics Committee of the University for seeking ethical approval for this study. The requested ethical approval was granted to me by the said committee.

In this chapter, methodological decisions and explanations of the assumptions on which these decisions were based were discussed. Findings from the data will be presented in the subsequent chapters, along with discussion of the implications of the findings.

6.14. Summary

A Qualitative Approach was used for this study due to a smaller number of respondents available for this study. Critical Realism was considered a suitable research paradigm. Data were collected using an open-ended questionnaire, having a small portion of closed items, followed by semi-structured face-to-face interviews with the willing candidates. Some of the areas that featured in the questionnaire are: language teachers' participation about implementing changes, channels used for suggesting new practices to the teachers, teachers perceptions about the changes, teachers' satisfaction, professional development opportunities available to the teachers, types of these opportunities, formal and informal means used for teachers' professional development. The emerging concepts after analysis of the data in these areas are:

- 1. Factors influencing the impact of Educational reforms in Pakistan.
- 2. Channels used for communicating changes and procedures used for implementation
- 3. Teachers' involvement in the process of implementation of the reforms: Ownership
- 4. Impact of the educational reforms in Pakistan: Implications for practice
- 5. Teachers' professional development: Risks and Opportunities
- 6. Power distribution among the stakeholders: Where does the power lie?

After piloting of the tools for data collection minor corrections were made according to the new knowledge gained through the process of piloting. Data were collected from English Language Teachers in three public universities of the Khyber Pukhtoonkhwa province of Pakistan. A total of 28 filled questionnaires were received and 9 out of these respondents were interviewed at a later stage. For the qualitative data, categories were made with the help of N-Vivo, using principles of content analysis. Frequencies were reported for the closed items. The identities of the participants will be kept confidential for ethical purposes.

Chapter 7. **Data Presentation and Discussion (1)**

7.1. Introduction

This chapter will present findings derived from the qualitative data from the open-ended items of the questionnaire and semi-structured interviews. It will relate key findings from the data to the research questions to report themes emerging from the qualitative analysis of the data. As already mentioned in Chapter 6, the data also comprise a small quantitative portion in the form of close items in the questionnaire. Quantitative data were collected using a five point Likert Scale, the results of which will be presented in the later sections of the chapter.

In accordance with the research questions, I will report the perceptions of the English language teachers as expressed at three public sector universities of the Khyber Pakhtoonkhwa province of Pakistan. Factors related to culture, politics and availability of resources, that may affect outcomes of the reforms as perceived by English language teachers participating in this study will be discussed. This current chapter and the subsequent two chapters are focused on presenting answers to the following research questions.

7.2. Research Questions

- 1. What are the Higher Education English Language Teachers' understandings and views of the changes that HEC has proposed/implemented at higher education level in Pakistan?
- 2. What are the factors influencing the impact of these reforms as perceived by the English Language Teachers?
- 3. Based on these perceptions and practices, what kinds of teacher development programs would be helpful in supporting and sustaining Educational Reforms in Pakistan at higher education level?

Participants of this study identified factors that could influence educational reforms at higher education level in Pakistan. In the next section some of these factors are discussed in detail.

7.3. Factors Influencing Educational Reforms in Pakistan

In Section 3.4, it was noted in Kennedy's model of hierarchical subsystems affecting outcomes of reforms that culture was considered as the most influential factor that may have implications for all the other factors mentioned by Kennedy, including, politics, administration, educational, and institutional factors (Kennedy, 1988:332). A graphical representation of this model is given in Figure 7.1.

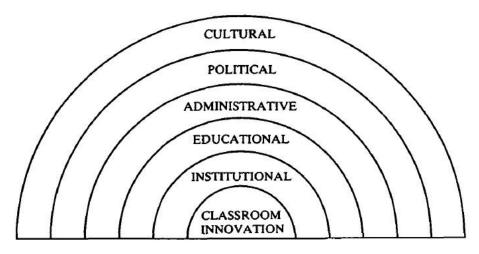


Figure 7.1 Kennedy's Model of Hierarchical Subsystems

(Kennedy, 1988:332)

7.4. Culture

Consonant with Kennedy, the respondents of this research study identified culture as a factor that may affect the implementation of change and its impact on the language classroom.

Culture is a broad concept as it includes many different sub cultures that influence members of the same wider culture in different ways. Participants of the study answered the questions about culture in different ways according to their own understandings and perceptions of the term. All of the nine interviewees acknowledged the importance of culture and the influence of different subcultures on education and the implementation of reforms. This resonates with the high position of culture in Kennedy's model of intercultural subsystems (Figure 7.1). A range of different types of cultures are discussed, for instance, International Culture, Social Culture, Academic Culture, Institutional Culture, and Research Culture. Some mentions of these are:

There is a big difference of institutional culture ... there is a big role like I worked in Edwards college for eleven years. The culture over there is quite different and that culture normally makes a big difference. Here the culture is quite different. Like, they are same Pashtoon boys from the same areas but they have different proficiency levels in English because of the culture of the institutions

(P5,1445-48)⁸

⁸ Raw data is available for further reading in Appendix E. Here, P5 is the code name for the respondent and 1445-48 are the line numbers of the given text in Appendix E.

Culture definitely plays an important role. There are certain things in English language which our students don't feel easy to learn and these new ideas and new concepts our culture also does not allow e.g. our students, they feel so shy to speak English language in the presence of other people

(P4,1632-43)

I think this one example just suffice that [in the] universities having research culture, the departments or the students or the teachers indulge in research activities. But those universities where the traditional systems are going on, each and every one is going to take the examination in an ineffective manner. No research activity.

(K6,2506-2509)

The above quotes are some of the examples of different types of cultures that the respondents point out and consider as factors that can influence language teaching and eventually could also affect the innovations. Institutional culture, social anxiety of speaking a foreign or a second language, and research culture are considered some of these factors. Identification of these factors is in line with the literature about the presence of subcultures (Section 3.5) and their influence on educational reforms.

Adapting Kennedy's hierarchical model of factors influencing innovation, a cultural model is proposed in Figure 7.2, to illustrate the hierarchy of cultures that the teachers identified and the strength of their influences. It is suggested that these cultures also influence the implementation of innovations as well as teachers' perceptions about these innovations in a hierarchical manner. International culture, represented by the outer circle in Figure 6.2, therefore, will influence all the cultures falling beneath it. Similarly, Social Culture would have effects on Academic Culture, Institutional Culture and Research Culture, and so on. This hierarchy is proposed only to understand the levels of the impact that different types of culture may have. However, it is not based on any empirical study. Analytical reasoning is used for proposing this hierarchy.

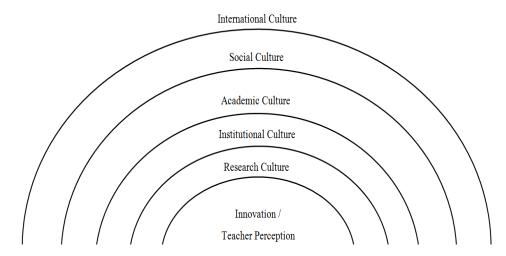


Figure 7.2: Hierarchical model of cultural influences on innovation: teachers' perception

(Adapted from Kennedy, 1988)

In the above model, some of the cultural factors lie outside while others lie within the university. International Culture and Social Culture exert their influence on the process of change and on the way change is perceived by the teacher from outside the university. Institutional Culture and Research Culture are considered to be affecting it from within the university. Academic Culture, could be the borderline between these external and internal factors because a University, being part of the educational environment of the country, contributes to the academic culture of the country. However, at the same time it is also influenced by features of academic culture that are outside the university's borders. Therefore, Academic Culture lies both in the internal and external factors. These cultures will be now discussed below in order of their effective influences.

7.4.1. International Culture

In the past few decades the process of globalization and the world becoming a global village has influenced many aspects of our lives. It has also brought different cultures closer to each other, allowing these cultures to interact with each other and to influence each other. Consequently, it became easy to identify some aspects common to a majority of different cultures of the world, hence making a stronger international culture. Mostly the less developed countries are influenced by international culture more than the nations having more developed systems and values.

According to the some of the respondents of this study education in Pakistan is also feeling such impact of the international culture. There is an encouraging influence of international culture in Pakistan, according to the following quote from K6.

The international culture, for instance, in Pakistan, normally we have the culture of M.Phil and PhD and this culture has inculcated from abroad. Each and every university is going to have senior faculty members of PhD or post doctoral level. Then they are going to lend their higher studies

(K6, 2484-86)

K6 not only recognizes the role of international culture (Section 3.5.4) in the education sector (Li and Morgan, 2011, Tao, 2002) but also welcomes this influence of the international culture and hopes that teachers acquiring research degrees from more developed countries could contribute to the development of other teachers. Li and Morgan (2011:76) also report such hopeful and positive attitudes in China among academics. Yang, believes that people who have experienced different cultures, educational and social environments of the world while traveling deserve to be valued more due to their enhanced knowledge of the globalized world (2011:167)

Recognizing the importance of cultural and political influences on education, the Chinese government has emphasized cultural and political knowledge in different forms of adult education in their Education Law introduced in 1995 (Naixia, 2011:36).

7.4.2. Social Culture

Thomas et al, (2010:1440) define social culture as a "system of values, attitudes, beliefs and behavioral meanings that are shared by members of a social group (society) and that are learned from previous generations". In a society limited to the everyday social interactions of an individual, it could be related to how people conduct themselves in performing their social duties while interacting with family, relatives, friends and acquaintances.

According to **P15** (1189), social ties among relatives and friends in Pakistani society put a heavy burden on people to engage in social events and keep up with everyday social interactions. He feels that this makes people 'more culturally bound' so they are unable to concentrate as much on their studies and jobs as they might want to. He believes that in some

western countries social ties are not very strong; therefore, degrees like PhD and M.Phil take less time than Pakistan.

The reason is that people are ... more culturally bound. Suppose, they have to attend the funeral of a far relative or suppose he or she has to go for a marriage ceremony of a far relative, or suppose any relative comes from village. If he / she come from village, so you have to attend that relative you have to give time.

(P15.1188-92)

Moreover, due to this closeness within a society it is not considered necessary to inform or get an appointment to visit your friends or relatives before paying them a visit. P15 believes that such a culture does not exist in some western countries like the UK or the USA and that is why they find it easy to concentrate on education or jobs (Section 3.5.5)

Teachers having such feelings are not unique to Pakistan or the eastern developing countries alone. Hargreaves reports such attitudes in other contexts too. "Time is the enemy of freedom. Or so it seems to teachers. Time presses down the fulfillment of their wishes. It pushes against the realization of their wants. Time compounds the problem of innovation and confounds the implementation of change. It is central to the formation of teachers' work" (Hargreaves, 1994:95)

However, as mentioned by P15, it could still be a problem for some people to manage their workload and also to perform their social duties without compromising either of them. In section 3.5.5, I have explained my personal experience of such social pressure. In a situation where teachers are overloaded with work or even if they are not, but they believe that they are overloaded, change could be seen by the teachers as an extra burden. Such perceptions could lead to resistance from teachers to try something new and they would want to stick to their current practices that are more familiar to them. Availability of extra time to teachers, along with reducing social pressure, could also provide an opportunity for the teachers to engage in activities of improving their practices and 'professional development' (Hargreaves, 1994:15)

The respondent above has had experience of living in the US for almost a year on a cultural exchange scholarship and makes a comparison of social lives of the west and Pakistan. He believes that social lives in countries like the UK and the US are more disciplined. Living in the UK for almost five years I have also noticed this difference in the amount of formality among friends and relatives. Itrat et al (2007:109) report that the social structure of Pakistani families is changing and a trend toward a nuclear family structure is increasing while

dependence on each other in large families is reducing. This change, however, is not satisfactory for many in Pakistani societies because they consider strong family ties a source of support for them despite their high social demands (Itrat et al., 2007). Haider (2008:09) suggests that policy makers and educational planners could improve educational policy by considering social aspects of the community. It could be argued, however, that social factors could be considered while planning educational reforms only to an extent. Too much emphasis on social issues like the ones discussed above may not be feasible for running an efficient education system.

The interviewee refers to the complexity of culture and social diversity in Pakistan.

I would talk about these different regions. In some of the areas of Pakistan the literacy rate is very high. And there... is a culture the parents are worryingly sending their children to the universities or to the colleges but there are regions where the parents they are not even sending their children, especially the female, outside their houses."

(K8, 2175-78)

The reasons for the reluctance of the parents to educate their children are not limited to the social culture. It also depends on availability of resources, financial constraints, political and religious influences and the law and order situation in their respective area. However, K8 believes that this situation is now changing due to the change in culture and more people are showing interest in educating their children. Like international culture, social culture also influences other types of cultures that are limited to a certain group within the society. People associated with education form one such group that possesses some common cultural value and identities which make them part of an academic culture.

7.4.3. Academic Culture of the country

As discussed in Chapter 3, different universities or institutes can have different cultural attributes but there are also some aspects that are generally considered applicable to the whole educational or academic system, or at least to the majority of the academic institutions. Baden and Major, (2004:48) consider academic culture as a 'nexus' of different cultures like institutional culture, national culture, international culture, affecting academia. They report that in recent years debate on the role of academic culture in higher education has increased (p48). In the academic culture as a whole, different institutes – mostly the well established ones - may pressurize other institutes to follow their lead. Section 3.5.6 deals with these issues in more detail.

I think [academic] culture makes an influence to implement changes which are in good universities. Having gone through all the lower universities or middle size universities, they are going to implement, they are going to follow.

(K6,2499,2501)

This informant believes that this pressure of highly rated institutes on the lesser developed institutes is pushing the latter to follow steps, for example, offering scholarships to their teachers for professional development and improvement of academic qualifications. As identified in 3.5, highlighting success stories of reforms in the more developed universities could be one way of ensuring the changes will be adopted and implemented in other universities.

There is also great pressure to achieve good exam results. These aspects of academic culture are common in most of the universities, e.g., rote learning (P10) and using 'guides' which provide summarized solutions to the course contents for examinations, as a shortcut to success in exams (K8). Such strategies make it easy to succeed in examination but they also result in "stopping the creative thinking of the student. Just spoon feeding them" (K8:2130-31).

In 2009 and 2010 the Government made efforts to stop publication of these guidebooks and rely on text books for exam preparation (Khan, 2009). Students, as well as some teachers, were not happy with this change and demanded availability of guidebooks in the market.

When in the market the guides came [they were rapidly purchased] and everyone is not happy with the change. So talking about these changes in the universities, as a nation we are afraid of bringing these changes. So we are a bit [reluctant] towards these changes.

K8 (2189-90)

This suggests that because both students and teachers are focused more on exam results than on actual learning, preparing for exams without using the guidebooks is considered a tough job. In a neighboring country, India, the Government of Punjab took the issue more seriously and announced that teachers using guidebooks would face strict actions (Post Jagran, 2012). In Pakistan on the other hand the government succumbed to the public pressure and lifted the ban on publication of such supporting materials. The public's positive attitudes towards some of the long lasting practices, like in the above example, could be an impediment to change.

One of the reasons for teachers supporting guidebooks and other such materials could be students' 'authority' when evaluating teachers. Kennedy and Kennedy (1996:355) assert that teachers' behavior towards a change or innovation could be influenced by what they think

'others' think about it. These others could range from students, peers, parents of the students, and head of department to managers. The more authoritative the 'other', the higher the influence of their belief on how the teachers' might respond to an innovation. Authority in the case of Pakistan may not only be the administrative power in case of Heads of Departments or management but it could also mean the authority that students have when evaluating their teachers. If students have negative views of implementation of an innovation teachers might behave negatively to such innovation because at the end of the term students would be evaluating their performance. Negative attitude (or behavior) to the ban on guidebooks and guess papers could be an example.

As discussed in this section there are some cultural characteristics that could affect the academic culture as whole and all the institutes and organization working in the field of education. There are also some cultural factors that are unique to the individual institutes. These are discussed in the next section.

7.4.4. Institutional Culture

As described in Section 3.5.6, institutional culture is the "shared values, principles, traditions, and way of doing things" in an institution that influence the actions of its members (Robbins and Coulter, 2012:52). In a university, just like other organizations, the internal culture could influence the implementation of reforms. **K6** asserts that even if teachers want to try out new ideas in performing their duties, they might give up due to pressure from the "culture, and ultimately he will get [frustrated] and he will be following the same routine, ...It's very much dependant on the cultures which are invoked in the universities"(2482-83). Moreover, the interviewee reported that in some universities like the University of Peshawar, senior teachers of English language are not cooperative in promoting new ideas.

I do have the experience of the Peshawar university department of English. There teachers normally don't cooperate, I think, and this in fact is the whole scenario. That's why just two or three PhDs. . .so far [a senior faculty member] is concerned; competent but he hasn't supervised a single PhD so far my knowledge is concerned, because of what? Culture, I think. Don't have the culture.

(K6, 2516-20)

As the quotation shows, he suggests that this is a reason that there are very few PhDs produced by Peshawar University. Such dissatisfaction among teachers towards the behavior of senior and more qualified colleagues was also noticed by Lodhi (2012) in his study of teachers'

perceptions at a public sector university in Pakistan. As a language teacher in a public university in Pakistan, I have also come across such perceptions in informal discussions with other language teachers. The reason for such a perception of the teachers about the senior teachers of Peshawar University could be the power gap between teachers. Most of the senior teachers in Peshawar universities have additional administrative roles in the university which might also interfere in their normal role as English language teachers and researchers.

P10 is the only female respondent who was willing to be interviewed for this study. In her opinion the dominant male culture is also present inside the universities. She thinks that is because it is something new for students to be taught by a female teacher at a university level, especially when she is teaching some "western ideas or the secular ideas". According to her, students are still not accepting this change.

[the students] don't take female teachers very seriously when they come to the class because that is very much male dominated culture that we have in our province.

(P10, 1911-13)

Male dominance in Pakistani society is not only limited to the education sector. Arguably, this is a current issue in almost all the underdeveloped and developing countries. It is considered outside the scope of the current study to go into details about the gender issues, however, promoting a research culture in the academics could foster empirical research that might identify solutions for such issues. Views of the respondents of this study about the research culture in Pakistan and the steps taken by the HEC to promote it are discussed next.

7.4.5. Research Culture

While talking about innovations in their educational environment, several of the informants referred to 'research culture'. As mentioned in Chapter 2, the Higher Education Commission has taken many steps to improve research activities in Pakistan. The importance of developing a research culture at higher education level was acknowledged by 5 of the respondents in their interviews. **P10** believed that the introduction of a research culture in the university is a positive step and it is helping students pursue their studies in more developed western countries like the USA and European countries. HEC 'is supporting these students [and] sponsoring these scholars' (P10, 1922-23). However, a research culture has not yet developed

in all the universities of Pakistan and in the universities where there is still a weak research culture students and teachers are still using 'traditional systems' in which decisions are not based on any empirical evidence, rather old traditions are followed without questioning their effectiveness. This hinders achieving the goals set by the institutes for the teachers and the students (K6).

HEC's efforts in promoting research studies by sending university teachers abroad for PhD degrees is appreciated by K8 in the following words.

When they come back they would be an asset to the English department. Now recently we have a couple of faculty members who are enrolled in PhD and are almost on the verge of their thesis, but anyhow, when the PhD scholars who are doing their PhDs abroad, especially in England, so when they will come back, definitely, they would be an asset.

(K8, 2026-29)

K8 points out the publication of research papers in particular journals as an indicator of the improving situation of research culture in Pakistani universities. Despite some encouraging steps by HEC to promote research culture in Higher Education Institutes, it is felt that Pakistani universities still need to go a long way before developing a fertile environment for academic research. Lodhi (2012) believes that the reason for this lack of research culture despite efforts by HEC could be insufficient research skills among academics. Moreover, Lodhi found in his study that teachers were not highly motivated to engage in research projects even when opportunities were available. Lodhi also points out that one of the reasons for this lack of motivation could be inappropriate research background and inadequate research skills of teachers and their perception that their seniors and more skilled faculty members are not supportive.

7.5. Politics

Pakistani teachers participating in this study also acknowledged and recognized the importance of politics in implementing change in the education sector, as proposed by Kennedy (1988). Only one out of the nine interviewees thought that politics has no role in the Pakistani universities. The remaining eight teachers believed that politics play an important role in Pakistani Higher Education system. However, they had different interpretations and considered different ways that politics were influencing factors.

7.5.1. National politics

According to the data collected through interviews, National Politics in Pakistan influences higher education directly through legislation and also indirectly through the influences of HEC and other policy making authorities.

HEC is usually influenced by politics, the party in power, or the person in power. In Pakistan [the person in power] or the party has a say in influencing the role to have some changes in the policy of the HEC. They have. So that's why there isn't any continuous policy of the HEC. It is changing with the change of the government, with the change of the leader.

P15, (1118-21)

Moreover, National and Provincial politics were also considered influential by **P15** in acquiring funds from the authorities. It was thought that some universities receive extra funds because of their association with the ruling political parties.

In the last few years Provincial governments in Pakistan have tried to impose bans on Universities to hire teachers. The Governments want to give this role to the politicians in the legislative assembly. **K8** argues that these efforts of some politicians to allow provincial assemblies to select senior academics are not beneficial for the system. He believes that members of a provincial assembly are not qualified to question the professional quality of someone at the level of professors or other senior academic staff. Due to pressure from academic sectors this change has not been implemented, but political parties in power keep trying to implement such laws to increase their influences in all sectors. However, academics have termed this as a violation of the constitution and an effort to limit the autonomy of the universities (Bureau Report, 2013).

Well, if like the example that I gave you, that of the 1973 model act it was just making fun of it like they... How would a person who is running a government know about the semester system? What are the advantages and what are the disadvantages? And that person who has studied in 1970s or 1960s he graduated, how would he know about these modern techniques?

(K8, 2253-56)

The turmoil and instability of national politics, as discussed in chapter 2, have had a negative influence on the Educational Policy of the country. With the change in government there is a change in policy makers and educational policy. Abolition of the 18th amendment in 2010

gave powers to the provincial governments to manage higher education on a provincial level. However, due to political forces this transaction of power balance has still not been completed. The Higher Education Commission still remains a central body that facilitates universities in all the provinces. As we will see in the next section even HEC is not free of political influences in its running.

7.5.2. Pressure on HEC

Governments also exert pressure on HEC to support the ruling political parties. **P15** refers to a political incident to argue that HEC could not point out politicians with fake degrees because of the political pressure from government.

Like earlier there was the issue of fake degrees, the HEC told them that you know that certain politicians, certain parliamentarians, they have fake degrees and they are sitting in the parliament. But those parliamentarians, they belong to the ruling party. And the Supreme Court or no one else did anything just to disqualify those parliamentarians.

(P15, 1244-47)

Due to the eligibility criteria of having a degree to be able to run for election and become member of parliament, the government even pressurized the universities to grant fake degrees to their members (K8).

P15 also agrees with the above statement and asserts that "the person who is the leader the person who has the power in his hand ... will change HEC policy and in the long run it will change policy on campus in the universities in Pakistan". Jahangir (2008) and Karim (2007) also report such political affiliation and pressure in Pakistan (See: Section 3.7).

7.5.3. International Politics

The ongoing war-on-terror of the USA and NATO forces in the region makes Khyber-Pukhtoonkhwa a very sensitive province because it is surrounded by the tribal areas and Afghanistan where this war is being fought. Some universities in the province are more affected by it than others.

Kohat university is basically a gateway to the tribal area. By the tribal area it means that it is a very sensitive area where you have to take into consideration so many things. Especially, when you are an English language teacher or you are an English language learner.

K8 thinks that this war is making "many of the people hostile... Which makes it a bit sensitive when you are an English learner or when you are an English teacher." (2165-66). As mentioned in chapter 3, people might speak or refrain from speaking a certain language because of the identity associated with that language (Canagarajah, 2010:44). Therefore, considering English as the language of the enemy could de-motivate the learners. Canagarajah reports that sometimes people try to distance themselves from a language. They do not want to be identified with some attributes associated with the community using that language. This association and choice of language could be considered as being in "allegiance" with the community using that language (:47). In Pakistan by distancing themselves from English, these learners are trying to build a public and / or private identity which is not supporting the western 'intrusion' into their country or area. Such behavior is particularly problematic for introducing reforms in the field of English Language teaching. Moreover, this also demotivates the English Language teacher in making efforts to adopt new techniques and methodologies for achieving desired learning outcomes.

Afghanistan and the alliance forces is affecting English Language teachers a lot because it is believed by some people that English "language also comes from [countries sponsoring this war]. It belongs to *them* so that is why there is a lot of animosity towards the language itself" (P10, 1742-43). This leads to de-motivation of learners to learn English language. This negative attitude does not help the implementation of change. Political influence does not only come from outside the university walls. In the next section sources of political challenges and unrest from within the universities will be discussed.

7.5.4. Politics within universities

Inside the universities there are two main types of politics. One is found in the management of the university and the other type in the students. Higher Education Institutes are considered grooming grounds for young politicians. Political parties, therefore, establish politically motivated student unions in the Universities for promoting their agendas and try to influence students through these unions to attract them towards a certain political party. **K8** considers such political influence in universities problematic.

K8 thinks that teachers are not involved directly in politics and that politics do not play a major role in universities but "if we look at it from the administrative perspective then yes, it is playing a role" (**K8**, **2230**). Mainly this role is found in the employment of staff, which is

influenced by the ruling parties, whose attempts to force appointment have already been discussed.

Now the role that is being played by the politics is that like every time whichever is the ruling government is trying to influence the administration of the university in order to give contracts to their, to those whom they support and to give jobs to those or unnecessary jobs or trying to have an influence there.

(K8,2231-33)

Most of the budget is given to [Abdul Wali Khan] University in our province. University of Peshawar, Islamia College University, Hazara University, ... Swat University, Malakand University ... don't get that much budget...If you look at the provision of buses and the provision of other accessories, you compare the University of Peshawar with Wali Khan University,... their buses are new, their library, you know, they have more books. So yeah there are effects of politics on education system of our province or our country.

(P15:1183-80)

P15 quotes example of a public university that according to him receives favors in terms of finances and resources from the provincial government due to its affiliation with the political party (Section 3.7).

Chapter 8. **Data Presentation and Discussion (II)**

In the previous chapter the contextual factors that have impact on the process of implementing reforms and the outcomes from these changes were discussed. This chapter will look into the actual process of the reforms and the possible differences between planned changes and implemented changes and some of the possible reasons for these differences. Researching 'reforms' in education indicates that there is a difference in what is planned and what actually happens when the reforms are practically implemented (Fullan, 2007:12). The approach used in cases like Pakistan (where a top-down approach is used for implementing reforms) is compared with a very simplistic 'silver bullet' approach by McMeekin because proponents of this approach seems to believe that the solution of all the problems could be solved with a simple authoritative action (McMeekin, 2010:77). "Although their designers always hope that these reforms will have a positive effect on educational performance, they rarely give serious attention to the effects of the proposed changes on the learning environment in the classroom or the quality of teachers' professional lives" (p77). This chapter, therefore, will start by discussing the relationship between the Governments' reported process of implementing changes in the Higher Education system in Pakistan and the perceptions of the English language teachers of the changes that have been implemented in the Pakistani Universities. They pick out the semester system, the grading system, the 4 year bachelor programme, Quality Enhancement Cells and tenure track system. It will then present the views of the teachers about the impact of these changes on the learning and teaching environment.

8.1. Involving teachers in the Process of implementation to develop a sense of owners hip

As we saw in Chapters 3,4, and 5, implementation of change in itself is a process of applying a new idea or activities to people who are meant to change or at least attempting to change (Fullan, 2007;p.84). This chapter will illustrate the difficulties associated with implanting change in the Pakistan educational setting, especially as this comprises a large scale reform. As discussed earlier, these difficulties could be associated with the fact that a huge number of people (the workforce of Tertiary level institutions) might be expected or required to act differently to make the change a success (p.84). The problem at the policy end of planning a change lies in ignoring or not being able to understand in advance how the stakeholders would react to the proposed change (p.85). Huberman and Miles (1984;p56) believe that involving teachers in the process could have a positive impact on the success of change in the long run.

Therefore, it could be argued that when planning reforms, some of the powers to take decisions could be lent to the Universities and ultimately, a step further down to the teachers.

Pakistani universities are autonomous bodies and they have freedom to take executive decisions about the management and administration of university matters. However, due to the financial dependence of universities on HEC they are informally required to fulfill the demands of HEC and act accordingly, which restricts their authority. Similarly, teachers are considered autonomous in taking decisions in the semester system but the data reveal that they are mostly not involved in the process of planning reforms. This restricts their authority to the walls of classrooms without having their say in the policy matters that influence their classroom from outside. This situation will affect the extent to which the strategies of implementing change will be successful. As discussed in Section 4.1.1, most of the times top-down strategies are used for implementing change. In this case, the Innovations are mostly planned at HEC and the authority shares their plans for reforms only at the time of implementation and teachers are not involved in the planning stage. This next section demonstrates this point from the responses of the respondents to the questionnaire in this study.

The importance of teachers' awareness is highlighted in Section 5.4. Ignoring teachers while planning reforms leaves them unprepared and unwilling to accept any change that they receive. This leads to resistance in accepting the innovations as we saw in Section 5.6. The data collected for this study show that in Pakistan teachers are not involved or made aware of the changes at the initiation stage. This is evident from the following response.

The questionnaire asked the teachers about the sources of their knowledge about the changes that they were required to implement. As predicted, the responses to this question showed that almost all of the teachers received this information after the decisions were made. The teachers were just instructed to implement these changes. See Table 1.

Table 8.1: Teachers' involvement in planning the reforms

Total number	Number of teachers	Number of teachers	Number of teachers who
of	who answered this	who were aware of the	received information
questionnaires	question	changes at the planning	about the changes at
received		stage	implementation stage
29	20	0	20

Interestingly, there was not even a single teacher who was aware of the changes when they were being planned. All of them received information about the changes at the implementation stage. Some of the sources that they mentioned in their responses included, chairperson of their department, other colleagues, HEC website and circulars etc.

Two main sources: one is HEC site online; the other is the university through which exercises all its standard policies.

(K7:92-3)

Memos and notifications and chairperson etc

(P2:65)

Similarly in interviews teachers reported that they came to know about the changes that they were supposed to implement through HEC via their university management or in some cases directly from HEC. As discussed in Section 5.6.1, Oliver (1996) believes that sources like 'memoranda and circulars' are not helpful in creating a sense of ownership in the teachers.

I think generally HEC announce it on its own website then in written form maybe it is sent to the respective universities all affiliated, then the university make it publically announce, means circulate it inside the university. In this way all the HODs all the faculty members all other administerial staff is informed regarding these things.

(K6:2407-10)

The following comment from an interviewee also shows the disappointment of the teachers in the channels through which they are informed about these changes. When asked about the sources from which information is received about the changes in the educational system the respondent replies:

Well nowhere, we just receive just simple instruction we receive at the end. And sometimes even we don't receive that. We are on our own, just get that from the administration block, like a clerk or superintendent may tell us you know that there are these changes and then we call the administration block, go and pick those documents from there what are the recent changes and then we read them on our own. Well we are not properly informed through a telephone or email.

(P15:1139-43)

The following remark from a teacher in an interview supports Fullan's view that the success of educational change 'depends on what teachers do and think' (2007:p.144). It shows that some teachers are aware of their importance as implementers of change.

HEC has made it clear that there will be semester system there will be assignment there will be quizzes there will be end semester exam. If the teacher is not going [to implement] these things, what about the changes?

(K6, 2414-16)

In the above quote the respondent is stressing his own importance as a teacher, because, regardless of clear instructions from HEC about implementation of the mentioned changes, it is the teacher who would be responsible for practical implementations of these changes. He believes that these changes would not be successfully implemented if the teacher is not willing. This lack of a collaborative approach is also noted by Hargreaves.

Political and administrative *devices* for bringing about educational change usually ignore, misunderstand or override teachers' own *desires* for change. Such devices commonly rely on principles of compulsion, constraint and contrivance to get teachers to change. They presume that educational standards are low and young people are failing or dropping out because the practice of many teachers is deficient or misdirected.

(Hargreaves, 1994:11).

At the same time, when commenting on the introduction of the 4 years BS program in an interview, (K8) was of the opinion that some teachers were involved in the process from the start and their feedback was considered before introducing the BS four years program. This view is not shared by other respondents who were not involved and/or informed about the changes at the planning stage. There could be a few reasons for this contradicting response. One reason could be that some senior members of the teaching faculty may get information through their informal social interactions with the management. When this information is shared with their colleagues it might give an impression that they are informed by the management formally and have been part of the process. It is also possible that in some cases some senior faculty members are actually involved in the process but it is not a practice that is mostly witnessed.

8.2. Teachers' awareness of the Key changes implemented/proposed

With reference to the above points about the importance of teacher involvement in both the policy making and the policy implementation, this section presents the teachers' awareness of those policy changes that they are supposed to implement. The participants' level of awareness about some of the key changes in areas such as availability of resources, changes in the assessment systems (Section 2.5.1), extending the span of the bachelor degree to 4 years (Section 2.5.4), the plagiarism policy (Section 2.5.2) etc anticipated in Section 2.5.2 vary in different cases. Moreover, some of the teachers have positive views about the effectiveness of these changes while the others do not consider them effective. For example, the majority of the participants expressed their views on two key changes implemented in the recent past, i.e. the introduction of the semester system into higher education and extending the duration of the bachelor degree from 2 years to 4 years, but did not report much knowledge about changes like the introduction of Quality Enhancement Cells or the new student evaluation system. It was noted that some of the proposed changes are not implemented to the extent that is claimed by the educational authorities. An example of this concerns turnitin. HEC claims to have introduced turnitin software for preventing plagiarism at higher education level (Discussed in details in Section 2.5.2). It could be argued that the HEC has not yet developed systems to involve and educate the teachers about the innovations and the effects and usefulness of these innovations for their teaching and for the learning of students. Nevertheless, it may also be important to realize that the Pakistani education context is a very complex system due to cultural diversity, ethnic rivalries, political instability, and power imbalance among the centre, provinces and the universities.

Although the authorities claim to have implemented the changes this is not acknowledged by the majority of the participants. For instance, despite references to the software by some of the participants there was not even a single participant who had used the software or was aware of the exact usage of *Turnitin*.

I have heard of the software that people - normally PhD supervisors - do have the software which can detect plagiarism but I do not have any solid knowledge. Just I have heard about these things.

(K6, 2532-33)

Well we are informed that there is a [Turnitin] software available in the administration block and those who are going to write a research or thesis of research ... pass that material through that software to check what is plagiarized

... our teacher says that something like 20-25% of plagiarism is allowed in PhD or M-Phil thesis. If it is more than that so the scholar is advised to re-write the thesis.

(P15:1047-50)

The above discussion suggests that even though teachers claim awareness about some of the changes that are implemented, not all of them have *the right kind of awareness*. This seems to be missing in the above example. When asked via questionnaire if they were aware of the changes that were being implemented by HEC, 22 out of 29 respondents thought that they were aware of the changes, while 2 chose not to answer this question. The following table shows details of their responses.

