

TRIPOLAR SYNERGIES: INSTRUCTIONAL MATERIALS, TASKS AND METHODS

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The government school learners of Jammu Kashmir State India have been grappling with the English language learning since decades. To know the ground level reality, this research work has focussed on the three foremost elements of teaching and learning development i.e. instructional materials (English), tasks devised in these materials and methods. An attempt has been made to investigate to what extent the present course materials and methods meet the objectives of teaching English at upper primary level in the State. In order to identify the challenges of English language learning in these State government schools, the instructional material contents, tasks devised in the current English textbooks and methods (ITM's) applied by teachers have been examined. Finally, suitable overcoming strategies are also highlighted. The data has been compiled through content analysis method & a non-participatory observation method. Additionally, the data was analysed with the help of descriptive analysis method.

Keywords: Materials, Tasks, Methods, LLM's, Content analysis, Observation

INTRODUCTION

There is an extreme need of appropriate instructional materials at schools, as it is the basic requirement for learning. The minimum or maximum drawbacks in the materials can mislead the teaching and also learning because both teachers & learners depend on it very closely. The objective behind introducing English instructional medium in Government schools of Jammu & Kashmir from primary level is quite understandable and clearly mentioned by National Council for Education Research & Training (NCERT). Therefore instructional materials should be relevant, accurate, simple, focussing on the pre-prepared objectives. Conversely, the situation of English language teaching (ELT) and learning is very bad in the State Government schools of Jammu & Kashmir State. In this connection, this study examines the three significant elements to identify the ground level obstacles of ELT.

- a) The objectives of teaching English at school level
- b) The learners and
- c) The authorities concerned taking care of these plans

Obviously the introduction of English instructional medium demands teachers to be equipped with methods, strategies, etc. They should have the ability

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to teach English in the same way, the non-native learners deserve to learn. The objectives of teaching English in India are meant for language development & literary development. The teaching of English for language development is aimed for school age children, whereas the teaching of English for literary development has been recommended after IX class (Tiwari, (2008), Shankar, (2008). According to Patel and Praveen (2008) the general ELT objectives for upper primary level children (V to VIII) in India should focus on the following points.

- To enable the students to understand the spoken language.
- To enable the students to speak correct English language.
- To enable the students to write the language properly.
- To enable the students to read the language with ease.

According to NCERT, the objectives mentioned in a programme titled 'English package' are:

- 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 organise and structure thoughts in writing/speech.
- To develop their production of 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.

For this reason the teachers must be able to develop the communicative potential of learners, which is not only the main principle of ELT, but an overall objective of ELT. In order to make learners achieve this language feature, the accurate learning facilities needs to be provided. A study is being conducted to examine the instructional resources available in the State Government schools.

RATIONALE OF THE STUDY

The global language is a key to all the knowledge properties and the decision to teach & learn this universal language in schools is a first step towards learning

development. However, it is also true that teaching English as a global language in non-native schools is posing many challenges while teaching & learning. For example, the learner's maximum exposure to his mother tongue interferes in the second language acquisition or teaching English by incompetent teachers, who teach to manage the responsibility rather than to justify the teaching and that is a threat to the non-native English language learning classrooms.

This study is associated with upper primary level children (6th to 8th standard) studying in Government schools in Jammu and Kashmir State. After comparing the objectives of ELT for primary learners (1st to 5th standard) and upper primary learners the rational perspective indicates that primary level learners need more than 80% listening & speaking practice. It implies that the responsibility to guide learners at the basic stage depends first on teacher's English teaching competence and second on instructional materials guidance, whereas at upper primary level (somewhat mature level than primary stage), the guidance equally depends on the teaching methods, techniques, strategies and instructional materials. At this level the ratio of teaching English practice needs to be 65% & 35% respectively for the learning of four basic skills in a natural way. The 65% language practice is to be done for aural/oral skills (through English textbook tasks and teacher's self-constructed tasks) and 35% practice of reading & writing skills is to be covered by studying English course book.

The latest researches denote that there is a firm relationship between age and second language acquisition and it is being acclaimed that 12 to 16 years age (Upper Primary Schooling) is the prime time to acquire second language. In this connection an extensive research flow justifies it. As an illustration, Saracho and Spodek states, "Earlier the better" [24] notion for second language acquisition. Further, Lightbown and Spada cited by Freberg remarks that "biological factors would determine the ability of SLA, i.e., between the age of two and twelve years" [7]. Han (2004) also acclaims that 'first 6 to 10 years of age is a right time for L2 learning'. Furthermore, Nunan (2011) advocates that 'adults appear to do better than children (6 to 10 years) while teenagers (12 to 15 years) outperform'. With aforementioned researcher's research findings, it is deduced that the upper primary age is the most suitable for second language learning and logical deliberations of second language research have been emphasizing that the appropriate materials make possible to achieve this language learning objective.

