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Measuring PEELI's Impact on the English Classroom Teaching Practices in Punjab Schools

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ABSTRACT: *Punjab Education and English Language Initiative (PEELI) aims to develop Punjab school teachers professionally, according to world standards and teaching frameworks to improve teaching/ learning in the Punjab education department. This study investigates how this process of teacher training has affected the trained teachers' classroom practices in comparison with the untrained teachers. For this purpose, 64 English teachers and their 296 students were selected from different districts. Data collection was done through questionnaires. The respondents were divided into two categories: one group was Trained Teachers and their students while the other group was Untrained Teachers and their students. At the end of this experiment, an improved classroom management, an improved student management, an improved teaching/learning quality, improved linguistic competence, and better results were recorded among those students who were taught by Trained Teachers as compared to Untrained Teachers. Therefore, the results suggest that teachers must be trained for better teaching and also for the better academic achievement of the students.*

Keywords: Evaluation, teacher training, achievement, teacher effectiveness, activity-based

Introduction

Teachers are the harbingers of development and success for the future generations. The developed countries have revolutionized their societies through improved teaching. A focused, meaningful and result oriented teacher education can bring extraordinary improvement in the education system and hence the nation (Siddiqui, 2019).

Considering the impact of teachers' knowledge and skills on teaching learning process, a quality teacher training is necessary to impart quality education. In-service training not only improves working knowledge and skills of teachers and

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builds confidence in them, but also acts as a catalyst for teachers' effectiveness and leads to improved performance. It equips teachers with better classroom management, student management, resource management and self-management as well (Moon, Mayes & Hutchinson, 2004) and makes teachers able to accept the responsibility according to the change in the assignment and location of work. Also, to achieve better student learning outcomes by effectively focusing the diverse learners with their strengths and challenges and providing them support (Schmelkes, 2015). Trained teachers build better rapport with students and can be more inclusive, and motivating because training enables them to tailor their teaching for all kinds of learners. Now it has become more difficult to ignore the importance of collaboration and peer support and learning in classroom as against traditional one-way teacher where teacher is the only transmitter of knowledge and delivers one size fits all kind of teaching. This however, can be done with training the teachers into activity-based methods of teaching.

However, equipping teachers with training to face new challenges and changes in the education is also a challenge. Punjab Government is meeting this challenge through Quaid-e-Azam Academy for Educational Development (QAED). These QAEDs provide professional training to the teachers and cater to a variety of training programs. These centers provide pre – service, in service and promotion-based training programs. QAED collaborates with British Council for a number of teacher training programs and Punjab Education and English Language Initiative (PEELI) is one such initiative.

PEELI as a reliable provider of good quality education is catering to Punjab School Education Department's diverse and challenging expectations since 2014. It aims to develop teachers professionally, according to world standards and teaching frameworks to improve teaching/ learning in the Punjab education department. They are successfully responding to the imminent demand for meaningful and relevant teaching through their training. PEELI wants to assure that their training will prepare teachers for rewarding job experience and for professional growth. They provide professional development opportunities in the form of face to face training, online support, refresher courses, orientations, workshops, seminars and conferences etc. and train teachers to take charge of their own professional development by following prescribed teacher pathways for development in stages. They are training teachers in learner centered activity-based teaching methodology. Furthermore, they

are equipping teachers with self-reflection skills to identify their professional needs and find ways of better teaching.

Teaching Evaluation is considered important in teacher effectiveness and is an integral part of training. Evaluation of teachers is stressed not only for the sake of assessment but it also serves as an impetus for the professional growth of the teachers (Darling-Hammond, 2012). An effective Teaching evaluation can help to improve the quality of teaching (Cortez et al, 2018). Therefore, it should be well thought out and planned on standards.

Statement of the Problem

Our research problem is to measure the impact of PEELI teacher training on the classroom teaching practices of PEELI Trained school teachers in comparison to other Untrained Teachers and the difference of impact on the learning of their respective students. The main objectives of this evaluative study are to study the classroom practices of PEELI teachers in their classrooms as learnt through PEELI training program of QAID Punjab. Also, to examine the difference in the teaching practices of the PEELI Trained Teachers and Untrained Teachers. Moreover, to evaluate the effectiveness of the training with respect to student management, classroom management and learning management in order to study the effect of trained teaching practices on the student's achievements.

Scope of Study

The study has a wider scope due to the far-reaching nature of the results. It promises usefulness not only for teachers, trainers and students but also for the policy makers and will enable them to plan effective and result oriented training programs on improving the classroom practices and achievement of students.

