

English Nali Kali Across School Types in Bellary District: A Status Study

A team from District Institute of Education and Training, Bellary district, a few English teachers from Bellary District and a team from the Bellary District Institute, Azim Premji Foundation undertook this study.

In 2006-07, Karnataka introduced English from Class one instead of Class five as per the Central Government's order. Since other subjects like the first language, Maths and Environmental studies were conducted through the Nali Kali programme from Classes 1-3, extending this methodology for teaching English was natural. The engaged learning of students and the enthusiasm of teachers indicating the success of the Nali Kali way of teaching was another reason for teaching English using the Nali Kali method.

The English Nali Kali (ENK) is a joint programme between Karnataka and UNICEF. It began in 2014, covering 100 schools in Ramanagar, Dakshina Karnataka, Mysore and Tumkur. The state trained all teachers in these districts in 2018-19. The ENK was received well in these districts and motivated the state government to extend the programme to other districts in 2019-20, with Bellary being one of them. A part of the ENK program design in the Bellary district was to evaluate the programme periodically. The ENK status study is a collaborative study between the District Institute of Education and Training, Bellary district and the Bellary District Institute, Azim Premji Foundation and was conducted in 2020 January to 2020 September.

ENK: An Overview

ENK is implemented in Classes 1, 2 and 3. It uses multigrade and multilevel learning, and the lessons are woven around listening and speaking (L&S) reading and writing (R&W) skills.

The lessons are woven around seven themes: My body, Manasa's family, my neighbourhood, colours, numbers, animals and birds, and transport. The themes are introduced in stages, the first theme in milestone 1, the second theme in milestone 2. Each theme consists of seven activities, namely, Total Physical Response, concept presentation, conversations, language games, rhymes, story, and evaluation. Grammar is presented as a part of the concept presentation. One month is allocated for the completion of each milestone. The components of grammar, vocabulary, reading sight words, writing alphabets and story are integrated with the theme. To illustrate, the theme on Manasa's family introduces students to a story that uses words that begin with COAPT, read COAPT letterforms, read words that begin with the COAPT letterforms, read words with and without cues, write the COAPT letterforms, differentiate between capital and small COAPT letterforms, write these words with and without cues, use of *his* or *her* (pronoun and possession) to name the members of Manasa's family as a part of grammar, and a few sight words that are present in the story.

The ENK period is for a duration of 80 minutes, of which 40 minutes is allocated for listening and speaking while the rest of the 40 minutes is for reading and writing. The listening and speaking activities are conducted for the whole class. The Reading and Writing (R&W) activities are conducted at the level of individual students. Students move at their own pace in acquiring the competencies of Reading and Writing. In the process of learning to read and write, students are first supported by teachers. As they develop the reading competencies, students move to the peer-support group, where their learning is furthered with the help of their peers. As their competencies increase, they practise reading and writing independently using workbooks. These groups are called *thattes* or 'plates', and the three plates are (i) teacher-support, (ii) peer-support and (iii) independent work.

Reading is taught through the phonetic approach. R&W has six milestones. In the first milestone, students learn the strokes of the letterforms. The alphabets are taught from the second milestone onwards. The alphabets are introduced in groups—COAPT in the second, ESBIN in the third, UDGRM in the fourth, FHLWY in the fifth, and JKQXVZ in the sixth milestone. As students learn to read the alphabet, they begin writing it and move to join the learnt alphabets to form words (Example: *c-a-t* from the COAPT letterforms). Students learn sight words and, through

the combination of sight words and letters that are already known, form words and write them. For example: 'This is a Cat'. The objective of this way of teaching is to build on the sound-letter association (i) to use the sound of introduced letters to read three-letter words (ii) to blend the sound of the introduced letter with different endings to form and read meaningful words and (iii) to use words introduced earlier to make sentences.

The stories act as the meaning-making bridge between listening and speaking, on the one hand, and reading and writing, on the other. They ensure the language that students acquire are in context and not in isolation. They also form the base for language learning at later stages (Chakrakodi, 2014).

