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Selection Procedure for English Language Teachers' Professional Development Courses of HEC Pakistan – A Case Study

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Abstract

The study sought to explore selection/nomination procedure for the trainees as well as the resource persons for the teachers' professional development courses of the English Language Teaching Reforms (ELTR) Project of the Higher Education Commission (HEC) of Pakistan.

The researchers administered a questionnaire to 740 trainees and used semi-structured interviews with the 10 trainees and 20 resource persons to evaluate the selection/nomination procedure adopted by the HEC.

The researchers found that the ELTR Project of the HEC could not make merit- and need-based selection/nomination of the trainees. It also exposed the negligence, regarding making merit-based selection of the resource persons, on part of the ELTR Project officials of the HEC.

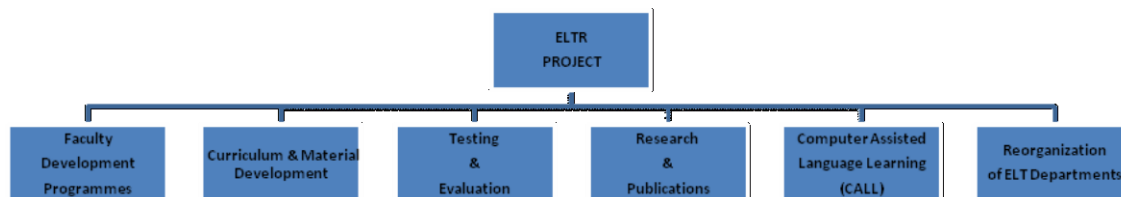
The researchers recommended that in order to make the teachers' professional development courses of the ELTR Project successful, the HEC ought to hold the stake by making fair selections/nominations,

devising a fool-proof mechanism for the follow-up of the trainees and by providing facilities to the trainees for implementation of the training input.

1. Introduction

Higher Education Commission (HEC) of Pakistan launched English Language Teaching Reforms (ELTR) Project to bring qualitative improvement in English Language Teaching (ELT) and to do capacity building for effective and sustainable development of English language teachers in higher education in the country (Khattak et al, 2010). They report that a National Committee on English (NCE) was constituted due to concerns shown by Mansoor (2003) regarding the declining standard of English in Higher Education. The Committee decided to achieve the goals of the ELTR project through six subcommittees. These six subcommittees were:

- Faculty Development Programmes
- Curriculum and Material Development
- Testing and Evaluation
- Research and Publications
- Computer Assisted Language Learning (CALL)
- Reorganization of Departments/Centres of English Language.



Source: ELTR (2007). An Unpublished HEC Report as cited in Khattak et al (2010).

2. Statement of the Problem

According to Edwards (1997), the selection procedures adopted by many training agencies for trainees have developed in a remarkably *ad hoc* fashion. She believes that in order to justify proper planning and professional training, effective and fool-proof trainee selection needs to be done (ibid.).

We do not have sufficient literature written on the subject of trainee teacher selection especially in ELT, and also on the failure of management to recognize that trainee selection is an increasingly important issue. She maintains that it requires trained and experienced staff to carry out the task of trainees' selection effectively (ibid.).

Usually trainees are selected through interviews. As mentioned above that selection criterion for trainees in majority of the cases is not satisfactory, however, this is not true of all training agencies, since some

Language in India www.languageinindia.com

83

10 : 9 September 2010

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of these do train their selectors/interviewers. This pleasant aspect of the overall dark and neglected scenario was due to two main reasons: one is that in the fields of business and management, the issue of selection and interviewing has been extensively researched and documented; two is that when looked at more closely, it becomes apparent that the skills required of the good selector/interviewer are mostly akin to those of the good language teacher (ibid.).

Higher Education Commission (HEC) has been conducting professional development courses for English language teachers from postgraduate colleges and universities under the ELTR Project since 2004. It has generally been observed that selection/nomination of the trainees usually affects the success of the teachers' professional development courses. In the present study, the researchers have tried to gauge the selection/nomination standards for the trainees as well as resource persons and their relationship with the overall effectiveness of the said courses.

3. Research Methodology

The researchers employed a questionnaire to the randomly selected 740 out of 1502 trainees of the teachers' professional courses of the ELTR Project asking them how they got selected/nominated; how keen they were to attend; to what extent they felt part of the courses; and finally to what extent the courses would have professionally developed them as teachers. 20 resource persons and 10 volunteer trainees of the courses were interviewed for the purpose to know how the trainees were selected/nominated and how their selection/nomination would have affected the effectiveness of the overall teachers' professional development courses. Chi square test was applied to gauge correlation if there was any between the selection/nomination of the trainees and their ultimate professional development.

