
A STUDY OF ENGLISH LANGUAGE PROFICIENCY OF 8th CLASS STUDENTS OF SIRSA DISTRICT

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ABSTRACT

Students need English language for their studies and also for communication in real life situation. At the secondary level there is a need of proficiency in English language. In Sirsa, there are two categories of schools at secondary level: Govt. and private schools. To check the level of students, English language proficiency test authored by K.S. Misra and Dr. Ruchi Dubey” was used. In both categories, proficiency in English language is needed. But there is a difference in Govt. and private school students. In This research 200 students in which 100 Government and 100 Private 8th Class students were selected to check their English language proficiency which was further classified into equal no. of male and female students and comparison was made. Private school students are more proficient than the Govt. school students and female students are more proficient than girl students in Sirsa District.

INTRODUCTION:

In recent times, the growth of English language has been encouraged by phenomena like economic liberalization and globalization. Globalization is an economic process that promotes market-driven economy. It has had its impact on the stronger and faster spread of English, even in those countries that stoutly resisted its influence over the years, such as France and Germany. English for its own part has contributed to the process of globalization. Hence, English can very well be called the „language of globalization“. As Alexei Bayer says, “In the global economy, English is now the king of languages”. No one, therefore, can ignore English or globalization, without risking his or her own prospects of growth.

Economic liberalization has opened up job opportunities like never before throughout the world, but the main and the most important criterion being the „proficiency“ in English language. There is frenzied rush to learn English as it has become synonymous with fat pay-check, power, position and status in the society. The growth of English in the recent times is seen as, neocolonialism, with primacy on international inter-personal mass communication, and emphasis on cultural and media imperialism (Tsuda 2008). According to Tsuda, globalization is nothing but “Americanization of global culture, McDonalization and Dallasization of society, unequal flow of international news and information, dominance of English on the Internet, and so on. In short, the dominance of English operates as a means of globalization. Globalization, in turn, assumes and reflects of the structure of global relations”.

ROLE OF ENGLISH LANGUAGE IN INDIA

English in India is a legacy from the British who colonized the country and their language permitted through some of the most important parts of the society, the government, the education system, the media, the legal system, and gradual the social sphere as

well. There are large numbers of people in India who learn and use English for a wide variety of purposes. Its importance is on the increase in every field of life. English, though a foreign language is the only language, which is understood, learnt, taught and used by people in all parts of India. On the other hand, English in India is learnt and used as a second language. We call it a second language not a foreign language because it has become the medium of instruction in higher education and also in schools. We learn not only English but we also learn many subjects through English.

In India, there are two basic streams of School Education, namely Government schools and Private schools. Generally the medium of instructions in Govt. schools, it is generally Hindi and in private schools it is usually English. The students of Govt. schools are found to be good at spoken Hindi, whereas spoken English is good among the students studying in Private schools. However, both categories of students lack competence in both the languages. In their effort to learn English as a Primary language, the students are not learning either of the language properly. This may be consequence of the fact that though they are taught English in schools, they do not get appropriate environment to practice it at their homes and social set up to acquire fluency and proficiency in it.

ENGLISH LANGUAGE LEARNING - A GLOBAL NEED

Teaching English in schools in India should aim at international intelligibility, which can be realized by getting rid of regional peculiarities of pronunciation, accent and syntax and by a sincere striving for grammatical correctness. English is as much part of the Indian linguistic scene as any other Indian language. English as a second language enjoys great prestige and fulfills an essential role in educational and economic life of the nation. It is called a second language because it has become a vital component part of our national and socio-culture reality. It has also become part and parcel of the intellectual as well as emotional make-up of the educated people. Today, the compulsions of learning English are no longer merely political but scientific and technological. It is the language required by the world for greater understanding.

Education is continuous life long process. It is never ending, starts with the birth of an individual and it goes on till last day of the individual. Education makes an individual a real human being. Man becomes civilized man through education. He learns something at every moment and on every day. Education equips the individual with social, moral, cultural and spiritual aspects and thus makes life progressive, cultural and civilized. Education is a process of human enlighten and empowerment for the achievement of a better and higher quality of life. A sound and effective system of education result in the enfoldment of learner's potentialities, enlargement of their competencies and transformation of their interests, attitudes and values. Recognizing such an enormous potential of education all progressive societies have committed themselves to the universalization of education with an explicit aim of providing "Quality education for all"

Language is the gateway of knowledge. In order to equip ourselves with knowledge, we have to learn a language first. A person, who has command over many languages, is really more educated and wiser than the rest of his fellowmen. Language teaching aims at improving the communication skills of pupil. Language is now recognized as something alive, changing and evolving along with culture. So the language we teach must be well suited for communication –oral and written. When the language is learned, the branches of knowledge lie open before the pupil.

