# Exploring the Impact of English Teachers' Training Courses: A case study

***Tazanfal Tehseem****

## *Abstract*

*This paper aims to discuss the impact of training courses on practicing teachers' educational beliefs and aspirations. It is believed that this is a somehow neglected area of English language teacher education where in most cases courses put an emphasis on the technical delivery of a number of skills and they do not devote time to discussing values which underlie practice. As a result; it may happen that teachers do not fully accept new philosophies and change because these may be contradictory to their existing value systems. Besides discussing 'teachers' education and training institutions in Pakistan, first, the concept of educational change will be discussed. This is followed by the presentation of a research project which was carried out to examine the effects of training on Pakistani ELT teachers' values. Finally, the paper will offer some suggestions on how value training should be implemented in the course of teacher education and teachers' training workshops can be made fruitful in achieving set objectives.*

**Teachers' Education in Pakistan**

For looking at teacher education in Pakistan, I first focus on teacher educators in general and then provide case studies of several teacher education institutions. Article 7.1.6 of the National Education Policy 1998-2010 (Government of Pakistan, 1998) identifies the required qualifications of teacher trainers:

"The staff of the teacher training institutions belongs to the Education service. There is no special cadre of teacher educators. Any serving teacher

*Lecturer, Department of English, University of Sargodha.

or lecturer with a master's degree, with or without professional qualifications, can be appointed as a teacher educator, although preference is given to those who hold a master's degree in education".

This policy makes it possible for teacher educators in Pakistan to be hired without having any academic or professional credentials in education. In the case of English, it is possible for an individual with a degree in English literature, with little or no school-level English language teaching experience, to become an English language teacher trainer. I consider this to be one of the factors that contribute to the poor training and performance of English language teachers.

In addition, teacher educators can vary in two other essential ways: They may or may not have relevant teaching experience, and they may or may not have academic credentials in the subject for which they are responsible. This applies not only to teacher educators but also to school teachers. Using these three factors as classifiers, teacher educators in Pakistan can be placed in seven broad groups (see the Table).

**Table: Categories of Teacher Educators Based on 03 Key Factors**

| | Teaching Experience | Academic Credentials in Education | Academic Credentials in Subject Matter |
|---|---|---|---|
| Group 1 | Yes | Yes | Yes |
| Group 2 | Yes | Yes | No |
| Group 3 | Yes | No | No |
| Group 4 | Yes | No | Yes |
| Group 5 | No | No | Yes |
| Group 6 | No | Yes | Yes |
| Group 7 | No | Yes | No |

The table above shows that it is possible to broadly categorize teacher educators in Pakistan into seven groups. These categories can be used for all teacher educators in Pakistan, but here I only focus on English language teacher educators. Group 1 would be expected to include the most qualified and desirable teacher educators. Teacher educators placed in this category have relevant teaching experience as well as academic credentials in their subject matter and educational theories/methods. Such expert teacher educators are rare in Pakistan, especially in ELT. Based on the classification system, a qualified teacher educator as defined by the National Education Policy would belong to Group 3.

The most common groups of teacher educators in Pakistan are, unfortunately, those who have qualifications in only one of the three key factors. Thus, most teacher educators get into training because they are experienced teachers, have educational credentials, or have a degree in the related subject matter. Qualification, just one of these factors, is not sufficient in a teacher educator, and this issue needs to be addressed by the relevant government authorities and policy makers.

**Teachers' Training Institutions**

The National Education Policy 1998-2010 (Government of Pakistan, 1998) states that there are 123 teacher training institutions in Pakistan. These institutions provide five types of certification: primary teaching certification (PTC), certificate in teaching (CT), Bachelor of Science in education (B.S.Ed.), bachelor of education (B.Ed.), and Master of Arts in education (M.A.Edu).

One of the most striking features is the minimum legal requirement to teach primary (I-V) classes. An individual with a Matric degree and a PTC certificate, for example, may be hired as a teacher in a government primary school. Because the average age for a person to receive a Matric degree in

Pakistan is 16, this implies that at age 18 (with a Matric and a PTC), a person may be hired as a teacher in a government schools. In many private schools, where one does not need teacher certification to be hired, the situation is even worse. Many private schools employ young individuals with a Matric or an intermediate degree. These young teachers are preferred by many private school administrators because they can be hired at low salaries and without other related benefits. Many of these teachers do not stay for a long time with their employers and quit once they decide to go for higher education or vocational training, which results in high turnover of school staff.

