

## PERCEPTIONS OF TEACHERS REGARDING LITERACY DRIVE POLICY FOR TEACHING AND LEARNING OF ENGLISH LANGUAGE SKILLS AND ITS IMPLEMENTATIONAL EFFECTIVENESS

<sup>1</sup>Umaira Aleem, <sup>2</sup>Dr. Sadia Irshad,

**Abstract:** This research paper aims at exploring the perception of teachers regarding the relationship between the perception of teachers regarding Literacy Drive Policy (LDP) and its implementational effectiveness. Learning and teaching of English has been carried out at Grade 3 level in all government schools of Punjab since 2015 through this literacy drive policy. The current research was quantitative research and the locale of the research was Lahore city. The population of this study comprised of teachers teaching English to grade 3 in all state sponsored schools of Lahore. A stratified random sample of 30 male and 30 female teachers was collected from 60 primary schools of tehsil Cantt, district Lahore. The researchers investigated the perception and understanding of the teachers by administering a survey questionnaire which consisted of open and close ended questions. The data was analyzed through SPSS 21 to obtain the frequency and percentage of the responses. The relationship between the perception of teachers regarding LDP and its implementational effectiveness was investigated through Pearson's Correlation Coefficient. The findings suggest that there is a strong relationship between understanding of teachers of LDP and its implementational effectiveness. There are ambiguities at policy enactment level due to the lack of awareness of teachers which hinders effective learning and teaching through LDP. The study implicates that the teachers teaching English to grade 3 may be provided with the training for effective implementation of LDP focusing teachers' understanding of the policy features, use of instructional material specified for teaching of English and teaching and assessment through PC-tablet.

**Keywords:** Literacy drive policy, English language, teachers

### 1. Background of the Study

The present study is located within the matrix of Language Planning and Policy (LPP) with the notion that LPP and its decisions not only provide the structure and context for language learning and teaching but also the administrators make decisions about who teaches what language in what manners, for what purpose to whom (Cooper, 1989). These decisions, in turn, either reinforce the policy or counter its implementational effectiveness. The recent LPP studies view language policy and planning as a multifaceted, multidimensional and multifarious activity (Abbas & Bidin, 2022; Canagarajah, 2005; Hornberger & Johnson, 2007; Langman, 2014; Ricento, 2008). The research also focuses on teachers and their agency (Hornberger & Johnson, 2007; Menken & Garcia, 2010; Valdiviezo, 2013) and theorizes the stance that classrooms and schools are places for bottom-up reforms in policy practices and teachers as practitioners can highlight problems occurring at implementation level of a policy formulated at the macro level. By contextualising language planning and policy interpretation, implementation and appropriation, the present study investigates the effectiveness of an ongoing, technologically oriented Literacy Drive Policy (LDP) embedded in Literacy and Numeracy Drive (LND) programme launched in 2014 to improve the quality of education at primary level particularly at grade 3 level in 47000 government schools of Punjab by the School Education Department (Punjab Information Technology Board, 2019). The research is focused on the implementation of directions and documents relevant to teaching and learning of English language skills of picture

<sup>1</sup> PhD Scholar, Air University Islamabad (umaira.aleem6@gmail.com)

<sup>2</sup> Assistant Professor, Air University Islamabad (sadiyairshad@gmail.com)

recognition, simple sentence completion, comprehension and identification of correct spellings by students of Class 3.

## 2. Literacy Drive Policy

The Punjab government has adopted LDP based teaching and learning “to create accountability and to measure and track progress” and for “testing children” (Naviwala, 2019, p. 13). For this purpose, to measure the performance of the students according to prescribed Student Learning Outcomes (SLOs) in English (and Math and Urdu), the SED has introduced a mechanism of monthly assessment and a six-monthly assessment tests for Grade 3. The Monitoring and Evaluation Assistants (MEAs) who are representatives of a third party under the supervision of District Monitoring Officer (DMO) administer this test on tablet in all government schools across the Punjab.

The MEAs on an unannounced day assess 7 students of their choice in Grade 3 for 32 multiple choice questions for Urdu, English and Mathematics. Teachers prepare the students for all the learning objectives. The collected record in the form of test results is district specific for which the open access is given to all the districts to see their SLO wise ranking (Punjab Information Technology Board, 2019). Whereas the six-monthly assessment test is administered on representative sample every six month (Naviwala, 2019).

The implementation of LDP for learning and teaching of English language skills emphasizes the fact that education and proficiency in English is viewed as passport to social and economic privilege and prestige in Pakistan (Abbas & Iqbal, 2018) and it is also linked to improving the quality of education (Bari & Sultana, 2011; Coleman, 2010; Coleman & Capstick, 2012; Mahboob 2002; Mansoor, 2004; Rahman, 2002; Rassool & Mansoor, 2007; Shamim, 2008). The LDP for learning and assessment of English language skills for grade 3 exists in the form of laws, rules, directions and practices which are planned to be implemented by the Punjab education administration at macro level (Kaplan & Baldauf, 1997).

Besides the macro level, the teachers work as prime actors in the micro situations (Baldauf, 2008) who have the agency to negotiate the language in acquisition policy within classrooms. The present study argues that “micro support for the implementation of macro language planning and policy” (Baldauf, 2008, p. 25) can only be effective when the teachers’ are aware of the policy because they are the key actors in policy development (Ricento & Hornberger, 1996).

It also supports the stance that “quest for quality without making schooling intelligible to teachers” would create loopholes in successful implementation (Naviwala, p. 25). Although, the learning and teaching is prescribed and carried out through language planning and policies and disseminated through policy and planning documents, yet they are not interpreted, negotiated and implemented effectively in Pakistan particularly in “vernacular-medium schools” that are imparting “poor English-language skills to their students” (Rahman, 2011, p. 222).

This critical situation invites the researchers to investigate the teachers’ understanding regarding LDP for learning and assessment of English language skills (Abbas, Pervaiz & Arshad, 2018). We explore how this understanding affects teachers’ practices and students’ learning of English language skills specified through LDP at grade 3 level in government schools of Punjab. The present study analyses the learning and teaching process of English language through the lens of language in education policy and language in acquisition policy which is aimed at supporting and maximizing the “student learning of and through the language” (Choi, 2018, p. 518).

