

# Study the Level of English Language Attainment of Secondary School Students

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**Abstract –** *The language learning scenario would be sensitive and responsive to the variations in the speech communities of the 9 learners if the learners' English language requirements were translated into the language program's aims or objectives. This would make language learning easier by guaranteeing that learners' interest and motivation are maintained. English is a tool of information and communication in this era of knowledge explosion, and teaching it in a school is a skill-oriented activity. Our school's primary goal in teaching English is to "allow students' understanding and expression of the language." Aim may be described as a broad statement of purpose and goal that is marked by high precision and specificity.*

**Keywords –** English Language Attainment, Secondary School Students, Demographic Variables;

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## INTRODUCTION

Language is a wonderful preserver of ancient experiences and knowledge, and it transforms new generations. Language allows the past to become real in terms of the present and aids in the construction of the future. Through the assistance of and within the constraints placed on oneself by the words, idioms, and syntax of the language, one learns how to think, feel, and judge. The dead are able to participate in the teaching of the living and the development of man into a historic person via language. Language is a powerful instrument for achieving achievement. Language development is essential for overall intellectual growth. The world's dominant language, English, plays second fiddle in India, resulting in sad and contemplative tones of enlightenment.

English is seen as a way of gaining entrance into and symbolic of membership in a national elite, as well as a means of advancing the country's economic well-being through increasing trade opportunities or giving access to sophisticated technologies. English is regarded as one language with the magical wand that makes people dance to its song because of its social acceptability and value, which cuts over cultural and ideological boundaries. English, more than any other language in the world today, deserves to be considered a global language. Although an adapted language, English has strong cultural roots in our nation and has become an integral component

of the intellectual and emotional makeup of educated people.

## OBJECTIVE

1. To find the level of English language attainment of Middle School Students.
2. To find out the differences in achievement in English of secondary school students according to gender, place of living, type of school and social categories

## LITERATURE REVIEW

**Sarwer, Ghulam. (2018)** in this study english has evolved into one of the most successful worldwide communication mediums in the modern age. It is the language of textbooks and the medium of teaching at various levels of education, and it plays an important role. English language proficiency may help improve a student's overall academic performance. The current research examines secondary school students' English performance in connection to gender, location of residence, kind of school, and other socioeconomic factors. The research included 532 secondary school students from the Rajouri and Poonch districts of Jammu and Kashmir. The investigator has created and standardized an accomplishment exam in English to evaluate secondary pupils' English achievement. According

to the study's findings, the majority of pupils had a very poor level of English accomplishment in comparison to the test's benchmark. In addition, the findings indicate that there is a substantial disparity in English performance among secondary school pupils based on gender, school type, and social groups. However, geography has no effect on secondary school pupils' English performance.

**Ardasheva, Y., Tretter, T. R., & Kinny, M. (2012)** in this study English has evolved into one of the most successful worldwide communication mediums in the modern age. It is the language of textbooks and the medium of teaching at various levels of education, and it plays an important role. English language proficiency may help improve a student's overall academic performance. The current research examines secondary school students' English performance in connection to gender, location of residence, kind of school, and other socioeconomic factors. The research included 532 secondary school students from the Rajouri and Poonch districts of Jammu and Kashmir. The investigator has created and standardized an accomplishment exam in English to evaluate secondary pupils' English achievement. According to the study's findings, the majority of pupils had a very poor level of English accomplishment in comparison to the test's benchmark. In addition, the findings indicate that there is a substantial disparity in English performance among secondary school pupils based on gender, school type, and social groups. However, geography has no effect on secondary school students' English performance.

## METHODOLOGY

The sample was chosen using a basic random sampling method by the investigator. The investigator chose 12 schools in the Bhopal district at random. IX standard pupils were chosen from each school, with both male and female students participating. There are 660 IX standard pupils in the sample. There are 285 male students and 375 female students among these students.

