



Alignment of English Language Course Contents with NPSTP Standards at B.Ed (Hons): A Critical Review

Sehrish Mushtaq *

Sajid Ali Yousuf Zai †

Vol. V, No. III (Summer 2020)

Pages: 91 – 102

DOI: 10.31703/gesr.2020(V-III).10

Abstract: Globally, education pursues to improve quality in teaching through professional development and pedagogical competencies of teachers which leads to enhanced learning outcomes. National Professional Standards for Teachers in Pakistan (2019) were developed to achieve standardization of teacher education and accreditation of teacher programme. This research study explores the level of alignment of English Language course contents in accordance with the selected NPSTP standards integrated into the curriculum for B.Ed (Hons) programme for prospective Elementary school teachers. It adopts conducting a qualitative content analysis of English Language course on the themes provided in three selected NPSTP standards, i.e., Subject matter knowledge; Instructional planning and management; and assessment in the domain of Knowledge and Understanding. The study adopted a content analysis method and thereby categorized the domain of Knowledge and Understanding in each NPSTP standards. The study compared and found the majority of themes are addressed in the course guides of English

Key Words: Professional Development, Pedagogical Competency, Quality, Standards, Course Contents

Introduction

Life activities of humans tend to become more thought out, planned and deliberate resulting in devising formidable systems. The system of education is globally planned to vigorously pursue the fundamental objective of learning and understanding. Learning is a methodical process to effectively achieve educational goals through quality education. Quality teaching is the essence of teachers and learners' effectiveness and establishes ideal teaching (National Reference Group for Teacher Standards Quality and Professionalism, 2003). It equips students with the necessary knowledge and skills for leading a successful life and has attained priority for every country in educational institutions. In order to enhance the quality of the teaching profession, it requires to meet several standards in teacher education for teachers. Personal, professional and academic qualifications of teachers, training of teachers, pedagogy, communication skills, quality of assessments and infrastructural facilities are a few factors responsible for bringing quality in education.

An effective education system guarantees an individual's personal amelioration, success, social integration coupled with national prosperity. Teachers need to be equipped with high-level skills needed to participate in a knowledge-based society (Employment Training and Youth Affairs, 2003). [Smith, M.K \(2012\)](#) described pedagogy as the skill and practice of the art and craft of teaching. The pedagogy to develop among students' critical thinking, creativity, problem-solving skill and subject matter mastery is quite demanding [Cuttance, P. \(2001\)](#). This necessitates that teachers have to be knowledgeable in subjects well as possess a variety of teaching approaches to facilitate the diverse learning needs of students. Adopting professional standards in teaching help develop teachers' knowledge, capabilities and skills (Ramsey, 2000).

* PhD Scholar, Department of Education, National University of Modern Languages, Islamabad, Pakistan.
Email: sehrishalkhair@gmail.com

† Assistant Professor, Department of Education, National University of Modern Languages, Islamabad, Pakistan.

Education System Revolves Around the Teacher

In the context of Pakistan, the process of education since 1947 has been of gradual and steady progress. Each new education policy has invariably introduced new trend and addressing gaps. The National Curriculum for the English Language – 2006, National Accreditation Council for Teacher Education (NACTE) - 2009 and National Professional Standards for Teachers in Pakistan (NPSTP) - 2009 to this end made a significant way forward to introduce quality education by adhering to competency and professionalism. The National Curriculum for the English Language (2006) elaborately defined competency as the key learning area. Standards are defined as competency in terms of knowledge, skills and disposition for students to acquire. Benchmarks are what students would accomplish at the end of each developmental level by meeting a standard. Student Learning Outcomes (SLOs) are built on the descriptions of the benchmarks. Outcomes are characterized in terms of being realistic, observable, measurable, and achievable. Student Learning Outcomes (SLOs) are defined as the basic unit of learning. [Sweetman, R. \(2019\)](#) defined SLOs as statements a learner is expected to know, understand and be able to do at the end of a segment of the learning period. According to the National Curriculum for the English Language (2006), English learning outcomes contribute to lifelong learning. Therefore, students are encouraged to achieve learning outcomes through extended engagement through text and language and by developing a variety of activities and practices. NPSTP (2009) standards for teachers and NACTE (2009) accreditation of teacher education institutions (TEIs) implementation would pave the way for bringing effective change in teacher education programmes (Buckler and Creech, 2014).

The National Education Policy 2009 provided policy action to teacher education. The National Professional standards, accreditation and certification procedures were standardized.