Since 2003 the government education department of Jammu and Kashmir started English instructional medium from primary level and in this new instructional medium scenario children have been facing endless difficulties in English language learning classrooms. The obstacles faced by them are:

- a) As far as the quality teaching is concerned the majority teacher population of government schools have not been enough competent to teach English language as per the needs of the learners. It seems they have received

their education in other instructional mediums is a reason of their unawareness about teaching English.

- b) Although English subject has been one of the subject during schooling for present teachers. However the translation and structural approach during English classes applied by their teachers have persuaded them to apply same teaching strategies as a teacher for present generation.
- c) The English subject in the state has been taught as a literature subject at schooling level rather than language. Further, the teaching method adopted by teachers is to read a piece of literature text & translate it. It makes the children aware of the fact that English subject is no more different than other subjects like History, Science, etc. as they tend to memorize the main themes mostly without understanding the thoughts and ideas which they fail to practice in actual life.
- d) For school children of the State Government schools studying is all about cramming for passing the exams nothing else.

In this context, the research questions of this study are:

- i) What is the role of instructional materials and methods in English language teaching during schooling?
- ii) To what extent the present English instructional materials are developed according to the objectives of English language teaching?
- iii) To what extent these course materials meet the needs of the upper primary level learners studying in Government schools?

Before deliberating on other aspects, it is important to shed light on instructional materials and the need of appropriate teaching methods. The instructional material is a bridge which interconnects both teacher & learners for achieving a certain objective. The instructional material is a main direction which keeps teachers and learners constantly on a predefined track (decided pedagogy). Therefore instructional materials should have those qualities which are based on the objectives of teaching a language teaching subject at a certain age. It is quite necessary to “compare objectives with the content, while selecting, developing and organizing materials for activities” [10]. The Language Learning Materials (LLM's) should be very interactive, relevant and useful for learners. The LLM's should provide learner's self-autonomy while teaching English textbook and these English course books should be based on tasks focussing practice of skills by involving learners mental & physical efforts after a familiar content. The LLM's must draw the learner's attention to language use and should heed learner's different developments like confidence, motivation, attitudes. The LLM's must enable learners to gain these qualities in English language classrooms. Identically a method which can make target language learning practice more is the most

appropriate method. There is a little variation in the researchers view whether communicative language teaching is the sole method or sometimes bilingual method (English & mother tongue) that is suitable in the English language teaching classroom. In this regard, most of the recent researches advocate communicative method and various researchers argue in case children feel burdened by receiving constant English instruction teachers should use bilingual method to ease them.

METHODOLOGY

Since this research is associated with upper primary level children studying in Jammu & Kashmir State Government schools (Sampling Unit). The important part of this research is to scrutinize the English teaching learning resources offered to upper primary level learners. In this connection, a qualitative approach based on content analysis & observation method have been adopted for this study. The content analysis is **“an extremely valuable research design because of its versatility & applicability to much of what qualitative researchers seek to accomplish in their quest for contextual meaning in the data” (Roller and Lavrakas, 2015, p. 253)**. Marcinkiewicz (2014) cites Heidi Julien and explains that the content analysis is an, “intellectual process of categorizing qualitative textual data into clusters of similar entities or conceptual categories, to identify consistent patterns & relationships between variables & themes”. Moreover, “the non-participant observation means watching & recording without personal involvement in the research” (Burns, 1999). **Non-participatory observation implies the ‘observers stay outside the activity (classroom) in order to concentrate on the child or aspect being watched’ (MacLeod-Brudenell, 2004, p.282)**. A non-participant observer observes and describes the classroom without using a structured format for recording data through predetermined codes” (Hadi-Tabassum 2006 cites Erickson). Therefore, this method authenticates pros & cons of a phenomenon under research.

PROCEDURE AND TOOLS

The aim of content analysis is to make, “abductive inferences from texts to phenomena outside those texts. The content analysis answers research questions by analysing texts” (Krippendorff, 2004). The different researchers have defined different type of stages for content analysis. This study has also selected five abductive steps of content analysis namely Utilization, data selection, operationalisation, coding, data analysis and reporting.