Literature Review

Teacher education is considered a key for opening new vistas for development (Sık, K.et al, 2017). Well-trained and professionally qualified teachers have brought revolutionary changes in the society by making its students achieve national objectives through the process of education (Moon, Mayes & Hutchinson, 2004; Awan & Zia, 2015). Informed and skilled academia is also vital for making effective educational policies.

A well-trained teacher can perform well as compared to other teachers. Upgradation in teacher levels brings about innovation both in the subjects and methodology, especially in ever changing education technology, acquisition of new knowledge and the development of new skills (NRC, 2001). Trained teachers are adept at new teaching strategies at the same time adapting old ones to suit the new context in the class. They are better at student management, behavior management and can think of ways to manipulate resources for the best use of students (Gaten, 2014). They are trained to train students to think critically and be creative in their ideas instead of cramming up old concepts. Training makes the teachers abreast of the latest developments of the 21st century skills and therefore, instill leadership qualities in students (Er, Ulgu & Sari, 2012).

This study aligns with Gerber and Nicole's teacher evaluation (2019). Teacher evaluation is an integral part of training and assessment. It is considered to be important in teacher effectiveness (Borg, 2018). Teaching evaluation is perhaps the most difficult and least understood process (M. De Angelis et al, 2015). Firstly, because teacher evaluation is done for different purposes and these purposes get different responses from the teachers (Borg, 2018). Therefore, it is suggested that the aims of assessment should be carefully and sensitively planned (Cortez et al, 2018; Goe, & Miller, 2014; Santiago & Benavides, 2009). Historically, teachers' responses to evaluation are tricky as they respond better and openly when it is for their development and formative purposes and is not for accountability (Donaldson & Papay, 2014). This process has somewhat ensured that discussions are frank and honest about strengths and weaknesses (Murphy, 2013).

Secondly, teachers and students perceive good teaching and characteristic of good teachers differently. Researchers like (Bhatti, 2012; Hativa, Barak, & Simhi, 2001) have looked into teachers' view point of good teaching and good instructors and students' perceptions from faculty lens. The researchers that took students' perceptions of effective teaching (Miron & Mevorach, 2014; Schmelkin, 2002) have focused on exploring students' lens so that they can use findings regarding students' satisfaction with teaching for better future planning. However, these studies, were conducted in different settings, different students, and with different research methodologies and have provided different answers. This demands a further validated in our settings and additional relevant variables be examined. These issues

are also addressed in the current study where the above-mentioned contradictory lenses are used in a single study.

Thirdly, the essential conceptual difference in teacher quality and teaching quality (Cortez at el, 2018) where researchers like Darling-Hammond (2012) believe that teacher quality might be a bundle of personal traits, skills, and understandings an individual brings to teaching, including dispositions to behave in certain ways. However, others (Alhija, 2016) contend that teaching is the effective use of pedagogical techniques to produce learning outcomes for students. These researchers believe that good teaching focuses on teaching outcomes that lead students to effective and good quality learning (Hativa, 2015). Teaching quality refers to strong instruction that enables a wide range of students to learn (Goe, 2007).

Elaborating more on this matter, Goe proposed to consider a teacher quality an outcome of three aspects: inputs, processes and outcomes as follows:

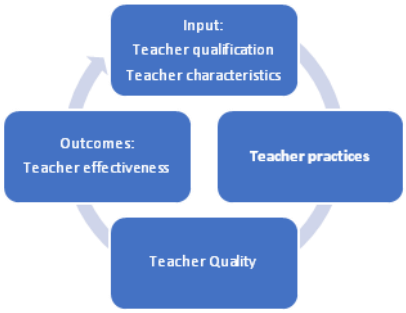

Figure 1

Components of teacher effectiveness. Adapted from (Goe, 2007).

According to Goe (2007) teacher assessment includes teacher qualifications (e.g. work experience), teacher characteristics (e.g. beliefs), or Teacher's classroom performance (e.g. pedagogy), and the qualities which are being judged are the teachers' inputs and/or processes of their practice. Under this definition teacher quality is independent of students' outcomes. On the other hand, teacher effectiveness is often found in the literature that considers the teachers' impact on students' outcomes in its various forms and measures (De Angelis, 2015). However, voices like Goswami and Abdul Mumit (2018) also caution against the washback effect of excessive reliance on using student evaluations of teaching effectiveness, as this results in grade inflation.