The individuals who suffer most as a result of this are the children attending these schools. Being taught by young, inexperienced, under qualified teachers is already a handicap and also having these teachers' change in the middle of the year creates additional problems. Therefore, it is imperative for the government to implement policies that check these practices because without a change in this system, the quality of education that is economically viable for the majority of the Pakistani population will remain questionable.

**The implementation of educational change**

This notion seems true to claim that globalization is a general issue of the 21st century. It can be seen in many fields of life, and education is not an exception. As Heath (2002) claims, "the educational domain is an area in which the impacts of globalization are most severely felt". With the rapid development of telecommunications, information can travel around the globe at such a speed that was unimaginable a few decades ago. This rapid flow of information, of course, has had its impact on professional practice all over the world. This can be observed significantly in the field of ELT, where influential powers, such as the USA, the United Kingdom or Australia, with their leading role in economics and communication

networks have an impact, not only on forming theories about teaching and education but even on classroom practices all over the world. It is natural that ELT practitioners and educational decision makers try to keep up to date with the latest techniques and principles of their trade. Therefore, some general techniques and theories of language learning and teaching that usually stem from Britain, Australia, and America, have been adopted all around the world. However, their application strongly depends on their acceptance by both local professionals and the general public. It seems valid to claim that this acceptance is possible when elements of the newly introduced practice are in harmony with the values and traditions that are present in such contexts. If there is no possibility to link the philosophy of the new teaching methods with the traditional values then it is highly possible that new ideas will be resisted. Change, as we know, often represents uncertainty and fear for the participation; therefore, it should be carefully managed if the desired results are to be achieved.

It is also true that education tends to be a very tradition-centered activity. Many times one may hear the general public say that 'what has served me good, will do no harm for my children', indicating that change in educational methods, or in the curriculum, is not always welcomed. Teachers who have to satisfy the needs of society in an educational set up are not always willing to experiment with new techniques, and it is not surprising that there is a desire to 'fit in' among teachers. Whether innovative ideas and practices succeed or fail, depends on several factors. The crucial step in initiating educational change is as Fullan (1982) writes, "coming to grips with the multiple realities of people". Failing to do this would enhance the rejection of new-principles on the basis of 'values mismatch' between the local context and that of the initiator of change. Similarly, "Not understanding the basis of the real world of the host institution and its personnel would definitely lead to failure" (Holliday 1994). Implementers of change, therefore, must be very cautious when

aiming to have an impact on the context in which they hope to initiate change. It seems logical to assume that the first step should be a systematic study of the local educational values which can inform the whole process of change.

The study of the education values can assist the researcher to determine the extent of such change and identify areas for further attention. For example, it may happen that not many teachers in a certain educational context welcome new principles and ideas, but they try to conform to the general tendencies of the changing educational setting. Some of them use currently fashionable keywords, but there is very little data available to indicate whether there have been visible changes in their classroom actions, in their way of thinking, or in the approaches they follow in their training. It is very likely that some of them tend to be what Heath (1992) refers to as "non-committers", who try to avoid involvement and thus "providing themselves with a foolproof excuse for lack of success" (Wallace 1991). Non-committers have the tendency of adopting some of the new techniques, but this is done without a belief in their use of values, thus their application does not always yield to success. Phrabu (1987) states that: the threat to existing routines can make many teachers reject innovation out of hand, as an act of self-protection. Taking all these into consideration, the researcher may claim that educational change and its impact are not easy to investigate. When dealing with such a complex phenomenon, asking the right questions to gather data that can yield to valid answers is of utmost importance. Therefore, it seems relevant to cite the questions Wagner (1988) puts forward, since these may inform the researcher who wishes to investigate the extent to which new practices manage to get implanted in any given context:

* Do the teachers really change their teaching according to what the experts say?
* Do the new methods have a direct impact on teaching routines?
* Does the change in theories reflect a changed teaching behaviour?

And if so, in what way' (Wagner, 1988) the threat to existing routines can make many teachers reject innovation out of hand, as an act of self-protection. Alternatively, a strong sense of plausibility about some existing perception may make some teachers see the innovation as pedagogically harmful. Of course, Wagner's (1988) list is not a comprehensive one. However, it indicates the complexities of such a research and highlights a distinction between change in theory and change in practice.

