

# An Interdependence of Materials, Teaching Practices & Policy: A Study

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**Abstract**—A global language equalizes ones potential to learn knowledge, gain wisdom & share thoughts across boundaries (a quality of a universal citizen) depends more likely on quality language-learning oriented textbook materials. The teacher who makes learning process smooth requires adequate materials and this fundamental need is an only right direction for every teacher & learner. In order to provide accurate materials, methodologies, dynamic language learning tasks, English language teaching (ELT) a unique discipline has been maintaining unprecedented rank globally since decades. The ELT researches have been gifting the huge number of outcome based tasks with appropriate intrigue for learner's age, background and helping slow learners to become fast learners. Subsequently worth materials makes it conceivable to think language ability can be developed among learners by English teachers within a decided time. On the contrary, it may be a failure of language policy (itself) without emphasizing on appealing instructional materials and longing for simple second language learning process just by offering English instructional medium. Undoubtedly, the instructional language course material is a backbone of teaching intending to accomplish objectives associated with overall learning development. With this attention, this paper provides an in-depth study of a phenomenon reflecting total sphere encompassing the education system. It depicts the interdependence of course materials & teaching system along with the impacts of inadequate materials, methods, practices with reference to Jammu and Kashmir Government schools. The data has been gathered through the survey and data analysis was done with the help of descriptive statistics.

**Index Terms**—English language, practices, policy, task grading, listening speaking

## I. INTRODUCTION

Teaching is a most established and foremost part of an education system in the society. It determines the progress of generations if it works effectively even it decides an extreme regression of generation's if there might be instructing failure. In India there is a tri-language formula applied by most of the Indian states and the Jammu & Kashmir State has been teaching English language as a compulsory subject under this policy with mother tongue as L1 & Urdu an official language as L2. The English language introduced in Government schools from primary level since 2003 has not seen any noticeable language learning growth among children in Jammu & Kashmir.

It seems the state education system has considered only teaching of English a license for uplifting the 21<sup>st</sup> century quality education without investigation of needs and necessities at ground level, because the course book (a necessary component) should be according the profile of large majority of learner's geography, culture linguistic influence and so forth. Similarly the emphasis on the necessities of the current time & future (both written & spoken communication) through course book contents, tasks, practices and so on coordinating to the subjective level of larger part. A language policy should not only mirror these requirements but it must investigate the course books, practical outcomes closely within a quarterly span. Language policy is concerned with authority endeavors to influence the relative status and utilization of one or more language (Historica, Canada). It may be called a right focused policy in the event if it supplements with the several essential facets. For example, learner's age, interest, motivation, future needs and outcome per lesson. As 'in many countries language policy is designed to favour or discourage the use of a particular language or set of languages' Martin (2013). Accordingly 'language planning is a deliberate effort to influence the function, structure, or acquisition of languages or language variety within a speech community Liddicoat (2013). Hence 'a language policy is second level of activity after the aims with respect to its target population. It is concerned less with where the learners in a school are going and more with how they are going to get there Corson (2009). Nonetheless rational context reveals the close onset after language policy depends on adequate course materials & accurate teaching methods.

Therefore the center of attention in English language teaching classroom must be:

- "To recognize that language is central to learning, all teachers ought to practice language with responsibility of facilitating communication process.

- To recognize administrators, teachers, librarians and other school staff require professional development in language learning and teaching and on how to make sure the language policy becomes a directive policy for obligatory output.

- To consider what resources and practices need to be used to involve parents in planning the children's language ability and development" (International Baccalaureate.2008).

The instructional materials which epitomize intact objectives expected by educational system for planning imply a strong correlation between language policy, planning, textbooks and teaching. The textbooks for the most part represents context of all elements necessary for a learner. The textbooks divulge the required foundation of ideas, laws, regulations, rules, practices and this indispensable package helps to support varied subjects knowledge in the chosen instructional medium i.e. English. As the language dominance over all the subjects is the dominance over knowledge and change, solely characterized by language policy & planning.

To implement the language policy in a State by the Government Education Ministry (first important stakeholder) for the benefit of the whole education system is actually a target setting to fulfill some unequivocal objectives. Obviously successful language policies are made to elevate the general state of the Governments socially, financially, politically, and so on by managing sound education with a sound language policy for education. A Government looks sound when instructive setup will be sound, and instructively solid individuals don't sit tight government call for a job or opportunities; actually they diminish the weight of Governments amid occupation crisis. They not only get self-employment but become employers for hundreds of unemployed by their potential which comes by knowledge through education. Henceforth education is a source of knowledge and knowledge has been converted into languages and language is the single most foundation of knowledge. Therefore, to pursue one's career in any discipline or to achieve mastery over knowledge, one need to learn to have a hold on the language sharing knowledge universally. It carries the transformation of whole information with a feature of worldwide adaptability.

The approval of English instructional medium from primary level in Government schools by Jammu & Kashmir State was a mark of this consideration aforementioned (a global language under language policy). Since English language learning became obligatory in all of the Indian Government Schools with the following objectives framed by National Council of Educational Research and Training (NCERT) under Free and Compulsory Education Act,2009 (RTE Act, 2009)titled Continuous and Comprehensive Evaluation (CCE) packages (NCERT, n.d).

- √ To enable children to articulate individual/personal response effectively.

- √ To help them to use language and vocabulary appropriately in different contexts and social encounters.

- √ To help them organize and structure thoughts in writing/speech.

- √ To develop their production skills (fluency and accuracy in speaking and writing).

- √ To help them understand, enjoy and appreciate a wide range of texts representing different cultures, ways of living.

- √ To enable them to use dictionary suitable to their needs.

