

PROFICIENCY LEVEL OF SPOKEN ENGLISH IN GOVERNMENT & ENGLISH MEDIUM PUBLIC SCHOOLS

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ABSTRACT

English communication skill is the most demanding need now a day in the world for teaching. Now a day everyone wants to improve their command of English as they want their children good and handy in communicative English. Everyone wants to ensure that their children achieve a good command of English. So they provide opportunities to their children to learn English in many different ways such as through formal instruction, travel, and study abroad, as well as through the media and the internet. The demand of English has created multiple quality language teaching worldwide through teaching and language teaching materials and resources. Learners set themselves demanding goals. They want to be able to master English to a high level of accuracy and fluency. Employment providers also want their employees to be good in English language skills, and fluency in English is a prerequisite for success and advancement in many fields of employment in today's world. The demand for an appropriate teaching methodology is therefore as strong as ever.

Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Grammatical competence refers to the knowledge one has of a language that accounts for one's ability to produce sentences in a language. It is the latter capacity which is understood by the term 'communicative competence'. Any language, as a means of communication, can be used in two ways- spoken and written. In recognition of the importance of English language for enhancing educational attainment as well as for improving communication ability of students, the researcher has tried to select the problems for investigation, defining the scope of the study along with the reasons for conflicting in it and establishing the need for the study as such. In this connection, it becomes essential for the researcher to understand the precise nature of the problem- socio-economic, psychological, cultural and linguistic factors affecting the teaching and learning of communicative skills in English in the state.

Keywords: *English Communication, Communicative Competence, Socio-economic, Linguistic Factors.*

Introduction

English Language Proficiency Levels

- **Level 1: Beginning/Preproduction (Entering):** A respondent must be identified level 1 if one is not able to learn or speak English with the exception of a few isolated words or expressions.
- **Level 2: Beginning/Production (Beginning):** A respondent shall be classified level 2 if all following criteria are met: (a) He/she understands and speaks conversational and academic English with hesitancy and difficulty. (b) He/she understands parts of lessons and simple directions. (c) He/she is at a pre-emergent or emergent level of reading and writing in English, significantly below grade level.

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- **Level 3: Intermediate (Developing):** A respondent shall be classified level 3 if all of the following criteria are fulfilled: (a) He/she understands and speaks conversational and academic English with decreasing hesitancy and difficulty. (b) He/she is post-emergent, developing reading comprehension and writing skills in English. (c) His/her English literacy skills allow him/her to demonstrate academic knowledge in content areas with assistance.
- **Level 4: Advanced Intermediate (Expanding):** A respondent shall be classified level 4 if he/she meets the following criteria: (a) He/she understands and speaks conversational English without apparent difficulty, but understands and speaks academic English with some hesitancy. (b) He/she continues to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance.
- **Level 5: Advanced (Bridging):** A respondent shall be classified level 5 if he/she fulfills all of the following criteria: (a) He/she understands and speaks conversational and academic English well. (b) He/she is near proficient in reading, writing, and content area skills needed to meet grade level expectations. (c) He/she requires occasional support.
- **Level 6: Formerly Limited-English Proficient/Now Fully-English Proficient:** A respondent shall be classified level 6 if the following criteria are met: (a) He/she was formerly limited-English proficient and is now fully English proficient. (b) He/she reads, writes, speaks and comprehends English within academic classroom settings.
- **Level 7: Fully-English Proficient / Never Limited-English Proficient:** The respondent was never classified as limited-English proficient and does not fit the definition of a limited-English proficient student.

Students can be categorized into two; the one is having the regional language as medium of study from the primary level and the other is having English as the medium of study. Hence, the problem of teaching English as a second language, to these students starts from the pre-schooling. For example, country like India is one of those countries whose population and economy is based on agriculture, have the poor background in education and quality lifestyle, the income of the families are not adequate. Hence, the parents are not interested in giving good educational background to their children. In contrast, they are willing to engage their children in some jobs in order to earn money. This is the very basic reason and the affecting factor in teaching.

Secondly, the infrastructure, viz. school buildings – class rooms, labs, etc., is not adequate as per requirement. First category students are compelled to take their classes under the tree, after several planning commissioned have been implemented for development, but still the class rooms and lab are dream for rural learners. The students who are coming from villages and whose parents are farmers and uneducated if the nature fails, the survival of these farmers will be questionable.

Hence, the students are not up to mark due to their family circumstances. On the other hand the students those having enough background in basic education since their parents are educated and they do not depend on the nature much they do not find much difficulty in pursuing their quality based higher education.

Proficiency Level of Spoken English in English Medium Public Schools

A description of the difference between English learnt at Government and Private Public Schools is obvious when we meet such persons. Those who learnt Public School English think in English, but in Govt. schools they think in native tongue and then crudely translate into English. Conversation is more easy, spontaneous and natural in Public Schools English, but is stultified and bookish or formal in Govt. School English. It makes a lot of difference to their lives, because only the Public School ones like reading English books widely because they can enjoy it, For the Govt. school ones it is a burden to read English books, so they tend to shy away from reading.

Since the thoughts written in English are much broader in subjects and attitudes than those in native tongues, the knowledge of thought of the rest of the world gets severely limited and has a drastic effect on the style of life and attitude of Govt. School persons. The importance of good knowledge of English is that it is usually the only means of experiencing the higher things in life, and knowing about other things and people beyond one's immediate surroundings. The researcher wants to make a point here that no language is greater than the other in the world as the concept of any language is always great and respected. So one should not think that language can be lower to some other in the world, yet today when one speaks English it is always as a global language because its users pervade all over the world. May be what one lacks is a good translation ability as it is the most difficult job in any language.

As far as government schools are concerned the researcher suggests not only blaming the system but also raises questions about teachers and their attitude towards teaching. Many of them are complacent of their skills and probably have long forgotten to upgrade their ability to perform better. The learners should also not be blamed for it when attitude in all government schools is the same, delivering the same for years together and when it comes to learning English many of them do not even know about the four basic skills of any language. The researcher feels the need of teacher training in government schools other than the regular ones given at the outset of their careers. Apart from that assessment of teachers from time to time could be another solution.

Conclusion

A Critical analysis of the study shows that inability of parents to speak or express themselves in English language has immensely contributed to students' poor academic performance in English language. This might result from parents' poor educational background. Indication from the analysis of study shows that good method of teaching employed by teacher can enhance better comprehension of English language. Analysis shows that the learners those who are comfortable in company of their friends are good in spoken English have fluency and command in spoken English. Interaction with friends in English language will open up their weakness and strength in the language.

References

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