Very often conceptual change remains at the level of thought and does not materialize in the classroom context for several reasons. The differentiation between theory and practice indicates that change usually occurs at different levels of which the most significant ones are the levels of behavioral and conceptual change. In order to achieve one's set objectives and introduce new practices in an educational context, i.e. introducing change, both levels of change need to be satisfied. The first level of change, the behavioral change, makes it possible that new practices are tried out and introduced in the classrooms or training rooms. Referring back to what Phrabu (1987) says about teachers adopting routines in the classroom, it may be claimed that sometimes the observable classroom practice and the actual behavioral change do not indicate a change in the perception of such practice, and thus they do not lead to whole-hearted and fully committed attempts to reform one's practice.

On the second level of educational change in general and ELT in particular, the conceptual level, the practitioner is challenged to reconsider and re--evaluate the values that seem to inform his everyday practice. In theory, it is possible that one agrees with the new principles and accepts change as valuable and important. However, very often conceptual change remains at the level of thought and does not materialize in the classroom context for several reasons, which have already been discussed above. One can claim, therefore, that behavioral and conceptual changes should be achieved

together if innovation is to be successfully implemented. Although some research projects have been carried out to shed light on some of the most pressing questions of educational change, there is still relatively little known about how new methods alter the way teachers look at their own practices and what makes them resist some changes and accept others. Brindley and Hood (1990) say that "despite the constant changes of fashion that characterize language teaching, we know relatively little about how and why innovations come to be adopted or rejected". Therefore, it seems appropriate to claim that the adoption or the refusal of value systems in a changing educational context should be treated as a socially significant problem and needs thorough investigation.

One such investigation may focus on process training, a relatively new approach in English Language teaching. Although process training does not originate from the field of teacher education, it is rapidly gaining ground in educational courses. The practice of process training can be observed most prominently in English Language Teaching (ELT), because this area of teacher education is exposed to ideas that come from all over the world. However, the major influences on English language teaching profession come from those countries whose official language is English: The United Kingdom, The United States of America, Australia, and Canada. These countries share, to some extent, cultural and educational traditions; therefore, any ELT training approach that is formulated in either of those countries should be pertinent to be applied in other countries, whose major language is not English, without much difficulty.

Unfortunately, this might not be true when new approaches are implemented in other non-English speaking countries. It is interesting to notice that the majority of English as a Foreign Language (EFL) and English as a Second Language (ESL) teaching classes take place in non-English speaking countries and most of the theories like process training

come from the above listed target language countries prove incompatible to any local contexts. This raises the question as to whether process training is appropriate in any educational context regardless of the cultural and educational traditions of a non-English speaking country. On the other hand, if it can be successfully implemented whether it helps in addressing the fuller needs of those local contexts? In order to see into this issue we need to explore the validity of such approaches as the focus of my study.
On contrary to what have been said earlier it is supported that the educational and cultural traditions influence and inform the practice of teachers in their everyday work, and thus have an impact on their educational values. It is, therefore, very important that they should be taken into consideration when a new training approach or educational method is to be implemented. It is very unlikely that a new method can gain widespread acceptance in any context if practitioners do not hold to the principles and values which underline it.

How can, then, one evaluate the extent to which teachers accept new principles? A simple observation in the classroom might not provide the researcher with adequate information, because teachers may do certain things in front of an observer and return to their everyday practice as soon as the observation is over. Observation on its own cannot evaluate the attitudes of teachers and what they think, i.e. what their educational values are, as it only records what they do.

Therefore, in order to a change to take place it is important that the practicing teachers being observed do not only change their actions, but they also change their thinking. In other words, successful change does not only have an effect that can be measured on the behavioral scale, but it also brings about changes in the cognitive and emotive dimensions. Therefore, if the introduction of new educational methods is supported by offering training courses for teachers, then these courses should both address the

teachers' value systems and equip them with the necessary technical skills to operate with the new method.

In the Pakistani context, which I am most familiar with, there have been numerous new approaches introduced since the change of the political system in the late 80s and 90s. One of these was a structure of school-based teacher education which presented a new style of mentoring in schools and the teachers who participated in the new mentoring scheme, training programmes were offered good benefits. These programmes were based on the principles of process training and thus represented a novel training approach in the Pakistani context. Now, about fifteen years after these training programmes were launched, one may wonder what effect these might have had on the participants' value systems, and whether they managed to contribute to the forming of lasting educational values.