The ENK is a resource-rich programme with cards and ladders. Students in R&W move at their own pace through the ladders. There are two workbooks—black and white for Writing and a coloured workbook for L&S and Reading. Logos are used to indicate the activities. To record the progress made by students in L&S, Reading and Writing, ENK has a *pragathi nota*. Either teachers or students, with the supervision of the teacher's place tick marks on the *pragathi nota* according to the card/milestones completed by students. ENK also has Teacher Cards, where instructions on how to teach the concepts are given. ENK uses a variety of pedagogical processes, such as big books for read aloud, charts, flashcards for grammar and language games, posters for concept teaching, and so on.

Purpose of Evaluation

ENK had been in operation for three months in the Bellary district at the time of this study. A periodic formative evaluation is necessary to take stock of the situation and move forward. Accordingly, the purpose of this evaluation is not to prove the effectiveness or success or failure of ENK; it is to identify gaps and address these so that ENK can become a more effective program. Based on a discussion with the Master resource persons of ENK, Education Administrators (Block Resource Persons, Principal of DIET), and members of the Foundation, the purpose of the evaluation was spelt out as To enhance the effectiveness of the ENK programme by identifying the gaps in implementation. The more extensive survey looked at implementation gaps across taluks, age

groups, and types of schools. This study is limited to the status of ENK according to the types of schools.

Types of Schools

Karnataka has three types of schools, the Best Nali Kali (BNK), the Karnataka Public School (KPS) and the English medium (EM) schools.

The BNK schools are Kannada medium schools whose teachers were awarded a prize of Rs. 5,000 for effective implementation of the Nali Kali programme for the first language and other subjects.

The KPS schools are schools consolidated at the level of the Gram Panchayat in 2017-18. Since there were several small schools in Karnataka, these were consolidated vide government order. (<http://www.schooleducation.kar.nic.in/pdf/files/kps210518.pdf>) to optimize the use of teachers and other resources and referred to as the KPS schools. These schools are located in rural areas. Kannada medium KPS schools were selected for the study.

The English medium schools scheme was introduced by the Government of Karnataka in 2019 to meet the English education aspirations of people from disadvantaged sections. The scheme runs along with the Kannada or Urdu medium sections. Initially the scheme covered 1,000 lower primary classes, selected from more than 35,000 government and aided schools and later extended to cover 1,400 more schools. A few of these English medium schools were randomly selected in the study.

The study investigates the status of the ENK programme in the three types of schools.

Method and Materials

Sample

The sample for the study was layered. The first level consisted of school selection. The three types of schools were randomly selected, ensuring representation from the eight taluks of Bellary district. Within the schools, students were randomly chosen across age groups ranging from 5.5 to 9.5 years. In all, 144 student participants from the two gender groups, 24 schools, and across eight taluks of Bellary were selected for the study. The details of the sample are given in Table 1.

Table 1: Participant Details

Details of Students		Number of Students (N=144)
Gender (Students)	Female	71
	Male	73
Number of students according to the school type	Best Nali Kali	48
	KPS	36
	English Medium	60
Details of Schools		Number of Schools (N=24)
School type (number of schools under each type)	Best Nali Kali	9
	KPS	6
	English Medium	9
Schools in 8 blocks	Bellary East	5
	Bellary West	3
	Sirguppa	1
	Sandur	3
	Hosapete	3
	Kudligi	3
	Hagaribommanahalli	3
	Hadagali	3

Materials

This study was limited to the first and the second milestones. Before the study, we ensured that the schools selected had completed these milestones. Based on the two milestones, a list of competencies was listed, 48 items were prepared to cover L&S, reading, and writing. We prepared a scoring sheet for the tool. The tool was validated by sharing it with the DIET Principal, a few DIET faculties, and a few ENK Resource Persons to get their inputs. We sought feedback particularly on the appropriateness of the tool for students, length of the tool, clarity and simplicity in the language of instruction used in the tool. Based on their inputs, the team refined the tool. Then a data collection team was trained

on data collection followed by a dry run. The dry run helped define the study's time frame and helped the team to familiarize themselves with the process.