Many studies suggested that when language in education policies remain unintelligible to the teachers and strategic planning for implementation of English language education policies with informed and available local context would remain missing, the threat of spread of illiteracy in general and illiteracy in English language in particular would exist (Shamim, 2008; Ahmad &

	A Great deal	Much	Somewhat	Little	Never	<i>M</i>	<i>SD</i>
--	-----------------	------	----------	--------	-------	----------	-----------

Khan, 2011). Therefore, to investigate the extent of teachers' awareness regarding interpretation and effective implementation of LDP for teaching and learning of English language at grade three level, the study envisaged the following objectives: (1) To ascertain teachers' perception and understanding regarding LDP; (2) To identify teachers' way of implementing LDP at micro level; (3) To investigate teachers' perception about the way assessment through LDP impacts in-class student learning.

### 3. Research Methodology

The study was quantitative in nature and it deployed survey research design to find out the relation between perceptions and practices regarding the implementation, impact, effectiveness and challenges of LDP for learning and assessment of English language skills of 60 male and female teachers, out of 860 teachers teaching in elementary wing of district Lahore. The questionnaire with open and close ended items was based on dichotomous and 5-point Likert scale and it generated responses under themes of perceptions and practices of teachers regarding LDP alongwith its impact on in-class student learning. The questionnaire was also designed to collect evidences regarding demographic information, professional qualification and experience of teaching English to Grade 3.

### 4. Data Analysis and Interpretations

The data was analyzed using SPSS version 21. Descriptive statistics [i.e. Frequency distribution (in percentage), mean and standard deviation] and inferential statistics [i.e. Pearson correlation] were applied to find out the relation between teachers' perception of the LDP and practices regarding implementing it through their teaching.

#### A. Understanding of teachers regarding LDP

The perception of teachers regarding LDP for learning and assessment of English language skills consisted of the four sub categories that are 1) Understanding of LDP, 2) Use of technology for teaching of English language skills through LDP, 3) Curriculum of English for Grade 3, and 4) Impact of LDP on learning and assessment of English language skills.

**Table 1:** *Understanding of Teachers regarding LDP*

1	I have read the literacy drive policy for English language skills specified in LND that is related to Grade 3.	17(28%)	25(42%)	13(22%)	3(5%)	2(3%)	3.87	.999
2	I know all the SLOs specified in literacy drive policy for learning and assessment of English language skills.	18(30%)	32(53%)	7(12%)	2(3%)	1(2%)	4.07	.841
3	All SLOs of English subject can be achieved from the beginning of the session in Grade 3.	4(7%)	14(23%)	15(25%)	16(27%)	11(18%)	2.73	1.205
4	I have understanding of LITNUM hour.	12(20%)	32(53%)	6(10%)	7(12%)	3(5%)	3.72	1.075

Table 1 shows that 42 (70%) of the respondents had read the LDP for English language skills while 13 (22%) of the respondents did not read it well. To find out whether teachers were aware of SLOs specified in LDP for assessment of English language skills, 50 (83%) of the respondents thought that they had knowledge of all SLOs specified in LDP whereas 7 (12%) of the participants were not aware of it. For the possibility of achieving all SLOs of English at beginning of the session, 18 (30%) of the participants gave positive response whereas 15 (25%) informants told that students could achieve some learning outcomes but not all the SLOs at the start of the session. 32 (53%) of the respondents claimed to have greater understanding of LITNUM hour as compared to 12 (20%) of the participants who had not sufficient knowledge of LITNUM hour.

**Table 2: Use of Technology**

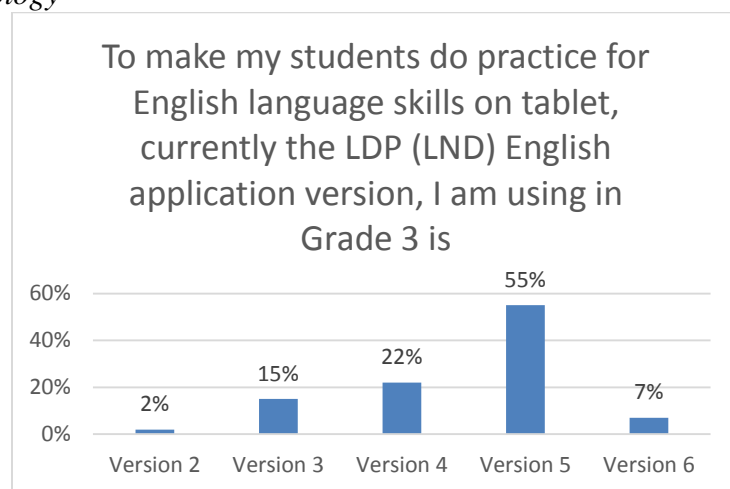
	To a great extent	Somewhat	Very little	Not at all	<i>M</i>	<i>SD</i>
1 I know how to check online results of literacy drive policy test of English SLOs of my school.	16(27%)	13(22%)	10(17%)	21(35%)	2.40	1.224
2 I find it easy to assess English language skills as given in LDP (LND) through tablet.	38(63%)	15(25%)	6(10%)	1(2%)	3.50	.748
3 As a subject teacher, I have access to all new technologies that can be used to help tablet based	33(55%)	20(33%)	3(5%)	4(7%)	3.38	.962

spot test of English subject.

For the use of technology, to check LDP test results for SLOs of English, 21(35%) of respondents showed complete ignorance while 16(27%) of the informants were capable to check online results to a great extent. Similarly, 13(22%) of the teachers teaching English to grade 3 could use technology for checking of results to some extent whereas 10(17%) teachers informed that they had very little knowledge about checking the results of assessments. For the assessment of English language skills as given in LDP (LND) through tablet, 38(63%) respondents showed positive response while 15(25%) considered it somewhat easy while 7(12%) of the informants found the assessment difficult. For the access to new technology for teaching and learning of English language skills through LDP, 33(55%) participants informed that they could access all new technologies while 20(33%) respondents indicated a little likelihood of access to new technologies whereas 7(12%) had no access.

