



# Evaluating the Changes of British Council Training Program English as Medium of Instruction in Primary School Teachers in Khyber Pakhtunkhwa, Pakistan

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**Abstract-** The present study would explore the changes the training program brings in Primary School Teachers in Khyber Pukhtunkhawa. The objective of the study was to explore the changes the training program brought in Primary school teachers. The primary school teachers who successfully completed grade III training English as Medium of Instruction in Khyber Pukhtunkhawa were the population of the study. The study was delimited to male primary school teachers of the three districts namely Mardan, Peshawar and Swabi of Khyber Pakhtunkhwa. The target population was 1947 male primary school teachers from which a sample of 330 primary school teachers was selected. The data was collected through a self-developed questionnaire of five Likert scale and fed into the SPSS Version 16 and analyzed through percentage and chi-square. The results of the study illustrated that after the training the primary school teachers were able to use English as Medium of Instruction. The study recommended that such trainings should be arranged for teachers to improve their skills of using English as Medium of Instruction.

**Keywords:** British Council, Primary School Teachers, English as Medium of Instruction, Activity Based Teaching and Students Centered Teaching.

## I. INTRODUCTION

The collection of all those planning and policies that are made to train teachers in contents, attitude and skills necessary for their job is called teachers' education. According to S.M. Shahid (2007) teacher education does not only mean how to teach but make teachers dynamic and innovative in their approach to teaching. Trainee teachers learnt how to get maximum results through minimum use of energy, time and resources. Similarly, Bennet (2000) the modern world teacher needs to be dynamic because due to technology everything is changing rapidly. Teacher must be trained to be scientific and logical in thinking and sympathetic towards students.

English has become a global language the last twenty to thirty year and it has dominated the world market in general and the linguistic side in particular. Education is also one of the sectors affected heavily by this trend. English as Medium of Instruction is a burning issue for the world's leaders in non English speaking countries in post colonial world in Asia because it is a direct threat to their culture and society (Tsui, 2004). The KP government shows its interest in teachers' professional development which will ultimately improve the whole system of education. For the above mentioned propose the Elementary and Secondary Education Department (ESED) Khyber Pakhtunkhwa and British Council Pakistan signed a Memorandum of Understanding to improve the quality of teaching and practices of all primary school teachers of Khyber Pakhtunkhwa.

## II. LITERATURE REVIEW

English language teaching faced many challenges in the past and even now also. Changes are accruing in English language teaching continuously to adopt the teaching style to the changing circumstances (Willis and Willis, 1996). The most important challenge in the present situation is found, recruit and train enough language teachers to teach effectively to students and make them capable to survive in the global environment (Tribble, 2012).

The governments all over the world are facing problems because the numbers of students are increasing rapidly in the international market. This rapid increased in the number of students who wanted to learn English forced the governments to induct teachers who are trained to teach their students effectively (Boix et al., 2011; Wedell, 2009). Internationally, a large number of students start to learn English at primary level.

Their working hours to learn English increased when take admission in high schools. In many case, it is observed that these students continue their journey of learning English in Universities also and particularly in those countries where signs of internationalization are evident in their education. English is becoming the communication tool of the world and this scenario suggests that many teachers needed to fulfill the needs of students in these countries (Graddol, 2006; Gimenez, 2009). This scenario created a shortage of English Language teachers which need an urgent solution.

English as medium of instruction had a problematic nature therefore many countries of the world made effective policies but still there are many which do not have policies. Those countries which do not have policies for English were more flexible towards the medium of instruction. They changed their policies according to their academic, political and social needs. As a result, a lot of differences are found in the quality of teachers in those countries (Barduhn & Johnson, 2009). Similarly, if quality teachers are recruited and trained accordingly but still there is an issue that some of the very good teachers may quit the job. A lot of researches had been done on the same issue (Coombe & Barlow, 2007; British Council, 2015), but still there are areas that need research to reach a conclusion, especially the methods of recruiting teachers, professional trainings and the policy how to retain competent and professionally trained language teachers. A system using English as a medium of instruction inside the classrooms is called English Medium Education. Manivannan (2006) explained that English had many functions and used in many fields. For many occupations and profession knowledge of English is must and compulsory therefore many countries of the world made English as medium of instruction as an integral part of their curriculum and institutions (Muhammad, 2009). The problem related to medium of instruction is the most controversial and has a historical background as well (Mahboob, 2003).