- √ To help them understand and enjoy jokes, skits, children's films, anecdotes and riddles.

- √ To enable them to negotiate their own learning goals and evaluate their own progress, edit, revise, and review their own work.

It is rational to see whether any change occurred in terms of English Language learning advancement in the State Government school education system after more than 10 years of the new language policy. Unfortunately, there is no language learning growth in the majority Government schools in Jammu & Kashmir State. A major teacher community (first direct incharge & second important stakeholder of school education) lacks English language teaching skills. One the reasons is general subject teachers teaching English aren't sufficient capable to teach even English language basics properly, after all English language is 'not everybody cup of tea'. The disappointments in the English language practicing methods can be measured on a few grounds. For instance, some of them (instructors) are insufficient qualified or the greater part of the present era educators have gotten their education in Urdu medium. However, obstacles vary (increase/decrease) in number from place to place (rural to urban). Hence Language policy must bring these expected changes in objectives and practices focussing individual levels by improving the level best standards through arrangements. It must consider multifaceted nature before approval integrating frequent evaluation metrics such as what extent approved policy will connect learners to the target or objectives and so on. Nonetheless, both success and failure are the two faces of any course of action, but monitoring constantly the failure or success speed is a logical principle of any plan. Therefore, the English textbooks demand is more advanced matching with every perspective of non-native situation. In addition a criterion (presently unapparent) should have been framed to receive feedback from every concerned English teacher and later should have been sent to the course book developing committee.

## II. BACKGROUND OF THE STUDY

The emergence of English Language environment in J&K State (formerly a princely state) is very old. The steadily expanding interest for English each as a language and a medium driven by extra global demand had made J&K State rulers convincing to utilize English for administrative purposes since long. Around 1885-1925 in Maharaja's Ranbir Singh's rule English language was used for regulatory purposes Chathley (1995). It took years to get English language medium introduced officially in Government schools because of the earlier Sanskrit, Persian, and Urdu dominant instructional mediums in the State history during Dogra and Muslim rulers. The Urdu instructional medium continued

for number of decades came to an end twelve years ago in the State Government schools in 2003. This influential effort of ELT from primary level in the State Government schools is the latest effect. The ‘decision to introduce English tutorial medium was taken at a Cabinet meeting under the chairmanship of the State Chief Minister late M. M. Sayeed’ Staff Reporter (2003); besides ‘it was decided earlier in the year 1998 ’ (J&K opts... 1998). Even the language policy notified in 1977, reflects that ‘English was an obligatory subject from Class VI, however according to the new policy English language is being taught from class I in J&K’.

Unfortunately the results produced by Government schools present decimal picture. For Instance a news “157 Government schools scored zero in class X” (Sharma, 2013). Recently ‘280 Govt schools scored 0 to 5% result in 10<sup>th</sup> class exams, Verma (2014). The most recent results are enunciating the unsafe future showing learning debilitating conditions in Government schools (Chaturvedi- 2014). The results over the past decade have not taken the Government education standard near to a normal achievement mark. The State public scarcely trusts on Government schools that’s how our newspapers reflect truth. For instance, ‘hundreds of schools closed by Government after drop in enrolment (Naseem, 2014) is a key reason of quality education is not exist in maximum Government schools. A fact 'fruitful language policy and strategies straightforwardly provides best educational outcome, thus we can realize the educational seeds sown in the state are rotten. It is believed by ‘year 2016 there will be 500 million individuals in the nation with under five years of education and another 300 million won't have finished secondary school (India Vision 2020). Unless learners won't learn the instructional exercise language, they can't use their maximum capacity and can't see any subject lesson satisfactorily. Doubtlessly language learning is a broad learning phase growing naturally among learners with the time span but it needs maximum input in terms of listening speaking chances with target language during schooling, likewise we learn mother tongue: starting with mistakes, practicing and learning to avoid mistakes and at the end mastering over language. Thus if English target language is offered as a tutorial medium from schooling, it becomes a preference to learn it by hook or crook to embellish the educational carrier. Despite what might be expected in the event if it may not be achievable, the maximum chances will be constant disappointment which is equivalent ready to see educationally impaired generations.

### III. METHODOLOGY

#### A. Research Population

The English teachers of the State Government Upper Primary Schools (Sampling Unit) were approached to reflect their discernments on multiple aspects of ELT classrooms. To investigate the pros and cons, necessities and lacks confronted by the target population, a survey was conducted to collect samples in the academic year 2014-2015. A total number of 237 two thirty seven teacher samples (Sampling size) were collected through a simple random sampling method (Sampling procedure).

TABLE3:  
RESEARCH LOCATIONS AND APPROACHED AUTHORITIES

Research Population: No of sites & respondents							
District/Authority/Schools	Srinagar	Budgam	Ganderbal	Baramulla	Kargil	Leh	Total
District/Cities/Visited	1	1	1	1	1	1	6
Director	1	---	---	---	---	---	1
Principal/Senior management	2	2	1	1	4	2	12
Headmaster	8	7	7	6	9	10	47
Teachers	39	45	36	42	35	40	237
Schools Visited	21	22	16	22	23	20	124

In order to reach out to the samples, population, locations; a guiding direction was taken from the official website of the Department of School Education Jammu and Kashmir Government (<http://www.jkeducation.gov.in/>). During sampling a total number of 121 Schools out of 124 contribute fully to the study.

#### B. Research Hypothesis

√ Instructional language learning failure worsens the overall performance of learners.

#### C. Research Questions

- √ Does instructional language learning failure affect the academic performance?
- √ What are the necessities which can change the lacks of learners & teachers into strengths?
- √ What extent instructional materials play a role in language learning?

