

**A COMPARISON BETWEEN NATIONAL CURRICULUM OF
ENGLISH AND INTERNATIONAL BACCALAUREATE
PROGRAM AT PRIMARY LEVEL**

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NATIONAL UNIVERSITY OF MODERN LANGUAGES

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PROGRAM AT PRIMARY LEVEL**

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ABSTRACT

Title: Comparison of National Curriculum of English and International Baccalaureate Program at Primary Level

The topic of the study was ‘Comparison between National Curriculum of English and International Baccalaureate Program at Primary level’. The objective of the study was to compare the National Curriculum of English with International Baccalaureate Primary Year Program in relation to the Language skills at Primary Level. Five research questions were made to achieve the objective of the study. The research questions were related to the comparison of Goals, Objectives, Content and Assessment Strategies as well as Teaching Approaches of National curriculum and International Baccalaureate Primary Year Program. The research was conducted in Islamabad. The study was of qualitative nature. A Constant Comparative Content analysis was conducted. 20 teachers were interviewed of respective curriculum. Purposive sampling was used. Document analysis and interviews were the tools to gather data for the research. Thematic analysis was applied to interpret data collected through interviews. Major findings of the study were that National curriculum lacks the equal distribution of the language skills in the content, National curriculum’s textbooks lacks critical thinking activities and content regarding listening and speaking skills. While International Baccalaureate Primary Year Program accommodates all the Language skills and focuses on inquiry based learning. Teachers of National curriculum needs training in regard to teach English as a language. In the light of findings following recommendations are made. Use of AV aids may be made compulsory in National Curriculum for better understanding of language skills. Activity based content may be added in National curriculum. Inquiry based teaching may be adopted by the teachers following National Curriculum of English.

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LIST OF ABBREVIATIONS

Abbreviations

Terms

IB

International Baccalaureate

IBO

International Baccalaureate organization

NC

National Curriculum

PYP

Primary Year Programme

LSRW

Listening, Speaking, Reading, Writing

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CHAPTER 1

INTRODUCTION

One cannot ignore the role of education in the development of a nation (Suarez-Orozco, 2004). In this time of globalization Education systems around the world are persistently evolving and making reforms (Rizvi & Lingard, 2010). Because of globalization, worldwide networks, and processes have an affect on local educational practices and policies (Spring j. , 2014). Man has been using language as a medium of communication for the ages, today due to Globalization English language has become the most prized possession of communication (Bodapati, 2016). English language is used as a global language facilitating communication between people whose first languages are not English for international communication purposes (Haidar & Gabriel, 2019). English is widely used as a tool for international communication, in many countries around the globe. Pakistan is a multilingual country, having about 60 languages, with Urdu as a national language and English as an official language. Pakistan still follows colonial language ideology, considering linguistic uniformity necessary for national unity rather than accepting multilingualism and language plurality as a reality against the backdrop of globalization (Ayres, 2009). English is the most powerful language in institutional terms as it is used in the domains of power such as government, law, corporate sector, higher education, etc (Rahman T. , 2002). In language education, the language and content is being taught simultaneously to achieve language-teaching objective. Language is an aid through which a child understands the world. In children, cognitive development and the language development go hand in hand. For better understanding of the curriculum children should know the language in which curriculum is being taught. In the time of globalization the students should be well updated so they could grow in the market and can become an active part of the international market and as education in schools are delivered through curriculum, so its importance can not be ignored.

In Pakistan, the use and dominance of English continues due to the elite class's stake in the use of English, as English is predominantly their first language due to the separate elite schooling system (Rahman t. , 2002). English language is regarded mainly as the language for development

at both the individual and national level. The four basic language skills, listening, reading, speaking and writing are essential parts of a language teaching (Darancik, 2018). In language teaching these are divided into two; the ability to understand and read, and the ability to speak which are also regarded as speech and writing. On the other hand, the other indispensable elements in foreign language teaching are grammar and vocabulary (Balci, 2015).

In order to better understand the International Baccalaureate program in the context of the Pakistani education system. In the following study the researcher compared the curriculum of English of National curriculum and International Baccalaureate Program at the primary level in respect to the four language skills.

Curriculum is a way through which the goals and vision of a nation can be achieved. A National Curriculum Framework (NCF) is a policy document which provides guidelines for achieving national Vision, Mission, Goals and Objectives of education through school curricula.

National curriculum framework consists of details about the curriculum development, textbooks, learning materials, teacher education and training , learning resources and school environment, evaluation and feedback.

For the following study the National curriculum of English was taken into consideration and the International baccalaureate Program's curriculum of primary year program (PYP) curriculum of English.

The International Baccalaureate Organization (IBO) now identified as "International Baccalaureate". IB is a global foundation who works for education. The headquarters are in Geneva Switzerland. It was established in the year 1968. International Baccalaureate program offers different educational programmes i.e. for age 16 to 19 IB offers career-related Programme and also diploma programme , for students aged 11 to 16 Middle year programme is designed, and for children age 3 to 12 Primary Years Programme are offered by International Baccalaureate. To teach the IB programmes, schools needs an approval by the International Baccalaureate Organization.

IB offers highly valued programs of international education that are intellectual, social, and help the students to increase the skills desirable to grow in 21st century. In Pakistan many different

curricula are in practice e.g. National Curriculum, Oxford University press, cambridge and International Baccalaureate Program. The three main areas of the IB are i.e. aesthetic , the social and the physical , and these areas contribute to overall individual growth, rather than just academic growth. The primary years of the students life works as a base for the student's understanding. In International Baccalaureate the Primary years are known as shelf years. Age range of primary years are 3-12. And have 6 subject areas. In the following study English was taken as a main subject for comparison.

In this research the focus was on the language skills and the researcher compared the curriculum of English of National curriculum and International Baccalaureate program.

1.1 Rationale of the study

Curriculum is a fundamental element of the education system. To achieve the aims of education teacher has to follow a curriculum. If the curriculum is designed by keeping in mind the needs of students as well as need of time and if properly implemented then the students outcomes are according to the aims and purposes of the curriculum.

International Baccalaureate is an international educational program that was designed to provide students the opportunity to experience an education fit for a globalizing world. There are four programs offered by IB, they are for students aged 3 to 19, for the following research the researcher took into consideration the primary year program (PYP) of International Baccalaureate. In the following study researcher took the curriculum of English of IB PYP (primary year program) to compare it with the national curriculum of English.

While going through related literature regarding international baccalaureate program it was apprehended by the researcher that very few researches have been conducted in this regard even after 25 years of IB in Pakistan. According to UNESCO International Baccalaureate program is world-class international education. International baccalaureate programs are available only in affiliated IB world schools, that an average person cannot afford and it is majorly accessible only by elites. By having an insight into the curriculum of IB the researcher wanted to do the identification of their transdisciplinary aspects. The Curriculum plays a vital role in development of the students. What the students will learn entirely depends on the curriculum. The effectiveness of curriculum not only shown at the micro as well as on macro level. Planner's vision and mind set matters a lot in pioneering achievements in various concerns. The resercher conducted the

study to compare the National Curriculum of English with the curriculum of English of IB PYP . The focus of the study was on identifying the similarities and differences in the content, structure, and assessment strategies of the national and IB PYP. This research will add value to recognizing the importance of the International Baccalaureate program for policy-makers.

Many researcher were done on National curriculum of English in Pakistan but most of them are on secondary level, research done on National curriculum of English at secondary level by Jamil (2018) conversed the importance of integration of cognitive thinking into the ELT practices in Pakistan. In this research the focus was on the language skills of the English curriculums at primary level. In this research the comparison of curriculum of English was done as a subject as well as in respect to language skills.

In 2016 research conducted by UK NARIC on alignment of International Baccalaureatae Diploma Programme with the Pakistan National curriculum for year X and XI, and submitted to International Baccalaureate Organization. That research also emphasis on the comparison of university admissions requirements for holders of the IB DP and the HSSC. Apparently there were no reseach on the comparison of the IB PYP with a national curriculum on primary level.

Pakistan Curriculum not only have effects on learner, teacher or school but it has a vast scope. A well developed curriculum can become a source of strength for the society. It also have an impact on the economy of the country. With the advancements of the technology and society it is very important to update the curriculum.

The research concentrated not just on the English curriculum but also the language skills.

1.2 Statement of the Problem

International baccalaureate program is being recognized by countries like USA, Canada, Australia, UK and UAE as well as in China and India also (IBO) . International bacculaureate program was first introduced in Pakistan by an International school in karachi in 1996. And now many schools in Pakistan are affiliated by International Baccalaureate Organization. The main purpose of this study was to compare the National curriculum of English with the curriculum of Primary year Program of International Baccalaureate, in terms of aims, goals and objectives , content, teaching methodologies as well as assessment strategies. Lack of researches on IB especially IB PYP, influenced the researcher to conduct this study, very few researches have been conducted in

Pakistan regarding International baccalaureate program. English plays a significant role in education, as it is known as universal language (Rao 2019) . In this research the curriculum of English of National curriculum and International Baccalaureate program was compared in relation to the language skills development (LSRW). The present study highlights the differences between the two curriculum as well as weaknesses and strengths. Much international attention is paid to the IB Program, so the researcher planned to compare the national curriculum with it. Researcher wanted to gain insight about the educational policies of the international system as well as national. English is a mandatory subject in Pakistan, from early childhood to higher education . The purpose of the research was to conduct an extensive comparison of language skills of both the curriculums. The significance of English language at the primary level is to increase students language skills i.e. reading, writing, listening and speaking. English language learning has always been an integral part of our society.

1.3 Objectives of the study

This study was anticipated to conduct a holistic comparison between National Curriculum for English with International Baccalaureate Primary Year Program.

- 1) The objective of the study was to compare the National Curriculum of English with International Baccalaureate Primary Year Program in relation to the Language skills at Primary Level.

1.4 Research Questions

Following research questions were formulated on the basis of the objectives of the study.

1. How the goals of National curriculum of English and International Baccalaureate Program address Language skills ?
2. How do the objectives of National Curriculum of English and International Baccalaureate Program are different from each other ?
3. In what ways does the content of Primary Year Program of International Baccalaureate Program and National are different from each other ?
4. What are the different assessment strategies used by National Curriculum and International Baccalaureate Program to assess Language skills ?

5. What are the differences between the teaching approaches practiced by the teacher of the national curriculum and international baccalaureate respectively ?

1.5 Significance of the study

Global influences flows in education refers to the worldwide movement of people, ideas, policies, money and education companies. The growth of worldwide educational institutions, network, and discourses has led to similar national educational agendas, particularly the concept of education as an economic investment (Spring J. , 2015). The subsequent study can enhance policy makers understanding of the National curriculum of English and also the curriculum of English of International Baccalaureate Primary Year Program. International baccalaureate (IB) is offered by many schools in different countries. Even now in Pakistan many schools have started to follow the International Baccalaureate Primary Program. As stated earlier that a study was conducted about the comparison of IB DP with NC of Pakistan at HSSC level by NARIC, so the researcher felt an urge to do a comparison at primary level. The purpose of this study was to conduct a comparison between the curriculum of International Baccalaureate and National curriculum of English. The findings will be beneficial for the stakeholders like curriculum developers, policy makers, and school owners. This research brings value to policy-makers on the relevance of the International Baccalaureate Program. The comparison conducted in this study also highlights the the potential gaps in the current academic system of Pakistan.

Comparison of goals, objectives, methods of teaching, assessment techniques of curriculum of English of National and International baccalaureate program can be beneficial for the future researchers as well. The study would also uplift teachers of the respective curriculums in their professional developments with respect to English. This study also pointed out the flaws and potential gaps in current academic system of National curriculum in English subject at Primary level. This study can also help the parents in determining which program is better for their child. The study helped in understanding of the primary years program of IB.

1.6 Delimitation of the study

Delimitation restrict a study's reach. The study was delimited to grade 1only. The researcher wanted to compare the English subject for all five classes of primary but could not do that because of time restriction. The tool used to gather data were documents of both the curriculums and interviews that were conducted from the teachers of respective curriculums. The study was limited

to islamabad, as National Curriculum is followed by FBlSE in islamabad. English is considered as the most important language in Pakistan not only in education but also in trade, economics, politics and development of the country due to its status as “Global Language”. The most significant role of English is in education of Pakistan because it is used as the medium of instruction. As International Baccalaureate Program is getting much attention globally and a small number of researches have been conducted on it in Pakistan so the researcher conducted a constant comparative analysis on it at primary level.

1.7 Conceptual Framework

A conceptual framework is an arrangement which is believed by the researcher to be the best explanation of the progression of the phenomene to be studied (Camp, 2001). It is linked with the concepts, empirical research and important theories used in promoting and systemizing the knowledge implemented by the researcher (Peshkin, 1993). Conceptual framework acts as guide for a research study. In this study the researcher conducted qualitative research. The comparison of the English subject of National curriculum and International Baccalaureate Program was conducted. The researcher analyzed the “goals”, “objectives”, “content” and “assessment strategies” and “teaching methodologies” of both the curriculums.

Content analysis was conducted to compare the goals, objectives and content, Assessment strategies and teaching methodologies of both curriculums. That included desk-based research. For further understanding data for Teaching approaches and assessment strategies was conducted through interviews as well and thematic analysis was applied to interpret the data. Assessment strategies and teaching approaches were also part of the desk-based research as documents do include information about these. For the comparison of assessment strategies the researcher took Blooms taxonomy into account. And for assessing the language skills a checklist was formulated on the work of carol Bainbridge. Checklist (Cunningsworth, 1995). In this study the researcher compared both the curriculums i.e. National and International Baccalaureate Program in respect to the linguistic skills (LSRW).

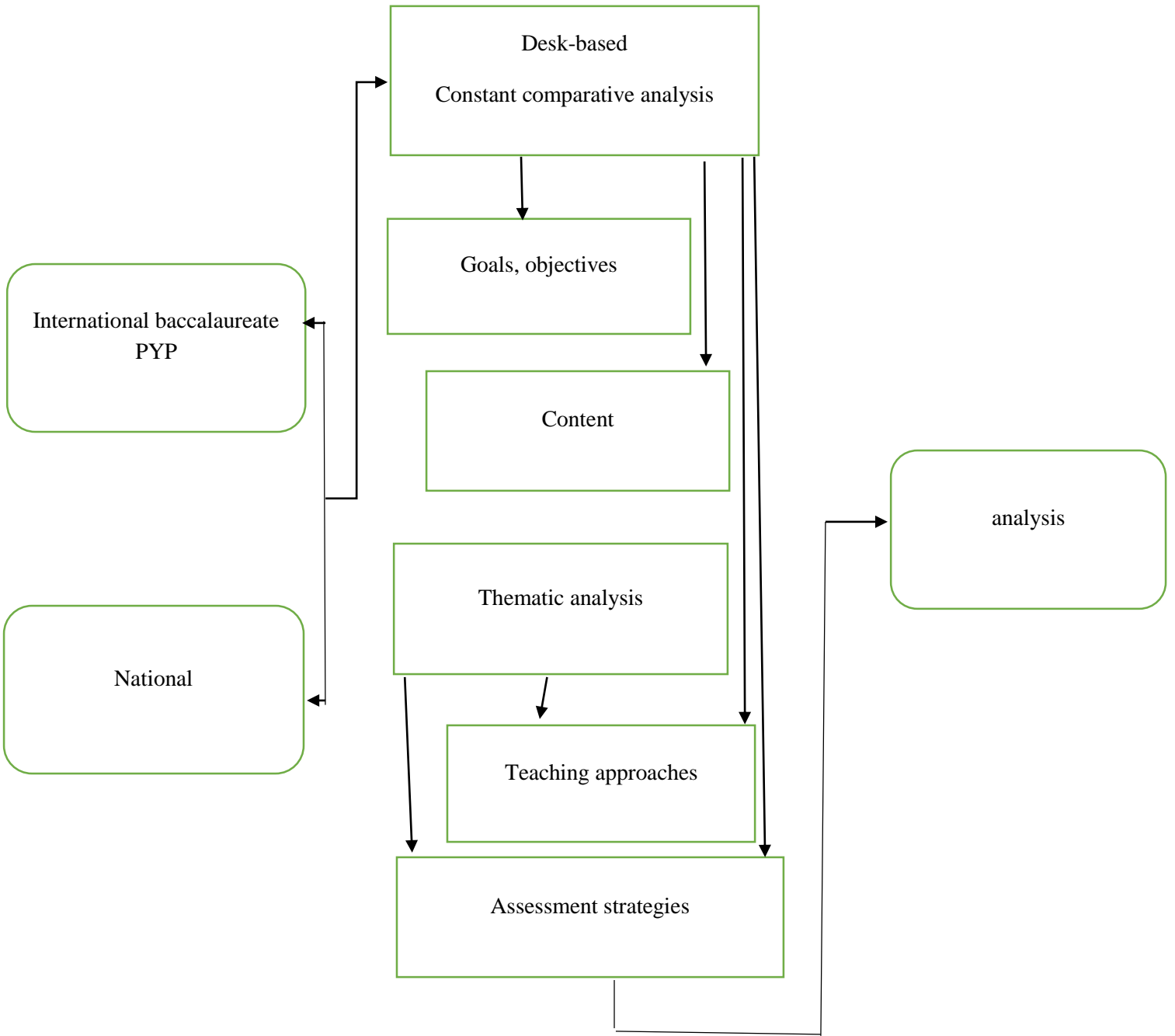


Table no 1 conceptual framework

1.8 Methodology

The main aim of the study was to relate the curriculum of English of International Baccalaureate Program and of National Curriculum at Primary level. Document analysis and structured interviews were used to gather data. The Curriculum documents and Text-books of both the curriculums are used to compare the goals, content and objectives, assessment strategies and teaching methodologies of the curriculum. The study was qualitative in nature. For a better understanding about the teaching approaches and assessment strategies, interviews were conducted from the teachers who teach English in schools who follow national curriculum and IB. Assessment sheets were also used to collect data.