Considering all the above-mentioned debates which argue that teaching action, in fact, is particularly complex to observe and judge and its evaluation is in fact an analysis of a complex social reality. Its procedural nature prevents a cold assessment, distanced in time and space, and deals with dynamic events. Therefore, multiple lens approach was decided upon in this study, where, the teacher researcher can get that synthetic point of view and can illuminate the decisions to be taken in operational and professional contexts. The focus is on teaching processes implemented by teachers in classroom activities, and their performance as well.

Research Methodology

Keeping the research objectives as detailed above in mind, this quantitative comparative study was designed to be conducted in 7 different Punjab districts (Faisalabad, Chiniot, Khushab, Toba Tek Singh, Jhang, Sarghoda and Bhakkar) that fall in training periphery of QAED Faisalabad, where the PEELI training was conducted along with other QAEDs. The quantitative research design helped in numerical study of teaching practices data gathered through survey questionnaires. In total, 32 schools where the PEELI Trained teachers who were trained in activity based, learner centered classroom management worked, were selected for this purpose. As our research study is related to English subject taught in primary secondary and elementary schools so these schools were included in the population. In particular, in each school two different groups of respondents, one Trained Teacher and their students and other Untrained Teacher along with their students were selected for the comparative study.

Table

Districts and Sample Groups

S.No	District	Primary Schools	Elementry Schools	Trained teachers	Untrained teachers	Trained teachers' sts	Untrained teachers' sts
1	Faisalabad	4	3	6	6	28	28
2	Jhang	4	2	6	6	30	30
3	Khushab	4	1	5	5	20	20
4	Sarghoda	3	-	3	3	16	16

5	T T Singh	3	2	5	5	20	20
6	Bhakkar	3	1	4	4	18	18
7	Chiniot	2	1	3	3	16	16
Total	7	23	10	32	32	148	148

Research Tools

To measure the impact of PEELI teacher training on the academic performance of teachers and their students in comparison with other teachers of those schools in which PEELI teachers worked. Two sets of questionnaires were developed and color coded for separate collection. The orange questionnaire set had two questionnaires one for the PEELI trained teacher and the other for their students (statements adapted and graded to students' level). The grey questionnaire set also had two questionnaires: one for untrained teachers and the other for their students. The questionnaires were developed on those activity-based, learner centered classroom management and assessment practices that the PEELI teachers were trained in, according to the CPD framework of teachers. Every possible effort was made to arrange each item at per proper place for collecting relevant information from the respondents included in the sample. For the validation of the questionnaires, the teaching practice indicators were taken from the British Council CPD frame work for teachers. The scale consists of 16 items and ratings ranged from 1(never) to 3(Always).

The student questionnaire was adapted and graded to their level. It was told to respondents that all the data given by them will only be used for research study (Murphy, 2013). These tools were validated through pilot testing to prevent the data from being worthless and misleading. Reliability of the research questionnaires was calculated by using SPSS (Statistical Package for Social Sciences). Only those statements were retained which were found statistically significant in the results of pilot testing, and calculating reliability (Field, 2009). The sample is reached through friends, colleagues and trainees. Convenience sampling method is useful and less expensive (Ackoff, 1953). The Trained Teachers also helped in reaching Untrained Teachers and their students of their schools for the purposes of highlighting the difference, if any.

The study is a quantitative group comparison (*t*-test) designed to find out the significance of the impact of PEELI training on the Trained Teachers' teaching practices, student management, interaction patterns, student performance and learning outcomes in comparison with other Untrained Teachers who are not PEELI Trained. Comparisons are used to determine the relationships by studying the responses of two sets of respondents that are exposed to different teachings. Comparative analysis as a methodology (Bukhari, 2011) sharpens our power of description. We can see what is not there; we can understand the importance of a specific absence (Burke, 2012). At the root of the research design of this study is a theoretical-methodological reference (M. De Angelis, 2015; Bukhari, 2011) of standard teaching practices (British Council's teaching framework). This set of criteria used to evaluate each aspect of two groups under comparison guarantees scientific rigor to the inferences and conclusions. Comparison has played a central role in concept formation by bringing into focus suggestive similarities and contrasts among the trained teachers and their students from untrained teachers and their students. The choice of different for the discussion is another point that deserves to be stressed for the redefinition of teaching practices in the classroom, as opposed to traditional teaching. This methodological option considers that the reflections should take into account all aspects of the practice in complex contexts (Neves, 2015). Based on this design, the answers given by Trained teachers and Untrained teachers were described and compared at two levels: between the two groups of teachers (trained teachers and untrained teachers) so that similarities and divergences could be verified; And between the two groups of students (trained teachers' students and untrained teachers' students) and with the theoretical references that deal with evaluation of teaching.