#### D. Demography

The demography of the State Government Upper Level Teachers (GUPLT) is framed in the tables below:-

TABLE 2:  
EDUCATIONAL QUALIFICATION OF RESEARCH POPULATION

Overall Educational Qualification of State Govt. UPL teachers	M.A/M.sc plus M.Phil.	B.A/B.sc Plus B.Ed.	Intermediate	Middle Pass & Above	Total
f	28	59	112	38	237
%	11.81	24.89	47.25	16.03	100%

The samples collected obtain a certain teaching experience according to period as indicated below.

TABLE 3:  
TEACHING EXPERIENCE IN YEARS

Number of years	Above 10 years	In between 5-10 years	1-5 years	Total
f	116	85	36	237
%	48.94	35.86	15.18	100%

#### IV. DATA COLLECTION METHODS

Both qualitative and quantitative data were collected in this study. Quantitative research depends heavily on numerical data and statistical analysis, whereas qualitative research makes little use of numbers or statistics, rather depends intensely on verbal information and subjective investigation' (Mingo cited Gall & Borg 2007, p-36). The current program was one part of the cross-sectional study, including descriptive research methods, as in cross-sectional studies the purpose of the research is descriptive generally in the form of a survey. It "examine learning if this is defined in terms of the assisted performance of some linguistic feature that a learner cannot handle independently but such an approach is only valid if it can also be shown that the learner is in fact incapable of independent performance of the feature and this has rarely been attempted" Ellis (2012).

#### V. DATA COLLECTION TOOLS

The data of the study has been accumulated through Questionnaire instrument for Government upper primary school teachers. They were requested individually to deliberate their perceptions on the effectiveness of English textbooks, methods, etc. Moreover secondary tools currently practiced were observed, verbal responses were collected on written documents. A Questionnaire was framed carefully to reveal major hidden truths as it is a self-evaluating as well as learner level evaluating tool. This information gathering device utilized by the researcher empowered in gathering valuable samples from target population. The tools used in the study helped quite fairly Government teachers to examine the lacks and educational targets for their concerned age level learners as well.

##### *Questionnaire*

To collect the nitty gritty details of 'English language teaching and learning' and issues at Government Upper Primary Level, a pilot study was done to see the ground level realities including needed parameters for the main study. Before preparing the research tools a content analysis method was deployed to appraise the English textbooks offered to the students of Government upper primary level. During the appraisal certain impediments noticed made it way for an ascertained concrete information. In addition first-hand experience of learning & teaching in the same environment helped to gain more knowledge. In the wake of adjudging the ground happenings it was necessary to gather the perceptions from a large majority of teachers teaching currently regarding English language teaching locale, teaching strategies against the irrelevant books (found under content analysis through parameters used for course developing such as objectives, content, task Grading, learner population, their background, etc.). The preeminent thing was to come across the constraints challenging the present English language learning structure built so far. However on the basis of needed inquiries and meets with experts a Questionnaire (primary tool of this study) was designed (See Appendix-A) and administered among target teachers. They reflected on multivariable questions associated with English language teaching & learning in non-native situation in J & K State.

#### VI. DATA ANALYSIS

The expected investigation through the main parts of the Questionnaire is based on multiple parameters of ELT containing 36 question items excluding profile details. Keeping an eye on demographic data, it indicates the more teachers teaching in Government Schools don't have the right educational qualification. Similarly the teaching experience indicates more teachers having enough experience which signifies who they are: obviously those who have joined Government teaching service long before when eligibility criteria for jobs was very low and there wasn't any high competition. The questionnaire sections are surrounded with more concentrate on queries related to the textbook & teaching tactics of the teacher. Only a single section has raised the issue of language policy related scenario. It seeks the queries on textbook compliance with language policy, textbook versus ELT objectives, the level of language learning textbooks through textbooks, the topic relevance level with the situations of life, etc. Descriptive and inferential statistics were used to analyze the gathered data. Due to a personal approach to the participants no data is

missed and information of all participants is complete. The formed headings for questionnaire like content, tasks, instructional methods, materials, etc. are variables directly related to the Govt. Upper Primary Level language teaching objectives.

VII. FINDINGS

Section A

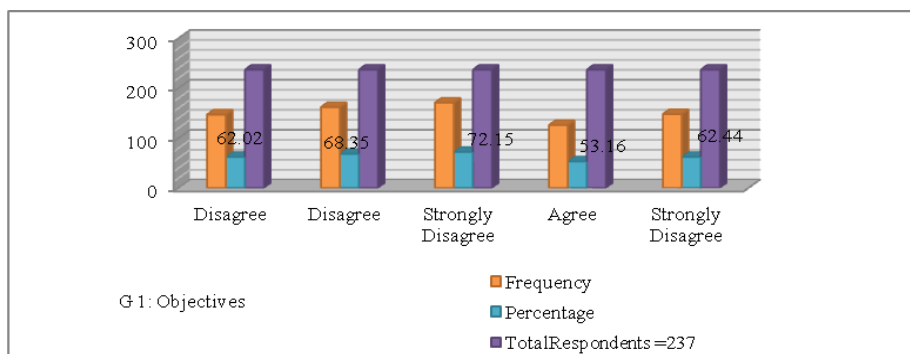
T1:

RELIABILITY ESTIMATE QUERIES ON DIFFERENT OBJECTIVES FOR ELT

Queries	Degree of agreements and disagreements									
	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
	f	%	f	%	f	%	f	%	f	%
Language policy versus ELT objectives	21	9	39	16	4	2	147	62.0	26	11
Present textbook materials versus ELT objectives	26	11	33	14	0	0	162	68.3	16	7
Present textbook materials versus language learning focus	20	8	31	13	0	0	15	6	171	72.1
Lengthy lessons in the textbook	24	10	126	53	10	4	50	25	27	11
Textbook topics versus everyday life situations	28	12	31	13	11	5	19	8	148	62.4
Total number of respondents	237	100	237	100	237	100	237	100	237	100

This part contains 5 items and the Degree of agreements/disagreements (DAD’s) are strongly agree, agree, undecided, disagree, and strongly disagree. Language policy and language planning (LPLP) is an official government-level action relating to the determination and specification of a unified chosen language by an organization or selected language representing an understandable effort by people or institutes to influence language exercise in educational development.