Research Methodology

Content analysis is the systematic coding and analysis of content material present in the form of books, documents, reports, newspapers, etc. (Eleanor Chelimsky, 1989). The present study analyses the content of English curriculum taught at B. Ed (Hons) to prospective teachers for pedagogical competencies through the alignment matrix. The content analysis is based on the set parameters provided by NPSTP three selected standards related to knowledge and understanding aspect of each standard. Content analysis can be used to make comparisons from statements derived from two or more different sources (Chelimsky, 1989). The content analysis of this research study compares three NPST (2009) standards with English teaching curriculum of B. Ed (Hons). NPST standards provide categories and matrices format to find the presence or absence of facts in English course guides for B. Ed (Hons) programme.

Data Analysis

To bring quality in the teaching/learning process, NPSTP (2009) standards have been adopted to produce accredited professional teachers at the national level. The ten NPSTP standards have three sub aspects, namely; Knowledge and understanding; Disposition and performances; and Skills. This study has selected three standards, i.e., Subject matter knowledge, Instructional planning and management; and assessment for carrying content analysis in the aspect of knowledge and understanding only—the six B. Ed (Hons) course guide books are Functional English-I, English- II (Communication), Teaching English, Teaching English- II (Teaching English Pedagogy Option), Method of Teaching and Assessment. These course guides are qualitatively analyzed for a relevant description of contents as per NPSTP codes.

The sole objective of this research study explores the perceived aspect of alignment of English Language course contents with selected NPSTP standards integrated into the curriculum for B.Ed (Hons) programme for prospective Elementary school teachers through content analysis. This qualitative study research was helpful in gaining an in-depth insight into the English language teaching in the teacher training institutes. The study evaluated and determined the effectiveness of the contents in course guides by aligning with NPSTP standards. The English course guides determined the inclusion of NPSTP categories, themes and sub-themes in the syllabus of prospective teachers in English language acquisition in the development of communicative competence. The evaluation of the course guides was related to the inclusion or exclusion of the NPSTP themes and see how well these are aligned specifically

in relation to English language teaching. The introduction of the concept of standards in teaching is broadly three ways of what is taught and learned (the subject matter), how it is taught and the assessment process, the rest are all fillers. The initial two standards determine the depth of knowledge a teacher possesses, whereas the second one relates to the pedagogical competence of the teacher to effectively deliver knowledge and understanding to students. Educational evaluation and assessment measure the magnitude of learners who have acquired knowledge, skills and understanding with the ability to apply what they have learned. The results of an assessment are presented in the form of marks, grades, or notified as pass and fail. ([Cambridge Assessment International Education, 2017](#)).

Content analysis is one of the useful research tools to determine the presence and frequencies of certain words or concepts within sets of texts. Researchers analyze the presence, meanings and relationships of words and concepts, then make interpretations of the messages within the text. Texts are defined as books, chapters within books, essays, documents or occurrence of communicative language. Texts in a single study may also represent a variety of different types of occurrences. There are several stages of conducting the content analysis. For instance, text coding, determining categories, themes and thereby examining which is termed as content analysis' basic methods, i.e., conceptual analysis or relational analysis. The present study identifies the NPSTP standards in the form of categories, themes and sub-themes. These provide an alignment matrix to examine the presence or absence of the same in the text of course guides. Since the course guides cannot be termed as textbooks; therefore, the references both of books, articles in journals and internet were also thoroughly studied.

Results

B.Ed (Hons) course guide books utilized in this study for ELT and fulfilling the criteria for the three selected NPSTP standards are given codes for easy reference and will be referred according to book number as following;

- 1 Functional English-I
- 2 English- II - Communication
- 3 Teaching English
- 4 Teaching English- II (Teaching English Pedagogy Option)
- 5 Method of Teaching.'
- 6 Assessment

The list of categories as enumerated 'Subject Matter Knowledge' Instructional Planning & Strategies 'and Assessment aspect of NPST standards in the main theme of 'Knowledge and Understanding with sub-themes. These sub-themes are one by one analyzed for inclusion or otherwise in the B.Ed (Hons) programme for prospective teachers.

Table 1. Analysis of 'Knowledge and Understanding' aspect related to English Subject based on NPSTP Standard Subject Matter Knowledge in B.Ed (Hons) curriculum.

Alignment Matrix		
Code	NPSTP Indicators	Status in Course Contents
1.1	Knowledge of the National Curriculum Framework	Fully addressed
1.2	Basic concepts and theories of acquiring knowledge	Fully addressed
1.3	Evolving nature of the discipline	Fully addressed
1.4	Need for keeping abreast new ideas and understanding of teaching the discipline	Fully addressed
1.5	Emerging concepts, theories as a result of the latest trend and research	Fully addressed
1.6	Detailed knowledge of the subject matter	Fully addressed
1.7	Relationship of the subject to other disciplines and its utility	Not Addressed
1.8	Relationship of reading and writing principles of the subject	Partially addressed