JUSTIFICATION OF THE STUDY

Students need English language for their studies and also for communication in real life situation. At the secondary level there is a need of proficiency in English language.

In India, there are two categories of schools at secondary level: Govt. and private schools. In both categories proficiency in English language is needed. But there is a difference in Govt. and private school students. Private school students are more proficient than the Govt. school students. To check the level of students, English language proficiency test is needed.

The investigator selected this topic "A Study Of English Language Proficiency Of 8th Class Students Of Sirsa District".

STATEMENT OF THE PROBLEM

The problem, which has been worked out in this research project, stated as:-

OPERATIONAL DEFINITIONS TO BE USED IN THIS RESEARCH

A fully English proficient student is able to use English to ask questions, to understand students and reading materials, to test ideas and to challenge what is being asked in the classroom. Four language skills contribute to proficiency as follows:

1 **Reading:** The ability to comprehend and interpret text at the age and grade-appropriate level.

2 **Listening:** The ability to understand the language of the teacher and instruction, comprehend and exact information and follow the instructional discourse through which teacher provide information.

3 **Writing:** The ability to produce written text with content and format fulfilling classroom assignments at the age and grade - appropriate level.

4 **Speaking:** The ability to use oral language appropriate and effectively in learning activities within the classroom and in social interaction within the school.

GOVERNMENT SECONDARY SCHOOL STUDENTS

These students are those who study from 6th to 10th class in Government schools.

PRIVATE SECONDARY SCHOOL STUDENTS

These students are those who studied from 6th to 10th class in Private schools.

Review of Related Literature:

Crisostomo and Dee (2013) the academic achievement of English language learners as they enter college also has been studied. They examined the academic success of immigrant students at a large public university system in the United States. They found sociodemographic variables had no statistically significant correlation with academic success; however, they found that students who lived in the United States for 10 years or longer had lower GPAs than students who emigrated more recently. Crisostomo and Dee (2001) hypothesized this discrepancy may have been due to the interruption of their native language acquisition; which, in turn, may have inhibited their second language acquisition and academic achievement.

Nara M. Martirosyan (2015) using an ex-post facto, non-experimental approach, this research examined the impact of English language proficiency and multilingualism on the academic performance of international students enrolled in a four-year university located in north central Louisiana in the United States. Data were collected through a self-reported questionnaire from 59 students who were in their sophomore, junior or senior year of college. Statistical analyses revealed significant differences in language proficiency and multilingualism in relation to academic performance. The highest mean GPA was evident among students who had reported high levels of self-perceived English language proficiency, and among students who spoke at least three languages.

Mandarano (2017) stated there is a "general scarcity" of adequate tests designed to measure one's English language proficiency (111). In addition, the National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA) reported that locating adequate diagnostic tools to measure language proficiency is "one of the greatest challenges facing schools that serve English language learners"

Paron (2018) indicates that girls of Papum Pare the district exhibited unsatisfactory academic achievement in English language compared to the boys but Papum Pare girls were shown to have a slight edge over the Tirap girls. The girls of both districts showed high academic achievement in Hindi language than the boys but in Mathematics the boys scored better than the girls overall.

Wenjin Vikki Bo (2022) findings showed that students' proficiency scores significantly predicted their current grade point average (GPA) with their prior academic performance being controlled. Moreover, proficiency scores significantly strengthened the association between students' prior academic performance and their current GPA. Finally, academic discipline showed a marginally significant moderating effect in the relationship between proficiency scores and current GPA. Implications and limitations of the study are discussed.

OBJECTIVES

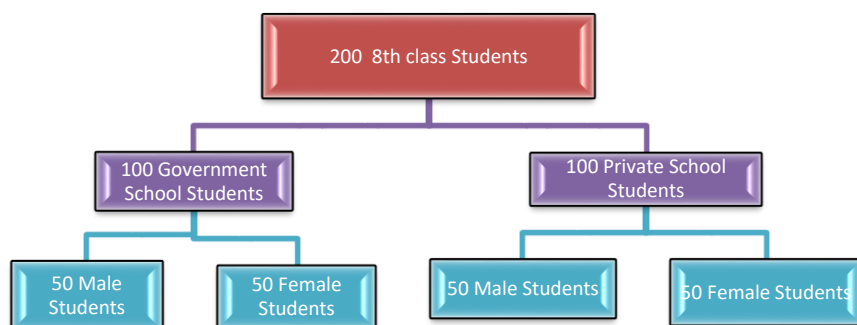
1. To study and compare the English language proficiency between Govt. and Private secondary school students.
2. To study and compare the English language proficiency between male and female of Govt. secondary school students.
3. To study and compare the English language proficiency between male and female of Private secondary School students.
4. To study and compare the English language proficiency between Male Government and Private secondary school students.
5. To study and compare the English language proficiency between Female Government and Private secondary school students.