Since the data was in the form of frequencies, chi-square was used for data analysis. Since the data included multiple comparisons, one is unsure whether the significance is truly significant or significant by chance. To reduce the significance by chance, (or to reduce the false discovery rate), Benjamini-Hochberg Adjusted P-value was applied on the Yates p values. The findings are discussed in the next section.

Findings

We wanted to find if performance in English differed with the type of schools. The study comprised of three types of schools, Best Nali-Kali, KPS and English medium schools. The percentage of correct answers given by students in the three groups are in Table 2. The data was then analysed using chi-square, and the findings are in Table 3. The between-school type comparisons applying Benjamini-Hochberg Adjusted p-value are in Table 4. The performance of the 24 schools is mapped in Table 5.

Table 2: Percentage of Correct Response in Different Schools

<i>School Types</i>	<i>% Correct Answers L&S</i>	<i>% Correct Answers Reading</i>	<i>% Correct Answers Writing</i>
Best NK	60.97	68.33	76.28
KPS	53.33	63.89	81.19
EM	63.00	64.25	72.69

Table 2 shows that on L&S, the overall difference in performance is nearly 10 per cent, while in reading, it is 4.44 per cent, and in writing, it is 8.50 per cent.

These percentage differences show that the three school types perform similarly on reading, followed by writing and listening and speaking.

The chi-square (Table 3) support these findings. On reading, the school types do not differ, while the difference is significant on L&S ($X^2 = 13.64$, $df = 2$, $p = 0.00109172$) and on writing ($X^2 = 11.108$, $df = 2$, $p = 0.00387194$).

Table 3: Chi-Square with p Values for the Three Types of Schools

	<i>L&S</i>	<i>Reading</i>	<i>Writing</i>
Chi square	13.64	5.068	11.108
df	2	2	2
p values	0.00109172**	0.07934102	0.00387194**

(** p<.01 level)

Since chi-square analysis involved multiple comparisons, we compared two groups at a time using Benjamini-Hochberg adjusted p-value. The findings are presented in Table 4.

Table 4: Comparison of School Types Applying Benjamini-Hochberg Adjusted p-Value

	L&S	
<i>Schools Compared</i>	<i>KPS</i>	<i>English Medium</i>
<i>Best Nali-Kali</i>	0.01177*	0.00785**
<i>KPS</i>		0.00111**
	Reading	
<i>Best Nali-Kali</i>	0.09499	0.15505
<i>KPS</i>		0.91277
	Writing	
<i>Best Nali-Kali</i>	0.1002	0.14211
<i>KPS</i>		0.0035*

(* = p<.05 level; ** =p<.01 level)

On listening and speaking, students of English medium school give significantly more correct answers than the BNK and KPS schools; students of BNK have done slightly better than KPS school students (df = 1, p = 0.01177). On reading, the three types of schools do not differ significantly. On writing, KPS school has the edge over English medium (df = 1, p =0.0035). *The other differences are not significant.*

We mapped the 24 schools and the three types based on students' performance. Data was collected from six students in each school. The total score (raw score) along with the school type are in Table 5.

Table 5: Frequency Count of Correct Answers According to School Type

<i>Taluks</i>	<i>School Code</i>	<i>Type of School</i>	<i>Total Score</i>
HB Halli	1	BNK	249
H.B. Halli	2	KPS	246
Hadagali	3	BNK	246
Sandur	4	Eng	217
Hospete	5	Eng	207
B.East	6	BNK	203
Siruguppa	7	KPS	203
B.West	8	KPS	198
B. West	9	BNk	193
Hospete	10	BNK	193
Kudligi	11	Eng	193
H.B. Halli	12	Eng	190
Hospete	13	Eng	167
Hadagali	14	BNK	167
Kudligi	15	BNK	158
B.East	16	KPS	157
B.West	17	Eng	154
Sandur	18	KPS	142
B.East	19	Eng	139
Sandur	20	Eng	134
Hadagali	21	KPS	133
Kudligi	22	BNK	120
B. East	23	BNK	103
B. East	24	Eng	84

Table 5 shows that no particular type of school is either effective or ineffective in implementing ENK.