Table 8.2: Numbers of teachers who said they were aware of the changes

Total number	Number of teachers who	Number of teachers who	Number of teachers who
of	answered this question	were aware of the	said they were not
questionnaires		changes?	aware of the changes?
received			
29	27	22	05

Although 05 of the teachers out of the 27 who responded to this question said that they were not aware of any changes in the education system, some of them later discussed these changes in response to other questions. This shows that either they did not understand the question or they did not consider these changes as something new and considered it a routine process to receive notifications from the university to do something in a different manner. This also raises the question of awareness of the teachers at the initiation stage discussed in detail in Section 5.4

8.2.1. Introduction of 'Semester' instead of 'Annual' System

This change is very significant because it means courses taught in each semester are evaluated separately instead of an annual evaluation of the whole of the syllabus at the end of the year. Ten out of 22 respondents who answered this question mentioned the introduction of the semester system in their replies. However, it does not mean that the rest of the teachers were not aware of the introduction of the semester system. Here is an example

We are having mid semester tests as compared to the other traditional system in which we were having only one exam at the end of the year.

(K6, 2326-27)

Semesters are now further subdivided into 'sectionals', i.e. students are evaluated on a monthly, quarterly or mid-semester basis. Further, they are also evaluated through assignments and presentations which was not a compulsory practice in the annual system. This respondent likes the new system:

[Annual system] wasn't good because students had so much workload. It was, I think, not manageable for the student at the end of the year to handle. So far the semester system is concerned there are good changes for instance they make the student work in the form of assignment in the form of quizzes In the form of presentation in the form of mid semester test ultimately at the end semester test.

(K6, 2328-3)

Although participants were generally happy with the introduction of the semester system, they also pointed out some shortcomings:

In the semester system, students get more marks. They get more marks [but] their quality is very low. So there are numerous other aspects of this system ... Now the grading [for instance] and some other things are not practical considerations.

(K2, 2583-85)

The grading system for evaluating the performance of the students is considered one of the issues with the semester system. The reasons for the teachers having such a perception are discussed in the next section.

8.2.2. Autonomy but lack of capacity for adapting to grading system

In Pakistan, the decision of choosing a grading system lies with the universities. 'Absolute' or 'criterion reference' grading is widely used in the universities but in some universities as in case of Kohat University of Science and Technology, relative or 'normative' grading has been used. Collarbone (2009:16) emphasizes the importance of building the capacity of an institution to cope with the changes before introducing reforms in an educational setting. However, the respondent below points out that due to a lack of expertise in this grading

system and a lack of satisfaction of the students, Kohat University reverted back to absolute grading after experimenting with the relative grading for a couple of years.

Kohat university was applying the relative grading system in the beginning... Kohat University has reverted back to the absolute grading system where at least the student knows where he stands or she stands.

(K8, 1984-91)

It is evident from the above quote that the respondent is in favor of an absolute grading system and is showing satisfaction in reverting back this system of grading. According to the respondent this system gives a clear picture of the students' educational standing. It is generally felt that one important reason for dissatisfaction of the teachers with the relative grading was due to lack of knowledge and skills in implementing a more complex and statistical model of grading. Due to this lack of in depth knowledge of the new grading system it would also be difficult to satisfactorily address students' concerns about the new system. It could also be argued that the University in question had to revert to the older system because the implementation of this was not planned well according to the skills of the teachers who were supposed to implement it practically. The Ex-Chairman of HEC Dr. Atta Ur Rahman highlights the lack of capacity in the Pakistani Universities in the following quotation.

Pakistani Universities have long suffered from poorly trained and poorly paid faculty; poorly equipped and poorly maintained classrooms and laboratories; and poor governance and administration that have made it difficult if not impossible, to address major challenges effectively.

(Rahman, 2007a:24)

In the case of Kohat University, it seems that capacity and capabilities of the human resources were not appropriately developed before introducing a new grading system. This seems to be a reason for the negative perceptions of the teachers towards the relative grading system.

Another difference between the semester and annual system that the respondent below pointed out is that in the latter system attendance of the students was not a strict requirement for taking the exams, while in the semester system it is mandatory to maintain a certain percentage of attendance to be able to appear in the exams.

The other change like 75 percent of attendance, again, like you know students, they are forced to sit in the class and when they take more classes they will be able to understand more.

(P15,1094-96)

In the guidelines for implementing the semester system HEC has emphasized that more than 70% attendance would be considered mandatory for the students to be eligible for a passing grade. Although in the semester system there is a stronger emphasis on the attendance, theoretically it was also considered mandatory even before the introduction of the semester system (Higher Education Commission, n.d.-c).

8.2.3. Four year bachelor program

Eight out of 22 respondents who claimed awareness about the new reforms mentioned transition from a 2 years bachelor to a 4 years Bachelor program, as shown in K6's response below. The number shows that this, along with the semester system, is considered by most participants to be a major change in the education system.

Some years back, for instance, instead of annual system, semester system is introduced and against the traditional two year master degree, is introduced BS four year degree program which is more useful than the former system.

(K6, 38-41)

As discussed in Section 2.5.4, in a majority of the Pakistani universities, the old bachelor program which consisted of two academic years has been extended to four years Bachelors which is also called an Honors Degree. The reason for this change as mentioned by a participant in the following quote is that the two years bachelor was not accepted in many developed countries because the minimum length of bachelor degree in these countries was three years. It is encouraging to see that the teachers not only know about this change but they also approve of it. The reasons that the teachers report for having positive attitude towards this change is because they consider that the students become more knowledgeable in this system.

Well if I would just like start out with the four year honors program, what I know about that is that in order to bring kind of like parity in the education system in the United States in the United Kingdom and in Pakistan they introduced this four years honor program.

(H5, 2999-3001)

One consequence of this extension of the degree is that because English is now taught as a compulsory subject for four semesters over a period of two years (8 semesters), there is more work for English teachers. Previously English was not a compulsory subject for all students of bachelor programs and most of the science students were exempted from studying English as a compulsory subject. This respondent is very pleased.

Yeah, it is like, earlier we didn't have that much marketability – English teacher – but now ... with the HEC changes English is compulsory subject for four semesters to our students you know out of 8 semesters, 4 semesters we teach them and they learn more English from the beginning

(P15,1282-84)

However, as this respondent notes, HEC does not help in implementing all the changes directly in colleges as they do in the universities.

[There are] constituent colleges that are affiliated with Kohat university. The BS four years program has been introduced into those colleges as well [and] it will be taught there as a semester system.

(K8,2045-46)

Although there is influence of the mother universities on these colleges, mostly these changes are implemented indirectly in the colleges affiliated with their respective universities through the university management. At the university level the management is also responsible for the monitoring of the effects of these changes in the universities through Quality Enhancement Cells (QECs). The scope of these cells does not include monitoring the colleges and the colleges are responsible for their own monitoring.

8.2.4. Quality Enhancement Cells (QECs)

As mentioned in Section 2.5.3, as a step towards quality assurance, the new QECs assess the quality of education in a university and report to the Quality Assurance Agency (QAA) of HEC. They are also used for ranking different universities through set criteria of ranking related to their performance and evaluation. Mostly, teachers have shown positive attitudes towards QECs. This respondent is in favour:

HEC has introduced so many good points so many good alternative systems for the evaluation of the teacher. Like, QEC (Quality Enhancement Cells), which normally, I think, do affect teachers' performance - those who are committed.

(K6, 2337-40)

One of the roles of QECs is to conduct teacher evaluation through feedback received from students. This role of QEC was more keenly observed and discussed by the interviewees while mostly they ignored its other functions. The reason for this trend could be that teachers are more concerned with the functions of QEC that are directly related to their performance and the perceptions of the students about their effectiveness as teachers.

At the end of the semester [students] have an evaluation pro forma. They fill it out and it shows the performance of a teacher during a semester.

(P15, 1079-80)

Although teachers have appreciated the efforts of QEC in evaluating their performance and providing feedback for improving their work, they have also shown concern over the procedures followed for evaluating teachers' performance. Some very important is sues are discussed in detail by K2 while talking about the process of teacher evaluation by students and the use of this feedback by QEC. Some of these points are:

- Previously students were not aware of individuals responsible for marking their exams.
 Instead an exam section was responsible for carrying out these duties.
- Student feedback could be influenced by how the teacher marks their performance in exams.
- Negative feedback from students (if biased due to marking) can harm teachers' careers and de-motivate them.
- Due to this pressure the teacher could be influenced to be lenient in marking tests to receive good student feedback.
- The teacher is not accountable for his/her marking and it is not double checked by other teachers. Every teacher has his/her own marking criteria.
- There are no uniform criteria for teachers to follow while marking students' performance in exams.

The above detailed analysis by an interviewee of the factors that could de-motivate teachers could be a matter of concern. In this system both teachers and students have powers that could

be misused without any accountability. To assure academic quality, the authorities might need to re-visit their policy.

Although some of these changes, as in the above example, might have a negative influence on teachers' motivation, there are also some steps taken by the authorities to improve teachers motivation. This is discussed in the next section.

8.2.5. Programs for teacher motivation

Tenure Track System (TTS) was introduced by HEC as an alternative salary system to Basic Pay Scale (BPS). This new system is more performance based compared to the older system. A TTS employee has to produce a certain amount of research work in their respective field to continue their contract on TTS. This respondent is in favour:

So far, this TTS system is concerned; I think it's giving encouragement to teachers. ... They are evaluated on the basis of their performance, their research activities their supervision level, so many other things, these are good changes.

(K6,2383-4)

The Higher Education Commission of Pakistan has also offered many foreign and indigenous scholarships for teachers to improve their professional skills as well as motivating them to perform well if they aim to avail themselves of such opportunities.

Higher education commission means very much impressive role, very much effective role, Higher Education Commission has introduced some checks and balance systems. For example they are giving encouragement to university teachers. For instance, they are sending them for Higher Education, to seek abroad and then are making them force to [teach] in this very university.

(K6,2369-74)

Due to these opportunities teachers with qualification in language teaching and conducting research are available. This promotes a competitive environment among university teachers. Availability of more qualified teachers has also enabled universities to set tougher criteria of eligibility for hiring new teachers.

Previously it was a case that contract lecturer mean they were inducted without test but now a directive from the side of HEC comes that no contract lecturer will be appointed without having proper tests, proper demonstrations.

(K6, 2397-99

The above quote relates to the problems discussed in Chapter 5, the lack of criteria for appointing university teachers leading to the hiring of teachers with a low level of teaching skills. Going through tests and the introduction of a presentation for the teachers to demonstrate their skills seems to be a good start for hiring more skilled teachers. Moreover, it will motivate the teachers to build their capacity and use any pre-service trainings and professional development that they would access. The changes reported by the respondents and highlighted in this section have implications for higher education in Pakistan. The next section gives a detailed analysis of the impact that these changes may have on Higher Education in Pakistani universities.

8.3. Impact of changes as perceived by the language teachers

So far, in this chapter I have reported the key changes that were discussed by the interviewees to answer the first research question regarding the changes that have been introduced by HEC in Pakistani Universities. To answer the second research question regarding the impact of these changes for language teaching this section will report the perceptions of language teachers' about the effects of these changes on teaching and learning. The subsequent sections cover: the impact of the introduction of the semester system, steps taken by the authorities to strengthen the research culture in the universities, and the power and autonomy of the teachers under the new system.

8.3.1. Impact of Semester System

Being one of the major changes that have been introduced in the Higher Education in Pakistan, the semester system was discussed very keenly by the respondents of this study. It was observed by **K8** that the annual system did not put enough pressure on the students to study continuously throughout the year for qualifying in the exams. Instead they would study at the end of the year and would still be able to get good grades. In the semester system, however, evaluation is done through exams that are conducted periodically throughout the year, hence students are more actively engaged in studies.

The students who are studying in the semester system are more able to perform in actual situations, whereas, the annual system made the students more lenient and more relaxed. [Students think] that they can do it in a month or two in the preparation time. They would pass the exam. Whereas, in the semester system they have performed good... students are more active in their classes, on monthly basis and on weekly basis. On monthly basis they are taking their test, which is keeping them on their toes. Particularly, [towards the] English language, they don't have a very positive attitude. So it is helping them in

developing a positive attitude because it is now a compulsory part of their course. And it is going to improve their language I believe to some extent but not complete.

(K8)

The above quote highlights some of the differences in the assessment of the students in the old annual system of assessment and the newly introduced semester system. It shows how this change has influenced the attitudes of the students. The respondent believes that in the previous system students were not pushed to work hard throughout the year because they could manage to get good grades by working the last couple of months before the examinations. The rest of the year could be wasted in procrastination. In the semester system there is no relaxation for the students because periodic assessment is done throughout the year and performances on these exams contribute to the final grade that the students are awarded. This may not only engage the students in continuous learning but it also may keep the teachers active and more involved in their teaching.

Selective teaching as well as selective study was a common practice to prepare for the annual system of examination. According to the following quote now teachers as well as students do not have the choice to study selectively because they have to take monthly and weekly exams in different sections of the contents of their course.

Now, in the semester system we have to do all the contents at different stages. Things are scheduled. Things go according to a certain timetable. It becomes very difficult for the students as well as for the teacher to avoid certain things and not to do certain things in the classes. This is a very positive change. It means we have to do all the things, all the contents which are specified for a semester.

(K7, 2776-79)

In general teachers seem to be welcoming this change, however, this might be dependent on the teachers' choices in the semester system because the teacher decides the content that students would be expected to study for the assessment examinations. **K6** also considers this a positive change but he also thinks that it depends on teachers' 'nature', 'commitment', 'intentions' and how 'devoted' they are to their work. In the semester system teachers are more empowered and autonomous in decision making compared to the previous system i.e. the annual system. This is why the respondents of this study believe that having fewer checks on the teachers and lesser accountability in the new system, a lot depends on the choices they make, rather than the system itself. For instance, if a teacher does not want to include a certain

portion of syllabus in the exams, s/he could do so because the same teacher is responsible for teaching, testing and marking of the tests. In annual system, these duties were assigned to separate teachers.

8.3.2. Four years bachelor program: early selection of future goals

Previously students would study two to three different subjects in their bachelors and would decide after completion of their bachelors the field that they would prefer to pursue for their future study or career. However, in the four years bachelor they are required to make that decision at an early stage so that they choose subjects according to their future plans.

Now that teachers as well as students get focus that we are studying this and this and there is no long break. So far the two years master or two year bachelor were concern, and they are given different subjects to be studied from the very beginning and this I think is quite good so far language teaching is concerned.

(K6,2312-15)

This will enable students to be introduced to different subjects in detail and make a more informed decision about their future choices. According to Foskett and Hemsley (2001:173) the decisions taken at any stage in education is influenced by the decisions that were previously taken at early stages of education. Therefore, a proper guidance system could also be important at early stages.

Initially when they are having two years bachelor and then masters they are almost study partly their subject for instance they can get admission afterwards in law, political science or chemistry or any other private subject but once they have entered a four years program they will be definitely going to complete their degree in one particular subject.

(K6,2318-21)

Foskett and Hemsley (2001:p2) suggest that these decisions are influenced by three factors: students' "personal experiences", their "individual and family histories", and their "perceptions of Education" (p2). Educationists could not be held responsible for the first two factors, however, they could be expected to influence students' perceptions about education so that they could make well informed decisions.

8.3.3. Strengthening research culture

Teachers are aware of how developing teaching faculty's professional skills through higher level research based academic degrees plays a vital role in promoting a research culture in the universities of Pakistan. Almost all universities have sent their scholars abroad for degrees in higher education along with indigenous scholarships for research studies.

We have five faculty members are have been abroad doing PhDs so when they come back they would be an asset to the English department. Now recently we have a couple of faculty members who are enrolled in PhD and are almost on the verge of their thesis...When the PhD scholars who are doing their PhDs abroad especially in England, so when they will come back definitely they would be an asset and will probably take the ranking high. In fact talking about the research culture, yes there are English faculty members who have published research papers in international journals as well.

(K8)

The introduction of the TTS system, which is based on the research output of teachers, is a highly motivating factor for teachers to engage in research activities. It is observed that teachers encourage students to participate in their research work to reduce workload on them which helps students to actively participate in research activities and get firsthand knowledge.

Universities having research cultures or the departments or the students or the teacher indulge in research activities. But those universities where the traditional systems are going on each and every one is going to take the examination in ineffective manner, no research activity.

(K6 2506-9)

Six of the respondents have shown similar kind of views regarding the importance of research culture. In most of these cases, it is not made clear in what ways a research based environment could help the education system. In the following quote, a respondent has acknowledged the importance of creating new knowledge through research.

A good researcher isn't always a good teacher. Nevertheless, research helps create and discover new fields of knowledge. Indirectly and in the long run, lecturers benefit from it.

(P2, 283-84)

However, the ways in which this newly created knowledge could benefit the teachers is not discussed by any of the respondents. One of the reasons for this could be that efforts in Pakistan to develop a research environment are new. It seems that teachers have realized that research is important for their own development and for improving the learning environment; they have not yet fully experienced its benefits.

This realization of the importance of research is a positive change. Nevertheless realization alone does not produce the desired results of bringing positive changes in the education sector. It is also important to develop teachers' skills for conducting research, as argued in Section 5.7.

8.3.4. Teacher autonomy

Respondents of this research study are also aware of the individual differences in the personalities of the teachers that could lead to different reactions from them towards a change. These personality traits could negatively influence the otherwise promising innovations being implemented in the higher education sector.

I think so far the changes with respect to examination point of view, recommended and implemented are good changes but one thing should be made sure, means that it's subjective it depends on the nature of the teacher, depends on the commitment of the teacher, intention of the teacher.

(K6, 2544-46)

The reason for the above observation of an interviewee could be the changed autonomy level of teachers and the lack of checks on teachers in their performances in the new system. Previously, teaching, setting of exam tests and marking of the tests were done by different teachers whose identities were kept secret. In the current semester system a single teacher is responsible for all these duties which provide a more relaxed set of rules for setting tests according to the level of his teaching and the level of his students.

Ingersoll (2003:42) argues that power and accountability are both essential for running an effective educational institution. He argues that in both the cases where teachers have too much power, therefore, will have less accountability, or teachers are less powerful and have strong accountability the end result would be 'inefficiency and ineffectiveness'. The findings reveal that in Pakistan too much power has been given to the teachers and the accountability

system has not been strengthened. Therefore, it could be suggested that along with giving more power to teachers a system may be required where teachers are also accountable for their performances and the performances of their students. In the previous system (annual system) this was achieved by giving roles of teaching, test setting, and marking to different teachers who were not aware of each other's identities.

Compared to the newly established semester there was more accountability in the previous annual system of assessment. Teachers were not solely responsible for teaching, developing tests, and marking. These three roles were performed by three different teachers and in most cases their identities were not known to each other. Therefore, if the teacher responsible for the classroom teaching did not teach the entire syllabus, s/he had no power to develop the tests accordingly or to be generous while marking the tests to compensate for not being able to teach all the topics. In the current system is it possible to do this.

Giving so much power to the teacher could also over burden the teacher with so many roles. This increases the importance of the professional development activities in which the teachers are involved. The next chapter will discuss English language teachers' perceptions about the availability of the professional development opportunities to them and the role these opportunities are playing in their professional lives.

Chapter 9. **Data Presentation and Discussion (III)**

As discussed in chapter 1, teachers in Pakistan are expected to become agents of change in the process of implementing the reforms in the Pakistani universities. Bredson (2002) argues that developing teachers' professional skills could be a very effective strategy for implementing changes. From the keen interest shown by HEC in teachers' development they seem to be sharing Bredson's views. HEC seems to expect teachers to become a prime force in implementing the changes that are planned by them. One of the aims of this study is to look into the opportunities that are available for the language teachers' professional development in order to meet such expectations. This chapter will discuss the availability of such opportunities to the language teachers in the areas of teaching methods, content knowledge, research capability, pedagogy, management skills, etc. according to their own perceptions.

9.1. Current Teacher Development Processes

In chapters 1 and 2 it was discussed that many studies report that Pakistan lacks qualified and trained language teachers at the higher education level (Pakistan Task Force Report, 2002, Rahman, 2004, Shamim, 2008, Memon, 2007, Shamim and Tribble, 2005, Malik, 1996). Respondents of this study have shown awareness of this lack of skills and the need for their professional development. One of the participants after acknowledging this lack of trained teachers also commented on the causes for the lack of availability of trained teachers in these words:

I personally think that a teacher is not properly trained for teaching English language. The moment a teacher completes his education that is masters and that masters is also mostly literature oriented. So the moment he completes the masters he is given a job in any university in a college without proper training without attending any course and he starts teaching that course.

(P4,1592-95)

Mansoor (2003) also highlights this practice and believes that it could be one of the main reasons for the poor condition of language teaching in Pakistan. Unfortunately, it seems that the situation in Pakistan has not changed much in this regard since Mansoor's study and similar problems are still reported by the respondents of this study.

One other reason that a participant mentioned for not having enough qualified teachers is the lack of peer support from other colleagues.

We don't have peer discussions.... we have it but in a very, very informal form like it is very strange that in Pakistan a teacher would mind another teaching sitting in his class, because, normally that is taken in a different sense. Whereas, like I personally believe that it has a very huge impact on both the teachers. Like the one who is teaching and the one who is sitting as an observer.

(P5,1374-78)

Such practice of observing teachers is considered useful by experts, however, Gonzales (2000:50) reports that it is not a very common practice even in countries like the USA that have a more sophisticated education system and practices.

According to another participant there are problems with the current situation of teacher development processes, but he reports that some steps are being taken now to address this issue. These changes are introduced by the universities under the umbrella of guidelines provided by the HEC.

Previously it was a case that contract lecturer ... were inducted without test but now a directive from the side of HEC comes that no contract lecturer will be appointed without having proper tests. Lecturers [already employed who failed to] qualify the test, they were relieved [from their jobs] as lecturers.

(K6, 2397-2401)

While it seems a positive step by the Universities to implement such strict rules for employing and for already employed teachers at the university level, it could also be argued that it could de-motivate the teachers and might push them to choose other professions.

It does raise valid concerns about the teachers who are already employed and actively teaching at the highest level of education in the country if they are not able to meet the basic requirements for becoming lecturers. However, instead of letting them go the university management could improve their professional skills by supporting them in their professional development and facilitating them in achieving the desired level of competence as university language teachers. The next section discusses some of the sources of the professional development opportunities that are already available to the language teachers.

9.2. Opportunities available to teachers for their professional development

It is encouraging to see that teachers participating in this study seem to be aware that they are in need of proper professional training. This could motivate them to avail any opportunity that may be available to them for their professional development. In their reports, HEC has also

highlighted these issues and has stressed that teachers in Pakistani universities are in need of professional development and they claim to have provided ample opportunities to the teachers (See: Higher Education Commission, n.d.-a). In this section teachers' perceptions about the availability of these opportunities are discussed.

The interview data support the HEC's claim of the availability of various training opportunities at the national level. For instance one of the interviewees reported that:

The Higher Education Commission ... are running the large scale training programs and training workshops, short training, weekly/monthly workshops and trainings, and these opportunities are available to the English language teachers in universities as well as in the colleges.

(H5, 3079-82)

According to **H5** some of the areas in which these developing opportunities are available to the teachers are "English for Specific Purposes", "English for Academic Purposes", "Reading Skills", "Testing and Evaluation", "Assessment Procedures". He further adds that along with these short training sessions long term faculty development programs are also provided by the HEC. (See: Section 2.5.6)

Despite acknowledging the availability of the above mentioned opportunities, some participants did not seem to be happy with the overall situation and the frequency with which these trainings are organized.

We see one or two days workshops arranged by different departments there of course. But professionally you see we have little chances and we hope and we expect that higher education commission will do something for the professional development of the teachers, the English language teachers.

(K7, 2926-27)

P5 and **P4** also reported low frequency in the following words:

For English language teacher there are opportunities but again like opportunities are limited.

(P5, 1409)

The higher education, sometimes they arrange some courses for these teachers but they are done not very frequently.

(P4,1603-4)

It is a welcome change that the respondents reported availability of opportunities for their professional development. However, they felt that the frequency with which these trainings are arranged could be improved. Making such trainings available faces many financial and policy constraints and the authorities could be given credit for shifting focus to the importance of teacher development.

Only one out of the 9 interviewees of this study reported that there were no such opportunities available to the language teachers for developing their skills. However, in response to another question, availability of the opportunities was indirectly acknowledged. The following two quotes are responses that appear to show this contradiction.

We don't have such opportunities here. We don't have that. Like I have taught in Pakistani universities for more than five years and never I got any training. Like never I was told that you attend a workshop ... I have never [been] invited for such a professional training to participate in and enhance my professional skills, never ever.

(P15,1146-50)

I saw an advertisement in the newspaper and then I applied for that cultural exchange program which is called FLTA (Foreign Language Teaching Assistant) which is for two semesters.... I did it on my own by registering for some important courses there which would develop me which should groom me professionally.

(P15,1152-57)

However, P15 earlier in the interview thought that opportunities are not available to the language teachers to develop their professional skills. It is interesting to see that in the 2nd quote the respondent seems to believe that the credit for availing himself of the mentioned development opportunity goes to his own efforts as it was not directly offered by the HEC or his university. "I did it on my own" says the participant because he had to apply to the FLTA course via a newspaper advertisement.

The findings discussed so far indicate that the interviewees acknowledge the availability of training opportunities. On the other hand questionnaire data show that only 9 out of the total respondents reported that they have participated in any development activity. Twenty three (23) out of the total respondents answered this question and 14 out of them said that they have not attended any professional development program.

This is also in line with the responses to a quantitative item in the questionnaire in which participants were asked to respond to the following statement on a 5 point Likert scale.

Statement: Professional Development opportunities are equally available to all the teachers

All of the 28 participants responded to this item. Only 4% and 14% of the respondents Strongly Agreed or Agreed with this statement respectively. The majority of the respondents, 25% Strongly Disagreed and 39% Disagreed, with the above statement which indicates their lack of satisfaction in the selection process of the participants in these trainings. 18% of the respondents stayed Neutral in their responses.

Issues related to the selection process are not the only worries shared by the respondents of this study. Despite appreciating the availability of these trainings, some concerns were also raised about their usefulness. The value of the available training, as perceived by the language teachers contributing to this study, is discussed in the next section.

9.3. Teachers' views about the value of the workshops/training sessions

Teachers also showed concerns towards the quality of the trainings that were available to them for their professional development.

In my own experience what I have seen is that sometimes in these workshops many of the resource persons they do not come prepared; this is my personal experience as I have seen them.

(P10, 1783-4)

Literature has reported a lack of skilled language teachers in Pakistan (Discussed in detail in Sections 1.1, 1.5, and 1.8). The above response from the participant is also an indication that not only does the country need more well trained and qualified language teacher but there may also be a requirement for teacher trainers who are providing these trainings.

Despite the above dissatisfaction the respondent believed that teachers are motivated to attend these workshops. Although the reason for wanting to attend these training sessions might be only to have an extra certificate that they could "add to their CV" rather than focusing on developing their skills.

Usually teachers a lot of teachers you see they just care about taking a certificate from the HEC you know only to improve, like to add to their CV and not much practical techniques are taught to the teacher to improve their class.

(P10, 1785-87)

Sentiments shown in the above quote could also be found in the data collected through the questionnaire. As mentioned in the previous section, only 9 out of 28 participants had reported that they were able to participate in professional development activities. In response to another item of the questionnaire it was revealed that 5 out of these 9 participants did not have positive views about the quality of the training programs. Their responses to a question enquiring about the parts of the trainings they were not satisfied with are given below.

Theoretical sections: Because the focus is too much on theory and the theories or concepts were not localized.

(P12,369-70)

Every Session

(P5,387)

Yes, unfortunately, many spokespersons were unprepared (as often happens in our universities), which made it futile in some ways.

(P10,383)

Yes, I think some of the sessions held just to praise their selves and their institutes. I am not in favour of such things because they are just wastage of time.

(P1, 263-4)

I did not find any session helpful because of the absence of a clear direction towards implementation.

(H5, 379-380)

Findings from both the interviews and the questionnaire raise serious concerns regarding the quality of the training that is being offered. Also as reported above, teachers were not satisfied with the selection process and criteria because they hoped for equal availability of opportunities to everyone, which according to them was not the case. Teachers' hopes and expectations are also important regarding the kind of professional development opportunities that they consider effective for their development.

9.4. What kind of development opportunities do the teachers hope for and expect?

Different stakeholders may expect and want different things from professional development activities (Craft, 2002). Being one of the most important stakeholders in the education system teachers' expectations and beliefs are important regarding what they expect and what they believe is a useful way of developing their skills. The following are some of the responses that show what kind of opportunities the respondents of this study hoped could be available to them for their professional development.

9.4.1. Exposure to the academically more advanced countries

One of the main opportunities that the language teachers participating in this study hope for is exposure to the countries that are academically more developed.

P5 recommends courses like CELTA for developing English Language Teachers' skills in Pakistan. He was fortunate enough to have participated in a CELTA course from the UK and also an English Language Teaching diploma in Pakistan. He compares these courses and believes that "there was a big difference" between these courses (1922). Despite CELTA being a short course and ELT being a year long diploma he considers CELTA more useful due to the following reasons.

In that diploma course we were taught, there was a lot of lecturing a lot of assignment writing but there were only one or two presentations. Whereas, in CELTA, there used to be properly observed teaching. Like we were given concepts and based on those concepts and techniques we would teach for 4-5 minutes and that particular skill used to be evaluated. So the courses that are available in Pakistani system are not very practical.

(P5,1423-27)

The above views about the effectiveness of the courses that are offered in more developed countries or courses that are conducted in Pakistan by foreign experts is shared by other

respondents. (K8) believes that being a language teacher would provide an opportunity to interact with the native speakers.

If the teachers are more exposed to the native speakers, that would be very effective, and would be very helpful.

(K8, 2142-43)

Another participant pointed out the benefits of inviting experts from developed countries by saying:

Foreign linguists you know they should send them to Pakistani university and they should arrange a workshop.

(P15,1165-66)

In the recent past HEC has offered many scholarships in the academically more developed countries to the university teachers in Pakistan. According to K8 five of his colleagues from the Kohat University of Science and Technology have taken up a similar opportunity and are pursuing PhD degrees in the UK. From the findings, however, it seems that teachers believe more such opportunities should be offered, so that they could benefit from these opportunities like their colleagues. **H5** shares the above views:

PhD degree is what I consider is the most important for the English language teachers because and if they are teaching in the universities and it's obvious that research is the backbone of the educational system in any country

(H5, 3101-3)

The reason for such enthusiasm from the respondents towards improvement of academic qualifications and getting a doctoral degree could be because of the recent changes in the promotion criteria for university teachers by the HEC, as discussed in chapter 2. HEC has PhD as a mandatory requirement for promoting university teachers to the designation of Associate Professor. This is also a step to motivate the teachers in acquiring research degrees and could be a reason for the rising motivation in language teachers to pursue higher education, abroad as well as indigenously.

In the previous three chapters (7, 8 and 9) a detailed analysis of teachers' perceptions about the reforms in Pakistan at higher education level was given. Their views were related to the relevant literature to present a discussion of the topics relevant to this study. The next chapter gives a conclusion to this thesis, highlighting the principal findings of the study along with recommendations for future research.

Chapter 10. Conclusion:

This chapter is a reflection on the overall thesis and highlights some of the main points of this study. The aim is to point out the strengths and challenges of this study and the contributions it makes to the knowledge base related to implications of large scale educational reforms, at the Higher Education level, for the professional development of the language teachers in Pakistan. This is done by discussing some of the key outcomes of this research and their contextual relevance and importance as perceived by the language teachers. These findings are used to suggest solutions for some of the issues that could hinder achieving the desired results from the reforms. Some limitations of the study are also discussed, followed by identifying future opportunities for research in this area.

Studying change and the impact of change is not a new concept in education or other walks of life. Philosophical argumentations and debates, as well as, empirical research based studies have explored and presented new aspects of these topics. However, with changing contexts these factors vary. In an educational context, the central role of teachers is very widely acknowledged and appreciated.

10.1. A Brief Summary and Evaluation of the Higher Education Reforms in Pakistan

Since this thesis deals with the changes planned and implemented in the Pakistani Higher Education after the inception of the HEC in 2002, it was important to study the needs felt for bringing large scale reforms in the Higher Education system of the country. The complexity that is normally associated with planning and implementing large scale education reforms could be even greater in developing countries like Pakistan due to a lack of established systems, resources, and political stability. Fullan's (2007) 'Triple I' model of Initiation, Implementation and Institutionalization was used to understand the process of countrywide educational reforms in Pakistan. Moreover, understanding the process of implementation of these reforms called for evaluation of the assumptions and aims on which these reforms were based and the strategies that are used by the government, through the HEC, for this implementation.

To understand such issues related to the reforms in Pakistan and the role of English language teachers in accepting and implementing these reforms, three research questions were developed.

A brief evaluation of the findings related to these research questions is presented below.

10.2. Research Question 1

What are the University English Language Teachers' understandings and views of the changes that HEC has proposed/implemented at higher education level in Pakistan?

10.2.1. Language Teachers' attitudes towards reforms

In Pakistan, despite the reports that teachers were generally not actively involved in the decision making during the planning and the implementing of reform to the extent that the literature recommends, they were motivated and excited about the innovations. There were also complaints and some of them did not hesitate in showing their frustration due to this neglect of not having much say in the decision making process. Nevertheless, the overall attitudes of the teachers were positive. They were hopeful that in coming times more efforts would be made by the policy makers to improve higher education in the country.

10.2.2. Teachers' awareness of their importance

One of the encouraging findings of the study is that teachers were aware of the importance of their role for achieving desired results from the reforms. However, this awareness could also cause frustration due to the feeling that their opinions were ignored, when decisions were taken about the education system that may directly affect their work environment. Teachers in general were also not aware of the aims and objectives of the reforms and without knowing the benefits of doing something differently they might continue their old practices.

10.2.3. Empowerment and Autonomy

Within the classrooms teachers have become more empowered after the implementation of the semester system. They are solely responsible for their students' learning and assessment without having external checks. Respondents held a split view about this, some considered it a positive sign and argued that this could allow teachers to be more flexible in their teaching methods while there were others who believed that such autonomy without any monitoring system and accountability might relax teachers so much that they may not be pushed to work

hard and ultimately the students might suffer. Teachers with low motivation for hard work may try to compensate by being more lenient while marking the assessment tests and exams. This could result in less learning and higher grades for the students.

10.2.4. Strategies used for implementing change in education

As noted in Section 4.1.1 in Pakistan, like many developing countries, a culture of sharing of power by the authorities, in general, as well as in education, does not seem to have fully developed yet. Institutionalization of the newly recommended and implemented changes may support developing such a culture. Although compared to the pre HEC times a gradual shift could be seen in devolving power to the universities by the government and the HEC, the approach towards introducing reforms is still mostly based on top-down (power-coercive) strategies. As argued in Section 1.2.2, a great deal of focus on teacher development also indicates that the HEC is hoping that teachers after gaining a certain level of skills and knowledge would themselves bring the desired changes in the education system. This is a basic principle of the Rational-Empirical Strategies, which HEC seems to be following in Pakistan. This increased focus on teachers' professional development was generally viewed as a positive change by the language teacher respondents of the three universities. In spite of this welcome change there could be a need for shifting towards a more collaborative approach and sharing of power with all the stakeholders of the education system for achieving the desired results from the education reforms. Normative-re-Educative strategies provide this flexibility of allowing participation and contribution from all the stakeholders.

