



# Language Efficiency of English Among Primary School Students in Relation to Residence and Role of Teachers

**Asim Kumar Betal, Research Scholar,**

**The University Department of English, Lalit Narayan Mithila University, Bihar.**

**Pratibha Gupta, Professor of English,**

**The University Department of English, Lalit Narayan Mithila University, Bihar.**

**Abstract-** Knowledge of English now a days become the symbol of power, position and praise. So, most of all parents need their children to be equipped with the English language. Language is such a subject where students are acquiring form the very beginning of their age. Every child learns their L1 or mother tongue in a normal way of learning without giving effort. Cognitive and meta cognitive efforts do not need to acquire mother tongue. On the other-hand second language may learn only with the help of L1. So, here parents, society, school, curriculum, books, classroom atmosphere all are responsible here.

The present study investigates the efficiency, efficacy and proficiency may vary in relation to area of students; residence and role of teachers in a school. A sample of 200 students, 40 teachers and 20 schools (10 rural schools and 10 urban schools) have been taken for selection randomly in the state of West Bengal. The study revealed the result that the significance difference had been noticed among the learners-students of urban and rural school students. It was also found that the role of teachers was also responsible in building learners' efficacy in language learning in ESL.

**Key words-** English language, Skills, Efficacy, Residence, West Bengal, Teachers, ESL, ELT.

## Introduction-

The key language is the locality of child, the stream of study, the role of the teachers are key characteristics in language proficiency, a child is making the world uncomfortable by acquiring his mother tongue. Not knowing how to behave and not being able to express it, slowly he can walk, walk and finally talk. As a child grows up, he is bound to impress himself with his limited vocabulary he soon learns to attach meanings. This language is best understood by those who suffer from loss of speech, although it is beyond their power to explain. In fact, while we accept take speech and are seldom aware of our interdependence, it seems difficult to imagine the pursuit without it. Not only that, it has helped our nation to mature by transmitting our culture and has enabled the next generation to make great strides in various aspects of our lives through civilization through linguistics. Technology is religion. One can only progress with the help of language. Bloomfield says the catch community is made up of language activities so to know the culture of some people, knowing the language of these people is essential. There is no doubt that living creatures. Birds, insects and animals make special sounds in a given citations, but these words cannot be called speech and so they do not speak. In other words, only humans are gifted with this particular type of communication. Dechant writes, - 'Man, like an animal, can communicate through taste, touch and smell, and through voice and cry, but he can also learn to communicate through language or oral symbolism. Only he has the ability to name his ideas'. " language is not merely a means of learning at all levels of learning, it is a means of growth. It is supposed to communicate with knowledge, and in ordinary life, it is a tool for gathering information. We need language to learn, to retain and to remember our knowledge. The basic needs of the child. " The group collaborates on "(B Bloch and G. Trigger, Aulin of Linguistic Analysis. Waverly Press, 1942)" Language is behavior that involves the organs of the body, the vocal apparatus and the auditory system for oral language, the brachial apparatus and the visual system for sign language. These parts of the body are not controlled by anyone other than the brain for their function. Ideas and Innovations in Technology is also helpful in language acquisition. In terms of their smoothies in spoken and written form, English language proficiency EL means language skills (ability to communicate in English) and academic language skills effectively participate in a course of learning and acquisition of a language to distribute in English and to achieve the expected learning results without the need of language support. To finish reading and age and grade expresses at the appropriate level

1. Acquire skills in language comprehension,
2. Comprehension and information gathering of instruction.
4. To follow the unexpected docs that teachers provide.
5. Increase the ability to create text with content.
6. Format classroom assignments for all ages
7. The ability to use oral language in learning activities within the spelling classroom (such a peer tutoring collaborative learning activities and question-answer session) and social interaction between school and society. Therefore, the teacher should keep in mind while teaching English. **Objectives**

To study the language skills of primary level students in English with locality.

Study of the three interactions of locality stream of study and role of teachers and medium of instruction are key features here. In English Hypothesis there is no significant difference in the language stream of primary students in English.