Data Analysis

The collected data was properly tabulated, analyzed and interpreted by using SPSS in terms of frequency percentages to work out overall score of each item in the light of objectives of the study. Independent sample *t*-test were applied to compare the teachers' and students' responses. The results of data analysis are shown in the table:

Table

Results

	Category	Always	Some times	Nevr	t	df	Sig. (2-tailed)	*(M)*	*(SD)*
1. Managing Learning									
Explanation Clarity	Trained Teacher	75.0%	25.0%	-	1.59	1.59	1.59	1.59	1.59
	Untrained Teacher	56.3%	43.8%	-	1.58	60.89	0.12	2.56	0.50
	Trained Teachers' Sts	62.8%	30.4%	6.8%	2.17	294.0	0.03	2.56	0.62
	Untrained Teacher Sts	52.9%	33.8%	13%	2.17	288.1	0.03	2.39	0.72
Concept Check	Trained Teacher	81.0%	18.0%	-	2.21	62.00	0.03	2.81	0.40
	Untrained Teacher	56.3%	43.8%	-	2.21	58.75	0.03	2.56	0.50
	Trained Teachers' Sts	56.1%	37.2%	6.8%	4.66	294.0	0.00	2.49	0.62
	Untrained Teacher Sts	31.8%	50.0%	18%	4.66	290.3	0.00	2.14	0.70
Asking Questions	Trained Teacher	75.0%	25.0%	-	1.68	62.00	0.10	2.75	0.44
	Untrained Teacher	62.5%	25.0%	12%	1.68	51.38	0.10	2.50	0.72
	Trained Teachers' Sts	67.6%	27.7%	4.7%	7.04	294.0	0.00	2.63	0.58
	Untrained Teacher Sts	30.4%	49.3%	20%	7.04	282.2	0.00	2.10	0.71
Making Students ask Question	Trained Teacher	75.0%	18.8%	6.3%	0.46	62.00	0.65	2.69	0.59
	Untrained Teacher	62.5%	37.5%	-	0.46	59.98	0.65	2.63	0.49
	Trained Teachers' Sts	55.4%	31.1%	13%	3.90	294.0	0.00	2.42	0.72

s	Untrained Teacher Sts	35.8%	35.8%	28%	3.90	290.6	0.00	2.07	0.80
				2. Managing Learners					
Equal Tasks in Activity	Trained Teacher	50.0%	37.5%	12%	1.22	62.00	0.23	2.38	0.71
	Untrained Teacher	50.0%	37.5%	12%	1.22	61.97	0.23	2.16	0.72
	Trained Teachers' Sts	43.2%	39.9%	16%	3.05	294.0	0.00	2.26	0.73
	Untrained Teacher Sts	28.4%	43.2%	28%	3.05	293.6	0.00	2.00	0.76
Making Groups	Trained Teacher	31.3%	62.5%	6.3%	0.94	62.00	0.35	2.25	0.57
	Untrained Teacher	18.8%	75.0%	6.3%	0.94	60.76	0.35	2.13	0.49
	Trained Teachers' Sts	41.2%	48.6%	10 %	5.98	294.0	0.00	2.31	0.65
	Untrained Teacher Sts	16.2%	52.7%	31 %	5.98	293.5	0.00	1.85	0.67
Time Manage ment	Trained Teacher	68.8%	31.3%	-	1.60	62.00	0.11	2.72	0.46
	Untrained Teacher	56.3%	37.5%	6.3%	1.60	56.90	0.11	2.50	0.62
	Trained Teachers' Sts	46.6%	41.2%	12 %	1.94	294.0	0.05	2.34	0.69
	Untrained Teacher Sts	38.5%	41.2%	20 %	1.94	291.9	0.05	2.18	0.75
Engaging All Students	Trained Teacher	81.3%	12.5%	6.3%	1.65	62.00	0.10	2.78	0.49
	Untrained Teacher	75.0%	25.0%	-	1.65	60.83	0.10	2.56	0.56
	Trained Teachers' Sts	57.5%	34.5%	8.1%	3.54	294.0	0.00	2.49	0.64
	Untrained Teacher Sts	41.2%	37.8%	20%	3.54	285.7	0.00	2.20	0.77