10.3. Research Question 2

What are the factors influencing the impact of these reforms as perceived by the English Language Teachers?

10.3.1. Culture and Politics

Culture and politics are considered two of the main factors by the language teachers that have impact on the reforms. Some subcategories of culture identified by the respondents range from International Culture, National Culture, Academic Culture, Institutional Culture, Research Culture, to Local Culture and Cultural aspects of day to day social interactions.

As reported by Polyzoi and Cerna (2003:38) in the Czech Republic the legislative initiatives for reforming the education sector were quick in developing but it was realized at the implementation stage that changes in the constitution without acknowledging the links between different aspects of education like administrative variables, curricular requirements and the structures and systems connecting them could lead to hindrances and delays in successful institutionalization of the reforms. As discussed in Section 2.2, a similar situation can be noted in Pakistan. After the 18th constitutional amendment in 2010 education, including higher education, became a provincial matter. But at the beginning of 2015, HEC remains a central body controlled by the Federal Government and the provinces have no power over the HEC. Moreover, the education system depends too much on the ruling party and with a change of government education policies and value given to education by the authorities including the HEC and the Ministry of Education also change. A system in which all the major political parties are involved in education policy making may provide stability to the education sector and the policy may continue even if the government is changed.

10.3.2. Awareness about the aims and expected outcomes of the reforms

As discussed earlier in Section 8.1, the findings from the English language teachers of the three universities of Pakistan indicate that teachers do not have knowledge of the changes and innovation in the education system till the time they are finalized and made part of the policy. Next comes the stage of implementation when teachers are instructed to change their practice according to the new policy. Even at this stage the teachers are expected to change without knowing reasons for the change being implemented. They are mostly not even made aware of the purpose and benefits of these changes. This could also be one of the reasons that teachers are interpreting the value of these reforms according to their own understanding and in some cases do not agree with each other about the effectiveness of the reforms. For instance, the teachers seem to disagree on the usefulness of the grading systems.

10.3.3. Preparedness to become active agents of change

Awareness about the usefulness of doing something in a different manner is not enough for effective implementation of the reforms. It is also important to prepare the stakeholders to become active change agents on three different levels. Firstly, to equip them with the skills

needed. Secondly, to motivate them for changing practices, and lastly to provide the required resources need for these innovations.

10.3.4. Ownership

Developing a sense of ownership is one way of institutionalizing the changes. As discussed in the model proposed as an extension of Fullan's (2007) *Triple I* model in Section 5.7, although ownership may be developed at a later stage in the process of educational reforms, its roots lie in the early stages in the process of awareness and preparedness.

10.4. Research Question 3

Based on these perceptions and practices, what kinds of teacher development programs would be helpful in supporting and sustaining Educational Reforms in Pakistan at higher education level?

Data collection items related to this third question received comparatively few responses. The reason for this low response rate was mainly due to the fact that great majority of the respondents (20 out of 28) did not participate in any professional development activity in the last few years. However, the teachers mainly hoped to receive trainings in the areas of language pedagogy, classroom management, content knowledge, research methods, and teaching methodology. The teachers also hoped for the opportunity to work with foreign experts of language teaching by traveling abroad on scholarships.

Some related findings of this study according to the language teachers' perceptions are:

- The opportunities available for teachers' to participate in the professional development trainings are not equally available to all teachers. Some teachers have attended trainings multiple times while many others have not received any form of formal training.
- There are no fixed criteria for selecting participants for these trainings. The choice mostly depends on the university management.
- In the case of the teachers who receive training there is no monitoring and evaluation of the impact of this training on the teachers' performance in the classroom.
- There is no mechanism for the trained teachers to pass their newly learned knowledge and skills to other colleagues.
- There is a mixed feeling about the value of the training.

• Teachers are highly motivated to participate in trainings. This could be an opportunity for the policy makers to capitalize on this motivation and provide more frequent opportunities for professional development of the teachers.

10.4.1. Strengths and Contributions to Knowledge

This study is an attempt to provide an understanding of the effects of innovations at the Higher Education level in Pakistan. Developing plans for education reforms in Pakistan is not a new concept. After gaining its independence in 1947, many five year education plans were developed without any visible implementation (Section 2.4) of these plans in the country. However, after the inception of HEC in 2002, for the first time there are some practical steps taken by the policy makers for innovation of Higher Education. This means that education reforms at the higher level of education is a relatively new concept in the country and not many (if any) detailed research based studies have been conducted to explore the influences and impacts of these reforms on the education system and the related people. This current study is an effort to fill this gap and to provide an in-depth understanding of these outcomes.

Furthermore, this study highlights the complexities of the large scale reforms in the Pakistani context owing its complexity to its diverse social, ethnic, linguistic, cultural, and political settings. These complexities coupled with the complexities of the diverse ethnic, cultural and political features of the country pose a big challenge for the policy makers as well as the teachers in the role of change agents. Therefore, it is highly important to equip the teachers with the right skills and knowledge. This study provides an insight into the teacher's views about their professional needs and the opportunities available to them for fulfilling these needs.

According to Harvey and Broyles, (2010:7) there could be two different strategies to reforms:

- 1 increase the driving forces, or
- 2 decrease the resisting forces.

In Pakistan it seems that a lot of focus is given to the first strategy, however, it is the second one that could be more effective. Harvey and Broyles argue that more force will increase resistance. This study identifies sources of these resistances and provides an extension of Fullan's (2007) model of change, adding a perspective of teachers' awareness, preparedness and ownership. It is argued that it is unlikely for the reforms to be institutionalized if teachers are not given the right kind of awareness at the initiation stage and are not prepared at the implementation stage to cope with the challenge of a complex process. This could decrease the resistance from the teachers in accepting changes hence leading to sustainability of the reforms.

Another contribution of this study is that it identifies the absence of the monitoring and evaluation systems at the higher education level to study the impact of the reforms. This could lead to 'goal displacement', which according to Hargreaves, (1994;p23) occurs when the policy makers develop fascination for the "means by which we pursue our goals that these means ultimately take the place of the goals themselves. The original goals then become neglected or forgotten" (Hargreaves, 1994:23). The lack of systems for monitoring and evaluation of the impact of the teacher development activities indicate such displacement of the goals. It seems that the authorities, at the government and the HEC level, have forgotten that one of the reasons for focusing mainly on teacher's professional development was to enable them to improve their teaching practices by adopting or adapting to the reformed education systems.

Education Policy outcomes may depend on features like availability of technology, design of the language programs, availability of funding and resources and effective administration. All these factors may help in the practical implementation of a policy. As noted in Section 8.1 "[I]ocal choices about how (or whether) to put a policy into practice have more significance for policy outcomes than do such policy features. Change ultimately is a problem of the smallest unit. What actually happens as a result of a policy depends on how policy is interpreted and transformed at each point in the process, and finally on the response of the individual at the end of the line" (McLaughlin, 1998:72). Public acceptance of a policy at the lowest level may play a key role in transforming the intended policy outcomes into practice. However, along with their willingness, their capacity to implement policy is also a key factor that may influence policy outcomes.

10.5. Recommendations

According to Kennedy (1987:164) involving teachers in a collaborative effort with the decision makers for implementing change could be a more effective strategy of implementing reforms. This is a response to the limitations of both the top-down and the bottom-up strategies. "Topdown strategies cause grief but no relief. Bottom-up approaches produce the odd spurt but eventually drown in a sea of inertia" (Fullan, 1999:30). Normative-re-educative strategies of implementing change on the other hand combine both the top-down and the bottom-up approaches and engage the stakeholders in collaborative efforts to work for the reforms right from the inception of the idea of change till the implementation. Moreover, Huberman and Miles (1984:p65) report in their research study of 12 sites where reforms were implemented that in the cases where teachers' professional capacities were developed before the implementation of the innovations, they were more active in implementing the change. It, therefore, could be suggested that before expecting teachers to be able to become an effective part of the reform process their skills could be developed to enable them to cope with the anxiety of trying something new. This could be done by developing their skills in the fields that they hoped to receive trainings in, e.g. language pedagogy, classroom management, conducting research (Section 9.4).

Building teachers' capacity and involving them in decision making would give teachers a sense of ownership that is currently lacking in most of the teachers as we noted in Section 8.1. The main purpose of reforms in education at any level is to bring change in the learning that occurs in the classroom. If education is looked upon as a solar system, the classroom hence is the sun, around which everything else revolves. Therefore, it could be helpful in the implementation of the reforms if the people who are more close to the classroom are involved in the decision making process. "As one moves up the hierarchy of power and prestige in educational administration, one also moves further away from the classroom, from the conventional, core definition of what a teacher is. Principals and head teachers have more time away from class than assistant principals and deputy head teachers." (Hargreaves, 1994:99)

10.6. Theoretical basis and assumptions for reforms

According to Mungazi and Walker (1997:78), one of the most important requirements of introducing effective change in educational practices may be the formulation of theoretical assumptions. They argue that development of theory seems necessary for determining the educational goals and objectives. Moreover, it may also help the authorities to define the aim

of the learning and teaching process. "Without theory, there is no good education. In the same way, without theory, there cannot be educational reform" (Mungazi and Walker, 1997:78). Therefore, Pakistani educational authorities (Ministry of Education and HEC) may need to realize that all the efforts for bringing educational change may prove purposeless if they are not based on strong and valid theoretical assumptions (p.78).

In Pakistan, such kind of detailed analysis is not evident from the efforts made and the documents that are made public. Even if these factors are considered they are not available to the academics interested in conducting research and exploring their effects while conducting research studies like this current thesis.

10.7. Balance between power and accountability

At different levels in large scale education reforms different innovations are implemented at the same time. It is important to understand the ways these innovations interact with each other or have influence on each other. Three factors are suggested by Fullan (2003b:111) for implementing educational reforms on a large scale. Firstly, "the problem of multiple innovations or coherence-making", secondly, keeping a balance between "accountability" and "capacity-building" and finally, providing new resources and infrastructure continuously to support the reforms. Although the respondents of this study report a little improvement in the availability of resources and infrastructures, the other two aspects seem to be missing in the Pakistani context. In the semester system accountability of the teacher has reduced compared to the old annual system. Moreover, there is no coherence between the powers given to the teachers in the semester system with the monitoring needed to account for such power. There could be two solutions for this accountability. One: instead of a complete shift from the annual system to the semester system, the accountability of the annual system could be combined with other aspects of the semester system. A single teacher does not necessarily need to be responsible solely for teaching, marking and developing exams. Like the annual system, three different teachers could perform these tasks. Two: the United Kingdom's National Curriculum program could be adopted and Standard Assessment Tasks (SATs) could be introduced as a secondary assessment system that could validate learner's performance on the Teacher Assessment (Kimbell, 1997, Daugherty, 2004). However, as mentioned in the previous section, adopting foreign systems may not be effective in the Pakistani context if local aspects are not considered while making the theoretical assumptions. Therefore, this recommendation of adopting a school program (lower level of education) of the United Kingdom at higher level in Pakistan is to make use of the principle of dual sources of assessment and not to copy the program without considering the local variables (constraints and opportunities). As mentioned in Section 2.3 Graduation Assessment Test (GAT) is currently used in Pakistan for access to scholarships and in some universities also for admissions. Similar tests could also be developed for students to assess whether they have acquired the skills and knowledge expected from them at their respective level of education.

10.8. Limitations of the Study and scope for future research

The theoretical framework developed for this study mainly focuses on Fullan's Triple I model of Educational Change. The third 'I' of this model is the stage of institutionalization of the changes and the innovations. Due to the complexity of the wide scale educational reforms it takes a long time for the changes to be institutionalized and become an integral part of the prevailing systems. Reforms in Higher Education of Pakistan are quite recent and, therefore, institutionalization of these reforms could not be expected yet. Hence, it would not be wise to comment on the institutionalization of change and/or the effects of teacher development so soon in Pakistan. This study provides an in-depth analysis of the first two stages i.e. Initiation and Implementation, however, it could only predict if the reforms would be institutionalized in the future. In a few years time, a similar study focusing mainly on Institutionalization might give a more detailed picture of the situation in Pakistan and confirm or negate the concerns raised by this current study that could prove hindrances in the process of institutionalization. Due to the importance of the English language in the country (Section 2.1.1) and the researcher being an English teacher himself in a Pakistan university, this study focuses on understanding the role and perception of English language teachers only. Not being able to compare and contrast the views of the teachers from different academic areas could also be one of the limitations of the study. However this also provides an opportunity for future research. A similar research based enquiry from teachers of other subjects could also produce useful results for better planning and implementation of the future reforms.

10.9. Purpose and the target audience of the study

The purpose of this research based thesis is not to praise the efforts and steps taken by the government and the HEC to reform the education system in the country, neither is it to undermine these efforts and criticize the innovations altogether without appreciating the positives. The main aim of this thesis is to highlight and point out some of the gaps in the

policy and practice of the country wide educational reforms so that lessons could be learnt and steps could be taken to fill these gaps. This study could also inform the policy makers in developing future reforms more effectively.

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Appendices:

Appendix A

QUESTIONNAIRE

Dear Recipient:

This questionnaire is designed to collect your views about the 'Recent Educational Change at higher education level in Pakistan'. As you have firsthand experience of the situation in your university, the information you provide will help me to study and understand the subject in detail. You are requested to respond frankly and honestly and return the filled questionnaire in the provided envelope.

Your participation is voluntary and will remain anonymous. Moreover, your responses will be kept strictly confidential and used only for academic purpose. Only the researcher will have access to the information you provide. Thank you for your time.

Syed Sabih Ul Hassan

					email: s.syed.1	l @research .gla.ac	:.uk
					I	PhD Research Stud	lent
					Unive	rsity of Glasgow,	UK
Back ground	d Information	(Please mark the	relevant E	Box like [<u>X</u>])		
Gender:	[_] Male		[_] Fer	nale			
Age Ranges:	[_] Below 30	[_] 30-40	[_] 41-	50	[_] 51-60	[_] Above 60	
Qualification	[_] Masters	[_] M.Phil	[_] Ph.	D.			
Designation	[_] Lecturer	[_] Assistant Pr	rofessor	[_] Ass	sociate Professor	[_] Professor	
University	[_] KUST	[_] Ha	zara Univ	ersity	[_] Uni	versity of Peshawar	
Number of teac	ching credit hour	s per week:					
Number of year	rs teaching in a u	ıni versity:					
Number of Eng	glish language tea	achers in your un	iversity:				

Please write your answers in the spaces provided for each question. If you need extra space for any question please use the last page.

1.	Are you aware of any changes in English language teaching which have been recommended to your university? (Including changes that apply to all the disciplines taught at your university
	including English)
2.	How did you find out about the changes?
3.	Why do you think these changes took place/were necessary?
4.	In general, do you think the changes have been good for your English language teaching or not? In what way?
5.	Have you participated in any training in the past 3 years? If yes, how did you find out about the training?

_	
_	
1	What was the nature of the training you received?
-	
_	
_	
_	
_	
`	What impact did the training have on you as a teacher?
_	
	.—————————————————————————————————————
f	Were there any training sessions or continuing professional development activities that you found particularly helpful as an English language teacher? Please give reasons for your answer.
ĺ	ound particularly helpful as an English language teacher? Please give reasons for your
f	ound particularly helpful as an English language teacher? Please give reasons for your
f	ound particularly helpful as an English language teacher? Please give reasons for your
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f	ound particularly helpful as an English language teacher? Please give reasons for your answer.
f	ound particularly helpful as an English language teacher? Please give reasons for your answer.
f - -	ound particularly helpful as an English language teacher? Please give reasons for your answer.
f - -	ound particularly helpful as an English language teacher? Please give reasons for your answer.
f	ound particularly helpful as an English language teacher? Please give reasons for your answer.

What sort of tra	_ iining would y	ou find beneficial to yo	ou as a teache	er of English la	nguage?
		have addressed in futur			_
pedago g (please	gy give	class management reasons	for	sources your	☐ othe
	_				
. What kind of extrainings?	xpectations do	you think the universit	y has of teac	hers who atten	d national
Do you think the received training	nere is a differe	ence in classroom practi ho haven't? Please spec	ice between to	those teachers	who have
Do you think the received training	ere is a difference and those w	ence in classroom practi ho haven't? Please spec	ice between the cify.	those teachers	who have

	internet discussion, books, theoretical frameworks)
16.	Please think about your first years of teaching and your present practice. Has anything changed in your teaching approaches due to experience? Please specify.
17.	If you answered yes to the question above, why do you think your classroom practice has changed?
18.	Have you noticed any changes, positively or negatively, in the learners' performance, either in the classroom or in tests as a result of any changes you have made to your teaching?

- 19. Which of the following activities would you like to focus more on if you have time from your normal duties? Circle your choice.
 - 1. formal teaching activities,
 - 2. informal discussions with students,
 - 3. formal teacher training activities,
 - 4. discussing teaching related issues with colleagues,

5.	observe other teachers' teaching				
(pl	ease give reasons for your choice)				
					
					
Mı	ultiple Choice Questions				
	ase read the given statements and mark the relevant answer that best indicates	vour 1	evel	of	
	-	your 1		. 01	
agi	reement as [X] against each statement by using the following key:				
SD	= Strongly Disagree \mathbf{D} = Disagree \mathbf{N} = Neither Agree nor Disagree \mathbf{A} = Agree	SA =	Stror	ngly	
Ag	ree				
			ı		1
		SD	D	N	A
1.	I am able to manage my workload easily				
2.	I am satisfied with my choice of profession and would like to excel in my				
_	profession instead of changing to other professions				
3.	Teachers often share the teaching material that they consider effective with other colleagues				
4.	Teachers at my university share their teaching methodology that they				
	consider effective with other colleagues				
5.	The teacher assessment processes are helping me to develop professionally				
6.	I am satisfied with the amount of time available to spend in a week to discuss teaching methods, issues or problems with my colleagues				
7.	Professional development opportunities are equally available to all the				
	teachers				

I would like to thank you for your time and support. Furthermore, I would like to request for your consent to participate in a follow-up interview to discuss the subject in further detail. It must be mentioned here that your participation will be kept highly confidential and will only be used for academic purposes. If you are willing to be interviewed, kindly provide your contact details.

Email:
Contact number:
Preferred time for telephonic contact:

Q.No.	Additional Comments:

Introduction:

Before starting our conversation I would like to thank you for filling the questionnaire. I am also thankful for your time and consent to this interview, which will take approximately 40 minutes. As you have already granted permission for this interview to be recorded, I would once again like to assure you that all your responses will be kept strictly confidential and will be only used for this study.

Interview Schedule

- 1. How do you think the recent changes have affected the Pakistani universities?
- 2. Do you think the changes have affected the quality of education?
- 3. How would you rate your university with other universities with regards to the education quality?
- 4. How do you see the role that Higher Education Commission (HEC) play in the education system?
- 5. In your opinion how does HEC influence or contribute to the implementation of innovations?
- 6. As far as you know, what general procedures are followed to implement educational change at university level?
- 7. To what extent and at what stages of the implementation of educational change is the teacher engaged in the process?
- 8. What kind of professional development opportunities are available to the language teacher?
- 9. Have you participated in any professional development activities?
- 10. What do you think is the most effective way of developing language teachers professionally?
- 11. Do you think national, educational, and/or institutional culture play any role in implementing educational change effectively? To what extent?
- 12. In what ways do these factors influence the process?
- 13. Do any cultural factors support change? Are there any which tend to cause problems for change?
- 14. In your opinion, do the politics of the country or the province influence higher education? In what ways?
- 15. In your opinion, what are some of the positive and/or negative influences of politics on higher education?

PARTICIPANT CONSENT FORM

Title of Research Project:

Recent Educational changes at Higher Educational level in Pakistan: English Language Teachers' perceptions and practice.

Na	me of Researcher: Syed Sabih U1	Hassan	s.syed.1@research.gla.ac.uk
Re	search Supervisor: Dr. Esther Dab	oorn	esther.daborn@glasgow.ac.uk
Ple	ase check the box if you agree with	the following	g statements
1	I confirm that I have read and under project and I have had the opportunit		rmation explaining the above research ons about the project.
2	without giving any reason and wi	ithout there b	that I am free to withdraw at any time eing any negative consequences. In lar question or questions, I am free to
3		tand that my will not be	arch team to have access to my name will not be linked with identified or identifiable in the
4	I agree for the data collected from me	e to be used fo	or academic research
5	I agree to the interviews being audi anonymised quotes in publications.	o recorded wi	th a digital recorder and to the use of
6	I understand that all the soft copies will be shredded to destroy the data to		lected will be deleted and hard copies on of the research.
	Name of participant	——————————————————————————————————————	Signature

Plain Language Statement

This study aims to investigate the recent educational changes at Higher Educational level in Pakistan and English Language teachers' views on the effects of the changes on their professional work and development needs.

I, Syed Sabih Ul Hassan, am a doctoral student at University of Glasgow and this research is part of my doctoral study under supervision of:

Dr. Esther Daborn (esther.daborn@glasgow.ac.uk) and

Dr. Hazel Crichton (hazel Crichton@glasgow.ac.uk)

You are requested to kindly participate in this research study by sharing your thoughts in the form of a semi-structured questionnaire and interview (optional).

Please read the following sections of this document carefully to understand the aim and significance of this study and how it relates to you and your teaching environment. If you would like any further clarification or information about the study or any aspect/part of the study please do not hesitate to contact me. Your input in the form of data will help in successful completion of this study. However, participation in this study is totally voluntary and you can discuss it with others before deciding whether you wish to volunteer as a participant.

Being a University English language teacher you could provide very useful information for this research. Data will also be collected from other University English language teachers. Please note that you would NOT be bound to participate in the study even if you volunteer. You can withdraw your consent to participate in the study at any time without giving a reason.

You would be requested to fill a questionnaire which may take approximately 40 minutes. Kindly note that you would not be required to show your identity for filling the questionnaire and your participation would be totally anonymous.

If you agree to be interviewed, you would be requested for a time and venue that suits you and an interview of 35-45 minutes will be conducted. The interview would be recorded in audio format with the help of a digital recorder. Any data provided by you for this study will be kept strictly confidential and will be used only for the purpose of this study. Moreover, soft copies of the data will be deleted and hard copies will be shredded upon completion of the study. This study is part of a University of Glasgow PhD programme funded by Govt. Of Pakistan and is expected to be completed in the first half of 2013 and if interested the thesis would be shared with you upon request.

If you need any further information please feel free to contact me. My contact details are provided at the end of this document. Furthermore, if you have any concerns about the study you could write to the School Ethics Officer of the University of Glasgow by contacting Mrs Irene McQueen at irene.mcqueen@glasgow.ac.uk

Sved Sabih UI Hassan

s.syed.1@research.gla.ac.uk

1		Questionnaire Data Appendix	E
2			
3	Respondent	Questionnaire Item	
4 5		Question 1: Are you aware of any changes in English language teaching which have bee recommended to your university?	n
6	Н3	It is regretted that I am not aware of any such changes	
7	P9	Mainly that I know of are four years BS, Semester system, back to absolute grading.	
8 9	P7	Annual system of examination replaced with semester system. Student feedback for teach evaluation (QEC) Better library and computer facilities are available The language lab	er
10 11	K4	Yes, there are some changes in the way things are done but I do not think they have any practic impact on the actual teaching and learning.	al
12	P2	New syllabus, new examination systemetc	
13 14 15	P6	Yes, the translated works of the local authors have been included, which is a positive step both teaching language and literature. Moreover, there are many positive steps taken so as to give impetus to the teaching process	
16	P4	N.A	
17	P1	Nowadays, mostly of our focus is on good communication skills	
18 19	P3	Yes, that English shouldn't be taught as a subject but as a language, because English is a language basically.	ţе
20 21 22	P15	Yes, I do. Change of conventional system into semester system. English as a major subject almost all disciplines. Requirement of Mphil/PhD for promotion. Plagiarism. Attendance at teachers Evaluation etc.	
23 24	P11	The traditional annual system has been changed into semester system. There are semesters in years in the BS program. English is now compulsory subject in BS and also master level.	4
25	P12	No	
26 27	P13	Yes, teaching of English language has recently been made mandatory. It has been included almost all levels, although not as a major area of study for students of other disciplines	at
28	P8	N/A	
29 30 31 32	K8	Yes. The introduction of semester system into the university, all public is a national change. In the semester system option is given to all public sector universities to either adopt absolute grading system or relative grading system. JUST has recently switched over to absolute from relative grading system. The BS (Bachelors) 4 years program is a recent national change.	ıg
33 34 35	K3	HEC has been bringing about changes and reforms by faculty-cum-curricular development and h been trying to make it research-based. Computer assisted language teaching is being promoted at the existing language teaching is being strengthened.	
36 37	K5	Yes, the major change that has recently been brought ins that of BS (4 years programme). Now ware supposed to teach different courses of English in each semester.	'e
38 39 40	K6	Yes, I am aware of the changes that have taken place recently, i.e. some years back, for instance instead of annual system, semester system is introduced and against the traditional two year mast degree, is introduced BS four year degree programme which is more useful than the former system	er
41 42	H2	I have heard about "English Teaching Reforms" launched by HEC for English language teachers universities and colleges	of
43 44	K1	HEC has introduced BS (Four year) in universities and colleges instead of the tradistional MA (year)	2
45	H5	Yes	

46	H4	No, I have no information
47	H1	No
48	P10	Apart from changes in the syllabus, I don't have any knowledge about any national changes in ELT
49 50 51 52	K7	Well, now we receive basic model of English course to be taught at the university from higher education commission. Also, HEC seeks annual report about the number of students and teachers in the dept. It also supports research and research based degrees in English departments. It publishes books about ELT and offers trainings through ELTR.
53 54	K2	It has been communicated to us that the HEC is giving preference to the four-year Bachelors course over the two-year Masters course.
55	P5	To some extent_as we have not yet fully implemented these intended changes.
56	P14	No
57		
58		
59		Question 2: How did you find out about the changes?
60	Н3	
61	P9	Through the chairman of department
62	P7	HEC informs universities about these changes
63 64	K4	My colleagues and management informed me about these changes. There are notifications too from HEC and university management
65	P2	Memos and notifications and chairperson etc
66	P6	Very helpful in teaching language with the help of local materials
67	P4	N.A
68 69	P1	I think it is a good change because we can participate in every field of the life just because of our communication
70	P3	By going through various journals
71	P15	We received notifications from the administration block
72	P11	All the changes are told to us by university.
73	P12	
74 75	P13	Being a member of the teaching staff I become aware of it as some areas of teaching it were assigned to me.
76	P8	
77 78 79	K8	The Higher Education Commission (HEC) notifies to concern/respective universities and the later circulates it to the departments. KUST has its own faculty list (web list) on internet where faculty member is registered. The circulations and notifications are emailed to all.
80	K3	Through the HEC newsletter and internet
81	K5	Through internet and through discussions with other senior teachers
82 83 84	K6	As these changes are practically implemented in various public/private sector universities, so naturally I came across these changes in person. Besides these I was also informed regarding these changes by various teachers and colleagues beforehand who practically experienced this system
85 86	H2	English Teaching Reform conducted different workshops countrywide to train English teachers. I came to know through my friends and these reforms are fruitful.
87	K1	These changes have been in practice for the last few years
88	H5	The HEC webpage and letters

89	H4	No, idea
90	H1	
91	P10	NA
92 93	K7	Two main sources: one is HEC site online; the other is the university through which exercises all its standard policies.
94 95	K2	We came to know about these changes through the introduction of Bachelors courses on the university and college level.
96	P5	through my work place
97	P14	
98		Question 3: Why do you think these changes took place/were necessary?
99	Н3	
100	P9	Because HEC asked the universities to make changes
101 102	P7	Higher education commission is trying to improve higher education that is why changing different things and introducing new ideas and methodologies
103	K4	Because higher education commission and universities want to show that they are doing something.
104 105	P2	1. Because HEC sent notification to university. 2. They were necessary for improving quality of English in universities
106	P6	Because language is necessary to propagate culture and culture is necessary to acquire language
107	P4	The changes are necessary in English language teaching; but I amnot aware of the recent changes.
108 109 110	P1	We are not the native speakers of English language, so it is very necessary for every one to be the effective communicator. As all over the world it is the language understand by people. So it I think it is necessary
111	P3	Yeah, these changes were necessary
112	P15	They were necessary in the sense to upgrade the obsolete educational system in the country
113 114	P11	These changes took place to improve the quality of English language teaching. They were necessary because the old traditional methods were not producing good students.
115	P12	
116 117	P13	These changes took place because a need was felt that students must be made competent and proficient in writing and speaking English and doing correspondences in their professional life.
118	P8	
119 120	K8	Annual examination system would many times delay the sessions. Good grades in semester system. BS 4 years program provides ample time to prepare students for research (culture).
121 122	К3	Progress normally comes through changes. The old techniques and systems get rusted if kept for too long a period
123 124	K5	I think these are important and useful changes in the sense that it is a step towards development. In order to keep pace with the developed countries, these changes were obligatory
125 126 127 128	K6	We know that these recently introduced changes at national level is in vogue from a considerable time in international scenario, so I think that these changes are very much important in order to bring the standard at par with international scenario and also to make students familiar with these changes so that they may not problems in future
129 130	H2	These changes were necessary, especially in Pakistan because English Teachers were lacking state of art technique.
131	K1	These changes were necessary to bring the standard at par with international standard
132	H5	In order to improve the situation of English language teaching and learning in Pakistan

133	H4	No
134	H1	
135	P10	NA
136 137 138 139	K7	the idea of enhancing Higher Educatoin for its economic and social benefits was initially conceived and floated by one scientist – Dr. Ata ur Rehman. Later on, experts in each field started contributing to Higher Education through HEC. English, being one of the fields, started receiving its part as a result.
140 141 142 143 144	K2	One reason among the many is that this arrangement will synchronize our education system with the foreign education and our students will not lose the two years that they used to do when they would take admission in a foreign degree program by getting admission in a degree program that they would already have gone through in Pakistan. Besides, it will make our educational system at par with foreign education in the developed countries.
145 146	P5	Not at this level but at the very initial level these should have been introduced. Secondly, the system of examination also needs to be changed in order to attain the required objectives of these changes
147	P14	
148 149		Question 4: In general, do you think the changes have been good for your English language teaching or not? In what way?
150	Н3	
151	P9	
152	P7	
153 154	K4	Changes can be helpful for improvement in English language Teaching, as they are based on past experience and research
155	P2	
156	P6	Yes, they were good to inspire the students
157	P4	I am not aware of any change
158 159 160	P1	Yes, I agree from teaching point of view is good because we can share different things from our daily life with the students and can make them effective communicators in every field of life whether it is from acadamic perspective or ordinary dealing with people
161 162	P3	This change is good because now students would be in position to differenciate between a subject and language
163 164	P15	English course is now compulsory for four semesters which provides more opportunity to a teacher to focus on all the four aspects of language (Reading, writing, listening, speaking)
165	P11	
166	P12	
167 168 169	P13	The changes are quite good for my English Language teaching because they have improved my personal proficiency in English language especially the spoken. I usually take pains in reading extensively.
170	P8	
171 172 173 174	K8	Yes, In semester system teachers are focused on syllabus, and are time bounded. But the papers are set by teachers which is an advantage as well as disadvantage. Teacher prepares paper according to the course covered (maybe less). Resetting of the mid term papers for unsuccessful students or low marks students may leave the rest discontent/dissatisfied with grades.
175	K3	The changes seem to be positive and concrete. They are requirement of the fast changing world
176 177	K5	Yes, these changes have been good for my English language teaching, because now I am exposed to different language courses instead of traditional grammar and translations.

178 179	K6	Yes, the changes are good for English language teaching because normally teachers get the opportunity to teach many different courses introduced at national level.
180 181	H2	Though I have never been involved in any such training session but those who got opportunity are hopeful and their performance have been improved.
182 183	K1	Thse changes are good in the sense that there is continuity in the courses offered in BS (4 year), and the BS (4 year) is equal in weightage to the traditional Master Program (2 year)
184 185	H5	Yes, to a great extent. They provided the English language teachers many professional development opportunities.
186	H4	XXX
187	H1	
188	P10	NA
189 190 191	K7	yes, to some extent efforts are being made to impart professional training through ELTR, develop faculty through research grants, provide standard syllabus for each dicipline. However, training is still yet to be made compulsory.
192 193 194 195 196 197	K2	I consider the changes very fruitful for my English Language teaching. The reason is that there existed a considerable gap between the Bachelors and Masters degrees. A student after doing a relatively short course of Bachelors would be introduced to a very huge course all of a sudden. This would have a telling upon the his performance and understanding. I think that by introducing a larger bachelors course would fill the gap that existed previously between bachelors and masters degree courses
198 199	P5	The examination system is such a one that no one can teach or learn English as a language but more as a subject
200	P14	
201 202		Question 5: Have you participated in any training in the past 3 years? If yes, how did you find out about the training?
203	Н3	Not participated
204	P9	
205	P7	No
206	K4	No, I did not participate in any training during the past three years
207	P2	Yes, the training was related to research. It was extensive and will help me write my M.Phil thesis.
208	P6	No
209	P4	No
210	P1	No, I did not participate in any training
211	P3	I have not participated in any training in past 3 years.
212 213	P15	I attended some courses on English language in the USA in 2008, they proved very helpful to broaden the horizon of my teaching methodology.
214	P11	No
215	P12	Yes, it was good. It improved my teaching methodology
216	P13	No, I have not taken part in any training.
217	P8	
218 219	K8	Yes. I have participated in a couple of summer workshops for English Language Teaching. I received emails and official letters to participate.
220	K3	No
221	K5	No

222	K6	
223	H2	no, I have not participated because I have been teaching since last 2 years
224 225	K1	I participated in the ELTR (English language Teaching Reforms) by KUST in collaboration with HEC. The training was very useful and informative for research and teaching
226 227	H5	yes, I attended two traiing workshops. I found about these workshops through the office of the Registrar of Hazara University
228	H4	No, I didn't participate
229	H1	
230 231	P10	Yes, I have taken a Post-graduate Diploma in TEFL. I came to know about it from advertisement in the newspaper
232 233 234 235	K7	Yes, but it was not directly sponsored by HEC. It came through an American project. Access English Microscholarship Programme. In other words, such training programmes can be availbed only by Access teachers, not others. I came to know about it through my Access Centre being an Access instructor.
236 237	K2	I had been away for my PhD studies for the last four years therefore I did not have a chance to participate in any training as such.
238	P5	Yes, in Karachi organized by BC in Sep 2010
239	P14	
240		Question 6: What was the nature of the training you received?
241	НЗ	
242	P9	
243	P7	NA
244	K4	NA
245	P2	It was research oriented
246	P6	
247	P4	No training
248	P1	N/A
249	P3	_
250	P15	I attended courses on reading, writing, listening, pronunciation and literature for two semesters
251	P11	
252	P12	It was about practical teaching
253	P13	NA
254	P8	
255 256	K8	It was based on actual classroom teaching activities. It was actually a summer workshop (in 2010 and 2011). It focused on the four skilss of English language.
257	K3	NA
258	K5	No
259	K6	
260	H2	NA
261	K1	Research
262	H5	Professional development

263	H4	No, idea
264	H1	
265 266	P10	It was partly made of tutorial meetings, every fortnight, and the students also had to write assignments, take tests and have two sit-in exams.
267 268 269	K7	firstly, the two training programmes, which lasted fro two weeks each, fully focused on how to teach on schools level. It included practical teaching about things like student's level, activities in class, microteaching, teaching aids etc. Secondly, I attended a webinar on English Teaching
270	K2	Not applicable
271	P5	Interactive
272	P14	
273		Question 7: What impact did the training have on you as a teacher?
274	Н3	
275	P9	
276	P7	NA
277	K4	NA
278 279	P2	A good researcher isn't always a good teacher. Nevertheless, research helps create and discover new fields of knowledge. Indirectly and in the long run, lecturers benefit from it.
280	P6	
281	P4	Not applicable
282	P1	N/A
283	P3	_
284 285	P15	It enhanced my speaking, and I came to know how the American teachers use techniques to improve a particular skill in an English language classroom
286	P11	
287	P12	It improved my skills as a professional teacher
288	P13	NA
289	P8	
290 291	K8	I developed new techniques for English Language Teaching. I changed my teaching to more student - learning approach. I started using activities, to involve students more in the class
292	K3	NA
293	K5	No
294	K6	
295	H2	NA
296	K1	I got new ideas about research and teaching. It was very much inspiring.
297 298	H5	Well, I learned about the problems faced by the English language teachers in different part of the country.
299	H4	No, idea
300	H1	
301 302	P10	It acquainted me with different language teaching skills and also provided me with a lot of class activities, which I could do with my students.