4. Data Analysis

Data were analysed both quantitatively and qualitatively. Following is the brief analysis of some of the relevant items of the questionnaire, correlations of the relevant variables using chi-square test and that of questions of the interviews:

Analysis of the Questionnaire

Following is the brief descriptive data analysis of some of the pertinent items of the questionnaire:

Selection/Nomination of the Trainees

Since the main objective of the present study was to probe into the effectiveness of the selection/nomination standards of the ELTR Project of the HEC for the trainees, the first item of the questionnaire thus tried to seek the soundness of the selection/nomination of the trainees done by the ELTR Project team for the teachers' professional development courses. The descriptive analysis of the data got through administration of the questionnaire to the sample trainees clearly suggests that 80.5% of the respondent trainees were not sure of how they had been to the professional development courses.

Only 19.5% of the trainees felt their selection/nomination to be on merit (Table 3.0).

Response	Frequency	Percent
Agree	144	19.5
Undecided	596	80.5
Total	740	100

Table 3.0: Trainees were selected for the course on merit

Keeness of the Trainees

On asking about their feeling keeness or otherwise to measure the pre-course motivation level of the trainees, the descriptive analysis done of the overall data shows that 95.7 % (1.1% SA + 94.6% A) of the consulted trainees were highly keen to attend the respective courses whereas only 4.3% of them were not feeling keeness (Table 3.1).

Response	Frequency	Percent
Strongly Agree	8	1.1
Agree	700	94.6
Disagree	32	4.3
Total	740	100

Table 3.1: Trainees were keen to attend the course

Enjoyed the Courses

Similarly, when the trainees were asked whether they enjoyed the teachers' professional development course(s) to the optimum, 92.4% (0.5% SA + 91.9% A) enjoyed the courses whereas merely 7.6% (1.6% UD + 5.9% D) of the consulted trainees did not express their feeling of agreement with it (Table 3.2).

Response	Frequency	Percent
Strongly Agree	4	0.5

Agree	680	91.9
Undecided	12	1.6
Disagree	44	5.9
Total	740	100

Table 3.2: Trainees enjoyed the course to the optimum

Professional Development of the Trainees

When they were asked to respond to a bit general statement that whether or not the teachers' professional development courses, they have been to, turned them to be far better professionals, still 86.5% of the respondent trainees agreed with it (Table 3.3).

Response	Frequency	Percent
Agree	640	86.5
Undecided	40	5.4
Disagree	60	8.1
Total	740	100

Table 3.3: The Course developed trainees professionally to the optimum

How Effectively the Teachers' Professional Development Courses were Publicized

The respondents were asked to answer to the open ended question how they came to know about the course being offered, the overwhelming majority of 92.4% (64.8% + 27.6%) responded that they either were told by their department or then by their colleague(s), friend(s) etc. 6.5% of the trainees read about the courses in the newspaper and barely 1.1% of the trainees found the courses on HEC website (Table 3.4).

Response	Frequency	Percent
Told by the college/university administration	480	64.8
Told by friend/colleague	204	27.6
Read the advertisement	48	6.5

Through HEC website	8	1.1
Total	740	100

Table 3.4: How did trainees come to know about the course being offered?

Chi Square Data Analysis of the Questionnaire

In this section, we have correlated certain statements of the questionnaire to explore if there is any relation amongst the different variables. This correlation does not mean that variables in one statement of the questionnaire and those in the other are directly correlated or variables in one statement of the questionnaire cause variables in another statement to vary in a particular way. It is simply a statistical relation between these variables and there can be a number of reasons for increase or decrease in the strength of one variable or the other.

Correlation between Selection of the Trainees and their Keeness on the Professional Development Courses:

In order to find out whether there exists certain correlation between any two statements of the administered questionnaire, Chi Square test is generally applied. For example, in the context of the present study, in order to find out whether the statement about the selection or nomination of the trainees has any correlation with the statement of the questionnaire about how keen the trainees were to attend the teachers' professional development courses, the researcher applied the Chi Square test.

If H_0 = The two statements whether the trainees were selected on merit and whether they were keen to attend the courses are not dependent upon each other.