1.8.1 Research Design of Study

The approach chosen for this research was qualitative. Qualitative research, intended to generate knowledge grounded in human experience (Sandelowski, 2004). Qualitative research mainly aims at providing a detailed understanding and for that it targets a precise group, event or process. Documents analysis was used to compare the objectives, goals and content of International Baccalaureate (PYP) English Curriculum with National. Interviews were taken from the teachers of English subject who teaches english in National and IB schools respectively. Researcher used this approach because of the nature of research objectives and research questions of the current study. Document analysis was the first step in working with primary sources. Document analysis is a type of qualitative research . In documents analysis, the documents are explained by the researcher. In documents analysis the researcher examine the documents and deduce the findings. The researcher used the deductive approach to deduce the results. Papers and evaluation sheets of the students of two systems was observed and analyzed for teaching approaches and evaluation strategies.

1.8.2 Population

Population is the group of people who have one or more common traits. The aim of the following study was to compare English curricula of the International Baccalaureate Programme and of National Curriculum. The population was the teachers and students of the schools offered International Baccalaureate Program and National curriculum. For gathering data about teaching approaches, interviews were taken from the teachers who

teach English in schools that offer IB and schools that practice National curriculum. The identities of the teachers are kept anonymous because of privacy policy.

1.8.3 Sample

For this particular research, purposive sampling has been used as it is a type of non-probability sampling in which researcher relies on his or her own judgment when choosing members of population to participate in the study. The sample for this study for interview was 20 teachers.

1.8.4 Data Collection Tool

As the study was qualitative in nature, the researcher used interviews and document analysis as tools for the data collection.

1.8.5 Validity

Validity of the interview questions were taken from two experts. First from Ph.D of English language and second from Ph.D in Education.

1.8.6 Sources of data

Following are the main Data sources. The key data collection sources for this work were the National and International Baccalaureate English curriculum. Textbooks of English of National and International Baccalaureate program at primary level. Assessments sheets of the students of National and International Baccalaureate program at primary level. Interviews of teachers who teach English in IB and national schools.

1.8.7 Instrumentation

1. Benchmark technique was used for comparing goals, objectives, content, assessment strategies and teaching methodologies of National Curriculum of English and International Baccalaureate program in relation to language skills development (listening, speaking, reading, writing).

2. Checklist was made to compare the language skills aptitudes of both the curriculums.

3. Interviews were conducted by the researcher to gather data about teaching approaches and assessment strategies of National and International Baccalaureate Program.

1.8.8 Data collection

1. Data was collected through document analysis for comparing the goals, objectives and content, assessment strategies and teaching methodologies of the curriculum of English of National curriculum and International Baccalaureate Primary Year Program .
2. The researcher conducted interviews from the teachers for a better understanding of assessment strategies and teaching methodologies.

1.8.9 Data Analysis

Data was analyzed using documents analysis. In document analysis researcher compared the goals, objectives and content of the English curriculum of International Baccalaureate PYP and National Curriculum at Primary level.

Data collected through interviews were analyzed by applying thematic analysis.

1.9 Operational Definitions

Following are the operational definitions of the variables used in the study

1.9.1 Curriculum

Curriculum consists of the lessons and teaching material that are offered in school or in a particular course. Curriculum is generally described in dictionaries as the courses that are offered by a school but is seldom used in class in such a general sense.

1.9.2 Goals of curriculum

Curriculum goals are general, detailed statements which lead to long-term results. Precisely, 37 goals are often more far-reaching than targets, and as such are generally focused on the premise that they are guiding students to become more active members of their communities.

1.9.3 Objectives of curriculum

Objectives are the anticipated end results of a curriculum, a lesson plan or a unit. Objectives are short term statements. They describe and specify the curriculum outcomes in more specific terms as compared to the goals and aims.

1.9.4 Content of curriculum

Content in curriculum refers to whatever it is being taught in the school. The facts, theories and concepts teacher expected to teach the students in the school comes under content.

1.9.5 Teaching approaches

Teaching approaches are the methods a teacher use to teach the students in the class. Every teacher have its own style of teaching, and at every level the teaching approach is different as with the primary students the teaching approach used will be activity based and for the university students lecture method is more appropriate.

1.9.6 Assessment

Assessment is the evaluation of the students' progress. Teachers conduct evaluation to see how students are responding to the learning. Grades are rewarded on the basis of evaluation.

1.9.7 Language skills

To have a strong understanding of a language it is important to know the skills of the language. There are four language skills .i.e listening, speaking, writing and reading .

CHAPTER 2

LITERATURE REVIEW

The second chapter comprises of the related literature. As the study consist of comparison of national curriculum of English and of International Baccalaureate Primary Year Program subsequently in this chapter the researcher explain the allied literature to the topic.

2.1. Education system in Pakistan

The education system in Pakistan is administered by provincial governments and federal Ministry. Curriculum development and financing for the development and research is being assist by federal government. The schooling system of Pakistan is comprises of six levels:

- 1) Preschool (for age 3 to 5 years)
- 2) Primary level (class 1 through 5)
- 3) Middle level/ secondary (class 6 through 8)
- 4) High school (class 9 and 10)
- 5) Intermediate (class 11 and 12) and then university .

When we talk about the country's development and progress one cannot ignore the importance of Education. As the education is promoted in the nation, this reduces the illiteracy rate that ultimately reduces the unemployment (Ahmad & Arshad, 1991). The education system of Pakistan have changed remarkably in the last century, but its still depend on the rote memorizatin and old teaching approaches. Federal Ministry and provincial government heads the education system of pakistan. The curriculum development, financial aid and accreditation is done by Federal government. According to the constitutional law of Pakistan it is advised to offer free of cost education to the students of the age group five to sixteen years. The literacy rate in islamabad is 85%. The percentage of students who complete the primary education in pakistan is 68%. The primary education system consists of three stages .i.e Nursery or Kindergarten , junior school and then its lead to middle school. Pakistan poor performace in education is mainly because of the low level public investment that is only 2.9% og GDP was invested on education in 2017. In Pakistan many different primary education sectors are in practice e.g. National Curriculum , Oxford University press , and International Baccalaureate Program. The three main areas of the primary

education are i.e. aesthetic , the social and the physical , and these areas contribute to the overall growth of the individual rather than just academic. The primary years of the students life works as a base for the student's understanding.

Accordingly, it is very important for Pakistan to obtain the distant reaching information from both the sort of institutes , this will assure that the plan will progress of information of the whole education framework (Benveniste, 2011). Every province of Pakistan, limited by its constitution and various international duties is liable for guaranteeing access to quality education to each school-prepared youngster living in the domains under its locale. To have the option to instruct every kid, and teach her well, isn't just about gathering Pakistan's commitments to the world and to its constitution. It is additionally an incomprehensibly important issue for this country.

Pakistan's education framework is normally denounced as one of the most genuine difficulties went up against by our country. A correlation inside the South Asian locale outlines this test. At its 60th birthday celebration, Pakistan lingers behind as far as education even in the South Asian setting. As per UNESCO figures for 2005, the territorial normal for grown-up proficiency (15+) was 59.7% though for Pakistan it was 49.7%.

The estimations of educational indications for Pakistan have stayed dull, enlisting just negligible increments and showing an amazing disappointment of fifteen progressive education approaches of our country since its commencement 60 years back. A few examinations have been led, for the most part supported by contributors and free non-legislative organizations, to give exact evaluations of the extension and profundity of the issues that go up against our country in the education division. Two surges of such investigations can be distinguished The first researches the purposes behind disappointment in the open segment and looks to recognize the primary driver of disappointment. The second furnishes us with examinations contrasting the developing private part and the government funded education segment (Barbour 2000). The discoveries of the principal stream of studies must be arranged against a setting of the disappointment of a time of changes in the education division. The flexibly side of educational administrations is blamed for this failure. Evidence gave by research additionally recommends that students are bound to be held if the nature of educational administrations was improved. A later report has additionally shown that while flexibly of educational administrations in the government funded education division is terrible.

2.2 Primary education in Pakistan

The primary education in Pakistan comprises of class 1 to 5. In Pakistan the formal education begins from the age of 5. The first level is called Primary and it consists of 5 years. And after that the 'Middle' part starts and it consists of 3 years, and the next 2 years after that are considered as 'high school'. According to the UNICEF report Pakistan have the 2nd uppermost percentage of out-of-school children (OOSC) and that is 22.7 million children that are of age between 5 to 16 are out of school. . While the literacy rates in the big cities are almost 75% the rate is extremely low in the tribal regions of Balochistan that is 9%. The socioeconomic disparities that exist in Pakistan between the rural and urban region is also the cause of low literacy rates in the side areas. According to a survey only 87% children finish the primary school. The percentage of students covered by government school are 28.68 million and private schools covered rest of 21.60 millions students. In the last decade it is seen that parents prefer to enroll their children in the private schools as compared to the government schools, this resulting in the growth of the private sector schools . According to the International Standard Classification of Education (ISCED) the primary education is an essential phase that consists of the programs which are designed to offer fundamentals aids related to reading and writing as well as mathematics. Also to make a solid base of learning in students.

In 1997 the ISCED gave the definition about the Primary education that it starts from the ages of 5 and 7, and the main objective of the primary education is to give students the fundamentals of the reading, writing and mathematical knowledge and also some elementary knowledge of the others subjects also. In 2011, the approach had shifted, other subjects' basic understanding had been discarded in favor of setting up a strong base for learning. According to UNICEF by providing the primary education to the children we can decrease the poverty, also can reduce the morality rate of children and it have many other positive effects, some of them are the understanding of the environment and gender equality.

Primary education is considered as the first stage of the formal education, it comes after the pre-school and continued by secondary education. Early Year Foundation Stage is the first step of the Primary school also known as reception. On different locations the schools that offer the primary can be primary school or may be elementary school.

There are two mediums one is English, and the other in Urdu. Until 5 class the teacher elevate the students to the next class. In class 5, the students need to pass through board tests so as to get promoted to secondary school.

There is a major qualitative difference between the public and private schools in Pakistan. The fees structure of the private schools are very high and could not be affordable by the common man. Majority of the people thinks that these schools are only for elite class. The private schools usually prepare the students for the cambridge examination or IB examination, and kept the school well updates with high end labortaries, content and the enviornment as well. The private schools offers the high end curriculums like oxford, International Baccalaureate while the governmnet schools follows the national curriculum. The difference between the curriculums create the distance between the students of private and government schools.

2.3 National curriculum of English

According to the philosphy of National curriculum, For majority of the pakistani students, learning the English language is rarely a subconscious process. The learners have few oppurtunities to absorb the language from the enviornment to acquire a natural feel for appropriate linguistic structure .i.e. vocabulary and style in varied contexts of use both in academic and social setting. English language have become the language of worldwide communication, with the help of english the learner can have a better career options and higher learning. Due to the inevitable importance of english the teaching of this language started from kindergarten level. English is also use as the medium of teaching of many subjects. For Pakistani students English is taught as a subject as well as it is used as a medium of teaching. It therefore becomes important for students to accomplish language fluency for an immaculate understanding of what is being taught and to gain abounding access to the whole curriculum.

National curriculum development process includes following competencies in the English language:

- 1) Reading and thinking skill
- 2) Writing skills
- 3) Oral communication skills
- 4) Formal and lexical aspects of language

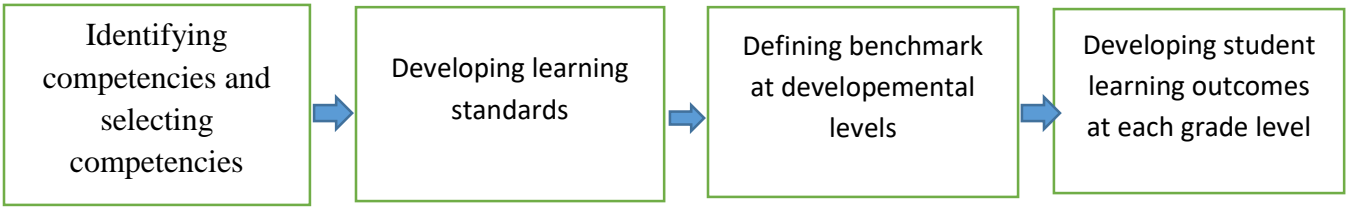


Figure 1. Curriculum Development Process

There are themes and then subthemes in National curriculum. In their early year of schooling students progress in develop familiarity about the flency , accuracy and about appropriateness and it also gives the confidence to students about speaking , and reading , writing of English. The focus on this stage is given to the formation of sentences and functions of the word and over all structure of the sentence. In this way the students learn to write grammatically correct sentences and the coherent sentences , proper paragraph and they get the hold of english and get knowledge about choosing write words.

English is taken as a foreign language in Pakistan. English is an Official language in Pakistan and it is taught in educational institute as a second language (mahmood, 2007). As the English is not the first langauge of pakistani community the learners gets very few oppurtunities to absorb the language from the environment. The main problem occurs because of the difference in the local language and english (valerie, 2000).

According to the documents of the national curriculum of Pakistan, the curriculum is assembled and designed by to encourage the learner to enhace the academic, employment language and practical skills for those who want to pursue to the higher studies as well as who want to study till intermediate. The instructors should help students in improving their spoken language and reading , writing and also the vocabulary. In National Curriculum of English 2014 details are given about the aims, objectives and goals of the curriculum as well as content, teaching approaches and expected student learning outcome.

The curriculum is all-dimensional and covers all the characteristics of the English linguistic aids that are listening, speaking, reading and writing.

There are some benchmarks that are set for every class individually in the national curriculum for the students. For class one, some of the benchmarks are Recall the stories, poems and rhymes that are taught in the pre-school, Write the words and make sentences , Answers the simple questions,

Can answer to the formal greetings, and oral interaction in between the school premises, Can understand the basic english sounds and patterns, Can spell the words with correct spellings, Can recognize the grammer meanings of the parts of the speech and can respond to the simple commands in english.

These are some of the benchmarks or learning outcomes which are defined in the English curriculum of National. The purpose of holding such discussions has been to review the current english curriculum in the light of the ground realities, and to develop as a foundation document for the promotion of english at primary level in Pakistan.

2.4. International Baccalaureate Program

International Baccalaureate previously known as International Baccalaureate Organization (IBO). It is an international educational association. Its headquarters are based in Geneva, Switzerland. On the findings of Marie-Thérèse Maurette the foundation of IB program made their framework. Maria wrote a book "Educational Techniques for Peace. Do They Exist?" in 1948, in this book she created gave the idea of curriculum which could work towards the peace ofin the world.

The International Baccalaureate Organisation aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect (Hill, Do International Baccalaureate programs internationalise or globalise?, 2006).

The main purpose or aim of the International Baccalaureate program was to provide a standarized curriculum or standarized university admision qualification by offering standarized courses and qualifications that will be suitable for the young generation whose parents works as diplomats or part of the international and multi-nationals organizations.

IB aims to enhance the intellectual, personal, emotional and social skills of their students (baccalaureate, 2017).

In this way when the parents moves from one country to other so their children gets enrolled into the new university in the same level without wasting year.

In IB curriculum the focus is on the enhancing the knowledge of the student and to develop critical thinking and as well as creative thinking. In IB program the child is expected to accomplish more

than other educational module because they create inquisitive, proficient and minding youngsters. (Sriprakash & Singh, 2014).

International mindedness is considered as a foundational principle of the IB's educational philosophy. It is embodied through the IB Learner Profile which maps a lifelong learning trajectory, and the core focus of the IB programme. Teachers are encouraged to engage with the idea of international mindedness and embed it into their pedagogies, curriculum and assessment (Doherty, 2009)

The primary year's program of IB was first offered in 1997. The primary year program is for kids age 3 to 12, and it has inquiry based curriculum. The primary years' program makes students fit for dynamic reasoning . furthermore, it improves the student's capacity to ask and consider their environmental factors. In PYP, the students figure out how to peruse, compose and comprehend the Language and Syllabus (IB, 2017) . As per Suzanne R, the primary year program of IB alters the acquiring of outstanding capacities and imperative data, the courses of action of people, animating perspectives and the capacity to take proficient exercises.

PYP curriculum and programmatic elements includes many activities and practices that promote well-being. PYP schools with strong implementation consistently showed more positive school climates and higher levels of teacher engagement, student participation, and student well-being, attributable to the PYP (S & K, 2020).

International baccalaureate program focus on international-mindedness. International-mindedness is a multi-faceted and complex idea that catches a prospective, occur and perform that is portrayed by receptiveness to the world and an acknowledgement of our profound coherence to other people (Sriprakash & Singh, 2014). To be able to cope with the emerging world one might get the IB and not only IB makes the students understand the diversifying opinion of the other people but also make them aware of the skills that need to deal with the worldwide issues (IB World Schools, 2018). And as the globalization is becoming evident and rising advancement IB became compulsory (Getchell 2010). An IB training cultivates international-mindedness by helping understudies think about their own point of view, culture and characters, and afterward on those of others. By figuring out how to appreciate various convictions, qualities and encounters, and to think and work together across societies and orders. An IB instruction further upgrades the

advancement of international-mindedness through multilingualism. All IB programs require the understudies to study or study in, more than one language since the fact that conveying in more than one language gives brilliant chances to create intercultural comprehension and regard. It causes the understudies to appreciate that their own language, culture and perspective is only one of many (Getchell 2010).