- a) ‘Utilization is the identification of codable units which is an identifiable message’
- b) ‘Data selection is the process of selecting a source for analyses
- c) ‘Operationalisation is the process of developing measures’
- d) ‘Coding is the categorisation of units with similar characteristics’

- e) 'Data analysis & Reporting' is the last procedure to present the data into frequencies of the factual messages (Curd-Christian and Weninger, 2015).

The Content analysis method was used to compare the objectives of teaching English & current instructional materials. The analysis has been divided into two divisions one is content & another is task. To measure the content division the aforementioned criteria were followed to identify, code, and categorise different aspects included in the textbooks. The code system for content comprised four themes: Foreign, National, Irrelevant Lesson and Related to daily life and this process was done on the basis of individual focus of lessons. The encoded thematic descriptions are given below:

- i) Foreign context: It is difficult for children to understand the themes related to the foreign life, culture and context in non-native situation and therefore are not helpful for language development.
- ii) National & local context: the themes under this title are categorized because of their national and local context may or may not benefit children and such topics suit in other subjects like geography, History, General Knowledge, etc.
- iii) Related to daily life: The themes matching with the daily life or which are universal for all children irrespective of region, state, culture, language, etc. were underlined under this title. The themes under this title contain the necessary qualities as far as content relevance is concerned.
- iv) Related to daily life but irrelevant: The themes added under this heading were explored & it was found that focus doesn't match with the needs of this age group and therefore pose several challenges to the children to understand a context out of their cognitive age or real life experience. Such facets mismatch with the required language learning development, i.e. the learning development giving naturally real touch of understanding compared to the unfamiliar context mismatching with cognitive age or real environment a child lives. Moreover, for measuring task division system, the principle of Integrity & principle of diversity has been adopted (Min, 2014).

Moreover for non-participant observation, the field notes have been used as tools to add more knowledge particularly teacher's teaching strategies, methods, techniques in English language teaching classrooms for confirmation of the research validity and reliability.

DATA ANALYSIS

The content division themes reflect the five content analysis steps. The identification of the themes is the utilization of codable units. Secondly the included data sources

for analysis (content analysis) are Tulip Series English textbooks materials offered to the upper primary learners. Furthermore, the relevance of themes are judged according to the needs of the course which have been categorized into smaller units of language development needs. Finally data analysis report determines the overall utility & effectiveness.

Alternatively, the non-participant observation employed in this study include necessary considerations, such as what to observe, what to be noted, how to ensure the information accuracy (Sahu, 2013), as it is a careful and thoughtfully selected method of data collection. The observation analysis was planned on the basis of the following stages:

- a) Classrooms observation
- b) Assumption
- c) Identifying the close aspect of assumption and describe with inference

The first one is about observing teaching learning process of classrooms which makes us assume to what extent English language teaching is being taught correctly or incorrectly. The next one matches the observation assumption which points out carefully what is the product (outcome) after process (teaching method or technique). For example, whether the way of teaching is fruitful or not? What is the intensity and favourable or unfavourable effect of current English language teachings? The final one describes how a process is working and how it should be? It indicates whether any strategy needs to improve the current teaching standard & what measures requires for it? These parameters were rated under a three point inferential scale as 'Perfect' (3), 'Needs Improvement' (2) and 'Needs major changes' (1). At the end a comparison has been made between content analysis findings and observation findings.

RESULTS

The Board of School Education Jammu & Kashmir State has set the guidelines against English textbooks for Upper Primary children studying in Government schools through 'State Institute of Education'. These guidelines are actually the goals to be achieved by English teachers during teaching every lesson of a unit. After examining these textbooks categorized under unit wise and term wise along with framed goals for each lesson, it is obvious that more concentration is paid on content knowledge. For the most part the content and tasks focus of every lesson was examined and a big illusion of English language teaching in the State was noted. It is pleaded that, "many language teachers harbour a deep mistrust of tests & testers. The effect of testing on teaching and learning is called as backwash which can be beneficial or harmful. If a test content and testing techniques are at variance with the objectives of course, then there is likely to be harmful backwash (Salim, 2001)". All this expected the way the classrooms materials & practiced are

employed. The teaching itself is a test for majority of non-native English teachers of the State, who are still in search of answer, how to follow & accomplish the goals of teaching a foreign language. However, it is also reality; if the main stakeholders fail to follow the appropriate parameters of developing the English course materials and take no notice of understanding the significance of a particular subject like English which supports the knowledge of other subjects, then guidelines and results can be automatically incoherent in the same way the state education system have been receiving.