Table 1 displays eight codes of NPSTP standard 'Subject Matter Knowledge' of 'Knowledge and Understanding' aspect of English Subject curriculum of B.Ed (Hons) programme. Knowledge and understanding aspect have further eight sub aspects denoted by codes. Code 1.1 relates to Teachers Knowledge and understanding of the National Curriculum Framework. The B.Ed (Hons) course guides have been developed in the light National Curriculum Framework for English (2006) documents (Book 1,2,3& 4, p.iii). The National Curriculum Framework for English (2006) aims at attaining the objectives through teaching the English curriculum. Student Learning Objectives (SLOs) of the English curriculum is achieved by Competency, Standards and Benchmarks. It focusses on pursuing a competency-based approach to the teaching of the English language (Book 4, p.23-52). Therefore, the importance and relevance of these documents have been mentioned right at the outset of B.Ed (Hons) English curriculum.

Code 1.2 relates to the basic concepts and theories of acquiring knowledge of English language teaching. The theories and concepts are duly highlighted in the curriculum, and various theories of language teaching like Grammar Translation Method (GTM); Behaviorism and the Audio-lingual Method; the Natural Approach; the Interactionist Approach and Communicative Language Teaching (CLT) have been discussed (Book 3, p.9, 21, 22). The curriculum puts English language learning in a historical and theoretical perspective by focusing on major approaches adopted from time to time in language teaching.

Code 1.3 defines the evolving nature of ELT. The English language curriculum throws light on the expanding and growing nature EL in new emerging situations. The course is therefore adapted to include the newest approach of communicative Language Teaching (CLT). The material selected for ELT corresponds to CLT and Interactive approach being adopted worldwide (Book 1, p.9,10). English as a Foreign Language (EFL) students requires an integrated approach to language learning which focuses on the four basic skills of language, grammar and literature teaching (Book 2, p.10,16; Book 3, p.38,82,83). The course guides give awareness about key research in ELT particularly in educational goals and objectives as set in Bloom's Taxonomy to achieve learning objectives of ELT (Book 4, p.8, 18, 23, 68).

Code 1.4 highlights the need for keeping abreast with new ideas and understanding of teaching in English Subject. The course guides incorporate new ideas of CLT, integrated learning and competency-based approach to ELT (Book 1, p.). These are based on engaging students in group activities and teamwork practices. CLT is student-centred active learning to promote language learning in an environment of mutual cooperation, collaboration and teamwork (Book 2, p.). It inculcates among students the quality of critical thinking, creativity, learning by doing, understanding conceptual clarity while learning English language (Book 3, p.). It lays emphasis on simultaneously developing proficiency in the four basic language skills (Book 4, p.).

Code 1.5 reflects contents related to emerging concepts, theories as a result of the latest trend and research in English subject. The ELT syllabus restricts students and teachers to use the English language in their day-to-day routine matters of class and forbids them to use mother tongue or any other language (Book 1, p.9). The curriculum is progressive, futuristic and adopts an integrated approach to language through the latest innovative methods of teaching (Book 1, p.10). It encourages the student to use ICT to retrieve material for further reading and doing exercises (Book 2, p.10). ELT students have imparted knowledge derived from the latest research. The development of four basic language skills is based on emerging concepts, theories and the latest trend in ELT (Book 3, p.53,52, 68,69,71,72). The B.Ed (Hons) English course guides are focused on emerging trend, concept and theory in ELT as an integrated, communicative, interactive and embedded learning. The course provides practical classroom teaching experience to prospective students and orientates them with the latest research in ELT in the context of Pakistan (Book 4, p.8).

Code 1.6 shows contents related to the detailed knowledge of English subject. The B.Ed (Hons) English course guides present a gradual and detailed progression of teaching the English language mainly through communicative methods. Both oral and written expressions of language learning are presented in an orderly manner. The logical development, of course, is devised to follow a scheme beginning from simple words and phrases; use of verbs with adjectives; command/request sentences etc. and moves

towards higher, difficult and complex grammatical order (Book 1, p.15-34, 36-45, 47-54, 56-78 & 80-84). Grammars embedded in the text and being taught in context. The course adopts the use of functional English is being emphasized and spoken English in day-to-day conversation is proficiently used. Similarly, grammatically correct use of the oral and written expression is effectively practised. The course guides equally lay stress on the pronunciation aspect of language in spoken communication. Vowels and consonant sounds, phonetics, tone, sound articulation mechanism and intonation pattern are part of teaching syllabus (Book 2, P.16-33, 35-44, 46-51, 53-57 & 59-62). Emphasis is also laid on listening and reading skills and various techniques are presented in integrated CLT approach (Book 3, p.19-45, 47-65, 67-77, 79-86, 88-94 & 96-109). It also enlists the assessment principles in language teaching, including methods of testing, assessment strategy and feedback. The course guides lay emphasis on using English as a medium of instruction and also highlights challenges, opportunities and suggestions for ELT. The course prefers to adopt a communicative approach to teaching English and integrates language teaching through the teaching of literature in the form of poetry, drama, stories and role-play. (Book 4, p.8, 11-25 & 27-90).