The overall gathered frequencies reflect the connection between the different metavariable’s considered for language policy and curriculum. It investigates the English course materials worth for language learning objectives, the language learning appeal in them, etc. The collected respond for statements helped to see the impulse as reflected in the graph.



Graph 1: Validity estimate of ELT objectives and Match

A percentage of 62.0% respond ‘disagrees’ that language policy with the objectives considered for Upper compliments primary level children in an English instructional medium with regard to English language teaching. Further English course books don’t target English language teaching objectives indicate 68.35% disagreement percentage. There is no problem with the language policy as it approves the same aforementioned objectives of English language teaching in the State, a majority disagree with the English course books focus& inverse practices against objectives. It is validated by 72.1% respond showing teachers ‘strongly disagree’ that the textbooks don not focus language learning and according to respond it is deduced the children are not exposed to the right language development activities. A burden of more literature focus in the offered textbooks for upper primary children is higher than the age of the learners, shows language teaching & learning is functionality unapparent. The responses received with the detailed queries made it evident that English language preferred under the State language policy is far away from its right function. The scientific cum logical state of mind testifies “various texts resulted miscues in non-native discourse lead to a loss of consistency and relevance according to three variables: Task, Language proficiency, and discourse type” Cribb (2009). As we know required, “textbooks are thought to be fool proof means of guaranteeing successful teaching & learning. These practices and associated attitudes are so strongly entrenched in the minds of students that the value of course without textbooks is sometimes suspect” Gay (2010).

There is a different opinion of scholars on ‘literature determined to teach language & considered it itself authentic for English language learning. However, majority believe there is a definite difference between the conceptual authenticities of the two. Literature may be defined written, artistic and intellectual productions exclusively writing that possesses high quality or distinction, forming part of the so-called fine writing. According to Eagleton (2008) “Literature transforms and intensifies the ordinary language and deviates systematically from everyday speech”. Whereas language teaching is a teaching people to speak and understand second, third language and so on. In Language teaching teachers cum learners are involved to “become critical observers of how language is used both in written and spoken forms to achieve purposeful communication” by practicing it (Lee, Lee and Low, 2014). The language teaching

& learning involve diversity plus integration of tasks, constant focus on four basic language skills and the English literature textbooks designed for ELT like in Jammu Kashmir State Government schools learners are offered a high dose of literature targeting imaginations, stories out of context and irrelevant to learners age and comprehension. All this ultimately demotivates foreign language learners without exposing them to their need of language learning. In other words, this language learning mark is achieved with the help of accurate materials and didactic teaching methods directing more aural and oral language practice. The teacher’s level may be sufficient to read and understand any literature oriented textbook but course material without any language learning focus is just a blindfold search in terms of ELT at non-native level. It is very tough to assemble the entire teaching tactics under an umbrella against an inadequate textbook based on unapparent literature (irrelevant for age level needs) and to fulfil the objectives. Thus inadequate materials can’t help to target the goals of school education children. The lengthy lessons change the motivation of students for studying in presence of literature orientedness and sentence structure complexities of the language used in English textbooks. According to 53 percent teacher’s reflections the lessons are lengthy in the current English course books and as far as the age and interest of the learners is concerned, it ruins the attention and motivation level both to study in the foreign tutorial medium and its language learning. Had the textbook content been framed according to the everyday life situations it could have imparted a great attention, motivation of learners but no topic or theme reflects the children’s daily life situations which they experience and live in as per 62.4% perception of teachers. Subsequently, it is true, there is a clash between language policy & the inversely followed objectives in the whole teaching process, because of worthlessness instructional materials. It may be asserted that the current textbook materials along with lengthy lessons without focusing on language need affect the concentration level of the children. That is actually an educational regression for generations as this zero learning reaction definitely impacts the performance level of the learner. The present generations are receiving qualifications in the same way not education. It seems ‘language policy & its implementation plan try to manage multilingualism (Liddicoat, 2008) in the classrooms nothing else because in terms of teachers teaching strategies ‘they are able to keep the students under control’ (Pastor, 2015) which results nothing else.

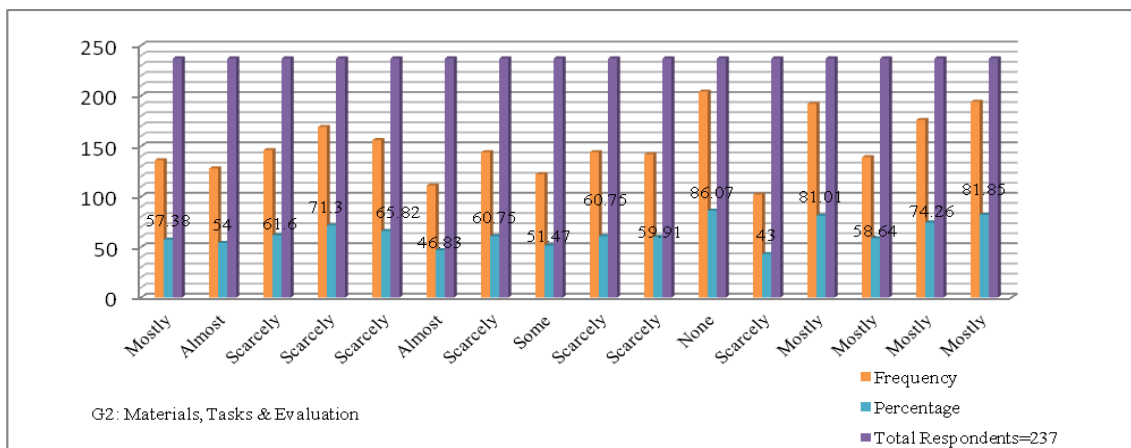
Section B

TABLE 2:

RELIABILITY ESTIMATE QUERIES ON MATERIALS, TASKS, EVALUATION

Table 2 : Queries on materials, tasks and evaluation	Degree of agreements and disagreements									
	Mostly		Almost		Some		Scarcely		None	
Queries	f	%	f	%	f	%	f	%	f	%
Teachers read passages from the text	136	57.38	40	17	32	14	31	13	8	3
Adequate practice for learners in writing through textbook tasks	29	12	128	54.0	41	17	20	8	19	8
Tasks given to learners to improve speaking skills	33	14	19	8	38	16	146	61.6	1	0.42
Integrated Skills	14	6	16	7	35	15	169	71.3	3	0.01
Outcome based tasks to improve language learning skills	25	11	17	7	40	17	156	65.8	5	2
How clear are activity instructions for teachers and learners	48	20	111	46.8	47	20	20	8	11	5
Tasks presented in the text are well graded	29	12	33	14	25	11	144	60.7	6	3
Tasks/activities deal with the diversity	22	9	31	13	122	51.4	38	16	24	10
Textbook fit to the learners profile like, Age, background, interest level	14	6	51	22	24	10	144	60.7	4	2
Text book comprise oral and written communication tasks	21	9	26	11	31	13	142	59.9	17	7
Text book contain Audio/Video tests ,answer keys, etc	1	0.42	12	5	9	4	11	5	204	86.0
Text book contains satisfactory tasks , activities for four basic language skills	12	5	10	4	38	16	164	69.1	13	5
Teacher find grammatical mistakes	192	81.0	26	11	14	6	3	1	0	0
Teachers find spelling mistakes	139	58.6	43	18	26	11	29	12	0	0
Teachers find punctuation mistakes	176	74.2	26	11	30	13	5	2	0	0
Teachers find sentence organisation mistakes	194	81.8	40	17	3	1	0	0	0	0
Total number of respondents	237	100	237	100	237	100	237	100	237	100

The worth of text is being measured by so many criterions like content, lexical density, readability point of view; relevance mark with the learner’s needs and understanding. Identically, the language learning point of view in a textbook require tasks & activities devised in a way resulting best opportune for a teacher who feeds constant language teaching with the main attention on language pillars inside the school’ Heller (1999). On the whole frequencies obtained are framed under each degree (agree or disagree) perceived right by research population. This part contains 16 items covered the information about teaching & materials worth. The DAD’S are Mostly, Almost, Some, Scarcely and None. The queries of this section received perceptions of actual incharge instructors related to the teaching tactics, task grading, tasks significance for skills learning outcome, task diversity, views about what extent the textbook content matches with the learners living milieu. Moreover teacher’s perspectives are gathered about their writing evaluation. The queries highest scores are highlighted in graph.



Graph 2: Validity estimates of materials worth

In the presence of plenty of techniques, tactics & strategies, the teaching should not be limited to hold textbooks, read passages, translation & interpretation by using a bilingual form. This traditional instruction of reading & translating by teachers gives learners chance to read and write annually not because they don't wish, but teachers have limited their teaching to practice these two skills only. While analysing the samples it is found that 57.3% teacher use textbook mostly for reading the passages. It seems 54% percentage of children obtain an adequate practice in writing through the textbook tasks but the question further shows discrepancy with next ten queries mentioning zero worth of tasks & activities devised in the textbook. The 61% noted that tasks are given scarcely for improving speaking skills. There is scarcely any integration of skills in textbooks admitted by 71.3%. Moreover, it is reported by 65.8% that the tasks for outcome of language learning improvement are scarce in the textbook. Although, the activity instructions are clear confirmed by 46.8% but 60.7% replied textbook contain scarcely well graded tasks. In this manner tasks devised are lesson related tasks sharing knowledge of content not related to language learning growth.

There is some diversity of tasks comprehended by 51.4% teachers however it is not substantial as indicated by a general examination (taken before data gathering) of the course books. The principal requisite while developing English language texts in non-native situation is to compare their background & cognitive heights including the needs of the time in the educational system but 60% has shown a dispute reaction declaring current textbooks scarcely fit with the learner profile, age, background or interest level. Further 59.9% testified there are scarce oral & written communication tasks. The 86% confirmed textbook doesn't contain audio/video tests likewise 43% majority asserts text contains scarce satisfactory tasks or activities for learning four language skills. To summarize from the response against the question mentioning adequate practice is given to learners in writing through textbook tasks. The next question reactions verifies it is the usual writing practice which includes homework tasks, and answers of lesson based questions given at the end of the lesson. As in the fourth section it is acknowledged that teachers prefer dictated answers while writing from learners. Further, it evokes the other factors stressing children's basic level of language is extremely frail. The current section reactions testify it too that there is immensely apparent weakness among learners English language growth. The reactions countered light out 81% teachers usually find mostly mistakes in grammar, 58% mostly in spelling, 74% mostly in punctuation, and 81% reciprocated that learners commit mostly mistakes in sentence organization.