Similarly if H_1 = The two statements whether the trainees were selected on merit and whether they were keen to attend the courses are dependent upon each other. In other words both these statements are mutually associated and are inter-affective.

Table 3.5: Case Processing Summary of Selection vs. Keeness

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
You were selected for the course on merit *						
You were keen to attend the course	740	100.0%	0	.0%	740	100.0%

Table 3.5 shows that the questionnaire has been distributed among 740 trainees. All the trainees have responded to both the statements in full.

Table 3.6: You were selected for the course on merit * You were keen to attend the course Crosstabulation

		You were keen to attend the course				
		Strongly Agree	Agree	Disagree	Total	
You were selected for the course on merit	Agree	Count	4	140	0	144
		Expected Count	1.6	136.2	6.2	144.0
	Undecided	Count	4	560	32	596
		Expected Count	6.4	563.8	25.8	596.0
Total	Count	8	700	32	740	
	Expected Count	8.0	700.0	32.0	740.0	

Table 3.6 shows the inter-relationship between both the statements. Both the actually Observed and Expected Count (frequency) have been given in the Table.

Table 3.7: Chi-Square Tests of Selection vs. Keenness

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.466 ^a	2	.065
Likelihood Ratio	6.854	2	.032
Linear-by-Linear Association	4.158	1	.041
N of Valid Cases	740		

a 3 cells (50.0%) have expected count less than 5. The minimum expected count is .71.

Table 3.7 shows the value of Pearson chi square got through SPSS analysis. Manually it could also be got by dividing the difference between the observed and expected count over the expected count. The Asymptotic Significance Value was found to be 0.65. As it is greater than 0.05 that is the target value, we can fairly say that there is a strong relationship between the two tested statements. We therefore reject the Null hypothesis H_0 and conclude that both the statements are interdependent. In plain words, it is the selection or nomination of the trainees that

affects the keenness of the trainees on the teachers' professional development courses and vice versa.

Correlation between Selection of the Trainees and their feeling sense of Enjoyment on the Professional Development Courses:

Again, the researcher tried to find out whether or not the selection or nomination of the trainees affect their feeling of the sense of enjoyment or otherwise on the teachers' professional development courses.

If Ho = The two statements whether the trainees were selected on merit and whether they enjoyed or not attending the teachers' professional development courses are not dependent upon each other.

Similarly if H1 = The two statements whether the trainees were selected on merit and whether they enjoyed or not attending the courses are dependent upon each other. In simple sense, both these statements are mutually associated and inter-affective.

Table 3.8: Case Processing Summary of Selection vs. Enjoyment

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
You were selected for the course on merit * You enjoyed the course to the optimum	740	100.0%	0	.0%	740	100.0%

Table 3.8 shows that the questionnaire has been administrated to 740 trainees. All the trainees have responded to both the statements in full.

Table 3.9: You were selected for the course on merit * You enjoyed the course to the optimum Crosstabulation

		You enjoyed the course to the optimum					
		Strongly Agree	Agree	Undecided	Disagree	Total	
You were selected for the course on merit	Agree	Count	0	144	0	0	144
		Expected Count	0.8	132.3	2.3	8.6	144.0
	Undecided	Count	4	536	12	44	596
		Expected Count	3.2	547.7	9.7	35.4	596.0

Total	Count	4	680	12	44	740
	Expected Count	4.0	680.0	12.0	44.0	740.0

Table 3.9 shows the inter-relationship between both the statements. Both the actually Observed and Expected Count (frequency) have been given in the table.

Table 3.10: Chi-Square Tests of Selection vs. Enjoyment

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.657 ^a	3	.199
Likelihood Ratio	8.139	3	.043
Linear-by-Linear Association	3.168	1	.075
N of Valid Cases	740		

a 5 cells (62.5%) have expected count less than 5. The minimum expected count is .35.

Table 3.10 shows the value of Pearson chi square got through SPSS analysis. Manually it could also be got by dividing the difference between the observed and expected count on the expected count. The Asymptotic Significance Value was found to be 0.199. As it is greater than 0.05 that is the target value, we can fairly say that there is a strong relationship between the two tested statements. We therefore reject the Null hypothesis H_0 and conclude that both the statements are interdependent. In plain words, it is the selection or nomination of the trainees that affects the feeling of enjoyment or otherwise on part of the trainees in the teachers' professional development courses and vice versa.

