

English language learning outcomes at the Secondary school Stage in India

Satya Bhushan, Assistant Professor &
Varada Mohan Nikalje, Professor

National Council of Educational Research & Training, New Delhi, India

OVERVIEW

- Background- English in India and Schools
- Explores the learning outcomes of learners of Grade X.
- Analyses the achievement scores of English in the National Achievement Survey conducted at the national level.
 - Gender wise achievement
 - Location wise (Rural- Urban) achievement
 - Social category wise achievement
 - School management wise achievement
 - Medium of instruction wise achievement (English Medium – Modern Indian Language medium)
- Suggests measures for enhancing quality of English language teaching learning in Indian schools.

English in India: Origins

Advent of British

- **For both boys and girls**
- **Linked with employability**
- **Science Education**

After 1947

- **India retained English**
- **Associate Official Language**

1950s and 60s

- **British texts**
- **Translation method**
- **Structurally graded syllabus**

1970s and 80s

- **Cognition**
- **Communicative approach**

1990s

- **Meaningful contexts**
- **Inclusion of non-British authors**

2000 onwards

- **Whole language**
- **Empirical approach**

Type of schools

In India, schools may be broadly classified into four categories:

- Established English medium private/elite schools: proficient teachers, English in the environment, including at home
- New English medium schools: teachers with limited proficiency, Children with little background in English
- Govt.aided regional medium schools: schools with a tradition of English along with regional languages, children from a variety of backgrounds
- Govt. regional medium schools: with the largest enrolment of children, teachers may be least proficient in English

English Teaching and Learning in India

- A symbol of people's aspirations for quality in education
- fuller participation in national and international life.
- Colonial origins now forgotten/ irrelevant.
- Challenge of providing universal access to English
- English perceived as powerful agent for upward mobility
- Demand for the language from all sections of society.

English in Indian schools

- English teaching situations in India may be characterized by:
 - ✓ The teacher's language proficiency
 - ✓ Prevalence of English in the ambience of school, exposure of pupils to English and time spent in/working with English lang.
 - ✓ Disparity in terms of: Rural-Urban, Eng. – vernacular medium, Parental English language proficiency, socio-economic factors.

English Teaching and Learning in India

- The Central Advisory Board on Education (CABE), initiated the discussion on languages in school education 1940-1960.

English will continue to enjoy a high status so long as it remains the principal medium of education at the university stage, and the language of administration at the Central Government and in many of the states. Even after the regional languages become media of higher education in the universities, a working knowledge of English will be a valuable asset for all students and a reasonable proficiency in the language will be necessary for those who proceed to the university. (MOE 1966:192)

English Teaching and Learning in India

- The National Focus Group on Teaching of English has adopted a strong position in addressing the 'English language question':

English is in India today a symbol of people's aspiration for quality in education and a fuller participation in national and international life. Its colonial origins now forgotten or irrelevant, its initial role in independence India, tailored to high education now felt to be insufficiently inclusive socially and linguistically, the current state of English stems from its overwhelming presence on the world stage and the reflection of this in the national arena. (NCERT 2006:1)

English Teaching and Learning in India....

- English is a second language in all categories of schools and the systems of school education at the curriculum planning level.
- Disparity at the delivery level:
 - ❖ Lack of resources
 - ❖ English language teacher, etc.
 - ❖ in some locales may be the third or fourth language/ almost a foreign language
- English is a standard medium of education for the sciences and professional subjects at university-level across the country today (Ramanathan, 1999, p.34).
- A “huge linguistic gap” for students of vernacular-medium schools (Anderson, 2012).
- Learning English a burden for students as they are forced to learn on their own (Sheorey, 2006, p.70).

Skills to be fostered (in language)

- the spontaneous and appropriate use of language
- the ability to listen and understand and use non-verbal clues to make connections and draw inferences.
- the habit of reading for information and pleasure; relate texts to previous knowledge; read critically.
- communicative skills, with a range of style, and engage in a discussion in an analytical and creative manner.
- to identify a topic, organise and structure thought and write with a sense of purpose and an awareness of audience
- use a dictionary and other materials available in the library and elsewhere, access and collect information through making and taking down notes

Skills to be fostered (in language)

- use a variety of registers associated with domains such as music, sports, films, gardening, construction work
- use language creatively and imaginatively in texts, transaction and performance of activities
- sensitivity towards their culture and heritage, aspects of contemporary life and languages in and around the classroom.
- refine their literary sensibility and enrich their aesthetic life through different literary genres
- appreciate similarities and differences across languages in a multi lingual classroom and society.