303 304 305	K7	The impact was simply great, now I divide any class in five distinct states: warm up, presentation, practice, production, conclusion. I know my language focus for a class; I know how make my class student-centered through activities.
306	K2	Not applicable
307	P5	No practical impact
308	P14	
309 310 311		Question 8: Were there any training sessions or continuing professional development activities that you found particularly helpful as an English language teacher? Please give reasons for your answer.
312	Н3	
313	P9	
314	P7	NA
315	K4	NA. I did not participate in any training in the last three years.
316	P2	Not any
317	P6	
318	P4	No
319 320 321	P1	here I want to mention one thing. I didn't attend it but in future I do so i.e. workshops. They are very helpful for teachers because all the time they come with new changes in language for professional people and students too. They enlightened us and make awareness of new changes.
322 323	P3	There were neither trainings nor continuing professional development activities that could found particularly helpful as an English language teacher
324 325	P15	I registered for "pronunciation and listening", "creative writing", and "paragraph Writing" that proved very helpful for me as an English teacher in Pakistan.
326	P11	
327	P12	Presentations. It increased my confidence
328	P13	NA
329	P8	
330 331	K8	1. Developed lesson plans. (to have effective teaching) 2. Language tables. 3. Group presentations. (Made presentations)
332	K3	NA
333	K5	No
334	K6	
335	H2	NA
336	K1	The new ideas inspired me and I thought of bringing changes in my teaching
337	H5	No.
338	H4	No
339	H1	
340 341 342 343	P10	As the end of the PGD TEFL programme, we had a two weeks workshop, which introduced me to English teachers from all over Pakistan and different spokespersons also gave us information about language teaching. For me, exposure to different teaching faculty gives one knowledge about his teaching techniques i.e. both his strengths and weaknesses.
344	K7	I think this point has already been answered in point 7,6 and 5.
345	K2	Not applicable

346 347	P5	CELTA, very practical and equally focused on all the receptive and expressive skills involved in ELT
348	P14	
349 350		Question 9: Were there any sessions you found unhelpful? Please give reasons for your answer.
351	Н3	
352	P9	
353	P7	NA
354	K4	NA
355	P2	
356	P6	
357	P4	No
358 359	P1	Yes, I think some of the sessions held just to praise their selves and their institutes. I am not in favour of such things because they are just wastage of time
360	P3	_
361 362	P15	Our supervisor in the USA, trained us how to manage classroom activities, and how to prepare material for teaching.
363	P11	
364 365	P12	Theoretical part. Because the focus is too much on theory and the theories or concepts were not localized
366	P13	NA
367	P8	
368	K8	
369	K3	NA
370	K5	No
371	K6	
372	H2	NA
373	K1	N.A
374 375	H5	I did not find any session helpful because of the absence of a clear direction towards implementation.
376	H4	No
377	H1	
378 379	P10	Yes, unfortunately, many spokespersons were unprepared (as often happens in our universities), which made it futile in some ways.
380	K7	Not really
381	K2	Not applicable
382	P5	Every session
383	P14	
384		Question 10: Are you aware of the types of trainings that English language teachers in your
385 386	ш2	university have had? If yes, please comment briefly on the trainings.
300	Н3	

387	P9	
388	P7	No teachers' training programmes are arranged by our university
389 390	K4	We had a training workshop on English as Academic Purposes in 2008. It was a very helpful training for the teacher. I learnt a lot from it.
391	P2	
392	P6	No
393	P4	Not training programme at all
394	P1	As above in 8
395	P3	Not aware of any
396 397	P15	There is not any English language teaching training going on in our university where I teach right now. Just Mphil/PhD program is going on.
398	P11	No
399	P12	No
400	P13	NA
401	P8	
402 403 404	K8	Yes, KUST often arranges workshops, especially on research. JUST, with help of Agha Khan University Karachi arranged workshops on semester system. How to evaluate students topic was discussed in detail in the said workshop.
405	K3	2
406	K5	No
407	K6	
408 409	H2	Some of my colleagues have been to English language Access training program conducted by US department of state.
410	K1	This graining was open for all the English language teachers of the university
411 412	H5	Professional development trainings such as Faculty Development Programs, Research skills courses, Test Items construction techniques, Training workshops, ELT, EAP and ESP short courses.
413	H4	No, I have no idea about that
414	H1	
415	P10	I don't think that there are any training given to teachers in our university at least.
416 417 418 419 420	K7	03 Regular teachers including myself have gone through such trainigns. This aside, 05 scholars have recently completed their Masters in Applied Linguistics & TESOL, and are now pursuing their PhD research in applied linguistics. Finally three Access Instructors, who are not part of the university but work in a project (ACCESS) run by university have attended the training programmes
421	K2	No
422	P5	No
423	P14	
424		
425 426		Question 11: What sort of training would you find beneficial to you as a teacher of English language?
427 428	Н3	As a teacher of English language I deem it necessary that a training of English as second and academic language be imparted.

429 430	P9	I think the teacher should be given training related to professionalism, recent teaching techniques and computer assistance in language teaching and learning
431 432 433	P7	Any ELT (English Language Teaching) programme would be helpful which is based on providing guideline to the teachers about:1) Modern Teaching Methodology.2) Innovations in the classrooms. 3) Promotion of interaction among students.
434	K4	I would prefer to get training in modern methods of teaching. So that I could improve my teaching.
435 436	P2	A comprehensive training encompassing teaching skills classroom environment, curricula, learners etc.
437	P6	Based on practical skills
438 439	P4	Any training program that is language oriented will be beneficial for me because our students are in need of language and most of my teaching is about language and not literature.
440 441	P1	I believe that we should introduced such material that we can apply and must be practical. We just memorizing things and repeat them for centuries but we do not know its practical use.
442	P3	Training based on syntax and grammar could stand beneficial to me as teacher of English language
443 444 445	P15	A training about material development for classroom would be beneficial for an English teacher. Besides, we must be given access to technology on campus like, the internet, computer, printer, photocopier, projector etc.
446	P11	
447	P12	1) Practical Teaching 2) Seminars or workshops on TEFL/TESOL type training
448 449 450	P13	I think training for teachers is of foremost importance. There should be a monthly training programme for the teachers. This training must be based on and focus on the proficiency in four skills of the English language.
451 452	P8	English language teachers I believe, should be given trainings on teaching methodologies, learning activities and the role of the teacher
453 454	K8	Trainings which are practical i.e. which involves actual classroom trainings. Workshops are very effective to attend as an English Language Teacher
455	K3	
456 457	K5	Seminars, group discussions, formal teaching trainings and video conferences with native language teachers would prove beneficial for me as an English language teacher
458 459 460	K6	There are many options available for training teachers of English language but personally, I would like to have some sort of formal training for English language teachers. Besides that discussion with senior members is also very much helpful in the development of a teacher
461 462	H2	I would like to be the part of those training which focus on using state of art techniques in English language teachers. I want to use those instructional practices which could have a fruitful outcome.
463	K1	Pedagogy
464 465	H5	The kind of training that will add to my knowledg eand expertise, especially the ones that will for sure bring some change in the existing situation of English Language Teaching.
466	H4	No,
467 468	H1	Training related to resources, access and management will be helpful for language teachers along with the training in recent development in pedagogy.
469 470	P10	I would like to have freedom in selection of my texts in the classroom. I would like to get training related to class management and various ways of getting the full class involved in class activities.
471 472 473 474	K7	Any one that aims to train in the art of teaching English as a foreign language. It should, however, be a practical course not based on theories, and must include topics like course designing, Evaluation, classroom management, learning psychology, activities, microteaching, lesson planning etc. Also a training course aiming on a preparing for language research is very important.

475 476 477	K2	A training that takes into consideration the ground realities of my environment, like the meager resources, the low budget allocation for education and the low education background of my students. I would also like an English language training that is student-oriented
478	P5	CELTA
479 480 481 482 483 484	P14	I think there is not sufficient training for English Language Teachers in this country as a whole. Teachers are inducted without looking at their prior training as English Language Teachers. In fact apart from the job of Subject Specialists (SS) in higher secondary schools, which requires a degree in education, none other jobs at college or university level requires any qualification in education. I believe, teachers need to be trained first in teaching as general, and then English Language teachers need to be trained in teaching English as a language and not as a subject.
485 486		Question 12: What areas would you like to have addressed in future professional development?
487 488	Н3	(Pedagogy, Class management)Because both pedagogy and class management help obtaining maximum educational output
489 490 491	P9	(Pedagogy, Resources)The university teachers are directly appointed here. Mostly they don't know where to find the resources and how to teach them. Therefore, it would be better if they get training in the aforementioned areas.
492 493 494	P7	(Class management)We mostly have large classrooms and the irony is that most of the time we are short of teachers. Last year I taught a class of 85 girls at B.A. level. We need more professional development to tackle the problem of big classes.
495 496	K4	(pedagogy)I want to learn pedagogy, because I believe a teacher should always be concerned with how to improve his methods of teaching in the available resources.
497	P2	All are important in one way or another. They aren't mutually exclusive
498 499	P6	(resources)Because good material resources will be not research and the process would augment pedagogy
500	P4	
501 502	P1	(resources)Good books, tape recorder, and DVDs are not provided to the departments and specially in science departments
503 504	Р3	(Pedagogy, Class management)A teacher should know and should have command on system of language which is related with class management.
505 506 507	P15	(Pedagogy, Resources)Pedagogy, is necessary because a teacher will come to know how to convey his/her ideas to the students. Resources are also mandatory as without them modern teaching methodology will not be possible
508	P11	(Classroom management, Resources)
509 510	P12	(Pedagogy, Resources)1) Pedagogy: because most of us don't know how to deliver their knowledge effectively 2) Resources: because without good resources a teacher can't teach effectively
511 512 513	P13	(Pedagogy, resources) Pedagogy and resources must be made properly available and steps must be taken in this regard to bring about changes in traditional methodologies of teaching. Audio - visual aids must be arranged and exploited.
514 515	P8	(Pedagogy, resources)Teachers at the university level in Pakistan are appointed without any proper training about their subject and they don't know about the resources available
516 517 518	K8	(Pedagogy, class management, resources)Resources are very important in teaching. Variety in resources gives freedom to the teacher to adjust to the level of students.Pedagogy: effective teaching produces good products.
519	K3	
520 521	K5	(Pedagogy)Teaching is such a profession that provides opportunities for learning. I want to learn more and more so I would like to select teaching as a profession in future.

522 523 524 525	K6	(Class management)We know that classroom management is such an important aspect of teaching that without effective and conducive classroom environment, no learning is possible. However good and however effective our ideas and teaching methodology might be, they are completely mercy of good class environment.
526 527	H2	(Pedagogy, Resources) Pedagogy and teaching practices need to be revised in Pakistani context.A Pakistani teacher must be aware of any possible source or resource to improve his teaching process.
528 529 530	K1	(Pedagogy)Pedagogy, I think is the most important area because most of the teachers after doing their Masters need to know the art of teaching. Getting knowledge and skills is one thing, but how to make other people understand is another.
531 532 533	H5	(Pedagogy, Resources)Most of the English language teachers are not aware of the state of the art techniques and pedagogical skills. They do not keep themselves updated because of the lack of resources.
534	H4	(Class management)Its very beneficial for teachers how to manage class.
535	H1	(Pedagogy, Resources)both are important for teachers and learners.
536 537 538	P10	(Class management, Other)Class management, because at times the teacher ignores many students in the classroom as they are shy or lack confidence. I would also like to be trained in creative writings as writing is one of the most problematic areas in language teaching.
539 540 541	K7	(Pedagogy, class Management, Resources, other) Everything, as all of them have their importance in making teaching more effective, through classroom management and resources seem more practical things.
542 543 544 545 546 547	K2	I would like all of them being addressed as none of them is up to the mark. Each section has a plethora of reasons which are hard to express here in to. In respect of pedagogy our teachers do not involve students. In respect of class management I would say that students are high in number and a teacher cannot give individual attention to students. In respect of recourses I would say that ample budget be allotted to education and thereby to hiring foreign faculty members especially native English speakers.
548	P5	The first two
549 550 551 552 553 554	P14	(Class management, other)For English language teaching I believe pedagogy is the most important aspect. Next in line come resources because the resources teachers have at the moment are neither sufficient nor up to date. The most important aspect of language learning is listening skill and to teach listening, we need equipment like language laboratories and then skills to use such equipment effectively
555		Question 13:What kind of expectations do you think the university has of teachers who attend
556		national trainings?
557 558	НЗ	These expectations include(i) understanding of latest concepts in language teaching (ii) Understanding of better pedagogy (iii) Bringing diverse knowledge in the class
559	P9	
560 561 562	P7	Of course, the university has great expectations from the teachers who attend any national training programmes. These trained teachers must bring changes and must train other fresh and in-service teachers
563 564	K4	The university expects the teachers, who receive training of national level, to share their knowledge of the recent trends learned, with their colleagues at the campus.
565 566 567	P2	University teachers are the ones who get their jobs after a rigorous process. Still there are trainings and the university expects its teachers to have their horizons broadened, vision enhanced, and knowledge extended. It expect them to get yet more polished
568	P6	
569	P4	

570 571	P1	Everyone expect the traditional things as a person can't use pompous words that person is not praised and do not appreciate the innovative steps
572 573	P3	University expect them to be more competent than others and from whom students should be more satisfied
574	P15	The university expects that quality of education will improve with the national training programs.
575	P11	
576 577	P12	They expect that the teachers will get new knowledge about pedagogy consequently, their teaching skill will improve and quality education will be promoted
578 579 580	P13	That efficient English language teachers must be produced for the general betterment of the students. Teachers who are updated and better informed and responsive to the challenges that are in the making with globalization
581	P8	
582 583	K8	to be more professional and practical i.e. use the same learnt skills and teach it studentsTry to bring positive changes, if any, in the respective area (field) of the training.
584 585	K3	The trained teachers are expected to apply the techniques that they learned and to spread the knowledge among faculty and students.
586	K5	Don't know.
587	K6	
588	H2	The university expects its trained teachers to work as stakeholder for implementing new initiatives
589 590	K1	The university expects - it is quite natural- that after getting trainings the teachers should be in better position to utilize the new ideas and skills from the training
591	H5	To learn something and share whatever they learn with other teachers
592	H4	After attend national, they should present them as a role model for others
593 594	H1	The teachers should be back with the equipped practices in English language pedagogy and new trends in the light of the needs of the students here.
595 596	P10	The university would want the teachers to acquaint students with basic functions of language but the syllabus, usually, limit the teacher from fully applying what she has learnt in the trainings.
597 598 599	K7	First of all, they should be able to deliver things effectively Secondly teachers should be trained to be very much honest, punctual and disciplined. Thirdly, they should be academically sound. Fourthly, they should be innovative leaders of academics as well as social norms and trends
600 601 602	K2	The university expects such teachers to implement inside their classes what they have learnt during these trainings and to adapt the expertise achieved and knowledge gained to their teaching learning environment.
603	P5	Mainly to make them well proficient in all language skills, specially the expressive ones
604 605 606	P14	There is hardly any effective training program that would be beneficial for the teachers. Education seems to be the last priority for the government and that is easily clear from the budget allocation for education.
607 608		Question 14: Do you think there is a difference in classroom practice between those teachers who have received training and those who haven't? Please specify.
609 610	Н3	Obviously there is difference in classroom practice. The difference is of confidence level, degree of knowledge and sharpness
611	P9	
612 613 614	P7	Yes, there is an obvious difference in the class management by a trained teacher and an untrained one. A trained teacher can manage to retain the attention span of his students. He can very skillfully elicit maximum feedback from his students in discussion sessions.

615	K4	Yes, of course there must be a difference in teaching of those who are trained and who are not
616 617 618	P2	There should be. In Pakistan, most of the teachers get their jobs right after they get their masters degree. There isn't any extensive teaching training so training makes one different from the others (provided he/she applies it)
619	P6	
620 621 622	P4	A trained teacher of course far more beneficial for the students than a teacher who is unaware of all the modern techniques of teaching. I attended a training course 20 years ago and I learnt a lot and felt an improved and better teacher in managing my students.
623 624	P1	I personally proffered those who received training, as they practice all that personally so that they can share what they have instead only to share the bookish knowledge.
625	P3	Yeah, there is differences. Those who have received training are more skilled than others
626 627	P15	Teachers without training do not know the students psyche, and they cannot communicate information in a logical sequence.
628 629	P11	Yes, I think there is a difference. Teachers who attend trainings have a clear sense of direction and they do things more systematically.
630	P12	Yes, there is a difference. I have observed that trained teacher can teach better than untrained ones.
631 632 633	P13	Yes, there is a big difference, because the teachers who are given training are able to teach in a convincing manner by practically involving themselves in modern communicative teaching methodology.
634	P8	
635 636	K8	Yes, the trained teacher's approach is more practical towards teaching. Students are more involved in the class of trained teachers. The trained teahcers classes are well managed.
637	K3	There seems to be no significant difference between the two.
638	K5	Don't Know
639	K6	
640	H2	Yes, there is difference. Because those who are trained are aware of state of art techniques and they
641		use it while untrained teachers are unaware of the development of teaching practices
641 642 643 644	K1	
642 643		use it while untrained teachers are unaware of the development of teaching practices Untrained teachers teach in a traditional way by telling things/delivering lecture where as trained teachers get expertise (new ideas and skills about pedagogy), and are in a better position to involve
642 643 644 645	K1	use it while untrained teachers are unaware of the development of teaching practices Untrained teachers teach in a traditional way by telling things/delivering lecture where as trained teachers get expertise (new ideas and skills about pedagogy), and are in a better position to involve students in the learning/teaching process Yes, those who have attended some training workshops they know at least how to teach English as
642 643 644 645 646	K1 H5	use it while untrained teachers are unaware of the development of teaching practices Untrained teachers teach in a traditional way by telling things/delivering lecture where as trained teachers get expertise (new ideas and skills about pedagogy), and are in a better position to involve students in the learning/teaching process Yes, those who have attended some training workshops they know at least how to teach English as compared to those who have not
642 643 644 645 646 647	K1 H5 H4	use it while untrained teachers are unaware of the development of teaching practices Untrained teachers teach in a traditional way by telling things/delivering lecture where as trained teachers get expertise (new ideas and skills about pedagogy), and are in a better position to involve students in the learning/teaching process Yes, those who have attended some training workshops they know at least how to teach English as compared to those who have not yes, of course because, refresher courses help teachers to update their knowledge The teachers who are trained and try to apply the techniques to the varieties of practice task perform
642 643 644 645 646 647 648 649 650 651	K1 H5 H4 H1	use it while untrained teachers are unaware of the development of teaching practices Untrained teachers teach in a traditional way by telling things/delivering lecture where as trained teachers get expertise (new ideas and skills about pedagogy), and are in a better position to involve students in the learning/teaching process Yes, those who have attended some training workshops they know at least how to teach English as compared to those who have not yes, of course because, refresher courses help teachers to update their knowledge The teachers who are trained and try to apply the techniques to the varieties of practice task perform well and get good results than this those who are not trained. Yes, there is a difference. The trained teacher is more enthusiastic and has a good store of knowledge of how to make an active/participating classroom. The untrained teacher just focuses on
642 643 644 645 646 647 648 649 650 651 652 653 654 655	K1 H5 H4 H1	Untrained teachers are unaware of the development of teaching practices Untrained teachers teach in a traditional way by telling things/delivering lecture where as trained teachers get expertise (new ideas and skills about pedagogy), and are in a better position to involve students in the learning/teaching process Yes, those who have attended some training workshops they know at least how to teach English as compared to those who have not yes, of course because, refresher courses help teachers to update their knowledge The teachers who are trained and try to apply the techniques to the varieties of practice task perform well and get good results than this those who are not trained. Yes, there is a difference. The trained teacher is more enthusiastic and has a good store of knowledge of how to make an active/participating classroom. The untrained teacher just focuses on completion of course, regardless of whether a student learns something or not. Certainly. The untrained merely lecture (deliver sermon) without involving the students; the trained ones know their primary job is not to do but to get students do. They know they are managers, supervisors, and helpers only. They can manage time well, arrange seating well, make groups
642 643 644 645 646 647 648 649 650 651 652 653 654 655 656	K1 H5 H4 H1 P10 K7	Untrained teachers are unaware of the development of teaching practices Untrained teachers teach in a traditional way by telling things/delivering lecture where as trained teachers get expertise (new ideas and skills about pedagogy), and are in a better position to involve students in the learning/teaching process Yes, those who have attended some training workshops they know at least how to teach English as compared to those who have not yes, of course because, refresher courses help teachers to update their knowledge The teachers who are trained and try to apply the techniques to the varieties of practice task perform well and get good results than this those who are not trained. Yes, there is a difference. The trained teacher is more enthusiastic and has a good store of knowledge of how to make an active/participating classroom. The untrained teacher just focuses on completion of course, regardless of whether a student learns something or not. Certainly. The untrained merely lecture (deliver sermon) without involving the students; the trained ones know their primary job is not to do but to get students do. They know they are managers, supervisors, and helpers only. They can manage time well, arrange seating well, make groups effectively, concentrate on each student. There must be a change. A teacher who has undergone a training course can depend on a variety of

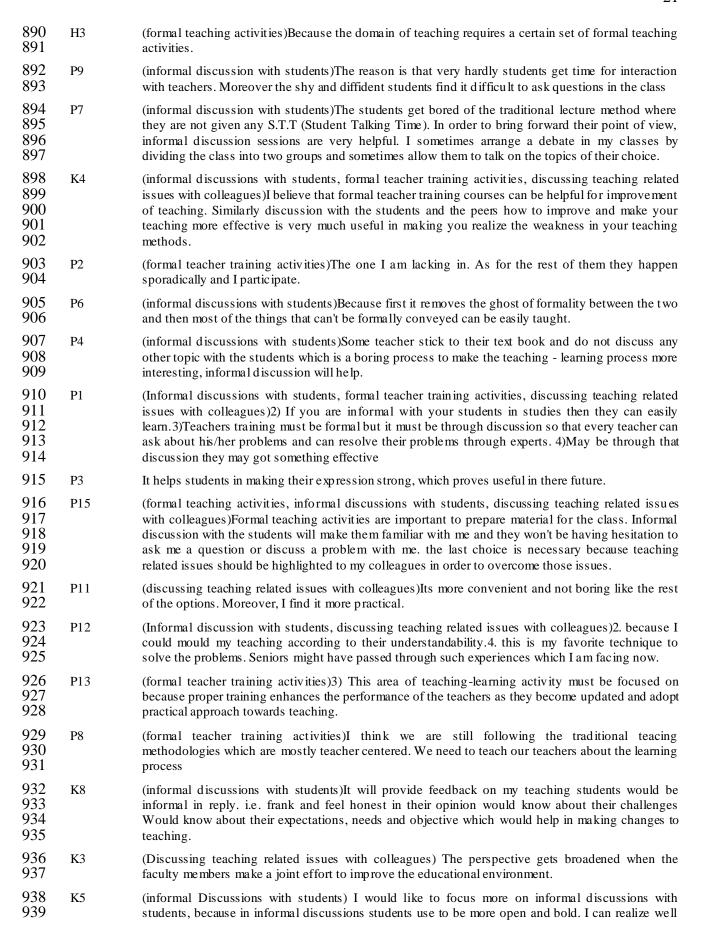
661		
662 663		Question 15: Have you used other sources of professional development? (e.g. professional discussion, internet discussion, books, theoretical frameworks)
664	Н3	Yes, internet discussion
665 666	P9	Yes, quite often we talk about professional competency and profession ettiquates: Which helps us to improve our professionalism
667 668	P7	I used to read books but these days. I rely more on internet. I also consult my colleagues and also generously guide them If I have some extra information and knowledge about my subject matter.
669 670	K4	yes, I try to improve my teaching by informal discussions with my colleagues and friends and also by using internet and books on pedagogy.
671	P2	I prefer books and internet discussion
672	P6	
673 674	P4	I definitely consult after teachers get help from internet and try to get the necessary material from net if not available in book form in the library
675 676	P1	Certainly, we cannot go without all these. Whatever I search on internet then I make it a class activity and we discuss it and give it a practical shape.
677	P3	Yeah, but for research purpose only
678	P15	Yeah. To a certain degree I used the internet and books for professional development
679	P11	Yes, I have often used the above mentioned sources.
680	P12	Yes, I use sources like discussion with my colleagues, internet and books.
681 682	P13	Yes, internet and books are often easily accessible, therefore, I usually make use of them. Occasionally I participate in professional discussion mostly with my senior teachers and colleagues.
683 684	P8	We are very often engaged in discussions focused on professional competence and enhancement of our teaching skills.
685	K8	Yes, I have attended webinars on ELT also participates in blog discussion
686 687	K3	I mostly make use of the internet as a source of my professional development. At times, certain books help me a lot too.
688	K5	It is my first year of university teaching. I discuss matters with the other faculty
689 690	K6	Yes, of course. I constantly use and take benefit of these different options available for professional development.
691 692	H2	Yes, I have been using professional discussion, books and internet resources for my professional development.
693	K1	Yes
694	H5	Yes, research conferences, talks at different places, books and research papers
695	H4	Yes, I have used all these resources
696	H1	Yes, I do use all sources of professional development
697 698 699	P10	yes, I like to read books about English language activities nad try to use them if time is available in the classroom. I also do research on internet to find better ways of making students interested in language.
700 701 702	K7	yes, to some extent. The webinar was online. Also, teaching TEFL as a module need us through books. Discussions are set on when colleagues from abroad, like you, come for research purposes in TEFL.
703	K2	Yes
704	P5	Students are the real teachers who can draw our attention to the real problems

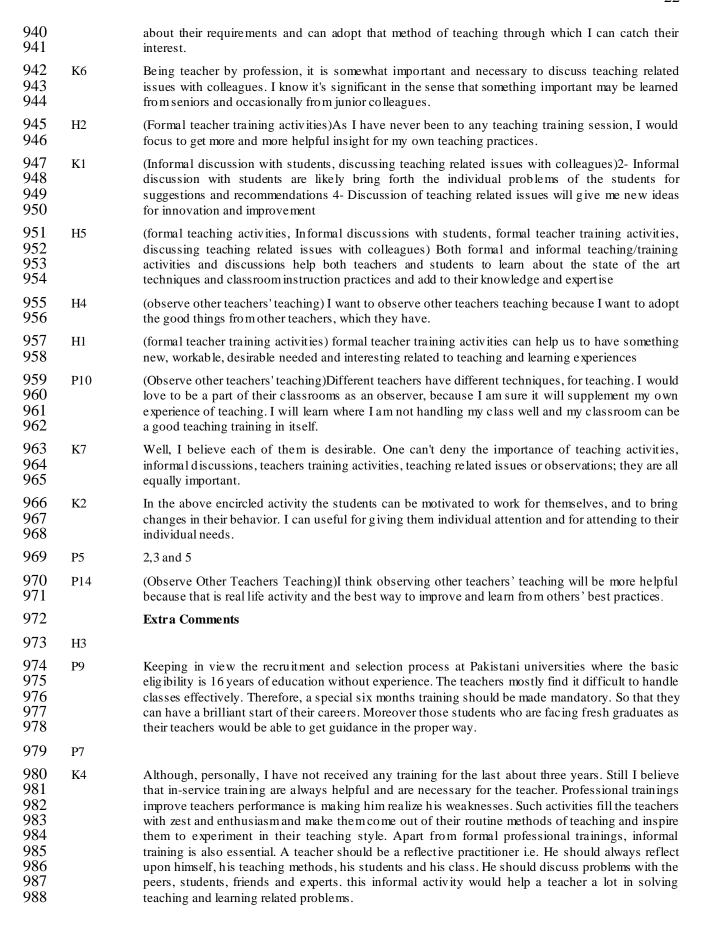
705 706	P14	Yes I do use internet to discuss my professional problems with English Language Teachers around the world. And of course books are always there
707 708		Question 16: Please think about your first years of teaching and your present practice. Has anything changed in your teaching approaches due to experience? Please specify.
709 710	НЗ	Yes, teaching approach has changed a lot. This improvement includes ensuring maximum participation of students in classroom activities, innovative ways of evaluating them.
711 712	P9	Of course there is a considerable improvement. I feel many excess day is better than yesterday. I came to know about this improvement through feedback from my students.
713 714	P7	Every new year of my teaching career is adding to my knowledge and information. I find myself more confident managing my classrooms and satisfying the needs of my students every year.
715 716	K4	Yes. Experience has made me think of my teaching methods. I have improved my teaching with experience.
717 718	P2	A lot. One has to adopt oneself to each new set of students. Teaching strategies may be more or less the same but tactics do change and are modified
719	P6	This is my first year of teaching, anyhow I am learning how to teach better
720 721	P4	Yes, I am a better teacher with the passage of time. I tis mainly due to my training and experience as well.
722 723 724	P1	Exactly, I admit it that in a very first year of my job I was totally changed when I make an over view of it and when I compare it to my experience at the moment. What I always say and what is very common in our country that they do not appreciate the quality but the quantity.
725 726 727	P3	Yeah, I feel the differences because of experience that I gained. I have started teaching more advanced courses. Initially I dealt my students as if I myself am a student but now I feel certain level of maturity
728 729 730	P15	In the first year of my teaching, I could not understand how to tackle with the students. Moreover, I didn't know what kind of information is more important for the students, and what is less important for them.
731 732	P11	Yes, initially I communicated with students entirely in English language. Now I use other local languages too.
733 734 735	P12	As a matter of fact. It's my first year in university still my methodology improved a lot. In the beginning I had some problems like understand student's level of understanding coming to their level to teach them and so on. But now problems are solved to great extent.
736 737 738	P13	In the beginning of my teaching career I was conventional in my approach, but with the passage of time and changing environment and trends I kept abreast and now my approach has become flexible, keeping in pace with change.
739 740	P8	Teaching is necessarily a process of learning and a non-stop process. I think I have improved a lot in all areas
741 742 743	K8	There has been a marked changed. In beginning I used only 'lectured method' and only allow Q and A from students at the end of lecture. Now my approach to teaching is more student centered, activity based and performance based.
744	K3	My approach has become more pragmatic
745 746	K5	In fact it is my first year of teaching at university level. Before joining KUST I had been at college level for two years. Now, I can say that I have made improvement
747 748	K6	I got the experience that sometime students are psychologically bore and don't feel easy. So metimes the nature of the topic is such that they are not getting the points easily.
749 750	H2	In the beginning I was only aware of Grammar Translation method of English language teaching and now I have better options

751 752 753	K1	A hell of difference. When I joined for the first time, I used to give a lecture: there used to be one way traffic. Slowly and gradually I realized the limitations of this way and now I try my best to ensure the involvement of the student in different ways.
754	H5	Yes, 1 - learning by DOING and 2 - learners' autonomy
755 756 757	H4	yes, there is great change and clear change in my present practice since my first year of teacheing due to experience. Experience make me bold, enhance my knowledge and upgraded my teaching skills.
758	H1	
759 760 761	P10	Yes, I was more immature in the beginning and wouldn't handle the class as well as I can now. Experience taught me to always have a backup plan if any of my teaching technique fails. I also do more research for finding useful activities to take to my classrooms.
762 763 764	K7	Yes, things have diabolically changed. My whole outlook on teaching has changed after the mentioned Access English Microscholership programme training. As mentioned in point 14, previously I would lecture and now I know my role exactly as a teacher. Pl. refer to point No. 14.
765 766 767 768 769	K2	Yes, teaching is a dynamic process which constantly keeps on enhancing with time and experience. I can now handle trouble making students successfully which initially I thought could only be dealt with through beating. I am able to judge the mood and response of the class through their facial expressions. I am adept now in judging the efficacy of my teaching by reading the responses of my students. My lectures have become more logical and ordered with more experience and exposure.
770	P5	A lot, in every respect
771	P14	I have just starting teaching three years ago, so I can't answer this question
772 773		Question 17: If you answered yes to the question above, why do you think your classroom practice has changed?
774	Н3	Because teaching is the name of continuous improvement and learning
775 776	P9	Its natural every one learns from their mistakes. Furthermore teaching is a constant experiment and the classroom is the laboratory where one can find students for the best experiment.
777 778 779 780	P7	With the passage of time, I have improved a lot in my teaching methodology. When I started my teaching career twenty years back the students used to be passive listeners and not as sharp and bold as the students of today are. I try to be well-informed keeping in mind the inquisitiveness and sharpness of my students.
781 782	K4	I have changed classroom practice because there is always a room for improvement and I believe in changes for the positive
783 784 785 786 787	P2	Experience should bring about a positive change. Consistency, though a celebrated attribute and a human value, doesn't work in a classroom. Teaching is a dynamic process and it evolves with the passage of time. As I mentioned above, classroom practice depends on the stuff one is teaching, behavior and strength of students, and one's own temperament. All these factors make teaching liable to change and modification
788	P6	I have learned class techniques
789 790 791	P4	Because of unawareness of modern techniques and because I did not keep the interest of the students in mind. But now I keep these things in mind and therefore, I have a better environment in the classroom
792 793 794	P1	First of all I think, I have lack of confidence and now I am very confident because on university level it is not easy to satisfy the students. I worked hard, I studied different books, surf on internet and the most important of all my teachers guidance all the time make me able to serve here.
795	P3	I gave the reason along. Main reason is that myself grow over the years
796 797 798	P15	With more practice, I learned more about teaching and class management. Besides US cultural exchange program for one year broadened the horizon of my mind about pedagogy, resources and class management.