Correlation between Selection of the Trainees and the Course Developed them Professionally to the optimum:

Again, the researcher tried to find out whether or not the selection or nomination of the trainees on merit affects their professional development through the teachers' professional development courses.

If H_0 = The two statements whether the trainees were selected on merit and whether the training course developed them professionally to the optimum are not dependent upon each other.

Similarly if H_1 = The two statements whether the trainees were selected on merit and whether the training course developed them professionally to the optimum are dependent upon each other. In simple sense, both these statements are mutually associated and inter-affective.

Table 3.11: Case Processing Summary of Selection vs. Professional Development

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
You were selected for the course on merit * The Course developed you professionally to the optimum	740	100.0%	0	.0%	740	100.0%

Table 3.11 shows that the questionnaire has been administered to 740 trainees. All the trainees have responded to both the statements in full.

Table 3.12: You were selected for the course on merit * The Course developed you professionally to the optimum Crosstabulation

		The Course developed you professionally to the optimum				
		Agree	Undecided	Disagree	Total	
You were selected for the course on merit	Agree	Count	144	0	0	144
		Expected Count	124.5	7.8	11.7	144.0
	Undecided	Count	496	40	60	596
		Expected Count	515.5	32.2	48.3	596.0
Total	Count	640	40	60	740	
	Expected Count	640.0	40.0	60.0	740.0	

Table 3.12 shows the inter-relationship between both the statements. Both the actually Observed and Expected Count (frequency) have been given in the table.

Table 3.12: Chi-Square Tests Selection vs. Professional Development

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.290 ^a	2	.026
Likelihood Ratio	12.497	2	.002
Linear-by-Linear Association	6.486	1	.011
N of Valid Cases	740		

a 2 cells (33.3%) have expected count less than 5. The minimum expected count is 2.48.

Table 3.12 shows the value of Pearson chi square got through SPSS analysis. Manually it could also be got by dividing the difference between the observed and expected count on the expected count. The Asymptotic Significance Value was found to be 0.026. As it is smaller than 0.05, we can fairly say that there is no relationship between the two tested statements. We therefore accept the Null hypothesis H_0 and conclude that both the statements are independent. In plain words, it is the selection or nomination of the trainees on merit does not affect the professional development of the trainees.

Analysis of the Interviews with the Resource Persons

Following is the detailed interpretation and discussion of the descriptive analysis of the data collected through recording and transcribing the interviews of the resource persons who helped trainee teachers professionally develop under the different sub-committees of the ELTR Project of the Higher Education Commission (HEC) of Pakistan.

The following questions in bold italics were asked in the order presented below:

How did you get associated as a Resource Person with the ELTR Project of the HEC?

Again not to over-emphasize, it being one of the main objectives of the present study to evaluate the selection procedure of the ELTR Project of the HEC for the trainees as well as the resource persons (trainers), we asked the sample interviewee resource persons how they got associated with the ELTR Project as resource persons. The descriptive analysis of the data got through interviewing them clearly suggests that 85% of the resource persons were personally called or requested to be part of the project (Table 3.13).

Response	Frequency	Percent
I was personally called /requested to be part of the project as a Resource Person	17	85.0
Someone gave my name as a Resource Person	3	15.0
Total	20	100.0

Table 3.13: How did you get associated with the ELTR Project of the HEC?

Table 3.13 shows that the ELTR project of the HEC lacks a proper mechanism for selecting resource persons for the teachers’ professional development courses. They are mostly hired through personal contacts. As one of the resource persons criticized the concerned officials and experts as,

“... the committee leaders, the people who are leading these committees, they should have a very clear understanding of... in which direction the journey is going...and they should identify people on the basis of merit and their actual skills and knowledge and not on the basis of availability, not on the basis of ... contacts and networking and ... ease in handling ...having ... own like-minded people there...that should not be the criterion... it should be done on merit...people should be picked on the basis of their particular expertise in an area ...so at this moment the ELTR project is an open secret that we have different people in different sub-committees who have no idea, no experience, no expertise in particular field they are running ...”

How many courses have you conducted as a Resource Person?

We asked the sample interviewee resource persons how many teachers’ professional development courses they had conducted under the ELTR Project. Their responses have been tabulated in terms of number of courses in Table 3.14. The descriptive analysis of the data shows that out of 18 of the resource persons who had delivered teachers’ professional development courses, 11 resource persons were those who had delivered more than three courses each that make them to be almost 60% (Table 3.14).

