

# PROMINENCE OF ENGLISH LANGUAGE PROFICIENCY IN ALL DOMAINS OF EDUCATION: A SURVEY BASED STUDY

## Abstract

The study used descriptive research with questionnaire design approach to study the English Language Proficiency in the Context of Different Category of Education in Trainee Teachers. Survey method is adopted for this research. A random sampling technique is adopted to select different trainee teachers for Science and Humanities streams from St.Aloysius' Autonomous College Jabalpur M.P.Tool for the research paper is English Language proficiency test ELPT-MKDR was invented by Prof.K.S.Mishra and Dr.Ruchi Dubey. Mean, Median ,SD, and t-test were conducted for statically analysis of the data collected. Findings revealed that the Male trainee teachers have significantly higher level of English Language Proficiency than the Female trainee teachers. Science trainee teachers of B.Ed have significantly higher level of English Language Proficiency than the Humanity trainee teachers.

**Keywords:** English Language, Level of Education, Trainee Teachers, Proficiency in English Language.

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## I. INTRODUCTION

India is a multilingual country and therefore our education system has to face the requirement of implementing the constitutional obligation on one hand and the specific needs regions on the other. Language as a vehicle of communication is very crucial for the whole process of Education. ” Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols”. It is through language that everything is taught and learn in most of the teaching-learning situations that includes the classroom. Language learning involves development of skills such as listening, speaking, reading and writing. Though, these are certain non-verbal means and methods through which learning does take place but it is not very common in Indian teaching learning situations. The language is central to teaching and learning. The teachers and the students occupied different aspects of learning such as books, course materials, computers screens, lectures, websites, seminars and assignments. Students who are more fluent in the English language will be better able to understand their academic material as well as successfully traverse the difficulties of interconnected, dynamic, and multilingual social and professional situations.

## II. LITERATURE REVIEW

Jerome G, Orejuela<sup>1</sup>, Marife R. Tolin (2022),studied “Flipping the language classroom:” Effects of Gamifying Instruction in the English Language Proficiency of Filipino ESL Students”. and concluded.The findings result revealed that there was significant difference between the pretest and post test of the respondents using gamification. Thus, it can be inferred that the games helped in improving the level of English proficiency of the Grade 8 students. The statistical test results disclosed further that the effectiveness of the three games introduced to the students were significantly high.With these findings, it was recommended that language teachers should use gamification as supplementary instructional material in improving the English proficiency of the students.

J. S. de Valenzuela<sup>1</sup> , Rosalía Pacheco<sup>1</sup>, and Sunaina Shenoy (2022),studied the use of alternate English language proficiency (Alt-ELP) assessments is an emerging phenomenon with real-life consequences for students with complex support needs from language minority homes. These data suggested substantial challenges remain in developing and implementing Alt-ELP assessments emphasis on Current Practices and Challenges in Language Proficiency Assessment for English Learners with Complex Support Needs.

Lopez, M.K.R.R., & Ortego-Dela Cruz, R.A. (2022).studied on “Gallery Walk technique in enhancing reading comprehension and oral English language proficiency of junior high school students”. Findings revealed that the students who were taught using the Gallery Walk technique showed improvement in reading comprehension and oral English language proficiency as compared to those who underwent the conventional teaching technique. In addition, students had positive feedback about the implementation of Gallery Walk. Finally, the study recommended the use of the Gallery Walk technique in teaching English 8 for enhancing reading comprehension and oral English language proficiency.

Nara M. Martirosyan, EdD, Eunjin Hwang(2022), studied Impact of English Proficiency on Academic Performance of International Students. This study intended to contribute to existing research on the relationship between English language proficiency and academic performance of international students, and to fill the research gap on the relationship between the number of languages spoken and academic performance. Based on the results, it is concluded that (a) there are significant differences in the academic performances of international students with different English language proficiency levels, and (b) there are significant differences in the academic performance of international students who speak multiple languages.

### III. METHODOLOGY

This is a descriptive study on English Language Proficiency of B.Ed trainee teachers enrolled in Humanity and Science subject stream. The population of study was trainee teachers candidates from the St. Aloysius College Jabalpur Madhya Pradesh. The data was collected from thirty-five trainee teachers by survey method. The data related to comparison and calculated statistics are given in table 1 and 2.

### IV. TOOL

English Language proficiency test ELPT-MKDR was invented by Prof. K.S. Mishra and Dr. Ruchi Dubey. The test consists of 56 Questions based on Knowledge, Understanding and Application. The test question contains of underline, fill in the blank and multiple-choice questions. Split half reliability and Kuder-Richardson reliability coefficient of the test have been found to be .85 and .84 respectively (N=100), which are significant at .01 level of significance.

### V. TEST

The data was collected and perform statistical formulas to calculate the Mean, Standard Deviation and T-Test and compare the hypothesis with our findings. The objectives of study are as follows:

**1. Objectives:** The study was conducted with the following objectives:

- To compare the mean scores of English Language Proficiency in male and female B.Ed trainee teachers.
- To compare the mean scores of English Language Proficiency of Humanity and Science groups in B.Ed trainee teachers.

**2. Hypothesis:**

- There is no significance mean difference of English Language Proficiency in male and female B.Ed trainees.
- There is no significance mean difference of Science and Humanity subject group of B.Ed trainees.

### 3. Analysis:

**Table 1:** Comparison of English Language Proficiency in male and female of B.Ed trainee teachers.

	Gender	N	Mean	Std.Deviation	Std.Error Mean	t- value
SCORE OF EP	Male	12	1.1667	.38925	.11237	.283
	Female	23	1.1304	.34435	.07180	

Significant at .05 level;  $p < .05$

It is clear from table 1 that male trainee teachers had higher (1.1667) mean score in English language proficiency compared to (1.1304) of female trainee teachers, which was found statistically not significant using independent sample t-test ( $t = .3028$ ,  $p < .05$ ). It indicates that male trainee teachers possess better proficiency in English language compared to female trainee teachers. It can be said that there is no significant mean difference between the male and female trainee teachers under the study of English language proficiency. Therefore, the null hypothesis is 1 is not rejected.

**Table 2:** English Language Proficiency of Humanity and Science groups in B.Ed trainee teachers.

	Stream	N	Mean	St. Deviation	St. Error Mean	t-value
SCORE OF EP	Science	14	1.2143	.42582	.11380	.971
	Humanity	21	1.0952	.30079	.06564	

Significant at .05 level;  $p < .05$

It is clear from table 2 that Science trainee teachers had higher (1.2143) mean score in English language proficiency compared to (1.0952) of Humanity trainee teachers, which was found statistically not significant using independent sample t-test ( $t = .971$ ,  $p < .05$ ). It indicates that Science trainee teachers possess better proficiency in English language compared to Humanity trainee teachers. It can be said that there is no significant mean difference between the Science and Humanity trainee teachers under the study of English language proficiency. Therefore, the null hypothesis is 2 is not rejected.

### 4. Finding of the Study

- Male trainee teachers have significantly higher level of English Language Proficiency than the Female trainee teachers.
- Science trainee teachers of B.Ed have significantly higher level of English Language Proficiency than the Humanity trainee teachers.

## VI. CONCLUSION

The present study reveals that there is a number of B.Ed trainees teachers is good in English Language no matter to which stream they belong. English has gained immense importance as it is essential for survival in the present globalized world. Thus, it is very essential for the upcoming generation to have a good command and proficiency in English in order to have the power to excel and progress. English or communication in English with a reasonable level of proficiency and fluency may concern for proficiency in English language has become significant.

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