Baloch (2003) said that the teachers' competencies in speaking and using English for instruction is directly linked therefore it is important to consider both making policy for English language teaching. Tahir (2007) discussed the problems of teachers and found that in the present situation in Pakistan the teachers are not in a position to use English as medium in the whole class due to lack of competency in speaking English. Similarly, Mansoor (2005) stated some problems like controlling language first during instruction, adopting new language habits, pronunciation issues and problem of accurate translation of language related to English medium instruction in teaching.

Listening, speaking, reading and writing are the four basic skills necessary for learning a language (Bel & Luis, 2010). Shamim (2008) observed that the general assumption about teachers is that some teachers are competent in reading and writing but weak in the use of listening and speaking and vice versa. Furthermore, those teachers who have good communicative skills are liked by their students. They are followed as role model and competent teachers have more students. The teachers' competency in speaking makes his students also fluent in speaking (Maley, 2009).

Coleman (2010) stated that language experts have common opinion about the four basic aims of language teaching which are: ability to speak fluently, listen, write and read. Velasquez and Ocampo (2003) said that usually our teachers as well as our students do not get the chance to speak inside and outside the class. Our examination system mostly focused writing skills of students and speaking is not included in it. A lot of practice and attention is required for speaking fluently. The teachers should use the natural way for learning a language to speak which is listening and repeating the language. We all used the above mentioned method while learning our mother tongue (Cantoni, 2007). Mueen (1993) observed that another cause of ignoring the competencies of listening and speaking in Pakistan is that the teachers themselves are the product of the traditional systems and they are not competent in speaking English or teaching speaking in their classes. The shy and conservative teachers tried hard to speak confidently. The hard work makes their teaching better and they are able to teach language effectively. Pronunciation and grammar are must for language teaching without these two it will be difficult to teach effectively and accurately (Fiorito, 2005).

### III. OBJECTIVES OF THE STUDY

1) To explore the changes the training program brings in Primary School Teachers in Khyber Pakhtunkhwa.

### IV. HYPOTHESES OF THE STUDY

H0-1 There is no significant relationship between training program and the enhancement of primary school teachers' professional skills.

## V. RESEARCH METHODOLOGY

The nature of this study is descriptive and the type is quantitative. The present study evaluates the role of British Council program training program English as Medium of Instruction for primary school teachers in Khyber Pakhtunkhwa.

### Population of Study

The population of the study is the 24000 (Annual School Statistics, 2017) primary school teachers who complete grade III training under British Council training program English as Medium of Instruction in Khyber Pakhtunkhwa. Due to financial and cultural constraints the study is delimited to three district of Khyber Pakhtunkhwa namely Mardan, Peshawar and Swabi. The target population is 1947 male primary school teachers of district Mardan, Peshawar and Swabi who successfully completed their training under grade III training program of British Council in using English as Medium of Instruction in Khyber Pakhtunkhwa (Annual School Statistics, 2017-18). So, 1947 male primary school teachers were the target population for this study.

In district Mardan 802, Peshawar 583 and Swabi 562 teachers successfully completed grade III training English as Medium of Instruction in 2017. The sample size of the above population is 330 according to L.R. Gay (1996). One hundred and ten primary school teachers from each district were selected and questionnaires were filled from them. A close ended and self-developed questionnaire was developed on five Likert scale ranging from strongly agreed to disagree and it was finalized after consultation with the supervisor. The questionnaire includes fifty items, ten items each on the five objectives of the study.

## VI. DATA AND DATA COLLECTION

The researcher firstly received the permission letter from the university and DEOs of the concerned districts. Then personally visited to the selected schools of district Mardan, Peshawar and Swabi and filled the questionnaires from three hundred and thirty (330) primary school teachers (one hundred and ten from each district) who completed grade III training English as Medium of Instruction under the British Council.