Response	Frequency	Percent
<i>One</i>	4	20.0
<i>Two</i>	1	5.0
<i>Three</i>	2	10.0
<i>Four</i>	5	25.0
<i>Five</i>	5	25.0
<i>More than five</i>	1	5.0
<i>Not a single one as a Resource Person</i>	2	10.0
<i>Total</i>	20	100.0

Table 3.14: How many courses have you conducted as a Resource Person?

Table 3.14 shows that the majority of the resource persons had conducted more than three courses each. It may indirectly indicate that there is a considerable dearth of resource persons in the ELT milieu of the country on one hand whereas on the other it may expose the ELTR Project selection criterion for the resource persons as they are generally appointed on the basis of their availability and personal contacts and not on the basis of their expertise in the particular area. Furthermore, it indirectly may refer to the need of conducting the master courses for the future resource persons in related fields. As one of the resource persons very rightly asked for the need of training teachers in testing and assessment as she was of the view,

“Pakistan does not have a single testing and assessment expert ... what we need is ... some people ... young people now who can go and get training in assessment, English language teaching assessment and evaluation training, from abroad... because ... we do not have ... ELT degrees in testing and assessment ...”

Are you satisfied with the selection or nomination criterion of the HEC or the respective directorates of education and universities?

We asked the sample interviewee resource persons whether or not they were satisfied with the selection or nomination criterion for the trainees adopted by the HEC or the respective directorates of education and universities. Their responses have been tabulated in terms of their showing affirmation, negation and indifference in Table 3.15 The descriptive analysis of the data shows that 65% i.e. (50% No + 15% Can't say...) of the resource persons were not satisfied with the selection or nomination procedure (Table 3.15).

Response	Frequency	Percent
Yes	7	35.0
No	10	50.0
Can't say anything	3	15.0
Total	20	100.0

Table 3.15: Are you satisfied with the selection or nomination criterion of the HEC or the respective directorates of education and universities?

Table 3.15 shows that the resource persons were not satisfied with the selection or nomination procedure adopted by the ELTR Project for the trainees. Some of their responses are given below:

One of the interviewees said,

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10 : 9 September 2010

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“...as far as the selection of the trainees was concerned we were powerless, we used to send letters at least three weeks before the workshop and then we would send them reminders after 10 days and still we had to go early... a day earlier before the workshop to sit in the offices of the vice chancellors...and since we were conducting the workshop ...would ask them to nominate people, and then people would get nominated, which created a lot of resentment amongst the people ... I think if we wanted 25 people to attend the workshop maybe we would get 5 nominations before time ... which was discouraging.”

An another interviewee criticized the selection / nomination procedure as,

“The system of getting trainees on to the training courses that I experience now or the one that I’d experienced as a tutor before is extremely faulty...it is at last minute ... anyone who can come, anyone who has the time ... it is not properly planned, it is not properly targeted at people ... and, therefore, my last experience was terrible as a resource person on one of the HEC’s ELTR project courses ... it was a Testing course...I was told to do a session on testing listening and speaking skills ... and when I went there I found that 50% of the people sitting in the room were Non-English teachers ... and how’d they come to the course was a mystery and however as a resource person I felt very upset ... and how could I teach testing listening and speaking skills to a Pakistan Studies teacher and a professor sitting in there from Environmental Sciences and when I asked them they said they thought they were going to be taught listening and speaking ...”

She maintained,

“... there is no systematic planning about who the sitting participants should be, it is random ... kaheen se bees loag le kar aney hain, kaheen se bees loag le aayen, kamra bharna hai, karma dikhana hai (You’ve to bring in 20 people from anywhere, just bring in 20 people from anywhere, you’ve to fill in the room, you’ve to show off a filled in room)... HEC has not made any effort to ensure the true selection of the trainees ... as it should be ... bus course karna hai naam ke liyee karo bees pachees participants trained ho gaey ... (a course has to be done for the course sake ... 20, 25 participants have been trained ...).”

The detailed responses quoted above clearly suggest that the HEC had been merely funding teachers’ professional development courses. It had not been taking measures to ensure the meritorious nominations so that exactly targeted and motivated population might have been professionally developed.