3. Managing Skills									
Classroom Reading	Trained Teacher	43.8%	50.0%	6.3%	0.38	62.00	0.70	2.38	0.61
	Untrained Teacher	43.8%	43.8%	12%	0.38	61.00	0.70	2.31	0.69
	Trained Teachers' Sts	60.8%	36.5%	2.7%	5.46	294.0	0.00	2.58	0.55
	Untrained Teacher Sts	35.1%	48.0%	16%	5.46	277.7	0.00	2.18	0.70
Classroom Listening	Trained Teacher	62.5%	25.0%	12%	3.48	62.00	0.00	2.50	0.72
	Untrained Teacher	12.5%	68.8%	18%	3.48	58.71	0.00	1.94	0.56
	Trained Teachers 'Sts	45.3%	40.5%	14.%	5.48	294.0	0.00	2.31	0.71
	Untrained Teacher Sts	23.0%	37.8%	30.%	5.48	291.6	0.00	1.84	0.77
Speaking Skills Improvement	Trained Teacher	68.8%	25.0%	6.3%	2.56	62.00	0.01	2.63	0.61
	Untrained Teacher	37.5%	50.0%	12%	2.56	61.62	0.01	2.22	0.66
	Trained Teachers' Sts	29.1%	53.4%	17%	2.60	294.0	0.01	2.11	0.68
	Untrained Teacher Sts	23.6%	42.6%	33%	2.60	290.5	0.01	1.90	0.75
Making Students Think & Compare	Trained Teacher	56.3%	37.5%	6.3%	1.11	62.00	0.27	2.56	0.62
	Untrained Teacher	43.8%	56.3%	-	1.11	59.33	0.27	2.41	0.50
	Trained Teachers' Sts	50.7%	39.2%	10 %	4.86	294.0	0.00	2.41	0.67
	Untrained Teacher Sts	27.7%	45.3%	27 %	4.86	290.8	0.00	2.01	0.74

4. Managing Learner centeredness									
Activity - Based skills Teaching	Trained Teacher	62.1%	31.3%	6.3%	3.31	62.00	0.00	2.59	0.62
	Untrained Teacher	25.0%	56.3%	18%	3.31	61.56	0.00	2.06	0.67
	Trained Teachers' Sts	43.9%	47.3%	8.8%	3.06	294.0	0.00	2.35	0.64
	Untrained Teacher Sts	34.5%	41.2%	24%	3.06	285.0	0.00	2.10	0.76
Making Sts Explore Learning	Trained Teacher	43.8%	50.0%	6.3%	2.13	62.00	0.04	2.38	0.61
	Untrained Teacher	18.8%	68.8%	12%	2.13	61.64	0.04	2.06	0.56
	Trained Teachers' Sts	46.6%	42.6%	10 %	5.85	294.0	0.00	2.36	0.67
	Untrained Teacher Sts	19.6%	50.0%	30 %	5.85	293.4	0.00	1.89	0.70
Learning Assessment	Trained Teacher	62.5%	37.5%	-	1.43	62.00	0.16	2.66	0.48
	Untrained Teacher	56.3%	31.3%	12 %	1.43	54.36	0.16	2.44	0.72
	Trained Teachers' Sts	51.4%	34.5%	14 %	3.09	294.0	0.00	2.37	0.72
	Untrained Teacher Sts	35.8%	38.5%	25 %	3.09	292.2	0.00	2.10	0.78
Learning Improvement	Trained Teacher	75.0%	18.8%	6.3%	1.61	62.00	0.11	2.75	0.51
	Untrained Teacher	62.5%	25.0%	12%	1.61	55.80	0.11	2.50	0.72
	Trained Teachers' Sts	55.4%	31.1%	13 %	2.84	294.0	0.01	2.42	0.72
	Untrained Teacher Sts	41.2%	34.5%	24 %	2.84	291.1	0.01	2.17	0.79

Interpretation of Results

Managing Learning

- **The teacher explains the concept with proper examples and explanations are clear.**

  The 32 teachers who received training in Explanation clarity (*M*=2.75*, SD*=.44) compared to the 32 Untrained Teachers in the control group (*M*=2.56 *, SD*=.50) demonstrated better explanation clarity scores t (62)=1.58, *p* = .1, however, the effect is not significant enough in teachers' responses. On the other hand, the effect was significant in the student responses of Trained Teachers (*M*=2.56*, SD*=.62) and Untrained Teachers (*M*=2.39*, SD*=.716) regarding their respective teachers' competence in explanation clarity; t(294)=2.17,*p* =.03 reflecting significance of training in changing teacher practices.