Bilingual education was defined as the use of at least two languages of instruction for academic subjects, other than the language courses themselves (Skutnabb-Kangas, 2008).

IB consists of Overlapping and intersecting this is a wider interest in developing 21st century skills alongside transcultural capability, such as problem solving and critical thinking (kahn & Mcnail, 2012).

Different programs offered by International Baccalaureate Program are :

2.4.1 Primary Years Program

In the following research Primary year program of IB have been taken for comparison. The primary years program of IB was first offered in 1997. The primary year program is for children age 3 to 12 and it have inquiry based curriculum. The emphasis is on inquiry and the approach is holistic. Identified concepts, skills, attitudes, action, and knowledge provide the structure for purposeful exploration (Hill 2006). The PYP fosters the development of thinking, communication, socializing, research and self-management skills. Students are encouraged to put what they have learned into practice through service to the school community, the local community and the global community. Through both the curriculum and teaching it aims to develop the intellectual, emotional and physical potential of each child, in a secure and stimulating environment. For the scholarly difficulties if plan understudies of their future professions and further instruction, concentrattng on the improvement of the entire youngster as an inquirer both in the outside and inside the classroom (Simon Davidson & steven Carber 2009).

2.4.2 Middle year program

The international Baccalaureate middle year program first presented in 1994 is a five year learning program mainly intended for learners from age group 11-16.

It includes six global contexts :

- 1) Individualities and relations
- 2) Individual and social identity
- 3) Orientations in space and time
- 4) Scientific innovation
- 5) Equality and development
- 6) Globalization plus sustainability

And it includes eight subject areas

- 1) Language Attainment
- 2) Linguistic and Fiction
- 3) Individuals and Societies
- 4) Arithmetic
- 5) Design
- 6) Fine art
- 7) Sciences
- 8) Physical and also Health Education

2.4.3 Diploma Program

The IB Diploma program (IDBP) was first offered in 1968. This program is for students of age 16 to 19 and it's a two year program . this is an internationally accepted program.

This program is offered in three languages and in 140 countries .

2.4.4 Profession -related Program

The international baccalaureate career allied program was first presented in 2012. This program is for the age of 16 to 19 and this is about the bussines and vocational training of the students.

2.5 Globalization in education

The developing coherence of world's economies and cultures in terms trade and services as well as technologies are explained by Globalization. Globalization has created plethora of issues in almost every aspect of human life. The most highlighted is the impact of globalization effects on cultural identity. According to the (Samra, april 2001) the language is the strongest manifestation of the culture and a symbol of cultural identity around the globe. Culture and education are

inseparable and yet complementary with multiple points of interaction. Culture paves the way for education while education is responsible for flavouring the cultural values in life. Therefore, both have to be interwoven in various ways (Dr.S.Arulsamy, 2020). English have become an emerging global lingua franca. Now English itself is of many kinds .i.e British ,Australian and American. The main function of the educational system is to transmit the cultural heritage to the new generations. But in a changing society, these keep on changing from generation to generation and the educational system in such a society must not only transmit the cultural heritage, but also aid in preparing the young for adjustment to any changes in them that may have occurred or are likely to occur in future (Mathews & rulsamy, 2020). Through a common curriculum this difference can be minimized and one style of English can be used globally. Globalization is the progression of the world shrinkage, the things are moving very closer and the distances are getting shorter. Its becomes very easy to connect by sitting in one corner of the world to the other and get benefit for your business. (Larsson, 2001)

The impacts of the globalization are vast. According to (Cole, 2019) as one can observe the western and northren cultures are dominating even in ecnomic and political ideology in shaping globalization , some refer this as “globalisation from above”. This is a top down model and comes from the elite’s of the world. Now who are the elite’s of the world USA and European countries can be considered as the world’s elite.

From the 1980 the children are given the teaching of English and its importance is rapidly growing worldwide. (Graddol 2006). It is emerged as a development which always continued which has continued without saturation point yet being approached. A worldwide study done by British council states that a by British Council reveals, a suitable state of matters are involved in the contexts regarding quality and the levels of achievement. (Rixon 2013).

2.6 Language Skills

Language is absolutely central to the learning of the students . without it student can not communicate or understand the subject. There are four basic language skills, listening, reading, speaking and writing in foreign language education and training. (Darancık, Students’ Views on Language Skills in Foreign Language Teaching, 2018)

Language pedagogy in Pakistan suffers from lack of emphasis on the teaching and cultivation of thinking skills (Asghar, 2016). Students do not have properly developed language skills and they feel shy in speaking English in front of people (Zai & Jafri, 2013). A lot of Pakistani students cannot follow English language properly in their classes as a result most of them fail in English examinations (Warsi, 2004).

Language skills are the abilities of a person to understand and communicate in a certain language. The crucial language skills are writing, reading, speaking and listening. (LSRW)

For English language learners there are certain things which they should be aware of i.e.

phonemic consciousness, reading fluency, vocabulary development, phonics, oral reading skills and reading comprehension approaches.

In this research the researcher focused on the language skills and to compare National curriculum of English and International Baccalaureate program in this regard.

According to the Morehouse in first-language acquisition, the four skills should be defined in sequence listening, speaking, reading and then writing. (Morehouse, 2017)

Following are the main language skills i.e. writing, reading, speaking and listening.

The purpose of listening-comprehension teaching is not a skill which can be defined as the ability to listen, but rather an effective stage because it can perceive the transmission from the speaker exactly and correctly (Yasemin Darancık 2018).

Speaking is the second skill of language skills. For speaking you need a listener. When two or more people talk, one is the listener and the other is the speaker. Most language experts emphasize that speaking skills and listening skills are intertwined (Yasemin Darancık 2018).

Reading aims under two headings; information and pleasure. Reading for information purposes indicates reading in the direction of a specific target, the person reads for his / her profession or for thriving in his/her field (Gunay 2007).

2.7 Teaching Methodologies of National Curriculum

Teaching approaches mention here are from the documents of National curriculum. Teaching language is different then teaching a subject. According to the documents of National curriculum the skills of language are taught seperately or combined depends on the need and purpose. It is important for the teacher to develop the oral and speaking skills of the students throughout the academic year. Teaching a language from the early years have exceptional impacts to progress the speaking and listening skills. And according to the docments it's the teachers responsibility to enhance the interent of the students in fiction (literature). Discussion, role-playing, inquiry/investigating, cooperating learning, projects and presentations these are some of the methodologies mention in (NCEL 2006).

2.8 Teaching Approaches of International Baccalaureate

International baccalaureate always works by keeping in mind the student-centered approach and have a constructivist approach. Following are the teaching approaches which are used by the teachers Student-centered , Based on inquiry, The focus is on the conceptual understanding , The individual needs of the students , Focus on teamwork and collaboration and Well-versed by assessment (formative and summative). The main methodology used by IB is inquiry based. The IB has wide range of quality education programs that rettain the international level of education. (IBO, 2013). “An IB instruction is envisioned to make inquisitive, learned and gentle youngsters , and those will assist with making a greater and progressively quiet sphere” (Benveniste, 2011). Today, as the world is changing with each passing day and the difficulties for the new worldwide are emerging at a very remarkable steps of development , the IB instructions are very important and fundamental than others in this recent times (D A. , 2014).

2.9 Related Research Studies

Many researches have been conducted on International baccalaureate world wide. IBO (international baccalaureate organization) collaborate with different organizations and reserch firms to conduct reserches on their programs in different countries. In 2016 NARIC conducted research on The IB DP: Alignment with the Pakistan National Curriculum for Years XI and XII, and submitted their report to IBO. One of the objective of that research was to see that How do the DP and Pakistan HSSC align to each other with regards to the extent of their recognition at top global universities. The findings showed that IB DP students get admision in top universities without doing any further course or by giving an extra exam and success rate to get enrolled is also

high for IB students as compared to National curriculum. In 2010 getchel worked on the impact of the IB primary year program (PYP) on teachers who are trained and are practicing in IB authorized schools . The study that was conducted by Getchell used its own designed survey and by the help of that survey he determined the influence of International Baccalaureate PYP on selected teachers. The study particularly dignified the teachers's views on philosphy of education , and the need for the global education and the differences on their on efficacy and on the future of the students before and after their schools's process of IB authorization (Getchell 2010).

(Ghazala kausar 2013) researched on the Students' Perspective of the Use of Audio visual Aids in Pakistan and concluded that the importance of AV aids can not be ignored and 80% students think that AV aids should be made mandaory to use in class.

Researches on Impact of Visual Aids in Enhancing the Learning Process, concluded that the majority of the teachers and students had positive perceptions of the use of visual aids. (Nadeem Iqbal 2015) Lucy Haddock conducted research on Inquiry-based teaching , the national and central education legislature improved learner accomplishment through enhanced coaching plans. (Haddock 2014)

A study was conducted by DR. Khushbakht hina on evaluation of Pakistan National Curriculum of English Language in 2018, the results of her study matches with the conclusions of this research as the National curriculum lack the use of AV aids and practical implementation of the curriculum.

According to the research led by National Recognition Information Center for the United Kingdom (UK NARIC) in 2016 gives a relative investigation of the PYP and the mid years program by keeping in view the India's state schooling system. The research provide a contrast between the mechanisms of IB and indian curriculum . (UK NARIC, 2016)

The researcher went through the related literature to have better understanding about the both the curriculums.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Approach

A descriptive qualitative research approach was employed. Descriptive research is a type of research that describes a population, situation, or phenomenon that is being studied. It focuses on answering how, what, when, and where questions about the phenomena under study. Qualitative research approach was adopted because of the nature of the objectives and the research questions of the study (McLeod, 2019). The major objectives of the study were to compare the curriculums on the basis of goals, objectives, content, assessment strategies and teaching methodologies. Constant comparative analysis was considered with the explicit aim to describe and interpret the range of attributes associated with the phenomena being studied (Kohlbacher, 2006). Data was collected in textual form on the basis of observation and interaction with the teachers.

Document analysis, interviews, thematic analysis and checklist were the tools used for the following study.

A detailed constant comparative analysis was conducted by the researcher about the goals, objectives and the content as well as assessment strategies and teaching approaches of the National curriculum with the International Baccalaureate Primary year program. For the following study the curriculum offered by Primary Years Program of International baccalaureate program was taken under consideration. The primary source of data collection in this study was documents of both the curriculums. The document analysis was performed using literature from within and external to the International Baccalaureate Organization (IBO) and same for the National curriculum. Related literature, Interviews, written documents are the main types of data collected and analyzed in this qualitative research.

There were five research questions which were made by keeping in mind the objectives of the following study.

The first two research questions were about the goals and objectives of the national curriculum and international baccalaureate program for which the curriculum documents were analyzed and viewed. The 3rd research question was about the content and for that textbooks of English for class

1 for both the curriculums .i.e. National curriculum and International Baccalaureate program were analyzed and textbook analysis was conducted.

The 4th research question was about the assessment strategies used by both the curriculums and for that, in addition to the curriculum documents and textbooks the assessments sheets of both the curriculum were analyzed and compared and interviews were conducted by the teachers of both the curriculums.

And 5th research question was about the teaching methodologies and for that structured interviews were taken from respective teachers of English for International baccalaureate and national curriculum respectively. (Braun and Clarke, 2006)

Constant comparative analysis was implied to elicit themes on the data collected and then comparison was executed. Thematic analysis was applied to deduce the results from the interviews. Themes were created and then divided into sub-themes and coding was done to analyze the data appropriately.

3.2. Research Design

To discourse the research questions and conduct a reliable comparison between the two curriculums the study includes 3 key phases:

1) Desk-based research

This includes the review of related literature and document analysis of the both the curriculums i.e. National curriculum of Pakistan and International Baccalaureate program. In this stage the data was collected that consists of the information about both the curriculums through related literature and previous researches regarding the both curriculums in terms of content, aims, goals, objective, assessment strategies.

2) Comparative analysis

The second stage consists of constant comparative analysis. This further consists of two steps.

- i. First step was to compare the goals, objectives, content, assessment strategies and teaching methodologies constant comparative analysis was implied, for constant

comparative analysis predetermines themes were made and on the basis of which comparison was conducted.

- ii. Second step was, coding was implied to the transcript of the interviews. Thematic analysis provides the core skills for conducting many other forms of qualitative study (braun & clarke, 2006). For conducting thematic analysis the six steps model of Braun and Clarke were adopted. Themes were made from the collected data and then divide into sub themes and coding was done.

3) Analysis

Analysis was conducted by keeping in mind the research questions and objectives of the study. The findings of the constant comparative analysis were documented in the tabular form and the data collected through interviews were intepreted through coding and then analysed on the basis of themes.

3.3. Research Paradigm

3.3.1. Qualitative

Qualitative paradigm was associated with this study. In order to gain deep understanding of the both the curriculum in their respective settings the qualitative approach was obscure. Researcher wanted to have a deeper understanding of the both the curriculums. The tools used for gathering data was interview that's why qualitative paradigm was the most appropriate.

3.4. Sources of data

Researcher went through the related literature on National curriculum , International Baccalaureate Program and also on the language acqisition and allied skills. Document analysis was conducted for gathering details about the goals, aims and objectives of the study. Textbook and curriculum documents were used for that purpose. Interviews were also used as tool for gathering data. The purpose of the study was to compare the curriculum of English of National Curriculum and International Baccalaureate Organization. This research was based on reports, books, the researches already done on this topic and various documents from both education systems as well as the opinions of the teachers about both the curriculums.

In the “qualitative paradigm”, individual interviews were conducted from related teachers.

Following are the main sources for data collection for this research:

- 1: Curriculum of English of National and International Baccalaureate program at primary level.
- 2: Textbooks of English of National and International Baccalaureate program at primary level.
- 3: Assessment sheets of English subject of National and International Baccalaureate program at primary level.
- 4: Interviews from the teachers who have knowledge regarding respective curriculums.

3.5. Instrumentation

- 1: Themes were made to conduct the comparative analysis for goals, objectives, content, assessment strategies and teaching approaches of National Curriculum of English and International Baccalaureate program in relation to language skills development (listening, speaking, reading, writing)
- 2: Interviews were taken from the teachers to get a detailed insight about the overall content and more specifically teaching methodologies and assessment strategies. Thematic analysis was applied to transcript of the interviews.

3.6 Data collection

- 1: Data was collected with the help of document analysis for comparing the goals, objectives, content, assessment strategies and teaching methodologies of the curriculum of English of National and International Baccalaureate Program .
2. Open ended Questionnaires were made and relevant teachers were interviewed, those who had full grasp over the topic.

3.7. Data Analysis

The data was analyzed through constant comparative analysis. In comparative analysis researcher elicit themes and conducted comparison between the objectives, goals and content of National curriculum of English and International Baccalaureate program at Primary level to find the similarities and differences between curriculums.

For goals, aims and objectives the related literature and documents were compared. Content/text books of both the curriculum were compared on the basis of the themes that were drawn by

applying constant comparative analysis. Interviews were conducted from the teachers to have a better insight about the respective systems and specifically about the teaching methodologies.

With the help of these documents analysis researcher identified the similarities and differences of both programs.

Table 2 : Data analysis

Research question	Instrument	Data analysis technique
How the goals of National curriculum of English and International Baccalaureate Program address Language skills.	Documents	Constant comparative analysis
How do the objectives of National Curriculum of English and International Baccalaureate Program are different from each other.	Documents	Constant comparative analysis
In what ways does the content of PYP of International Baccalaureate Program and National are different from each other.	Documents / textbooks	Constant comparative analysis/ textbook analysis
What are the different assessment strategies used by National Curriculum and International Baccalaureate Program to assess Language skills.	Documents / textbooks/ interviews	Constant comparative analysis / Thematic analysis
What are the differences between the teaching approaches practiced by the teacher of the National curriculum and International baccalaureate.	Documents/ interviews	Constant comparative analysis/ thematic analysis
Comparison of Language skills of both curriculums.	Checklist	Checklist

3.8. Population

Population of the study was the teachers of English subject of the schools who follows National Curriculum and International Baccalaureate Program respectively. There are few schools who follow IB PYP in Islamabad and all the government schools follow National curriculum. Researcher used the purposive sampling for the data collection.

3.9. Sampling technique

A purposive sampling technique was applied to recruit the study participants. The final sample size was determined by the likely point at which thematic saturation was achieved during the data analysis phase and the accepted size of qualitative studies in the literature (Hennink, 2016). Purposeful sampling is widely used in qualitative research for the identification and selection of information-rich cases related to the phenomenon of interest.

The target population in this research was a set of respondents from a larger population. For this particular research, purposive sampling has been used as it is a type of non-probability sampling in which researcher relies on his or her own judgment when choosing members of population to participate in the study. The sampling method in the research includes by taking a descriptive selection of the population and then with the help of that data collected used as research information.

20 teachers were chosen for the interviews and the primary data collected from these interviews was analyzed.

3.10. Content Validity

The validity of the questionnaire for the interview were taken from two experts a language expert and an educationist. The questions designed for interviews was discussed with the supervisor who considered it to be appropriate and relevant since the questions revolve around the topic of the research study. (Stephaine, 2015)

Table no 3

List of Experts Instruments Validation

Sr No.	Validity of Experts	Name of the University
1	Dr. ishrat siddiq lodhi	Assistant professor in Fatima Jinnah women University Rawalpindi
2	Dr Muhammad Saeed Akhtar	HOD in Ripha international university Faisalabad

Table 3

This table 3 presents the names, designation and affiliation of experts from whom the researcher validated his/her questionnaire.