5. Findings and Discussion

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To structure the findings and discussion part of the study, we relied on our following two research questions:

- ***How effective was the selection/nomination procedure adopted by the HEC under the ELTR Project for the trainees as well as the trainers/resource persons?***

Triangulation of the main research tools i.e. questionnaire, interviews and documents provided useful data vis-à-vis the selection/nomination standards adopted by the HEC for the trainees and the trainers/resource persons.

As per the descriptive analysis of the questionnaire administered to the trainees, it was found that the selection/nomination procedure adopted by the ELTR Project for the trainees was not up to the mark. Similarly, it was found after interviewing the resource persons that most of them (the interviewees) were not happy with the selection/nomination criterion, for the trainees, adopted by the ELTR Project. They believed that most of the nominations/selections of the trainees were not made on merit or need-base. In order to crosscheck the above finding, we interviewed 10 volunteer trainees (05 each from CALL and EAP courses held in Peshawar and Rawalpindi respectively) to have their views on their selection/nomination for the course.

Again, a majority of them during interviews confirmed that they were got nominated/selected for the teachers' professional development course without being aware that a course was on offer. They were neither made to undergo any need-analysis prior to the course nor had they properly applied for it in advance. Not to speak of the trainees, it was found out from the interviews with the resource persons that even most of them too got associated with the ELTR Project through their personal contacts. Besides, The ELTR Project did not have any proper nomination or selection proforma for the trainees. It did have a registration form but that I think was meant for keeping the record of the trainees on one hand and for clearing the audit objection, if any, to pass the budget for the course. So it shows that the Project team was least concerned with the needs of the trainees. Rather they used to welcome whosoever would come to fill the training hall as one of the resource persons also had mentioned it in her interview when she said,

“... there is no systematic planning about who the sitting participants should be, it is random ... kaheen se bees loag le kar aney hain, kaheen se bees loag le aayen, kamra bharna hai, karma dikhana hai (You've to bring in 20 people from anywhere, just bring in 20 people from anywhere, you've to fill in the room, you've to show off a filled in room) ...”

To be more candid, most of the trainees were not sure of their selection/nomination being on merit on one hand, whereas on the other hand it was found that some trainees from non-English disciplines also attended the teachers' professional development courses under the ELTR Project. In short, proper need-analysis before the teachers' professional development courses was

missing. The question arises why the selection/nomination of the trainees was not made purely on merit- or need-basis. One simple reason could be the lack of existing an effective co-ordination between the HEC and educational institutions on one hand, whereas on the other hand similar possible co-ordination gaps between the HEC and respective directorates of Education (that are responsible for making nominations at college level) could have hampered smooth and effective selection/nomination of the trainees. Keeping the theory of Value for Money (VFM) as the purpose of the evaluation of the effectiveness of any Project at forefront, it can be argued that the HEC -- the funding agency must have held the stake of making the selection / nomination of the trainees infallible.

Again, the HEC's selection criterion for the resource persons as mentioned above was faulty. They were mostly hired through personal contacts and more on the basis of their availability than any other possible professional pre-requisite factor. As one of the resource persons criticized the concerned officials and experts as,

“...they should identify people on the basis of merit and their actual skills and knowledge and not on the basis of availability, not on the basis of ... contacts and networking and ... ease in handling ...having ... own like-minded people there...that should not be the criterion...instead it should be done on merit ... people should be picked on the basis of their particular expertise in an area ...”.

However, one basic reason for this happening may be the shortage of competent and expert resource persons in the country. The shortage of resource persons was also found that shows that the majority of the resource persons had conducted more than three courses each. It may indirectly indicate that there is a considerable dearth of resource persons in the ELT milieu of the country on one hand, whereas on the other it may expose the ELTR Project selection criterion for the resource persons as they are generally appointed on the basis of their availability and personal contacts and not on the basis of their expertise in the particular area. Furthermore, it indirectly may refer to the need of conducting the master courses for the future resource persons in related fields. As one of the resource persons very rightly asked for the need of training teachers in testing and assessment in ELT as she was of the view,

“Pakistan does not have a single testing and assessment expert in ELT ... what we need is ... some people... young people now who can go and get training in English language teaching assessment and evaluation from abroad ...”

The analysis of the above findings clearly suggests that the ELTR project of the HEC lacked a proper mechanism for selecting trainees and resource persons for the teachers' professional development courses. The HEC officials during interviews also admitted their lacking a fool-proof selection/nomination process especially for the trainees. It could be summed up that the HEC had been merely funding teachers' professional development courses. It had not been

taking measures to ensure the meritorious nominations so that exactly targeted and motivated population might have been professionally developed.