799 800	P11	I changed my teaching method because most of the students had language problem. They were not good at understanding English.
801 802	P12	Because of my discussion with my colleagues and seniors. And observing their style and method of teaching.
803 804 805	P13	My classroom practice has changed because now I encourage students to actively participate in teaching - learning activities so that teaching methods be changed, molded and adapted keeping in view the best interests of both teachers and students.
806 807	P8	While teaching we can guess which way of teaching more helpful and whether the students are comfortable with us or not. That is what causes our improvement.
808 809	K8	The trainings helped me to change my practices. The results/performance of the students revealed the fat as well. Feedback from the students
810	K3	
811 812 813	K5	At the college level our job was just to translate the lessons into Urdu and to teach the functional English. But, here I teach different courses such as, functional English, Study skills and business Communication etc.
814	K6	it changed because of the fact that I want students to learn in a relax and easy way
815 816	H2	My classroom practices have changed. I have been continually in contact with those teachers who have been trained and some of my courses in Mphil have presented useful classroom implications.
817	K1	It is very much clear to me that student involvement in the class activities is must
818	H5	Because I know that certain classroom practices are research based.
819	H4	Because due to experience, my teaching skills has improved
820	H1	
821 822 823 824	P10	Because in the beginning, for most of teachers classroom is the place where they learn what really works out and what not. One understands students' psychology better with time and finds ways to deal with them. As there are not many teacher training programmes, we have to learn by trial and error.
825 826 827 828	K7	My awareness of my role and purpose in class which was created by the training programmes has changed everything for me in class. Now I give warm-up, presentation, practice, time for reproduction and conclusion whereas previously my class used to be a beautiful monologue only or at the most discussion let by competent individuals only.
829 830	K2	It is because I think through trail and error process and through various trainings I have at last come to know how to achieve my curriculum targets more efficiently and more easily.
831	P5	interactive teaching practices
832	P14	NA
833 834 835		Question 18: Have you noticed any changes, positively or negatively, in the learners' performance, either in the classroom or in tests as a result of any changes you have made to your teaching?
836	Н3	It has positively affected the learners performance
837 838	P9	Certainly, as I mentioned about that it is a constant experiment and experiments are being carried out. The result sof test are the only tools which help us know our performance indirectly.
839 840	P7	No doubt the students of today have become more bold and confident. They are more eager to know than the students of the past. So, the changes in teaching methodology are definitely positive.
841 842	K4	Yes, with changes in my teaching methods, I have perceived changes in the learners also. Most of these changes are positive.
843 844	P2	Yes, sometimes learners can't adopt themselves to new techniques and there are failures but most of the times, I've found them useful.

845	P6	
846 847	P4	The changes are positive. The performance of the students is for better than the previous years. They are more confident, they concentrate and take interest in what they learn.
848 849 850	P1	Yes, I think because I totally quit the traditional teaching style and I treat my students in a very friendly and frank manner. Therefore, What I think that in friendly environment they can learn very easily and I do counseling of them because I need a change for future
851	P3	Yeah, I have noticed changes. They show interest now which was rare in past
852	P15	For surely, they learned more through an easy way, so their performance changed positively
853	P11	
854	P12	Now, they take interest in class/lectures.
855 856 857	P13	The positive change in the learner's performance is that he/she is able to have adapted a creative approach towards learning. This fact is evident from the improved performance of the students in writing their assignments and participating in presentations.
858 859	P8	I try to make the learning process learner / student centered, which helps the students develop 'a positive attitude towards learning and they are practically involved in learning.
860 861 862	K8	I have seen positive changes in the attitude of the students. Students participation in class has increased. They have started asking questions more frequently and they have also starting doing their assignments on time.
863	K3	
864 865 866	K5	Yes, I have observed certain changes in the learners performance. Students have improved their presentation but on the other hand they have the habit to print out their assignments directly from net without involving themselves actively in the process of doing their assignment.
867	K6	
868 869	H2	I have involved my learners into extensive reading and collaborative learning and I have noticed that they have performed quite positively and they have improved
870 871 872	K1	I have observed very positive changes both in the class room and tests. In the class room they feel a part of the process, the teaching/training process. They develop confidence and responsibility. They show better results
873	H5	Yes, 100% and these changes are positive
874	H4	Yes, because of my teaching experience, I have used my skills in a better way
875	H1	
876 877 878 879	P10	Yes, I find that my students are more motivated and confident if I give them more chance to participate in the classroom. Secondly, English is not a subject which is very well liked by the students, but I try to make them develop positive attitude towards the language, and I think I am, to quite an extent, successful in doing so.
880 881	K7	Most certainly. In each class I make sure they practice and reproduce the language item they learn in a class.
882 883 884 885	K2	Certainly the students' behaviour does get changed as a result of changes in teaching strategies of the teacher e.g. previously my lectures were teacher –oriented but when due to English learning trainings I made them student-oriented I saw an active and participating student before me instead of a passive listener and it helped me achieve my targets easily.
886	P5	It improved my quick understanding of my students' problem
887	P14	NA
888 889		Question 19: Which of the following activities would you like to focus more on if you have time from your normal duties? Circle your choice.





989 990	P2	I hope your research will help us enhance and improve our teaching strategies. Your research should discover new avenues and help make this profession more celebrated and admirable.
991	P6	
992	P4	
993 994 995	P1	Semester system should be avoided, annual system must be at university level. Some professional changes must be made Education system must be changed because we do not have the practical implementation
996	P3	
997	P15	
998	P11	
999	P12	
1000 1001 1002 1003 1004 1005 1006	P13	This kind of research is highly valuable and must be made more effective and extensive. Students must also be given opportunities of making access to this research. Teachers must also be participated so that their teaching practice must be made more effective. Teaching must be communicative and should focus on not only on bright students but average, normal and weak students must be taken in account. The newly adapted semester system must be made less expensive and research oriented so that the poor students can have access to getting education. Semester system is good if adapted keeping the above necessity and requirements.
1007 1008 1009	P8	As far as my knowledge is concerned there should be special counseling sessions for the students. In all Pakistani universities there is zero interaction between teachers and students. I'd suggest that separate hours should be specified for students counseling.
1010	K8	
1011	К3	
1012	K5	
1013	K6	
1014	H2	No Comments
1015	K1	
1016	H5	
1017	H4	
1018	H1	
1019 1020 1021 1022 1023 1024 1025 1026 1027 1028 1029	P10	1- The educational changes that are brought by HEC, I believe, most of the teachers have no knowledge about them but even if they have, my view is that they wouldn't be applied by most part. 2 - Teachers trainings are good but the syllabus design is such that it restricts the teacher from practically applying the learnt teaching techniques in their classrooms. 3- Till the time language courses are not based on the four language skills i.e. reading, writing, speaking and listening, I don't think only Grammar lessons would help students to improve their use of English language. 4- I hope that the research done in the field of English language teaching will target the problem areas of the language speakers and it will be utilized to bring changes in areas where required. the researchers should propose to the HEC about the problems in ELT, so that their research can benefit the whole society. The researchers should propose to the HEC about the problems in ELT, so that their research can benefit the whole society.
1030	K7	
1031	K2	
1032	P5	
1033	P14	

1034 Quantitative Data from the Questionnaire

State ment State ment	SA	A	N	D	SD
amable to manage my workload easily	12	12	2	2	0
	43%	43%	7%	7%	0%
I am satisfied with my choice of profession and would like to excel in my profession instead of changing to other professions	15	10	3	0	0
	54%	36%	11%	0%	0%
eacher often share the teaching material that they	2	6	7	9	4
consider effective with other colleagues	7%	21%	25%	32%	14%
eachers at my university share their teaching ethodology that they consider effective with other olleagues	0	9	7	8	4
	0%	32%	25%	29%	14%
e teacher assessment processes are helping me to	2	12	6	6	2
develop professionally	7%	43%	21%	21%	7%
I am satisfied with the amount of time available to spend	0	12	6	8	2
n a week to discuss teaching methods, issues or roblems with my colleagues	0%	43%	21%	29%	7%
Professional development opportunities are equally	1	4	5	11	7
available to all the teachers	4%	14%	18%	39%	25%

1036	Interview Data
1037	Respondent – P15
1038 1039	Ok first of all you have mentioned some of the changes in the questionnaire that you are aware of. What is the affect of these changes on Pakistani universities in general or especially for language teaching?
1040 1041 1042 1043 1044 1045	Well like the changes I have mentioned, like e.g. student attendance and well those who has less than 75% attendance in a class they are not allowed to sit in the final term exam and at the end of the semester they have an evaluation Performa they fill it out and it show the performance of a teacher during a semester the other like the changes I have mentioned like plagiarism for example. so plagiarism, well this is a good job because all the teachers they are kind of you know getting involved in producing something creative something original, which in the long run will like enhance the quality of education in Pakistan. And how is this implemented in the universities?
1047 1048 1049 1050	Well we are informed that there is a software available in the administration block and those who are going to write a research or thesis of research, the name of that software is turnitin. and they pass that material through that software to check what is plagiarized and our teacher say that something like 20-25% of plagiarism is allowed in PhD or M-Phil thesis. If it more than that so the scholar is advised to re-write the thesis.
1051 1052	And do you think the changes that you have mentioned or some other changes have affected the quality of education,
1053 1054 1055 1056 1057 1058 1059 1060 1061 1062 1063	Yeah some of them they have surely like the quality of education has enhanced, as I mentioned plagiarism so it will enhance the quality of education like you get quality teacher through scholars so it will enhance the quality of education. The other change like 75 percent of attendance, again like you know students, they are forced to sit in the class and when they take more classes they will be able to understand morechanges from conventional system to semester system has made the education expansive which is not like you know I don't appreciate it because common man, you know Pakistan is a third world country and most, majority of the people they cannot afford their children to send to university with the views that they cannot pay that money e.g. we have hostels charges, we have you know tuition fee, books and, transport so many other changes we have so in the past people would deposit s something like 7 to 8 thousand rupees per year in the university of Peshawar. I am talking about like the year 2003/2003 and now like per semester students pay more than 20 thousands and in the evening students they pay more 26 -27 thousand per semester so this is just you know the tuition fee
1064 1065	And you have mentioned the plagiarism software a couple of times. is it also being used for the students of Masters and bachelors?
1066	It is used for masters students yeah, exactly MS students.
1067	MS students, teachers are using for
1068 1069	Exactly, I teach at the institute of management studies university of Peshawar, so my students you know they say that they use this software for MA students. MBA and MS students

1070	And how do you generally rate your university in comparison with other universities that you might know of.
1071	Well it is a name in the province it is a name like it was established in 1950 and it has served for more than sixty
1072	years, so that's why it has like you know, better facilities than other private universities or it is you know, it
1073	provides quality education once we compare with the rest of universities private university like you know
1074	CECOS and we compare it with Abasin or so many others but like when, as I have international exposure so
1075	when you compare it with the international universities it is nothing then it is nothing.
1076	And how do you see the role of higher education commission in the education system of the country
1077	Well that maybe, like I think it a political hub because, change the HEC is usually influenced by politics the party
1078	in power or the person in power in Pakistan he or the party has a say in influencing the role to have some changes
1079	in the policy of the HEC they have so that's why there isn't any continuous policy of the HEC it is changing with
1080	the change of the government with the change of the leader.
1081	In your opinion how does HEC influence the innovation in the education system or how do they contribute to
1082	the implementation of the innovations?
1083	Like just repeat that.
1084	All the changes that are being implemented in higher education. What is the role of HEC? how do they
1085	contribute to the implementation process?
1086	Yeah ok. In implementation process first they send the like you know what we call it the documents you know
1087	that include changes they send that to our university, the administration block then it is passed through senate and
1088	syndicate and then they are implemented in our university if it not passed through senate and syndicate the
1089	changes may not be that much important like it will not be valid, it is not adopted in the university when it is not
1090	recommended by the syndicate and the senate. Then it is implemented in the university
1091	To what extent in all these stages that you mentioned. Is the language teacher involved in contributing to the
1092	process of implementing innovation.
1093	Like changes in the procedures you are talking about these which is
1094	The procedures that you have just mentioned that HEC sent to the syndicate then it is send to the syndicate
1095	and to the management and then it comes to the university to the university and the university share it with the
1096	teacher. In all these stages where is teacher involved in implementation?
1097	Well no where, we just receive just simple instruction we receive at the end. and sometime even we don't receive
1098	that we are on our own just get that from the administration block Like a clerk or superintendent may tell us you
1099	know that there are these changes and then we call the administration block go and pick those documents from
1100	there what are the recent changes and then we read them on our own well we are not properly informed through a
1101	telephone or email. We just do it on our own.
1102	And what sort of professional development opportunities does the language teacher have in the university or
1103	in general in Pakistan?

- Well we don't have such opportunities here. We don't have that. Like I have taught in Pakistani universities for more than five years and never I got any training. like never I was told that you attend a work shop or like you know or suppose or I may go to to the capital you know Islamabad or somewhere just to attend a work shop no where you know I have even inside the same campus in Peshawar I have never invited for Such a professional training to participate in and enhance my professional skills never ever.
- 1109 You have mentioned that you went to the US for. Was it on your personal...?
- 1110 I saw an advertisement in the newspaper and then I applied for that cultural exchange program which is called 1111 FLTA Foreign Language Teaching Assistant which is for two semesters. Well when I stayed there I learned 1112 something like I can use pedagogy, class management, how to use different like the internet. How to have video 1113 conferencing. How to improve listening pronunciation listening and writing and those things. I did it on my own 1114 by registering for some important courses there which would develop me which should groom me professionally 1115 so I opted for those courses there and it did something for me but well I can't use those things in a Pakistani 1116 university because we don't have proper resources here, the library like you known I will give an example I am 1117 M-Phil scholar here but I teach on contract basis in this university. And Once I needed a book and the book name 1118 is Alice in wonder land written by Lewis Carroll and needed that book and the central library didn't issue the 1119 book to me because they told me that you are on contract basis and that's why we cannot give you that book.
- And how do you think language teachers could be developed professionally what is the effective way of developing language teachers.
- We, they should send some trainers from foreign university. Foreign linguists you know they should send them to
 Pakistani university and they should arrange a workshop like ten day workshop, one week workshop. All the
 English teachers and language teachers they would attend that and I think it would work well as workshops I
 have attended in the United States they helped me a lot my supervisor he was a linguist Dr. Paul Foster he was a
 linguist and he would give us some training you know in this direction there was one other Dr. Shim was his
 name in Indiana university. He gave us some training regarding teacher and pedagogy and those stuff
- 1128 And have you felt any change before..
- Yes certainly, of course. Before like it was just you know beating about the bushes I wouldn't know like I am providing this material to the students, how much it will help them or what you know I would just teach them like you know it was there in the course contents I would teach I wouldn't think that these contents or this stuff will help them how much to what extent now I feel that like by providing and now even I shuffle the course contents even you know that providing this material first will help to understand the later what will come later. So now I use my own methodology instead of following the course contents given by the administration block or somebody else.
- And how do you see the cultural effects on implementation of change at university level. Is there any affect of culture on accepting these changes?
- Like the changes done by the HEC?
- The changes done by HEC or any other changes that you have seen in the higher education in last few years.

Yeah, maybe like the cultural changes. Let me tell you one thing like PhD in Pakistan, it takes more than 7 years. you might know that. And PhD once you are getting that from the UK or you are getting that from the US it take something like 4-5 years along with masters you know. Masters take two years there and three years more for PhD here it takes more than 7 years. The reason is that people are kind of like they are more culturally you know culturally bound like suppose they have to attend the funeral of a far relative you know the one, or suppose you know he or she has to go for the marriage ceremony of a far relative or suppose any relative comes from village any relative if he she comes from villages So you have to attend that relative you have to give time even if suppose someone live in Peshawar as I live in Peshawar if a relative comes from village and if he is in hospital so I have to take care of him in the hospital I have to bring him to my house and you know properly and when after like 4-5 days when he goes back Till that time I should be with my relative so during that time I cannot have any research or I cannot focus on my research activities So culture has it is in our culture that you have to follow these things or otherwise like you will be cut off from the rest of the relative. So yeah, it has its impacts like people why they complete their PhD in the US and in the UK because they are kind of not that much involved you know that much involved with all types of relations. Like You know with all types of relatives I can say Suppose if our cousin comes so we have to attend that there cousin in the US or the UK may not be a big deal and people get appointments for when they are visiting you. Here people come without any appointment.

- 1156 This is one of the social
- Yeah, the social yeah

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- 1158 Any educational culture or culture of the institute. If Like do you see any effect of the educational or the
- institutional culture on the implementation of the changes?
- 1160 Like usually the changes people have the new changes people have on campus regarding pedagogy and regarding 1161 the use of resources like the teachers who have authority who have power in their hand they are the senior 1162 teachers and actually they are not much modern minded. So the changes they bring in teaching methodology in 1163 the use of resources you know some other whatever you know implementation of libraries or implementation of 1164 some other rules, installation of libraries or implementation of some other rules this is well they have these 1165 things in their hand and they are kind of not much willing for having these changes in the education sector 1166 because their mentality is well you know they follow their own obsolete, I would say obsolete ideas or obsolete 1167 teaching methodology so kind of they are not letting the young teachers to adopt those things and if somebody 1168 does it is like people kind of jeer and they are making fun of the young teachers well sometime you will even get 1169 show causes from the dean or from the chairman that why you have such thing in the class.
- 1170 And you have mentioned some of the cultural factors that are hindrance to the implementation of the changes.
- do you see any cultural factors that support change or accepting change or implementation of the change?
- 1172 That support change?
- 1173 Any cultural factor that you think support.
- Yeah well, like in my view, the well, I don't see that right now there is anything on my mind what should be
- there that would support what would be there in our culture to support something you know regarding education.

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1176 1177 1178 1179	But one thing is that the, ok I would, I don't think so right now there is anything. because people are kind of you know they in a sense old fashioned and most of the people they go for business you know, property collection you know those stuff they are kind of involved in so well, I am not sure well if I have anyone I will let you know later on
1180 1181	In your opinion do you see any role of politics, may it be national politics or provincial or the local politics in the higher education system or an influence of politics from higher education?
1182 1183 1184 1185 1186 1187 1188 1189 1190	Yeah politics it has a somewhat role like in our province e.g. there is Abdul Wali Khan university so Abdul Wali Khan university gets more budget because it is established by the National Party, you know, what we call that, you know the ANP Awami National Party, which is the ruling party in the KPK Khyber Pakhtoonkhwa so most of the budget is given to that university in our province, university of Peshawar, Islamia College University, Hazara University, the rest of you know Swat University, Malakand University we have them but they don't get that much budget and like if you look at the provision of busses and the provision of other accessories, you compare that university of Peshawar with Wali Khan university So certainly their buses are new their library you know they have more books. So yeah there are there are effects of politics on education system of our province or our country.
1191 1192	Things that you have just mentioned are mostly the resources for example finances or the buses or the things that you mentioned. do you see any other influence of politics on higher education
1193 1194	As earlier I talked to you about, the person who is the leader the person who has the power in his hand he/she will change HEC policy and in the long run it will change policy on campus in the university in Pakistan.
1195 1196	And have you noticed any such influence of politics recently? Like earlier there was the issue of fake degrees, the HEC told them that you know that certain politicians certain

n parliamentarians they have fake degrees and they are sitting in the parliament but well those parliamentarians they belong to the ruling party and the supreme court or no one else did anything just to disqualify those parliamentarians, those MNAs those MPAs. so this is you know like kind of where these degrees come from? The ruling parties get these degrees from the universities because they have their own influence they get these degrees for their own MNAs for their own people then they go for election and then they sit in the parliament so they have effect. Like changes, people get fake degrees

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Again do you see any positive influence of the national or provincial or the local politics on higher education?

Positive influence! Yeah it is like suppose as I mentioned the Abdul Wali Khan university you know. They are, it is given more budgets, it is given more money, the university of Peshawar the other universities They don't have much budget you know from the government so they kind of you know exploit they are looking for their own resources. And like you know but still we have more student than you know Abdul Wali khan university we have more students And we kind of like a bit increase the money per semester, ok you know the tuition fees for the students and yeah we collect money for like our own resources for collecting books and yeah.

1210 At the end would you like to have any general comments make any general comments about the higher 1211 education in Pakistan?

The higher education commission like I would say that we are hired but you know like 5-6 years of experience at university level and never ever I have given any office ok? we don't have any access to the internet properly, we don't have a printer we don't have a computer we don't have any photo copier and like we cannot provide material to the students easily. Suppose you are distributing hand outs to the among the students, you are giving them hand outs so where you get them from and beside them we have so much work load Like last year I would teach 42 credit hours 42 credit hours, this is such a big burden like I would come out of one class and go inside another class. Coming, suppose if my class will start at 8 so I would take class 8-9 and then from 9-10 there was another class 10-11 there was another, so this way you now, like coming out of one class getting into another class right now, I teach 27 credit hours on campus and I am also a M-Phil scholar, I pursue my own higher studies so I have my own class as a student and I teach 27 credit hours and beside that we get very less salary like the salary we are given it is not sufficient for the teacher like these changes are useless the kind of privilege you provide to a teacher accordingly he will teach. if we are given more money, more you know or good salary we can provide quality education because we would teach less. Suppose instead of 27 credit hours if I am given like 12 credit hours then and a good salary with that so certainly the quality would get improved.

- 1226 And any specific comments on language teaching, in general.
- Language teacher is I think, like from students' side that how much they improved or whatever?
- The influence of all these changes on language teaching especially, like you have mentioned some of the
- influences on general education but especially for language teaching are there any changes that are coming
- and have you seen any influence of the innovations on language teaching.
- 1231 Yeah, it is like, earlier We didn't have that much marketability English teacher but now with the changes with
- the HEC changes English is compulsory subject for four semesters to our students you know out of 8 semesters, 4
- semesters we teach them and they learn more English from the beginning they know nothing and when we in four
- semester or you know at the end of the third semester... they can speak they can write, they can write correct
- sentences or that they They also improve their listening skills, so yeah these changes, it is a good change to have
- implemented English is compulsory subject for all students.
- 1237 Thank you very much for your time
- 1238 You are welcome. You are most welcome.
- 1239 Thank you.

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Respondent - P5

- Ok, as you have also filled the questionnaire and you are aware of the topic as well, so how do you think the recent changes have affected the Pakistani universities? Or you can also refer especially to English language
- 1243 teaching.

Like the recent changes which have been proposed and to some extent have been implemented, they are changes mostly for like the university students, but the problem is that when we get the students at the university level, they are more used to looking at English as a subject so like it's a bit difficult in the beginning to make them change their angle of looking at English as a language. So I personally believed that along with changes introduced at the university level we/the Government needs to bring some change at the school and primary level like if that, in language like I personally believe top to bottom approach is not as affective as It is in sciences. We have to start like from bottom to top. So it can become more effective if a bit more focus is given to the way language should be taught and these teachers are sent to those particular primary schools or those particular

secondary school where they start brining this very important change of introducing English as a language.

And how do you see this happening in the primary and the secondary education?

Of course like the teachers who are trained in these universities, If they are given this feeling that they have to utilize the same curriculum because it is a bit difficult to change the curriculum in Pakistan especially. Like if they mold the curriculum and with mutual understanding of the examination system the different boards which are conducting examination at school and college level. If they are also taken into confidence that this is something, which is, which needs a sort of collaborative effort from all the thee aspects, policy making, examination and the teachers, then like it can effectively work. But at the same time I think that in language teaching the language teachers must have refreshers courses at least once a year. At least.

And right now is such practice happening in the universities?

To some extent, like mostly the university schedule is so heavy that these activities are quite difficult to manage with very limited resources, with the availability of, with the non availability of the classrooms because like classes are going on and secondly it can be done in summers but again like the problem is more logistical problems. Like you know in summers we normally have load shedding and that kind of problem so neither the teachers nor the participants are willing to spoil their summer vacations. During session it becomes difficult because eof the hectic schedule, and you can see that in our university on daily basis we have almost 108 classes of English going on so almost every staff member is involved in teaching process throughout the day. And arranging a seminar or a sort of training workshop for two three days that means that we have to like temporarily we have to stop teaching to the classes and that creates problem in the sense that the students when they are out of the classes and they may create problems and like because of so many reasons it becomes difficult to manage and conduct it.

1274 And in your opinion have you noticed any change in the quality of education Due to these changes?

To some extent, to some extent like I would say that the quality of education has to some extent it has improved, because the teachers who are now teaching English as a language are at least training the coming generation of teachers that when they go and teach at least they would be in a position to utilize that material more as a language instead of teaching that material as a subject. like they, I personally believe that these types of trainings, have broaden the idea of improvisation in teaching, like previously teaching used to be very rigid. Now it is becoming a bit more flexible in sense that the teachers thy look at the level of the class and most of the teachers they try to improvise the things and bring it down to the level of the students. The second like thing that I would share is that it is the education system but at the same time media in Pakistan has played a significant role, Especially in improving the oral skills like the spoken ability of students is improved, and the listening ability of the students, but that is not because of something like which HEC has done that is all because of the previous 15 years the penetration of media in every house. I personally observed that students who are more exposed to watching English cartoons at a younger level and who normally watch English programs they come up as better speakers, they are good listeners, and people who normally follow that traditional way of limiting themselves to books they normally come up with comparatively better writing skills better reading skills the verbal skills are good but like they are very very shallow or weak in their oral skills or expressive skills, oral sorry.

- And how do you see the role of higher education commission in the education system? Especially their influence on the universities and the higher education.
- It is good, it is quite positive, but I still believe it will take a lot of time because like HEC without finances cannot do a lot. If it is financed properly then I think HEC can do a lot because this approach has worked very well now like the PhDs who were sent abroad 5-6 years ago they are coming back and I think like in next ten years when these people will come back that will have a huge impact on the education system but at this stage like we will say that we are going through a sort of transitional period.
- 1297 And HEC has announced some changes for higher education. For implementing these changes how do you see the influence of HEC on the universities?
 - Practically, HEC does not have that much influence on the universities. Because in most of the universities normally, the department normally, they go for something which is something up to their convenience. So like I don't think so that with the exception of funding thing they do not enjoy that much control, on the administration on the curriculum design on the so many other things involved in the process of education. HEC needs to have one regulatory body in every university so that there should be a constant check, nowadays we have more than sixteen public universities in Khyber Pakhtoonkhwa and and we have one headquarter in Islamabad and one regional office in Peshawar. what I mean is that HEC must have a representative of at least associate professor grade 20 grade 21 who must enjoy some authority and keep a check on university inside the university; like that would become a bit more beneficial for keeping a check whether like the HEC things are followed strictly or not.
- And as far as you know what procedures are followed for implementing changes in the universities? What are the general procedures that are followed, like do they come from HEC or?
- They come from HEC but like when it is handed over to the authorities, you know like the politicization in universities have negatively affected the process of policy making. Certain things are beneficial for a certain age

group of teachers so they would resist those changes which are going against their interests. And as a result normally the things are politicized and the affectivity of that project is not like it is lost in a sense. We need professionalism among teachers; the basic thing is that like we are more involved on other things we need to focus more on our professionalism.

How do you see a teachers' professionalism? What are some of the factors that you see in a professional teacher?

Like a professional teacher is supposed to be having first of all a good command on his subject. Punctuality and regularity these things are counted a lot plus his interactions with students, Like in a traditional system like even teachers enjoy a lot of powers in their departments. Like if these powers are taken and if they focus more on their abilities to excel teaching, we don't have peer discussions. A lot of peer discussions, we have it but in a very very informal form like it is very strange that in Pakistan a teacher would mind another teaching sitting in his class because normally that is taken in a different sense. Whereas like I personally believe that it has a very huge impact on both the teachers like the one who is teaching and the one who is sitting as an observer like both benefit a lot. So like that the promotion thing and there is a clash like that traditional system of BA has been replaced with BS. So like you can see that. gradually new things are replacing the old so there is a sort of resistance from the people whose you may say like who are not going to benefit from these changes like you can see that like this TTC thing is mostly opted by youngsters not by older generation. So this is like difference of perception difference of interest. All these thing normally results in weak implementation of the policies.

And in the implementation of the policy to what extent is the teacher involved and what are the stations in which teacher is involved in the implementation...?

It depends on like a PhD teacher can have a great say but for a lecturer or for a person who doesn't have any PhD. He normally does not enjoy any say in policy making. But for a PhD teacher he automatically become a member of board of studies and he can have a better say so I think like the more PhDs we bring in it will not only accelerate the research process but it will also equip the policy makers because the same people will come forward as policy makers and, and when the policy makers start taking genuine interest, definitely they will try to implement it with interest and again like it is not again only teachers like HEFC has to come up with something like the organization itself has to encourage has to create such an environment like right now the load on teacher is so heavy. That it becomes very difficult for him even to get involved in any training like today we were supposed to go to Islamabad for attending HEC but like there are so many things to be done here that we can't afford to go even for a single day.

And where does the problem lie when you say you should do something but Due to some problem...

There is no coordination between different bodies like policy makers, examination system, teachers it seems that if they are all segregated they are not working in a collaborated way. Like there is no communication. so in 2005 the intermediate level courses were changed after 40 years. The changes were quite obvious but the problem was that the examination system is based on memorizing the things so unless you change the examination system. The teacher is unable to utilize that material for language teaching, he is forced to teach it as a subject so like if there is a collaboration between like if the board is changing the course the board must also take into confidence

the examination system the examination section that they too have to bring changes according to the charges brought into the syllabus, so the syllabus has been changed, more linguistic aspects have been added into the syllabus but the way the examinations are being conducted the way they are evaluated that is not based on language teaching evaluation that is based on just check their memories.

And for developing language teachers what sort of opportunities do you see that are available to English language teachers?

For English language teacher there are opportunities but again like opportunities are limited, they should be extended to almost all level of teachers who are involved in the process of English language teaching. It should not be just restricted to university teachers. And let me tell you like once I attended a seminar in Lahore Which was arranged by USAID and in that seminar members from SARCC countries were all invited, and it was very strange to see that people from Nepal and India and Bangladesh were all, teachers who were teaching at Government level schools and colleges and universities and the participants who were chosen from Pakistan institutions were all participants from elite class schools so like we have to involve the grass root level like we have to involve the government school teachers, we have to involved the university teachers, we have to involve the Government college teachers, like all of them have to be involved in this process.

And how, you have mentioned that you have participated in some professional development activities could you comment on those?

Yes, like I did a CELTA observatory course form UK and then I did my post graduate diploma in ELT from Allama Iqbal University. And there was big difference like in that diploma course which was extended to almost one year and CELTA was five weeks course but CELTA was more practical. In that diploma course we were taught, there was a lot of lecturing a lot of assignment writing but there was only one or two presentations. Whereas in CELTA like there used to be properly observed teaching, like we were given concepts and based on those concepts and techniques we would teach for 4-5 minutes and that particular skill used to be evaluated. So the courses that are available in Pakistani system are not very practical. They are more theoretical, as a result of that like people normally consider even teachers traditional teachers for them it becomes more like an activity where they have to memorize few books and they have to attend few lectures and they have to write few assignments and that's all It does not bring any change in their practical language teaching skills.

And if you were to design a professional development program for language teachers. What would be some of the areas that you want to attend to?

I think like there should be, there should be courses, refreshers courses of four/ five days, at least thrice in one year, at least. And there must be some sort of check kept on them like there should be a sort of evaluator body that should observe that how these teachers are working and what is the, like the other option is that what we can do is that we should not discard English as a subject we should keep English as a subject but we should bring in

1384 parallel some sort of English language teaching, informal teaching and if that is kept under a sort of check then I 1385 think like improvement is possible. 1386 And do you see any role of culture in the implementation of 1387 Yes culture is very important because like our people are normally are very shy they do not encourage other, they 1388 won't speak themselves and they would not like encourage other people to speak in English. 1389 This is general national culture. Is there anything in educational culture or institutional culture that might 1390 be.. 1391 Yes, there is a big difference of institutional culture that there is a big role like I worked in Edwards college for 1392 eleven years. The culture over there is quite different and that culture normally makes a big difference. Here the 1393 culture is quite different. like they are same Pashtoon boys from the same areas but they have different 1394 proficiency levels in English because of the culture of the institutions. 1395 Could you mention some of these factors that 1396 Yes, the institutions that normally encourage debates, parliamentary form of debates, drama activities, singing 1397 activities, these type of activities indirectly give confidence to the students. And when they are confident in the 1398 beginning they may speak incorrect English but with the passage of time they gain proper proficiency and they 1399 become very good participants in any kind of discussion or in any kind of 1400 You have also mentioned it before that politics have influence on the universities. At university level how do 1401 you see the role of politics of the country or of the province or local politics? 1402 In Pakistan you see, you wont believe whatever is happening in Pakistan in last five years. This is my common 1403 observation I joined this place two years ago every organization is reflecting the situation of a mini Pakistan. If 1404 you go to Edwards, same is happening there, here everywhere, every organization is reflecting a disorderly and 1405 like a randomly there is no system people like every person that egocentric sort of thing is there in our politic ians 1406 that are reflected in those people who are sitting on very authoritative posts. The same thing is reflected in their 1407 attitude so I think that is directed influencing our universities and universities still by some of the political 1408 organizations they are being used as a breeding grounds. 1409 Could you explain this point a bit? 1410 Like you see, any happening in national politics can be exploited by involved students in that particular problem 1411 and that can like they can close the roads they can come on the roads, they can like damage public property, this 1412 is what happened like once I was in Edwards I am talking about 2005 and something was published in Denmark

and Edwards college though it is in Pakistan in Peshawar, we were attacked by 2000 students from various

schools and colleges with sticks in their hands and the college was ransacked. Everything was broken down and

that was basically organized by one of the parties. And they were in government and we informed the DIG and

the police came once they played a havoc with the property of our college and once they had left then the police

1418 And you also see any role of politics on the policy

came. So it is very much there in a..

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1419 1420 1421	Yes yes yes, that is something very damaging. A dean from one politically affiliated group would try to promote those people who are believer of his ideology. So they are brought, they are given undue promotions they are protected despite the facts that there are FIRs they are involved in criminal cases they are given full
14221423	protection. Could you mention some of the positive points of the politics in involvement in the education or the country's
1424	politics on education?
1425 1426 1427	Any positive? Yes, like it may become a grooming ground for some of the politician that is the only positivity that I can see at this stage. Because our people are mentally not mature, but the only thing that I can see is that some of them become politicians.
1428 1429	Is there any general comment that you would like to make about the education system or the changes that are coming?
1430	I wish the Government should allocate a bit more funding to this particular sector.
1431	Any specific thoughts on language teaching and the changes for language teaching?
1432	Yes, I wish a teachers understand the idea of language teachers as a facilitator now as a dictator.
1433	And your views on the current practice in relation to
143414351436	Yes yes, I am very happy with that, like my students are very, they feel at ease whatever they want to discuss they can take up that issue. They are vocal they speak so as far as whatever I can do I am doing it with my students, like it is all at my personal level.
1437	And generally do you see this happening?
1438 1439 1440	And if they think the same way that has an impact but still like you see like in our department like we have people who are sixty years old and we have people who are thirty years old belonging to different generations. So there is a difference in the way they teach and the way they interact with their students.
1441	Thank you very much for your time

You are welcome

1443 Respondent – P4

- How do you see the recent changes and their affects on the Pakistani universities. Especially for higher education.
- Yes, there has been a great change by the change at national level. In the past we used to have the annual system
- where there was no record of attendance the students were not bound to attend their classes regularly. They were
- never punished for their shortcomings for their attendance, nowadays the government have introduced the BS
- system/semester system where the students are bound to show 75 percent of their attendance. So in this way at
- least the learning process has improved now the students come regularly to their classes, the teachers, at least
- they get some feedback from their student. They are responsible for setting their papers they are responsible for
- checking their papers. because in the past we used to teach our students but we didn't know their performance,
- their papers were checked mostly by other teachers from other universities. And in this way we didn't know
- anything about their performance, so now there is immediate feedback from them and in this way the teacher
- know their own performance through there students. Whether their way of teaching is effective and they get a
- good feedback or not. So this is I think a positive change brought by the semester system in our education.
- And other than this any other change that you see affecting the university teaching or learning for student?
- Yet, I personally thing that in our syllabus nowadays the teacher is given this freedom to set a syllabus for their
- students according to their level. Which in the past did not exist. We had a very fixed syllabus in the past and we
- 1460 couldn't move from that syllabus but nowadays in every semester, every teacher is given this freedom to set a
- 1461 course a syllabus for their students according to their need. So this is I think a very good thing as far as education
- is concerned in Pakistan.
- 1463 So when same subject is taught by two different teachers in a same university. So who is responsible for
- 1464 setting syllabus then?
- 1465 If we have e.g. 5-6 sections in the same semesters, or four or five teachers are teaching. So at least they sit
- 1466 together and they consult with one another and they think that because this is the same semester the same level so
- with minor differences, mostly their syllabus is the same for that one semester and they consult one another with
- the passage of time and when they set paper they also consult one another. So there is a uniformity in setting the
- papers at least
- 1470
- 1471 And what do you think, what kind of affect these changes have on language teaching specific or on education
- 1472 in general.
- 1473 In this respect I think that the syllabus has become language oriented rather than literature oriented. And
- Personally I think our students are in need of language rather than literature. Yes, in the past we had literature
- oriented course which the students didn't like and which had no benefit for them in their daily use, but nowadays
- we mostly, most of the semester teach them functional English which helps them in their daily life in their
- different positions this English helps them. so in this way I think there is a great change.