Code 1.7 relates to contents on the relationship of English subject to other disciplines and its utility. The English course guides do not address this topic.

Code 1.8 identifies the partial relationship between reading and writing principles in English Subject. The B. Ed (Hons) course guides provide ample opportunity to students in gaining proficiency in reading and writing principles besides speaking and listening skills by adopting a comprehensive teaching strategy. The course guides fall short of establishing any explicit relation between reading and writing; however, each skill has been distinctly well addressed. Writing necessitates correct use of words, sentences, tenses, punctuation, parts of speech and grammar. These are intensively and extensively elaborated through a variety of embedded texts, exercises and activities. A variety of additional website references are also given for further study. The method and manner in writing correct paragraph essays are given in detail. It includes practising topic selection, key sentences, supporting sentences, coherence among sentences, concluding sentences and correct use of grammar (Book 1, p.9 & 80-84).

Another aspect was carried out to analysis of NPSTP standard 'Instructional Planning & Strategies' covering the Knowledge and Understanding aspect of B. Ed (Hons) curriculum. Knowledge and Understanding aspect have further nine sub aspects which are denoted by codes. Code 2.1 reflects course contents related to aims, goals and objectives of education in English subject curriculum and its importance in instructional planning.

Code 2.2 relates to the principles of acquisitions of reading and writing skills at different stages of students' development. The B. Ed (Hons) English courses focus on developing the four language skills. The curriculum of ELT adopts an integrated and interactive approach in developing reading and writing skills in all course guides. The course endeavors teaching language to the student through an integrated approach instead of teaching grammar in isolation at the sentence level. This course develops the abilities of students in fostering the four language skills in an interactive environment of conducting various activities and practices (Book 1, p.9, 56 & 79-84; Book 2, p.16). To improve the reading and writing skills practice in exercises of comprehension text, grammar and communicative language skills are conducted (Book 3, p.9). The curriculum is designed on a competency-based approach to ELT by achieving reading and writing competencies, standards and benchmarks in the form of SLOs (Book 4, p.55-60).

Code 2.3 highlights the course contents on the availability of appropriate resources and materials, including the use of instructional technology for instructional planning to promote student's attention and thinking. The relevant material for various topics and activities is selected from various sources, including books, journals and Websites sources. The course developers have relied heavily on the use of ICT for ELT material selection (Book 1. P.10.17,18,38-45,49-54,58,81&82; Book 2. P.13,18,19,36& 47). The ELT course objective focused on CLT approach; therefore, the suitable selected material is helpful in teaching grammar and communication skills. The course books contain material, text, assignments and resources which are helpful in promoting students' integrated learning and fostering critical thinking. Students are encouraged to get maximum assistance from internet sources in various (Book 3, p.16,20,49,

53 & 98; Book 4, p15,16,21,25,29,35,37,38,44,50,72 & 73) activities. The course guides have cited a number of website sources for students extended learning.

Code 2.4 displays contents related to planning instructional strategies based on students' needs, development progress and prior knowledge. The course guides have planned instructional strategies and practices according to students' needs, development progress and prior knowledge for each student in every class. The course, therefore, commences for beginner students and progresses towards the communicative aspect of language by developing students' proficiency in the four language skills (Book 1, p.1, 84).

Code 2.5 identifies contents related to the techniques for developing instructional method, materials and the environment to help students learn the English language. The syllabus provides different opportunities for teachers to develop ELT specific pedagogical methods and techniques for effective student learning. It requires teachers to keep an interactive method with students in verbal and written expression. The expressions need to move from simple to difficult, maintaining a logical, sequential order (Book 1, p.15,36,53,56 & 80). Other learning techniques include learning punctuation, structure sentences, change of narration, the correct grammatical structure of a sentence, developing a report from a dialogue or a story and writing a creative short story.

Code 2.6 represents contents related to international approaches and the use of various technologies, to promote thinking and understanding in the English language course guides designed for B. Ed (Hons). The code consists of two parts, i.e., international approaches and use of technologies in ELT; and its effect upon students thinking and understanding. The course guide adopts the internationally acclaimed approach of CLT by encouraging the use of ICT. The teachers act as language teaching facilitators, and classroom activities are student-centred. The course favors a research-based and practical approach to teaching ELT (Book 2, 16,33,34, 13,18,19,36 & 47).

The aspect related to use of various technologies to promote thinking and understanding in the course guides promotes extensive use of CD, cassette, computer, internet, recordings and use of other technologies to promote thinking and understanding. The exercises, worksheets and material are retrieved from the internet. Students are advised to get further assistance from the selected references, websites and books given in the course guide (Book 4, p. 7-84, 15,16, 21,25, 29,35, 37,38,44,50,72 & 73).