Section C

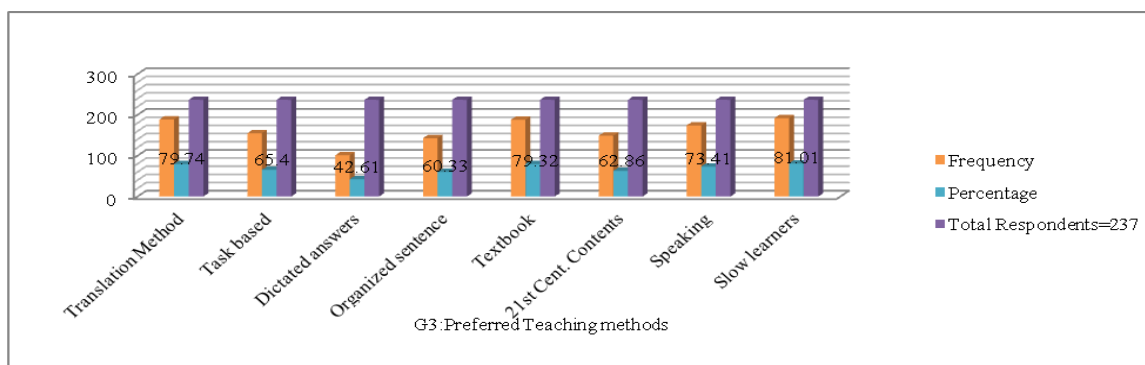
TABLE 3:

RELIABILITY ESTIMATES OF QUERIES ON TEACHING METHODS

Table 3: Queries on Teaching approach & perceptions		Multiple choice degree of agreements and disagreements									
Teachers preferred teaching method	Direct	Bilingual		Translation		Reading		Other(specify)			
	f	%	f	%	f	%	f	%	f	%	
	10	4	28	12	189	79.7	12	5	0	0	
Approach applicable to learn English language better	Task-based	Communicative		Audio-lingual		Lexical		Other(specify)			
	f	%	f	%	f	%	f	%	f	%	
	155	65.4	52	22	18	8	12	5	0	0	
Type of answer teacher prefers while checking pupils writing	Creative	Mostly Creative		Dictated answers		Sometimes creative		Other(specify)			
	f	%	f	%	f	%	f	%	f	%	
	52	22	48	20	101	42.6	36	15	0	0	
Teacher prefers as most important while evaluating pupil performance	Creative writing	Organized Sentence		Spelling		Punctuation		Other(specify)			
	f	%	f	%	f	%	f	%	f	%	
	30	13	143	60.3	34	14	30	13	0	0	
The teaching materials teacher prefers most in the classroom	All of the four	Textbook		Lesson Plans		Handmade maps, pictures		Newspaper/ Word games			
	f	%	f	%	f	%	f	%	f	%	
	16	7	188	79.32	25	11	8	3	0	0	
Features a best material for the development of language skills contains	CRTLTF	Cultural Contents		21ST Cent. Contents		IRLC		Both Language & Literature			
	f	%	f	%	f	%	f	%	f	%	
	23	10	48	20	149	62.8	17	7	0	0	
An important skill that needs to be acquired for day to day life	Listening	Speaking		Reading		Writing		Other(specify)			
	f	%	f	%	f	%	f	%	f	%	
	22	9	174	73.4	14	6	27	11	0	0	
Teachers categorized their children	Hard workers	Highly Motivated		Slow learners		Uninterested /Demotivated		Dull			
	f	%	f	%	f	%	f	%	f	%	
	18	8	0	0	192	81.0	16	7	11	5	
Total number of respondents	237	100	237	100	237	100	237	100	237	100	

The information drawn together in the form of table verifies different findings about Government school English language classrooms of the state. According to the nature of variables this section is comprised of multiple choice DAD's. It deals with the teaching preferences for approaches, methods, and opinions about learners. It is apparent graphically which respond provides what sort of angle and result.

It is revealed that the 79% teachers apply translation method for the teaching of English, due to whatever reason they use it, but they have made it a regular requirement and habit for socially, politically, economically, educationally backward majority depending on Government schools. This is against the reality, what people like they can't act always accordingly, what suits with the nature of demand and safety it is always a matter supposed to be considered by every teacher before teaching any classroom. All this came into my personal observation too, while observing English Language Teaching classrooms as well.



Graph 3: Validity estimates of ELT needs against language teaching-learning barriers

However, they do whatever is easier for them. A similar query supported by 42% teachers mentions they prefer to receive dictated answers in all written exams while evaluating their pupils writing. In fact 65% didn't forget to accept task based approach is more convenient and applicable for learners to learn English language better. Similarly, 60% respondents prefer to receive organized sentences by children and for that there is no task or exercise/ focus in the textbooks to teach or learn sentence organization. It shows the children are not exposed to learn the basics neither at



primary level nor at upper primary level, so how come one can anticipate organized sentences from them. Probably the single reason behind teacher preference for dictated answerers in exams is their actual level i.e. they are away from these abilities or they don't want to teach anything what is not prescribed in the textbook, and that's how! to run the system teachers use it as a method to make them write dictated answers by hook or crook and emphasize to rote learn.

It is avowed ELT objectives are just on documents and pass percentage of students are falsifying the actual conditions of learners through traditional teaching, providing guess paper for cramming before exams and pushing rote learning into an effect indirectly for written tests.