## RESULT AND DISCUSSION

The collected data was processed using appropriate statistical methods, and the resulting data was tabulated based on the goals and hypotheses. The following tables show the findings in detail:

### LEVEL OF ENGLISH LANGUAGE ATTAINMENT OF IX STANDARD STUDENTS

*The level of English language attainment of IX standard students is not high.*

**Table 1: Level of English Language Attainment of IX Standard Students**

| Components    | Low |       | Average |       | High |       |
|---------------|-----|-------|---------|-------|------|-------|
|               | N   | %     | N       | %     | N    | %     |
| Listening     | 205 | 31.06 | 266     | 40.30 | 189  | 28.64 |
| Speaking      | 162 | 24.55 | 324     | 49.09 | 174  | 26.36 |
| Reading       | 128 | 19.39 | 327     | 49.55 | 205  | 31.06 |
| Writing       | 181 | 27.42 | 230     | 34.85 | 249  | 37.73 |
| Grammar       | 250 | 37.88 | 257     | 38.94 | 153  | 23.18 |
| Vocabulary    | 94  | 14.24 | 336     | 50.91 | 230  | 34.85 |
| Comprehension | 193 | 29.24 | 181     | 27.42 | 286  | 43.33 |
| Total         | 144 | 21.82 | 395     | 59.85 | 121  | 18.33 |

According to the table above, IX standard pupils' English language achievement in the components of hearing (40.30 percent), speaking (49.09 percent), reading (49.55 percent), writing (34.85 percent), grammar (38.94 percent), vocabulary (50.91 percent), and overall (59.85 percent) is average. Comprehension is determined to be high (43.33 percent). As a result, Null Hypothesis 1 is accepted.

In terms of gender, IX standard students do not have a high degree of English language proficiency.

**Table 2: Level of English Language Attainment of IX Standard Students with regard to Gender**

| Components    | Gender | Low |       | Average |       | High |       |
|---------------|--------|-----|-------|---------|-------|------|-------|
|               |        | N   | %     | N       | %     | N    | %     |
| Listening     | Male   | 103 | 36.14 | 126     | 44.21 | 56   | 19.65 |
|               | Female | 102 | 27.20 | 140     | 37.33 | 133  | 35.47 |
| Speaking      | Male   | 89  | 31.23 | 149     | 52.28 | 47   | 16.49 |
|               | Female | 73  | 19.47 | 175     | 46.67 | 127  | 33.87 |
| Reading       | Male   | 74  | 25.96 | 150     | 52.63 | 61   | 21.40 |
|               | Female | 54  | 14.40 | 177     | 47.20 | 144  | 38.40 |
| Writing       | Male   | 94  | 32.98 | 111     | 38.95 | 80   | 28.07 |
|               | Female | 87  | 23.20 | 119     | 31.73 | 169  | 45.07 |
| Grammar       | Male   | 128 | 44.91 | 115     | 40.35 | 42   | 14.74 |
|               | Female | 122 | 32.53 | 142     | 37.87 | 111  | 29.60 |
| Vocabulary    | Male   | 54  | 18.95 | 161     | 56.49 | 70   | 24.56 |
|               | Female | 40  | 10.67 | 175     | 46.67 | 160  | 42.67 |
| Comprehension | Male   | 105 | 36.84 | 74      | 25.96 | 106  | 37.19 |
|               | Female | 88  | 23.47 | 107     | 28.53 | 180  | 48.00 |
| Total         | Male   | 83  | 29.12 | 168     | 58.95 | 34   | 11.93 |
|               | Female | 61  | 16.27 | 227     | 60.53 | 87   | 23.20 |

The male students' English language proficiency in the components of hearing (44.21 percent), speaking (52.28 percent), reading (52.63 percent), writing (38.95 percent), vocabulary (56.49 percent), and total (58.95 percent) is average, according to the above data. Comprehension (37.19 percent) and grammar (37.19 percent) are also determined to be high (44.91 percent).

Female students achieve average levels of English language proficiency in the components of listening (37.33 percent), reading (47.20 percent), speaking (46.67 percent), grammar (37.87 percent), vocabulary (46.67 percent), and overall (60.53 percent). Writing (45.07 percent) and

understanding (45.07 percent) are also determined to be high (48 percent). As a result, Null Hypothesis 2(i) is accepted.

In terms of religion, the degree of English language proficiency of IX standard pupils is not great.