To Sum Up

To sum up, it can be stated that the HEC's ELTR Project was not adopting any proper selection/nomination procedure for the trainees and resource persons. To get trainees nominated for the courses, the commission would merely ask the host institution to do it on their own. As a result, non-ELT trainees would also come for the courses which would definitely hamper their effectiveness. On the other hand, the ELTR project would hire resource persons on the basis of their availability for the courses. They would take into account their expertise too but the overall selection procedure usually might not be considered fair and transparent as mostly they (the resource persons) would be hired through personal contacts.

Unfortunately, hardly any evaluation study on the teachers' professional programmes has been conducted that may have looked into the selection/nomination criterion adopted by the conducting or funding (responsible) agency. The researchers came across only one research study that was on selection of the trainees for the training courses undertaken by Corony Edwards in 1997. It can, therefore, be strongly recommended that future researchers should think about probing into the selection/nomination standards both for the trainees and resource persons, for these correlate with the outcome of the teachers' professional courses on one hand whereas on the other mostly in our contexts these are generally not found to be fool proof.

- *What significant statistical correlations may exist between trainees' selection/nomination for the courses and their feeling keenness to attend, enjoying the courses and their turning professionally developed?*

To address this question, data collected through the questionnaire were primarily analysed by applying chi-square test to see any possible statistical correlations between the target variables. The personas of teacher trainees, who come to the professional development courses generally, dictate their showing keenness and motivation to attend the professional development courses. It has been generally seen in developing countries like Pakistan that teachers hardly take interest and show keenness in their professional development. They normally come to attend the courses for TA/DA and other fringe benefits. Thus in such contexts, not only are challenges related to merit-based selection/nomination of the trainees for training courses that training agencies generally face, but also lack of fool-proof culture of accountability in educational field generally also aggravate the situation.

In order to find significant statistical correlations between trainees' selection/nomination for the courses and their feeling keenness to attend, enjoying the courses and their turning professionally developed, certain statements of the questionnaire have been correlated through chi-square test using SPSS version 17. In other words, this was mainly done to explore if there was any

correlation amongst the above stated variables of the questionnaire used in the study. However, this correlation does not mean that variables in one statement of the questionnaire and those in the other are directly correlated or variables in one statement of the questionnaire cause variables in another statement to vary in a particular way. It is simply a statistical relation between these variables and there can be a number of reasons for increase or decrease in the strength of one variable or the other.

The application of Chi-square test shows that a strong correlation was found between selection/nomination of the trainees and their keenness on the teachers' professional development courses. Both the variables were found interdependent. In plain words, it was the selection/nomination of the trainees that affected the keenness of the trainees on the teachers' professional development courses and vice versa. Similarly, a strong relationship was also found between selection/nomination of the trainees and their feeling sense of Enjoyment on the teachers' professional development courses. Both the variables were found interdependent. To put it in simple words, it was the selection or nomination of the trainees that affected the feeling of enjoyment or otherwise on part of the trainees in the teachers' professional development courses and vice versa. However, no strong relationship could be found between the selection/nomination of the trainees and that the course developed them professionally to the optimum. Both the statements were found independent. In other words, the selection or nomination of the trainees on merit did not affect the professional development of the trainees.

6. Conclusion

There had been a few loopholes in the overall conduct of the teachers' professional development courses under the ERLTR Project. These are mainly related to the selection/nomination criterion of the ELTR Project team that it had been adopting for the trainees as well as for the resource persons. There was no attention paid to the words *need* and *merit* in the case of the trainees and appropriate academic area, skills and knowledge in the case of the resource persons. Secondly and the most importantly, the trainees were never made accountable to the impact that they had to cast on their post-courses teaching profession. Similarly, the resource persons, too, were not feeling the burden of accountability either.

Both the trainees and the resource persons would have always considered the closing of teachers' professional courses to be the end of their responsibility or duty until and unless they were asked to follow those courses up as well. In the light of the above stated discussion, it is beyond any doubt to assert that the ELTR Project has not been successful in training the target English language teachers according to their academic needs. The teachers' professional development courses, could have been made quite successful and effective if the Project could have held the stake of making possible the entrance of the true and needy English language teachers. At the same time, selection of the resource persons for the courses might have made them far better and effective.

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