- **During teaching the teacher checks that students have understood the concept.**

  The teachers who received training in Concept Checking (*M*=2.81*, SD*=.39) compared to the Untrained Teachers (*M*=2.49*, SD*=.62) demonstrated significantly better explanation clarity scores: t (62) =2.20, *p* = .03. This trend is further enhanced in the student responses of Trained Teachers (*M*=2.49*, SD*=.62) and Untrained Teachers (*M*=2.14*, SD*= .69) regarding their respective teachers' competence in checking the concept; t (294) =4.66, *p* =.000 reflecting significance of training in changing teacher practices.

- **The teacher asks questions during teaching (Eliciting and Concept Checking).**

  Although the teachers who received training (*M*=2.75*, SD*=.44) compared to the Untrained Teachers (*M*=2.50*, SD*=.71) demonstrated better elicitation scores but their difference is not significant: t (62) =1.67, *p* = .09. However, in the student responses of Trained Teachers (*M*=2.70*, SD*=.54) and Untrained Teachers (*M*=2.37*, SD*= .71) regarding their respective teachers' competence in eliciting; t (138) =5.28, *p* =.000 significance of training in changing teacher practices in elicitation is reflected significantly.

- **The teacher makes students ask questions during teaching.**

The teachers who received training in making students ask questions (*M*=2.69*, SD*=.59) compared to the Untrained Teachers in the control group (*M*=2.63 *, SD*=.49) demonstrated better scores t (62)=.45, *p* = .6, however, the effect is not significant enough in teachers' responses as they both report making students ask questions. On the opposite side, the student responses of Trained Teachers (*M*=2.42*, SD*=.71) and Untrained Teachers (*M*=2.07*, SD*=.80) regarding their respective teachers' competence in making students ask questions; t(294)= 3.89, *p* =.000 reflecting significance of training in changing teacher practices regarding making their students ask questions.

Managing Learners

- **The teacher gives equal tasks to everyone in a teaching activity.**

The teachers who received training in giving equal tasks to all students (*M*=2.38*, SD*=.70) compared to the Untrained Teachers in the control group (*M*=2.16*, SD*=.72) demonstrated better scores t (62) =1.2, *p* = .22, however, the difference in practice is not significant enough in teachers' responses. On the contrary, significant difference was observed in the student responses of Trained Teachers (*M*=2.26*, SD*=.73) and Untrained Teachers (*M*=2.00*, SD*=.75) regarding their respective teachers' competence in giving equal tasks to students; t(294)=3.04 ,*p* =.003 reflecting significance of training in changing teacher practices.

- **Teacher makes groups when teaching and gives tasks in the groups for learning.**

According to Trained Teachers, (*M*=2.25*, SD*=.56) compared to the Untrained Teachers in the control group (*M*=2.13*, SD*=.49) better scores in group making were reported, however, the effect difference is not significant in teachers' responses although, both claim using groups in teaching: t (62) =.94, *p* = .35. Contrary, the difference in effect was significant in the student responses of Trained Teachers (*M*=2.31*, SD*=.64) and Untrained Teachers (*M*=1.85*, SD*=.67) regarding their respective teachers' practices; t (294) = 5.98, p = .000 reflecting significance of training in equipping teachers with the skills to teach in groups. Overall Trained Teachers' classroom was found more inclined to group learning.

- **The teacher manages the time well when teaching and does not waste time.**

  Trained Teachers (*M*=2.72*, SD*=.45) compared to the Untrained Teachers (*M*=2.50*, SD*=.62) demonstrated better scores in time management, however, the effect difference is not significant in teachers' responses as, both claim managing time well while teaching: t (62) = 1.60, *p* = .11. The difference in effect was significant in the student responses of Trained Teachers (*M*=2.34*, SD*=.68) and Untrained Teachers (*M*=2.18*, SD*=.74) regarding their respective teachers' practices; t (294) = 1.94, p = .000 reflecting significance of training in making teachers manage time well.

- **The teacher engages all the students when teaching.**

  The teachers who received training in Engaging all students (*M*=2.78*, SD*=.49) compared to the Untrained Teachers in the control group (*M*=2.5*, SD*=.56) demonstrated better scores: t (62) =1.65, *p* = .1, however, the effect is not significant enough in teachers' responses where both category of teachers mostly believe they engage all the students. On the other hand, the effect difference was significant in the student responses of Trained Teachers (*M*=2.49*, SD*=.64) and Untrained Teachers (*M*=2.20*, SD*=.76) regarding their respective teachers' competence in student engagement; t (294) =3.53, *p* =.000 reflecting significance of training in making teachers engage all students.