Code 2.7 shows content related to the effect of out of school activities, including homework in English course guides. The students have been sparingly given out of class assignments and homework. This aspect has been partially addressed in the course guides of ELT. The assigned homework tasks and assignments are developed to maintain students' interest and are mostly internet-based (Book 2, p.33; Book 2, p.55, 86). Students task/assignment is chosen to be innovative, creative, related to the previous or upcoming lesson.

Code 2.8 relates to the contents of the general methods of teaching and classroom management in the ELT class. The course mainly restricts to a CLT approach as the general method of teaching. Presently it is in practised, favored and preferred all over the world. It prefers the integrated approach of embedded learning of ELT to develop proficiency in four language skills; listening, speaking, reading, and writing. The demand for CLT necessitates activities based on pair and group work and active learning strategies, such as role-play, debates, presentations, and brainstorming (Book 1, p.9, 10).

Code 2.9 shows contents related to the special methods of teaching English discipline. The course guide is primarily designed to select, develop and adopt CLT teaching, integrated teaching, developing proficiency in four language skills, based on students' involvement in practical nature activities to learn the functional English language (Book 1,2, p.9). The English courses have adopted communicative syllabus and methodology to achieve learning outcomes of CLT. The special methods of teaching English is developing interactive pedagogical skills among students. Practical activities are integrated to develop four language skills with the pedagogies. (Book 3, p.10; Book 4, p.11)

The course guides define assessment as a broader concept. Assessment is the process of collecting collects information about learning from several perspectives through various tools. Instructional needs necessitate collecting assessment data and its correct interpretation. The course guides describe how

students learn, the level of their prevailing knowledge and understanding; and how their growth and development can be further supported through assessment. The course guide lay emphasis on effectively interpreting the assessment data for useful purposes.

Code 3.2 shows contents related to the results of the assessment to evaluate and further strengthen teaching and learning. The assessment tools and practices are appropriately given in the course guides. This course introduces prospective teachers to the purpose of assessment, prevailing assessment practices in schools, the tools used, procedures adopted and drawing a distinction between formative and summative assessment and the purpose of the two types of assessments (Book 1, p.). The assessment activities are aimed at achieving success in the learning objectives of the lesson. Teachers assess student learning in classrooms by asking questions by giving feedback on homework, conducting quizzes and tests. Teachers regularly assess students' learning at every step in an orderly manner (Book 2, p.).

Discussion

NPSTP Standard 'Subject Matter Knowledge'

The study aimed at exploring the alignment of English Language course contents with selected NPSTP standards integrated into the curriculum for B.Ed (Hons) programme for prospective Elementary school teachers. The thematic content analysis of first NPSTP standard 'Subject Matter Knowledge' taken for discussion in the light of the aforementioned interpretation has further eight sub aspects. The standard is interpreted and here discussed in the aspect of 'Knowledge and Understanding'. This aspect, through its eight sub aspects, is thematically discussed for presence or absence in English Subject curriculum of B.Ed (Hons) programme.

Knowledge and Understanding of National Curriculum Framework

Content analysis related to Teachers Knowledge and understanding of the National Curriculum Framework. It is evident that B.Ed (Hons) ELT course guides are designed and developed in the light of National Curriculum Framework for English - 2006 (Book 1,2,3 & 4, p.iii). In due cognizance, National Curriculum Framework for English (2006) is transpired into NPST and further materialized into B. Ed (Hons) ELT curriculum. It attempts to achieve ELT aims, goals and objectives by narrowing it down to competency, standards, benchmarks and SLOs.

Basic Concepts and Theories of Acquiring Knowledge

Content analysis regarding the basic concepts and theories of acquiring knowledge of English language teaching. The course guides have incorporated in the curriculum a variety of ELT theories and concepts from earlier to the most recent such as Grammar Translation Method (GTM); Behaviorism and the Audio-lingual Method; the Natural Approach; the Interactionist Approach and Communicative Language Teaching (CLT). The course guides trace back various ELT approaches adopted worldwide. The curriculum has identified major ELT approaches, theories and methods in the teaching of English in developing the four basic language skills. Furthermore, Bloom's Taxonomy identifies educational goals and objectives in ELT course. The Grammar-Translation method, which is also termed as a traditional method in ELT altogether ignored speaking skill of students and instead lay emphasis on reading and writing skills ([Richards and Rodgers, 2001](#)).

Expanding and Evolving Nature of ELT

The English language curriculum throws light on the expanding and evolving nature of ELT with new researches in this field. The course has incorporated the newest approach of communicative Language Teaching (CLT) in ELT. The course is designed in a manner that the selected resource material, exercises, activities for ELT correspond to CLT and Interactive approach. ELT requires an integrated approach to language learning for the teaching of four basic skills of language, grammar and literature.