3.12. Data Collection Process

20 teachers were interviewed collectively for the data collection process. A total of 13 questions were asked from the respondents. In order to gain an in depth analysis of the topic, face to face interviews were carried out where the respondents were given an opportunity to express their knowledge and opinions regarding the topic under investigation. The interviewing process with each respondent took around 20 minutes and therefore the overall time for process of data collection was one hundred and sixty minutes. (Dudovsky, 2015)

3.13. Interview Protocol

Before starting the interviews, rapport was established with the consented participants and they were interviewed at a convenient place that was comfortable for them, as mutually agreed by both interviewer and interviewee. The interview protocol was kept while collecting the data. The teachers were made confident that their interviews were taken only for the purpose of research. Furthermore, their consents were taken concerning revealing their names and descriptions. (Baxter and Caine, 2015)

CHAPTER 4

DATA ANALYSIS

This chapter presents analysis of data collected through document analysis and through interviews. Curriculum documents and textbooks were analyzed of the subject English of International Baccalaureate primary year program and of National Curriculum of primary years in document analysis to conduct constant comparative analysis. These documents were related to their goals, objectives, curriculum, textbooks, teaching approaches and evaluation strategies.

Data have been analyzed using the methodology given in chapter 3. Constant comparative methodology incorporates four stages: first to compare incidents applicable to each category, second is to integrating categories and their properties, delimiting the similarities and differences and writing the findings (Glaser & Strauss, 2012). Predetermined themes were made to do constant comparative analysis of two systems respectively. Data analysis has also shown the extent to which the objectives of the study have been achieved and based on the data findings and recommendations have been prepared and presented in chapter 5.

This chapter is further divided in following sections:

Section 1 :

The first section was related to the document analysis of goals of the national curriculum and IBPYP to conduct the constant comparative analysis. Table 4.1 shows the comparison. Document analysis was part of desk-based research.

Section 2 :

The second section consist of analysis of objectives of the both the curriculums. Constant comparative analysis was applied.

Table 4.2 shows the comparison

Section 3:

The third section contains analysis of the textbooks of both the curriculums. Textbook analysis was carried out by researcher by applying constant comparative comparison. And also assessment strategies and teaching methodologies according to the documents.

Table 4.3 shows the comparison of content, Table 4.4 consists of assessment strategies, Table of 4.5 comprises of teaching methodologies.

Section 4:

This sections consists of thematic analysis of teaching methodologies of National curriculum and International baccalaureate Primary year program.

Section 5:

This sections included the detailed views about the language skills of both the curriculum.

Section 6:

This sections includes the analysis of assessment strategies.

4.1. Section 1

The first section was related to the document analysis of goals of the national curriculum and IBPYP. Table 4.1 shows the comparison. Document analysis was part of desk-based research.

4.1.1. International Baccalaureate Program

In-depth discussion largely controlled by students is what IB Program is all about. International baccalaureate primary year program are developed by keeping in mind the philosophy to focus not only on academics as well as the personal, emotional and social skills. The main aim of the IB is to develop inquiring, knowledgeable and caring young people. These young people will create a better and a peaceful world through their intercultural understanding and respect. Technically, any school with the International baccalaureate curriculum is known as an “International baccalaureate school.” Primary year program of international baccalaureate are for children age 3 to 12, according to the (slotta, 2020)

4.1.2. National Curriculum of English

Federal and provincial both the government are responsible for the development of education system of Pakistan. Ministry of federal education and professional training which is responsible for the National policy and planning. Multiple policy documents regarding the national education in Pakistan have been published since a National Education Conference convened in Pakistan in 1947. The most recent National Education Policy was published in 2009 by the Ministry of Education and sets out the aims and goals for improving education. Additionally, a National Curriculum was published in 2006 and introduced in schools in 2007. The curriculum have been developed by keeping in mind the demands of English language learning in 21st century. English, as an international language, has become a global means of communication. So these books have been specifically designed to improve language skills of young learners. The new curriculum pursuits to offer students with complete possibilities for language success, to know and to equip them with capabilities within the use of the english language for verbal exchange in instructional and social contexts, at the same time as encouraging them to be impartial and lifetime learner. a good way to respond better to the ever-changing neighborhood and international surroundings and to improve understanding. After exact discussions with applicable stakeholders consisting of selected language specialists from all of the provinces in pakistan, the prevailing countrywide curriculum for grades i-xii developed.

This section deals with the analyses of documents. The constant comparative analysis was conducted These documents were interpreted by researcher. Table of specification were developed for comparing goals, objectives, content, teaching approaches, and evaluation strategies of curriculum of International Baccalaureate Program and National curriculum of Grade 1 English.

The constant comparative analysis was conducted on the basis of predetermined themes, this process is called deductive themes, its also a kind of thematic analysis. The themes were :

- 1) Goals
- 2) Objectives
- 3) Content
- 4) Teaching approaches
- 5) Assessment strategies

Table 4.1 below shows comparison of goals of English Language of Grade 1, given in National Curriculum and International Baccalaureate.

Table 4.1. Comparison of Goals of English

National Curriculum	International Baccalaureate
Goals of National (Grade -1)	Goals of IB (Grade -1 English)
<ol style="list-style-type: none"> 1. Students enhance their vocabulary for effective communication. 2. Students could recognize grammatical functions of some parts of speech and writing. 3. The curriculum aims to provide holistic opportunities to the student for the development of language as well as they can be equipped with competencies in using English language for communication in social contexts and for academic purpose. 4. Aims to provide language learning within national and cultural bounds while encouraging the learners to be autonomous and lifelong learner. 5. To develop a self-reliant individual, open to new ideas; an, original thinker; a responsible member of society, aware of 	<ol style="list-style-type: none"> 1. The IB Program aims to develop inquiring nature in students , There are five key components to the IB/PYP curriculum: Attitudes, Knowledge, Key Concepts, Skills, and Action. 2. Aims to develop a well-rounded competent and active citizen . Particularly, it aims to develop Thinkers. 3. Ib profile include being Open-minded, Knowledgeable, Risk Takers, Balanced, Caring, Reflective, Thinkers, Principled and Communicators. 4. An IB education empowers young people for a lifetime of learning, both independently and in collaboration with others. 5. Make sense of their place in an increasingly interdependent, globalized and digitized world. 6. An IB education is holistic in nature – it is concerned with the whole person. Along with cognitive development, IB

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- human rights; and a global citizen; as well as nurturing the personality of the individual to be dynamic and creative.
6. Education system aims to cater to social, political and spiritual needs of individuals and society.
 7. To develop an ethical and social attributes and value relevant in a multicultural, civilized society.
 8. Promote national cohesion by respecting each other's faith, religion, cultural and ethnic diversity
 9. Curriculum improvement process consists of identifying skills and choosing abilities, growing studying requirements, defining benchmark at developmental degrees, and growing scholar studying consequences at each grade stage.
 10. Students could read and analyze literary text to seek information, ideas, enjoyment, and to relate their own experiences to those depicted in literature.
 11. Students could produce with developing fluency and accuracy, academic, transactional and creative writing that is focused, programmes and qualifications address students' social, emotional and physical well-being.
 7. Prepares a community of learners to engage with complex global challenges through a dynamic educational experience framed by inquiry, action and reflection
 8. To make students able to read, understand, and discuss a nonfiction text; to apply a reading strategy to improve comprehension.
 9. Encourage students to think, curriculum includes activities and exercises which demands students to think.
 10. To develop a learner who is equally respectful to both themselves and others, aims to develop an Open-Minded learner who is able to critically appreciate their own cultures and personal histories, as well as the values and traditions of others.
 11. To develop of a global citizen, able to think analytically, originally, and independently and contribute to society.
 12. To encourage students to be able to develop proper writing skills, with complete knowledge of how to form words.
 13. Offer opportunities for students to become active and caring members of local, national and global communities.
 14. focus on internationally minded learning.
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- purposeful and shows insight into writing process.
12. can have effective oral communication with individuals and in groups.
 13. Have widely acceptable pronunciation.
 14. Locate information from the visual cue and verbally express that information.
 15. Recall tales and rhymes of the nursery; show personal reactions to the characters and incidents therein.
 16. Write sentences, answers to simple questions.
 17. Recognize the basic sounds and sound patterns of English language at word as well as sentence level.
 18. Understand as well as use accurate spelling of terms, cognates, rhymes, familiar phrases and formulaic expressions from the immediate surroundings and the subject texts.
 19. Understand the grammatical functions of some speaking parts and use them in their expression and writing.
 15. Students are introduced to the theme and main objectives of the topic. Students also understand what they will do and learn throughout the curriculum.
 16. Students are introduced to new vocabulary and have the opportunity to connect the pictures and hear them spoken on the Audio CD.
 17. The critical thinking activities are involved to measure the understanding of the words explores significant content.
 18. Language and literature are academically rigorous and empower students with cognitive, analytical and communicative competencies that can also be applied interdisciplinarily in all other topic classes.
 19. Emphasizes the significance of growing a clean, logical line of reasoning supported via sound examples and sound thinking.
 20. In grade 1 courses, the syllabus criteria, along with the assigned reading lists, provide teachers with the flexibility to pick lectures that cover a wide variety of styles, cultures and ages.
 21. The students should be good communicators.
 22. An academic educational framework designed to support schools and colleges that also offer career-related studies to their students.
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20. Use as well as respond to simple commands and questions both verbally as well as non-verbally.

23. Focus on project based learning and collaborative learning.

According to table 4.1 an International Baccalaureate Program education not only holds students to the highest academic standards but also incorporates an understanding and appreciation of all different aspects of English language.

According to table 4.1 National Curriculum aims to provide holistic opportunities to students for language development and to equip them with competencies in using the English language for communication in academic as well as the social contexts.

There are many similarities between the goals of International baccalaureate program and National curriculum. A detailed discussion is given in chapter 5.

Section 2

In this section is related to the second research question about the objectives of the curriculum.

The second theme for the constant comparative analysis was objectives. Both the curriculums were compared on the basis of objectives.

Table 4.2. Comparison of Objectives of English

Table below shows comparison of objectives of English Language of Grade 1, given in National Curriculum and International Baccalaureate Program.

National Curriculum	International Baccalaureate
<i>Objectives of National Curriculum</i>	<i>Objectives of IB (PYP)</i>
<ol style="list-style-type: none">1. A student is taught, how to hold a book, open a page and turn the page of a book.2. Students are taught that text in English runs from left to right, top to bottom.3. Recognize and use capital and small alphabet letters in sequence and by random order.4. Identify, recognize and articulate common two to three lettered words and words with common spelling patterns.5. Identify naming words.6. Locate information from a visual cue or from graphics, express the information verbally.	<ol style="list-style-type: none">1. Understand that the purpose text serve shape their structure in predictable ways.2. Can predict from pictures.3. Can talk about the topic.4. To apply a listening strategy to help comprehension of a listening text.5. Recognize repetition and comparison trends in plain text.6. Students are encouraged to focus on meaning, before focusing on the reading strategy.7. Describe the pieces of a single sentence describing 'What's going on? . Which is being described? Who is interested, or What they are interested in? Also circumstances around that.8. Investigate the distinctions in terms describing persons, locations and objects

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7. Use pre-reading strategies to predict story by looking at picture in the text.
 8. Respond to the text (post reading)
 9. Express like/dislike about the story
 10. Identify initial consonant blends
 11. Know that words combine to make sentences.
 12. Study common place naming and action words and in shape with pictures.
 13. Students are taught to read words aloud with good level of accuracy in pronouncing the words.
 14. Students are taught how to hold a pencil and write.
 15. Start colouring as well as creating basic and simple patterns.
 16. Students should know that english is written from left to righ.
 17. Tracing and write small and capital letters following appropriate writing fashions of everyday form and length.
 18. Write words and sentences using writing technique.
 19. Copying as well as and writing simple one syllable phrases Leave normal space among words.
- that are nouns and pronouns, events and statements that are verbs, attributes that are adjectives, and information such as when, where and how that are adverbs.
 9. Understand and know how to build families of words using basic grammatical morphemes.
 10. Comparing images of various kinds in narrative and insightful texts and explore how they relate to their meaning
 11. Understand the various forms of punctuation like full stop, question marks and exclamation, signal sentences making assertions, ask questions, convey emotions and offer commands.
 12. Connect the words to the pictures.
 13. To make students learn when names are capatalized.
 14. Can express their thoughts in writing.
 15. Have command on grammer, e.g. nouns, pronouns, verbs, adjectives, prepositions. Opposite words, synonyms.
 16. Guess the picture and complete crosswords. Enhance the critical thinking in the students.
 17. Read the story and answers the questions at the end.
 18. Listen to the audio and write the words on notebook.
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| <p>20. Writing numbers from one to ten in words.</p> <p>21. Tracing and copying easy sentences leaving spaces among words using capital words, punctuation as well as spellings correctly.</p> <p>22. Write naming and action words, sentences and can answers to simple questions.</p> <p>23. Show a series of actions in a picture by writing action verbs.</p> <p>24. Can copy rhyming words from a poem.</p> <p>25. Make/fill in through guided activity, simple greeting card.</p> <p>26. Can use punctuation.</p> <p>27. Use of appropriate social and academic conventions of spoken discourse for effective oral communication.</p> <p>28. Offer and respond to basic routine greetings</p> <p>29. Listen and give response to few commands</p> <p>30. Can introduce themselves and express needs</p> <p>31. Understand and use widely acceptable pronunciation.</p> <p>32. Can identify words with same sound</p> | <p>19. Recreate texts creatively by using drawing, writing, performance as well as digital forms of communication.</p> <p>20. Produce short inventive and insightful texts demonstrating emerging usage where correct text structure, phrase level grammar, word selection, pronunciation, punctuation and multimodal elements, such as illustrations and diagrams</p> <p>21. Write by unjoined lower case letters and upper case letters</p> <p>22. Understand the use of this, that, there and their.</p> <p>23. Focus on creative writing.</p> <p>24. Create texts which integrate image support using software including word processing programs.</p> <p>25. Understand that people use various communication systems to compensate for specific needs and purposes, and that many people can use sign systems to communicate with others.</p> <p>26. Understand that language is used in combination with other forms of communication, like expressions on face as well as gestures for interacting with others.</p> <p>27. Listen to the script and then write answers.</p> <p>28. Develop functional speaking skills, can read and understand a dialogue.</p> |
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| 33. Recognize and use correct spelling | 29. Learn speaking through collaborative projects in class. |
| 34. Can distinguish “english” words commonly use in urdu. | 30. Use vocabulary learnt in class in expressing idea about the topic. |
| 35. Understand grammatical functions and use them in their spoken communication. | 31. Watch video and then express the whole idea in your own words. |
| 36. Can use substitution words (pronouns). | 32. Exercises on workbooks through CDs. |
| 37. Can respond to words: who, what, where, why. | 33. Every topic contains a separate unit about communication. |
| 38. Can use some describing words (adjectives). | 34. Have to talk about topic in class, its compulsory in curriculum. |
| 39. Student should be able tell the story by viewing the pictures | 35. Writing a paragraph based on words written on board by teacher. |
| 40. In a story guess what happens. | 36. Recognize that there are different ways to inquire, make deals and give commands. |
| 41. Use and respond to simple commands and questions verbally. | 37. Manipulate phonics in spoken words to produce new words by adding , removing and substituting initial, middle and final words. |
| 42. Respond to the written text to express story likes as well as dislikes. | 38. Express preferences for particular texts and writers, and listen to others' opinions |
| 43. Read common phrases on extending the study of fabrics, including food labels, toy bins and many more. | 39. Discussing characters and incidents in a variety of literary texts and compare private responses to these texts, and make very own reviews with college students |
| 44. In a screenshot or picture, point out / name any not uncommon gadgets. | 40. Listening, reading and performing poems, songs, as well as rhymes, imitate and create sound patterns including alliteration and rhyme. |
| 45. say a phrase or two, or a sentence about them. | 41. Using interaction capabilities together with flip-taking, recognising contributions |
| 46. inform what comes earlier than and after an alphabet. | |
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| 47. identify a book by using searching at its identify. | of others, speaking clearly as well as usage of suitable extent and pace. |
| 48. recite quick poems or nursery rhymes with actions. | 42. Brief examples of the usage of certain textual information structures and vocabulary, such as statement. |
| 49. Look out for a story with a few sentences read aloud by the teacher. | |
| 50. Discuss the same story itself aloud. | |
| 51. Discover characters, and name them. | |
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According to Table 4.2 National Curriculum of grade one is all about basic reading, writing, listening and verbal skills. National Curriculum start with simple activities for example the writing skills start with teaching student to how to hold a pencil. For grade 1 the curriculum, is about the identification of the letters, responding the the teacher with 'yes' or 'no', listening to short stories.

On the other hand IB has much prograsseive objectives, and the objectives of IB Program are to develop skills in students through practical approaches, like describing the characters of the story, writing a short story themselves, and identifying different types of sentences.

Section 3

The 3rd section contains textbook analysis of both the curriculums. To compare and analyse the content of both the curriculums the researcher conducted the textbook analysis.

Table 4.3 shows the analysis of the textbooks of National curriculum of English and International Baccalaureate program English books for class 1.