**Table 3: Level of English Language Attainment of IX Standard Students with regard to Religion**

| Components    | Religion  | Low |       | Average |       | High |       |
|---------------|-----------|-----|-------|---------|-------|------|-------|
|               |           | N   | %     | N       | %     | N    | %     |
| Listening     | Christian | 49  | 41.88 | 38      | 32.48 | 30   | 25.64 |
|               | Muslim    | 12  | 17.91 | 44      | 65.67 | 11   | 16.42 |
|               | Hindu     | 144 | 30.25 | 184     | 38.66 | 148  | 31.09 |
| Speaking      | Christian | 36  | 30.77 | 52      | 44.44 | 29   | 24.79 |
|               | Muslim    | 10  | 14.93 | 47      | 70.15 | 10   | 14.93 |
|               | Hindu     | 116 | 24.37 | 225     | 47.27 | 135  | 28.36 |
| Reading       | Christian | 24  | 20.51 | 61      | 52.14 | 32   | 27.35 |
|               | Muslim    | 8   | 11.94 | 47      | 70.15 | 12   | 17.91 |
|               | Hindu     | 96  | 20.17 | 219     | 46.01 | 161  | 33.82 |
| Writing       | Christian | 43  | 36.75 | 34      | 29.06 | 40   | 34.19 |
|               | Muslim    | 10  | 14.93 | 41      | 61.19 | 16   | 23.88 |
|               | Hindu     | 128 | 26.89 | 155     | 32.56 | 193  | 40.55 |
| Grammar       | Christian | 58  | 49.57 | 32      | 27.35 | 27   | 23.08 |
|               | Muslim    | 18  | 26.87 | 40      | 59.70 | 9    | 13.43 |
|               | Hindu     | 174 | 36.55 | 185     | 38.87 | 117  | 24.58 |
| Vocabulary    | Christian | 21  | 17.95 | 56      | 47.86 | 40   | 34.19 |
|               | Muslim    | 4   | 5.97  | 49      | 73.13 | 14   | 20.90 |
|               | Hindu     | 69  | 14.50 | 231     | 48.53 | 176  | 36.97 |
| Comprehension | Christian | 50  | 42.74 | 20      | 17.09 | 47   | 40.17 |
|               | Muslim    | 14  | 20.90 | 28      | 41.79 | 25   | 37.31 |
|               | Hindu     | 129 | 27.10 | 133     | 27.94 | 214  | 44.96 |
| Total         | Christian | 32  | 27.35 | 61      | 52.14 | 24   | 20.51 |
|               | Muslim    | 8   | 11.94 | 52      | 77.61 | 7    | 10.45 |
|               | Hindu     | 104 | 21.85 | 282     | 59.24 | 90   | 18.91 |

The following data shows that Christian pupils' English language achievement is average in all four components: speaking (44.44 percent), reading (52.14 percent), vocabulary (47.86 percent), and total (52.14 percent). Listening (41.88 percent), writing (36.75 percent), grammar (49.57 percent), and understanding (49.57 percent) are all judged to be poor (42.76 percent).

Listening (65.67 percent), speaking (70.15 percent), reading (70.15 percent), writing (61.19 percent), grammar (59.70 percent), vocabulary (73.13 percent), comprehension (41.79 percent), and total (77.61 percent) are all typical scores for Muslim pupils.

The Hindu students' English language achievement is average in all components: hearing (38.66 percent), speaking (47.27 percent), reading (46.01 percent), grammar (38.87 percent), vocabulary (48.53 percent), and overall (77.61 percent). Writing (40.55 percent) and understanding (40.55 percent) are also determined to be strong (44.96 percent). As a result, Null Hypothesis 2(ii) is accepted.

In terms of type of residence, IX standard students' English language achievement is not high.