HYPOTHESES

1. There is no significant difference of English language proficiency between Government and Private secondary school students
2. There is no significant difference of English language proficiency between Male and Female students of Government secondary school students.
3. There is no significant difference of English language proficiency between Male and Female students of Private secondary school students.
4. There is no significant difference of English language proficiency between Male Government and Private secondary school students.
5. There is no significant difference of English language proficiency between Female Government and Private secondary school students.

Population of the Study: In this research, all the students studying in 8th Class in Government and Private secondary schools of Sirsa constitute the population of the study.

SAMPLE DESIGN: Government and Private secondary School Students. Total 200 Secondary School Students



TOOLS FOR RESEARCH

For the purpose of collecting data the investigator used the following tools. In this research, “ENGLISH LANGUAGE PROFICIENCY TEST – by K.S. Misra and Dr. Ruchi Dubey” was used.

DELIMITATIONS OF THE STUDY

Present study will have a number of specifications but due to the shortage of time and resources the investigator will have to delimit the present study considering the objective and hypotheses taken in the study. It will be delimited as under:-

- a. The present study was delimited to Sirsa District only.
- b. The sample size of 200 secondary school students studying in 10th class of Sirsa was delimited.
- c. The study was delimited in objectives, hypotheses and statically techniques used in this research.
- d. The study was delimited to secondary school students of 8th class only.

After analysis and interpretation of the data, the investigator was in a position to arrive at main findings of the present study. For this purpose, the investigator devoted this chapter to the main findings discussions of the results, educational implications and suggestions for further research. These have been discussed in different heading in this chapter.

Main Findings

1. The calculated 't' value is 9.13, which is more than standard table value at both levels of significance at $df = 198$, therefore, hypothesis No. 1 is rejected. It is confirmed that the English language proficiency of Private secondary School students is more than English language proficiency of Government secondary School students.
2. The calculated 't' value is 5.04, which is more than standard table value at both levels of significance at $df = 98$, therefore, hypothesis No. 2 is rejected. It is confirmed that the English language proficiency of government secondary school female students is more than English language proficiency of Government secondary school male students.
3. The calculated 't' value is 4.08, which is more than standard table value at both levels of significance at $df = 98$, therefore, hypothesis No. 3 is rejected. It is confirmed that the English language proficiency of private secondary school female students is more than English language proficiency of Private secondary school male students.
4. The calculated 't' value is 3.17, which is more than standard table value at both levels of significance at $df = 98$, therefore, hypothesis No. 4 is rejected. It is confirmed that the English language proficiency of private secondary school male students is more than English language proficiency of government secondary school male students.

5. The calculated 't' value is 3.99, which is more than standard table value at both levels of significance at $df = 98$, therefore, hypothesis No. 5 is rejected. It is confirmed that the English language proficiency of private secondary school female students is more than English language proficiency of government secondary school female students

EDUCATIONAL IMPLICATIONS

- In this research it was found that English proficiency of Private secondary school was found better than Govt. School students.
- In this study it was found that English proficiency of Government and Private female secondary school was found better than Male Govt. and Pvt. School students.
- In this study it was found that English proficiency of private secondary school male students is more than government male secondary school students.
- In this study it was found that English proficiency of private secondary school female students is more than government female secondary school students.

SUGGESTIONS FOR FURTHER RESEARCH

1. In this research, I have selected random sample of 100 Government & 100 Private Secondary school students which may be increased.
2. Only 8th class students have been selected for the study. In future, the study may be conducted on various other classes students.
3. I have selected one District Sirsa of Haryana, another district may be selected.
4. I have selected one variable i.e. Attitude of students towards English language proficiency, another variable may be taken for further study.
5. I have used Mean, S.D. 't' test, it is advised to use ANOVA & ANCOVA in analysis and interpretation of data.
6. I have selected sample from School, sample from College, University may be taken.

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