1478	And is it affecting?
1479	Definitely its affecting their performance as well
1480	And how do you see the role of higher education commission in the Education system of Pakistan?
1481 1482 1483 1484 1485	The role of higher education commission if they want to play yes they can play a great role. The only contribution I personally think higher education has played is giving us that freedom, not imposing anything from their side. They have given us that freedom to all the universities to set their syllabus by themselves and at the same time they are at least contributing in giving so many scholarships to the teachers in order to go abroad and improve their qualification. So this is a great role played by the higher education commission.
1486 1487	And in your opinion how does higher education commission Influence or contribute to the implementation of these changes at the university level?
1488 1489 1490 1491 1492	I don't think there is any system of check and balance in this regard. As I told you that the universities enjoy great freedom in setting their papers and they are not bound by the HEC to follow certain rules. At least yes there are in some ways, something are there are some syllabuses are set by the HEC Which have to be followed by the universities in a greater places I think that HEC has given freedom to these universities to do and to set their own syllabus.
1493	And what is the general procedure for designing curriculum and then for making syllabus?
1494 1495 1496 1497 1498	At a start of a session, every department, they convene a meeting of all the faculty and they sit together and according to the circumstances they give this responsibility. First of all there is mutual consultation and then there are different committees set for this purpose to set syllabus for every semester. So for first semester there is a committee of three professors for second semester there is committee of three professors and they are given this task to set proper syllabus for these semesters.
1499 1500	My questions was, just before the syllabus that there must be a general curriculum out of which the syllabus is designed. Is that also designed within the university?
1501 1502 1503 1504	Yes, as far as, speaking at a broader level, there is a curriculum that comes from the higher education. And keeping in mind that curriculum we then set our own syllabus. But we are bound to follow at least to some percentage that curriculum so higher education in that place also plays a role they send us a curriculum which has to be followed by the university to some extent.
1505 1506 1507	And you have mentioned some of the changes in form of semester system the introduction of BS program. What is the general procedure that is followed by the universities or by the higher education commission to implement these changes?
1508 1509 1510 1511	The higher education, I technically I don't know whether they keep an eye on the implementation of these things but as far as I already told you the university has enough freedom to set this curriculum this system and every university has a different. In the past I know that in the whole of our province there used to be one course taught by teachers in every college in every universities. Now if you look at the curriculum the syllabus of all

1512	universities every university teaches according to its own needs. so now there is a totally freedom given to these
1513	universities.
1514	And is in this process at different stages from planning to implementing and designing these changes at what
1515	stages is teacher involved and to what extent?
1516	The teacher is involved from the very beginning from setting of syllabus to the teaching of that syllabus. The
1517	teacher is wholly responsible for all these things. And it is not a set book that is recommended by the higher
1518	education or by the department. A teacher is free to recommend certain books for teaching that syllabus to the
1519	students for his own reading. So teacher is involved, teacher teaches, teacher sets that paper, teacher sets that
1520	syllabus, everything is done by the teacher.
1521	If you allow me to re-phrase my question. Just for example in a semester system and that is an innovation, a
1522	change from annual system to semester system as you mentioned. Where was it initiated this process of
1523	introducing semester system?
1524	I think that was the requirement of the higher education as well. in order to bring the education system of
1525	Pakistan at par with the other universities of the world. It was considered necessary to introduce the BS system.
1526	So basically the BS system has been introduced by the higher education and later on it was introduced into
1527	different universities and now even government colleges are trying to introduce the semester system. So slowly
1528	and gradually, I personally think that in the coming frew years BS system will be introduced in every college and
1529	every university.
1530	And in this process is teacher involved at the HEC level when they are initiating changes and then conveying
1531	them to the universities?
1532	Definitely in HEc they definitely ask teachers from different universities to come there so if not we our senior
1533	experience teachers they visit HEC and from all over the country they come to HEc and then they are given this
1534	information and then they sit together and then they bring those ideas from the HEC so definitely teachers are
1535	involved. without teachers it can not be done.
1536	
1537	Could you give me your views on quality of language teachers in Pakistan?
1538	As far as a teacher is concerned I personally y think that a teacher is not properly trained for teaching English
1539	language. The moment a teacher completes his education that is masters and that masters is also mostly literarue
1540	oriented. So the moment he completes the masters he is given a job in any university in a college without proper

language. The moment a teacher completes his education that is masters and that masters is also mostly literarue oriented. So the moment he completes the masters he is given a job in any university in a college without proper training without attending any course and he starts teaching that course. so personally I think that I also recommend to HEc that before joining any department and especially English is a foreign language for our students for our teachers, so if they are properly trained and then sent to the classroom, because teaching is not a simple job, it is very difficult to make someone understand especially in a foreign language. And my answer is that our teachers are njot properly equipped with that proper training which is required for teaching English language.

1548	And are there some opportunities available for language teachers to develop professionally. What kind of opportunities are available?
1549 1550 1551 1552 1553	Yes, the higher education sometimes they arrange some courses for these teachers but they are done not very frequently. They are done after so many years. I personally attended a course of teaching of English as a foreign language . twenty years back and after that I couldn't get any opportunity to attend any interesting course which could be useful for my teaching So these courses should be held by HEC very often and the teacher can definitely take some benefit from these courses. but unfortunately this kind of thing doesn't happen very often.
1554 1555 1556	So like you have mentioned that the last time you attended any such development activities it was almost a couple of decades ago. Are you aware of some of the opportunities that are currently offered by HEC or by the university or by any third party?
1557 1558 1559 1560 1561	Those who have some interest e.g. they look for those opportunities but when a teacher realizes that I can do without those trainings he keeps on That's why we mostly ignore such things if that training at least is of duration of three months four months then teachers are definitely interested to go and but I personally, after attending that course I have mostly ignored attending these courses. and it is my weakness not the weakness of the HEC.
1562	In your opinion what kind of trainings should be available to the language teacher?
1563 1564 1565 1566 1567	So there are different, they can arrange certain seminars, workshops they can invite resource person from abroad and they can learn new techniques, new innovations in the classroom definitely our students our teachers they are unaware of those modern teaching methodologies, so if experience people resource persons of every, university, if they invite resource persons and they share with them the experience of their students in other countries so we can improve the quality of our teaching.
1568	Any particular areas in which you would like teachers to develop professionally?
1569 1570 1571 1572 1573	I don't know but nowadays we are mostly involved in teaching functional English. So I wish I could get some new techniques some new innovations to teach my students and so that they can learn English in an easier way. Because we spend such a long time we keep on teaching them for four years for five years for six years but the performance expected from them is not upto the mark. so I wish I could learn some new methods of other countries of other teachers to teach my students so that I can improve their English in a better way.
1574 1575	And do you see any role of culture in implementing new ideas, or reforms or innovations in the universities. does culture play any role in that?
1576 1577 1578 1579 1580	Yes, culture definitely plays an important role there are certain things in English language which our students don't feel easy to learn and these new ideas and new concepts our culture also does not allow e.g. our students, they feel so shy so speak English language in the presence of other people and especially keeping in mind the background of English language spoken by the rulers of the subcontinent. So our students by instinct, they connect that last enmity with English people there rulers with this English language as well and their elders also
1500	connect that ast entitly with English people there fulles with this English language as well and their cluers also

when they tell them that the subcontinent was occupied by the these English people and it is there language and

1582	that they are non Muslims. so they don't develop that interest of the language. So in this was culture plays an
1583	important role.
1584	And other than national culture. What is your view on educational culture of the country, how does the
1585	educational culture react to the all these changes and innovations?
1586	So I personally think if we compare the present situation with our past situation, improvements are taking place.
1587	Now they have realized, our students have realized our people have realized that in order to keep pace with the
1588	rest of the word English is definitely a very important language and keeping in mind these modern technologies,
1589	without English it is not possible to use these technologies whether that is internet or that is the use of mobiles or
1590	all these things. so now I think there is a great change in the thinking of people as well and now people have
1591	started accepting English language as an important part of their lives. So I hope that in a few years in coming few
1592	years the situation of English language will further improve in Pakistan.
1593	And could you mention some of the cultural factors that you think are supporting all these changes?
1594	Cultural means like from our society or from our?
1595	May that be educational culture, cultue of a particular institute or national culture?
1596	I don't have anything particular in my mind at this time.
1597	Any cultural aspects that you think would have negative affect on the implementation of these changes?
1598	I can't think of any negative effect at this point.
1599	How do you see the role of politics in Pakistan on higher education?
1600	So, for the success of any policy, continuity is a very important element. Unfortunately in Pakistan if one five
1601	year plan for higher education is introduced by one government the other government certainly comes and
1602	discontinue that process in the mid. So in this way education is harmed and that continuity is disrupted. so
1603	politics has always harmed our education policies. And I personally recommend that any government they should
1604	not interfere in the policies of the previous governments. They should let it continue and in this way education
1605	can prosperous in our country but unfortunately our politicians our politics every body comes and they introduce
1606	their own policy and this discontinuity is very dangerous for our education. this thing happens in Pakistan.
1607	
1608	Could you give any example of such incidents where change of education you have seen change in the policy?

Yes there are e.g. there is a loss of financial, financial loss as well in a sense that one government comes and they introduce new syllabus new courses the other government they have their own objection and they certainly discard all those changes, all those books and they introduced another kind of syllabus. So it has been happening in this country for the last so many years. Even this year for a schools there have been recommending they have been recommending a few new books for they published millions of books for that purpose but some people made objections and all those things were rejected and they again returned to their old syllabus. So this kind of thing is very harmful for our education

1616 Was this objection from the education sector o	or from?
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- 1617 No there are some, at this point I would like to say that religion also play an important role in this regard.
- 1618 Definitely in every country there is one religion but there are so many sects. so if one thing is introduced in a
- 1619 book in a syllabus by one sect, and that is objectionable for the other sect. so there were certain things in those
- 1620 books which were objectionable for the other sect and so when they objected so keeping in mind the objections
- 1621 of there voters the politicians had to discard those syllabus those books.
- 1622 Aside from national politics do you see the role of local politics on higher education. Or especially for
- 1623 language teaching?
- 1624 I don't think, whenever It happens it happens from the top. So local politician has least role. This is a federal
- 1625 problem, federal matter and mostly it is handled by the federal government. so provincial government they don't
- 1626 have that much role in this regard.
- 1627 And, how do you see the role of teacher? Can teacher support in all the problems that you have mentioned and
- 1628 implementation of the changes. What kind of role can a teacher play?

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- I personally think that teachers are not involve to that extent. some times it happens that a very small number of teachers, they are involved in a process which effects most of the country. So it is the likes and dislikes of the
- 1632 government, they involve a few people of their likings to introduce to set new syllabus and most of the teachers
- 1633 they are only to follow those orders. So I personally think that if new policy or if new syllabus or anything new
- 1634 that has to be followed by the teachers if they are themselves involved in the process that will be beneficial. So
- 1635 most of the times we hear the teachers complaining that these things are not proper for our teachers. But they
- 1636 have been introduced by certain sects and we have to follow. So in this regard I don't think that teachers have a
- 1637 great role to play. They must play a great role but that is not there.
- 1638 And at the end would you like to add some general comments about the changes that are coming to the
- 1639 universities about language teaching in particular. Anything that you would want to add
- 1640 I think that its only a beginning. This new system is being introduced but at least if not hundred percent or fifty
- 1641 percent at least we are feeling that up to twenty five percent improvement is coming in our students. Now they
- 1642 have started realizing that we have to take this exam immediately after the finishing of this syllabus. So on every
- 1643 monthly basis we arrange tests for them so they are always busy in their studies now. They realize that we have to
- 1644 get a certain GPA etc and we have to score otherwise, opportunities will not be there if we go abroad. So this
- 1645 system has brought at least, this system has made the student realize that they are always busy in their study and
- 1646

in the past they knew that the exam will be held towards the end of the year, so they were very free and they

- 1647 were not that much busy and this thing, I hope that in the coming few years it will improve our English. I am very
- 1648 happy with the new BS system the semester system which is certainly a new thing but teachers are busy students
- 1649
- are busy. There is a greater interaction between them and now the teacher also gets that feedback and he also 1650
- arranges according to the needs of his students. So everything is going on smoothly and I hope this system will
- 1651 improve our English language. Not only the performance of the student but the teachers as well.

- 1652 Thank you very much for your time.
- No, my pleasure.

Respondent – P10

So firstly, the changes that have recently or in five to ten years happened to the universities, How do you see the affect of these changes on the universities?

Well, I think that the universities, the changes namely that I know of, like changes in the syllabus, which I believe previously it was very like theoretical it was very subjective and literature was mainly focused while even teaching language to students. So now it is more based on teaching language to the students and I think which is good because that is what is going to bring about change or improvement in their language learning rather than just you know learning things by rote and then reproducing them in the papers. Again the exam system which previously used to be an annual system now it is a semester system that we are following in our universities and in a few other universities which are following it students are more active in their classes, on monthly basis and on weekly basis on monthly basis they are taking their tests, which is keeping them on their toes. particularly English language they don't have a very positive attitude. So it is helping them in developing a positive attitude because it is now a compulsory part of their course and it is going to improve their language I believe to some extent but not complete, Because I don't still agree with a lot of content of the course.

Could you please mention some of them and why you don't agree with them?

Yes, the courses as I told you like it s better than what we had before because previously it was totally literature being taught to students of language themselves. Now though the courses are titled as functional English courses but again they are not very functional basically in the courses we focus much on grammar. like the semester is of one six months, one semester is equal to six months and for instance in first semester we only teach them parts of speech which are just you know a part of grammar that we are teaching them. I believe to be teaching English language to students, we should be focusing on all the four skills including the reading, writing, speaking and listening, which we are completely ignoring nad we are focusing too much on grammar teaching. You see so that is again making the students focus more on the technical aspect rather than the practical usage of language. Yes

And you mentioned just approach towards English language learning by the learner and you have seen that there is Negative approach for that. Could you see any reason for that?

Yes, the main reason is, first reason which I see in my university where we are getting a lot of students from the far of areas of KPK Khyber Pakhtoonkhwa and They are not very well they are not taught very well from the very beginning In their schools English language quite well and secondly because of our political world whatever is happening in Afghanistan and in our tribal areas we see most of the people see America or Britain as their enemies you know. And the language also comes from them it belongs to them so that is why there is a lot of animosity towards the language itself is felt that is why they don't pay much attention to it. yes

And how do you see all these points that you mentioned affecting the quality of education in general.

1688 They are affecting it basically quite adversely like number one thing is at the university levels students have to be 1689 taught everything, they have to take the exams in English and due to their lack of interest in the subject or in the 1690 language if I may say in the language it is not going to help them in the long run If they don't deal with the 1691 language well. 1692 Secondly as I mentioned the practical areas of the language are not covered like even if the teacher is very keen 1693 on teaching in his class he has to deal with time restriction and he has to focus like I believe in teaching more like 1694 involving my class activities, but because syllabus is so grammar based and focused that I sometimes feel 1695 extremely constraint in imparting my knowledge of them, so that is why the practical usage is not what students 1696 are getting and that isn't helpful to them in anyway. 1697 And where does the syllabus come from? 1698 Syllabus comes from what I believe that the syllabus come from it comes from the education ministry or that we 1699 hear about the syndicate you see a body of people you know, basically design our syllabus but I don't think that 1700 many teachers who are teaching at this particular level you know the target group for example the bachelors level 1701 that we are teaching English to the four years bachelors level, I think they are not a part of this group who are you 1702 know designing our syllabus. 1703 1704 And what are your views on the role of HEC in the educational system of Pakistan for the universities or 1705 especially for the English language teaching? 1706 1707 1708 1709 1710

HEC I believe it is promoting a lot of research this what I think about it that at a higher level I believe, like the PhD level students they are getting a lot of advantage from funds and the research facilities which the HEC is providing but I don't have much knowledge of what it is doing at the comparatively lower level, I mean the bachelors level or where we are teaching...these functional courses to our students, I believe that HEC is playing more important role crucial role in the research which is the post graduate studies, I think it is facilitating that much.

1712 And some of the changes that you have mentioned that have been implemented in your university. In your 1713 opinion how does HEC influence these changes for the implementation of these changes?

As I mentioned before that I don't have much knowledge of how HEC is playing its role at bachelor level education and syllabus implementation I don't have much knowledge of that the only thing that I hear about or I see on the web site of HEC that is mainly I think their target group is the post level graduate levels and studies rather than the college level students including the bachelors level I am talking about.

And are you aware of the general procedure that is followed for implementation changes at the university level regardless if they are by HEC or university what general procedure is followed to introduce new techniques or new changes.

1722 No I don't think so that I have any knowledge of it, I can only imagine about it. But i.

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- 1723 And for a teacher of language what kind of opportunities do you think are available for language teacher for
- 1724 the professional development.
- Basically what happens is that there are certain courses which are workshops if I may call them which are
- arranged from time to time for the teachers by even HEC and sometimes the university arranges these workshops,
- but in my own experience what I have seen is that sometimes in these workshops many of the resource persons
- they do not come prepared this is my personal experience as I have seen them and secondly they are such
- intensive courses that usually teachers a lot of teachers you see they just care about taking a certificate from the
- 1730 HEC you know only to improve, like to add to their CV and not much practical techniques are taught to the
- teacher to improve their class.
- 1732 And you have participated in such trainings yourself?
- 1733 Yes I have participated.
- 1734 So could you just mention something specific about that training?
- Yes, I have recently attended a workshop which was organized for English teachers specifically but this
- 1736 resource person mainly they would talk too much about theoretical changes HEC has brought to the education at
- 1737 like the post graduate level or graduate level changes they have brought. Specifically they don't give teachers
- certain tools of be the you know the practical which they can perform in class or be it like classroom management
- $1739 \qquad \text{They don't generally talk about that they basically specifically talk about how you would design your, write your} \\$
- research paper. Its s not a matter of just two three hours that you teach the group of teachers that this is how you
- design your MLA paper and this is how u design your APA paper like two three hours it's not a matter of that
- like you need to have longer courses for that and secondly they would talk about again you know this plagiarism
- act and how it's done and how it's not done again very much theoretical things I think that the workshops
- which are designed for the teachers you see for the graduate level or post graduate level it should also u know
- 1745 inform about new Teaching techniques and how they should also be focusing on how they can actively
- 1. 10 moral about now reasoning extrangues and now they should also be recalling on now they can actively
- participate and bringing about the change in the education system or the whole environment which is under their
- 1747 control.
- 1748 And you have mentioned about this plagiarism act could you just give some detail about this, what it is and
- 1749 how is it being implemented?
- As I told you see it was only a day speech like two hours session which we had about this plagiarism act we
- were just told about it there is some kind of software...by the name of Turn It In and. If we copy somebody's
- material it is going to be caught in the internet or something like that and teachers take others teacher's ideas but I
- believe there is certain percentage of which you can do the rest of it you know it will be caught and then you have
- to again and again go to your supervisor to change you bring about changes in your own ideas but still I am, we
- are, most of the scholar they are quite confused that's true, how xxxxxxxxx scholars you see living in
- 1756 completely different places, they can have the same idea and maybe sometimes they can express in exactly same
- words thousands of people working in particular any field so if those ideas they actually clash and you know and
- it's just caught in the plagiarism act or something they just simply give you the answer that you have to change it
- see so see it's not a very clear picture again.

- And have you used this software yourself or have u seen your colleagues using it. Or you know if someone is
- 1761 *using it?*
- No I have not....no
- 1763 You have mentioned some of the problems with the development activity that are happening in trainings. How
- do you see English language teacher developing professionally. What do you think is the effective way for
- 1765 developing English language teacher?
- 1766 Yes, I think You see unfortunately in Pakistan what happens is that most of if I may say most of the teacher they 1767 are by chance rather than by choice, if they don't get selected in you know these CSS kind of examination and the 1768 rest and when they are not left with other option they come to teaching. Lots of time many people you see which 1769 are not interested in doing lot of active jobs they come to teaching and thinking that it will be the same thing 1770 repeated over and over again over the year the same course been taught. What I think is what to me is important 1771 like language teachers development is. They need to be given pre course those people who are entering the 1772 teaching pre course trainings for teaching not only to how you deliver your speech but there should be 1773 techniques taught to teachers as well. There should be training regarding the class management. Again u see the 1774 whole environment of the teaching, environment you see it should be you know, they should be made 1775 acquainted with it and the problems, how can they deal with it and they should also be taught about you see, if 1776 they come up with some problem can they approach how do they deal with problems. Secondly the teachers need 1777 to be a part of group who designs the syllabus because they know what are the problems on ground which the 1778 students are facing at particular level be it the bachelors or post graduate level because most of our students, 1779 most of researchers have problem in doing their research only because their very basic language. They don't have 1780 the tools you know for using the very basic rules of grammar or basic rules of language. So langue is a thick 1781 hindrance for researchers in our country as well. Apart from that there should be equal time given to listening, 1782 speaking, writing, reading activities. Because our focus in our university I still believe in the langue part like 1783 whatever function courses we are teaching, focus only on grammar not the practical usage of language and again 1784 technical rules, students they just learn in by heart and they pas the examination but when they comes to practical 1785 life just writing simple application they are not able to do that, I mean let alone the other things that they have to 1786 do at Higher level, so these are the few things that come to my mind. Again language teaching is something you 1787 know something very dynamic you know teachers have to be very active participative there should be 1788 workshops there should be course, teachers should be sharing with one another but I have seen in universities 1789 most of the teachers they I don't think that they ever discuss their language students problems with one another, 1790 there are no such sessions like meetings of teachers for sharing their problem, it's too much isolation of the 1791 teacher they go to the class they teach the syllabus and they come out, there is no practical, interest is not 1792 actually there even on the teachers part to improve the language condition.
- You have mentioned couple of times the trend of rote learning in the learners, what would you suggest for discouraging such practices?
- What I will do is that within like the given you know as I told you that there are still restriction on us because we can't give a lot of time to speaking or writing practice we have to finish the course within a certain time And then

- 1797 we have to give them few tests within six months time and they have to prepare the exam papers and such things 1798 but still what I basically do is that I teach my students, I, I give a lot of practice session to my students rather 1799 than just telling them that this is the rule and this what a noun is these are different kind of nouns and this and 1800 that. I try to do different kind of activities with them. I take a lot of material from internet which can bring a lot of 1801 interest of students; student participation should be there, I Involve my class, the classes we have over here, we 1802 have like sixty to seventy students in one class but still I have, Sometimes I dived them into different groups and 1803 basically I do lots of activities in the class and that is the only way that I think you can practically learn the use of 1804 English in your class.
- 1805 And what would you see of culture in implementation of all these new changes you talked about the culture of 1806 the country or educational culture or the region of the country or specific culture of your institute. You see 1807 any role of culture's in the implications processes...?
- 1808 Cultural role of the implementation of
- 1809 Implementation of all these changes/reforms.
- 1810 I don't see cultural changes I don't know if I can understand how they are brought into the language courses that
- 1811 you are talking abt.
- 1812 I am talking about changes that are being implemented, for example you have mentioned the semester system
- 1813 or the bachelors, so culturally do you see.

changed but still there is lot of room for improvement.

- 1814 Yes Ok I got your question now. Yes culturally they have brought a change as I told you as educational cultural 1815 we have, we, in our system, in the annual system what happens is that we are too much thrown on the road 1816 towards the quote learning and we are very much like not interested in working throughout the year only, if it, 1817 when the exam is eminent so we start working for it. And we take our exam and learning xxxxx and the cultural 1818 change, yes . In education culture the change is that the students have to be active all the time yes that is a 1819 positive change. They have to do their assignments, home assignments which is a must which previously if they 1820 wouldn't do They were just you know get away with a little bit of the punishment that they wouldn't do it but 1821 now as marks are assigned, given to the students for these very assignment, home assignments, they have to work 1822 on that. There are tests almost every week students are taking test so again which is making them you know work 1823 all the time. The examination is also, again has, examination still has problems because again though the syllabus 1824 was changed but creativity was not given much of the scope in testing you know, in these examination of the 1825 students so again it is like; very technical things are being tested but still it is much better than what there was 1826 previously as I mentioned that it was mainly literature and a few essays that they have to learn by xxxxxx and it 1827 was no such thing as language so at least technical aspect, they are doing well, that is our educational culture 1828
- 1829 What do you think about the politics of the country? Is there any influence of politics on the higher 1830 education?
- 1831 I think it does because as I mentioned you know that when this new changes were brought you know the system 1832 was changed from annual to the semester system, at the same time a lot of new courses were designed and

introduced in the universities but what the HEC as it gave us you know a lot of choice for example there is a course that you have to teach on like the writers of Pakistan and writers of India. But still, whatever the teacher wishes usually it is not followed what they are doing in the class still there are people in the university who are imposing on them that this particular Indian writer must not be taught you should be going and following this one writer the time actually you know some higher authority will tell you that there is still dictation coming on which I think is quite political secondly what I see is that in particularly in my university is that American writers are not given much scope over here like There should be a lot of scope because you know America there is lot of literature coming from America. I talk of English literature because I myself am English language and literature teacher so lot of literature is being produced, lot of important literature is being produced in America and that is not given lot of scope over here again I feel that it is quite political thing you know because of which they are not giving it a scope so there is still lot of dictation going on as to what have been taught and what should not be taught in the class as because I have mentioned before that there is still animosity that student have toward the west ok, so that is why teachers have to be careful in selection of their courses as well though literature is something which should be broadening their horizons but still that is happening but in a very slow pace.

You have mentioned some of the points from the national politics, do you see any role of the provincial politics or local politics of the area on higher education in your university.

Yes, I mean as you see in the university in particular previously students they were not used to be taught by female teachers you see so Like if a female teacher goes to a class and then she is teaching them ideas which they call as the western ideas or the secular ideas even when you talk about it aging the students are very agitated towards the teachers particularly female teachers I am talking about and secondly they anyways don't take female teachers very seriously when they come to the class because that is very much male dominated culture that we have in our province. So teachers, yes they do have problem in teaching because sometimes you feel that you should be informing your students about certain things which should be taught because they are, they are in the book and you have to be teaching them being an literature teacher, you have to be teaching them but then you have to control yourself because you know that it is going to be dealt with lot of aggression from the male students side.

You have mentioned some of the negative influences of politics on the higher education of language teaching, do you see any positive effects of politics on education, especially higher education?

Yes one good thing is that the research culture...is introduced it is facilitated to a very Large extant which is very good for the scholar previously they wouldn't have much choice in like particularly students who studies in universities in Europe and in America, higher education is supporting these students sponsoring these scholars. Yes, so it is good thing that to make. But a lot of more technical changes can be brought at the graduate level there is lots of scope for improvement t which I think is that till the time they don't bring those changes, a gain in practical usage of the language which is very important for me as a language teacher that is not going to improve to larger extent. They have already taken a step like from changing the courses from just those theoretical literature based language teaching to they have come to the grammar level but maybe in the future we might have

- 1870 other courses as well more teachers getting aware, getting educated from foreign country they will bring new
- 1871 knowledge over here. So I ampositive that they will bring certain change.
- What sort of changes are you looking forward to that you said that you would want some change in the
- 1873 graduate level?
- 1874 Yes

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- 1875 What sort of changes would you like to see?
- 1876 The changes that I would like to see is that the courses should be such you know that they have practical benefit 1877 for the student in their future as I told u before that many student they do write they do have like they do score 1878 very well in their grammar paper and all that but when it comes to practical usage of langue they can't use it very 1879 efficiently secondly if at the university level the merit you know good merit should be set for entering the 1880 university because sometimes.. I have a class you know, where let say thirty-five, forty students they understand 1881 what I am actually trying to teach them. But there are still you know to fifteen people sitting in that class who 1882 completely get what I am talking to them about. So the division of the classes should be such it should be 1883 according to the merit and the number of student should be lesser in the classes this is the change that I want to 1884 see they should hire more teachers for it or trainer or like give more extra session to the students. But in a 1885 language class of sixty and seventy, I think the teacher is not to be blamed if he or she is not very successful in 1886 imparting knowledge to them.
- Would U like to add anything in general about the forms of the changes that are happening or about the teacher development opportunities in the country?
 - Yes, I mean I think that research as the situation is in our country still a lot of people don't know about what actually research means and whether research has to be used in future for the benefit of the whole community a particular community that the person belongs to in the whole educational of the whole country...what I have seen in my life that many of researchers who come from broader . country... they don't use it... utilize it... most of the dissertation are done by these scholars, students of...because only if somebody ...similarly more PhD student scholars when they come from abroad they should give lectures in to different teachers to students go to universities sessions should be arranged for them because what I have seen is that most of their PhDs keep lying somewhere in the cupboard in the university library and it brings about its sad to say this but it brings about a change for that very scholar himself only The change I think what PhD like HEC spending money you know on these scholars it should also you know do a little bit of follow-up program that how much the Teacher is practical contributing either to bring change in syllabus or how much he is contributing in form of lecture and seminars or workshop that he is delivering HEC should be organizing it for the teacher otherwise the benefit is not going to reach common people or lecturers in the university. So for me it is more important that if you learn something, you come and you share it many people claim that they will share with people but when they come back you know they somehow they are even more reluctant to come back to the teaching field because maybe they are so tired of the dissertation and the work so it's just not practically shared that is what I want to change.
- 1905 Thank you so much for your time.

1906 Thank You.

Respondent - K8

Ok, As you have mentioned in the questionnaire that you are aware of some of the changes in the Pakistani universities in the higher education commission. How do you think these recent changes have affected the

1910 Pakistani universities?

Well first of all I would like to talk about the university where I study which Is Kohat University of Science and Technology known as KUST. Recently KUST has introduced the semester system, well its higher education commission which has asked the public sector universities to adopt the semester system so KUST is also one of it who have adopted this semester system. I have taught in the annual system as well and I have taught in the semester system so if I make comparison with the change that has come from the annual system to the semester system I have found that the students who are studying in the semester system are more able to perform in actual situation where as the annual system they made the students more lenient and more relaxed that they can do it in a month or two in the preparation time they would pass the exam where as in the semester system they have performed good so I think that the change that has come in KUST or one of the change that I have mentioned in the questionnaire so it is a positive change that have come in the university.

Any other effects of these changes that you can see?

There are other effects I have also talked about the relative grading system and the absolute grading system so Kohat university was applying the relative grading system in the beginning where the students they were getting more marks in it but as it was a new university so the students were low and then the mean that was taken so the students would normally get good grade, but when the time passed the students became more and more aware of how to study more and how to study more effectively so they started working hard and now situation or an year back the situation came that students they were doing good but their grades were not coming good because the mean was constantly there which is a drawback I think in the relative grading system. So Kohat University has reverted back to the absolute grading system where at least the student knows where he stands or she stands. so this is one of the change that I have seen which is brought into the Kohat university and it is actually working good.

And how has this change happened in the university. Like in grading, or because as you are saying this change was in Kohat university which as per my knowledge is not very widely present in other universities. So how was this decision made to shift to the

Ok. Now, its very interesting that first of all the higher education commission HEC of Pakistan they gave an option that the public sector universities. They can go for the absolute grading system can go for the relative grading system. I remember there was a meeting with the high official of the university of course where the vice chancellor and the registrar and the establishment they were asking questions about the relative grading system and actually there were teachers who suggested it and most of the teachers were from statistics department and from economics department who explained that why students are getting low grades, though the students are very good in actual performance or in the class performance so then they sorted it out and then they like the formula

then they revised it and checked it as well and then they thought that yes going back to the absolute grading system will be a good idea so option was there from the higher education commission of Pakistan and it was discussed thanks to the vice chancellor and the establishment of the university so with the help and with the consent of the teachers and keeping in mind the performance of the students the university reverted back to the absolute grading system

And how do you see your university in comparison with the other universities that you might know of?

Well there is one statistics which has recently been advertised or has been posted in the newspapers that Koh at university has a ranking or is ranked number 4th in the medium sized universities or in the medium universities which is a very big achievement which shows that the kohat university is progression so that shows that kohat university is ranked above many other universities which are comparatively young universities. While ranking it I can see that personally I know that few of the scholars, who like one of the doctors who has published 63 research papers in his three years span in Kohat university which is a very big achievement. And only in 2011 he has published 20 research papers so which comparatively makes it on a high level as compared to the other universities. Apart from that we have almost like 57 faculty members who are doing their phDs from abroad which makes it a better university or a better place for students to learn.

And you have mentioned that there is research work going on and publications. You mentioned a doctor who has published quite a lot of papers. is this happening in English as well or?

Yeah, the doctor that I was talking about is in the chemistry department I was just talking in general while ranking or comparing the universities. But the in English particularly We have five faculty members are have been abroad doing PhDs so when they come back they would be an asset to the English department now recently we have a couple of faculty members who are enrolled in Phd and are almost on the verge of their thesis but anyhow when the PhD scholars who are doing their PhDs abroad especially in England so when they will come back definitely they would be an asset and will probably take the ranking high And in fact talking about the research culture, yes there are English faculty members who have published research papers in international journals as well.

And how do you see the role of higher education commission in the implementation of changes in the universities and in the education system.

Well talking about the public sector universities higher education commission is playing very influential role in bringing these changes, especially from the annual system to the semester system because it makes more feasible for the students and for the teachers as well and there is also one other change which I talked about in the questionnaire that is that they have introduced the BS four years program which was normally practiced in Islamabad or in the capital areas but now it has been introduced in to the public sector universities so it is helping a lot.

Lets continue from the same question. You were saying something about the role of higher education commission.

