

Prominence of English Language Proficiency in all Domin of Education: A Survey Based Study

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Abstract:

The research in the study was descriptive 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.

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. Communication through language is essential for the entire educational process as ” 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.

Literature Review

Jerome G, Orejuela¹, Marife R. Tolin (2022), Studied "Flipping the Language Classroom:" Effects of Gamifying Instruction on the English Language Proficiency of Filipino ESL Students," and the conclusion. The research results showed a substantial difference between the respondents' pretest and post-test employing gamification. Thus, it can be concluded that the games contributed to the Grade 8 pupils' increased level of English proficiency. The statistical test findings further revealed that the three games that were introduced to the pupils had a highly significant level of effectiveness. With these results, it was suggested that language teachers employ gamification as an additional teaching tool to help students' English competence.

S. de Valenzuela¹, Rosalía Pacheco¹, and Sunaina Shenoy (2022), studied For students with complex assistance requirements from language-minority homes, the use of alternative English language proficiency (Alt-ELP) exams is an emerging phenomena with practical repercussions. With an emphasis on Current Practices and Challenges in Language Proficiency Assessment for English Learners with Complex Support Needs, these data revealed that significant challenges still exist in establishing and administering Alt-ELP tests.

Lopez, M.K.R.R., & Ortego-Dela Cruz, R.A. (2022) studied on "Gallery Walk technique in improving junior high school students' oral English language proficiency and reading comprehension." The results showed that, in comparison to students who received instruction using the traditional teaching method, those who used the Gallery Walk method demonstrated improvements in reading comprehension and speaking English language skills. Students also gave the execution of Gallery Walk favourable feedback. The study also suggested using the Gallery Walk method to teach English 8 in order to improve students' oral and reading English language skills.

Nara M. Martirosyan, Ed D, Eunjin Hwang(2022), studied English language proficiency's effect on international students' academic performance. This study aimed to address a research gap on the connection between the number of languages spoken and academic performance as well as to contribute to existing studies on the relationship between English language ability and academic performance of international students. According to the findings, (a) there are significant differences between the academic performances of international students with varying levels of English language proficiency, and (b) there are significant differences between the academic performances of international students who speak multiple languages.

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.

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.

Test- The data was gathered, and the Mean, Standard Deviation, and T-Test were calculated statistically. We next compared our results to the hypothesis. The following are the study's objectives:

Objectives:

The study was conducted with the following objectives:

1 To compare the mean scores of English Language Proficiency in male and female B.Ed trainee teachers.

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

Hypothesis:

1 There is no significance mean difference of English Language Proficiency in male and female B.Ed trainees.

2 There is no significance mean difference of Science and Humanity subject group of B.Ed trainees.

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	Std.Deviation	Std.Error Mean	t-value
SCORE OF EP	Science	14	1.2143	.42582	.11380	.971
	Humamity	21	1.0952	.30079	.06564	

Signifcant 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.

Finding of the Study

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

Conclusion:

The current study shows that many B.Ed. trainee teachers, regardless of their affiliation with a stream, are proficient in English language. Since learning English is necessary for surviving in the current globalized society, it has grown in significance significantly. In order to flourish and advance, it is crucial for the next generation to have a strong command of and proficiency in English. English or fluent communication in English may raise concerns since the importance of English language ability has grown.

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Research and Practice for Persons with Severe Disabilities 2022, Vol. 47(1) 6–21 © The Author(s) 2022 Article reuse guidelines: sage-pub.com/journals-permissions DOI: 10.1177/15407969221075848 rpsd.sage-pub.com

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