**The Research**

This research project was designed in order to investigate the impact of the training courses which apply process training principles and techniques. The aim of this project was to explore the educational values of Pakistani EFL teachers at the school level to ascertain if the training courses have had any impact on their perceptions. It was supposed that if a relation between the values represented by the training course and those of teachers who underwent these courses can be identified, then it may be claimed that the teachers' education course was successful in achieving its aim. However, if such a correlation cannot be established, then further questions must be raised concerning the effectiveness, appropriateness, and relevance of the training. In such a case it is important to look into the reasons why course participants seem to reject the training values and why they choose to follow other principles.

## Exploring the Impact of English Teachers' Training Courses: A case study

### The Research Problem

Education or training? The major difference between these may lie in their relationship to the values and principles on which the material or skill that needs to be mastered is built. In this case the focus of the course is on the technical mastery of certain skills and the learners should prove that they are able to perform given tasks by applying what they have learnt during the course. Training, thus, may be highly effective, as within a relatively short time learners might produce the expected skills and apply behaviour.

The problems start when the values which need to be transferred in the framework of a course are significantly different from the ones which are present in the target context. In this case, it may happen that participants may master certain technical skills, but they reject the values behind them as those are from different cultural backgrounds. If this happens, the newly-learnt techniques may fail and thus, the practitioner may abandon the technique as not appropriate, without understanding the real reason of failure.

During my study I discovered that some of the training courses offered in Pakistan seemed to be less efficient than it was expected (Tehseem, 2004). This might be because the trainees did not accept the philosophy behind the newly learnt activities so hesitated to incorporate those to their real classroom teachings. Thus, in practice, the activities and techniques could not reach their full potential. Can it be, then, said that the course was inefficient? If the courses were effective they should have imparted different new values which were, unfortunately, not observed afterwards. Therefore, the following question formed the core of this investigation.
To what extent, if any, do the ELT training courses bring about a change in the educational values and beliefs of Pakistani EFL teachers?

In order to find an answer to this question, the professional attitudes of two groups of Pakistani EFL teachers, namely, those who underwent training courses and those who did not go, were investigated.

**Hypotheses**

As English language teaching is rather traditional and seems to absorb changes reluctantly, and given the Pakistani historical context, it could be assumed that values which influence present-day Pakistani EFL teachers' practice have not changed dramatically over the years. Therefore, it seems logical to assume, that present day Pakistani EFL teachers are guided mainly by their personal beliefs and values inspired by any wider ELT context. And mostly the training courses fail to impart educational values because of lack of interest of the trainees and institutions behind them. Also, such training courses are carried out without having any prior homework about needs analysis.

**Research Methodology**

Since the research was based on a cause-effect relationship of training courses and educational ethics, it was decided that a quantitative research project was required. However, this was not a simple decision. There were many other factors that needed to be taken into account. One of these was the issue of validity and reliability. Because educational values were to be examined, it was perceived that a qualitative approach might have been appropriate for data collection. However, this notion was discarded, as the data collected with such an approach would have offered limited possibilities of generalizability, and thus the research could not have realized its full potential.

The participants for the research were drawn from the population of Pakistan government and private sector EFL teachers, and were chosen regardless of their previous teaching experiences or training. Efforts were

made to select a sample which could adequately represent the examined population.

In order to collect information from as many people as possible in a relatively short time, a questionnaire was employed to collect data. After a thorough consideration, it was set and adapted to meet the local needs. Finally, the data collected with the questionnaires were processed with a computer programmes called Statistical Package for Social Sciences (SPSS) and after careful analysis some conclusions were made.

**The participants**

The participants of the research were English language teachers from different schools in Multan mainly both from the government and private sector. As it would have been impossible to work with the whole population, a representative sample which would fulfill the research purpose had to be collected. Altogether 20 EFL teachers from the main city and the adjacent areas participated in the research, which is considered to be an adequate sample for analysis.

Of these participants, in order to make a comparison of the influence of the training courses on their teaching practice, two groups were established namely those who underwent the training and those who did not.

**Discussion on the findings of the study**

The data were thoroughly examined in order to find relationship between the participants' EFL teaching philosophy and their training and also to see whether the hypotheses were correct. Interestingly enough, none of the hypotheses were fully supported. The fact that the data gathered during the research project produced unexpected results seems to highlight the complexity and subjectivity of the area of teacher perceptions. It would be a mistake to ignore the factors which led to these results since the hypotheses

were formulated after a thorough study of the professional literature in the field and were based on the author's experience as an English language teacher and teacher training practitioner. It is, therefore, suggested that data collected during the research project be examined for further explanations which may shed light on the unexpected nature of the findings.