4.3 Textbook analysis of both the curriculums

For content analysis of the both curriculums the researcher used text books of National curriculum and international Baccalaureate (PYP) for class 1.

Textbooks analysis was conducted on the basis of following standards:

- a. Physical
- b. Psychological
- c. Content

Textbooks have a direct bearing on the quality of education imparted to the students (agarwal, 2011). Physical characteristics consists of volume, size, Binding, text, paper quality. All these aspects are very important to consider while compiling a book. Psychological aspects of the book consists of: sequence, pictures, illustrations and explanation. And last but not the least content part of the book consists of ; objectives, validity, activities, grammar, chapters, theme and topics covered in the book.

The National Curriculum only use one book that is English 1, Developed by AFAQ (Association For Academic Quality). International Baccalaureate use four books

- a. Oxford Discovery 1 (Student Book)
- b. Oxford Discovery 1 (Workbook)
- c. Oxford Discovery 1(Writing and Spelling)
- d. English Skill Builder (Assessment Book)

Researcher analyzed and compared these books on the basis of set standards. Textbook analysis of these books were conducted. Textbooks shapes interaction between between students and teachers (Widodo, 2018)

Textbooks are widely accepted as a common feature of classrooms worldwide and are important vehicles for the promotion of curriculum. Consequently their content and structure are very important for the promotion of a specific vision of curriculum. There are many features of textbooks, which have a significant impact on the students.

Table 4.3. Comparison of textbook of English

National Curriculum	International Baccalaureate
Content of National Curriculum Grade -1	Content of IB
English	English (oxford discover, student book 1)
<ol style="list-style-type: none"> 1. The appearance of the book is quite appealing. 2. Paper used for books are uncoated. 3. There are eleven units in the book. 4. Each unit is highlighted with a different colour scheme. 5. The aim of the book is to provide hollistic oppurtunities to the student for language development. 6. The units are further divided into Vocabulary, Comprehension, Listening and Speaking, Phonics, Reading, Grammar and Writing. 7. Learning outcomes are given at the start of the book that 	<ol style="list-style-type: none"> 1. The appearance of the book is very appealing. 2. Paper used for the book are matt coated paper. 3. There are eighteen units in the book 4. The IB books demonstrate integral nature of language in the learning process and support an integrated approach to literacy. 5. The units are further divided into Reading, Vocabulary, Grammar, Listening, Speaking, Writing and Wrap up. 6. At the start of the unit there is a Ribbon given that gives the essence of the unit that includes: watch, learn, read, write, and make. 7. Expected activities are mentioned at the start of the every unit. for example (a)‘Watch the video’, (b)‘Look at the picture. What do you see?’,(c) ‘Think and

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- provides key learning expectations.
8. There are total 8 themes in the book. Each unit of the book revolves around a theme based on ethical and social development.
 9. Themes of the book are: being grateful, about family, respecting elders, cleanliness, colours, healthy habits, school rules, sharing and animals.
 10. Units consist of colourful pictures and visual texts.
 11. First unit of the book consists of “time to recall”, that’s consists of phonics and alphabets and how to hold pencil type exercises.
 12. Read me notes are given throughout the chapter. They provide information about the concept being taught.
 13. Each unit is divided into seven sections. Vocabulary, comprehension, listening and speaking, phonics, reading and grammar and writing. These sections collectively develop four language skills: reading, answer the question.’ (d) ‘Fill out the Big question Chart.’
 8. Each unit start with a task to video a watch.
 9. Every unit included audio and video related to the topic.
 10. There are nine themes in the book, each theme consists of 2 units. Themes are related to different aspects of life: social and ethical.
 11. Themes are about family and friends, colours, animals, seasons, numbers, needs, habitat, music, living things.
 12. In addition to illustrations, visual texts, and colourful pictures, photos of kids and adults are added to each units related to topic.
 13. In every unit there are Workbook and Grammar book page number given so that children can relate the Unit with the workbook and grammar book.
 14. Talk to partner about the topic is an activity which is included in every unit.
 15. Each unit is divided into four sections, first is ‘Get Ready’ (this includes words and before you read), second is ‘Read’, third ‘Understand’ (this includes comprehension and Grammar in use), and fourth is ‘Communicate’ (this section includes words, listening, speaking and word study).
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- writing, listening, and speaking.
14. Teaching points are mentioned for teachers at the bottom of each page. make teaching more effective and skilful.
 15. Review pages have been provided after every unit to assess students' language skills.
 16. Layout of the book is very simple and everything is quite visible.
 17. Book starts with very basic chapter like recalling alphabets, and making three letter words, like jam, pen, hen etc.
 18. Different exercises are given at the end of each chapter. These exercises help in understanding of different aspects of English language like vocabulary, comprehension, Listening and Speaking, Phonics, Reading, Grammar and Writing.
 19. Exercises include (a) reading word and their meanings, rhyming words, matching the rhyming words, (b) Comprehension, (c) listening
 16. Book starts with advanced chapter "who are friends and family".
 17. Various exercises are given in the middle of the unit for the better understanding of English language
 18. Different exercises not only at the end but in between the units at various points. These exercises teach various aspects of the language like punctuation, grammar, spellings, vocabulary, comprehension, listening, speaking, phonic, reading, and writing.
 19. Exercises include (a) comprehension, (b) Grammar in use, (c) Words, (d) Listening, (e) Speaking, (f) Word Study. These sections are further divided into different sub-sections.
 20. Topics are discussed in different small paragraphs.
 21. Every exercise starts with the word "think", the content and the exercises are planned in a certain way to develop critical thinking in students.
 22. Questions to relate the topic with one's personal life develop the interest as well as understanding of the topic in the students.
 23. Songs and dialogues are provided in the CDs to the teachers that are part of curriculum, are played in the class and students respond to it, helps in better
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- and speaking, (d) phonics, (e) reading, (f) Grammar, and (g) Writing.
20. For listening and speaking , dialogue between two people are mentioned with visual texts.
21. Every unit contains exercise of grammar as well, students learn about verbs, noun, pronoun and use of adjective as well as punctuation.
22. Difficulty level of exercises increase with each passing unit. .e.g ist chapters starts with alphabets and tracing exercises and at the last units students are expected to write sentences with the use of noun, verbs and adjectives.
23. Attention have been given to the phonics in terms of consonant digraphs, initial and ending sound etc.
24. The book is not too big, nor too small. Easy for a child to manage
25. It is quite light weight, students can carry it easily.
- understanding of phonics and pronunciation of the words.
24. After topic the assessment page starts with a heading of “Understand”, consists of the exercise for comprehension, and to learn grammar. Evaluate and develop the writing and reading skills of the students.
25. The other exercises are with heading communicate, these exercises evaluate and develop the listening and speaking and word building.
26. Exercises are quite advanced and very interactive as well.
27. The book is not too big, nor too small. Easy for a child to manage.
28. It is quite light weight, students can carry it easily.
29. Binding of the book is very strong, and capable.
- Oxford Discover (Workbook)
30. Second Book in IB program is Oxford Discover Workbook 1. This book is based on practice exercises for the students. This book also included online practice. The units in the workbook are same as the student book. The book include ‘Extended Grammar’ and ‘Student’s writing Resource’. The unit starts with a “big question” i.e. what do you know? And what do you want to know?
31. Book is black and white.
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26. Binding of book is not this strong. The pages get out of the binding.

32. All the exercises are very interactive and focus on developing English skills (Listening, Reading, Speaking, and Writing) as well as enhance critical thinking.

33. Exercises like crosswords that too by guessing the picture and then write.

34. Find and circle the words, e.g. circle the things we do in black, the animals in red, and the things we feel in green.

Oxford Discover 1 (Writing and Spelling)

35. Third Book of IB program is 'Oxford Discover (Writing and Spelling) 1. This book is all about teaching writing and spellings. Book also contains passages to read. Includes flowcharts related to the passages. The theme and topics of the units of this book is different from the other two books. The appearance of the book is attractive. As pictures aid in better understanding, there are various different types of pictures present in the book. Books have very interactive exercises that include all aspects of English language that are vocabulary, comprehension, Listening and Speaking, Phonics, Reading, Grammar and Writing. But the main focus of this specific book is on writing and on vocabulary.

English Skill Builder Grade 1

36. Last book is English Skill Builder (Assessment Book). This book is for the evaluation of the students. As there is not any summative assessment, this book is used by teacher to assess the performance of the students throughout the year. This book consists of assessment sheets regarding literature, language, reader , creative writing sheets and student self reflection. And at the end there is a Parent feed back. It is solely based on the exercises for the assessment of English language.

According to table 4.3 National curriculum content is relatively very easy in comparison to the content of IB system. The content of National Curriculum is quite simple. as English is second language to the students. For example, book starts with simple chapter like recalling alphabets, and making three letter words, like jam, pen, hen etc.

According to the Horsly students should be provided with the multiple learning technique, the textbooks needs to be linked and integrated with other resources (Horsley, 2010). The content of International Baccalaureate books was quite mind triggering , for example in grade 1 this system even focuses on punctuation and advance grammar. Exercises include (a) Comprehension, (b)Grammar in use, (c) Words, (d) Listening, (e)Speaking, (f)Word Study.

4.4 Teaching Approaches

Teaching approaches advised in the documents of national curriculum and International baccalaureate PYP. Researcher conducted the constant comparative analysis in which the differences and similarities between the teaching approaches of both the curriculum advised in the documents are identified. The table below shows that comparison of teaching approaches of Language given in the documents of National Curriculum and International Baccalaureate.

Table 4.4. Comparison of Teaching Approaches English

National Curriculum	International Baccalaureate
Teaching Approaches of National Curriculum	Teaching Approaches of IB
Teachers are advised to do less lecturing and create communicative and interactive situation.	1. Teacher develops young students as caring, active participants in a life long journey of learning.
1. Teachers are advised to follow the natural sequence of observing, listening and then speaking.	2. Teachers are trained to enhance critical thinking in students.
2. Errors and mistakes should not be rebuked rather taken as a learning opportunity.	3. One of the most important considerations for IB instructors is, consequently, how to design teaching process to provide powerful inquiry based learning.
3. Teachers are supposed to plan lesson according to the time available.	4. Collaborative learning is an integral part of IB curriculum and teachers are

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4. Teachers are recommended to add any activities out of the given curriculum if they feel the need of it.
 5. Teacher should have an overview of what each week's lesson will look like.
 6. Teach oral presentation to the students .
 7. Teachers are directed to enhance the reading skills of the students by reading aloud, through guided reading and to encourage students to experience the fiction.
 8. Significant and supportive intervention, which makes students feel that they're being helped through their troubles in reading, is critical.
 9. Teachers are advised to encourage critical writing in students.
 10. There are some Instructional strategies that are mentioned to be followed by the teachers. .e.g. discussion, role play, concept map, think-pair-share, inquiry/ advised to help students in collaborative work.
 5. Ib curriculum revolves around inquiry-based approach.
 6. Experiential learning is maximum effective whilst the experience is something new for pupil, where there may be assignment as well as action, also wherein mirrored image step is well set up and punctiliously carried out. It is, consequently, vital that point is devoted to cautious layout as well as making plans of experiential sports.
 7. Teaching that is based on inquiry does demand a shift in teaching style and as there are so much activities included in the textbook, teachers also have to adapt the approach as required.
 8. Teachers are skilled to assist students in project-based learning.
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investigation, cooperative learning, project and presentation.

9. Teachers are advised to follow a student-centered approach.

10. Teachers are guided as to stage instructions but not telling students to do too many things at once or explain the entire process of a project at the beginning.

11. Teachers are counselled to enhance the self-motivation in students as well as self-focused, self-planned and make students lifelong learner who fulfills all the aspirations of the international Baccalaurate Program learner profile. Through conducting powerful inquiry, learners will improve their capabilities in study, self-control, collective gaining knowledge of, verbal exchange and wondering, as well as problem-solving.

According to Table 4.4 teaching approaches of National Curriculum are very simple and English is not only second language for the students but also for the teachers. A teacher has to start from the very basic in reading, writing, listening and verbal activities as a child is learning a whole new

language. The language skills of listening, speaking reading and writing are taught separately or are integrated according to need and purpose.

According to Table 4.4 teaching approaches on International Baccalaureate are totally skilled based and focus on enhancing skills in the students of grade 1. One of the major concerns for the IB teachers is the way they design the teaching practice, that how it can be made more effective and inquiry based.

4.5 Assessment strategies

Evaluation strategies of both curriculum were compared by applying constant comparative method. Two tools that teachers commonly use to assess student learning of new material and knowledge of state standards are formative and summative assessment (Dante D, Dixson , & Worrell, 2016). These two standards were kept while comparing the assessment strategies of National curriculum and International baccalaureate PYP.

Table 4.5. Comparison of Evaluation Strategies of English

National Curriculum	International Baccalaureate
Evaluation strategies of NC Grade -1	Evaluation strategies of IB (PYP) (Grade -1)
English	English
<ol style="list-style-type: none"> 1. Assessment in national curriculum is formative as well as summative. 2. Ist term, 2nd term and then final exams are the types of summative assessment and class tests and class performance are the types of formative assessment used in National curriculum. 3. Exercise at the end of the units are also used for assessment. 	<ol style="list-style-type: none"> 1. For assessment : skills builder grade 1 book is used. That's counts for the overall assessment of the students. 2. No summative assessment. 3. Only formative assessment that continues throughout the academic year. 4. Skill builder book further have different themes to evaluate the performance of the student.

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4. "Review" at the end of every unit includes questions regarding vocabulary: read and write their meanings, comprehension; answers the questions, listening and speaking: practice the dialogue given in the chapter, grammar: to underline noun and pronoun, writing: rewrite the sentences given.
 5. Evaluation sheets for the summative assessment are prepared from the textbook.
 6. Methods of assessments as mentioned in the documents are selected response items (objective type) that include multiple choice items, binary choice items, interpretive exercises.
 7. Constructed response items (semi-objective and subjective type) are also included that consists of fill in the blanks, short answers.
 8. For listening and speaking, dialogues are given in the textbook for the students to practice.
 9. For reading skills, small exercises like read the nouns and match the column are given to evaluate the student.
 5. Literature assessment, language assessment, reader assessment are the themes of the workbook.
 6. Handwritings sheets are also part of the skill builder book.
 7. The Comprehension questions are very interesting and interactive. Three types of questions 'stated', 'inferential', and vocabulary questions are used to evaluate the students.
 8. AV aids are also used for assessment purpose. Teacher plays the audio/ video in class and then students have to give answers to different questions after listening/watching.
 9. Vocabulary is also assess through the use of A V Aids. For example listening to the words and then pointing them out.
 10. A V Aids are also used to evaluate listening skills, for example listening a story and then performing different exercises.
 11. Speaking Evaluation is also done through A V Aids, like practicing dialogues with a friend.
 12. For writing skills, students perform interactive exercises like telling their friends about pets and then writing it down.
 13. Special exercises that emphasize on vocabulary teaching and learning
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| 10. For evaluating Grammar (noun, pronouns), practice questions regarding like fill in the blanks, choose the best answer, are given in the unit | approaches are given special attention throughout the books in all the units. |
| 11. For writing evaluation, sentences are given and student just have to practice the same sentences. | 14. Project are done in class in groups. |
| 12. Rubrics are given at the end of the book for assessing the four language skills. | 15. Questioning by teachers are advised to enhance the critical thinking in the students. |
| | 16. The textbook exercises do have special focus on developing the language skills such as speaking, reading, listening and writing. |
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According to table 4.5 the assessment strategies of National curriculum do test the writing and reading skills of the students but lacks the evaluation of speaking and listening skills.

And on the other hand International Baccalureate PYP assess all the language skills, assessment strategies include activities and exercises which test all the language competencies. And AV aids plays an important role in assessment also.

Section 4

This section contains the results of the interviews taken from the teachers of respected curriculums. Structured interviews were taken by the researcher from the teachers. Total thirteen questions were asked from each teacher in interview. Thematic analysis was applied on the interview responses by the researcher, in which the codes were generated and then on the basis of those codes themes were determined. For conducting thematic analysis the six step model given by Braun & Clarke (2006) was followed by the researcher.

4.6 Thematic Analysis of Teaching Methodologies

Fourth research question was regarding teaching strategies, and the fifth about the assessment strategies of both the curriculums, firstly constant comparative analysis was conducted by the researcher for teaching methodologies and assessment strategies but for the better insight interviews were also conducted from the teachers. so Section “4” deals with the data that was obtained through Interviews conducted from the teachers. Braun and Clark (2006) model of thematic analysis was followed. Firstly interviews transcripts were read and ideas were noted down in a process of familiarisation. Secondly time by time coding was conducted to generate the initial codes. The whole data set was grouped together under similar codes and then sorted into initial themes. Saliency analysis (Buetow, 2010) of themes involve of consideration of the frequency of data within the theme and the perceived importance of that theme. Themes were then reviewed, refined and considered in relationship to each other in a “theme map” (Lyons & Adrian, 2007).

Following were the themes that deduced from the data collected through interviews, these themes emerges and found in the interviews of the teachers of both the curriculums respectively. So in every theme mentioned, firstly the responses from the teachers of National Curriculum are discussed and then the IB.

4.6.1. Language skills

Through thematically analyzing all participants’ views it has led to a common theme being found of participants that is language skills.

National Curriculum

To enhance the language skills of the students the teachers used different approaches and techniques. One of the questions of the interviews conducted from the teachers were about how the teachers enhance the language skills among the students. And many teachers responded that they try to speak with them in English during class. Like one respondent said

“I try to speak in English throughout the class and encourage students to speak little words and when some student follow my instructions, I highlight and appreciate them but I have to speak in Urdu most of the times because most of my students can’t fully understand me”.