The data was collected through a five Likert scale self made questionnaire from primary school teachers of district Mardan, Peshawar and Swabi who complete grade III training under British Council. The collected data was first fed into SPSS version 16 and then it was analyzed through percentage and Chi-Square test. The analyzed data was put into tables item by item and then it was interpreted below the tables.

## VII. RESULTS

### 1) My subject knowledge of English is increased in the training.

	Frequency	Percent	Cumulative Percent	T-value	Residual	Chi-Square value ( $\chi^2$ )
SA	137	41.5	41.5	9.49	71.0	395.12
A	170	51.5	93.0		104.0	(df) 4
UD	5	1.5	94.5		-61.0	
SDA	10	3.0	97.6		-56.0	
DA	8	2.4	100.0		-58.0	
Total	330	100.0				

One hundred and thirty seven (137) primary school teachers strongly agreed and one hundred and seventy (170) agreed with cumulative percent of 93.0 which shows that majority of the primary school teachers either agreed or strongly agreed that the training increased their subject knowledge of English. Comparatively, primary school teachers who strongly disagreed are ten (10) and eight (08) teachers disagreed with cumulative percent of 5.4 while five (05) primary school teachers are undecided about the above statement with cumulative percent of 1.5. The result is strongly supported by Chi-square value 395.12 which is much greater than the t-value (9.49) at  $\alpha = 0.05$ . Therefore, the null hypothesis was rejected.

**2) The training helped me to adopt Student Centered Approach in my teaching.**

	Frequency	Percent	Cumulative Percent	T-value	Residual	Chi-Square value ( $\chi^2$ )
SA	94	28.5	28.5	9.49	28.0	395.97
A	196	59.4	87.9		130.0	(df) 4
UD	21	6.4	94.2		-45.0	
SDA	5	1.5	95.8		-61.0	
DA	14	4.2	100.0		-52.0	
Total	330	100.0				

Ninety four (94) primary school teachers strongly agreed and one hundred and ninety six (196) agreed with cumulative percent of 87.9 which shows that majority of the primary school teachers either agreed or strongly agreed that the training helped them to adopt student centered approach in their classes. Comparatively, primary school teachers who strongly disagreed are five (05) and fourteen (14) teachers disagreed with cumulative percent of 5.7 while twenty one (21) primary school teachers are undecided about the above statement with cumulative percent of 6.4. The result is strongly supported by Chi-square value 395.97 which is much greater than the t-value (9.49) at  $\alpha = 0.05$ . Therefore, the null hypothesis was rejected.

**3) It helped me to adopt Activity Based Teaching.**

	Frequency	Percent	Cumulative Percent	T-value	Residual	Chi-Square value ( $\chi^2$ )
SA	123	37.3	37.3	9.49	57.0	437.90
A	188	57.0	94.2		122.0	(df) 4
UD	14	4.2	98.5		-52.0	
SDA	2	.6	99.1		-64.0	
DA	3	.9	100.0		-63.0	
Total	330	100.0				

One hundred and twenty three (123) primary school teachers strongly agreed and one hundred and eighty eight (188) agreed with cumulative percent of 94.4 which shows that majority of primary school teachers either agreed or strongly agreed that the training helped them to adopt activity based teaching in their classes. Comparatively, primary school teachers who strongly disagreed are two (02) and three (03) teachers disagreed with cumulative percent of 1.5 while fourteen (14) primary school teachers are undecided about the above statement with cumulative percent of 4.2. The result is strongly supported by Chi-square value 437.90 which is much greater than the t-value (9.49) at  $\alpha = 0.05$ . Therefore, the null hypothesis was rejected.

**4) My job related skills of effective teaching are improved.**

	Frequency	Percent	Cumulative Percent	T-value	Residual	Chi-Square value ( $\chi^2$ )
SA	106	32.1	32.1	9.49	40.0	380.75
A	187	56.7	88.8		121.0	(df) 4
UD	25	7.6	96.4		-41.0	
SDA	4	1.2	97.6		-62.0	
DA	8	2.4	100.0		-58.0	
Total	330	100.0				

One hundred and six (106) primary school teachers strongly agreed and one hundred and eighty seven (187) agreed with cumulative percent of 88.8 which shows that majority of the primary school teachers either agreed or strongly agreed that their job related skills are improved in the training. Comparatively, primary school teachers who strongly disagreed are four (04) and eight (08) teachers disagreed with cumulative percent of 3.6 while twenty five (25) primary school teachers are undecided about the above statement with cumulative percent of 7.6. The result is strongly supported by Chi-square value 380.75 which is much greater than the t-value (9.49) at  $\alpha = 0.05$ . Therefore, the null hypothesis was rejected.