**Table 4: Level of English Language Attainment of IX Standard Students with regard to Type of Residence**

| Components    | Type of Residence | Low |       | Average |       | High |       |
|---------------|-------------------|-----|-------|---------|-------|------|-------|
|               |                   | N   | %     | N       | %     | N    | %     |
| Listening     | Hosteller         | 14  | 24.14 | 20      | 34.48 | 24   | 41.38 |
|               | Day-scholar       | 191 | 31.73 | 246     | 40.86 | 165  | 27.41 |
| Speaking      | Hosteller         | 10  | 17.24 | 24      | 41.38 | 24   | 41.38 |
|               | Day-scholar       | 152 | 25.25 | 300     | 49.83 | 150  | 24.92 |
| Reading       | Hosteller         | 6   | 10.34 | 23      | 39.66 | 29   | 50.00 |
|               | Day-scholar       | 122 | 20.27 | 304     | 50.50 | 176  | 29.24 |
| Writing       | Hosteller         | 13  | 22.41 | 13      | 22.41 | 32   | 55.17 |
|               | Day-scholar       | 168 | 27.91 | 217     | 36.05 | 217  | 36.05 |
| Grammar       | Hosteller         | 17  | 29.31 | 19      | 32.76 | 22   | 37.93 |
|               | Day-scholar       | 233 | 38.70 | 238     | 39.53 | 131  | 21.76 |
| Vocabulary    | Hosteller         | 5   | 8.62  | 23      | 39.66 | 30   | 51.72 |
|               | Day-scholar       | 89  | 14.78 | 313     | 51.99 | 200  | 33.22 |
| Comprehension | Hosteller         | 13  | 22.41 | 13      | 22.41 | 32   | 55.17 |
|               | Day-scholar       | 180 | 29.90 | 168     | 27.91 | 254  | 42.19 |
| Total         | Hosteller         | 8   | 13.79 | 34      | 58.62 | 16   | 27.59 |
|               | Day-scholar       | 136 | 22.59 | 361     | 59.97 | 105  | 17.44 |

The above data indicates that the day-scholars' English language proficiency in the component - speaking (41.38 percent) and overall (58.62 percent) is average. Listening (41.38 percent), speaking (41.38 percent), writing (55.17 percent), reading (50 percent), grammar (37.93 percent), vocabulary (51.72 percent), and comprehension (51.72 percent) are all determined to be high (55.17 percent). The average English language attainment of the hostellers is 40.86 percent in hearing, 49.83 percent in speaking, 50.50 percent in reading, 36.05 percent in writing, 39.53 percent in grammar, 51.99 percent in vocabulary, and 59.97 percent in total. For the component - understanding, it is determined to be high (42.19 percent). As a result, Null Hypothesis 2(iii) is accepted.

In terms of school type, IX standard students do not achieve a high degree of English language proficiency.

**Table 5: Level of English Language Attainment of IX Standard Students with regard to Type of School**

| Components    | Type of School     | Low |       | Average |       | High |       |
|---------------|--------------------|-----|-------|---------|-------|------|-------|
|               |                    | N   | %     | N       | %     | N    | %     |
| Listening     | Government         | 118 | 39.86 | 135     | 45.61 | 43   | 14.53 |
|               | Aided-Minority     | 86  | 27.22 | 117     | 37.03 | 113  | 35.76 |
|               | Aided-Non-minority | 1   | 2.08  | 14      | 29.17 | 33   | 68.75 |
| Speaking      | Government         | 99  | 33.45 | 162     | 54.73 | 35   | 11.82 |
|               | Aided-Minority     | 63  | 19.94 | 145     | 45.89 | 108  | 34.18 |
|               | Aided-Non-minority | 0   | 0.00  | 17      | 35.42 | 31   | 64.58 |
| Reading       | Government         | 85  | 28.72 | 164     | 55.41 | 47   | 15.88 |
|               | Aided-Minority     | 43  | 13.61 | 151     | 47.78 | 122  | 38.61 |
|               | Aided-Non-minority | 0   | 0.00  | 12      | 25.00 | 36   | 75.00 |
| Writing       | Government         | 107 | 36.15 | 120     | 40.54 | 69   | 23.31 |
|               | Aided-Minority     | 74  | 23.42 | 102     | 32.28 | 140  | 44.30 |
|               | Aided-Non-minority | 0   | 0.00  | 8       | 16.67 | 40   | 83.33 |
| Grammar       | Government         | 142 | 47.97 | 124     | 41.89 | 30   | 10.14 |
|               | Aided-Minority     | 106 | 33.54 | 112     | 35.44 | 98   | 31.01 |
|               | Aided-Non-minority | 2   | 4.17  | 21      | 43.75 | 25   | 52.08 |
| Vocabulary    | Government         | 62  | 20.95 | 175     | 59.12 | 59   | 19.93 |
|               | Aided-Minority     | 32  | 10.13 | 150     | 47.47 | 134  | 42.41 |
|               | Aided-Non-minority | 0   | 0.00  | 11      | 22.92 | 37   | 77.08 |
| Comprehension | Government         | 107 | 36.15 | 94      | 31.76 | 95   | 32.09 |
|               | Aided-Minority     | 86  | 27.22 | 76      | 24.05 | 154  | 48.73 |
|               | Aided-Non-minority | 0   | 0.00  | 11      | 22.92 | 37   | 77.08 |
| Total         | Government         | 90  | 30.41 | 182     | 61.49 | 24   | 8.11  |
|               | Aided-Minority     | 54  | 17.09 | 181     | 57.28 | 81   | 25.63 |
|               | Aided-Non-minority | 0   | 0.00  | 32      | 66.67 | 16   | 33.33 |