The phenomenon of understanding objects, subjects, feelings are natural and it increases among people within age and the cognitive mechanism gets built naturally. To put in other words, it is described that things experienced in daily life can be easily comprehended by people whereas few daily life based things can't be understood by them very easily. For example, a child may feel difficult while learning about a thousand years old story about Julius Caesar of Rome or about a person going to space or the pets which he never sees around. Instead of that these concepts belong to the real life but these contexts can't compliment to the learning brains of upper primary age children. Similarly if we teach a lesson on rain fall with the feeling of coldness after we go out in rain, or the feelings we experience after getting clothes wet during rainfall, it will be comprehended easily by them, as it is part of the practical life experienced by a child. The second most important concept is practice making by tasks and the impracticable task scarcity affect the learning growth extremely.

All the three English textbook materials have been analysed under six necessary needs given in the tables. Tomlinson and Imbeau (2010) have reflected to some extent similar type of needs by describing the four standing curriculum related elements, i.e. content, process, product and effect.

- a) Content: "The knowledge, understanding, and skills we want students to learn".
- b) Process: "How students come to understand or make sense of the content".
- c) Product: "How students demonstrate what they have come to know, understand, and are able to do after an extended period of learning".
- d) Affect: "How students' emotions and feelings impact their learning".

According to authors these elements are based on Readiness, Interest and Learning profile of the learners. They described 'Readiness' as "the student's current proximity to specified knowledge, understanding, and skills. Interest for them implies "that which engages the attention, curiosity, and involvement of a student" and 'Learning Profile' for them is a preference for taking in, exploring, or expressing content. Meanwhile, the simplified and needed parameters mentioned above have been considered for guidance while examining the current English textbooks offered by government education department to children

studying in Government schools. The descriptions and details are provided below:

TABLE 1: RELIABILITY ESTIMATE OF SIX NEEDS IN NON-NATIVE ENGLISH TEXTBOOKS MATERIALS FOR 6TH STANDARD

<i>Oral Discussion through pictures</i>	<i>Reading Development</i>	<i>Grammar tasks are included in Prose Section and Short Stories</i>	<i>Listening</i>	<i>Speaking</i>	<i>Writing</i>	<i>Task types</i>
3 instances out of 20 topics	12 instances out of 20 topics	-Not focused grammar -Focus has been found on form rather than meaning -Not clear focus -No sequence of grammatical tasks -Not well graded tasks -Objectives behind tasks are not clear Tasks included -Direct/indirect speech focused- Collective nouns & Material Nouns without well grading -Narration -Simple definitions of clauses are given but without sufficient knowledge, how to form such clauses.	-No separate listening text for practices	No separate Exercise	More Text related work & least related to other types of tasks	-Text book related -Crossword Puzzle -True/false -Fill in the blanks -Matching tasks

Several contents given above counterbalance with the real life context of State children. For example, they have to imagine the past days ‘first day at school’ not lived yet, monsters, willies, etc. like mythical and apocryphal things. Similarly, the mongoose like theme also mismatches, particularly from Kashmir province majority people don’t have any noticeable acquaintance with ferocious animals as pets. Likewise the ring theme ‘Time You Old Gypsy Man’ represented does not match with their age and include unnecessary things on the scene. The tasks for language development lack grading, sequence, clarity, aims.

TABLE 2: RELIABILITY ESTIMATE OF SIX NEEDS IN NON-NATIVE ENGLISH TEXTBOOKS MATERIALS FOR 7TH STANDARD

<i>Oral discussion through pictures</i>	<i>Reading development</i>	<i>Grammar tasks are included in Prose Section and Short Stories</i>	<i>Listening</i>	<i>Speaking</i>	<i>Writing</i>	<i>Task types</i>
1 instances out of 20 topics	18 instances out of 19 topics	-Unfocussed grammar work -Focus has been found on form rather than meaning -Not clear focus -No sequence of grammatical tasks -Not well graded tasks -Objectives behind tasks	-No separate listening text for practices	No separate Exercise	More Text related work & related but appropriate task	-Textbook related -Short passage & fill in the blanks -True/false -Fill in the

contd. table 2

are not clear	grading blanks
Tasks included	& focus -Matching
- Suffixes and Prefixes	is missed -Narration
- Sub parts of tenses	
- Types of questions	
-Degree of comparisons have been given with adjective and adverb lists without sufficient examples of practical exercises for each degree	
-Compound nouns exercise missing grading-Identification of adjectives by adverbs somehow Focusses	
-Direct Indirect speech	

The learning goals expected to be achieved by teachers & learners of 7th standard are more likely related to contents which are not the part of conscious practice of learners. Though the cultural diversity has been maintained by placing three cultural items from three culturally, linguistically, geographically regions of the state as contents, what matters finally is, how much the English textbook helps in developing the communication skills of the children. After examining the textbook, it is unravelled that there is no such focus for language learning except thematic knowledge that even is scarcely practicable for future context. Additionally, the grammar portion is not so rich in terms of needed focus.