**5) I planned my activities properly after the training.**

	Frequency	Percent	Cumulative Percent	T-value	Residual	Chi-Square value ( $\chi^2$ )
SA	120	36.4	36.4	9.49	54.0	391.24
A	181	54.8	91.2		115.0	(df) 4
UD	20	6.1	97.3		-46.0	
SDA	4	1.2	98.5		-62.0	
DA	5	1.5	100.0		-61.0	
Total	330	100.0				

One hundred and twenty (120) primary school teachers strongly agreed and one hundred and eight one (181) agreed with cumulative percent of 91.2 which shows that majority of the primary school teachers either agreed or strongly agreed that they planned their activities properly after the training. Comparatively, primary school teachers who strongly disagreed are four (04) and eight (05) teachers disagreed with cumulative percent of 2.7 while twenty (20) primary school teachers are undecided about the statement with cumulative percent of 6.1. The result is strongly supported by Chi-square value 391.24 which is much greater than the t-value (9.49) at  $\alpha = 0.05$ . Therefore, the null hypothesis was rejected.

**6) It enabled me to teach effectively.**

	Frequency	Percent	Cumulative Percent	T-value	Residual	Chi-Square value ( $\chi^2$ )
SA	150	45.2	45.5	9.49	84.0	365.21
A	152	46.1	91.5		86.0	(df) 4
UD	12	3.6	95.2		-54.0	
SDA	6	1.8	97.0		-60.0	
DA	10	3.0	100.0		-56.0	
Total	330	100.0				

One hundred and forty nine (149) primary school teachers strongly agreed and one hundred and fifty two (152) agreed with cumulative percent of 91.5 which shows that majority of the primary school teachers either agreed or strongly agreed that the training enabled them to teach effectively. Comparatively, primary school teachers who strongly disagreed are six (06) and ten (10) teachers disagreed with cumulative percent of 4.8 while twelve (12) primary school teachers are undecided about the above statement with cumulative percent of 3.6. The result is strongly supported by Chi-square value 365.21 which is much greater than the t-value (9.49) at  $\alpha = 0.05$ . Therefore, the null hypothesis was rejected.

**7) My interest to learn English as a subject is raised**

	Frequency	Percent	Cumulative Percent	T-value	Residual	Chi-Square value ( $\chi^2$ )
SA	152	46.1	46.1	9.49	86.0	321.60
A	139	42.1	88.2		73.0	(df) 4
UD	16	4.8	93.0		-50.0	
SDA	6	1.8	94.8		-60.0	
DA	17	5.2	100.0		-49.0	
Total	330	100.0				

One hundred and fifty two (152) primary school teachers strongly agreed and one hundred and thirty nine (139) agreed with cumulative percent of 88.2 which shows that majority of the primary school teachers either agreed or strongly agreed that the training raised their interest to learn English as a subject. Comparatively, primary school teachers who strongly disagreed are six (06) and seventeen (17) teachers disagreed with cumulative percent of 7.0 while twelve (16) primary school teachers are undecided about

the above statement with cumulative percent of 4.8. The result is strongly supported by Chi-square value 321.60 which is much greater than the t-value (9.49) at  $\alpha = 0.05$ . Therefore, the null hypothesis was rejected.

