

A STUDY OF ENGLISH WORKS PROGRAM IS A MAINSTREAM PROJECT IN PAKISTAN: CHALLENGES, CURRICULUM, APPROACHES AND IMPLEMENTATION

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ABSTRACT

The aim of the study is to highlight that Education systems and learning policies must be well-planned, committed, transparent, and technologically advanced in order for a nation's societal and economic growth to occur. Pakistan makes numerous advancements to its educational system both before and after independence. In accordance with the Pakistan National Education Policy (NEP), the current study critically examines the effects of English teaching and learning pedagogies and enhancement tactics in education system. This study use to analyze data by using mixed-method approach, moreover the questionnaire and interviews reveals potential, difficulties, curriculum approaches and implementation. The study use simple random technique to analyze data from 180 participant respondents to investigate the impact of executing English Enhancement virtual Program (English Works) by Regional English Language Office (US-RELO) Pakistan. The high impact was evaluated of this implementation. This study is an initial examination of a policy document that will serve as a foundation for future qualitative research investigations that will look at the consequences of the NEP after, it is fully implemented. This article can be regarded as a reference to the Government of Pakistan National Education Policy (NEP), execution of English language pedagogical enhancement plans in higher education.

Keywords: English Works Program, pedagogical enhancement, English Proficiency, Literacy skills, Regional English Language Office (US-RELO) Pakistan

INTRODUCTION

The definition of education is "realizing one's full potential through the establishment of an equal and comprehensive society with advanced global progress, proper employment, and a bright future." Each individual has access to high-quality education because the Pakistani educational system is always improving and setting the standard for global norms in fields like social justice and equality, cultural preservation, national integration, scientific research, and economic growth. It takes a high standard of education to make the most of a country's talent and resources for the good of its citizens, society and the country at large. Gaining proficiency in English is the most crucial component of receiving a top-notch education (Baig et al., 2021).

Education policy tends to place a strong emphasis on each student's growth and potential. Thus, in addition

to the development of students' fundamental cognitive abilities, the educational philosophy should emphasize the development of students' problem-solving, creative and critical thinking, and communication skills. The capacity to communicate in English effectively these days determines a student's chances of success in both their academic and professional endeavors (Ahsan et al., 2021).

There are two linguistic movements that have emerged recently in Pakistan Punjab that have become with particular importance. Providing some background information seems appropriate, as these have not garnered much attention from the outside world yet. For this reason, the next two sections describe the traditional language use patterns that were common in Punjab prior to 1947 and discuss some of the linguistic identity issues that have arisen

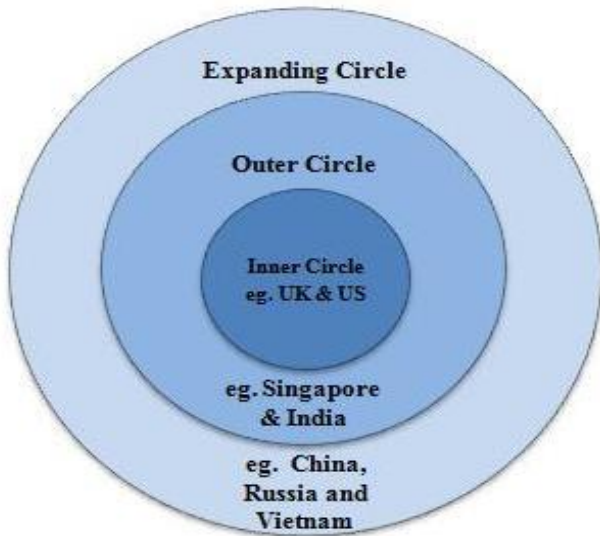
in Pakistan as a whole since the country's inception. Despite the complexity of the Punjab's linguistic history, understanding the current state of affairs requires starting earlier than 1947. Some basic language categories and historical period divisions could make it easy to understand the essentials (Shah et al., 2023).

More students performed when using a traditional proficiency-based curriculum, where skills that are required for the particular course as well as those that would be developed during it, are identified and made clear. The objectives of an English Language Teaching (ELT) syllabus or curriculum are thought to be best identified, using this kind of curriculum (Ali et al., 2015a).

Kachru's three-circle model serves as the foundation for the present study. The spread type, acquisition patterns, and functional domains of the English language which is used across cultures and languages are all presented in this model. It is regarded as the most significant model in the world for classifying English dialects. He divides the growth of English into three categories: the Inner Circle, the Outer Circle, and the Expanding Circle.

Diagram 1:

Kachru's three-circle model



The circles illustrate "manner in which English is utilized throughout cultures and languages, its pattern of acquisition and functional domains in which it is distributed."

Each student must be able to get a quality education regardless where they live, as according to the reformed education policy. Historically oppressed, poor, and minorities should be the main focus. Due to its ability to level the playing field, education is the most effective way to achieve equality, inclusivity, or economic and social mobility. The programs ensure that students from all groups can enroll and succeed in the educational system through a variety of focused opportunities, even regardless of impractical barriers (Buriro et al., 2023).