In the components of hearing (45.61 percent), speaking (54.73 percent), reading (55.41 percent), writing (40.54 percent), grammar (41.89 percent), vocabulary (59.12 percent), and total (61.49 percent), English language proficiency of IX standard pupils studying in government schools is average. The component - understanding - is determined to be poor (36.15 percent).

In the components of hearing (37.03 percent), speaking (45.89 percent), reading (47.78 percent), grammar (35.44 percent), vocabulary (47.47 percent), and total (57.28 percent), English language achievement of IX standard pupils studying in aided-minority schools is average. It is shown to be high in both writing (44.30 percent) and comprehension (44.30 percent) (48.73 percent).

The overall English language achievement of IX standard pupils in aided-non-minority schools (66.67%) is average. Listening (68.75 percent), speaking (64.58 percent), reading (75 percent), writing (83.33 percent), grammar (52.08 percent), vocabulary (77.08 percent), and comprehension (77.08 percent) are all determined to be high (77.08 percent). As a result, Null Hypothesis 3(i) is accepted.

In terms of school location, the degree of English language attainment of IX standard students is not high.

**Table 6: Level of English Language Attainment of IX Standard Students with regard to Locality of School**

| Components    | Locality of School | Low |       | Average |       | High |       |
|---------------|--------------------|-----|-------|---------|-------|------|-------|
|               |                    | N   | %     | N       | %     | N    | %     |
| Listening     | Rural              | 78  | 17.14 | 238     | 52.31 | 139  | 30.55 |
|               | Urban              | 127 | 61.95 | 28      | 13.66 | 50   | 24.39 |
| Speaking      | Rural              | 53  | 11.65 | 276     | 60.66 | 126  | 27.69 |
|               | Urban              | 109 | 53.17 | 48      | 23.41 | 48   | 23.41 |
| Reading       | Rural              | 36  | 7.91  | 265     | 58.24 | 154  | 33.85 |
|               | Urban              | 92  | 44.88 | 62      | 30.24 | 51   | 24.88 |
| Writing       | Rural              | 63  | 13.85 | 196     | 43.08 | 196  | 43.08 |
|               | Urban              | 118 | 57.56 | 34      | 16.59 | 53   | 25.85 |
| Grammar       | Rural              | 105 | 23.08 | 243     | 53.41 | 107  | 23.52 |
|               | Urban              | 145 | 70.73 | 14      | 6.83  | 46   | 22.44 |
| Vocabulary    | Rural              | 26  | 5.71  | 252     | 55.38 | 177  | 38.90 |
|               | Urban              | 68  | 33.17 | 84      | 40.98 | 53   | 25.85 |
| Comprehension | Rural              | 82  | 18.02 | 143     | 31.43 | 230  | 50.55 |
|               | Urban              | 111 | 54.15 | 38      | 18.54 | 56   | 27.32 |
| Total         | Rural              | 42  | 9.23  | 337     | 74.07 | 76   | 16.70 |
|               | Urban              | 102 | 49.76 | 58      | 28.29 | 45   | 21.95 |

The above table shows that IX standard students in rural schools have average English language attainment in the components of listening (52.31 percent), speaking (60.66 percent), reading (58.24 percent), writing (43.08 percent), grammar (53.41 percent), vocabulary (55.38 percent), and total (74.07 percent). For the component - understanding, it is determined to be high (50.55 percent).