Yes, so I was saying that yes higher education commission of Pakistan is playing a very influential role. And we were discussing the BS four years program which HEC has recommended and Kohat university and hazara university and other universities they are following it. And what kohat university they have done is that they have the constituent colleges that are affiliated with kohat university the BS four years program has been introduced into those colleges as well so it will be taught there as a semester system. So it is a semester system plus the four years bachelor program which is normally now in the run or that's why they are planning for so yes higher education commission it does play a role in running the affairs or bringing those changes in the universities.

And you have mentioned some steps that the Kohat university has taken in regards to these changes and the quality of education is it a general practice in other universities or does all these changes have to come from HEC to the universities in general takes such steps?

Well, if I place it this way it would be more convenient to say that its not HEC who are imposing things on the universities but they give an option that they can do A they can do B they can do C or D. means giving different plans and well its very obvious that Pakistan is geographically and culture wise it is being divided into so many different phases or regions. So we cannot have plain A for everything so because. Kohat university is its just a gateway to the tribal belt so our situation and geography is change we have to keep in mind that we have to keep that in mind so higher education commission gives option and then KUST or Kohat university by looking into their resources and the funding and the resources and human resources and then they decide that whether they are able to bring this change or not like e.g. BS four years program. They made a survey in which teachers were involved and after that survey and after with the consultation of the college teachers as well they decided that yes they should go for the semester system and for the BS four years program so it was not a completely compulsion from HEC. but there was an option that was given to the constituent colleges and the university so it was like three of them involved in it in bringing this change.

So generally this procedure that you have mentioned is it a general procedure for introducing all these changes?

To some extent yes, means if generally if you talk about it yes its the procedure that has been followed.

Could you explain this procedure in a bit detail? How is change introduce into the university?

The changes that are being introduced are the higher education commission they make a committee like there was a suggestion or there was a committee. I think it was in Lahore where they were thinking about having this semester system so one of our associate professor Zafar ullah Khan probably you would know him he visited he was a participant there and he was a member there too so his suggestions were taken as well keeping in mind the locality of Kohat or keeping in mind the society of KUST. So they had a committee where they would decide that whether semester system is good or not and then if they say that ok semester system is good then they have to revise or devise a syllabus for it and after they have devised the course and the course contents and the material

and everything and after the compilation of that the they give an option to the public sector universities whether they want to opt it or they don't want to opt it so Kohat university later on with the help of the English language teachers Zafar ullah was the key man in that process and then they introduced it in the colleges as well so it was a mutual understanding or it was because of a mutual understanding with them so there is a certain procedure which is followed its not just an order which is imposed and then it has to be followed. There is a certain criteria for it.

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And once this meeting that you said was held then this information comes to the university. What is the next step?

2024 Yes so once it was decided then the higher education commission it writes to the university the vice chancellors 2025 which is like the president or like the head of the university. So then he is notified and then the vice chancellor 2026 he discusses it with the registrar and with the establishment who are working there and then after the mutual 2027 consent they discuss it with then there are certain faculty members who have been selected from different 2028 departments. And then they hold a meeting and then they decide what they are going to do whether they should 2029 go for the option that is given by the higher education commission or not and then afterward they take the next 2030 step that is like taking into confidence the constituent colleges or taking into confidence anyone who is concerned 2031 with the change that they want to bring.

And how much teacher involved in all this process?

Well if you look at it technically the teacher is involved from the very beginning but if you are asking about the role that is being played by the teachers probably that will be the opposite of it.

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Can you explain it a bit?

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Means that as a member yes, there are teachers who are there and then in the syllabus design or in the course design or in the material development the teachers are there they are playing a good role in it but mostly when the higher education commission is giving an option it is being given by the establishment or it is being given probably there would be teachers but they would be working as administrators on deputation basis means they are not in the teaching professon. At that time and when these meetings they are held the teachers they do participate in it and then they do give their own opinion. But then it depends that whether its going to be implemented or not is the decision of the establishment or the administration, not of the teacher yeah so in that way the role is minimum.

And as far as you know, what sort of development opportunities are available to the language teachers?

Are you talking about KUST or just in general?

2048 In general or in KUST from all the sources

In general there is one thing which is good about of course there are many others but just in this case or regarding this question higher education commission has been providing so many funding bodies and so many projects and so many teachers training programs in general which is being held in the capital which is in Islamabad or in Lahore or in Karachi or in Peshawar. It depends, where there are majority of people so they opt for a work shop or a seminar. As far as Kohat university is concerned yes they do with the help of the funding bodies which is mainly higher education commission or state department or British council or these different organizations so they do provide these workshops or they do arrange these workshops, seminars or conferences well conferences they are a bit on the lower side by the lower side I mean that they are less in number but he workshops and the seminars they are greater in number especially the workshops they are more And I guess there is a reason for it because in a workshop its mostly like a four day workshop or a five days workshop or one week or two weeks or five weeks so it gives an ample time for the instructors who are teaching and for the participants as well to learn more so that's why the tendency is more towards the workshops rather than the conferences or the seminars.

And have you noticed any change as a result of these trainings or workings in Kohat university. Especially in language teaching?

Yes, the workshop that have been arranged is playing a very effective role. Its because the schedule that the teacher or the English language teachers. We are trying to have or we are having is a bit tight one like 12 credit hours per week. And then there are other administrative works to do and other material development to do so it gives a bit of a less time to study by your own and think of improving on yourself but then after a month or after a couple of months this workshop comes which is on like recently we had a workshop which was on research skills so there were these Phd doctors who came..... and have an intensive programs with us where research

skills were taught and research methodology was taught and like e.g. this one thing in which I was stuck was having how to have your references cited So there was a proper lecture on it on how to cite your reference so which was very effect tive so the workshops yes Kohat university regularly arranges these workshops And where

it is very helpful for the English language teachers as well. E.g. there is another one which is not yet been done

but is recently coming up which is on computer assisted language learning so it would be a very, we are looking

forward to it that it would be very helpful for English language teachers

And particularly for language teacher how do you see them developing professionally. What would you say is effective way of developing English Language teachers?

Well I, it will be hard to answer, its very difficult just to suggest that this is how they are going to improve or this is how they are going to develop professionally. But I guess which is I think its difficult to do but if there is exposure to the native speakers. And Native speaker of course the English language or English men or English speakers or English channels so that would be very helpful and very effective. like normally the workshops we have or the trainers that we get are local so which is very effective like the workshop we learn quite a new methodologies in it and everything in it But of course we are exposed to or if the teachers are more exposed to the native speaker that would be very effective and would be very helpful like e.g. sometimes we had a couple of programs which were abroad for two weeks intensive programs couple of our faculty members they were sent

abroad I was one of it so it was really helpful because with the workshop that I attended here it was based on theory if we do this we will get this if we do this we will get this whereas the workshop that we had abroad was when we went in to the class and then we started doing it practically and the things that I learnt in two three weeks I just learnt in one hours class and there were many things that were my own observations they were not based on any theory but were my personal experiences so I think that would be a very effective way of improving yourself professionally.

- And what are your views on culture. Do you think culture plays a role in implementing changes at the university level or in higher education?
- I would say a big yes. by a big yes I mean, as I said in the beginning in one of the answers the question that
 Pakistan is diversely divided into different regions they are culturally different from one another and
 linguistically they are different too. Which is an interesting study too. Kohat university is basically a gateway to
 the tribal area and by the tribal area it means that it is a very sensitive area where you have to take into
 consideration so many things especially when you are an English language teacher or you are an English
 language learner. So u mm
- Could I just ask for explanation of this point like when you say that especially when you are an English language teacher. Why do you say that?
- 2102 Well its kind of a funny and kind of weird too that because English is not a native language and the current 2103 situation that is happening especially like in the border area of Pakistan and Afghanistan because the tribal belt is 2104 the border line between Pakistan and Afghanistan. So whatever is happening like the NATO forces and the US 2105 forces and all these things. Which is in the media and which is in the news. So it makes many of the people 2106 hostile towards the other. Now which makes it a bit sensitive when you are an English learner or when you are 2107 an English teacher so it makes the students or it makes the people a bit demoralized towards that thing which 2108 normally, whatever is projected in the media, right or wrong that is a different issue that is a separate issue. But 2109 they get this concept in their mind so when they come to the class or when sending their children to the university 2110 where English is taught As a subject or as a language they get demoralized by learning that language which is 2111 trying to influence or trying to effect the area in which they are living. So it becomes a bit complex that dealing 2112 with such situation so yes coming back to the question so yes, culture yes it does play a big role in the bringing 2113 those changes
- And if I could just be a bit more specific what are your views on the national culture of the country the role of the national culture?
- Role of! Well again I would say, I would talk about these different regions it depends like in some of the areas of Pakistan the literacy rate is very high. And there there is a culture the parents are worryingly sending their children to the universities or to the colleges but there are regions where the parents they are not even sending their children especially the female outside their houses. so it effects it and then on the other hand like bringing the changes nation wise or if we look at it in general in Pakistan. We are not prone to or we are not in favor of making these changes or bringing these changes rapidly I guess everyone is like this but I guess it's a national calamity that we are afraid of a change we think that something might happen like I will give you one example

like the course that is being taught at the intermediate level. so it was being taught for years and years in fact decades. And then they said that ok now we are going to change this system because of bla bla bla so many reasons. Valid reasons and then they started revising the course and bringing new, modern poets and modern techniques and modern theories and modern classroom teaching into practices into the syllabus, so even the teachers they got hostile towards it, one of the biggest reason was that they were saying that there was no readymade material on it. Means like the national culture is that we are used to guides or using these books which are the guide book means which is just a summary kind of the text book. which is a very easy way to just pass your exam or go through your exam means stopping the creative thinking of the student just spoon feeding them so there was not enough of the guides available on the text book. Or the books the course that was revised so even the teachers they were against it because they thought that there would be no guides for it and then for a couple of years there was this debate going on and every one was complaining about it but when in the market the guides came and suddenly it just vanished and everyone is not happy with the change so talking about these changes in the universities, as a nation we are afraid of brining these changes so we are a bit shy towards these changes unless the university or higher education commission or The motivated teachers or those committed people they try to change the minds of the people and then bring that change Which they are trying to do

And do you see any cultural aspects that are unique to the Kohat university where you are teaching and the reaction of the institutional culture to these changes.

Ummm well if we talk about the institutional culture Kohat University is a relatively new university. means it has almost 8, 9 or 10 years in fact that it has been started. So Kohat university's, cultural like if talking about education or talking about renovation or talking about. New building or talking about space or talking about libraries and resources so its relatively young. So the access to everything is not available like access to everything I mean access to digital libraries which is in the plan that it will have and access to the recourse centers and access to like the big universities which they have or which we see like Peshawar university is a very big university or Punjab university which is a very big university. So when we look at Punjab university and look at the resources and then we look at KUST so KUST is not providing that but we don't look at it that it's a new university. It will be providing that but we don't look at it that it's a new university it will be providing it but will go step by step it cannot just do it over night so it is playing a role in minimizing the implementation of the changes that are being brought.

And are there any cultural factors that you see supporting change. You have mentioned some that are hindrance like they are hindrance towards change. But do you see any cultural factors that can support change?

Well it's a, kohat university the place where it has been situated is a baron, in fact was a baron land and now the university is like the buildings are there and the lawn is there and the greenery is there and there is transportation is there and houses are being build and the markets are there. So now the people are getting this awareness that they are coming or going to the university or passing through the universities so they are seeing it from outside Where they are seeing that few of the female that are coming so slowly and gradually the people are thinking that yes this is a place where someone is trying to get educated and then luckily or thanks to the hard work of the students now it has produced a couple of batches from different fields and they have been given very good jobs or

offered good jobs even in the government. So when the people they are looking at it. Now its changing even that thinking like in the beginning the students the parents were shy or were reluctant in sending their children but now that culture is changing and they are trying to send even their daughters to the university so that they can study and then get a good job and then get a better life so yes Kohat university is playing the role.

And If I could get your opinion on politics. do the politics of the country or of the province or local politics play any role?

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Well if you talk about the politics or the role of politics and talk about the role of teachers so it plays a minimum role on teacher. Like teacher is just an individual who is teaching in the class so it does not play that much of a role but if we look at it from the administrative perspective then yes, it is playing a role. Now the role that is being played by the politics is that like very time whichever is the ruling government is trying to influence the administration of the university in order to give contracts to their, to those whom they support And to give jobs to those or unnecessary jobs or trying to have an influence there. Now e.g. there was this one political movement which was the university there have a model act on which they work. which was 1973 model act on which they were working but now the political system or the politic ian they try to have interference and then they wanted to demolish that 1973 model act of the universities, and they were planning, like somebody was sent to the government that the affairs would be run by the provincial Assembly members Like e.g. the induction of the professors and the assistant professors will be done by the those selected cabinet which will be from the provincial assembly. But again that was something which was out of the question because a person in the member a member of the provincial assembly would be judging a professor, who is having a research or who has published like Dr. Iqbal the professor who I mentioned who has Almost 63 research paper so a person who is just a graduated is asking a research scholar about the research that he has done or the research he has conducted so it would be an unjust like a person who is not well qualified is asking or interviewing a person who is very well qualified for a job which he does not know anything of so then higher education commission played a vital role in that case by maintaining the supremacy of the university and honoring the scholarly board or the board of governors that have been, as it was in the 1973 model act so if you look it at a higher level so yes it does play a role in it but as far as a teacher, when I amteaching in my English language classes I have got nothing to do with it mean I am just in the class and teaching but there is one thing which there is Sometimes these political parties try to influence so we get this student politics or the student unions where they get attached to a certain political party and then it becomes problem for us.

And how would you see the role of politics on the policy of education/ Educational policy?

Well, if like the example that I gave you, that of the 1973 model act it was just making fun of it like they how would a person who is running a government know about the semester system what are the advantages and what are the disadvantages? and that person who has studied in 1970s or 1960s he graduated how would he know about these modern techniques? what kind of a, like in English language class what do I need, what does a teacher need in an English language class? why do I need a multimedia? Why do, now how do a person who is sitting in provincial assembly, how would he know about these things. So having this political system or political, the government and the politician influencing the matters of the university would badly affect it.

And do you see some ways in which politics has any positive influence on the higher education?

Yes, but all of it, it is based on individuals. Like in politicians, if there are individuals who are there will be good, there are good politicians, there are well read and scholarly politicians in the government. So definitely they have positive effects. Like higher education commission is or in fact is a government body now Dr. Atta ur Rehman who was a government officer too. Now he had he introduced these scholarship system like e.g. offering scholars to these new universities and Kohat as I mentioned 57 scholars or 56 I guess to be more exact, 56 scholars have been sent abroad for their PhD is a decision that was taken by not a politician but by a government member and the government of Pakistan is supporting it and there are different politicians who are supporting it that higher education commission should be there, well of course there are negative criticisms to that there should be no higher education commission but I am talking about individuals or those good politicians who are involve in it so they are trying to promote education and they are trying to promote and find more more scholarships for the universities now because they are interested in individual that he or she should go or you and I should go to England or to US and then have our PhDs and then come back and earn a handsome salary but with a purpose that when we come back and when those scholars come back they would give something to the students and when those students they would be the future of tomorrow so when they come out the politics or to the government or to the private sector so then of course it would help the nation a lot.

Would you like to add any general comments at the end?

Well, one of the general comments is that by reading the questionnaire it was very thought provoking, there was so many things that were in our minds but we never discussed or never discussed with our colleagues in fact. And the general comments are that Kohat University, I would talk about its a very new university and its trying very hard to cope up with the changes that are being made and there are they are trying to bring more changes into the university And the BS 4 years program that was there and They are now thinking to bring that four years program into English department as well where we are having a traditional that bachelor one has to do and then come for the masters so now they are trying to have the bachelors program. For four years And then they would have a research for their M-Phil or for PhD when our five scholars that I talked about When they would come back who would be an asset. So that is a positive change that is being probably that would shortly be introduced into the English department so Kohat University is trying to bring these changes but it depends on the teachers if they play a vital role or they play a good role in implementing it definitely would be implemented yeah so in the last I would that It depends on the teachers. If it is in the minimum side but the participation is there If a good suggestion or if a good argument is presented so it may be a change towards a change.

Thank you

2231 Thank you very much for your time

2232 **Respondent - K6** 2233 As I have told you I have started the recording, you have already filled the questionnaire and there were some 2234 questions about the recent changes in higher education. 2235 Yes of course 2236 so how do you think these changes have affected the Pakistani universities' teaching, learning or especially 2237 English language teaching 2238 Yes of course we know that the recent changes have affected Pakistani universities in very much higher degrees 2239 for instance each and every university is going to have/implement the recent changes like they are going to start 2240 BS programs instead of traditional two years masters and this is I think quite positive change because of the fact 2241 that students get their direction for their studies almost in they are going to have their bachelor degrees there are 2242 so many opportunities so many fields to enter for instance they were not having their focus now when they enter 2243 the BS program they have demarcated they have clear cut notion of their degree that we are going to have our 2244 masters degree or BS four years degree in law, political science or English I think it's quite good that it has very 2245 good effect so far Pakistani universities are concern each and every university is going to strive to have introduce 2246 this system. 2247 2248 This is one of the change that now there is a four years degree what is the main from the point of view of 2249 teaching or learning is there any change in teaching especially for language learners? 2250 2251 Off course as I have already mentioned ,that now that teachers as well as student get focus that we are studying 2252 this and this and there is no long break so far the two years master or two year bachelor were concern and they 2253 are given different subjects to be studied from the very beginning and this I think is quite good so far language 2254 teaching is concerned so far learning process is concerned as compared to the traditional system because the 2255 students are linked to their very basic subject in which they are going to have their masters degree, almost mean 2256 four years degree. Means they are somewhat plan from the very beginning in their own subject. Initially when 2257 they are having two years bachelor and then masters they are almost study partly their subject for instance they 2258 can get admission afterwards in law, political science or chemistry or any other private subject but once they have 2259 entered a four years program they will be definitely going to complete their degree in one particular subject. So 2260 this specialization this narrow down of field is good I think. 2261 Are there any other changes? 2262 Sorry! 2263 Are there any other changes that you would like to comment upon? 2264 Yes of course. So far the other changes we have for instance normally we are having mid semester tests as

compared to the other traditional system in which we were having only one exam at the end of the year annual it

wasn't good because students had so much work load and it was I think not manageable for the student at the end

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of the year to handle but so far semester system is concerned there are good changes for instance they make the student work in the form of assignment in the form of quizzes In the form of presentation in the form of mid semester test ultimately at the end semester test. And then they have read the course means broke in the middle somewhat work load is now easy its manageable I think these are good changes impressive and effective So far the other system was concern I think there was nothing good for instant no assignment no presentation no quiz no mid semester all these changes I think are so far good

Anything else in the recent past that you have come to know about like something has changed?

Sir I know that so far my own career is concerned that HEC has introduced so many good points so many good alternative system for the evaluation of teacher like QEC Quality Enhancement Cells wheich normally I think do affect teachers performance those who are committed while on the part of those who are not, to have their attention and things like that these are these are exceptional cases but students evaluation at the end I think matters for sensitive teachers and normally teachers do count things like that for instance taking classes and making them work so that so at the end their performance is evaluated in positive basis. And HEC, beside that HEC has I think introduced so many other systems e.g. TTS or some things like that they are giving scholarships to university university teachers to make them encourage, so many other things.

As a general how would you rate your university, the university you work at with other universities that you know about or some of your colleagues are teaching at so how would you compare your university with other universities?,

Sir as a matter of fact no one can say that my university is at a lower scale as compared to other but so far facts are concerned I think Kohat university of science and technology is going on developing very rapidly and for the past two years I have noticed quite considerable changes because you know some of the departments are quite strong so far for instance the department of chemistry is concerned and many other departments I think so far the student level is concern I think its not so good but there are outstanding students on the part of KUST I personally have observed all the students from KUST. My own admission was in international Islamic university in M.Phil there the proportion of student from KUST was I think numerous it was somewhat greater than any other universities I think it is good on the part of KUST because I think normally twelve to thirteen students were from KUST they were having their mphill, three from Peshawar university one from Gomal and the rest were from Punjab so this ratio I think indicate that KUST is going on developing

And How about English language, the department of English, teachers and students, how would you rate them?

Personally sir because I have been student there and now I serve as a teacher as a lecturer there I think nothing wrong so far the department of English is concerned quite good teachers quite committed teachers, but being humans some may be having limitations but generally I think its very much impressive, very much good incase

230323042305	of sir Intekhab, sir Rahi, madam Sadia they were assets they are assets to the departments the rest you can say that they are quite good we cant say that they are not contributing to the department but in case of some its outstanding.
2306 2307	And How do you see the role of higher education commission . what role does higher education commission play?
2308	
2309 2310	Well Higher education commission means very much impressive role, very much effective role, higher education commission has introduced some check and balance system.
2311	For example?
2312 2313 2314 2315 2316 2317 2318 2319 2320 2321 2322 2323 2324	For example they are giving encouragement to university teachers for instance they are sending them for higher education to seek abroad and then are making them making them force to study in this vary university, besides there are so many good projects introduced for universities. Means sometimes two specific departments to take participation. Recently I noticed something means video conferencing or virtual learning or something like that these are good projects. Maybe Kohat university itself does not have such opportunites to take benefits but from such programming such projects like virtual learning they can make benefits they can take benefits For instance students of chemistry they can be introduced to higher level studies to research projects maybe going on in Karachi, Lahore or any other part or university but Kohat university will be like the students there will be getting information will be getting benefits from these projects. And so many others, personally I don't know but so far this TTS system is concerned I think its giving encouragement to teachers. Teachers are there I think so far normal teachers are concerned, higher so far TTS is concerned and they are evaluated on the basis of their performance, their research activities their supervision level, so many other things, they are good changes.
2325 2326 2327	And in your opinion how do you think HEC is contributing or helping or supporting to implement all these changes at the university level? Is HEC practically involved in them in these and how is HEC facilitating these?
2328 2329 2330 2331 2332	Yes of course, HEC they are giving directions and instructions toto almost all the universities by one or the other means. Then these changes are implemented by the respected authorities here in the universities. And these authorities are responsible for implementations. HEC is just giving instructions to the authorities to implement these good changes,.
	Comment aller the implementation is done by the project of
23332334	So practically the implementation is done by the universities? By the university itself. Yes.
2335	By the university management?
2336	Yes.
	100.

2337	Sir, just one example I will quote
2338	Previously it was a case that contract lecturer mean they were inducted without test but now a directive from the
2339	side of HEC comes that no contract lecturer will be appointed without having proper tests proper demonstrations.
2340	So when this direction these orders have come from HEC, there were instances, there were cases that the
2341	departments were having lecturers means who were inducted who were appointed without test and they were
2342	asked to appear in the test formally appear in the merit, demonstration committee. And things happen that they
2343	don't qualify the test, they were relieved as lecturers so the implementation was done by the university by the
2344	university authority and that is come from the side of HEC.
2345	
2346	So what is the general procedure that is followed for implementing educational change at the university level?
2347	I think generally HEC announce it on its own website then in written form maybe it is sent to the respective
2348	universities all affiliated then the university make it publically announce, means circulate it inside the university.
2349	In this way all the HODs all the faculty members all other administarial staff is informed regarding these things.
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2351	And to what extent or at what stages is the teacher involved in this procedure in implementing change, when its
2352	coming from HEC to the university level? How much is teacher involved and at what stages?
2353	Teacher, I think they are having very much good role so far the implementation is concered because normally all
2354	change that are implemented practically the teacher has to demonstrate something for instance HEC has made it
2355	clear that there will be semester system there will be assignment there will be quizzes there will be end semester
2356	exam. If the teacher is not going implementing these things, what about the changes? I think since the teachers
2357	are wholly responsible, they can make it implemented or it will, if teachers are not cooperating if they are not
2358	willing then no change I think can take place.
2359	And with these new innovations with these changes, what kind of professional development opportunities do
2360	you think are available to the language teachers because if there is something new that is being implemented,
2361	do you see any teacher development opportunities and what kind of development opportunities are available?
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2363	Yes of course, personally I think that these developments or these professional development opportunities we
2364	have in the form of discussion in the form of formal questions, for instance with respect to senior teachers, senior
2365	faculty members normally HODs or respective authorities are aware of the changes and they have enough of
2366	experience, in case of my own personalI can say that I normally take advantage of sir rahi, sir intekhab, sir

muazzam's experience. Besides that, whenever I am having confusion regarding any rules, regarding any means

say development which is necessary on the part of classroom on the part of teaching any topic I normally consult

senior faculty and take advantages of their experience.

2371 2372	And have you participated in any formal trainings, formal professional development activities from HEC or from your university?
237323742375	Uptil now I haven't participated but normally it's the case that HEC arranges things like that and in future I am hopeful that in future I will inshAllah nearly expected to take participation in these things but up till now I haven't.
2376 2377	In your opinion what do you think is the most effective way of developing language teachers in their profession?
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2379	So far language teachers I think are concerned, sir language teacherswhats meant by language teacher?
2380	English language teacher in your context like you are an English teacher.
2381 2382	Means we can take into account literature, linguistics or that pure language for instance like something require in learned language?
2383 2384	Yeah, like in this university they teaches communication skills or functional English subject like these that is English
2385	Yes, this was I mean this was my question. This was the confusion
2386	Its not about literature, its just about language teacher.
2387	Yes of course this was the confusion.
2388 2389 2390 2391 2392 2393 2394 2395	I want to make it separate from the side of Literature and this function English, communication skills, technical and business writing and study skills, so far these are concerned I think they are quite good but we should make it a little bit practical for instance the whole theortical frame theoratical base should be a little introduce, should be made a little bit practical for instance narrating the students about adjectives that adjective are about what qualifies a noun and that this kind of adjectives and this this. I think it would be quite more fruiteful if we make it a little bit more practical somewhat making themsomewhat narrating them demonstrating them practically insdie the class. sometimes in the form of charts sometimes in the form of practically make them involved. I think it will be more fruit as far the traditional
2396	From the point of view of learners
2397	From the point of view of learners
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2399 2400	In your opinion how could teachers be developed professionally to meet all these changes, especially English language teachers?
2401 2402 2403 2404	Yes, of course, I think some beforehand workshops Or training or professional development discussion is very much good if we arrange beforehand the class or the teacher give appointment to make them aware them of the changes that since these are practical things to make it inculcate in mind you should be a little bit practical rather than wholly theoretical.

2405 2406 How often are such activities available for teachers to participate 2407 Sorry sir? 2408 How often can teachers participate in such activities for their development. 2409 Yes of course sir we can participate but unfortunately yet these changes have not happened. no one is aware of 2410 the fact that we should make it a little bit practical, rather than, but its very much possible, for instance in case of 2411 Madam Sadia. she has told us that we should make it practical being teacher of TEFL she was aware of these 2412 changes and she would normally make her teaching practical for instance she was teaching us somewhat studying 2413 stills, speaking skills in which there was reading there was recitation there was narration of something and all of 2414 us were given individual task that you narrate a story you would make us lead there and then you would explain 2415 the process and then the things happen like this and this and someone other was given a poem that he will 2416 recite..some practical 2417 So this is when you were a student and now you are following those things when you are a teacher now? 2418 Yes of course, that's why I was having some information regarding this and it impressed me quite a bit 2419 Ok. Do you think national culture or your educational culture within your university or educational culture 2420 throughout the country do you think they play any role in implementing educational change effectively? 2421 2422 Why sir, very much, its very much dependent on these cultures for instance you can say being social animals that 2423 we can say that humans are the culture which develop which invoke wherever means traditions and things will 2424 happen the same way. Universities having research culture normally people excel in research and there the focus 2425 is on research in universities where the traditional methods are followed if a teacher is very much enthusiastic he 2426 has got so many ideas to implement but definitely he will get impressed from the culture and ultimately he will 2427 get bored and he will be following the same routine, I think its very much dependant on the cultures which are 2428 invoke in the universities . so it can play very much good role,k the culture of the university or the international 2429 culture, for instance in Pakistan normally we have the culture of M. Phil and PhD and this culture has inculcated 2430 from abroad each and every university is going to have senior faculty members of PhD or post doctoral level, 2431 then they are going to lend their higher studies. so all these are culture dependent, otherwise if there were no such 2432 culture no university would be interested in higher studies. why Kohat university has sent six or seven of its 2433 scholars to, actually its because of the cultural impression or other university are having so far why not Kust? 2434 And in what ways do you think these factors influence the process of change? For instance implementing all 2435 these changes. Does culture influence that? 2436 Again sir, I don't understand 2437 In what ways do you think these factors that you are talking about influence the process of implementing 2438 changes in educational system?

Yes of course sir we can say that when we see changes in other universities, like in International Islamic university, in Quad e Azam university, they have got good faculty members and they are flourishing in all the areas, means at annual basis they are going to complete means so many research projects and so many good students. This impress us and the good culture and the good implementations the good changes they have introduced normally the other universities are going to follow and this way its dependant I think this culture makes an influence to implement changes which are in good universities having gone through all the lower universities or middle size universities they are going to implement they are going to follow.

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Can you think of any cultural factors that support change or are hindrance to change. Do you have something

2449 like that in mind?

Yes, of course I think its quite clear that it can make it very much impressive Means it can support good positive change and the same is like if there these changes could make it hinder. But at the moment I cant specify any such example, I think this one example just suffice that universities having research culture or the departments or the students or the teacher indulge in research activities. but those universities where the traditional systems are going on each and every one is going to take the examination in ineffective manner, no research activity, for example this was the case with Peshawar university, quite brilliant students quite brilliant teacher, but this sense of research was not there and its recently that this sense is going to develop. If this sense was develop the culture was not dull so far the research point of view, Peshawar university would have excelled I think from Quaid e Azam or any other university. Potential they have got but because of the culture students were not aware they were not conscience of the fact, that whats research what is PhD then so many other things like for instance there culture I think teachers faculty members so far my personal opinion is concerned, they indulge I think in all the kind of controversy that's why the environment of the department of various institutes is not good. Personally I think, I do have the experience of the Peshawar university department of English there teachers normally don't cooperate I think, and this in fact is the whole scenario, that's why just two or three PhDs who yet have completed from Mujeeb ur Rehman and so far Nasir Jamal is concerned, competent but he hasn't supervised a single PhD so far my knowledge is concerned, because of what? Culture I think, don't have the culture.

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And in your opinion do the politics of the country or the province influence higher education?

- 2468 I think sir, about HEC I cant say something solid whether it influence or not
- Sorry its not about HEC, its about higher education generally, like at the university level does the politics of
- 2470 the province or the country, does it have influence on higher education?
- So far I think personally, I think its intact mean its not intervened so far the political is concerned.
- 2472 Politics has no affect on...
- 2473 I think so far, at the present, uptil now I cannot detect something inside the universities
- Ok. I will just. There are some of the changes that are implemented by HEC that I would like your comments on.

are you aware of the turn it in software, its like an anti-plagiarism software. are you aware of that software for language teachers?

- Yes I have heard of the software that people normally phd supervisor do have the software which can detect plagiarism but I do not have any solid knowledge. Just I have heard about these thing
- And there is an English language teaching reform program that HEC is its working under higher education commission English language teaching reforms and they are offering different trainings are you aware of these trainings?
- Personally I am not aware for instance I am not involved in such trainings but you can say later on I can have good knowledge of these thighs but uptil now I am not aware of any good program, any good projects, any good, for instance this communication level participation, they have arranged.
- And what do you think about this examination system? The change in annual system and you have mentioned semester system that has now changed to semester system, the teacher in annual system, the process of making and a paper and then marking it, and teaching first and then making the paper and then marking it. Is it different than semester system, what is your take on that?
 - I think so far the changes with respect to examination point of view, recommended and implemented are good changes but one thing should be made sure means that its subjective it depends on the nature of the teacher, depends on the commitment of the teacher, intention of the teacher. How much devoted he or she is. Otherwise there is nothing wrong so far as the examination system in the semester system is concerned, its very much good but the other things it wholly depend on the teachers. Whether they are committed, whether they are making good use of it or wrong use of it. Otherwise I think its very much good, very much beneficial as compared to annual system. Where there is a lot of I think You can say there is danger of injustice on the part of so many studentsbecause so many limitations are there in the annual system.

At the end would you like any general comment that you would want to make?

Yes of course so far general comments are concern I think that general policies are concern I think that general policies of HEC are good but still being humans or we can say limitation perfection is not possible, limitation must be there but on the whole we can say that its satisfactory e.g. imperfection in the case of load work on the part of some students and on the part of for instance teachers are not specialized for just one subject that I think creates problem. So far my personal opinion is concern I think that one student one teacher should be given/assigned one subject. It would be quite effective then because that particular teacher will then make exploration he will make it to the best possible to explain to search and to present it in a very positive way and then in some of universities we are having less resources so far teaching but still so far the present moment is concern the culture is concern its going on very rapidly I think in the next few years no university would be without resources each and everything important and necessary will be provided by HEC or by the university itself. I think things are going on quite well so far at the moment up till now we are knowing

2512 Thank you very much for your time.

2513 **Respondent - K2**

- Ok sir, firstly you have filled the questionnaire and there were questions about some recent changes in higher
- 2515 education. So how do you think these recent changes have affected the Pakistani universities or the higher
- 2516 education in the country?
- Some recent changes have been introduced in Pakistani universities. And they have changed it for in a positive
- direction. These changes are really positive changes, but some of the times we get the feeling that these changes
- have been imported into this country without taking into consideration the practical realities and the environment
- of Pakistan. so they have just imported systems. Suppose, semester system, but how the semester system is used?
- They don't look after it. Suppose they have imported this semester system but the drawbacks that we find here
- 2522 they are beyond their vision. So I think that it is not just introducing these things, these systems or these changes
- but rather we have to, it should be continuous process in which the limitations or the drawbacks have to be
- removed on permanent basis, on continuously. It's not sufficient just to introduce the system we have to look
- after it and we have to make adoptable to our indigenous environment.
- 2526 Could you elaborate a bit, when you talk about drawbacks, what are some of the problems with this system that
- 2527 you have experienced?
- Now, suppose we are witnessing a change in the education system. Previously we used to have annual system
- now we have introduced semester system. In the semester system, students they get more marks, they get more
- 2530 marks and their quality is very low. So there are numerous other aspects of this system, which. Now the grading
- or different other things which, I think that they are not practical considerations.
- 2532 So the drawbacks I was talking about are that, previously exam section, it was an autonomous body and it used
- 2533 to evaluate students. And the students would not put blame for their failure over the teacher. But now when the
- teacher is the evaluative body, now students get personal with the teachers. At the end of the semester when they
- are going to fill the evaluation form of the teacher. So they are opposite, they are against him and they add
- remarks to, such remarks which can discourage him or which can harm his character and apart from it these
- evaluation these are not kept secret. Rather they are displayed on net and they are given to each teacher, each
- 2538 teacher is given the, each teacher is appraised that he has scored such and such and this and this is his great
- point. So this in a way discourages those teachers who are sincere and who are devoted and who are hard
- working. Because the teacher is all in all, he can evaluate the student and he can be very lenient in his marking,
- even a less able teacher he can be very lenient in marking and as a result he can get good marks, because nobody
- 2542 is looking after his checked papers. Nobody looks into the processes that he has followed the procedures he has
- followed. He is just supposed to submit his marks, no matter what he has done or what procedures he has applied,
- whether he has evaluated them really or has he added those things by himself. So there is no uniformity, no
- 2545 uniform system through which we can judge it that Mr. so and so he scored well and the other scored below the
- below par. So it in a way discourages a teacher.
- And what were the steps taken into the previous system for meeting these problems of

I think the previous system didn't involve this issue. The teacher would teach well, although there was no such plea for bringing him to books, there was no such procedure they could simply If they could dare, if they could dare, they could report a teacher's incompetence to the higher authorities and the higher authorities they would be helpless, they couldn't redress the problem. And as much as, he could do as much as transfer the teacher and that would be rare because the teacher would not, the principle would not become personal with the teacher. So although it is a positive thing that at least the higher administration should know something about the performance of the teacher. But there is no provision for stopping or for getting personal, either on the side of the teacher or on the side of the students. Even teacher, they can become personal they can give higher grades to, they can shower higher grades to their blue eyes students and this another very frequent problem that we face is that whenever you ask the female students they complain against the female teachers that they are showering marks on less competent male students and when you ask male students then they complaint against the male teacher of giving favors to the female students. So it is also quite natural and it is witnessed all over the country. This is a problem that teacher has been given authority, he has, he can misuse it and there is no check over him.