**Figure 1**

*Use of Technology*



Whereas 55% of the respondents were using Version 5 whereas 22% were using Version 4, furthermore 15% of the respondents installed Version 3 version of LDP (LND) English application installed in PC-tablets provided to schools to make students practice English language skills (Figure 1).

**Table 3: Curriculum of English for Grade 3**

	Strongly agree	Agree	Not Sure	Disagree	Strongly disagree	M	SD
1 I am satisfied with the present curriculum of English for Grade 3.	4(7%)	10(17%)	11(18%)	35(58%)	00	2.85	.777
2 The present curriculum is interlinked with SLOs specified for literacy drive policy for learning and assessment	5(8%)	10(17%)	6(10%)	39(65%)	00	2.90	.775

of English language skills.

3	The curriculum outcomes of English subject for Grade 3 are clearly related to the assessment language skills through LDP.	10(17%)	30(50%)	7(12%)	12(20%)	1(2%)	3.70	1.03
---	---	---------	---------	--------	---------	-------	------	------

For the relationship of curriculum of English and LND English content, 35 (58%) showed dissatisfaction with the present curriculum of English for grade 3, 49 (82%) gave unfavourable response whereas only 5 (8%) respondents acknowledged the binding between the SLOs of curriculum of English and SLOs of literacy drive test for learning and assessment of English language at grade 3 level.

**Table 4: Impact of LDP on learning and assessment of English Language Skills**

		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	M	SD
1	I believe that learning and assessment of English language skills through literacy drive policy will lead to improve student learning for the majority of students I serve.	14(23%)	34(57%)	6(10%)	6(10%)	00	3.93	.861
2	I believe that results of assessment, of English language skills specified in LDP, taken by MEA brings improvement in my teaching.	14(23%)	21(35%)	11(18%)	13(22%)	1(2%)	3.57	1.12
3	This assessments by MEA through LDP (LND) alone ensures quality education for teaching and learning of English language skills in Grade 3.	6 (10%)	17(28%)	8(13%)	24(40%)	5(8%)	2.92	1.19
4	The assessment taken by the MEA for the subject of English language equally evaluates all students.	7(12%)	18(30%)	3(5%)	25(42%)	7(12%)	2.88	1.29



5	The literacy drive test for English is based on basic student learning outcomes that they are supposed to know in Grades 1 and 2.	10(17%)	29(48%)	3(5%)	16(27%)	2(3%)	3.48	1.15
6	The evaluation reports of tests taken by the MEAs are clear, accurate and practical.	13(22%)	19(32%)	11(18%)	16(27%)	1(2%)	3.45	1.15

Table 4 indicates that 48 (80%) respondents believed that learning and assessment of English language skills through LDP would lead to improve learning for the majority of students they are serving. 6 (10%) respondents expressed disagreement to any improvement in learning of students. Similarly, for the improvement in teaching 35(58%) respondents reported that results of assessment, taken by MEA brought improvement in their teaching. Whereas 29 (48%) participants considered that this assessment alone did not ensure quality education for teaching and learning of English language skills in Grade 3. For the equal participation of students in MEA's test 32 (54%) informants reported that all students did not get equal opportunity to participate in the test taken on tablet thus it becomes difficult to evaluate performance of all the students. Moreover, 39 (65%) of the respondents perceived that literacy drive test for English was based on the SLOs of grade 1 and 2. For the evaluation reports of the tests taken by MEAs, 42 (54%) of the respondents were inclined towards agreement while 11 (18%) opted to remain neutral whereas 17 (29%) rejected the idea that the evaluation reports of tests were clear, accurate and practical.

### **B. Teachers' practices regarding LDP for learning and assessment of English language skills at Grade 3 level**

To find out teachers' stratagem of implementation of LDP at micro level and practices related to it, this section assembled responses under the subcomponents: 1) Teacher's preparedness; 2) Literacy drive Classroom management challenges; and 3) Impact of literacy drive assessment of English language skills on in-class student learning on dichotomous, self- designed and Likert scales.

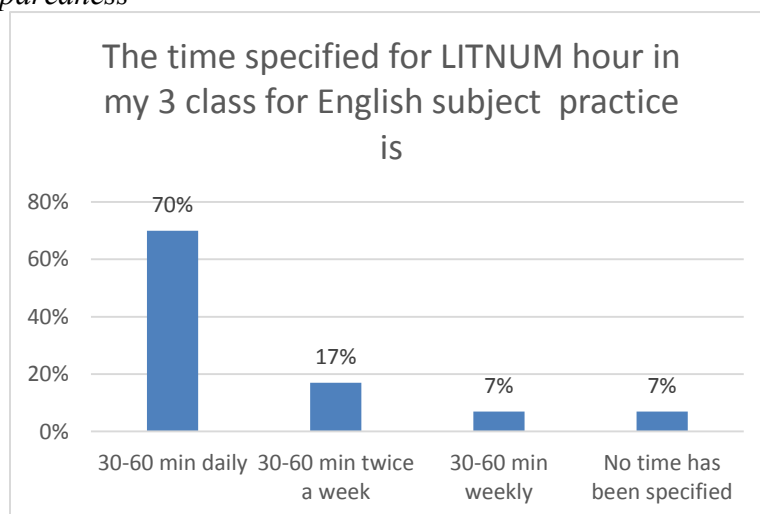
**Table 5: Teachers' preparedness**

	Yes	No
1 I have made lesson plans to negotiate literacy drive policy in classroom through teaching.	55(92%)	5(8%)
2 I find material provided for LDP (LND) English practice test sufficient for teaching.	46(77%)	14(23%)
3 I find material for LDP (LND) English practice test provided in class sufficient for students of Grade 3 to do practice in class.	52(87%)	8(13%)
4 There is 6 monthly assessment test taken by the third party in my class.	20(33%)	40(67%)
5 If yes, I find 6-month assessment test supporting for teaching of English in Grade 3.	21(35%)	8(13%)

Table 5 elicits that 55 (92%) respondents used to prepare lesson plans and 46 (77%) informants found material for teaching sufficient. 52 (87%) respondents informed that they found material provided for LDP (LND) English practice test sufficient for classroom practice for students of Grade 3. Whereas 14 (23%) and 8 (13%) respondents who considered this material insufficient were asked about their own coping strategies (see item 2.1.3, 2.1.5.1) to make teaching and practice possible in class with insufficient resources. The respondents used to deploy worksheets based on SLOs of English, prolonged learning through activities, and tried to synchronize textbook SLOs with LDP SLOs while teaching in class. Some of them incorporated internet resources and You Tube videos to make this policy effectively implemented through teaching while other installed 'more LND apps' and utilized 'extra material' which they did not specify.

