CHAPTER - V

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SUMMARY AND CONCLUSION

In the present study, an attempt was made to find out the relationship between English language proficiency and academic achievement of students of class V studying in Anand Vihar School, Bhopal. An attempt was made to find out the internal consistency between different components of English Language Proficiency i.e. word power, grammar and expression. Further, the study attempted to find out the relationship between the components of language proficiency and achievement in different subjects.

5.1   THE PROBLEM

English Language Proficiency and Academic Achievement : A Study on Class V Students.

5.2   VARIABLES OF THE STUDY

Independent Variables

English Language Proficiency

Dependent Variable

Academic Achievement

5.3   OBJECTIVES OF THE STUDY

1.   To study the proficiency of students (of class V) in English Language.

2.   To study the academic achievement of students of class V.

3. To examine the relationship between proficiency in English language and achievement in different subjects of class V.

4. To study the effect of English language proficiency on academic achievement.

5.4 HYPOTHESIS OF THE STUDY

There would be a significant effect of English language proficiency on academic achievement of students.

5.5 SAMPLE OF THE STUDY

A total of 110 students of class V of Anand Vihar School, Bhopal were the subjects of the study. The whole population was taken as the sample. Thus, it was a purposive sampling. There were 53 boys and 57 girls in the sample.

5.6 TOOLS USED FOR THE STUDY

1. A self-made English Language Proficiency Test.

2. Academic Achievement i.e. marks obtained in all the tests throughout the session in all the subjects by the students were taken into consideration.

5.7 STATISTICAL TECHNIQUES USED

1. Mean

2. Standard Deviation

3. Coefficient of Correlation, r

4. t-test

5. ANOVA

5.8 DELIMITATIONS OF THE STUDY

1. The study was confined to students of Anand Vihar School, Bhopal.

2. The study was conducted only on class V students.

3. The study was conducted only on 110 students.

5.9 MAJOR FINDINGS OF THE STUDY

1. The students of class V studying in Anand Vihar School, Bhopal have moderate English language proficiency.

2. Among the components of English language proficiency, students perform better in word power than in grammar and are poor in expression.

3. There is a high positive correlation between English language proficiency and academic achievement of students.

4. There is a substantial or marked positive correlation between components of English language proficiency namely - word power, grammar in use and expression which indicates that there is an internal consistency of the language proficiency test results.

5. There is a substantial or marked positive correlation between components of English language proficiency and achievement in different subjects as mentioned below :

(i) Word power in English is more related to achievement in English than achievement in other subjects like Maths, EVS and Hindi.

(ii) Grammar in English helped in achievement in EVS followed by Hindi, English and Maths.

(iii) Expression in English helped in achievement in English and EVS equally, followed by achievement in Mathematics and Hindi.

(iv) Achievement in Hindi is related more to grammar in English.

(v) Ability of expression in English also helped in achievement in Hindi.

(vi) Word power in English has meagre role to play in achievement in Hindi.

(vii) Achievement in English is substantially related to expression, word power and grammar respectively.

(viii) Achievement in Mathematics is related more to student's expression ability.

(ix) Word power has a meagre role to play in achievement in Mathematics.

(x) Achievement in EVS is substantially related to expression, grammar and word power respectively.

6. There is a significant difference between "high", "moderate" and "low" language proficiency groups with respect to academic achievement. Achievement of "high" language proficiency group is more as compared to "moderate" and "low" groups.

5.10 EDUCATIONAL IMPLICATIONS

1. English-medium schools should initiate special programmes in order to improvise language skills among students.

2. Teachers should pay considerable attention on second language development of students, which is also the medium of instruction.

3. Low academic achievers should be given orientation to further their language proficiency in English.

5.11 SUGGESTIONS FOR FURTHER STUDY

1. Similar study can be conducted for upper primary level students.

2. The present study can be further extended by taking a larger sample to obtain greater reliability of results.

3. *Comparative studies may be taken with rural and urban, tribal and non-tribal populations.*

4. A study on effect of Hindi language proficiency on academic achievement of students studying in Hindi-medium schools can be taken up.

5. There is a need to study the effect of English language proficiency on different subjects elaborately.

6. Study can be conducted to examine the effect of English language proficiency of teachers on students English language proficiency.

7. Study to compare the English language proficiency of boys and girls can also be taken up.

8. Study can be conducted to find out the differences, if any, in English language proficiency of teachers from rural and urban areas and tribal and non-tribal populations.