Listening (61.95 percent), speaking (53.17 percent), reading (44.88 percent), writing (57.56 percent), grammar (70.73 percent), comprehension (54.15 percent), and total (49.76 percent) are all poor in

English language achievement among IX standard pupils in urban schools. In the component - vocabulary, it is determined to be average (40.98 percent). As a result, Null Hypothesis 3(ii) is accepted.

In terms of the nature of school, IX standard students' English language achievement is not high.

**Table 7: Level of English Language Attainment of IX Standard Students with regard to Nature of School**

| Components    | Nature of School | Low |       | Average |       | High |       |
|---------------|------------------|-----|-------|---------|-------|------|-------|
|               |                  | N   | %     | N       | %     | N    | %     |
| Listening     | Boys             | 41  | 73.21 | 11      | 19.64 | 4    | 7.14  |
|               | Girls            | 43  | 43.43 | 10      | 10.10 | 46   | 46.46 |
|               | Co-education     | 121 | 23.96 | 245     | 48.51 | 139  | 27.52 |
| Speaking      | Boys             | 35  | 62.50 | 19      | 33.93 | 2    | 3.57  |
|               | Girls            | 36  | 36.36 | 17      | 17.17 | 46   | 46.46 |
|               | Co-education     | 91  | 18.02 | 288     | 57.03 | 126  | 24.95 |
| Reading       | Boys             | 27  | 48.21 | 25      | 44.64 | 4    | 7.14  |
|               | Girls            | 31  | 31.31 | 21      | 21.21 | 47   | 47.47 |
|               | Co-education     | 70  | 13.86 | 281     | 55.64 | 154  | 30.50 |
| Writing       | Boys             | 38  | 67.86 | 13      | 23.21 | 5    | 8.93  |
|               | Girls            | 38  | 38.38 | 13      | 13.13 | 48   | 48.48 |
|               | Co-education     | 105 | 20.79 | 204     | 40.40 | 196  | 38.81 |
| Grammar       | Boys             | 48  | 85.71 | 7       | 12.50 | 1    | 1.79  |
|               | Girls            | 47  | 47.47 | 7       | 7.07  | 45   | 45.45 |
|               | Co-education     | 155 | 30.69 | 243     | 48.12 | 107  | 21.19 |
| Vocabulary    | Boys             | 20  | 35.71 | 31      | 55.36 | 5    | 8.93  |
|               | Girls            | 22  | 22.22 | 29      | 29.29 | 48   | 48.48 |
|               | Co-education     | 52  | 10.30 | 276     | 54.65 | 177  | 35.05 |
| Comprehension | Boys             | 40  | 71.43 | 9       | 16.07 | 7    | 12.50 |
|               | Girls            | 31  | 31.31 | 19      | 19.19 | 49   | 49.49 |
|               | Co-education     | 122 | 24.16 | 153     | 30.30 | 230  | 45.54 |
| Total         | Boys             | 33  | 58.93 | 22      | 39.29 | 1    | 1.79  |
|               | Girls            | 32  | 32.32 | 23      | 23.23 | 44   | 44.44 |
|               | Co-education     | 79  | 15.64 | 350     | 69.31 | 76   | 15.05 |

The above table shows that IX standard students in boys' schools have low English language attainment in the components of listening (73.21 percent), speaking (62.50 percent), reading (48.21 percent), writing (67.86 percent), grammar (85.71 percent), comprehension (71.43 percent), and total (58.93 percent). In the component - vocabulary, it is determined to be average (55.36 percent).

Listening (46.46 percent), speaking (46.46 percent), reading (47.47 percent), writing (48.48 percent), vocabulary (48.48 percent), and total (49.49 percent) are all excellent English language achievement levels among IX standard pupils in girls' schools. The component - grammar - is determined to be low (47.47 percent).