**Figure 2**

*Teacher's Preparedness*



The figure 2 shows 70% respondents had specified 30-60 minutes daily for practice session while 17% preferred practice for 30-60 minutes twice a week as tablet practice session for the SLOs specified in LDP. Whereas 7% came up with no time specified for practice on tablet in their classes.

**Table 6: LDP Classroom Management Challenges**

		A Great Deal	Much	Somewhat	Little	Never	M	SD
1	The large size of class makes learning and practicing of English language skills through tablet difficult.	26(43%)	27(45%)	6(10%)	1(2%)	00	4.30	.72
2	The utilization of tablet for other school tasks affects teaching and practice of English language skills in Grade 3.	12(20%)	21(35%)	9(15%)	6(10%)	12(20%)	3.25	1.42
3	During teaching,	34(57%)	21(35%)	2(3%)	3(5%)	00	4.43	.78



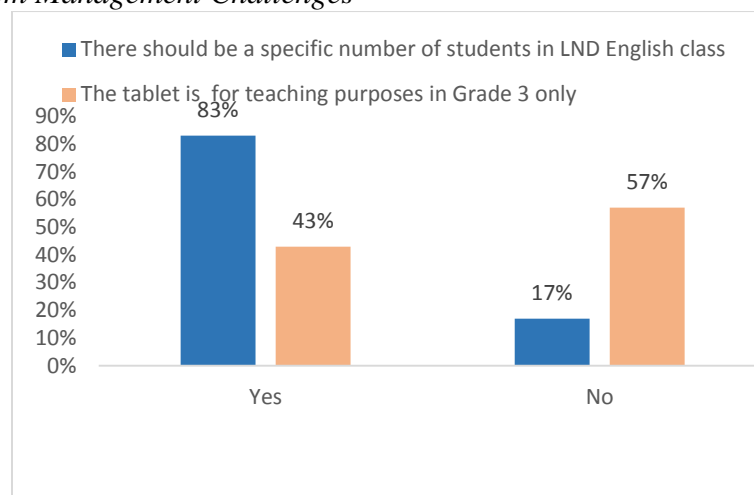
providing every student access to tablet is important to improve student learning.

4	My every student gets the opportunity to practice all SLOs on tablet during practice session for English subject.	11(18%)	20(33%)	17(28%)	9(15%)	3(5%)	3.45	1.11
---	---	---------	---------	---------	--------	-------	------	------

The table 6 exhibits that 53 (88%) respondents agreed that large size of class made learning and practicing of English language skills through tablet difficult whereas 33 (55%) informed that use of tablet for other school tasks did affect teaching and practice of English language skills in Grade 3. When respondents were asked whether access to tablet to every student during teaching is important to improve student learning, 55 (92%) respondents supported this stance. Similarly, 20 (33%) informants selected ‘much’ category for the provision of tablet to every student to practice all SLOs on tablet during practice session for English subject whereas 17 (28%) of them informed that their students got exposure to tablet to a lesser extent.

**Figure 3**

*LDP Classroom Management Challenges*



83% informants showed agreement for a standard number of students in literacy drive practice for English class. To know the standard size of the class, the responses to the qualitative item elicit the information that there should be 10-15 students in the class of English, as 39% teachers selected this class size for the effective teaching and learning. When teachers were asked about the actual size of class whom they are teaching through LDP, the range of the students in grade 3 is from 6-85 in one classroom (see item 2.4.2). Moreover 43% teachers informed that tablet provided to school was not specified only for teaching purposes in Grade 3. They also informed (see item 2.5.2.1) that other tasks which are accomplished with the help of tablet in schools are mostly: teachers' attendance, getting WhatsApp directions from high ups and filling up the proformas and all official tasks, the tablet is also used for the School Information System (SIS)

assignments, the administrative purpose, student attendance, registration, record maintenance, Non Salary Budget (NSB) data entry and taking and maintaining pictures of curricular and co-curricular activities.

**Table 7:** *The impact of assessment through LDP on in-class student learning*

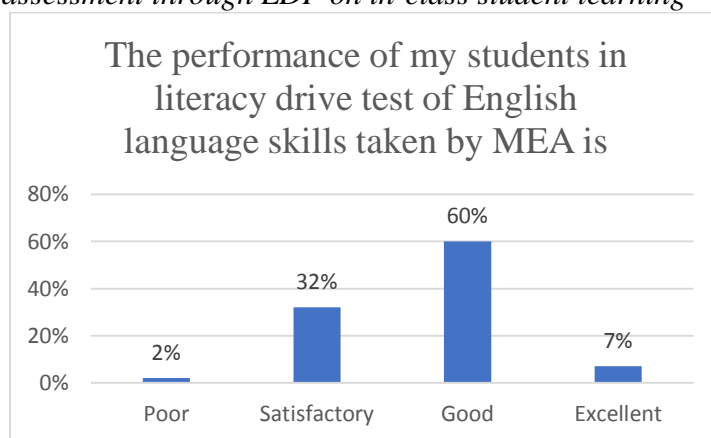
		Strongly agree	Agree	Neither agree nor disagree	disagree	Strongly Disagree	M	SD
1	Assessment (including evaluation and reporting) is central part of the teaching/learning process of English through LDP (LND) English.	13(22%)	44(73%)	2(3%)	1(2%)	00	4.15	.54
2	The assessment by MEA through LDP (LND) English is helping me practically to improve students in classroom.	5(8%)	41(68%)	5(8%)	7(12%)	2(3%)	3.67	.91
3	The monthly LDP (LND) English practice class tests help students a lot to improve for the next MEA test.	17(28%)	37(62%)	2(3%)	4(7%)	00	4.12	.76
4	The monthly LDP (LND) English test that I take for Grade 3 is given to me officially.	25(42%)	32(53%)	00	2(3%)	1(2%)	4.30	.788
5	When my students perform poor in tablet test for English language skills by MEA, I am provided with the remedial material based on result for further guidance from authorities.	12(20%)	31(52%)	10(17%)	5(9%)	2(3%)	3.77	.98