***Discussing the Teachers' English language teaching Standards***

Since the research could not fully demonstrate that only the selected independent variables would have an effect on educational standards formation, it was necessary to unfold the participants' educational values in order to investigate the reasons for this failure. Thus, the research project which started as an examination of this failure and changed its focus and shifted in nature to be an exploratory research.

First the most commonly accepted statements were examined to identify those areas that the whole sample seems to agree with. This was followed by examining those statements which seemingly divided the research participants into those who accepted and those who rejected the values behind them. For this category statements which received 40-60% acceptance / rejection were selected, and examined further to determine whether any sub-group of research participants could be linked to these categories.

It was believed that these answers have described educational values of philosophical nature, and helped to draw conclusions about the educational beliefs of the research. The outcome is given below:

| ELT Value statements from the questionnaire | N | Sum of agreement | Variance |
|---|---|---|---|
| i-Social interaction and the development of relationships are essential for human development | 20 | 19.00 | .005 |
| ii- Individual language teachers need freedom to become themselves and express who they are. | 20 | 16.00 | .047 |
| iii-The English language teacher needs to find the conditions that are reinforcing for students. | 20 | 15.00 | .051 |
| iv- EFL Teachers should guide students rather than direct them to learning tasks. | 20 | 14.00 | .055 |
| v- The language teachers ought to be an example of learning, scholarship and moral behaviour. | 20 | 14.00 | .055 |
| vi- An English language learner has the capability of changing, and continuously does change, in response to a changing society. | 20 | 14.00 | .055 |
| vii- Students learn best when they are solving real life problems. | 20 | 13.00 | .059 |
| viii- English language education should direct the child to world of ideas and thoughts. | 20 | 13.00 | .059 |
| ix- The student should acquire the capacity for applying reason and logic to what is real in the world. | 20 | 13.00 | .059 |
| x- It is sometimes necessary to punish students for their own good-self, so that they do not stray too far away from assigned learning tasks. | 20 | 13.00 | .059 |
| xi- Technology should be used to direct human behavior in an ELT class. | 19 | 12.00 | .061 |
| xii- An English language teacher should assume the role of master decision-maker in the classroom | 19 | 12.00 | .063 |

First, the content of these statements was examined. The statements are balanced toward the student centered approach as far as their content is concerned: they cater to all categories, for example: society and language

development, individual freedom, problem solving, English language teachers learning facilitations and finally the concept of language teaching change. It is not surprising that foreign language teachers emphasized social interaction and agreed with almost unanimously, as language learning cannot be imagined without the use of the particular language in a social context.

The rank order of the most strongly supported statements also shows that teachers consider individual freedom an important area of English language education and humanity. In other words, it is deduced that Pakistani school children experience a high degree of freedom and choice during their English language education, as the tradition-ridden EFL system in Pakistan does not usually welcome any deviation from accepted norms and standards. The teacher is considered to be the decision maker and students have to follow the teacher's instructions. Problem solving is another area which was important for the research participants. This is also understandable where language teachers are concerned, since language learning, looked upon as a voyage of discovering the patterns of a foreign language, is a problem solving activity. Communicative language teaching is also characterized by activities which are built on the principles of problem solving tasks, be they role-play, discussion, those statements which focus on the teacher's task as a facilitator of learning, and not as a directive figure of the classroom. Teachers, according to the supported statements, should "guide" the learners instead of "directing" them. They should create appropriate conditions for learning, and they also have to act as a role model for their pupils. It is necessary to relate the statements to the philosophical values as discussed earlier. Broadly speaking, they can be categorized in two larger categories: cognitive and behavioral; the former deals with beliefs and latter with the actual practice.

It is important to find out whether there would be any difference between the participating teachers as compared to non-participating, whether the number of years spent in education, i.e. teaching experience, would produce any differences for of the philosophical values.

Still, it is important to conduct such comparison to determine how different independent variables may have had an impact on forming values. In other words, the comparison between two categories may shed light on which independent variable is responsible for the appearance of certain philosophical values in the findings. It was noteworthy that the value statements were not easy to determine such differences. However, it was realized that both cognitive and behavioral categories complement each other to a large extent.

The analysis of the data gathered during the research seems to support the notion that the delivery of the training (i.e. the trainers' competence) is a significant component which has to be considered in measuring outcomes, and this alone may be the determining factor in achieving successful outcomes. To conclude, it's not only the training content that has an impact on value formation but the delivery, trainees' background, inspiration, motivation, contact with the wider educational context have an influence on constructing educational values and beliefs.

