



Investigation of the English Language Proficiency of Higher Secondary Students

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Abstract:

Now a day, it is essential having a good command over English language and its proficiency. If we look over the students of higher secondary class regarding the said skill; then we find many questions and problems about the efficiency & proficiency of English language and the basic skills of this language. According to my point of view the major problem of the said students is that, English language is only a school subject language and not their mother language or routine language and also not an operational too. Here, the investigator tries to find out the other ways of this problem via this study.

Keywords: *English language, Higher secondary students, Proficiency, Skill*

1. Introduction

English language proficiency of the students of Gujarat is always under question. The investigator thought over it and decided to investigate the level of their proficiency in English language.

2. Statement of the Problem:

Construction and Standardization of English Language Proficiency test for Higher Secondary School Students

3. Objectives of the Study

1. To construct and standardize English language proficiency test for higher secondary school students.
2. To investigate the significance of difference in English language proficiency between subgroups based on standard, area, sex, stream and medium of instruction.

4. Hypotheses of the Study

- Ho₁.** There is no significant difference between the mean scores of English Language Proficiency Test of students between subgroups based on standard, area, sex, stream and medium of instruction.
- Ho₂.** There is no significant difference between the mean scores of the various components of the English Language Proficiency Test between subgroups based on standard, area, sex, stream and medium of instruction.

5. Definition of Key Terms

5.1 English Language Proficiency Test

For present research, the term means a research tool designed to measure the English language proficiency which comprises of components like vocabulary, grammar in use, reading comprehension, and written expression and which tests the ability of the students to comprehend text, to use English language correctly and effectively with proper selection of words and better way of expression.

6. Variables under the Study

For present study following variables have been selected.

Table 1. Variables of the Study

Sr. No.	Name of Variable	Type of Variable	No. of Levels	Details of Variables	Tool used
1	Area	Independent	2	Urban\Rural	Primary Data
2	Gender	Independent	2	Male\Female	Primary Data
3	Stream	Independent	3	Arts, Commerce, Science	Primary Data
4	Medium of Ins.	Independent	2	Gujarati, English	Primary Data
5	Standard	Independent	2	XI, XII	Primary Data
6	English Language Proficiency	Dependent	-	-	Self Made Test

7. Research Method of the Study

Survey method was used. Scores were obtained on the test. So, it also becomes a quantitative method. In addition, norms are also established. Hence, it becomes a Normative Study.

8. Sample of the Study

For present research, sample was selected via stratified random sampling. The state of Gujarat was divided into five zones namely North Gujarat, South Gujarat, Central Gujarat, Saurashtra and Kacchh. Districts, tehsils, schools and students were selected randomly. The sample consisted of 2225 students.

9. Construction of the English Language Proficiency Test

The investigator decided to frame the test having four language components namely Grammar in Use, Reading Comprehension, Expression, Vocabulary. After referring various tests, the investigator made first draft of the test. After pre-piloting and receiving the suggestions of experts, piloting of the study was carried out. After item analysis proper items were selected in the final form of the test. There were 70 items in the final form which are classified in the following table.

10. Final Form of the Test

Table 2. Test form

Component	No. of Items
Grammar in Use	30
Reading Comprehension	10
Expression	17
Vocabulary	13

11. Collection of Data

Investigator visited the schools personally and the data was collected from the selected sample

12. Statistical Techniques

For descriptive analysis of the data mean, median were computed. Skewness and kurtosis were found out and the C.R of skewness and kurtosis were also computed. For inferential statistics t-test and F- test were used.

13. Reliability, Validity and Norms

13.1 Reliability

Reliability was obtained via Test-Retest Method and Split-half Method. The details of reliability are as under.

Table 3. Reliability Quotient

No.	No. of Students	Method	Reliability Quotient
1	97	Test – Retest Method	0.90
2	84	Split-Half Method	0.81

Thus, the reliability quotient via different methods is found in the range of 0.81 to 0.90 which is high and positive. So, it can be said that the test is reliable.

14. Validity of the Test

Face validity, content validity, construct validity, content validity, construct validity were found quite good. The concurrent validity was found in the range of 0.76 to 0.89.

15. Factor Analysis

Factor analysis through principle component method was established. Two common components were found. One is Comprehension Ability and the other is Verbal Ability. Scree plot was derived.

16. Findings

After testing the hypotheses, findings should be drawn. Proper interpretation also should be drawn on the bases of findings. The findings of the study are as follows.

1. The average English Language Proficiency of the students of Gujarat found on the test is 27.37 (39.1%) which is very low.
2. Students of standard XI score higher than the students of standard XII.
3. Students of urban area score higher than the students of rural area.
4. Female students score higher than their male counterparts.
5. Students of Commerce stream score higher than the students of Arts stream and the students of Science stream score higher than the students of Commerce stream.
6. Students of English medium score higher than the students of Gujarati medium.
7. Same findings were found with reference to different components of the test.

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