The data exhibits that 57 (95%) respondents confirmed that assessment of the students of class 3 with evaluation and reporting is central to teaching learning process of English through LDP. 46 (76%) teachers reported that the third party assessment was helping them practically to improve students in classroom. Whereas 9 (15%) disagreed for any improvement. Similarly, 54 (90%) teachers indicated that monthly LDP (LND) English practice test helped students to improve while 2 (3%) respondents remained neutral and 4(7%) reported that this test by MEA did not

improve students for the next MEA test. The responses about the practices of the teachers regarding implementation of monthly practice test of LDP (LND) English in Grade 3 revealed that 57 (95%) respondents got tests for practice officially whereas 3 (5%) reported that they did not receive any practice test officially. The response to item no 5 of impact category indicates that 43 (72%) respondents received remedial material based on results for further guidance from authorities when their students performed poor in tablet test for English language skill by MEA, 10 (17%) respondents showed neutrality while 7 (12%) negated the provision of any remedial help received from the authorities.

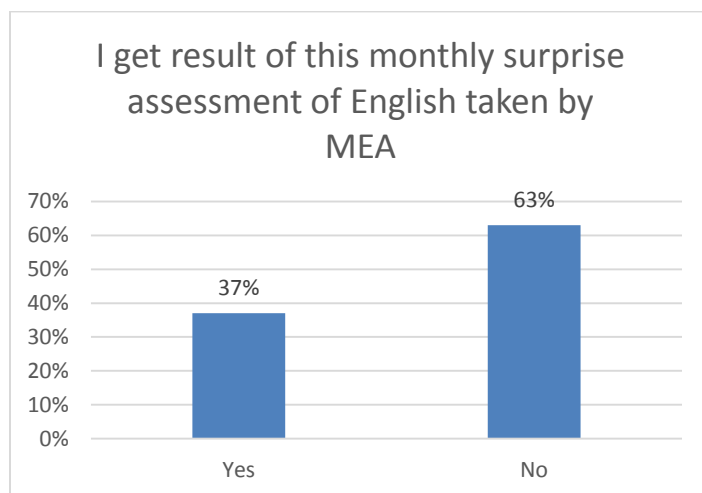
**Figure 4**

*The impact of assessment through LDP on in-class student learning*



For the performance of students in monthly random test taken by MEA, 60% respondents informed that their students performed good due to daily classroom practice on tablets. 32% participants ranked the performance 'satisfactory' because the students they teach in third grade are brilliant enough to grab concepts efficiently whereas 7% participants informed that their students performed 'excellent' in this test and 2% reported 'poor' performance of students in these surprise tests because of less use of tablet and absenteeism of students. Moreover illiteracy and disinterestedness of parents is also a factor of poor performance of students (see item 2.3.6.1).

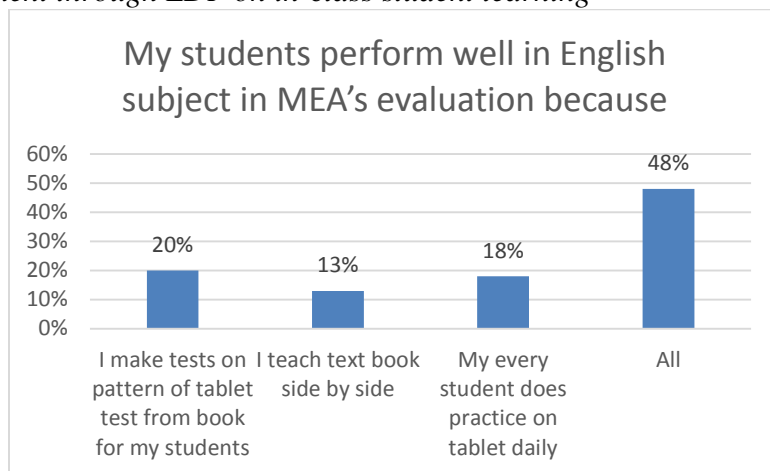
**Figure 5** *The Impact of assessment through LDP on in-class student learning*



Upon checking whether the teachers got results for this monthly surprise LND English tests taken by MEA, 63% participants informed that they did not receive any result for this monthly surprise test, however 37% informant stated that they received these results on monthly basis by the AEO and the head teacher.

**Figure 6**

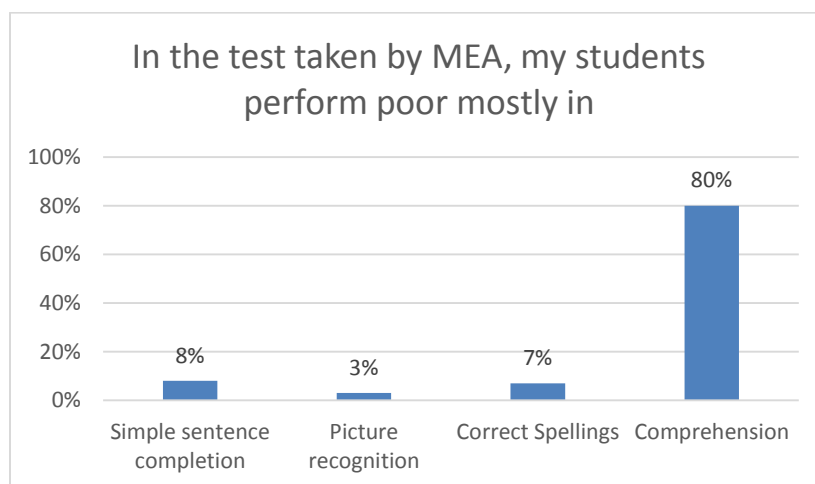
*The Impact of assessment through LDP on in-class student learning*



To make their students perform well in MEA tests, 20% respondents informed that they constructed tests on pattern of tablet test from book for students, 48% claimed that they constructed tests, taught from textbook side by side and made their students practice on tablet daily. Whereas 18% informed that the sole reason for performing well in MEA's test is daily practice on tablet done by students.