Need for Keeping Abreast with New Ideas and Understanding

The content analysis of sub-theme the need for keeping abreast with new ideas and understanding of

teaching in English Subject highlighted that the course guides incorporate the new concept of CLT approach, integrated learning, activities based and outcome-related in language teaching. This new approach in ELT is based on the student-centred and constructivist theory of learning which fosters an environment of mutual cooperation, collaboration and teamwork among students.

Emerging Concepts, Theories as a Result of Latest Trend and Research

The thematic analysis of emerging concepts, theories in the wake of latest trend and research in English subject reveal that the ELT curriculum included in B.Ed (Hons) program comprehensively incorporates several emerging concepts, theories and trends. Mainly it includes CLT which integrates several language learning concepts and adopts numerous innovative techniques of teachings. The CLT approach rigorously integrates the four basic language skills of language learning by focusing on an integrated, communicative, interactive and embedded learning based on the latest research in ELT.

Detailed Knowledge of English Subject

The thematic contents analysis of detailed knowledge of English subject was completely incorporated in B. Ed (Hons) English course guides. The ELT course contents are elaborate and designed to move onwards in a continuous progression by adopting the CLT approach in teaching. CLT approach adopts an integrated method in verbal and written expressions of teaching the English language. Grammar is not taught in isolation; rather, it is embedded in the contextual text. The curriculum integrates language teaching through literature in the form of poetry, prose, drama, and stories.

Relationship of English Subject to Other Disciplines and its Utility

Content Analysis related to the relationship of English subject to other disciplines and its utility is not being addressed in the English course guides.

Relationship of Reading and Writing Principles in English Subject

The thematic content analysis partially covers the relationship between reading and writing principles in English Subject. The B. Ed (Hons) course guide contents exhaustively include attaining proficiency in reading and writing along with listening and speaking skills since the main objective of ELT programme is to comprehensively master the four language skills in totality. The course has therefore devised passages of a text containing exercises and practices related to the four language skills in various units. The course guides have not established any clear relation between reading and writing through the four language learning skills are specifically addressed. Reading and writing skills are dealt with in detail by adopting the CLT approach in ELT.

NPSTP Standard ‘Instructional Planning & Strategies’

The content analysis aimed regarding the alignment of English Language course contents based on selected NPSTP standards in B.Ed (Hons) curriculum. The thematic content analysis of the second NPSTP standard ‘Instructional Planning & Strategies’ is being discussed in the nine sub aspects of ‘Knowledge and Understanding’. Following is the discussion on NPSTP themes for presence or absence in English Subject curriculum of B.Ed (Hons) programme.

The content analysis of B. Ed (Hons) English course reflects aims, goals and objectives in instructional planning. The ELT course specifies in detail aims, goals and objectives of the course and each lesson. The B. Ed (Hons) programme specifies the course outcomes at the very outset of each course. The course outcomes or goals concentrate on achieving the objectives of CLT by focusing on social interaction, accurate use of grammar, pronunciation and use of active vocabulary in descriptive, narrative and instructional texts. Subsequently, each unit of every course spells its learning outcomes. The students learning outcomes necessitate learning through the student-centred method of teaching of the language learning skills by conducting activities.

The content analysis of the course contents on availability of proper resources including the use of information and communication technologies for instructional planning to promote student’s attention

and thinking reveals that relevant ELT material has been selected from multiple sources including books, journals, websites sources, etc. The use of instructional technology, including websites, has been fully utilized in developing and selection of the course material. The text and exercises are interesting, motivating, appealing and logical, thereby help students focus and generate thinking. Typical grammatical topics and communication skills seem interesting. The course books contain material, text, assignments and resources which improve students' learning and nurture critical thinking faculty. Therefore, students are enabled to effectively use internet sources for various activities—a number of website sources for extended learning of students cited in the course guides.

The contents analysis of the course guides related to instructional planning strategies based on students' needs, prior knowledge, and development progress are fully addressed. The course gradually progresses from simple to difficult level in developing students' efficiency in language skills. The employed instructional strategies enable students to proficiently express themselves and use correct grammar. The course guides are developed on students' prior learning in the previous semesters. The prospective teachers are trains in English language pedagogical competency to grow into a professional teacher. They are given an insight into learning integrated practical activities in the development of language skills with matching pedagogies.

The contents related to the techniques for developing instructional method, materials and the environment to help students learn the English language. The syllabus provides different opportunities for teachers to develop ELT specific pedagogical methods and techniques for effective student learning. It requires teachers to keep an interactive method with students in verbal and written expression. The expressions need to move from simple to difficult, maintaining a logical, sequential order. Students are to be given exposure, confidence and motivation to socially interact and develop interpersonal skills in English. The courses enable prospective teachers to learn various instructional methods and techniques for students' effective learning. Similarly, a variety of teaching methods are employed to encourage and engage students to develop reading habit on their own.