**8) I managed my students effectively in the class after the training.**

	Frequency	Percent	Cumulative Percent	T-value	Residual	Chi-Square value ( $\chi^2$ )
SA	132	40.0	40.0	9.49	66.0	398.39
A	174	52.7	92.7		108.0	(df) 4
UD	19	5.8	98.5		-47.0	
SDA	2	.6	99.1		-64.0	
DA	3	.9	100.0		-63.0	
Total	330	100.0				

One hundred and thirty two (132) primary school teachers strongly agreed and one hundred and seventy four (174) agreed with cumulative percent of 92.7 which shows that majority of the primary school teachers either agreed or strongly agreed that they managed their students effectively in classes after the training. Comparatively, primary school teachers who strongly disagreed are two (02) and nine (03) teachers disagreed with cumulative percent of 1.5 while nineteen (19) primary school teachers are undecided about the above statement with cumulative percent of 5.8. The result is strongly supported by Chi-square value 398.39 which is much greater than the t-value (9.49) at  $\alpha = 0.05$ . Therefore, the null hypothesis was rejected.

**9) It made me able to teach vocabulary effectively.**

	Frequency	Percent	Cumulative Percent	T-value	Residual	Chi-Square value ( $\chi^2$ )
SA	113	34.2	34.2	9.49	47.0	355.12
A	178	53.9	88.2		112.0	(df) 4
UD	26	7.9	96.1		-40.0	
SDA	5	1.5	97.6		-61.0	
DA	8	2.4	100.0		-58.0	
Total	330	100.0				

One hundred and thirteen (113) primary school teachers strongly agreed and one hundred and seventy eight (178) agreed with cumulative percent of 88.2 which shows that majority of the primary school teachers either agreed or strongly agreed that the training made them able to teach vocabulary effectively. Comparatively, primary school teachers who strongly disagreed are five (05) and eight (08) teachers disagreed with cumulative percent of 3.9 while twenty six (26) primary school teachers are undecided about the above statement with cumulative percent of 7.9. The result is strongly supported by Chi-square value 355.12 which is much greater than the t-value (9.49) at  $\alpha = 0.05$ . Therefore, the null hypothesis was rejected.

**10) My knowledge of English grammar is increased.**

	Frequency	Percent	Cumulative Percent	T-value	Residual	Chi-Square value ( $\chi^2$ )
SA	122	37.0	37.0	9.49	56.0	345.60
A	171	51.8	88.8		105.0	(df) 4
UD	14	4.2	93.0		-52.0	
SDA	10	3.0	96.1		-56.0	
DA	13	3.9	100.0		-53.0	
Total	330	100.0				

One hundred and twenty two (122) primary school teachers strongly agreed and one hundred and seventy one (171) agreed with cumulative percent of 88.8 which shows that majority of the primary school teachers either agreed or strongly agreed that the training increased their knowledge of English grammar. Comparatively, primary school teachers who strongly disagreed are ten (10) and thirteen (13) teachers



disagreed with cumulative percent of 6.9 while twenty fourteen (14) primary school teachers are undecided about the above statement with cumulative percent of 4.2. The result is strongly supported by Chi-square value 345.60 which is much greater than the t-value (9.49) at  $\alpha = 0.05$ . Therefore, the null hypothesis was rejected.

## VIII. CONCLUSION AND RECOMMENDATIONS

The respondents who were asked that what did the training change in your teaching. The findings showed that majority of the respondents were agreed or strongly agreed with the items asked about the changes after the training in their teaching. The training increased their knowledge of English language in general and grammar in particular. The respondents changed their teaching from the traditional to activity based and students centered after the training. The respondents' skills of effectively teaching were enhanced and their teaching became more effective and they were able to teach vocabulary, pronunciation and all the skills of language effectively. This view of change in teachers is supported by Demirtas (2010) who stated that changes occurred in strategies, methods, theories, technologies and curriculum with the passage of time. Similarly, Borko (2004) stated that in-service training is therefore necessary to enable the teachers to adopt with these changes. In other words, in service training is necessary to learn the new developments and educational technologies that were introduced in the department. According to many researches development of schools' environment depend heavily on the capacity and professional development of teachers.

The training helped them to use English as medium of instruction in their class. They learned to use activity based teaching methods and students centered approach of teaching. The respondents learned to write, to read correct English and to learn new vocabulary during the training. The training helped the teachers to plan their lesson effectively and involved their students more in the teaching learning process. The training helped the respondents to manage their class properly and to create learning environment in the class for learners.

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