**Figure 7**

*The Impact of assessment through LDP on in-class student learning*



On the issue of the identification of the SLO in which students perform poorly in MEA test, 80% of the respondents informed on the basis of the classroom practice of the students that 'comprehension' is the weakest area of the students while 8% reported 'simple sentence completion' for which students perform poorly while 7% respondents identified 'correct

spellings' as the poor student learning outcome and 3% participants showed that students underperformed in 'picture recognition'.

## **5. Discussion**

The results show a variation in responses which leads towards the gaps between literacy drive policy and its implementation. Majority of the teachers claim that they have profound understanding of LDP, but the results reveal that though teachers can access SLOs of English from tablet but they don't know all the SLOs prescribed for teaching and learning of English language skills. These SLOs have been displayed only on [parhopunjab.com.gov.pk](http://parhopunjab.com.gov.pk) with some objectives. The site has been given open access to all but without any direction to the stakeholders at micro level for integrating it with their teaching. Similarly, there is another site from where the SLOs wise result can be seen after every MEA test but no direction has been given to any stakeholder to use this site to improve results. The informants also believed that the SLOs specified for LND English test are based on the syllabus of class two but teachers are not sure about class three students' preparedness for the test at the beginning of the session. One reason behind this unpreparedness can be the variance between syllabus and scheme of studies of class two and three English subject. The results also reflected that curriculum of English textbook and LDP SLOs specified for teaching and learning of English language skills for grade three are not in alignment. It not only shows the gaps between the two areas which must be streamlined for better learning and teaching but also poses difficulties for teachers to fit in course book and literacy drive practice in the time specified for teaching.

The teachers' stratagem of implementation of LDP at micro level for teaching and assessment of English language skills revealed that though a great majority of respondents showed strong understanding of LITNUM hour but they are unaware about any official direction about its implementation. The majority of the practitioners developed lesson plans and utilized all resources including teachers' guidebook, internet, textbook, kitabcha (Booklet) and LITNUM lesson plans. The responses show that there is no uniformity in utilizing resources to teach English to attain the SLOs prescribed by LDP. The teachers have developed their own adaptive strategies based on practice of SLOs specified for English language teaching and learning. Similarly, there is contradiction in the responses for use of tablet for practice. Most of the respondents informed that their every student got opportunity to practice all SLOs on tablet during practice session for English subject. Whereas the data shows that there is no standard size for literary class. The number of the students in Grade 3 ranges from 6-85 in one classroom. Hence it seems difficult that all students can have the opportunity to do practice of English SLOs on a single tablet. The results also exhibit that teachers remain busy throughout the day to furnish virtual and instant orders of the high ups through this single available PC-based tablet which they are supposed to utilize for teaching and practice of English language skills. No clear direction has been given in this regard. These responses validate the information that teachers are involved in a lot of activities other than teaching in schools (Naviwala, 2016). Resultantly, it is affecting the quality of education.

This wide disequilibrium between available policy directions and practices in classroom underscores the difficulties teacher face while preparing their students for tablet based test without the provision and availability of tablet. The teachers cannot make their students practice on daily basis when there are so many other official tasks to be performed by this gadget. Moreover, the large size of class also makes it difficult to teach English through LDP. The

responses show an agreement that the number of students in class should be 10-15 for effective teaching and learning if they are supposed to teach and practice with a single PC-based tablet. The statistics support this size for teachers with small number of students in grade 3 show a satisfied response as they are anyhow manage to teach students despite the fact that majority of teachers(70%) are inexperienced and teaching third graders for the very first time. The analysis of data also brings forth the fact that teachers with average class size of 20 students in class entitled their students' performance in MEA's test satisfactory and good while teachers of overcrowded classes mostly opted for the category of poor performance when they were asked to grade the performance of their students.

The version of LDP (LND) application which policy instructs to use in English classrooms for teaching, learning, assessment and practicing of the SLOs is version 2 but the results exhibit that mostly version 5 has been implemented to make students learn and practice English language skills. For the teachers teaching English according to LDP, running of tablet and opening of LND versions ranging from version 2-version 6(as data showed that all versions are in use by teachers in schools) is the only utilization of technology. Though the teachers do agree regarding improvement in learning and assessment of English language skills after the implementation of LDP, they are also of the opinion that the assessment only through MEA cannot bring improvement in learning. For improvement of learning of the students, the policy makers and curriculum developers must act in coordination. Furthermore, the teachers are not told about the results of monthly LND English test taken MEA, thus absence of instant feedback is also a factor in making LDP implementation ineffective. It is also pertinent to know that the random selection of students in the assessment taken by the MEA for the subject of English language does not ensure equal participation of all students. Hence it is the probability that the student who rarely gets a chance to be evaluated in class through practice on tablet might be the student to be selected for third part test by MEA.