It is crucial to educate Pakistan's youth about the nation's diverse technological, cultural, and social aspects as well as its distinctive artistic, linguistic, and intellectual traditions. And also important to compare different education policies for higher education in order to promote a sense of pride in one's country, self-assurance, self-awareness, cooperation, and integration. The intended outcome of the action is represented by several expected and contingent action effects (Ali et al., 2015b).

Theoretical Background (Nature of the Study):

Through English language teaching classes, boot camps, and field visits, online (zoom classes), Regional English Language Office (US-RELO) Pakistan sponsors the English Works Program for Workforce Development, which aims to help young people pursue successful careers by teaching them employability skills and assisting them in their quest to become accomplished individuals in their respective fields. The English Works! Program is a rigorous 240-hour course designed to help unemployed and underemployed Pakistani youth aged 17 to 25 increase their employability and English language abilities. Courses for this six-month program are available online or in-person and they are designed with Pakistan's occupational environment in mind. More than 1,500 worthy young people from marginalized areas have received their diplomas from the initiative.

The group's objectives are taken into consideration when designing the courses. Each employee's level is ascertained through placement examinations. It is the level that dictates what can work on. The dynamic sessions incorporate daily English, grammar, vocabulary, and news articles to further explore the

selected themes. This program took place in several of institute, universities, and campuses, online in all round Pakistan. The U.S. Embassy and Consulates around Pakistan will identify and/or select participants. Additionally chosen by the U.S. Embassy and Consulates are the schools or other educational service providers that lead the classes (Smith et al., 2017).

The program's objective is to increase the participants' competency in the English language by emphasizing certain vocabulary and language skills required for work or business. Through industry-specific site visits, guest lecturers, and tech camps, the program seeks to enhance participants' leadership and critical thinking abilities for future study and job prospects, in addition to boosting English language ability (Smith et al., 2018).

The goal of RELO Pakistan's project funding under this opportunity is to increase human potential by developing a workforce that is more skilled and educated. By improving their employability and English language skills, participants in this program will be able to contribute more positively to their communities and society as a whole. Enhance links between the peoples of Pakistan and the United States (UK) by exchanging knowledge, insights, experiences, and/or skills.

Incorporating aspects of a "study skills" model and going beyond academic socialization conventions, the model recognizes the impact of institutional practices, power dynamics, and social identities on students' development. It also recognizes "academic literacy's" (plural). To be concise, nevertheless, we will now refer to this as "EAP," intending to include the aforementioned (Atek et al., 2012). The three main tenets of the educational model presented here were taken from the frameworks and methods mentioned above. The first is that academic literacy in post-secondary.

The focus on discourse within the subject.

The involvement of students in their social, institutional, and cultural contexts.

The availability of resources for lifelong learning to students.

Significance and Scope of the Study:

There is no denying that technical advancement, especially in the area of information and communication technology (ICT), is positively correlated with improvements in English language proficiency. The primary debate, though, centers on the benefits of learning English for long-term financial gain. The official perspective is in line with the contemporary conversation about how to reduce poverty via education, which was started by development organizations and is reflected in the Millennium Development Goals (MDG). The majority of Pakistanis likewise hold the belief that English is a necessary instrument for both personal and governmental economic success.

The Constructive learning is closely related to education and learning, which prioritizes cognitive practice and learning together with the replacement of newly developed information for preexisting knowledge. The approaches emphasize that students should be encouraged to continue creating and building knowledge instead of relying solely on teachers to deliver knowledge. It emphasizes problem-solving, processes of discovery, social engagement, and the creation of new information with an emphasis on the needs of the student. According to this theory, students must actively construct their own knowledge by gathering it through practical experiences, group projects, reflection, and interpretation.

Research Gap:

The contextual gap of this study is, there is no qualitative work done yet on English Works in Pakistan. So this gap how pedagogy will be seen with new perspective. Old values will be faded out since then reformed ideas coming out will be considered important. The researcher uses the constructive approach in this research to analyze data.

Rationale:

The study makes evident that possibilities for learning and comprehending a second language are provided by English language instruction and learning in higher education. Furthermore, it provides access to information and abilities that support social inclusion and personal development.

Research Objectives:

Objectives of the study were:
 To identify the study of English Work virtual program, and their impact on English language learning.
 To identify the curriculum, challenges, approaches and implementation of this study.

Research Objectives:

Research questions of the study are as follows:
 What is the impact of English Work virtual by Pakistan US- Alumni Network (PUAN) on English language learning?
 What are the approaches and challenges comes after under study?

METHODOLOGY:

The study includes mixed-method approach, moreover the questionnaire and interviews by using simple random technique to analyze data from 180 participant respondents to investigate the impact of executing English Enhancement virtual Program (English Works) by Regional English Language Office (US-RELO) Pakistan.