TABLE 3: RELIABILITY ESTIMATE OF SIX NEEDS IN NON-NATIVE ENGLISH TEXTBOOKS MATERIALS FOR 8TH CLASS

<i>Oral discussion through pictures</i>	<i>Reading development</i>	<i>Grammar tasks are included in Prose Section and Short Stories</i>	<i>Listening</i>	<i>Speaking</i>	<i>Writing</i>	<i>Tasktypes</i>
1 instances out of 20 topics	18 instances out of 19 topics	-Unfocused grammar work -Focus has been found on form rather than meaning -Not clear focus -Not with a satisfactory sequence of grammatical tasks -Not well graded tasks -Objectives behind most of the tasks are not clear Tasks included - Little about Suffixes - Information about past participle -Task on infinitives or non-finite verbs -Task on gerunds & verbal nouns -Summing up dialogue -Prepositions exercise - Question tags - Information & an exercise about clause	-No separate listening text for practices	No separate exercise	More Text related work & grammar related work but appropriate task grading & focus is missed	-Text book related - Short passage & fill in the blanks -True/false -Fill in the blanks -Matching -Narration missed

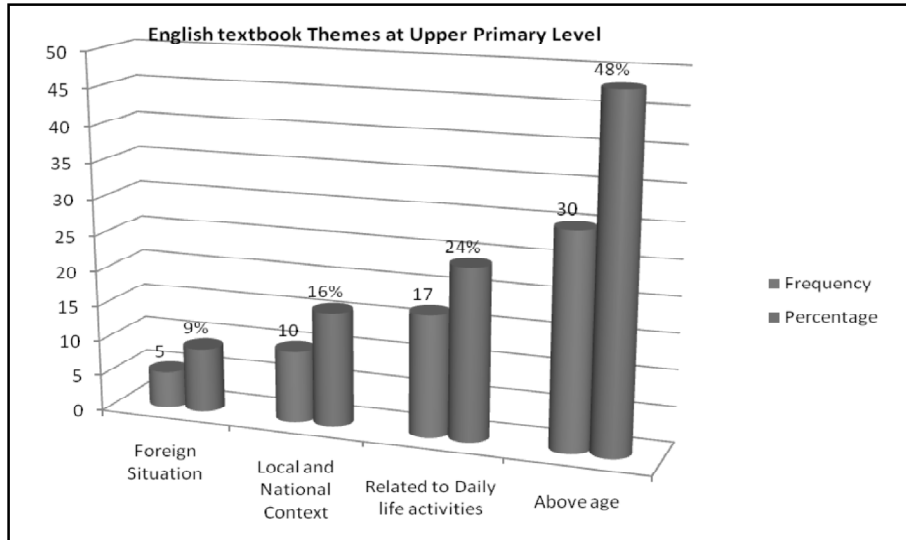
The textbook developers have tried to assure there is focus of language learning in every part of the lesson in each English textbook; however a lot of aspects are missing which confine the learning goals limited to content knowledge. It was analysed that there is again no sequence of language tasks. The English textbook offered to 8th standard doesn't fulfil the requirement of teaching English language as an instructional medium. In instructional materials several language work tasks are included both unit wise & term wise, however these tasks are devised in a way that teaching English could be justified. Nevertheless, a glance at the objectives recommended by stakeholders contradicts with the teaching and teaching materials because the major problem with the tasks organization & focus has been ignored.

The Tulip Series English textbooks developed for sixth, seventh & eighth standard were explored and analysed. The total number of themes were marked under few categories and converted into frequency and percentiles. Further the explanations are described to show to what extent the favourable or unfavourable themes are taught to upper primary school children. Moreover, the themes were compared with the English language teaching objectives framed for upper primary level learners of government schools. These encoded themes along with frequencies & percentages are given in the table above in division first. For division one, the frequency of every theme was added from every textbook material under its respective title and therefore the percentage was found collectively.

TABLE 4: RELIABILITY ESTIMATES OF THEMES

<i>Total number of lessons in three English textbooks of class 6th, 7th and 8th =62</i>							
<i>Division I: Content</i>							
<i>Foreign situation</i>		<i>National & Local context</i>		<i>Related to daily life activities</i>		<i>Related to daily life but Irrelevant</i>	
<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
5	9	10	16	17	24	30	48
62	100	62	100	62	100	62	100

After lesson wise exploration, it is deduced that more proportion of lessons has been constructed on unfamiliar contents mismatching with the interests, needs and cognitive age of the children as indicated in the graph.