### **Hypotheses**

The medium of instruction with the local stream in the medium of instruction in language skills in English impacted the proficiency in language English. There was no significant three-way effect of locality. Study and medium of instruction on the language skills of primary students in the English.

### **Method and Method sampling –**

A sample of 200 students of class II from selected schools in Paschim Midnapur district was randomly drawn - a self-developed tool in the present study was used to measure the proficiency level. Randomly selected schools and std. or class-II had been selected.

This questionnaire was used for rural and urban students. Scoring Language Proficiency High Score Proficiency in English indicates that students with low scores are not proficient in English.

**Analysis for data study-**

2X2X2 ANOVA, a medium of instruction on the effects of locality, study of proficiency level of students at std. -II and language skills of the students, consisting of two levels of locality, two levels of currents of study and two levels of medium of instruction and two levels of role of teachers at primary level was assigned. Table-1 meaning complete summary of ANOVA at different levels. Table 2 provides under ANNOVA's Table 2: English language skills depends in Relation to Locality and role of Teachers. Role of teachers "Significant level is 0.05 and the area of students' significance is 0.01.

Locality and areas of students or areas of schools situated 47.48 Combined (locality) and 45.01 Combined (role of teachers).

Variables-	sum of squares-	df-	mean squares-	F
Locality	311.09	1	311.09	9.21
Role of teachers	26.71	1	26.71	.78

From the above analysis, it can be explained that rural and urban studies are preferred for proficiency in English separately and Urban students prefer better language proficiency in English. The sage is said to be self-employed. There is a significant difference between science in English and A Sadents in English. 1ARHE.com A Righn Reerved.Mahindra Fund., International Journal of Advanced Research, Ideas and Innovation in Technology. The average score of Science students is 46 79 and the average score of Arts students is 46 16 Since the average score of Science students is higher than that of Arts students, it shows that Science students have higher language proficiency in English than Arts students. From the above analysis, it can be explained that science and art stream students are significantly difference. Since the average score of English medium students is higher than that of Hindi medium students, it has been shown that English medium students have better language skills in English than Hindi medium students. From the above analysis, it can be explained that there is a difference between English and Hindi students. Significantly better language proficiency in English and science students in English and science than in other IMs at +2 level Arts students Two-way interaction locality and role of teachers. The calculated value of F for the interaction of locality and flow of Study on Student's language proficiency -7.94 is Significant. D F Lee shows that there is a significant

interaction between locality and Study of Study on English language proficiency of 2 students. In light of this, Hypothesis 2 states, "There is no significant interaction between the locality, role of teachers and the stream of study in CFACT from the above analysis of students' proficiency in English at age 42. The calculated value of F for its interaction affecting proficiency +2 has been localized and medium of instruction on student language proficiency 007 which is significant enemy at 0.01 level of confidence. It shows that localization and medium of instruction have significant interaction on language proficiency. In the light of hypothesis, it is stated, "There is no significant correlation between locality and instruction medium on language skills of students in stage 2 English. From the above analysis, it can be explained that locality and instruction medium are taken together. The value calculated by affecting the efficiency is primary student. It has been for the interaction effect of stream of study and medium of instruction on school efficiency which is significant at 0.01 level of confidence. In the light of the study and medium of instruction on student's English language skills, the assumption is stated as 4, "There is no significant interaction between the stream of study and the medium of instruction on students' language proficiency in English.

### **Conclusion-**

From the above analysis, Stream of Shady and Medium of Instruction and role of teachers together stages, has an environment of instruction on the calculated value of F, Stream of Study and primary level student language proficiency for the interaction of locality affecting English language proficiency. There is no significant interaction between off-study and the medium of instruction. "From the above analysis, he can explain that localization, Stream of Study, and Interaction have been taken together to influence English language proficiency based on data analysis and interpretation of the conclusion at +2 stage. The following conclusions may be drawn: 1 Rural and urban students Cash in language proficiency of 2 level English students is significantly different from others, Science and Arts students are significantly different from other students compared to other languages. Students of +2 Stage with English and Hindi medium differ significantly from each other in Language Proficiency of English in primary students of std. II have better Language Proficiency of English as compared to Hindi medium students. Locality and role of teachers taken together affect the Locality, proficiency of English. The effects of English language proficiency and levels of scientific reasoning skills and their influence on the performance English language learners and native English

language speaking students on Language Proficiency test and Content Knowledge. There is perhaps a relationship between English language proficiency and English content learning. The effect of English language proficiency as factors on the learning of English content knowledge of English language learners.