Are there any other changes that you could comment on other than the semester system any other innovation that have been applied in your university?

OK, now actually, we are sometimes given, we are asked to introduce some changes, but actually if we look at class situation our class situation they are over crowded classed, you can get above 50-60 students per class. So how come that you can give individual attention to each student, to improve his pronunciation. If I start correcting their pronunciation, the class will be over the class will be over by that time. So these are things that now we have very meager resources, the classes the situation of the classes are not very ideal, libraries are not available. Similarly people are poor they cannot afford sophisticated paraphernalia in order to enhance their language skills. So although, if somebody had got a very sophisticated weapon but he doesn't know how to use it then it becomes a problem. So although we have very advance and very up-to-date policies and theories and procedures but here the driver is missing. The person who can implement them and the people on whom it has to be implemented. They lack some qualities. So that procedure that cannot be implemented in letter and spirit.

And how would you rate your university or compare your university with other universities that you know of in meeting these changes and in meeting the innovations.?

OK, actually this university is relatively a new university. I myself had been one of the pioneers of this university. And we have struggled y very hard with our students, especially because it was our first experience as a university teachers. And most of the teacher who had come they were fresh entries, so they considered it as a very ideal job and they had a very high opinion of the university job. So therefore, they put, they burned their candle on both ends, and they struggle very hard in order to not to for short of the position that they considered in their mind for a university teachers. Therefore, they worked too hard and similarly the students they were new enters they had never been to the university. They also took it upon themselves to show higher grades and to work hard because it is a university and in the university they were lucky enough to have this admission in the university. So they worked hard. So because this was a new university, and the teachers as well as the students they worked very hard working initially. And due to this we see our students at very high positions in Islamabad and in the capital in other others, because of their struggle. So this is one thing, second thing is that this is a new

2586 university. The older universities they are immune to the requests by the HEC. They disregard HEC, till this time 2587 I have, I know that Peshawar university is giving no importance to the HEC. They think that it is just a breech of 2588 their autonomy. And they cannot make themselves at the backen call of such newly formed institutions. But so 2589 far as our universities are concerned. The sister universities I would say that Mansehra university, Kohat 2590 university and Malakand university, they were created, and they were formed or they were created in a single go 2591 at a time. So these universities they are very, they listen to the HEC they follow their instructions in letter and 2592 spirit and they feel encouraged because in this manner they can get funds from the HEC and therefore, they give 2593 a very, very much importance to the dictates of the HEC and they follow them in letter and spirit and they feel 2594 encouraged when some program is introduced, some change is introduced or some training is arranged in 2595 connection with that change. So they accept it very happily.

- And how does you think HEC influence and contribute to these innovation at the university level. Is there any contribution from the HEC?
- Yes, now we were fortunate enough that previously HEC was headed by some having the name of Rehman.

2599 Dr. Atta Ur Rehman

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- 2600 Dr. Atta Ur Rehman, so he was a very positive person and he lavished funds on universities and especially on 2601 language programs. So there was an English cell or an English language branch was introduced in the HEC level 2602 and it worked for the promotion of language throughout Pakistan in the universities. So in that connection we 2603 were very happy. And in this connection they have also conducted some, they have conducted some language 2604 programs, trainings, so that have been very beneficial for the new university teachers and almost all the new 2605 students of the new teachers of the faculty members have the they have participated in. Especially there were 2606 problems in which the British Council and different other bodies they were involved and their expertise were also 2607 taken benefit of.
- In your opinion what general procedures do you think are followed for implementing change at university level?
- Well I am not sure about it but I think that the HEC first of all, it conducts a survey and it gets feedback both from the teachers as well as the students and then they also visit foreign countries and they, because most of the highly education they studied in the foreign culture. So they try to import those positive methods and positive procedures and positive aspect of their education system and they try to implant it here so, I am missing the point, what did you say?

The different, the procedures that are followed to implement changes.

So they do their research work and they also consider the ground realities in the Pakistani universities and after this they introduce some changes and then by conducting different courses they try to introduce those changes and they encourage the teachers for introducing those changes on the university levels. So this is the ground work that is done by the HEC. On the administrative level, they introduce some changes. And they suppose they

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2621	introduce changes in the syllabus or the educational system and that is something related to the academics branch
2622	of which we don't know any, we don't have sufficient
2623	And to what extent is teacher involved in all this procedure?
2624	I think that the teacher is involved to some extent. But as I have told you that most of these things, most of these
2625	procedures, these changes, they are introduced by those people who have witnessed them in operation in foreign

2626 countries. So this is not something that they have innovated. But rather they have implanted, they have imported 2627 it from another country or a developed country. So it was not, I think it is not something which was introduced by 2628 feeling the need of that thing in our education system. Rather it looked attractive in foreign culture and it was 2629 implanted. So I think the teacher I not involved so much. But when it comes to implementation at that level the 2630 teacher is informed through courses and through trainings and in this way he is education in how to implement 2631

this thing and what would be the benefits of this things.

2632 And what kind of professional development opportunities do you think are available to the language teacher in

2633 Pakistani universities?

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2634 The language universities, actually the HEC it depends upon the perks of the HEC. If the HEC is given more 2635 grant then it can spare more money for language projects. And I think that most of the teachers of the universities 2636 they get ample opportunities for their professional development in the language field.

2637 And have you yourself participated in any such development?

- 2638 Yes I have been to different programs and they were very very beneficial and very fruitful for me. I, it brought 2639 too many changes in me. In my teaching style, as well as I became update. My knowledge became update. I 2640 started to know about the recent developments in language and the policies and the priorities of the international 2641 community. Because previously we thought that now suppose I am doing my PhD, In PhD I wanted to do my 2642 PhD in literature because basically I was a student of a Masters student of, I have done my masters in literature. 2643 So I was very much I had a passion for pursuing my education, my higher studies in the field of literature. But 2644 when I participated in these programs and in these trainings I came to know that there was no value of literary 2645 studies and if I need to apply the jobs outside the country then I, I am definitely going to have my PhD in 2646 linguistics or language studies. So I had to bring a change in my, my plan, I had to switch over to linguistics. 2647 Although I had not read linguistics on, when I was doing masters, but still I strived in order to be well read in the 2648 linguistics and to do my PhD in linguistics because whenever I visited foreign universities on the net I found that 2649 there was no room for literature. Every time I would click their faculty or I would find that they their posts and 2650 positions were for linguist and not for those who specialize in literature.
- 2651 And what do you think is the most effective way to develop English language teacher professionally. How 2652 could English language be professionally developed?
 - Be professionally developed! Ok in that connection I would say that I would refer to the previous answer that I have given to you that when they are introducing changes they wholly solely they pick the idea from there and they import it here, without taking into consideration the ground realities. And without taking into confidence those people who implement those things, who are going to implement those things. So I think if right from the

beginning the people who implement it they are taken into confidence and their feedback is sought in the beginning and their priorities they are listened to in the beginning then I think that it would be more practical and it will be more realistic. Because they know how well students sit in classes what is their educational background which backgrounds do they come from, ok? And what is their status, whether the course is, can cater to their needs or not. So they can give them proper feedback on the ground realities.

And do you see any affect of culture on the implementation of these changes. National culture, educational culture or the local culture or the institute.

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Ok, Now our country is a developing country, is not a developed country. And it is going through the phase of transition, people are looking forward, they are looking to the developed countries for making advancement and making progress so the culture is very supportive and it accepts such changes which can bring the at par with the developed countries and their educational institutions. So anything which belongs to a foreign country whether It is a language project, or a language idea regarding language education that is accepted. So that I think that our country's culture is very supportive of it.

One last question about the politics of the country or the local politics of the province or even the, what do you think is the role of politics and how do you they influence the higher education and language teaching in positive or negative way?

Ok, now since an awareness has grown among the masses that education is the thing that can put them on track of development. And awareness have grown among the masses and the politicians you know they are looking for those things which can make masses happy. So since there an attitude change has taken place in the masses and they think that education is important for them, this is the very thing which can lead to their development and their progress and their prosperity. So automatically the politicians they have changed they have brought change in their policy because they have to look at those things they have their eyes fixed on those things which are demanded by the masses. So they instead of now doing other things for them they think that the masses they are in need of higher education and education which can be at par with the international standards. And an educational system in which they do not lose some years, they, in which they can qualify for taking admissions in foreign universities so they, the politicians, are now they are, they are making their efforts in introducing universities and educational systems. Now suppose, I would just give an example to give reference to how this university got established, so our Governor Iftikhar Hussain Shah who was very positive person, and a very intellectual person, learned person who knew that this university is the basic requirement of the region. So he at a time established these three universities and when people from other areas, they started to look at the benefits of the universities. How many people were employed by them and how many degrees were given by that university to the local people of that area when people started the other politicians belonging to other areas when they started to grasp this reality they started to make announcements of establishment of different institutions. After this we see that Kohat Medical College was introduced here established here. Immediately after this Banu university, It was just a reaction to this, to the result of this Kohat university. Banu university was established, adjacent to it Banu medical college was established. Similarly in Charsadda a university was established, Mardan university was established and just a chain was set after the introduction of this university. So it was mainly possible through politicians. The politicians they were backing it and they took it up on themselves to get them

2695	established. Because previously no one was wanting it now every one wants it. so the politicians and the politics
2696	they are In favor of it in order to get vote.
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2698	Would you like to add anything in generally to the?
2699	Hummm. I think that I have got a class at 12:30, so there are a lot of things but anyhow
2700	Ok, thank you very much for your time.
2701	Thank you.
2702	Welcome

2703 Respondent - K7

- 2704 Sir in the questionnaire you have seen some of the questions about the recent changes in the higher education.
- Especially for language teaching, how do you think these recent changes have affected the Pakistani
- 2706 universities?
- 2707 So this is a big change and it's a very positive change in the sense that in the conventional system students as
- 2708 well as teachers they had to be specific about certain topics and most of the things sometimes very much
- important things were ignored both by the teachers and the students. The students had to concentrate only on
- 2710 those areas which used to be important traditionally for examinations. Some areas were considered to be very
- 2711 much important for the examinations. And the students had to pay attention only to those areas. and.
- Another thing is that in traditional system or in the conventional system. The students had to go for rote learning
- and they most of the time crammed things without proper comprehension and proper understanding. This is how
- 2714 they used to get very good results you can say without understanding the basic concepts and the basic ideas.
- Because as you see I have pointed out there were certain areas, certain questions you can say which used to
- appear in the papers certain questions students had to select, let us say ten questions and they used to cram them
- and students had a lot of choice e.g. in the papers one had to attempt, you see let us say, five questions out of ten
- questions or out of eight questions and this is how they used to get very good marks. But I think there was very
- 2719 little understanding and very little comprehension but now in semester system we do not have such outlets and
- we have to do all the things all the contents, irrespective of the fact that the things are not now important or
- unimportant so its, this is how it's a very positive change it's a very good change and we hope and it is a fact that
- 2722 things are not different and there is a hell of difference and now you see, students have opportunities and same is
- 2723 the case with the teachers as well. They used to avoid certain things and you see things which looked difficult to
- 2724 them or for which they needed you see very hard work and, but now teachers too have no escape and now this is
- how you see it's a very sort of compulsion for them to concentrate on all the areas which are specified in the
- syllabus or in the curriculum.

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- You have mentioned two things, about exams and about rote learning. How do you think this semester system
- 2729 have discouraged rote learning for exams and how have exams changed to discourage this practice?

- Yes, in the traditional systems as I have just mentioned there was a choice for a candidates in the exam. You see
- students in traditional system students had to attempt, let us say, five questions out of ten questions. And this is
- 2733 how, you see, there were chances that the student could ignore some of the areas but now in semester system
- 2734 they have to do all the contents of the courses, you see things are you see we have mid semester we have final
- semester and we have quizzes and there is no such escape for the students to avoid somethings and to you see
- 2736 concentrate on something you see there is no such thing you see in semester system you see you have to do all
- 2737 the things the teacher too has to cover all the contents. And another thing is that there used to be certain
- 2738 questions., let us say in one whole program if you prepare, let us say you see, 15 questions or 10 questions in the
- whole course of the years' its very much possible for the student to get very good marks and this how the

students ignore most of the areas of the courses. And certain things were considered very important and they used to be repeated by and by the exams and students had only to memorize or to cram answers to such questions, I mean the important questions, and there was not so much concentration. But in the semester system you see there are quizzes there are presentation and you see there are chances for group learnings and in quizzes, in presentations you see students learn from one another. There are also chances for the teacher to learn from his or her students, because when they present things, you see, new things come, you see sometimes these things are quite new for the teacher, because nowadays student exploit different sources, maybe a teacher has no access to the source, which has been exploited by some particular student and this is how you see teacher even gets access or familiarity with the areas or with something about which he or she has no information at all

Are there any other changes except semester system, that you have seen happening in the higher education in the last few year?

Yes there are changes you see there are changes in courses, there are changes in curriculum and you see higher education commission time and again, you see introduce such changes and they are communicated to universities and then they are adopted. e.g. You see, we used to have two years bachelor and two years masters and now we have BS four years program. Which you see, we have you see so many new things in these courses for example linguistics and stylistics and all these things we didn't have in the courses when we were doing our masters. Two year masters. So there are so many changes.

And do you think these changes have these changes have affected the quality of language teaching specially or education in general?

Of course these changes are as far as I know introduced not just abruptly or all of the sudden you see experts are called by the HEC from different universities and then they have discussions, they share their experiences, and you see its after a certain process that these new changes are introduced and I think in this four years program I think for the first time HEC has introduced stylistics. Which was not there you see this subject was not there in many universities and now you see the four years BS program we have stylistics, or let us say they have also introduced you see some literature, maybe original literature in the form of translations e.g. you see, we have now the poems of Professor Daud Kamal in our courses we get access to our own literature whether its original or whether in the form of translation. And these changes are very much good for the students because you see the literature that is colored with our own culture with our our own those things is very much understandable for us. And they are you see the students of today, I mean the students in these new course are in a better position to understand things which are from our own culture they have you see ideas and thoughts which comes form our own people and they are in a better position to understand all these things.

Ok, if I could get your comments on some of the changes that HEC has offered. They have given access to teachers of the software for anti-plagiarism. Is it being used widely in the universities? And what is its affect.

2777 The turn it in sortware.

Yes, as I remember, let me be quite realistic, people used to get their M-Phils and their PhDs you see from different universities and later on after this software was introduced you see there came a question mark on their degrees, and I remember it was a practice in some of the departments of Peshawar university that people used to get some PhD thesis and let us sat in the Islamyat department I remember and then they would just bring some minor changes and they would translate you see the same things in Urdu and they used to get PhDs on such you see but now there are no such chances after the introduction of this software and students and scholars now they take care and they are very much particular to be original and to be authentic in there research.

And how is this software used for language teachers in your university?

- Personally let me be realistic, I am not so much familiar with this technology and definitely I think now its everywhere in every university and now its utilized.
- There is also there are now quality assurance committees quality assurance cells. What are your comments on that, how are they working and what are their effects on English language teaching?
 - See now, I think this is a question which is you see directly related with how we implement things. There are e.g. evaluation cells in every university. In our university we have teacher evaluation and the evaluation is done through the students and the teacher is, I think, he or she is conscious of the fact that you see, this evaluation is directly related with the performance of the teacher so I think it's very good. But it is also very much related with the integrity of the teacher the sincerity of the teacher and the professional competence of the teacher. So its very much natural that all these observation are there, a teacher is conscious he or she is supposed to improve professionally and teachers are always in search of new ways and techniques how to get professional competence.

- In general how would you rate your university with other universities of Pakistan that you have experienced or that you know about. How would you compare with other universities?
- You see personally you see I would say that in the recent evaluation of the HEC in small universities Kohat
 University of Science and technology is you see it has fourth position in the aggregation with is done by the
 HEC. I think Kohat University is going very well. It's a new university and you see I have been in this university
 for round about one year and personally, I see, you see the environment and the number of the students and the
 public image of this university its improving this university and I think it's one of the best universities in Khyber
 Pakhtoonkhwa.

2809 2810	And how do you see the role of higher education commission in enhancing education in general or Language teaching in particular in the universities?
2811 2812 2813 2814 2815 2816	I think higher education commission has its roles its role in this improvement and you see higher education commission has given opportunities to the scholars for doing their PhDs. it's all I think with the help of higher education commission that you see now this university we have so many people who have recently completed their PhDs from different parts of the world and some people are still busy in their PhDs and we hope they too will join this university in the near future after completion of their PhDs and their specialization. So I think, it's all due to the role of higher education commission.
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2818 2819	And in you opinion how does higher education commission influence the implementation of these new innovations, the changes that we have discussed. What's their role in implementing these changes.
2820	Could you make these questions a bit simple for me?
2821 2822 2823	Yeah, Like we have discussed different changes at the university level. What is the role of higher education commission in implementing these, How is higher education commission influencing or contributing to the implementation of these changes at the university level.
2824	
2825 2826 2827 2828 2829	You see higher education commission I think you see for the last one year I have seen they have organized certain programs certain workshops for the for enhancing the quality of education and especially to train the teachers and you see they too have arranged seminars for the, how to do with the semester system and to make the people understand the true spirit of the semester system. So higher education commission has been doing has been performing its role in the implementation of these changes.
2830	
2831 2832	And as far as you know, what general procedures are followed for implementing educational change at university level?
2833	Procedures?
2834 2835	How is this change implemented from like where is it planned and how is it communicated to the universities and to the teachers?
2836	(ANOTHER TEACHER ENTERS THE OFFICE)
2837 2838	And I think, please do come, we have and I think Mr. Shujaat will be in a better position to make comment on this question. Please just have a seat ok all right,
2839	Please bring this question, Lets take his opinion, I think he will be in a better position.
2840 2841 2842	We were discussing the general procedure of implementing change at the university level. So are you aware of the procedure that are followed for implementing change, its planning and implemented and how its communicated to the universities and then to the teachers?

2843 No we don't know, we don't know. We don't have any knowledge regarding this because it is most of the times 2844 dealt with and at the most we can expect that the chairman would be aware of it. 2845 2846 Should we continue with the ...? 2847 Ok 2848 In all this implementation of the innovation and the change is teacher involved and if teacher is involved, at 2849 stages is the language teacher involved in all these processes? 2850 2851 I think the teacher is very much involved. Now we don't have that traditional you see the method of teaching 2852 when the teacher used to deliver a speech or a lecture on a certain topic. Now there is proper interaction you see, 2853 there are you see, so many techniques. We give assignments to the students and then we give feedback on those 2854 assignments and we assign group work sometimes and you see most of the time you see the as far as personally I 2855 believe that we are now going for student centered teaching and we have very much involved we involve students 2856 in the learning process. First their used to be one way traffic. The student had to listen silently irrespective of the 2857 fact that the student understood or not but now you see I think it is the demand of the courses as well that now we 2858 have to introduce student centered activities and students centered teaching in our departments. 2859 I think he is asking regarding the changes, 2860 Yes exactly, I will repeat my question, like when 2861 that at administrative level whether you are involved in the decision making or making suggestions? 2862 2863 2864 Yes of course you see I think there are committees and there are you see if you have to introduce any chagne first 2865 of all the head of the department holds meetings with faculty members and discussion are made and its after a lot 2866 of discussion the teacher sit together. They share their views and their knowledge and its after a certain process 2867 that these changes are introduced. For example recently we were going to introduce you see this BS we had to 2868 design syllabus for this BS four years English program. And it took almost three or four months to complete this 2869 whole process. And we not only involved our own faculty members but we also involved teachers from the 2870 roundabout colleges especially post graduate colleges and they also participated and some of them were in very 2871 good position to suggest and introduce good changes. And then you see this suggested or this proposed program

And what kind of professional development opportunities are available to the language teacher for coping with all these changes, the new concepts coming in?

propose changes changes. so its after a very long process that these changes are introduced.

has to go before the board of studies and then they, if they deem it necessary they also send it back and they

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Yes you see, especially in our university so far we don't see any such professional changes time and again we see one or two days workshops arranged by different departments they are of course. But professionally you see we have little chances and we hope and we expect that higher education commission will do something for the professional development of the teachers, the English language teachers.

Have you yourself participated in any professional development activities?

Yes, I not only me you see all the faculty members you of the English department you see, we were invited to participate you see there used to be one month workshop on English language teaching reforms. But you see the problem was that we could not participate properly you see in that program because of the fact that we had to take our classes. And then we had to go and then we had to come out in the middle and that was very good program and very competent persons were there but we could not avail the program properly because of the fact that we had to attend to our other duties and responsibilities but such types of programs would richly, really you see will play a very important role in the professional development of the teachers and the faculty members.

And what do you think is the effective way of developing language teachers? How can language teacher be professionally developed in a professional way?

Yes, proficiency in language teaching is the first thing is that the teacher themselves need to be professionally developed they need to be expert in their fields and then they will be in a better position to teach in an effective way so first, professional development of the teacher is necessary. And once the teachers are professionals in the true sense of the word then of course they will be in a better position to teach effectively.

And when you say professional in the true sense of the word. Could you please explain it a bit? How do you...

Yes, you see, presently you see, I have been teaching a you see English language and literature from the last so many years but you see we as I have just you see mentioned that here the tradition was that the teacher had just to give lectures and the students had to listen and you see if the teacher himself or herself doesn't know the skills the innovations and you see new techniques then how can we expect that he or she will be an effective teacher. So first the professional development of the teacher is very much necessary.

And how do you think teachers could be professionally developed?

Yes, there could be so many ways, its not necessary that every person is going to be a PhD, but certain short courses, one month courses, two month courses, and you see sometimes online programs HEC can think of such programs. Universities themselves can think of such programs and they can introduce such programs to their faculties and then they will be better position to exploit these things and I think this is how we can bring the change.

2911	And do you think culture plays any role in implementing of a change in education?
2912	Yes of course. Culture in like?
2913	Culture as a, if I complete, like culture as in national culture or institutional culture or local culture?
2914 2915	Yes of course, you see people get color from the culture as a whole and you see if we have a very good culture in the university so that culture will definitely influence the teachers and the students.
2916 2917	How do you think these cultural aspects of the area influence the process of change or the process of innovation?
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29192920292129222923	I think it's now the time for international culture and people now know the importance of the English language and the English literature and you see the technology and culture is I think no more a problem. We are in the international culture we are in the global culture so I don't think that our culture is in a way, our culture puts obstacles or you see problems. There is no such things, I don't know personally any such thing is there.
2924 2925	And what is your take on politics. In your opinion do the politics of the country, the local politics, the provincial politics affect the higher education?
2926 2927	Yes I think, you see politics government these changes you see directly or indirectly affect education you see developments and everything in the policies of the education so these changes of course affect education system.
2928 2929	And if you can just elaborate. In your opinion what are some of the positive effects of politics on higher education?
2930 2931 2932 2933 2934 2935	No you see the negative for example impact on education is that people in position are people who are politically strong they exert their influence on the administration. They, you see create ways for their people to bring them in the universities they exploit their position in different ways. They also maybe their position they may bring their own people for example in boards and in universities so this is something very bad. And they can play very positive role if they are sincere to the cause of education and to the cause of students, so both positive and negative things are there.
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2937 2938	Thank you very much for your time once again. Your opinions have been very helpful for my research thanks again.
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2940	Thank you

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- OK, in your questionnaire you have mentioned that you are aware of the changes that are happening in Pakistan in the higher education sector and especially related to English language teaching, could you mention some of those changes?
- Well what I know about a changes that the Higher Education Commission through the English Language
 Teaching Reform project has introduced at the higher education level and specially in different public sector and
 private sector universities in order to improve the English language teaching situation as initially they started out
 strengthening the department of English in the first phase and they also arranged certain training programs in
 different phases in different public sector universities, in the second stage in phase two what I know what is going
 on is that they are conducting large scale training workshops in different public sector universities in Pakistan.
- And some of the changes that are general changes for example semester system, xxx or the four year bachelor program, these are general changes these affect English language teaching as well, how do you see some of the recent changes, how do they affect the universities of Pakistan in general?
- 2954 Well if I would just like start out with the four year honors program, what I know about that is that in order to 2955 bring kind of like parity in the education system in the United States in the United Kingdom and in Pakistan they 2956 introduced this four years honor program, personally I have been involved in this process when they when the 2957 higher education introduced the four years program and they asked specially the new established universities in 2958 order to start the four years honor program so I have been involved in the curriculum development process and 2959 the course designing process from the very beginning so ye the four years honors program is changing the whole 2960 scenario because traditionally what would happen is most of the students would get their bachelor's degrees from 2961 the colleges and later on they would come just for two years in order to get their master degree in any relevant 2962 discipline. Now what happens is that obviously there is a little bit difference in the quality of the education and 2963 specially since the hiring process in the selection process in the universities is a little bit talk less and they the 2964 universities try to get the competent teachers so when the student come and they take admission in four years 2965 honor program so the quality changes it definitely the quality of the education the standard changes because the 2966 university teachers most of them are coming from best universities in Pakistan I would say best universities in 2967 Pakistan so it changes the standards as well as the quality of education.

How do you see your university compared to the other universities as regarding education quality?

- Well I joined this university in 2003, and I would come to the department of English so the region that we had for the department of English even before we started the two degree programs that was the four years honors program and the masters programs so we were just three people and we had a region we wanted to have to make sure that we impart and provide the quality education, the standard and to be very frank with you is that we kept both the standards national standards as well as international standards. So this I what we did in the department of English.
- 2975 How do you compare your performance here with other universities you know about other universities.
- Our graduated, specially the four year honors graduates as well as the master graduates because the program the curriculum that we developed for both the programs for four year honors we followed the HEC guideline but it's not that we kept all the courses that Higher Education Commission recommended for the curriculum because we

2979 had to keep in mind the expertise that is available to us in the department of English as well so we just made 2980 certain changes into the guidelines that the HEC provided and the masters program as well so our masters 2981 program is a combination of linguistics courses as well as literature courses and its not only the British literature 2982 it's also American literature as well and our graduates so far those who have got their degrees they have been 2983 successful in getting the jobs they are either teaching in the colleges some of them are teaching in the 2984 universities, three or four of our students are teaching in department of English with us right now who got their 2985 degrees from the department of English so I would definitely say that ye keeping in mind the success of the 2986 students in terms of getting the job in term of contributing to the teaching of English language in different parts 2987 of the colleges and different parts of the countries either in the colleges or in the schools so and we get constant 2988 feedback from them because they do visit us from time to time.

2989 And how do you see the role of Higher Education Commission in the educational system of the country for 2990

higher education system and especially for English or in general for higher education?

- 2991 Well Higher Education Commission is a I would say is kind of like authority, they gives mandates to different 2992 universities and that is the body that they implement the changes that can bring, they can implement the same 2993 thing in different universities or rather I would say in all the universities in Pakistan to give them the same system 2994 to give them the same instructions or guidelines in terms of the medium of instruction to provide a sketch that 2995 could be followed by all the universities, the same curriculum guidelines that could be followed, so they can keep 2996 all these universities together and in order to follow the same curriculum in order to follow the same instructional 2997 procedures, that's how I see it.
- 2998 You have said what HEC could do, what is practical like in implanting all these changes and the new 2999 innovations what role is HEC playing in them contributing or?
- 3000 Well frankly speaking in certain respects that the Higher Education Commission might have been successful but 3001 if we see to a greater extent the Higher Education Commission has not been successful and I will give you just 3002 two examples. One, in the KPK, Peshawar university is one of the universities that had been established in 3003 somewhere in the 1950s so certain changes that the higher education wanted or wants to introduce they have not 3004 been successful in order to satisfy the concerns of the management as well as the teachers in university of 3005 Peshawar and that is the reason that they haven't yet started the four years honour program and they are still 3006 running the traditional...and they are still in most of the department rather I would say somewhere like 80 to 90 3007
- % of the departments they are still running the annual system.
- 3008 You have mentioned about the changes the annual system, what is the general procedure for implementing 3009 these changes from HEC or at the university how is some procedure followed or teacher aware of or being a 3010 teacher you are aware of those procedures?
- 3011 Do you want me to be specific related to the changes, changes related to the English language teaching?
- 3012 English language teaching or general changes because those general changes also influence English 3013 language teaching for example the bachelors program is for English language teaching or the semester system 3014 is also for English language teaching, so in general what's the procedure for implementing these changes?

3015 Right, starting from the Higher Education Commission, they have some committees like I will give you example 3016 of the national committee on English. They take the matters, they discuss the issues who were there and then 3017 once those issues are being decided and the Higher Education Commission writes to the universities they send the 3018 notifications, the letters for implementing the changes and then it comes to obviously the head of the institute that 3019 is the vice chancellor and the vice chancellor, it's up to the vice chancellor as to what there, he could send it 3020 directly to the departments. In order to follow implement those changes directly or if there is something he may 3021 ask the deans, committee of the deans discuss it over there then he calls the meeting of the heads of, the chairmen 3022 of the departments in order to discuss those things. So both these procedure are being followed. Now recently one 3023 of the things that they asked as to what are the different degree programs that are being offered in different 3024 departments. So first what happened is that it was discussed in the deans committee later on a meeting of the 3025 heads of the departments was called, later on those teachers who have been involved in the process from the very 3026 beginning of this university, so they have been asked in order to come up with their suggestions in order to come 3027 up with their guidelines, so that they can give those guidelines to the head of the department and they get 3028 processed. So these are the two, like procedure that are followed in university.

- For language teacher what kind of professional development opportunities are available in Pakistan or in your university?
- Well as I told you in the beginning that the Higher Education Commission through the English Language
 Teaching Reform project, they are running the large scale training programs and training workshops short
 training, weekly, monthly workshops and trainings and these opportunities are available to the English language
 teachers in universities as well as in the colleges because colleges are also the degree awarding institute now as
 well. So opportunities are available.
- Could you specify some opportunities what kind of opportunities are there for the teaching?
- Well general as well as specific for example, I will give you example of English language teaching skills, so they have arranged certain workshops on English language teaching skill then the Higher Education Commission through the ELTR project, they arranged certain workshops related to for example, English for specific purposes or English for academic purposes or for example improving students reading skills or for example lets say testing and evaluation or assessment procedures so these are the kind of trainings they provide and also professional faculty development programs, long term faculty development program.
- 3043 Have you participated in these programs yourself?

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- Well I have participated in just two trainings, one was before I went to the United States that was Somewhere at the end of 2008 and that was English for academic purposes and then recently when I got back from the US it was in July last year that I attended Test Item Construction Techniques workshop. It was a joint venture of the
- Higher Education Commission and National Testing Services or system, NTS.
- And what do you feel what is the most appropriate way or the effective way of developing English language teacher?

Well being an English language teacher and being English language teacher educator obviously what I see is that two, one; if they improve their qualification, if they get the opportunities in order to improve their qualification for example if they have the last degree which is like masters so obviously they need to get their degrees like MS or M Phil degrees as well as like PhD degrees because PhD degree is what I consider is the most important for the English language teachers because and if they are teaching in the universities and its obvious that research is the back bone of the educational system in any county. So, one, then the professional development opportunity so that they can improve that they can add to their knowledge, skills and expertise so that they can know about what are the latest changes that are happening in the English language teaching or in the approaches to the English language teaching.

What is your take on culture, do you think national culture or educational or institutional culture; do they play any role in implementing the changes for university or for English department?

Yes all the three like national culture and educational culture and then institutional culture these three cultures play a vital role in implementing the educational changes affectively and I would say, yes to a great extent because if we just take the national culture and if we think about the changes that the Higher Education Commission wants to introduce throughout the country, so ye, there should be a national culture for that and that is we might we do not have that well established national culture for implementing the changes. And that is one of the reasons that the access of the national culture is one of I think is one of the barriers for the Higher Education Commission in order to implement those changes effectively and then obviously educational culture and then institutional culture also play a vital role because universities in a way are autonomous bodies and it's not necessary for example if change is good and if a university introduces that change so it could set an example for other universities that this change has been introduced or mandated by the Higher Education Commission and this has been adopted by one of the university and this has changed the things.

Could you mention some of the factors that could support implementing the change or could prove to be hindrance like you have mentioned one already.

Well keeping aside three like the institutional national an educational culture another important factor that can influence or support the change is; the social culture as well because we are human being we live in a society and every society has its own culture and there are social, I would say like social factors influence change or support the change as well, so if the changes are in accordance with the socio-cultural values or socio-cultural setup of a country or of an educational institution so the changes are going to be effective.

And, about politics what is your opinion, politics of the country or province of the local politics does it have any influence from the higher education?

Well to a great extent I would say yes in our country and specially I would again give you an example of the previous governments and one the present government who were Dr. Atta ur Rehman was the chair person and what I know from like the news papers or from media or through my personal interactions with my colleagues if they that all the funds would come to the Higher Education Commission and then the higher education would decide if to where and how much fund will go keeping in mind different criteria to the universities and in different sectors and to different disciplines. But with the change of the politics obviously the government

3087	interfered into the affairs of the Higher Education Commission and now everybody knows as to what has
3088	happened to the Higher Education Commission is that all the funds are being monitored somewhere else not in
3089	the Higher Education Commission, so !
3090 3091	Other than funding, if you talk about the policy, educational policy of higher education is there any hindrance or any support from politics too?
3092 3093 3094 3095	Well since that the mandate is given to the selected representatives in the government in the national assemblies and in the provincial assemblies and according to constitutions if you look about if we just look at the language policies for example or any other educational policies so these policies are being decided by the representatives in the national assemblies as well as in the provincial assemblies.
3096 3097 3098	What are some of the positive or negative influences, like you have mentioned one which is funding? Are there any other such examples in which you can mention that it is a positive influence of politics or negative influence?
3099 3100	Well to be very frank with you I don't see any positive influence of the politics in the Higher Education Commission and I think politics and education should be kept away from each other.
3101 3102	Is there any general comment that you would like to make about the universities and change that's happening inside the universities or the culture or politics or anything?
3103 3104 3105 3106 3107	Yeah, personally whatever changes have been introduced and whatever changes have been implemented yeah, I support of changes but one of the problems that we have is that we do not have clear direction we do not have clear policy about the procedures for the implementation of those changes and that is what we lack, I wish, I wish we could have a very clear policy about the implementation of those changes and I wish we could involve the teachers in the process.
3108	Thank you very much for your time, for this educational study.
3109	Thank you.
3110	Thank you.
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