The results of MEA test are then generalized not only on Markaz level but also on tehsil level without any prompt feedback. There must be levels of students' evaluation and the policy must ensure participation of every student in spot test by the third party to know if they are really learning or not. The results for ineffective and insufficient practice confirm the revealing of the report that during this practice session "[W]ith the tablet, kids are on finger or touch" (Naviwala, 2019, p. 16). The responses also establish the fact that officially no time has been allocated for the practice, in other words, the practice is not a must that's why 7 % teachers do not implement it. Therefore, the generalization of the sample to the whole population of 3<sup>rd</sup> graders across all government schools of Punjab brings forth a massive number of unprepared teachers and the under-practiced students who can be a random selection and potential sample of MEA for monthly LND test which is an accountability tool to gauge the performance of both stakeholders at the bottom of policy implementation. Consequently, the significance of the results is neglected, and focus remains on numbers and data's robustness, validity and representation. The third party entitled for conductivity and marking of this evaluation claims that the increased percentage of 6 monthly assessment is due to the incorporation of LITNUM material and teaching and learning through it (Naviwala, 2019) whereas the agents at micro level are unaware of any correlation existing between this half year assessments and teaching due to lack of policy directness, availability and reachability. The difficulties that teachers teaching Class 3 have reported as documented above endorsed the stance that in "Pakistan objectives of language policies are not clear and they lack direction" (Rafique, Sultan, Ahmad, & Imran, 2018, p.252).



Pearson coefficient of correlation was calculated to find out the relationship between understanding and practices of teachers. The analysis shows that there is a significant positive and strong relationship between understanding of teachers regarding LDP and practices ( $r=.501$ ,  $N=60$ ,  $p<.01$ ). If teachers are completely aware about the policy, they will have a strong understanding of the mechanism of teaching, learning and assessment through LDP. Hence it will reflect in their teaching and classroom practices which in turn endorse effective implementation of LDP.

## **6. Conclusion**

The analysis and discussion converge at this point of conclusion that the LDP as policy statement has not been negotiated properly and teachers are unable to perceive its contents thoroughly with a profound understanding hence the implementation and execution of LDP in terms of teaching and learning of English language skills for Grade 3 is more a confusion and haphazardness than a success. Moreover, a serious lack of awareness regarding the understanding of LDP exists at every level, whether one tries to look into the practice from top down level or record the experiences of teachers from bottom up level (Johnson, 2013). The lack of awareness and challenges that teachers face at bottom up level ratify the findings that though language in education policies are emphasizing on the need of proficiency in English language in Pakistan, there is a gap between what policy intends and what is being implemented (Rafique et al., 2018). The teachers are not fully aware about the policy though they can individually understand the directions but there is dearth of a critical stance which is required to harmonize the whole step of learning and teaching.

## **7. Recommendations**

The findings recommend that while doing language in education policy, the teachers' voice must be given space as they are the epicenter of the dynamic field of language education policies (Menken & García, 2010) and "the final arbiters of language policy implementation" (p. 1). The present study also suggests that there must be piloting before launching of any language in education policy haphazardly on a large scale, the same was needed when LDP (LND) was launched in 2015. The policy enactment at micro level reinforces the need to see policy from the perspective which should "move beyond top-down, bottom-up, or even side by side divisions to a conceptualization of language policy as a far more dynamic, interactive, and real life process" (Menken & García, 2010, p. 4). Therefore, alongwith the piloting, the training of teachers and provision of policy directions in discrete and clear form can make the teaching and learning of English through LDP more effective. The training of teacher should be done according to the performance demanded by the authorities from these teachers. Furthermore, the socio-economic conditions and geographical dynamics with the concept of rural urban divide must be kept in mind while implementing such technologically oriented language in education policies across the province. The performance which students can give easily in Lahore cannot be achieved in the remotest districts of Punjab for instance D.G. Khan, Rajan Pur or Mianwali. The factual information indicates that there must be inclusion of LDP (LND) as a serious debate on highest forums of policy formation in School Education Department Punjab. The findings of the study regarding the unavailability of results of monthly spot tests taken by the MEA and absence of any feedback for improvement invites the policy makers for solid amendments in policy,

otherwise learning and teaching through LDP would continue as an effort without any effectiveness.

If the 6 monthly assessment test is enhancing the quality of learning and teaching or giving effective feedback in improving the quality of learning through LDP, this follow up assessment may be applied bi-monthly or quarterly to every school of 36 districts of Punjab, despite administering it to only a provincial representative sample to increase the effectiveness of the learning of English through LDP and all teachers may be educated about this assessment. It would further enhance the effectiveness of LDP test if it is really required instead of fudging of numbers (Naviwala, 2019) as reports for 6 monthly assessment show that there was an increase in the base line learning from 55 percent to 77 percent since 2015 (Naviwala, 2019). Likewise, the administering of test to third graders throughout the province would validate learning through LDP for all students who escapes the MEA test or don't get the turn to be evaluated via spot test on monthly basis.

The Deputy District Education Officers and all other stakeholders who are responsible for the implementation of LDP for learning and teaching of English at implementation level must have a voice and they must be kept informed beforehand while introducing any change in policy matter. For effective learning and teaching through LDP, there must be a defined strength of three class and it must be reflected in the policy. The PC- based tablet provided in schools should be specified only for practice in class three, the provision of computer / pc-tablet and internet for the completion of all nonteaching tasks must be ensured gradually. The infrastructure of government schools need improvement, each class should be provided with a separate room for effective learning and teaching. The monthly spot test by MEA should be taken gradually. It should move from simple to high thinking order. While attempting test on tablet, the third graders must be provided with accommodations to make them learn practically and teacher must be educated and informed about these accommodations. The researcher takes accommodation as defined by Butler and Stevens (1997): "support provided students for a given testing event either through modification of the test itself or through modification of the testing procedure to help students access the content in English and better demonstrate what they know" (Butler & Stevens, 1997, p. 5). The students must be made to practice each SLO exclusively starting from picture recognition to simple sentence completion and then comprehension. Moreover, the syllabus must be aligned with LDP test content. The teachers must be provided with information regarding SLOs before the start of the session. The contrasting remarks of the teachers teaching English to the student of class three show that though teachers consider syllabus according to the need of the student; they don't get time to cover syllabus. Whole year they remain busy in saving themselves in MEA test. It is a common observation that after the assessment taken by MEA in class three, there is no follow up practice or teaching. The teachers and head teachers get relaxed as the 'hanging sword' of monitoring gets removed and they get a sigh of relief until the next month comes. The study explores another aspect of ineffectiveness of this policy that an average teacher can only cover 13 chapters from the book of three class in a complete academic year whereas there are 26 chapters. If the test is based on Class 2 SLOs, before promoting students to class three, there must be an SLO based test of Class 2 as well. So to help the teachers teaching English to class three, the SLO based learning of students should be assessed at the time of promotion of students to class three.