### **Educational Importance or Implication-**

A Higher-order of English language proficiency was shown to predict success in learning English language concepts. The adoption and/or integration of some portions of the theoretical framework and research studies into the current school's science curriculum. Well implemented, both of these could be a potential tool to enhance the English language proficiency and cognitive reasoning skills of English language learners so as to help them achieve higher academic performance. The language used in everyday communication is distinct from the language used in classroom discourse. It is all too easy to misinterpret a student's ability to communicate with classmates on the playground or in the lunchroom-that is, a student's facility with conversational English-as an ability to understand English in any setting, whether in chemistry labs or historical debate.

### **REFERENCES**

Sandeep, KT, 2007 Teaching English as a second language to meet the needs of the learners in Rural Areas. A Challenge. Language in India Vol 7/9 indigenization in multilingual environmental. United kingdom Lingua et Linguistica 1 2 109-111

RNarayanan, N.Rajasekham Nair and S.lyyappan, 2009 English Language Teaching In India A Theoretical Study The Modern Journal of Applied Linguistics Volume 1:1 February 2009

Aggrawal, K.S., 1983. Language Planning: Socio- Economic factors and Learners' Attitudes to English. Unpublished M.Litt dissertation in English. Hyderabad: Central Institute of English and Foreign Languages.

Aggrawal, B.R.D., 1970. English Tense Equivalents of Rhyme of the Hindi Tenses. Hyderabad: Central Institute of English and Foreign Languages.

Ahmed, S.S. (1970). Urdu – English Reported Speech: A study in Contrastive Analysis. Hyderabad: Central Institute of English and Foreign Languages.

Bhor, S.D., 1970. 'Present' Tenses in Marathi and English. Hyderabad: Central Institute of English and Foreign Languages.

- Ganapathy, T., 1968. Sentence Patterns in Kannada and English: A Contrastive study on speaking adult level. Unpublished PhD dissertation. Hyderabad: Central Institute of English and Foreign languages.
- George, M., 2007. Classroom Activities for Building Vocabulary. The Journal of English Language Teaching, India: Vol.45/1 35- 38.54 s Devika Malini
- George, PA and Visveswaran, H, 1967 An Investigation of the acquisition of vocabulary in English Journal of Educational Research and Extension. 4 1
- George. HV, 1971 English for Asian learners Are we on the right road? English Language Teaching, XXV 270 277
- Bhor, S.D., 1970. 'Present' Tenses in Marathi and English. Hyderabad: Central Institute of English and Foreign Languages.
- Ganapathy, T., 1968. Sentence Patterns in Kannada and English: A Contrastive study on speaking adult level. Unpublished PhD dissertation. Hyderabad: Central Institute of English and Foreign languages.
- Grabe, W. 1993 Current developments in second Language reading research In S.Silberstein (ed) pp 205-36
- Lalitha Raja R and N.Rajasekharan Nair 2007. Development of (141 Saroj Thakur, 2007 Hinglish: Code switching, code mixing and plural concord in English among school children, Indian Linguistics. Vol 68 1-2
- Pramanik, TK 1981. A study of the attitude and motivation for learning English at the first degree level in the district of Coltack Unpublished M.Litt dissertation in English. Hyderabad Central Institute of English and Foreign Languages.
- Ravi, PV, 1998 The Motivational problems with reference to teaching learning English as a second language Unpublished PhD dissertation in English Madurai : Madurai Kanaraj University
- Sandeep, KT, 2007 Teaching English as a second language to meet the needs of the learners in Rural Areas. A Challenge. Language in India Vol 7/9 indigenization in multilingual environmental. United kingdom Lingua et Linguistica 1 2 109-111
- RNarayanan, N.Rajasekham Nair and S.lyyappan, 2009 English Language Teaching In India A Theoretical Study The Modern Journal of Applied Linguistics Volume 1:1 February 2009