Data

Data from National Achievement Survey for Class X cycle 2 conducted in February 2018 across India. The English language test was taken by **322196** students of class X.

| | Gender | | Location | | Social Category | | | | School Mgt | | |
|---|--------|--------|----------|-------|-----------------|------|-----|--------|------------|-------------|---------|
| | Male | Female | Rural | Urban | SC | ST | OBC | Others | Govt. | Govt. aided | Private |
| % | 49.6 | 50.4 | 71 | 29 | 16.7 | 16.2 | 44 | 23.1 | 54.9 | 20 | 25.1 |

National Achievement Survey (NAS)

National Achievement Survey (NAS)

- For Class X cycle 2 -
- conducted in all districts of 34 States and UTs.
- assessed achievement level of students in five subjects including English. { Maths, Science, Social Science, English, MIL }
- A set of three parallel tests were administered having 60 questions.
- The tests were linked to each other by having some common items in each test.
- All aspects psychometry were taken care while selecting an item and test booklet design.

Performance of students

- Out of 34 States /UTs , 15 performed significantly better than National score
- 12 States/UTs performed significantly below the National score
- For 7 State/UTs there is no significant difference with National score

| State/UTs/Board | Average Score | Standard Error |
|---|---------------|----------------|
| National | 253 | 0.1 |
| Nagaland Highest performing State | 306 | 0.6 |
| Madhya Pradesh Lowest performing state | 229 | 0.4 |

Percentile scores

The difference between 75th percentile and 25th percentile (the inter quartile range) represents the performance of middle 50% of students. An indicator of the State's degree of homogeneity in terms of English Language achievement of students.

| State/UTs | P10 | P25 | P50 | P75 | P90 | P75-P25 | P90-P10 |
|-------------------|-----|-----|-----|-----|-----|---------|---------|
| National | 196 | 219 | 246 | 282 | 326 | 63 | 130 |
| Arunachal Pradesh | 210 | 234 | 268 | 313 | 346 | 86 | 151 |
| Madhya Pradesh | 185 | 206 | 228 | 250 | 274 | 44 | 89 |

Gender-Wise Performance in English

- At National level , the performance of girls is significantly better than boys
- In 15 States /UTs Girls performed significantly better than Boys
- In 7 States/UTs Boys performed significantly better than Girls
- In 12 States/UTs there is no significant difference between Boys and Girls.

Area-Wise Performance in English

- At national level , the performance of urban is significantly better than Urban Students
- In 23 States /UTs Urban students performed significantly better than Rural students
- Only in 3 States/UTs Rural students performed significantly better than Urban
- In 8 States/UTs there is no significant difference between Urban and Rural students.

Performance in English & MIL: Select State

| State/UTs/Board | English | | MIL | |
|-----------------|---------|-----|------|-----|
| | Mean | SEm | Mean | SEm |
| Haryana | 239 | 0.9 | 253 | 1.2 |
| Madhya Pradesh | 229 | 0.4 | 246 | .5 |
| Karnataka | 269 | 0.4 | 254 | .4 |
| Tamilnadu | 249 | 0.3 | 250 | .6 |

Performance in English : Select State

| State/UTs/Board | English | | |
|-----------------------|---------|-----|-----------|
| | Mean | SEm | |
| Tamil Medium School | 234.9 | 1.3 | Tamilnadu |
| English Medium School | 276.1 | 2.8 | |
| Kannada Medium School | 258.3 | 1.7 | Karnataka |
| English Medium School | 294.6 | 3.0 | |

Main derivations

- There is difference between the scores of rural and urban learners. Urban schools have better resources for the English language in terms of teacher's language proficiency, engagement time with the language, opportunity to use the language in and outside the classroom.
- English medium learners, have achieved better than (other) language medium learners.
- There is gender difference in achievement. In some states boys have performed better than girls, and in some other states girls have performed better.

Conclusion

- The diversity of learning environments must allow for a diversity of standards.
- Language proficiency may be appropriately certified by evaluation (including continuous evaluation) not of achievement within a particular syllabus, but with respect to national benchmarks.
- This would balance curricular freedom with standards of attainment, and open up alternative route for English certification outside schooling.
- This would address the problem that English is a principal reason for failure at the Class X school leaving examination. A student may, where appropriate, be certified to “pass without English” after ten years of schooling.

Questions

- How can the engagement time with the language / time spent in using the language be enhanced?
- Should English medium be introduced in all the schools?
- Which pedagogy would be effective for better language proficiency?

Thank You

vmnikalje@gmail.com