Graph 1: Validity Estimates of Themes

The content & the tasks should have been stimulating language learning opportunities, as per the English language teaching objectives and such a language development was possible first with the help contents reflecting the daily life activities experienced by these upper primary learners and then with the help of tasks but both are unsatisfactory.

TABLE 5: RELIABILITY ESTIMATES OF TASK DIVISION

<i>Division II: Language development focus</i>			
<i>Tasks types included</i>	<i>Task Focus</i>	<i>Task Grading & Organization</i>	<i>Overall language tasks diversity</i>
Grammar Tenses without sequence, Tasks for listening & speaking,	Content knowledge based on stories, poems, folk tales	No attention has been paid on task grading and organisation of tasks for language development	There is very least task diversity that also is not helpful because an outcome task is only one which provides opportunity for mental, physical, emotional exercise.

This division based on tasks for language work was randomly judged because the tasks devised are not focused to language particularly. There is no prime importance for skills in the course books but as a whole the intricate language parts have been devised which are effect less. Since the tasks after every lesson emphasize content knowledge through textual questions to refresh the lesson

learned concepts, it prevents learners to achieve the real target, i.e. English language learning. There is desultoriness, wherever some language tasks are framed. Therefore, the task types included in the textbook are lesson related tasks which can develop content knowledge not language. All the way, the content reflects literary development & the grammatical tasks devised in the textbooks after lessons doesn't justify the language learning need for upper primary learners. On the whole the tasks are graded very poorly and it has marred the purpose of language teaching.

The foremost aim to achieve through a lesson depends on a continued sequence of the content with tasks redirecting language activities or grammatical information. According to the non-native context, background of majority learner's depending on these developed English textbooks, it is inferred that use of the language in the contents is also mismatching. There are several instances where it is hard to understand, why such high language has been used in literary contents as far as the majority learners comprehension is concerned. From the perspective of relevance with the objectives of teaching English at a certain level, the textbooks are not worth to meet the needs of the learners.

Roughly, the image of the upper primary English textbooks causing interfere in English language learning can be defined in the following words with inferential scale of Least, Average and Most.

TABLE 6: ELEMENTS INTERFERING ENGLISH LANGUAGE LEARNING

<i>Language Complexity</i>	<i>Language development focus</i>	<i>Literary development focus</i>	<i>Above age contents</i>	<i>Sequence of tasks with lesson contents</i>	<i>Sequence of contents with language tasks</i>	<i>Irrelevance with Objectives</i>
Average	Least	More	More	More	Least	More

When English language teaching objectives fixed for upper primary children avow the following aspects, then every necessary effort through materials or other teaching aids should consider the Asher's Total Physical Response theory recommendations. He suggested that, "Language is learned primarily by listening as speech develops naturally once listening comprehension has been developed" thus materials should incorporate more listening tasks keeping learner concentration alert with firm motivation. It is believed that the "language learning should not involve any stress" Allen & Cowdery (2015), contrariwise the classrooms with literary texts like history books increase the anxiety among children which is a deterrent to second language acquisition.

Additionally the task variety given indicates that the task objective is not language based but literature based teaching. From different need based perspectives, the task types included in the book can't benefit the children and can conversely affect their learning development. No task has been devised to involve the high degree of mental activity; otherwise the tasks are used to function to

activate the learners in such a way as to get them to engage with the materials to be practised. However, the lack of appropriate materials at upper primary level makes learners passive rather than active learners using language actively.

OBSERVATION ANALYSIS

The observation method can't cover everything but supports the data collection findings. For the assurance of observation authenticity, the researcher had a first-hand experience of teaching at the same level and the same learner population of government schools. Whatever, the observation step was taken, it was compared with the earlier experience and knowledge about English language teaching system in government schools of Jammu Kashmir. A total number of 62 classrooms were visited but only 44 English language teaching classrooms were observed completely. A teacher teaching English was observed at least for 35 minutes. In order to observe the English class permission was taken from both the school heads & English teacher concerned. The field notes were employed to record different underlined aspects of English language teaching in Government schools.

- To observe how the classroom instructional materials are used during teaching?
- What teaching approach/method (s) are being applied while teaching English?
- To what extent teachers offer children opportunities to practice four basic language skills?