People change not only in their appearance but also in their thinking and how they see the world. What is important may be different at different stages of life or professional development and it is also true that there must be some transition periods when both new and old values have an impact on one's thinking and actions. Therefore, the fact that some people may hold seemingly contradictory values true is not a testimony of a crazy mind; rather this is a sign of the paradigm shift discussed earlier in this paper.

By taking into consideration the last hypothesis that whether the teachers' training courses end into a failure without bringing any change in the trainees' behavior and teaching techniques? It was found that all the stakeholders are responsible in this regard. The training agencies should do needs analysis then should try to address those issues. The institutions should nominate the individuals who are most motivated and should also get feedback on their performance and the participants need to establish personal objectives before entering a English language training course and must assess whether they have been able to achieve or not. So, these measures can help in enhancing the impact of English language teaching courses in Pakistan.

**Implications of the Research Findings**

It is important to define the educational values of teachers in a given educational context, but it is even more important to understand what the findings suggest about teacher personal educational beliefs. Therefore, in the following discussion the possible implications of the research findings are discussed.

One of the most surprising findings of this research in terms of data is that the English language training courses had relatively a little contribution to the formation of teachers' English language teaching values. This is, indeed, a worrying concept, since without a firm foundation in ELT values English language teachers cannot make responsible decisions about English language teaching or learning in their real classrooms. However, the loss of ideals and ideology in training courses is not a unique phenomenon, but an alarming feature of the present century which is present in many fields of life and because of this it is difficult to find a dominant ideology so it is being proposed that the ELT training courses should also emphasize on the inter-cultural and social values of the target language and the context of its utilization.

At present, ELT training institutions in Pakistan place minimal emphasis on English language values system. Therefore, this is being proposed that there might be some courses in educational psychology where future ELT practitioners have a chance to get acquainted with the major trends that have shaped foreign language values over the centuries, and they are rarely given the chance to explore and reflect upon their own language values. This is definitely a shortcoming of teacher training courses and it should be changed. However, the implementation of change in the teacher training curricula is not easy. Not only new courses should be introduced, but the whole concept of ELT training courses needs to be reconsidered. As the collected data proved, it is not enough to change the content of ELT training courses, the philosophy and ideas behind those changes must be taken into consideration by the ELT trainers if effective delivery of the new content is to be realized. Conclusively, these research findings can be instrumental in providing important guidelines to different stakeholders of ELT training courses. The awareness thus raised may be an important step towards promoting quality language education particularly in the field of English language teaching.

# BIBLIOGRAPHY

Brindley, G, & Hood, S. (1990). Curriculum innovation in adult ESL. In G Brindley (Ed.), *the Second Language Curriculum in Action.* Sidney: NCELTR, Macquarie University.

Fullan, M. (1982). *The Meaning of Educational Change.* Ontario: Ontario Institute for Studies in Education Press.

Gebhard, J., Gaitan, S., & Oprandy, R. (1990). Beyond prescription: the student teacher as investigator. In J. Richards & I). Niina (Eds.), *Second Language Teacher Education.* Cambridge: Cambridge University Press.

Gutek, G L. (1997). *Philosophical and Ideological Perspectives on Education* (2nd Ed.). Needham Heights.

Allyn and Bacon. Heath, C. (2002). Introduction to Symposium on Globalization. *Educational Philosophy and Theory,*.

Holliday, A. (1994). *Appropriate Methodology and Social Context.* Cambridge: Cambridge University Press.

Kiss, T. (1997). *Training the School-based Teacher Educator: Mentor Training for Initial Teacher Training for ELT in the Pakistani Context.* Unpublished M.Ed, dissertation: University College of St Mark and St John, Plymouth.

Prabhu, N. S. (1987). *Second Language Pedagogy* Oxford: Oxford University Press.

Szebenyi, P. (1992). Change in the systems of public education in East Central Europe. *Comparative Education, 28(1),* 19-30.

Tehseem, T. (2004). *Teachers' Training Workshops and their Impact.* An unpublished dissertation sublimtted to the Bahauddin Zakariya Univerity, Multan as a partial fulfillment of the degree in Master in Applied Linguistics.

Wagner, J. (1988). Innovations in foreign language teaching. In G Kasper (Ed.), *Classroom Research: AILA Review,* 5: A1LA.

Wallace, M. (1991). *Training foreign Language Teachers.* 'Cambridge: Cambridge University Press.