Managing Skills

- **The teacher makes students read during the lesson (Classroom reading).**

  Although the teachers who received training (*M*=2.38*, SD*=.60) compared to the Untrained Teachers in the control group (*M*=2.31*, SD*=.69) demonstrated better classroom reading scores t (62) =.38, *p* = .7, however, the effect difference is not significant in teachers' responses as both claim using classroom reading in teaching. On the other hand, the difference in effect was significant in the student responses of Trained Teachers (*M*=2.58*, SD*=.54) and Untrained Teachers (*M*=2.18*, SD*=.70) regarding their respective teachers' classroom reading practices; t(294)= 5.45 ,*p* = .000

reflecting significance of training in making teachers use reading skill in teaching.

- **The teacher makes students listen to another student's ideas on the subject during the lesson.**

The teachers who received training (*M*=2.5*, SD*=.71) Compared to the Untrained Teachers (*M*=1.9*, SD*=.56) demonstrated significantly better scores: t (62) =3.48, p = .001. This trend is further endorsed in the student responses of Trained Teachers (*M*=2.31*, SD*=.70) and Untrained Teachers (*M*=1.84*, SD*= .77) regarding their respective teachers' competence in using classroom listening; t (294) =5.48, p =.000 reflecting significance of training in making teachers use listening skill in teaching.

- **Students' speaking skill has improved because of participation in learning activities**.

The teachers who received training (*M*=2.63*, SD*=.60) compared to the Untrained Teachers or control group (*M*=2.22*, SD*=.65) reported significantly better student speaking scores: t (62) = 2.56, p = .01. This trend is reflected in the student responses of Trained Teachers (*M*=2.11*, SD*=.67) and Untrained Teachers (*M*=1.90*, SD*= .75) regarding their speaking skill improvement; t (294) = 2.59, p =.01 reflecting significant difference in speaking skill improvement of trained teachers' students. The learning activities in the Trained Teachers' classroom made students to improve their speaking skills. The value attached to playing with language promotes students' global, holistic learning (Caon & Rutka, 2004)

- **The teacher makes students think and compare concepts during the lesson (High order thinking skills).**

Although the teachers who received training (*M*=2.56*, SD*=.61) compared to the Untrained Teachers in the control group (*M*=2.41*, SD*=.49) demonstrated better scores in their claim to make their students think and compare concepts, however, the effect difference is not significant in teachers' responses as both claim using classroom reading in teaching: t(62) = 1.11, p = .27. Contrary, the difference in effect was significant in the student responses of Trained Teachers (*M*=2.41*, SD*=.66) and Untrained Teachers (*M*=2.01*, SD*=.74) regarding their respective teachers' practices; t

(294) = 4.85, p = .000 reflecting significance of training in equipping teachers with the skills to make students reflect and draw comparisons.

Managing Learner Centered Teaching

- **Activity based method teaching:**

  The teachers who received training in Activity Based Skills Teaching (*M*=2.59*, SD*=.61) compared to the Untrained Teachers (*M*=2.06*, SD*=.66) demonstrated significantly better scores: t (62) =3.30, *p* = .002. This trend is further enhanced in the student responses of Trained Teachers (*M*=2.35*, SD*=.63) and Untrained Teachers (*M*=2.10*, SD*= .76) regarding their respective teachers' competence in teaching activity-based skills; t (294) =3.06, *p* =.002 reflecting significance of training in changing teacher practices to activity based.

- **The teacher makes students explore learning through different tasks.**

  The Trained Teachers (*M*=2.63*, SD*=.60) compared to the Untrained Teachers or control group (*M*=2.22*, SD*=.65) reported significantly better scores: t (62) = 2.12, *p* = .03. This trend is reflected in the student responses of Trained Teachers (*M*=2.36*, SD*=.67) and Untrained Teachers (*M*=1.89*, SD*= .70) regarding student exploration in learning; t (294) = 5,84, *p* =.000 reflecting significant difference in student responses claiming that the trained teachers are adept at making students explore learning and their students agree to that as well.