The textbook is the most preferred teaching material being used for instruction by 79% teachers, though they realized the current textbook difficulty for learners. The majority 62% teachers emphasize on 21st century content is a first required feature for English course book which must be framed because 81% percentage of learner's level are 'slow learners' and it is an ideal content to offer as compare to present literature centred. The 73% concerned instructors have emphasized on speaking skill must be learned for day to day life which means more aural/oral tasks shall be developed in future textbooks. The total respond made on the above queries clarified ineffective pedagogy is in practice, particularly instructional methods practiced among those who deserve stronger foundation. Thus the inadequate textbooks or lack of coordination between the two aforementioned elements is an apparent failure.

**Part 4**

This part containing 7 items focusing the status of current improvement in skills, learning by learners and the DAD's are Best, Good, Average, Poor and Very Poor. The different frequencies over skills structured in the form of table and

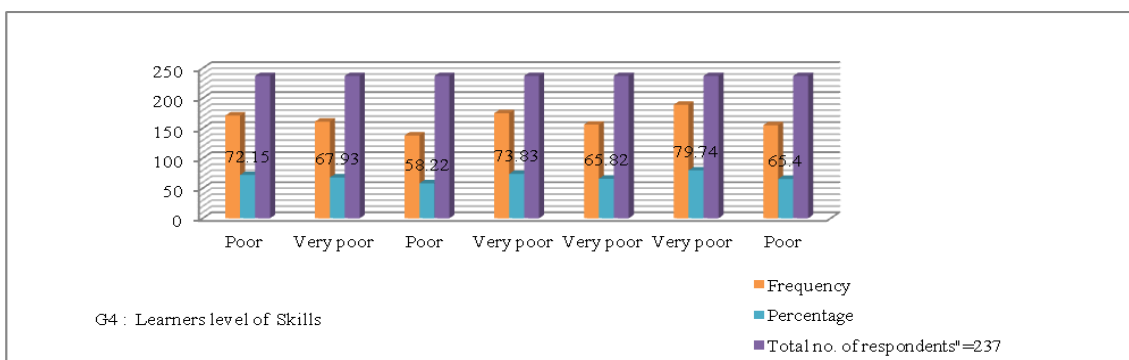
**Section D**

T4:

RELIABILITY ESTIMATES OF QUERIES ON TEACHING METHODS

T4: Queries	Best		Good		Average		Poor		Bad	
	f	%	f	%	f	%	f	%	f	%
The Listening skill of your students	14	6	29	12	12	5	171	72.15	11	5
The Speaking skills of your students	11	5	23	10	26	11	16	7	161	67.93
The Reading proficiency of your students	14	6	18	8	38	16	138	58.22	29	12
The Writing proficiency of your Students	8	3	25	11	13	5	175	73.83	16	7
The Vocabulary of your students	12	5	15	6	17	7	37	16	156	65.82
The pronunciation of your Students	0	0	14	6	14	6	20	8	189	79.74
The English language proficiency achieved by learners through the textbook lessons	20	8	29	12	0	0	155	65.40	33	14
<b>TOTAL</b>	<b>237</b>	<b>100</b>	<b>237</b>	<b>100</b>	<b>237</b>	<b>100</b>	<b>237</b>	<b>100</b>	<b>237</b>	<b>100</b>

the major ones determine the dominant condition under a certain degree, as it collects the views of instructors on learner's weakness in different language learning areas.



Graph 4: Validity estimates on Skills

While sample analysing it is found the teaching language is underbelly done as it shows learners target language learning worth is nothing. A 72% received reaction specify learners listening skill is poor & a percentage of 67% learners speaking skills (pronunciation, vocabulary) are very poor. It should not be taken astounding as English language teaching is impractical in terms of teaching of skills particularly listening and speaking both are natural in order of teaching or learning any language. The 58% respond shows learners reading proficiency is poor and 73% majority affirm learners writing proficiency is 'very poor'. Comparatively more than sixty percent learners listening skill is poor because of least teaching-learning listening speaking. Similarly, 65% average indicates the weak condition of writing due to the learner's very poor vocabulary and when sentence organization ability is fragile, what sort of help vocabulary can give a learner. Likewise learner's pronunciation is very poor evident by 79.7% respond validity. Finally, 65.5% English teachers signified overall achieved level of learners in English language skills is poor.

Graphically the first two highlighted skills, then fourth and fifth determine extreme incompetence of learners studying in Government Upper Primary schools in Jammu & Kashmir State. All this agrees with nothing is on right

track in terms of ELT in J& K State Government Schools. In a few it is inferred the research hypothesis is accepted at this juncture as we came to know English language learning failure effects the learner's performance in others subjects as well. It is a bright finding asserting non-native ELT classrooms should be given the right, they deserve i.e. high exposure to aural and oral skills during schooling as a strategy to grab the target language competence. Surely this competence will assist the learner in every discipline he/she wants to pursue in future or the subject he/she fails to comprehend.