The aspect related to use of various technologies to promote thinking and understanding in the course guides promotes extensive use of CD, cassette, computer, internet, recordings and use of other technologies to promote thinking and understanding. The exercises, worksheets and material are retrieved from the internet. Students are advised to get further assistance from the selected references, websites and books given in the course guide. The homework form extended learning, which is mostly assigned in a manner which instils the habit of browsing internet usefully. BBC World Service (2011), Learning English and other related internet-based sources have been repeatedly cited in the course guides. CLT gets more preference as it is comprehensive and adopts an integrated approach to ELT through combining literature, grammar and four language skills by utilizing technology in incorporating student centred, constructivist and activities-based teaching to develop critical thinking.

Code 2.7 shows content related to the effect of out of school activities, including homework in English course guides. The students have been sparingly given out of class assignments and homework. This aspect has been partially addressed in the course guides of ELT. The assigned homework tasks and assignments are developed to maintain students' interest and are mostly internet-based. Students task/assignment is chosen to be innovative, creative, related to the previous or upcoming lesson. These homework tasks/assignments are checked the next day, graded, and students are told to rectify mistakes as part of bringing improvement in learning. The homework is kept as a portfolio so as students refer back to their tasks as part of the reflective process involved in teaching/learning. Assigning homework is part of the integrative learning in CLT context; however, the course guides contain limited extended learning. No homework is mentioned in Book-1.

Code 2.8 relates to the contents of the general methods of teaching and classroom management in the ELT class. The course mainly restricts to a CLT approach as the general method of teaching. Presently it is in practised, favored and preferred all over the world. It prefers the integrated approach of embedded learning of ELT to develop proficiency in four language skills; listening, speaking, reading, and writing

Code 2.9 shows contents related to the special methods of teaching English discipline. The course guide is primarily designed to select, develop and adopt CLT teaching, integrated teaching, developing

proficiency in four language skills, based on students' involvement in practical nature activities to learn the functional English language. The English courses have adopted communicative syllabus and methodology to achieve learning outcomes of CLT. The special methods of teaching English is developing interactive pedagogical skills among students. Practical activities are integrated to develop four language skills with the pedagogies.

Code 3.1 depicts contents related to the types of assessments for evaluating how students learn, what they know and are able to do, and what kinds of experience will support their further growth and development. It primarily concerns with students understanding of knowledge, application of knowledge, and steps to be taken for further improvement. The course guide refers to various assessment types such as criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems and assessments of student work. The ELT course guides employ active learning method to carry out an assessment of students with the help of role-playing dialogues, writing, listening comprehension, letter writing, questionnaire and interviews.

The course guides define assessment as a broader concept. Assessment collects information about learning from several perspectives and uses several assessment tools. Instructional needs necessitate collecting assessment data and its correct interpretation. The course guides describe how students learn, the level of their prevailing knowledge and understanding; and how their growth and development can be further supported through assessment. Therefore, assessment is utilized to further learning goals, learning objectives, learning targets, success criteria and formative assessment are important pillars of assessment components of the lesson. The course guide lay emphasis on effectively interpreting the assessment data for useful purposes. The guide books mostly contain formative assessment where students are tested as the teacher teaches. It adopts students' assessment in the four language skills through formative testing to evaluate their learning assimilation by adopting a variety of activities during the lesson being taught. The course guides carry out ELT assessment through the discrete-point method and the integrative method. The discrete-point testing method divides large language components into a number of smaller, independent and isolated parts for easy assessment. On the other hand, the Integrative test assessment method requires integrating or combining together various language components. Integrative tests are mostly utilized in assessing learners' knowledge of grammar, vocabulary and spelling combined and not taking them as separate parts in isolation. Performance assessment is interpreted differently as it requires students to demonstrate acquired knowledge and skills and utilizing the same for solving problems.

Code 3.2 shows contents related to the results of the assessment to evaluate and improve teaching and learning. The assessment tools and practices are appropriately given in the course guides. This course introduces prospective teachers to the purpose of assessment, prevailing assessment practices in schools, the tools used, procedures adopted and drawing a distinction between formative and summative assessment and the purpose of the two types of assessments. The assessment activities are aimed at achieving success in the learning objectives of the lesson. Teachers assess student learning in classrooms by asking questions by giving feedback on homework, conducting quizzes and tests. Teachers regularly assess students' learning at every step in an orderly manner. Teachers assess the performance of students by assigning presentations, inquiring, performing demonstrations, getting verbal and written responses and portfolios.