One respondent replied that she do encourage the students to try to speak in English and if they made a mistake she corrects it and boost their confidence. Most of the teachers responded that they try to speak to the students in English but they have to use Urdu language as the students does not understand English fully. Some teachers are of the view that practical implementation is very important to enhance the language skills and for that a children needs surroundings where they can listen and speak the language. And they ask students to watch English cartoons so this way they can enhance listening skills. According to One respondent:

“Being a teacher, I gave my students a comfort zone and relaxed them to speak without hesitation and always guide them, and I ask my students to read from the book one by one this way they get involved in the class and it enhance their reading skills as well”.

Two respondents were of the view that in such an early age, its fine if the students can’t speak or read English properly as far as they can understand what they are learning in the class it’s enough for them.

International Baccalaureate PYP

According to the teachers from the IB school the activities included in the curriculum are enough to boost English language skills in the students. The teachers have to speak in

English and it is been made compulsory by the school management. The students have to speak in English as well in the class. Every chapter of the book of IB have an audio and video which have questions, activities and information regarding the chapter. Teachers play those CDs in the class whenever needed so that students can have clarity of the pronunciation of the words. One respondent said:

“I encourage students to listen to a variety of things, read different books, genres. Create own dictionary”

Other respondent said:

“Dictionary, yes dictionary is very important, we use dictionary in our class to enhance English language skills. Reading a cross-section of material looking for new words, new meaning to old words, new forms, new spellings, by doing so it enhances the critical thinking of the students as well as enhance language skills in the students”

Use of dictionary was mentioned by almost 4 to 5 teachers. And it also develop the vocabulary of the students.

One teacher answered that:

“I make sure that they know its okay to make mistakes, but practice makes a man perfect. I encourage them to speak as much as they can”

One teacher said:

“I guide my students to not wait for a native speaker to be around you to start training. Start by talking to yourself in front of the mirror”

Use of A.V aids are must where required in the class. Because of the A.V aids the students gets involved and take interest in the learning process with excitement. Through A.V aids, phonics helps students to learn reading and pronunciation helps to improve the speaking skills of the students.

4 books are included in IB (PYP) for class 1. The workbook is consists of extended grammar related exercises and develop students writing and critical thinking. Games like crosswords, picture descriptions and passages for reading. All these are extremely helpful in developing and enhancing the language skills in the students.

4.6.2 Understanding

The next theme that emerges from the data collected through interviews were Understanding. Many codes were related to understanding.

National Curriculum

Many codes that were deduced from the interviews fall under this theme. To enhance the understanding of the English subject teachers use different teaching methodologies. It was observed during the interviews that teachers give focus to textbook lessons. Teachers appreciate the student's efforts and create habit of learning in the students by cross-questioning and by asking about the previous lesson as one teacher said in the interview:

“I try to develop habit of learning in the students by cross-questioning and by asking about the previous lesson and by encouraging them and appreciate them if they tell the right answer by doing so the students gets motivated to take part in the class more often”

One respondent said that:

“I give them task related to the subject. I try to share something interesting related to the topic”

Many teachers were of the opinion that they encourage students to speak in English and try to make them understand the language by talking to them in English.

Teachers also use flash cards and charts to make lesson interesting and make understanding of the subject exciting for the students.

One of the interviewee said:

“We have charts in class rooms from which I take help sometimes or I draw on board but A.V aids that are videos or audios are not readily available”.

Many teacher said that they try to implement 4’Cs (critical thinking, collaboration, communication and creativity) in the class, but not all are achievable in one period as it’s difficult to handle so many children at once. The class size is big so it’s become difficult to give each child individual attention.

International Baccalaureate PYP

To enhance the understanding of the students about the subject teachers do cross-questioning, involve the students in different activities. One teacher said:

“To make students understand different concepts like word building, grammar, I involve them in different activities which are mention in the book”

Teachers involve students in the class and create habit of learning by motivating them and by conducting different competition. One responded said:

“By doing different project based learning activities I try to create habit of learning in my students and I try to make the lesson fun”

The audio and videos are part of the curriculum and are related to the chapters of the books, categories as listening, reading and speaking. For example listen to the words and write them down.

One respondent said:

To enhance the understanding of the students I use different activities, books and multimedia for lesson related movies and novels”

To develop psychomotor skills in the students, teachers involve them in inquiry based learning, and try to indulge students in the cognitive problem solving activities. As one interviewee said:

“I engage students in cognitive problem solving activities for example essay writing, creative writing”.

One teacher said:

“I involve them in role play on different novels, dramas, plays and stories”

It can be observed that activities and AV aids are dynamic part of international baccalaureate PYP curriculum regarding language skills development.

According to one respondent:

“Before starting the lesson I ask students to think about the topic of the lesson for example if I have to teach them about family then I ask them how many family members are in their family? This way they can relate the subject matter with them”

Different questions related to topic outside the book helps in developing the critical thinking approach in the students. And working in groups develops habit of collaboration and improves communication of the students.

Number of students in class is not more than 20. This way the teacher is able to give individual attention to the students easily.

4.6.3 Curriculum

The third theme that emerged from the codes that were deduced from the interview data was curriculum.

National Curriculum

Curriculum of English subject have predetermined benchmarks which the teachers try to achieve in the classroom. The benchmarks set in the national curriculum for class 1 starts from the very basics such as how to hold a pencil and to make the child familiarize with the English alphabets. When teachers were asked that what they think is the prescribed curriculum is enough for developing the language skills in the students, many were of the viewpoint that yes it's enough and while some said that this curriculum lacks activity based approach.

One respondent said:

“Yes curriculum is enough but practical implementation is also important that is not adequate”.

Teachers follow the objectives of the curriculum and make lesson plans. Some teachers said that they do make lesson plans beforehand that too according to the set objectives of the curriculum. And some of the view point that they do not make lesson plans beforehand. These teachers just plan what to teach right on the spot, by considering where the students stand. One teacher said that she made pointers for each lesson.

International Baccalaureate PYP

According to the respondents the curriculum is ample to develop the 4C's (.i.e. critical thinking, collaboration, communication and creativity) in the students as it covers the portion of each language skills, listening, speaking, reading and writing. As well as grammar. Different activities are given in the book in each chapter regarding each skill and that also enhance the critical thinking in the students. The books are also very interacting and as there is no proper assessment at the end of the term in IB schools the assessment book use for the evaluation and grading of the students. One respondent said that:

“The curriculum is rich with content as well as activities and it is at a steady pace and the students are learning very quickly”.

Teachers are advised to make proper lesson plans by the school management. The lesson plans are supervised by the coordinator of the school. Objectives of the curriculum are kept in mind while preparing the lesson plans.

According to a respondent:

“While making the lesson plan, the objectives of the subject matter are closely followed”.

One interviewee said:

“Yes, I always do lesson planning before conducting class”.

About curriculum one teacher said:

Yes, curriculum plays an important role to teach any subject, especially English. I.B curriculum provides comprehensive learning objectives”.

And another said:

“Yes curriculum provide sufficient skills, and competence for learners.”

It can be assumed that teachers are satisfied with the prescribed curriculum.

4.6.4 Participation

One more theme that emerged from the data collected through interviews is participation.

National Curriculum

Codes regarding participation emerged in Questions related to the involvement of the students in class. Many respondents said that they try to involve students as much as possible to make them attentive throughout class. One teacher said:

“Because of the large number of students in the class and their age as well sometimes it’s become difficult to make them quite and listen to the teacher.”

Many was of the view that by asking questions again and again they try to make students involved in the class. One respondent was of the view that:

“When my students don’t make excuses to go out of class I get an idea that they are attentive and enjoying the class and want to stay”

Every teacher have a different approach towards the students. One teacher said that she takes student’s name to make them attentive in class. Mostly teachers said that they ask different questions related to the lesson to make students active in class. Appreciation plays a great role in enhancing one’s confidence. Like a respondent said:

“I appreciate my students if they follow my instructions but if someone has done a very good job I appreciate the students in front of class”.

Various teachers are of the view that by brainstorming they try to enhance the psychomotor skills of the students. Discussions about the topic apart from the book also practiced by the teachers.

According to a respondent:

“Sometimes I plan activities that attracts the students. Activities which are to be done as a team”.

This way the students get involved and learn fast. About the performance of the students in class most teachers prefer random questioning and tests. Few were of the view that they do evaluation on the basis of desired objective and along with it they evaluate students on daily class performance as well, these teachers observe the behavior of the students in class for evaluation.

International Baccalaureate PYP

Participation of the students in class is very important and students of such young age have short attention span. To keep them involve in class is a difficult task for teachers. And for that every teachers have their own style. As every respondents gave diverse opinions about the involvement, participation and evaluation of the student’s performance in class. It was deduced from the interview data that most of the teachers are of the view that each chapter of the book contains different kinds of activities along the exercises. That involve brainstorming and made the students to relate the topic with their life and this way they also develop the habit of critical thinking. One teacher said that” she try to make lesson fun”.

Formative assessment, presentations were also the opportunities that were given by certain teachers that also helps in keeping the children involve in the class. According to teachers Students have to come forward in front of class and say few lines about the topic it’s a ritual often practiced in class. This way the confidence of the students enhanced and they get a grip on spoken language skills. One respondent said:

“I evaluate the students’ performance by asking question, taking assessments related to the topic”.

Teachers also evaluate the students’ performance on the basis of class participation.

Section 5

As the main aim of the study was to compare the national curriculum of English with international baccalaureate PYP in respect to language skills. So researcher made a checklist based on the work of Carol Bainbridge and Andrea Rice. The checklist based on reading skills, writing skill, listening and speaking skill as well as grammar. The results are presented in a tabular form below.

Reading Skills	National Curriculum		IB Program	
	Yes	No	Yes	No
Read from left to right and top to bottom of a page	Yes		Yes	
Use strategies to decipher the meanings of words	No		Yes	
Recognize types of sentences including statements, questions, and commands	Yes		Yes	
Identify the parts of speech such as nouns, verbs, adjectives, adverbs, and pronouns	Yes		Yes	
Recognize the beginning, middle, and end of a story	Yes		Yes	
Recognize a variety of narrative genres such as fiction, non-fiction, or poetry	No		Yes	
Describe the characters and settings of a story	Yes		Yes	
Be able to retell a story after reading it	Yes		Yes	
Be able to predict events in a story	Yes		Yes	

Be able to infer meaning from text and pictures	Yes	Yes
Make a connection between one's self and the text being read	No	Yes
Writing and Grammar Skills	National Curriculum	IB Program
Form letters correctly with a pencil	Yes	Yes
Spell grade-appropriate words correctly	Yes	Yes
Understand basic sentence structure	Yes	Yes
Understand the rules of capitalization	Yes	Yes
Know how to end a sentence with the appropriate punctuation	Yes	Yes
Write a sentence for a specific purpose	No	Yes
Use descriptive words	No	Yes
Use transitional words to show the sequence of events such as "after," "next," or "finally"	No	Yes
Understand where a paragraph begins and ends	Yes	Yes
Write a short story with a beginning, middle, and end	No	Yes
Write informative reports	No	Yes
Edit for understanding and to enhance meaning	No	Yes
Alphabetize words	No	Yes
Listening Skills	National Curriculum	IB Program

Listen to the commands of the story	Yes	Yes
Recapitulation of the story after listening to it	No	Yes
Answer the questions after listening the story.	No	Yes
Spell three- and four-letter words with short vowel sounds	Yes	Yes
Speaking Skills (Phonics and Phonemic Awareness)	National Curriculum	IB Program
Recognize digraphs such as sh, ph, th, and ch	Yes	Yes
Recognize sound blends such as fl, tr, sl, sm, sn, bl, gr, and str	Yes	Yes
Recognize diphthongs such as oi, oy, ou, and ow	Yes	Yes
Pronounce word endings in -ed, -s, and -ing	Yes	Yes
Create a group of rhyming words such as "cat," "sat," "hat," and "mat"	Yes	Yes
Count the number of syllables in words	Yes	Yes

As can be seen from the results, national curriculum caters most of language skills while international baccalaureate accommodates all in their curriculum. The national curriculum is made by keeping in mind the language skill needs of the young students, the researcher observed that it's the practical implementation that lacks in the curriculum. International baccalaureate PYP includes proper training for teachers, so they can properly teach students the adequate skills required.

National curriculum provides enough literature for developing of the language skills in the students. Many students who studied in government school didn't get an opportunity to attend

kindergarten, and the curriculum of English of grade 1 is very much helpful for them as the initial units of the textbook is about alphabets and tracing.

On the other hand IB Program are much broader and the objectives of IB is to develop skills in students and through practical approaches, verbal exercises, by reading poems, and reading and pronouncing difficult words. The critical thinking is developed in the IB program, that really helps the students to think out of the box.

Section 6

4.7.1. Assessment Strategies

In this section assessment strategies of both the curriculums are discussed. For the indepth understanding of the assessment strategies, desk-based research as well as interviews were conducted from teachers. And assessment sheets were also observed. In Section A of this chapter document analysis of both National Curriculum and International Baccalaureate Program was done. Examinations and evaluations are an integral part of pedagogy which determines students' intention and learning for their future in life. Evaluations are typically performed annually and are the key criterion for promoting or maintaining students in the same grade. (Creswell, 2012)

The assessment sheets will be assessed by keeping the blooms taxonomy as standard. There are six levels in Blooms Taxonomy. The six levels are remembering, understanding, applying, analyzing, evaluating and creating. The different levels of thinking defines within each domain of the taxonomy are hierarchical. The blooms taxonomy was given in 1956 by Benjamin Bloom. (Kiely and Rea-Dickins, 2005).

National curriculum consists of formative as well as summative assessment.

4.7.2. Assessment Strategies of National Curriculum

For assessing the evaluation strategies of National Curriculum, the assessment sheets of students were collected from the schools where National Curriculum was taught to grade 1 students. Usually there are three assessments terms, with assessment after end of every term, along with these are class test which teachers take on weekly or monthly bases through which students are evaluated.

The layout of the assessment sheet are simple. The questions were to the point and very direct. Assessments sheets consists of Comprehension question, making sentences, punctuation of sentences, singular and plural questions were included in the assessment sheet. For assessing the students english writing skills, that include writing skills, cognitive skills, as well as thinking abilities of the students. For grammar, some questions like 'underline the adjectives, use of pronouns, were included in the assessment sheet to evaluate the basic concepts to English Grammar. 'Reading' question in which students were supposed to read sentences was also a part

of the assessment sheets. This type of questions was included to assess the reading skills of the student. The listening and speaking skills are not evaluated in the summative assessments, teachers evaluate these skills in the formative assessments through asking different questions from the students.

Lower order thinking, which includes three features knowledge, comprehension and application, was very well evaluated through the questions in the assessment. Question like comprehension, making sentences, grammar questions, and punctuation questions as well. Through these questions the knowledge, comprehension and application can be evaluated.

Higher order thinking consists of analysis and synthesis and no questions were seen in the assessments sheets that ask to write students in their own words or any project or assignments are not usually given to the students to access the psychomotor skills of the students. Exercises in the book do enhance the critical thinking in the students but assessments sheets were lacking questions where students could think, questions are more likely to evaluate the remembering, recalling skills of the students.

From the teachers interviews it was concluded that they ask questions to evaluate the students class performance and sometimes also try to involve them in different activities. In the assessment sheet of National Curriculum, question like 'fill in the blank', 'singular plural, circle the correct answer', write about the picture and a paragraph about "my self" were added to evaluate affective domain.

To evaluate the psychomotor skills of the students, not much attention have given to it. Even in curriculum no such activities or project are included that helps students to learn by doing.

4.7.3. Assessment Strategies of International Baccalaureate

In IB PYP there is not any summative assesment. One of the books from four course books is skill builder. That book contains assessments sheets that used throughout the year to evalutate the students performance. There are no formal exams in grade 1 of IB PYP. Quizez, assignments and projects are given to the students to assess their performance. The main book is about the topics and theme. And the other three books are all used for the purpose of evaluation of the students. Exercises includes fill in the blanks, match the words with the picture, look and circle the words,

complete the words, exercises specifically for grammar. These type of exercises help teachers to evaluate the cognitive approach as it includes remembering and understanding. Questions like what do you know? And what do you want to know? Before start of a unit develops critical thinking in the students. Collaborative learning and projects are part of curriculum, through them teachers also assess the affective domain. The use of AV aids are also included in the curriculum not only for learning purpose but also for evaluating the students performance. Audios/videos are played in the class and then teachers asks questions from the students regarding it well evaluated in this assessment. Questions related to sequence, choose the correct word, singular plural were added to assess the writing skills. Two question, ‘describe the picture’, ‘write the procedure to make mango milkshake, were completely out of the box and very creative. There are special use of A V Aids to evaluate the speaking and listening skills. Audio and video clip are shown to students and they have to answer the questions regarding different topics discussed in the clip. Teachers ask students to do ‘role plays’, that was for assessing the psychomotor skills of the students. Students in pairs or in a group play different characters, and perform a play or little skit for the teachers.

Lower order thinking, which includes three features knowledge, comprehension and application, was very well evaluated through the questions in the skill builder book. Question like comprehension, complete the sentences; grammar questions were in assessment sheet to evaluate the English skills. Through these questions the knowledge, comprehension and application can be evaluated.