#### VIII. CONCLUSION

By examining the overall situation of Government Upper Primary Schools in Jammu and Kashmir it is deduced that a quality language focussed English instructional materials (a backbone for successful language policy and educational system) are currently unavailable in the Government schools in Jammu Kashmir. It has been observed the educators and learners have not seen adequate materials since long time. They don't have familiarity with the English language course materials influencing all in all their learning-implies. They are teaching according to their learning experience they gained from their teachers i.e. Reading plus translating and asking pupils to memorize the words for English language acquisition. These minor ELT strategies don't help as much unless the language process may not be according to natural disposition which we apply with mother tongue i.e. more aural & oral practice at beginning. Meanwhile the increasing obstacles in learning framework have been pulverizing our next generations. It is the correct time to take better initiatives to bring back the systematic movement in teaching learning process among these lowest performing classrooms. To cope with the policy constraints fundamental preplanned administrative parameters must be framed which better address the policy in viable terms. As the educational imperative of the time is entirely different than prior times. Thus the required components in a perfect English course book must be targeting objectives within content, teaching techniques, activities, skills practice, evaluation, more aural/oral activities, and as compare to reading writing practices till they (learners) complete schooling. It may be very fruitful to apply 70 and 30 ratio: 70% listening, speaking and 30% reading, writing. If the materials will incorporate such a functional balance, the learning gap will be bridged quickly. Better the text materials, greater the understanding & performance of learners, ultimately it is a sign of a successful language policy. It is affirmed here the lone source to raise children as knowledgeable generations rely on practical life based contents and universal language based activities pluralizing motivation, interest, practical learning outcomes in non-native classrooms. The practical life content helps in positive foundation for change of ideas, morals, values, practices and psychological change, etc. The latest ELT criterion in non-native classrooms is situational contents & tasks i.e. what teacher's majority respond for requirements in English instructional materials.

Conversely when objectives are missed due to a quality less learning course, everything goes traditionally, blindly, and unauthentically. To seize the global language teaching and learning opportunity the most important thing must be developed is the language oriented text incorporating totally afore said needed criterion. The results point out the lowest standard of education and performance of Government school children, including mistrust of parents on Government schools. This is all because of inappropriate materials first and oldest irrelevant methodology second and this all must be given a treatment of specific strategies and methods of 21<sup>st</sup> century which is obviously task based language teaching with rich input of tasks and activities.

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#### APPENDIX. TEACHER REFLECTION QUESTIONNAIRE

Dear Respondent,

This questionnaire is a part of the Ph.D programme in English Language Teaching. The aim of this questionnaire is to find out the overall status of English language teaching and barriers in English Language Learning at Government Upper Primary Level in Jammu and Kashmir. The questionnaire has been prepared with five point scale and five multiple choice questions in the last section. You are expected to answer them accordingly and your answers are highly valuable. The work is of academic interest and your personal details will be kept confidential. Please indicate your level of agreement or disagreement by giving a score on a five point rating scale.

I shall be thankful to you, if you spare some time and fill up this questionnaire.

Researcher  
Nazir Ahmad Mir

Name \_\_\_\_\_ School & Class \_\_\_\_\_  
Age & Gender \_\_\_\_\_ Teaching Experience \_\_\_\_\_

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
1. The language policy complements with the objectives of ELT. 2. The textbook materials focus the objectives of ELT. 3. The present textbook materials are language learning focussed. 4. There are lengthy lessons in the textbook. 5. The topics and themes in the textbook are matching with the everyday situations of learners.					
6. Do you read passages from the text?	<i>Mostly</i>	<i>Almost</i>	<i>Some</i>	<i>Scarcely</i>	<i>None</i>
7. Are the children given adequate practice in writing through the tasks of the book?					
8. Are the students given tasks to improve speaking skills?					
9. Are the different skills integrated?					
10. Are the tasks in the lessons helping to improve the language learning skills (outcome based)?					
11. Are activity instructions clear both to teachers and learners?					
12. Do you think that the tasks presented in the text are well graded?					
13. Do the tasks/activities deal with the diversity?					
14. Does the text book fit your pupils profile like, Age, Educational background, their interest level?					
15. Does it (text book) comprise oral and written communication tasks?					
16. Does the text book contain other components, like Audio/Video, tests and answer keys support?					
17. Does the current English textbooks contains satisfactory tasks and activities for four (LSRW) basic language skills					
19. Which mistake do you find usually while checking your pupils writing? ▪ Mistakes in grammar ▪ Mistakes in spelling ▪ Mistakes in punctuation ▪ Mistakes in organisation of sentences ▪ Mistakes in pronunciation ▪ Mistakes in accuracy ▪ Mistakes in fluency					
20. What is your preferred teaching method?	Direct Method	Bilingual Method	Translation Method	Reading Method	Other(specify)
21. Which approach according to you is applicable to learn English language better at Govt Upper Primary level?	Task based	Communicative	Audio Visual	Lexical	Other(specify)
22. Do you prefer creative answers or the answers dictated and recommended by you while teaching?	Creative	Mostly Creative	Dictated answers	Sometimes creative	Other(specify)
23. Which one do you prefer as most important while evaluating the performance of your pupil?	Creative writing	Organized Sentence	Spelling	Punctuation	Other(specify)
24. Which teaching materials you prefer most in your English classroom?	All of the four	Textbook	Lesson Plans	Handmade maps, pictures	News paper Word games
25. What do you think is the best material for the development of the language skills of children?	CRTLTF	Cultural Contents	21st Cent. Contents	IRLC	Both Language & Literature
26. What according to you important skill that needs to be acquired for day to life?	All of the four	Listening	Speaking	Reading	Writing
27. How do you categorize the children in the classroom?	Hard workers	Highly Motivated	Slow learners	Uninterested /Demotivated	Dull
28. How is the Listening skill of your students? 29. How are the Speaking skills of your students? 30. How is the Reading proficiency of your students? 31. How is the Writing proficiency of your students? 32. How is the Vocabulary of your students? 33. How is their pronunciation? 34. How far do you think your pupils have achieved proficiency in English language through the lessons prescribed in the textbook?	<i>Best</i>	<i>Good</i>	<i>Average</i>	<i>Poor</i>	<i>Very poor</i>

### Acronyms

CRTLTF: Cultural relevant text with language focussing contents

IRLC: Intercultural relevant language based contents

Thank you!  
xf

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