## References

- Abbas, F., & Bidin, S. J. (2022). A critical analysis of the language planning and policy (LPP) in Pakistan and its impact on indigenous languages of Pakistan. *Eurasian Journal of Applied Linguistics*, 8(1), 85-96.
- Abbas, F. and Iqbal, Z. (2018). Language Attitude of the Pakistani Youth towards English, Urdu and Punjabi: A Comparative Study. *Pakistan Journal of Distance and Online Learning*, 4 (1), 199-214.
- Abbas, F., Pervaiz, A. and Arshad, F. (2018). The competing status of Urdu and English after declaration of Urdu as official language in Pakistan. *Journal of Research (Urdu)*, 34 (1), 142 – 158.
- Ahmad, A., & Khan, S. (2011). Significance of language policy awareness in English language teaching. *Procedia - Social and Behavioral Sciences*, 15, 1897-1900. doi:10.1016/j.sbspro.2011.04.023
- Ahmed, S., Abbas, F., Jalil, M.K. and Ahmed, M. (2019). Language anxiety as a detrimental factor in English language learning: a survey of religious Madaris. *Al Qalam*, 24 (2), 346-363.
- Baldauf, R. B. (2008). Rearticulating the case for micro language planning in a language ecology context. In A. Liddicoat & R. B. Baldauf (Eds.), *Language planning and policy: Language planning in local contexts* (pp. 4-18). Bristol, United Kingdom: Multilingual Matters.
- Bari, F., & Sultana, N. (2011). Inequality in Education (pp. 15–17). Islamabad Pakistan: ASER.
- Bourdieu, P. (1991). *Language and symbolic power*. Cambridge: Polity.
- Butler, F. A., & Stevens, R. (1997). *Accommodation strategies for English language learners on large-scale assessments: Student characteristics and other considerations* (CSE Tech. Rep. No. 448). Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing.
- Canagarajah, S. (2005). Introduction. In S. Canagarajah (Ed.), *Reclaiming the local in policy and practice* (pp. xiii–xxx). Mahwah, NJ: Lawrence Erlbaum.
- Coleman, H. (2010). *Teaching and learning in Pakistan: The role of language in education*. Accessed from the website of British Council, Pakistan: <http://www.britishcouncil.org/pakistan-ette-english-language-report.pdf>
- Coleman, H., & Capstick, T. (2012). Language in education in Pakistan: Recommendations for policy and practice. Islamabad Pakistan: British Council
- Cooper, R. L. (1989). Definitions: A baker's dozen. In *Language planning and social change* (pp. 29-49). Cambridge, England: Cambridge University Press.
- Hornberger, N. H., & Johnson, D. C. (2007). Slicing the onion ethnographically: Layers and spaces in multilingual language education policy and practice. *TESOL Quarterly*, 41(3), 509–532.
- Johnson, D. C. (2013). *Language policy*. C. N. Candlin & D. R. Hall (Eds.). Basingstoke, England: Springer.
- Kaplan, R.B. & Baldauf, Jr, R.B. (1997) *Language Planning from Practice to Theory*. Clevedon: Multilingual Matters.
- Langman, J. (2014). Translanguaging, identity, and learning: Science teachers as engaged language planners. *Language Policy*, 13(2), 183–200. doi: 10.1007/s10993-013-9312-9

- Mahboob, A. (2002). *No English, no future: Language policy in Pakistan*. In S. Obeng & B. Hartford (Eds.). *Political independence with linguistic servitude: The politics about languages in the developing world* (pp. 1–42). New York: NOVA Science.
- Mansoor, S. (2004). The status and role of regional languages in higher education in Pakistan. *Journal of Multicultural and Multilingual Development*, 25(4), 333–353. doi: 10.1080/01434630408666536
- Menken, K., & García, O. (2010). Introduction. In *Negotiating Language Policies in Schools: Educators as Policymakers* (p. 1- 4). Oxfordshire, England: Taylor & Francis.
- Naviwala, N. (2016). *Pakistan's education crisis: The real story*. Retrieved from The Wilson Center website: <https://www.wilsoncenter.org/publication/pakistans-education-crisis-the-real-story-report>
- Naviwala, N. (2019). *Why can't Pakistani children read?* Washington, D.C.: Wilson Center.
- Norton, B., & Kamal, F. (2003). The imagined communities of English language learners in a Pakistani school. *Journal of Language, Identity, and Education*, 2(4), 301–317. doi: 10.1207/S15327701JLIE0204\_5
- Rahman, T. (2002). *Language, ideology and power: Language learning among the Muslims of Pakistan and North India*. Karachi: Oxford University Press.
- Rahman, T. (2011). English as linguistic capital in a globalising world. In L. Farrell, U. N. Singh, & R. A. Giri (Eds.), *English language education in South Asia from policy to pedagogy* (pp. 221-232). New Dehli, India: Cambridge University Press.
- Rassool, N., & Mansoor, S. (2007). Contemporary issues in language, education and development in Pakistan. In N. Rassool (Ed.), *Global issues in language, education and development: perspectives from postcolonial countries* (pp. 218–244). Clevedon: Multilingual Matters.
- Ricento, T. (2008). Researching historical perspectives on language, education and ideology. In K. A. King & N. Hornberger (Eds.), *Encyclopedia of language and education: Research methods in language and education* (2nd ed., Vol. 10), (pp. 41–54). New York, NY: Springer.
- Ricento, T.K. & Hornberger, N.H. (1996) Unpeeling the onion: Language planning and policy and the ELT Professional. *TESOL Quarterly* 30 (3), 401–27
- Shamim, F. (2008). Trends, issues and challenges in English language education in Pakistan. *Asia Pacific Journal of Education*, 28(3), 235-249. doi:10.1080/02188790802267324
- Valdiviezo, L. A. (2013). Vertical and horizontal approaches to ethnography of language policy in Peru. *International Journal of the Sociology of Language*, 219, 23–46.