In this regard, the necessary points revealed by observation method with the help of field notes are described as follows:

- a) Teachers find translation approach easier way, when it is equal to zero outcome, as it can add some content knowledge in monolingual form but do not provides any opportunity to learners for the active use of language.
- b) Teachers are giving first preference for pronunciation rather than exposing children to active aural and oral practices.
- c) A 55% percent of teaching is done through the reading of lessons while the teacher reads the lesson the learners remain as passive listeners. The learners should get chances to read for many advantages like to remove second language stiffness, right articulation and accuracy. Therefore teachers should listen learners reading it will help to notice, who needs to be cared more. On the contrary there is no such practice and exercise as well and at basic level more attention is paid on intricate elements of words or randomly selected sentences specifically for accuracy, appropriate fluency, pause, etc. rather than by general practice.

- d) Creative writing is not encouraged as it takes teachers time to correct their bad grammatical mistakes. As a strategy, they prefer to dictate the lesson concerned answers for textual questions to make sure that the learner has been taught and learner can pass the exam by memorizing the answers of lessons. This is the reason as to why students fail to learn basics & show poor performance even after passing VIII standard.
- e) Teachers and Learners don't follow the concept that English language during schooling must be taught for language development rather than literary knowledge.

DISCUSSION

The teachers need to employ the latest complementary methods of language teaching. They present English teachers have been exposed to an intense exposure to literature studies, poetry, novels, dramas, etc. from primary to their higher level. Similarly, the same environment and exposure is being created in the classrooms for our advanced age children. Nowadays the trend has changed and the materials should be offered according to the needs of time. The literature dose at non-native level in early age does not help non-native learners to improve English language. Conversely, it leaves negative effects among them regarding English language. Thus, inappropriate English teaching makes learners helpless. The intensity of irrelevant materials makes them assume English language a toughest language to learn, additionally stimulation of anxiety increases demotivation, disinterest, causes low performance and finally faulty teaching learning process becomes apparent. An instructional text is a main bridge guiding source pluralizing subject teaching objectives and connects teachers, learners constantly for regular and accurate output. While comparing the teaching English objectives with the English course books and teaching methods adopted in the majority Government school classrooms offered at upper primary level. Additionally, examining the rationale behind this learning environment continued so far, it is inferred that major ELT classrooms in the state are just awry providing inexact results by tricks. Underneath, nothing is being acquired in terms of teaching and learning a most influential academic language of the time. Equally nothing is being achieved for values, knowledge by the content of the textbooks in general.

However, both teaching methodology and text alike play an important role for the crucial cause of second language acquisition during the entire course of school education. However, the teaching methodology, teacher preparation, teaching planning success or failure depends upon the suitability of main text which is compatible when an appropriate method is being adopted. Therefore, a suitable teaching method suited to the level of learners is extremely necessary. Cheng argues that "our challenge including text book materials is to make children coherent and well connected" [4]. While examining the present context of our teachers and learners

in terms of inappropriate instructional materials, it is a big threat to utilize the current materials and oldest methods. It indicates both teachers and learners are out of track without suitable materials and methods.

Tollefson states very rightly that “the challenge between the policy makers is to ensure that enhancing opportunities for learning English through the educational system does not end up expanding the existing gaps in English proficiency. In other words the challenge is to prevent the goal of equal access to economic opportunities through English from producing unequal educational outcome with regard to English. If this challenge is not met squarely, there is danger of blaming the people at the bottom of the socioeconomic hierarchy for not availing themselves of the newly opening economic opportunities, owing to their inability to learn English well”.

From Mey’s point of view “the varied cultural and linguist contexts existing in the contemporary societies around the globe pose complex challenges for policy makers” [18]. Furthermore, the uncountable factors preventing Government school learners English acquisition process according to Gopal are ‘fear, traditional teaching style, difficult tasks, parental pressure for better performance, etc. [9]. To meet the needs of the current and coming generations an extensive work is needed to develop materials and implement pragmatic approach. Where tasks from materials will determine the direction of individual focus of skills and the teachers and learners will learn the coordination between skills and practice. In Government schools there is not a provision to write, decide and design own primary materials, but according to Gale & Gale state “Experienced teachers write their own textbooks use them sparingly; use several as source books, adjusting their pedagogy to the changing classroom... and text books that offer direct instruction in writing, what the text books say cannot be regulated by the inexperienced teachers” [8]. Thus own self targeting plans can also shape a poor classroom to a different one. Moreover our need is relatively an outcome based English course materials considering age, background, and relevancy.