In the skill builder book and oxford discover writing and spelling book, there are questions available which evaluates the higher order thinking, that include Analysis and synthesis related question that can trigger the thinking process of the students, like ‘writing a paragraph on your pet or on your favorite animal’.

The weekly and monthly assessments of IB Program include lots of practical, speaking and reading activities, like ‘role play’, various writing competitions, like ‘small dialogue writing’, and ‘writing descriptive passages’.

All the four skills are evaluated very well in international baccalaureate primary year program and also all the domains of blooms taxonomy as well.

Table 4.7: Comparison of Evaluation Strategies

Domains	National Curriculum	IB Curriculum
Layout	Simple	Interactive
Cognitive Domain	Evaluated	Evaluated
Affective Domain	Evaluated	Evaluated
Psychomotor skills	Not Evaluate	Evaluated

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The title of the study was Comparison between National Curriculum of English and International Baccalaureate Program at Primary Level. The international baccalaureate is the non-profit organization educational foundation that offers four programs, including the IB primary year program (PYP), internationally through authorized schools. Very little or none researches have been conducted in Pakistan regarding International baccalaureate PYP, so researcher conducted a comparative analysis to identify similarities and differences in the content, structure, assessment and teaching approaches. The first three objectives of the study were to compare the objectives, goals and content of National curriculum of English and International Baccalaureate Program at primary level, and the next two were about the comparison of the evaluation strategies and teaching approaches of national curriculum and International Baccalaureate Program with respect to English subject. The population of the study were 10 teachers. Ten teachers from schools who follow's National Curriculum and ten from schools who follow IB Program were interviewed.

The study was qualitative in nature and content analysis was conducted, along with Documents analysis and thematic analysis was conducted to analyze data. Curriculum documents, text books and the assessments sheets were the main sources of data. Bench marks were set for content analysis. Checklist was used for comparing language skills. Interviews were conducted from teachers, to assess the teaching strategies in National Curriculum and International Baccalaureate Program.

Many similarities between the IB PYP and the aims and principles of Pakistan national curriculum. On a policy and objective level, both the IB and Pakistani education system (as identified in the documents) share the following goals:

- a. To develop a self-reliant individual, a global citizen and an original thinker who values their individual responsibility towards their society.

- b. To strive to deliver an education that caters for the social, political and spiritual needs of individuals and society.

And detailed information is explained in findings.

5.2. Findings

On the whole, objectives of National curriculum of English are all included or partially included within the international Baccalaureate Primary year Program. Upon comparing many similarities and differences are found in both the curriculums. While reviewing both the curriculums, many common themes were identified. Overall, both National curriculum and International baccalaureate PYP aims to develop the language skills in the students. In actual, the national curriculum outlines the national strategy for education with the emphasis on the delivering an education system that reflects the needs and values of the society in Pakistan. On the other hand IB philosophy consists of the type of learner that IB programs should develop in terms of skill and qualities and being international in nature. And does not associate itself with any particular system rather it provides an adaptable framework that can meet the needs of several institution. On the basis of documents analysis it was assumed that some of the key features of both the curriculums are same as both the curriculums aim to develop a self-reliant individual, a global citizen and a responsible member of the society. Findings of the study were concluded by keeping in mind the objectives of the research. The first objective of the study was to see the goals of the both systems, on analysis it was observed that the IB PYP consist of inquiry-based learning and aims to develop thinkers, open-minded, knowledgeable, risk takers, independent as well as collaborative learners. Attention given to make students an overall achiever, who knows its place and value in the increasingly interdependent, globalized and digitalized world. Consideration given to not only learning but also on the social, civilized and physical wellbeing of the students. While national curriculum have goals set which reflects the needs and values of the society in Pakistan. The national curriculum is limited to the academic learning only.

The next research question was about the objectives of both the curriculums, the main objective of National curriculum is to provide formal opportunities to the students so that they can learn the language in an instructional setting through a well thought-out and organized curriculum. Aims to serve as a guide for teachers, learners, textbook developers, assessors and all other users. The objectives stated in the curriculum begins from the basics and leads to the higher level. Starting

from how to hold a pencil and moving towards the formation of small sentences. Objectives in NC are set that caters all the language skills. For reading, pre-reading strategies are given to follow. Respond to the text, can trace and write and use of grammar are expected from the child at the end of academic year. For listening and speaking, the objective is to make student respond and understand to the simple commands in English and can offer greetings and can introduce themselves. While on the other hand international baccalaureate PYP main objective is to make students critical thinkers. With so many activities, collaborative learning and through projects, the objectives of the PYP to make a students an all-rounder and helping member of the globalizing world are achieved. PYP aims to make students understand the idea behind the topic being learned and relate it to themselves. Make students able to talk about the topic, can focus on the meaning. According to IB learner profile following attributes should be developed in the students along learning, inquirers, knowledgeable, communicators, and principled, open-minded, caring, risk-takers, balanced and reflective. All these attributes are part of curriculum through different approaches.

The 3rd research question was about the content of the both curriculums. The comparison was a bit difficult as there is only one textbook for English in National curriculum while in IB PYP four books are developed for English subject. In IB PYP one book is the textbook that consists of the topics to be taught and the other two books are for the developing and enhancing the writing skills as well as to develop the critical thinking in the students. And the fourth book is for the evaluation of the students' performance. Upon comparison many similarities were found. Themes of topic were almost similar, the difference is in the depth of the topic. National curriculum consist of vocabulary, comprehension, listening, speaking, phonics, reading, writing and grammar. Teachings points are given in each chapter to enhance the teachers approach towards the students. The difficulty level increases in the questions and exercises with each unit. Interactive pictures are given in the book and colorful printing is also attractive for the students. The book do develop the writing and reading skills in the students. Lack of activities and the total academic capacity lacks the skills for the students to excel in all four language skills. While International Baccalaureate PYP is all about collaborative learning, developing inquiring nature in the students, kinesthetically develop language skills in the students. The content is consists of many activities and projects so that students can learn by doing. And the audio/ visual aids that is compulsory with each unit, enhance the listening and speaking of the students. AV aids helps students in better understanding

of the phonics and improve pronunciation of the students. Exercises like crosswords, finding the words, guess the picture and then write about it, vocabulary used in IB is also advanced level, use of synonyms and antonyms are also part of learning, write the words in the correct order to make sentences. All these exercises not only enhance language skills as well as develop the critical thinking in the students.

Fourth research question was about the assessment strategies used by National and IB PYP. National curriculum consists of formative as well as summative assessment. An academic year consist of three terms, exams sheets at the end of the term are made from textbooks. Exercises at the end of the chapter consists of questions that assess vocabulary of students as well as reading and writing skills. Practice the dialogue named exercise that helps in improving the reading and speaking skills. Some questions related to grammar are also given. Exercises are further categories in objective type that is selected response items, consists of multiple choice, binary choice etc. and the other type is semi-objective and subjective type, that includes, fill in the blanks, short answers, paragraph on myself. The data collected from the interviews stated that teachers evaluate the students' performance on the basis of their class participation. And assess them time to time by doing cross-questioning in class. If we take the blooms taxonomy as a bench mark to evaluate the assessment strategies, then it can be observed that in NC the questions related to comprehension, knowledge and application are included. But anything related to psychomotor skills are not a part of assessment same way anything that can assess speaking skills also doesn't part of it. While in IB PYP there is not any formal summative assessment, a book is specifically dedicated for assessment purpose .i.e. skill builder grade 1. Formative assessment continues throughout the year. Skill builder book further have different themes to evaluate performance of the students. The themes are literature, language and reader. Handwriting sheets are also given to the students to assess their knowledge. Projects and collaborative work are also given to the students to check their psychomotor skills regarding English language. AV AIDS are consistent part of curriculum and they use them for learning as well as assessments. For assessing the spelling and writing a separate book have been designed. According to the teachers curriculum is adequate to enhance as well as assess the English language skill in students.

Fifth research question was about the teaching approaches of both the curriculums, according to the documents of National curriculum the teachers are advised to do less lecturing,

and instructed to follow the natural sequence of learning between students. And not get rebuked by the mistakes instead take them as learning achievements. And are recommended to do lesson plans. Teachers are expected to enhance the reading, writing, speaking and listening skills among students. Instructional strategies for the teachers are also mentioned in the documents. But the data conducted through interviews to have better understanding of the teacher approaches does not align with the documents, as many teachers are of opinion that it's okay if the students of such young age cannot speak English. Many teachers does not prepare lesson plans but plan on spot about what to teach to the students. Teachers said they try to speak in English in class but many students doesn't understand and then they have to give instructions in Urdu. It was observed that teacher based learning is more common rather than students centered in National schools. Focus of the teachers are only on textbook lessons. Cross questioning, and subject related task are used to keep students attentive in class. Teachers face difficulties in implementing 4 Cs of learning in class, as the number of students are huge and it's become difficult for them to give proper attention to each child. National curriculum lacks Practical implementation. No AV aids are available to teachers, they use flash cards and charts are used to demonstrate in the class. Teachers do appreciate the students to motivate them to speak English. While according to the IB PYP documents teachers are advised to have students based learning in class. And teachers are trained to make students inquirers, caring and active participants. And to develop critical thinking in the students. Teachers have skilled to involve students in collaborative learning, as well as experiential learning. Teachers are advised to cater the needs of every students. The teachers are counseled and trained to enhance the self-motivations in students as well as self-focused. Upon interviews it was perceived that teachers are well trained and motivated to teach students according to the set parameters of IB PYP. Many teachers motivate children to build their own dictionary. Students-learning approach and inquiry based learning is promoted in class. Co-coordinators have a check on teachers to check if they are making proper lesson plans as well as implantation in the class. Teachers can give proper attention to each students as the number of students doesn't exceed 20, and if one teacher face difficulty in handling the students a home teacher is also provided by the management. A route map is provided to the IB teachers, in which allocation of periods for the four books are mention and also weekly plan for achieving the learning outcomes.

International baccalaureate program enhance the critical thinking of the students, as it contains the literature and exercises with which a student can relate to it in real life. Evidence from the

University of Oxford finds International Baccalaureate (IB) students exhibit significantly stronger critical thinking skills than non-IB peers. The teaching style of the International Baccalaureate (IB) is centered around reshaping students and schools as they learn. This is particularly through action and reflection, but also through critical thinking and in turn, inquiry. Critical thinking is an important concept within the IB for all programmes and age levels. It was observed by the researcher that National curriculum content is relatively simple in contrast to the content of IB system. As English is second language to the students, so the curriculum is being prepared by keeping this in mind. For example, book starts with simple chapter like recalling alphabets, and making three letter words, like jam, pen, hen etc. The content of International Baccalaureate books is quite mind triggering , for example in grade 1 this system even focuses on difficult vocabulary and advance grammar. Exercises include (a) comprehension, (b)Grammar in use, (c) Words, (d) Listening, (e)Speaking, (f)Word Study.

As the main comparison was conducted in relation to the language skills so a checklist was established on the basis of which the language skills of both the curriculum were compared. Comparison between language skills learning between two curriculum were carried out with a help of a checklist. And the according to the results national curriculum does include most of the required objectives that are needed by the students for learning language skills. While international PYP fullfill all the required standards to learn language skills effectively.

Findings from related literature review also supported that international baccalaureate PYP not only caters the learning requirements of the students but also works on the development of overall wellbeing of the students, through collaborative learnings and emphasis on collaborative group work, and of taking responsibility and showing care and respect for others (Marie Morrissey & Rouse, 2014).

In the globalized world it is very important to make students adapt to the international standards. With this evolving world, cohabitation, and work of people around the world demands need for global competence (zhao, 2009). International baccalaureate aims to make individuals adapted to the globalized world.

Also there are different researches that supports the fact that the main issue is on the implementation of the curriculum as teachers are not aware of the standards, benchmarks and student learning outcomes given in National curriculum (hina & rahman, 2018).

The lack of AV aids are also one of the issue that is highlighted in this reserch. The importance of AV aids can not be ignored specially in the language skills development.students are facing many problems in learning English as a second language they feel it difficult to learn it without the use of any audio or visual aids. (kausar, 2013).

5.3. Discussion

The research study was aimed to compare the National Curriculum of English with International Baccalaureate Program at Primary level in relation to language skills development. Knowledge as a product of education is no longer assumed to be adequate to create the kind of citizens needed to be effectively cope with social, economical and technological changes in the world. In last few decades , there has been an intense call to raise the level of educational accomplishment. Because of globalization now an individual needs greater depth and extent of skills in making meaning (wagner, 2008). The new set of skills that are essential for an individual to succeed are cirritical thinking, problem solving, collaborative learning and leadership as well as effective oral and written communication, an individual should know how to analyze and access information and have curiosity and strong imagination. English language plays a significant role in education as it is known as universal language. In this study the focus was on the language skills. In this research the curriculum of English of National curriculum and International Baccalauteate Primary Year Program was compared. The study has highlighted the similarities as well as differences between the two curriculum. International Baccalaureate program was being paid much attention internationally so researcher was intended to compare national curriculum with IB for English subject. (IB World Schools, 2018) English has becomes a compulsory subject from early childhood to higher education level in Pakistan. Upon comparison many similarities have been identified between the aims, objectives and goals of both the curriculums. The objectives of national curriculum of English are all included or partially included within the IB PYP. Many common themes were identified throughout comparison. Overall both National curriculum and International Baccalaureate PYP aims to develop the language skills in the students. Standards and their associated benchmarks set in NC were also examined as indicators of what students are expected to achieve upon completion of the course work. Majority of the benchmarks are same in both the curriculums, the differences between the ideology was seen as focus is given on bookish learning in national curriculum while IB PYP is trans-disciplinary, and aims to make an individual a critical

thinker and a responsible global citizen. It can be seen that National curriculum have been planned by keeping English as a second language. While in IB the vocabulary and approach used is difficult. And makes students critical thinkers.

Data collected through out the research shows that National lacks the practical implementation of the curriculum, the teachers are not trained as well as lacks the resources, which are essential for language learning. The importance of the AV aids cannot be ignored, as they stimulates thinking and improves learning in a language classroom (kausar, 2013). In national schools it was observed that teachers teach English as a subject rather than a language (hina & rahman, 2018).

Many countries around the world are adapting the IB programs, many researches are conducted in this regard. (IB World Schools, 2018). The results of many researches have that students in PYP schools performed better than students in non-PYP schools (Hemelt, 2015).

Volume of assessment is slightly higher in IB PYP which tends to use assessment book throughout the academic year, the assessment in NC have a similar structure throughout. Assessment in NC is from the textbook while in IB PYP assessment book include questions grounded in real life scenario or application therefore enables assesment of higher order thinking skills.

As mentioned in chapter four in comparison, IB PYP for grade 1 consists of 4 books, textbook, workbook, spelling and writing book and skill builder book. Themes of all book are same and are interlinked with each other, and every unit of each book consists of AV aid. All these aspects give appropriate opportunities to the students to learn and develop all the language skills. IB PYP also works towards the emotional well-being of the students and social-emotional-learning skills (dix & gregory, 2020).

The learning in IB PYP is inquiry-based, while in NC the focus of the teachers are mostly to complete the course work, and learning becomes teacher centered. Teachers need training in regard to teach English as a language rather than a subject. In IB schools teacher are advised to only speak in English. Coordinator maintained a check on teachers as they are following proper curriculum and making lesson plans.

If only curriculum is being taken under consideration than the goals of National Curriculum are very well established. National curriculum provides the students with holistic opportunity for the

purpose of language development. English is not first language in Pakistan, it is hard for any child to learn new language. And as children does not get proper environment for that its hard for them to learn. So goals of National Curriculum are adequate. The main goal according to the national curriculum is to make students able to understand the basic English alphabets and at the completion of the academic year the students become capable to atleast give intro about themselves in English. National Curriculum developers set some benchmarks for the students of class 1 which they expects from the teachers and students to achieve. And the goals set for the class one curriculum of English are designed keeping in mind to enhance the listening ,reading ,writing and speaking skills of the students. The researcher realized during the documents analysis that the National curriculum is made by keeping in mind the minute details about the language skills and also the age of the students as it starts from the basic for example that how to hold a pencil properly or turn the pages of the book correctly and it leads to the use of words to make sentences. (Asghar and Iqbal , 2018) The goals are set by keeping in mind that English is a second language for the students.

The International Baccalaureate Program is an international system. IB Curriculum education provides the students the speculative criteria for language skills. The goals in IB system are totally based for developing skills in children. The goals of the International Baccalaureate commence from an advance level as compared to the National curriculum. In International Baccalaureate the English language curriculum emphasizes the capability to read and write as a Mother language. The curriculum includes many activities which encourage the students to think and respond in the classroom and in order to do that the students have to speak in English. Those activities are part of the unit of the relevant books so that they are compulsory. In IB the PYP (primary years program) divides the english language curriculum into three strands .i.e. Oral that includes listening and speaking, Visual that includes the presenting and viewing and last Written that consists of reading and writing. The content knowledge is build very strong in IB. The researcher observed that the main focus of the International curriculum is on concept based teaching and learning. (Getchell, 2010) And this can be considered as an overall goal of the IB curriculum. The curriculum is being made to cater diversity of the students. As the main aim of the International Baccalaureate Program to made the new generation acceptable of diversity and an individual a responsible global citizen. The students are encouraged to use the technology and digital media. And it was also observed through the curriculum analysis that the IB promotes the open-mindedness or it can be said that IB curriculum is progressive in nature. And IB give focus on the

students to formulate the questions and make the students habitual of research and make them inquirer . (Niazi, 2016)

Second research question was ‘To compare objectives of National Curriculum of English and of International Baccalaureate program in relation to language skills (listening, speaking, reading, writing) development at Primary level.’Based on this objective research question was, National Curriculum of grade one is all about basic reading, writing, listening and verbal skills. But the level do increase with the each objective. Like match the words with the picture and read the word with proper pronunciation and how to combine the words to make proper sentences. and how to read two letter or three letter words. And the National curriculum do focus on the reading and comprehension as well as thinking strategies. (Asghar and Iqbal , 2018) For that according to the document of National curriculum pictures are given with story so that the student’s engage their minds to relate the story with the picture. Names of the month and weeks are being taught to the students. And the students are expected to locate the alphabets in proper alphabetical order and then eventually the difficulty level increases like for reading and thinking skills reciting of poems with actions. Responding to the teacher with yes or no in english.