In the components of listening (48.51 percent), speaking (57.03 percent), reading (55.64 percent), writing (40.40 percent), grammar (48.12 percent), vocabulary (54.65 percent), and total (69.31 percent), the English language attainment of IX standard students studying in co-educational schools is average. In the component of understanding, it is determined to be average (45.54 percent). As a result, Null Hypothesis 3(iii) is accepted.

The level of English language attainment of IX standard students with regard to medium of instruction is not high.

**Table 8: Level of English Language Attainment of IX Standard Students with regard to Medium of Instruction**

| Components    | Medium of Instruction | Low |       | Average |       | High |       |
|---------------|-----------------------|-----|-------|---------|-------|------|-------|
|               |                       | N   | %     | N       | %     | N    | %     |
| Listening     | Tamil                 | 174 | 32.34 | 221     | 41.08 | 143  | 26.58 |
|               | English               | 31  | 25.41 | 45      | 36.89 | 46   | 37.70 |
| Speaking      | Tamil                 | 140 | 26.02 | 268     | 49.81 | 130  | 24.16 |
|               | English               | 22  | 18.03 | 56      | 45.90 | 44   | 36.07 |
| Reading       | Tamil                 | 115 | 21.38 | 268     | 49.81 | 155  | 28.81 |
|               | English               | 13  | 10.66 | 59      | 48.36 | 50   | 40.98 |
| Writing       | Tamil                 | 155 | 28.81 | 192     | 35.69 | 191  | 35.50 |
|               | English               | 26  | 21.31 | 38      | 31.15 | 58   | 47.54 |
| Grammar       | Tamil                 | 213 | 39.59 | 210     | 39.03 | 115  | 21.38 |
|               | English               | 37  | 30.33 | 47      | 38.52 | 38   | 31.15 |
| Vocabulary    | Tamil                 | 86  | 15.99 | 276     | 51.30 | 176  | 32.71 |
|               | English               | 8   | 6.56  | 60      | 49.18 | 54   | 44.26 |
| Comprehension | Tamil                 | 163 | 30.30 | 149     | 27.70 | 226  | 42.01 |
|               | English               | 30  | 24.59 | 32      | 26.23 | 60   | 49.18 |
| Total         | Tamil                 | 126 | 23.42 | 318     | 59.11 | 94   | 17.47 |
|               | English               | 18  | 14.75 | 77      | 63.11 | 27   | 22.13 |

According to the following data, IX standard pupils learning in Tamil medium have average English language attainment in the components of hearing (41.08 percent), speaking (49.81 percent), reading (49.81 percent), writing (35.69 percent), vocabulary (51.30 percent), and total (59.11 percent). It has a poor grammar score (39.59 percent) but a good comprehension score (42.01 percent).

The average English language achievement of IX standard pupils studying in English medium is 45.90 percent in speaking, 48.36 percent in reading, 38.52 percent in grammar, 49.18 percent in vocabulary, and 63.11 percent in total. Listening (37.70 percent), writing (47.54 percent), and understanding (47.54 percent) are all judged to be high (49.18 percent). As a result, this is accepted.

## CONCLUSION

"A man's education is influenced by the environment in which he lives. If these settings are built on excellent family norms and traditions, they will have a positive impact on his thoughts and growth, and his education will benefit not just him but the whole community."

In all fields of human activity and all branches of knowledge, English provides the distilled essence of modern knowledge. It provides us with "a cross-section of the contemporary world's mentality."

However, based on the study's findings, the social mosaic of connection between two main social institutions - school and family - portrays a dismal image of English.

As a result, the importance of English in secondary school curricula should be well-defined in line with such terms of reference that should be carefully

percolated without bias and prejudice in the best interests of the students. Such systematic curriculum structuring should be coupled with the English teacher's professional effectiveness in curriculum transaction. As a result, an English teacher must be dynamic, a live wire, a symbol of refinement, an epitome of culture, with a quick sense of humor and resourcefulness to meet the varied demands of situational teaching in a fast-paced teaching – learning process. Parents, too, have an important role to play in their children's English language development. This function should be linked with the English teacher's efforts.

It is practically a cliché to suggest that the educational effort will fail unless parents and teachers are brought together to engage in an intimate conversation. As a result, no student would be hampered by a lack of knowledge of a wonderful language, which would ultimately decide the professional route chosen.

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