Settings:

The questionnaire was conduct through online link, description related to the topic was providing in form of text. Moreover the interview was conduct online on WhatsApp and by mail. The questionnaire consisted of eight statements regarding the impact of each segment in general.

Table 1:

Evaluation of English Works Impact

Sr No.	Statement of Questions
1	The new educational approach introduced in RELO-Pakistan may have a profound impact on students.
2	The methods for teaching English and improving student learning give pupils greater career options.
3	Pakistan's educational and economic standards are raised by RELO-Pakistan's strengthening of English language instruction and learning.
4	In order to raise student achievement, a significant shift away from RELO-Pakistan is required.
5	The amendment is acceptable even if it calls for considerable changes to the format and subject

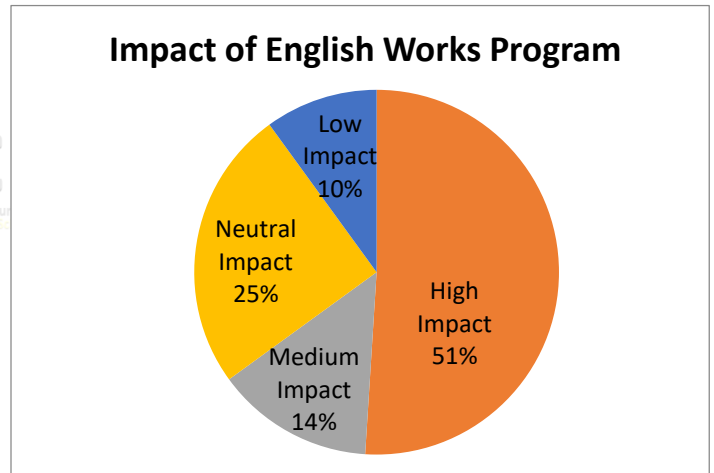
	matter of higher education and for social circumference.
6	The educational policies that govern teaching and learning in institutions improve the English language proficiency for students.
7	English language specialists in the ELT profession can be produced by RELO-Pakistan.
8	Universities and other organizations are providing multidisciplinary programs until the future through RELO-Pakistan.

RESULT:

The result of English Works Program by RELO-Pakistan is analyzed by using a survey questionnaire from 180 respondents. The impact is evaluated across four categories: high, medium, neutral and low.

Figure 1:

Impact of English Language enhancement under RELO-Pakistan



The new method of instruction will give EFL learners more career options and may have an impact on students' basic proficiency. The questionnaire results indicate that creating world-class and significant impact on raising student achievement.

The advancement of language acquisition will raise educational and economic standards. The revisions that call for major changes to the curriculum and organization of secondary school will be very helpful in improving students' language proficiency. English language specialists will be produced via the RELO policies. The majority of students will gain from RELO-Pakistan English language upgrading programs and pedagogies. The study shows that the

new educational policies implemented in colleges and universities will improve pedagogy and boost English language teaching and learning while giving students more opportunities.

DISCUSSION:

In higher education under RELO-Pakistan, the implicit effects of English language pedagogy and English enhancement policies of ELT and EEL led to significant changes in the governance and reforms of colleges and higher education institutions. This created a multidisciplinary institution that links higher education institutions, colleges, and universities with the impending global revolution for the creation of skilled jobs and knowledge exchange. Linguistic, cultural, structural, and identity-related issues are the main obstacles. EFL students rely on an intricate and perplexing collection of specialized language and academic learning abilities as well as deeply ingrained ideas about what higher education's academic environments entail. It is no longer sufficient to comprehend the subtle differences and interactions between cultures. However, in order to address the academic issues that arise when ELLs are present in traditional university settings, ESL instructors and students alike must be aware of these issues. Lack of organizational or pedagogical guidelines, a lack of stated expectations for English language proficiency, and a shortage of linguistically qualified lecturers could result in ineffective English-medium instruction teaching and learning.

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successfully; pedagogical practices shape the learning experiences that are provided to the students and have a direct impact on the learning outcomes; the evaluation method ought to be scientific, designed to improve learning over time, and tested for knowledge application.

The term "approach" refers to the skill of examining how language is taught and learned. Effective methods for improving English language acquisition in higher education include the communicative approach, cognitive coding, and the audio-lingual or aural-oral method. In the contemporary language learning classroom, students employ a variety of strategies and tactics, including the eclectic method.

Future Research:

The researcher explores the overview of "English Works program", strength and weakness of the approach in Higher Education and research and identified the strategies involved in implementation.

CONCLUSION:

The overall high impact of pedagogy and improvement of English language teaching and learning under RELO were assessed by this research study. Through this research study, the difficulties, strategies, possibilities, implementations, and implications are also examined and assessed. The case examples provided by the respondents demonstrate how the RELO-Pakistan will have a significant impact on ELT and ELL inside the higher education system.

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