Discussion

The findings are summed up below for the three skills:

L&S: EM>BNK>KPS

Reading: BNK=EM=KPS

Writing: KPS=BNK; KPS>EM; EM=BNK

Studying through the English medium in the government school does not bestow an advantage on reading and writing skills but show a distinct advantage on L&S skills. This finding does not mean that students of English medium use more English. On questions related to storytelling, the test item required students to answer in complete sentences (because it assessed speaking skill and not comprehension). Most students, regardless of the school type, gave correct answers but not in complete sentences. These were scored as partially correct. We choose only those answers scored as fully correct for analytical purposes, giving English medium the edge.

Regardless of the school type, all students had problems with sight words, forming three-letter words and reading sentences on reading skills. Writing skills consisted of reproducing the print. It is evident from the findings that KPS school students practised more writing compared to the other two school types.

Conclusion

School type does not constitute a gap in implementing ENK. Just as some EM schools are implementing ENK efficiently, some BNK and KPS schools are also implementing ENK efficiently. English medium students have an edge on L&S skills. The study is limited by the number of students selected and the schools covered. It is also limited to the number of milestones tested. The entry in Pragathi nota has not been considered, limiting the study further. In the subsequent research, it is recommended that these issues be considered.

Reference

Chakrakodi, R. (2014, June). An innovation in the Karnataka curriculum: Teacher's perceptions. *The EFL Journal*, 2(2), 39-51.

The Bellary District Team**District Institute of Education and Training, Bellary**

(Names in Alphabetical Order)

Chandrashekar: chandrashekart1969@gmail.com

Parvathamma: parvathamma62@gmail.com

Parvati: No email

Pushpa Latha Bai C: pushpalathac6357@gmail.com

D. Shekanna: shekannad362@gmail.com

Team English Teachers, Bellary District

Ajay, S.G.: gudaguras@gmail.com

Halesha, G: halappagurammanavara@gmail.com

Kotresh Sonnad: Kotresh.sonnad@gmail.com

Kumuda: kumudanagendra86@gmail.com

Lokesh, G.: lokesh5kkl@gmail.com

Prabha Hoskoti: prabhahoskoti@gmail.com

Vijaykumar: vijayakumar.raypur@gmail.com

Team Azim Premji Foundation

Akshatha Belludi: akshatha.belludi@azimpremjifoundation.org

Devaki Lakshminarayan: devaki@azimpremjifoundation.org

Jagadeesh Talwar: jagadeesh.talwar@azimpremjifoundation.org;

Meghana Basri: meghana.baasri@azimpremjifoundation.org

Ramakrishna Bhat: rkbkrishi@gmail.com

Sampada, H: sampada.h@azimpremjifoundation.org

Sanjay Daniel: sanjay.daniel@azimpremjifoundation.org

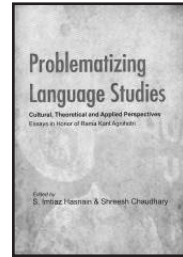


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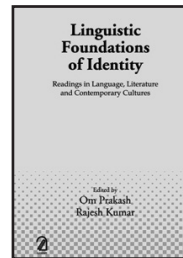
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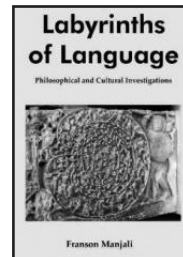
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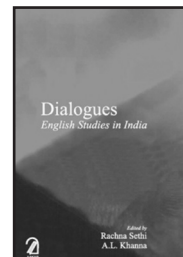
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