The course guide describes how assessment activities can be integrated into lessons including and achieving assessment targets and learning objectives of the ELT lesson. Assessment unites teaching and learning activity, illustrates how assessment can improve learning and instruction and help construct an achievement test for students. Assessment is evidence about learning collected in the classroom and can be used to improve and judge student achievement. The course guides describe classroom assessment as a continuous process. Teachers need to assess students' language learning frequently in a systematic way.

Code 3.3 indicates contents related to the measurement theory and assessment-related issues, such as validity, reliability, bias and scoring concerns in ELT. Students are taught measurement theory and assessment-related issues of validity and reliability concerns of scoring to reduce biasedness while

constructing tests and procedures. The opinion of teacher may tend to become biased; therefore, it is necessary to construct tests and procedures to reduce biases and add validity, reliability to the scoring concerns.

Conclusion

The study analyzed in detail the extent of incorporation of NPSTP standards in the course guides for B.Ed programme for Elementary school teachers. Most of the themes have been covered extensively, intensively and with exhaustive in-depth details. However, the English course guides do not address the theme related to contents on the relationship of English subject to other disciplines and its utility. The analysis found the partial relationship between reading and writing principles in English Subject. The course guides fell short of establishing any explicit relation between reading and writing; however, each skill has been distinctly well addressed—the content related to the effect of out of school activities including homework in English course guides. The students have been sparingly given out of class assignments and homework. This aspect has been partially addressed in the course guides of ELT. The assigned homework tasks and assignments are developed to maintain students' interest and are mostly internet-based. Assigning homework is part of the integrative learning in CLT context; however, the course guides contain limited extended learning. The Grammar-Translation method, which is also termed as a traditional method in ELT altogether ignored speaking skill of students and instead lay emphasis on reading and writing skills ([Richards & Rodgers, 2001](#)).

References

- Cambridge Assessment International Education, (2017). Standards in education. www.cambridgeinternational.org/events.
- Campaign for Quality Education (2007). Education in Pakistan: What Works & Why. Lahore, Pakistan. www.cqe.net.
- Cuttance, P. (2001). School Innovation: Pathway to the Knowledge Society. Department of Education, Training and Youth Affairs, Canberra
- Government of Pakistan (2006). National Curriculum for English Language Grades I - XII, Ministry of Education, Islamabad.
- Government of Pakistan (2009b). National professional standards for teachers in Pakistan. Islamabad: Government of Pakistan. http://www.nacte.org.pk/Download/National_Standards_for_Accreditation.pdf
- Government of Pakistan (2009b). National professional standards for teachers in Pakistan. Islamabad: Government of Pakistan. http://www.nacte.org.pk/Download/National_Standards_for_Accreditation.pdf
- Government of Pakistan (2009b). National professional standards for teachers in Pakistan. Islamabad: Government of Pakistan. http://www.nacte.org.pk/Download/National_Standards_for_Accreditation.pdf
- Government of Pakistan (2009b). National professional standards for teachers in Pakistan. Islamabad: Government of Pakistan. http://www.nacte.org.pk/Download/National_Standards_for_Accreditation.pdf
- Irfan, A. Chatha, T. & Junaid, Z. (2016). Improving Quality of Education Along with Increasing Access to Education: Taking Both Steps Forward. Sustainable Development Policy Institute (SDPI), Islamabad.
- Khan, W. (2015). Quality of Teacher Education in Pakistan. *The Dialogue*, 10(2), 2012-2019.
- Ministerial Council on Education, Employment Training and Youth Affairs (2003). A National Framework for Professional Standards for Teaching. Teacher Quality and Educational Taskforce.
- Muhammad S. F., Tongkai, Y., Feroze, N. (2018). Review of Pakistan Education System and Quality. Journal of Criminology and Forensic Studies, Nankai University, Tianjin, P.R China. Chembio Publishers.
- Richards, J., & Rodgers, T. (2001). Approaches and Methods in Language Teaching (p. 204). New York: Cambridge University Press.
- Saeed-ul-Hassan C., Shaheen A. T., Saddaf, A. Raja & Shahinshah B. Khan (2011). Quality School Education in Pakistan: Challenges, Successes and Strategies. *International Journal of Academic Research*, 3(2), Baku, Azerbaijan.
- Smith, M. K. (2012). 'What is Pedagogy?' The Encyclopedia of Informal Education. Infed.org
- Sustainable Development Policy Institute Report (2015). Making Quality Education Accessible in Pakistan – A Social Accountability Perspective Pakistan. SDPI, Islamabad.
- Sweetman, R. (2019). Incompatible enactments of learning outcomes? Leader, teacher and student experiences of an ambiguous policy object. *Teaching in Higher Education*, 24:2, 141- 156, <https://doi.org/10.1080/13562517.2018.1469486>