In ELT Jill Hadfield particularly [15] and Jack C Richards & Chuck Sandy., Kathy Gude & Michael Duckworth., Betty Kirkpatrick., Ian Badger etc. have done an extensive work whose developed texts can be used to revolutionise English teachers and classrooms facing aforementioned problems. The current practices don’t help learners at all because of reverse language teaching skills. According to Howell “children have been observed less interested in reading, writing and more enthusiastic for oral and aural activities” [12], still Government schools of the state won’t stop excessive teaching of reading and writing practice during schooling age. Even researchers like Pillar & Safont points out ‘our main function in working with speaking is to encourage students to choose the option of speaking, because they want to’ [22]. With this in mind Kurikularni cited by Beijaard [2] mentions “to increase the autonomy and professional responsibility of schools and teachers... to increase the quality and durability of knowledge depends on teacher”.

This is fruitful way to enhance the self-esteem and confidence of pupil, because ‘teachers have an important influence on student’s self-esteem through their attitude and behaviour (way of teaching) towards their students’ (Gurney) [11]. All this is possible first with the help of real life contents which is mentioned in the figure below and complementary methods such a English communicative method, because tasks structured on these contents won’t take much time in understanding & completing.



Figure 1: Contents reflecting real life

The topics highlighted skills wise in the figure indicates the themes to be covered under every main skill. As it is being pinpointed in the listening covers inspiring (short) interviews, cultural documentaries, dramas, etc. all these contexts are directly linked with our children’s daily experience. In the same way greetings, time responses, small purchases at local level, telephone talks at home, etc. cover speaking practice. The reading is covered by brainstorming pictures depicting daily life, topics like traffic jam, sudden rain, waiting for bus, journey, etc. are suitable for reading. Finally, the writing context can be covered by letters writing practice, food dislikes and likes, asking address to people in different place, memorable day, when you lie most, etc. All these are the examples indicating how we can connect children to the most relevant part of the life for language learning development.

CONCLUSION

A suitable English language learning classroom needs tripolar considerations, i.e. materials firmly covering the objectives of subject teaching with relevant content and the tasks. It is bipolar process and an appropriate methodology applied with to teach these materials impart a finishing touch. Altogether, it adds three substances (tripolar synergies) for a greater effect in the language learning process. Therefore, the course books in nonnative situation, particularly at school level needs the consideration of content and task. For content validity it requires the authenticity aspect of the content that determines not developed for language learning only, the learner's familiarity with content, language simplicity, simplicity to complexity approach in thematic concerns, innovativeness that enables to catch the attention and finally lead to increase the interest & motivation level. Identically, for task inclusion it requires task Integration, task diversity, task sequence, tasks focusing on individual skills practice, tasks focusing on group learning, task matching with real life situations of the learners, tasks providing content and language understanding, use & develop language parts by practice, tasks based on language matching with the cognitive age of learners and finally the activity based tasks making learners enthusiastic for more & more practice.

The above said rational mixture of the principles of 'content & task' (materials) will definitely enable learners to gain target language competence at ease. The adaptation of these contents and tasks can automatically make meet learners with the objectives of teaching and learning English language at a certain school age for desired outcome. Contrariwise, there is no such reliability and validity concern in the textbooks offered to the learners of government schools in Jammu & Kashmir State. The stakeholders, the course book developers of the State Government schools need to understand the emergency to pay heed on all such concerns. Only after these efforts the four main English language skills can be justified in teaching & learning process which later can guarantee the full language learning competence during schooling.

The important concern of teaching methodology depends on teachers, who need to follow the natural disposition principle in language teaching, i.e. to focus naturally on skills. In other words, most of the focus during schooling on listening and speaking. To overcome from language teaching and learning barriers the teachers can adopt 60% to 70% English into English communication inside the school classroom and 30% to 40% mother tongue (if required). It will expose learners with English listening and speaking environment. Although, there is no specific image of instructional materials when it comes to achieve target because 'materials include anything which can be used to facilitate the learning of a language' but the lessons based on real life experiences along with the games, tongue twisters, riddles, songs etc. are considered benchmarks in second language teaching and learning. With this perception, it can be concluded that the present generation needs real world lessons according to their

age along with tasks generating the motivation, interest and opportunities for practice. By this process the prolonged learning process could be broken down into discrete segments that will lead active participation of learners.

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Acronyms

- 1) AICE-All India Council for Education.
- 2) EIAF-Economic India Academic Foundation
- 3) LLM- Language learning materials.
- 4) NCERT-National Council for Educational Research and Training.
- 5) PCRCIV -Planning Commission's Report of the Committee on India Vision 2020.
- 6) SLA- Second Language Acquisition
- 7) TLF- Three Language Formula.
- 8) UMI -University Microfilms International
- 9) NCERT-National Council for Education Research and Training.