- **The teacher assesses learning during the lesson (formative assessment).**

  The data shows that although the teachers who received training (*M*=2.56*, SD*=.61) compared to the Untrained Teachers in the control group (*M*=2.4 *, SD*=.49) demonstrated better scores in classroom assessment, however, the difference is not significant in teachers' responses as both claim using classroom assessments: t (62)=1,43, *p* = .15. On the opposite side, the difference in effect was significant in the student responses of Trained Teachers (*M*=2.37*, SD*=.72) and Untrained Teachers (*M*=2.10*, SD*=.78) regarding their respective teachers' practices; t (294) = 3.09, p =

.002 reflecting significance of training in equipping teachers with classroom assessment skills.

- **Students' results have improved due to the way the teacher is teaching.**

  The teachers who received training (*M*=2.75*, SD*=.50) compared to the Untrained Teachers in the control group (*M*=2.50*, SD*=.71) demonstrated better scores: t (62) =1.60, p = .11, however, the difference is not significant enough in teachers' responses as both claim the improvement in their results due to the way they teach. On the other hand, a significant difference was recorded in the student responses of Trained Teachers (*M*=2.42*, SD*=.71) and Untrained Teachers (*M*=2.17*, SD*=.79) regarding their result improvement; t(294)=2.83, p =.005 reflecting significance of training in making teachers teach in a way that improves student results.

Results: Trained Teachers Vs Untrained Teachers

Table 4 indicates that it is obvious that Trained Teachers response to professional practices is more confident and expert than Untrained Teachers and it also shows that there is a significant difference in the teaching of Trained and Untrained teachers which is brought about by training. Furthermore, the Trained Teachers' responses are more in sync with their students which shows that their clarity in teaching concepts is reflected in their classroom teaching practice which is endorsed by their students. The significant percentage difference in the responses of Trained and Untrained Teachers show that Untrained Teachers fluctuate in standard teaching practices and their concepts are random. This difference is reflected through their differences with their students' perception of their teaching. It is therefore concluded that the teaching of Trained Teachers has improved due to training and it has significant impact on their classroom teaching practices and methodology.

Results: Trained Teachers' Students Vs Untrained Teachers' Students

Table 4 indicates that Trained Teachers' students are in agreement with their teachers' responses and practices more than Untrained Teachers' students. Students of Trained Teachers are more confident, responsive learners and are showing skills development and better results. The significant difference in the student responses confirms that Trained Teachers' teaching practices have significant impact on the achievement of the students. The students in the Untrained Teachers are less

exposed to activities that are heterogeneous, collaborative and communicative aimed at involving the students for their learning and skills development.

Findings

The purpose of this comparative study was to investigate the impact of PEELI Training on English classroom teaching of trained teachers that is activity based, learner centered, in comparison with traditional teaching practices of Untrained Teachers. The results proved that the training has positive impact on Trained Teachers' teaching practices and also on their students' skills improvement and learning achievement. The results of this study are consistent with the results of the researchers like Farooq and Shahzadi (2006), Donaldson, Papay, (2015) and Boudersa, (2016) who stated that there is a significant difference in the teaching of Trained and Untrained teachers. Trained Teachers can better use their ability to impact and influence students to perform and achieve learning outcomes. Moreover, trained teachers apply different teaching methods more consistently. Since the data was collected through questionnaire and to paint a valid picture both student and teacher responses were considered important. The Trained Teachers' teaching practices emphasized cooperative learning as a methodology, highlighting the social dimension of the learning process, enhancing the skills of a group of learners, rather than the ones of the single learner. Through giving on hand learning tasks to the students, they achieved the objectives together with students by facilitating and creating learning opportunities. So that all the students engage in skills learning.

Conclusion

It is concluded from the findings that PEELI teacher training has strong impacts on the teaching practices of teachers and academic achievement of the students. Teaching skills have improved with the help of training program. In this way teaching learning process is made collaborative, interactive, engaging and result oriented. It was noted during the research that a Trained Teacher is more adept and confident in using variety of teaching techniques in the classroom.

The development stage of the teachers is not considered in this study. The study could not also focus on the urban and rural factors and gender advantages and disadvantages in its scope. Moreover, choosing the same level schools as sample could have been better as primary staff in higher secondary schools may have more professional development opportunities and exposure in comparison with

standalone primary schools. It is recommended that untrained teachers should be trained on emergency basis, after the training there should be a sustainable system of monitoring and evaluation; QAEDs should provide quality trainers who are validated by some external body and merit should strictly be followed; the quality of professional degrees for the teachers should be raised and the teachers should be validated by experts who are trained on international standards; and teachers should be payed and given promotion according to their professional development stage.

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