According to the National curriculum the objectives set for writing skills of english language starts from the expectation from the student that he/she can draw proper lines and shapes, and also the understanding of the physical attributes of English for example that English starts from left side. Can copy words from book to notebook with correct spelling. Can write date on top of the page can describe action in a picture with a proper word. Can understand the rhyming words from a poem all these objectives are set for the students of one class in order to fulfill the language skills demands. And for oral communication or speaking skill the benchmark is set that at the end of the educational year the learner will be capable enough to answer the basic greetings and listen and respond to a few commands in english ad can use the appropriate body language for different expressions while speaking in english. (Saba and Hina, 2018)

IB PYP has much advanced objectives, and the objectives of IB is to develop skills in students and through practical approaches, through verbal exercises, by reading poems, and reading and pronouncing difficult words. There are three books of English subject in IB curriculum for class 1. The books are inter related with each other. The skill builder assessment books have exercises related to the chapters of the other book. International Baccalaureate Program curriculum is very

detailed and is difficult. The curriculum contains different types of exercises which helps the students to revise what they learnt. (The Nation, 2019)

The third research question was regarding the content of the two systems. National curriculum content is relatively very easy in comparison to the content of IB system. But the themes selected for the units of textbooks were almost same.

In IB PYP huge importance have been given to collaborative learning and Project based learning, the focus on kinesthetic learning is given enormous attention in IB. This not only develop understanding about the content as well as builds confidence in the students. The units contains so much details about the chapters and activities and fun questions too. There are various interactive practical activities are included in the curriculum for the students to learn new domains of English Language. Many units in the English book of IB encourage the students to write down the chapters into their own words, this way the student not only recall what they studied but also enhance the writing skills as well thinking develops. (Dawn, 2012)

Fourth research question was “To compare evaluation strategies of the National Curriculum of English and of International Baccalaureate Program in relation to language skills (listening, speaking, reading, writing) development at Primary level. Evaluation strategies of National Curriculum are simple. Basic exercises are given to students to evaluate the speaking, writing, listening and verbal skills of the students. The assessment contains questions from the exercises of the chapters of the book. (Asghar and Iqbal , 2018)

On the other hand in International Baccalaureate Program different exercises are included to enhance cognitive, affective, and psycho motor skills in a child. The examinations and activities are more advanced and practical. In IB PYP only formative assessments are in practiced. In IB PYP grade 1 skill builder book is used for evaluation. Interviews with PYP teachers and administrators demonstrated a holistic and ongoing approach to assessment within the schools. Researchers also found a rich array of assessment activities and strategies, showing a strong grasp of the evidence required to assess student growth in knowledge, understanding and skills (Toe, 2016). In IB The assessment is done in the class on the weekly bases. The skill builder books contains questions and exercises related to the units studied in the English book. There is no use of interactive activities like use of A V Aids in National Curriculum Evaluation strategies.

The analysis of the assessment sheets of IB Program and National Curriculum showed that the evaluation strategies of the IB are more progressive in comparison to the evaluation strategies of National Curriculum.

The last research question was about the teaching approaches and for that researcher conducted not only desk-based research as well as interviews were taken from the concerned teacher. The approaches mention in the documents are adequate but the practical implementation was not seen according to the curriculum. The approach seen in national school were teacher-centered (Saba and Hina, 2018). The data gathered through interview about the teaching approaches. While taking interviews the researcher observed that as the National curriculum doesnot contain activity based learning so the teachers used very basic teaching approaches like lecture method.

Teaching approaches on International Baccalaureate are totally skilled based and focus on enhancing skills in the students of grade 1. As IB PYP consist of inquiry based learning so teachers use student-centered approach to teach students. The textbooks contain so much acticies and projects and assisstance of AV aids, so students involvement becomes evident. The PYP Learning and Teaching Guide is exceptional in its depth of treatment of teaching practices, providing guidance for transdisciplinary approaches and specific practices that support student agency and foster skills development (slotta, 2020). The teachers are trained to teach activity based learning. The Interational curriculum contains so much activities and exercises in the unit that teachers have to involve themselves with students in order to achieve the learning outcomes of the unit. (Getchell, 2010)

The problem faced by our students in educational institues are that they read in English and then process it in their mind in Urdu, contemplate the answer then trasnlate it in English and then respond so it takes a lot of time. The students should have full command on English language skills that they even can think in English. The researcher recommends that the progressive aspects of the IB curriculum could be adopted and made a part of national curriculum.

In this era of consumerism and globalize world our children should be equipped with all the necessary skills needed to be a responsible citizen. The researcher concluded that this research can be helpful for the content developers of Pakistan. The positive approaches and strategies can be

taken from International Program, so that English Language skills (Listening, Reading, Speaking, and Writing) of Grade 1 Students can be enhanced in Pakistan.

Through the interviews conducted by the researchers it can be concluded that the teaching approaches used in IB program promote enhancing the English skills (Reading, writing, listening, and speaking), there are lot of practical approaches used as well, that also include use of A V Aids. On the other hand the teaching approaches in National Approaches based just on the course book.

Both systems have many similarities as well as differences.

5.4. Conclusion

The comparative analysis was conducted between National curriculum of English and international Baccalaureate Primary Year Program for grade 1. Qualitative research was conducted in which content analysis was conducted by the help of documents, interviews, checklist and related literature. In Pakistan the schools that use IB Program are mostly approached by the families who use English regularly in their day to day lives. The researcher concluded that although clear similarities can be seen between aims and content of IB and National, International baccalaureate PYP assesses subjects at a higher level of cognitive demand and is designed to be of a higher academic level overall than National curriculum. In Pakistan English Curriculum is commonly taught as a subject not as a language. And also as it is Second Language to the Pakistani students, and the goals and objectives are developed keeping this in mind and they originate from fundamentals. The goals and objectives of National curriculum are thoroughly designed, but the execution and implementation of these goals and objectives is not done properly.

The study found many similarities between IB PYP and the aims and and the principles of the National curriculum. Both curriculum aims to develop the self-reliant individuals, global citizen and a critical thinker. The similarities found are all limited to documents. The main differences are seen in the practical implementation. Inquiry based teaching is supported by both the curriculums s in documents its just that IB PYP makes inquiry-based learning an integral to the framework of the programme and its curriculum. The study indicated that the content that is taught to English language students in IB Program is much more advanced and interactive as compared to the content that is being taught in National Curriculum. In IB PYP total four books are used that for grade 1 that caters all the prerequisites of the students related to language skills development.. The

books are interconnected so that a child have a profound understanding about a concept. And the researcher felt that the students are made confident to speak in english and to actually use english in daily routine in IB schools. Because of the so much focus on the language skills the students gets the full grasp of the language from the very beginning.

AV aids play vital role in the development of the language skills. Audio-visual media yield the stimuli to the students to gain the new knowledge and information beyond what are served to them. A successful teaching and learning process in the classroom happens when the students are fully involved in the course. AV aids helps students to fully participate in the classroom learning. In language teaching, the main purpose of the use of audio-visual media is to enable the teacher to make his lesson effective and interesting. The teachers of the National curriculum lack teaching language skills, and no such teaching training are provided to them. The class size is too big in National Curriculum as compared to IB Program so it becomes difficult for teachers to give attention to every student. In the interviews it was concluded that in National school teachers teach English as a subject and not much attention is given on developing the langugse skills of the students.

Assessment strategies in National Curriculum are too basic as compared to IB Program in assessing the English, they need to be improved and worked upon, by taking some positive aspects of International system. Like adding more interactive activities and using A V Aids for skill development. The use of AV aids should also be made compulsory in the national schools. so that the students can learn English with proper accent and proper pronunciation of the words.

It further emphasises on introduction of cohesive curriculum content for English. In future the study could be expand and could be used to generate more generalizable results. In schools English should be taken as a language not only as a subject.

As it is said the more you learn the lesser it will take for you to learn even more. So if from very start the students gets motivation to learn English as a language they will respond very well to all the language skills that are writing, listening, reading and speaking.

The National curriculum lacks the practical knowledge of the English language skills. The textbook knowledge is not enough to make the students capable enough to use the English language with confidence. Or to express themselves or their emotions in English language.

In National curriculum the teaching and learning approaches of the vocabulary should be given significant importance. The world is evolving in a rapid speed and we should make our children capable enough to move in the society confidently. The world have become a global village and the main aim of the education should be persistent curriculum that can be used world wide. Ignorance cant stop what is inenvitable. The technology is promptly progressing. The rate of change is increasing day by day and the national curriculum is far behind from the proressive world.

5.5. Recommendations

Recommendations were made by keeping in mind the objective of the following study. The recommendations given are made with the perspective that they might support and or help in improving the teaching as well as learning of English Language in Grade 1.

- 1) National curriculum suffers serious and fundamental problems with reference to the cultivation of thinking skills, so the curriculum may be reviewed and add content which initiates the students minds. As discussed in findings that National curriculum lacks content which can enhance the listening and speaking skills of the students. So activities and content related to listening and speaking skills may be added.
- 2) Positive aspects of the International Baccalaureate PYP may be adapted to make curriculum adquate enough to instill all the language skill in students.
- 3) Teachers of National curriculums may get proper training in regard to teach English as a language.
- 4) Adequate classroom facilities may be provided in the class of National schools for proper learning of language.
- 5) In National Teaching may be student-centered for making students critical thinkers. Creative writing need to be enhanced in the national students by adding some exercises in the textbooks regarding critical writing.
- 6) Pronunciation is one of the most significant element of English learning, but the textbook used by national curriculum lacks any activity related to pronunciation, so there shall be activities in book which helps students to learn and enhance their pronunciation skills.

- 7) The English teachers of National Curriculums may be optimize their roles in teaching and learning process by ensuring the audio-visual media, creating a good atmosphere, designing the activities, and adjusting the media with the material carefully. Use of AV aids may be made part of National Curriculum in schools.
- 8) Curriculum may be revised and activity based learning should be made part of it. The national curriculum lack the activity based learning, and is very basic. On the other hand the International Baccalaureate curriculum is remarkably progressive. The students are more confident and the teachers are trained to improve the language skills of the students.
- 9) Aims and goals of the curriculum may be revisited and include open-mindednes and acceptance of the others opinions. IB curriculum is designed to promote high standards of literacy and competency in English language equipping learners with the language skills they need to excel in any field, not only for the purpose of achieving further education, but also for future employability and becoming productive members of society.
- 10) The exercises included in the textbooks of National Curriculum need to contains activities that help students in improving writing and reading skills.

5.6 Limitation of the study

Limitations relate to the validity and reliability of the study. They are characteristics of the research design or methodology that are out of control but influence the research findings. The researcher wanted to observe and compare the pratical implementation of both the curriculums, the researcher desired to communicate with the students as well but due to Covid-19 it was not possible and the study was limited to the documents and the views of teachers.

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Appendix

Cover Letter of Validity Certificate

COMPARISON BETWEEN NATIONAL CURRICULUM OF ENGLISH AND INTERNATIONAL BACCALAUREATE PROGRAM AT PRIMARY LEVEL

Subject: Request for validity certificate Respected Sir/Madam,

I have attached my questionnaires adapted for the purpose of research titled comparison between National curriculum of English and International Baccalaureate program at primary level.

Objectives

This study will be aimed:

- 1: To compare goals of National Curriculum of English and of International Baccalaureate Program in relation to language skills (listening, speaking, reading, writing) development at Primary level.
- 2: To compare objectives of National Curriculum of English and of International Baccalaureate program in relation to language skills (listening, speaking, reading, writing) development at Primary level.
- 3: To compare the content of National Curriculum of English and International Baccalaureate Program in relation to language skills (listening, speaking, reading, and writing) development at Primary level.
- 4: To compare prescribed teaching approaches of the National Curriculum of English and of International Baccalaureate Program in relation to language skills (listening, speaking, reading, and writing) development at Primary level.
- 5: To compare evaluation strategies of the National Curriculum of English and of International Baccalaureate Program in relation to language skills (listening, speaking, reading, writing) development at Primary level.

Interview Questions

- 1) Do you make proper lesson plan before conducting class.?
- 2) When you make lesson plan do you follow the objectives of the subject matter?
- 3) How do you create habit of learning in the student?
- 4) How do you make sure that students are involved or attentive throughout the class?
- 5) As a teacher how do you promote understanding among students about English language?
- 6) As a teacher how do you enhance student's confidence to speak in English as English is not their mother tongue?
- 7) Do you use A.V Aids? If yes? How you use the A.V aids to enhance the English language skills?
- 8) What activities you use to enhance the psychomotor skills among students?
- 9) The activities you use in classroom are according to the prescribed curriculum or not?
- 10) How do you evaluate the students' performance on the basis of desired objective which you set in lesson plan?
- 11) Do you think that the prescribed curriculum enhance the English language skills among students?
- 12) Do you implement the 4 Cs (Critical Thinking, Collaboration, Communication, and Creativity) in curriculum, instruction, and assessment of students?
- 13) How far the curriculum is helping the students to learn English?

Certificate for Tool Validation

(Prospective Teachers' Interpersonal Skills Questionnaire)



CERTIFICATE OF VALIDITY

COMPARISON BETWEEN NATIONAL CURRICULUM OF ENGLISH AND
INTERNATIONAL BACCALAUREATE PROGRAM AT PRIMARY LEVEL

By Ms. Zoya Khan,

M.Phil. Scholar, Department of Education National University of Modern Languages (NUML)
H-9, Islamabad, Pakistan

This is to certify that the questionnaire developed by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to assess teaching methodologies for the research topic comparison between National curriculum of English and International Baccalaureate program at primary level.

It is considered that the research instruments i.e. interview questions developed for the research above- titled, is according to the objectives and hypothesis of the research, assure adequate construct and content validity according to the purpose of the research, and can be used for data collection by the researcher with fair amount of confidence.

Name Dr. Ishrat Siddiq Lodhi

Designation: AP Education

Institute: FJWU

Signatures _____  _____

Date: 13-06-2020

Certificate for Tool Validation

(Prospective Teachers' Interpersonal Skills Questionnaire)



CERTIFICATE OF VALIDITY

COMPARISON BETWEEN NATIONAL CURRICULUM OF ENGLISH AND INTERNATIONAL BACCALAUREATE PROGRAM AT PRIMARY LEVEL

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Name DR. MUHAMMAD SAIED AKHTER
Designation Head, Department of English
Institute National University of Modern Languages, Islamabad
Signatures [Signature]
Date 09/06/2020



Chak Shehzad Campus

INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD SCHOOLS & COLLEGE

Proofreading Certificate

**COMPARISON BETWEEN NATIONAL CURRICULUM OF
ENGLISH AND INTERNATIONAL BACCALAUREATE
PROGRAM AT PRIMARY LEVEL**

By MPhil Scholar Ms. Zoya Khan

It is certified that the thesis for the research has been checked and proofread for the language and Grammatical mistakes. It can be submitted with the fair confidence after the mentioned changes.

Name: *Saima Khalid*

Designation: *Principal at IIUI School & College Chak Shehzad Campus, Islamabad.*

Signature: *Saima*

Date: *23rd July*

Saima Khalid
Principal
IIUI School & College
Chak Shehzad Campus

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NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION

ML.1-4/2019/Edu

Dated: 22-02-2019

To: Zoya Khan,
1413-MPhil/Edu/F17

Subject: APPROVAL OF MPhil THESIS TOPIC AND SUPERVISOR

1. Reference to Letter No. ML.1-2/2019-Edu dated 11-02-2019, the Higher Authority has approved your topic and supervisor on the recommendation of Faculty Board of Studies vide its meeting held on 4th Dec 2018.

i. Supervisor's Name & Designation
Dr. Marium Din,
Assistant Professor, Department of Education
NUML, Islamabad.

ii. Co-Supervisor's Name & Designation
Ms. Samra Afzal,
Assistant Professor, Department of Education
NUML, Islamabad.

iii. Topic of Thesis


A Comparison between National Curriculum of English and International Baccalaureate Program at Primary Level

2. You may carry out research on the given topic under the guidance of your Supervisor/s and submit the thesis for further evaluation within the stipulated time. It is to inform you that your thesis should be submitted within the prescribed period by Sept 2020 positively for further necessary action please.

3. As per policy of NUML, all MPhil/PhD theses are to be run through Turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis prior run by any other individual.

4. Thesis is to be prepared strictly on NUML's format that can be taken from MPhil & PhD Coordinator, Department of Education.

Telephone No: 051-9265100-110 Ext: 2090
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Dr. Hukam Dad Malik
Head,
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Cc to:
Dr. Marium Din (Supervisor)
Ms. Samra Afzal (Co-Supervisor)
Individual Concerned