

MEASURING THE RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND LANGUAGE PROFICIENCY AMONG MAURITIAN PRIMARY SCHOOL STUDENTS

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Abstract

English assumes a vital part in the Mauritian education framework, not just as a significant subject yet particularly as the mechanism of guidance. Any curricular changes must consolidate a legitimate talk around instructive language arrangements for the student population, and propose a curricular change that would make the instructing of English in Mauritius powerful. There's a creating open push that unprotected guidelines of English, among instructors and student, are inciting an unacceptable nature of academic achievement. This brought up an issue on the English Proficiency Education in the Mauritian Education framework. This paper considers a few key requests: To analyse the English proficiency level of Mauritian students, English Tongue Capability Test (English Dialect Capability Test) was utilized. The English Dialect Capability Test was associated with the students each year scores in centres school subjects – Math, Science and English utilizing Pearson Thing Diminutive Relationship and Coordinate. The outcomes gave the idea that English Language ability of the students consolidates an enormous positive relationship with their normal academic achievement which there's a fundamental effect of English vernacular capacity on students by and gigantic smart accomplishment. Considering these revelations, it is proposed that trials got to be prepared towards making the Mauritian students competent in English as a strategy of working on their insightful introduction. This research paper gives us the information on the academic achievement of Mauritian student that how it is being affected by their English Proficiency level, which will help the Ministry of Education to work on the flaw of language proficiency in educational system and will help out the future generation educational foundation. This research paper will elaborate out the language gap faced by the Mauritian students which is affecting their academic achievement.

Keywords: Academic Achievements, Language Proficiency, Mechanism, Primary School.

INTRODUCTION

BACKGROUND

Schools and individuals who work in training in these evolving eras are confronting impressive difficulties. Educational plan and examination in this setting needs to be perplexing and diverse. How to foster key capabilities for individual, social and financial prosperity in the 21st century? Every one of these are essential educational plan issues. English assumes a critical part in our educational framework, as a significant subject as well as particularly as the mechanism of guidance. Any curricular changes should join a legitimate talk around instructive language arrangements for our student body, and propose a curricular change that would make the educating of English in Mauritius powerful and productive There's a creating open stress that powerless rules of English among teachers and student, are inciting a forbidden nature of instructive execution. Typically felt in Mauritius as well as is probably shared in other ESL circumstances within the African territory where English isn't fair the specialist language

however the component of direction for most of school life.

AIM AND OBJECTIVE

The foreign languages teaching and the factors which affect the process have grasp the attention of language researchers for many years. In order to enhance the learning process variables which effects the language learning in the context of EFL have been studies and their relationships are studied for the enhancement of education and society. Researchers think that students confront barricade and troubles in making the concepts and substance of the study which are instructed in their target language, which contrarily impacts their academic accomplishment, or in other words learners with less English proficiency who face difficulty in speaking, writing or learning in English show no or least accomplishments in their academic career.

RESEARCH QUESTION

The aim is to clarify the issues and examine out whether academic accomplishment and language proficiency are related, primary centre of this think about is to discover out the relationship between the academic accomplishment and language proficiency within the setting of EFL. So, following are the question were formulated:

1. Is there a connection between English language capability and academic achievement of Mauritian primary school students?
2. How much would students' capability in English decide their academic presentation?

SIGNIFICANCE

The aim of this research was focused in the assessment of obtaining of English Proficiency and the English language improvement measure with the survey of primary students who have been recognized with low English proficiency whose academic accomplishment can be secure by improving their English proficiency. In view of likely patterns in the relationship of scores on the two appraisals, bits of knowledge and data can be gathered with respect to the fair act of evaluating perusing abilities in English of English language student students who are creating capability in the English language. These discoveries ought to altogether affect ebb and flow or future enactment in regards to the training of English language student students, locale and school administrations and intercessions for English language student students.

LIMITATIONS

1. It was restricted to limited number of schools. It is prescribed for additional investigations to remember more than one establishment for request to have a bigger sample size.
2. Exploration was restricted to a quantitative study. Future exploration could utilize a blended techniques approach to acquire more far-reaching data on worldwide students view of difficulties related with their academic undertakings in an unfamiliar city or country.
3. At last, more exploration is required on the connection among multilingualism and the academic exhibition of global students.

LITERATURE REVIEW

ENGLISH LANGUAGE PROFICIENCY LEVELS SPECIFICATIONS IN MAURITIUS

Language capability is an extremely proficient instrument to prepare students. Mauritians' official language is English and most academic subjects use English language yet Mauritian mother language is 'kreol'. Therefore, the investigation on the impact of English capability on academic execution. As English language students obtain English as a subsequent language, they progress through English language capability levels. The pace of movement through every English capability level differs as indicated by the singular attributes of every English language student. In this work English language grades as far as passes and credit passes are utilized to catch capability levels and academic exhibitions utilizing a non-parametric methodology. The training framework in Mauritius, designed after the British model, has improved enormously since Independence. It has been free through the optional level since 1976 and through the postsecondary level since 1988. There have been four significant changes remembering the abolishment of the positioning framework for 2001. Afterward, this framework was abrogated and a reviewing framework was presented in 2001 and rebranded in 2006 as A+ framework. The nine-year schooling is functional since 2017 and it has new targets and given another educational program including major subjects, alternative major subjects like maths and history and non-major subjects like arts. The investigation of (Javier, 2001) presumes that the student shortcomings in Science and Mathematics subjects are ascribed to the student's trouble in English. It remembered troubles for making summaries and translations of data, finding significance, reaching determinations, and summing up thoughts. Every one of these reduce to issue on cognizance, driving the students not to get what they are perusing. They are not creating capability in the language. They experience issues in communicating their thoughts in spoken and affirmed this when he said English language is an amazing element in the investigation of science in Mauritian Universities and Polytechnics.

ENGLISH TEACHING IN MAURITIUS PRIMARY SCHOOLS

Most Mauritian children confront a language challenge as they take off their homes and begin school. Whereas most Mauritian children talk French and Kreole as domestic language, the Mauritian essential instruction program advances English as the most dialect of education as it is medium of instruction. In such a setting, the preschool has the verifiable part of planning the 4- and 5-year-old Creole-speaking children for the English-mediated essential instruction educational programs. This paper analyses the part of the preschool in bridging the language crevice between the domestic and the school. On the premise of an examination of the English dialect instructing hones of instructors in seven preschools, it is contended that there's a need of coherence and progression between the preschool curriculum and the essential school educational programs which the preschool insufficiently plans children for the language challenges of the essential school program.

EVALUATION OF SECONDARY LITERATURES

Language policies in education in multilingual postcolonial settings are regularly driven by ideological contemplations more veered towards socio-economic and political reasonability for the nation than towards the common sense at usage level. Centuries after the appearance of colonisation, when socially and etymologically homogenous nations made a difference to preserve the domain of colonisers, the English language still features a fortification in various nations due to the great rewards it offers. How at that point are the diversity of languages frequently with diverse statuses and capacities in society reconciled within the educating and learning prepare? How do teachers bargain with the complexities that are produced inside a

circumstance where children are taught in a language that's remote to them? This paper is based on a consider including pre-essential instructors in Mauritius, a creating multilingual African nation. The point was to get it how their approach to the education of English was moulded by their true-life encounters of learning the language. The story request technique advertised wealthy conceivable outcomes to attack into these encounters, counting the signs of arranging their classroom instructional method in connection to them possess individual verifiable histories of language educating and learning, the approach environment, and the down to business classroom specificities of differing, multilingual learners. These bits of knowledge gotten to be assets for early childhood teacher and teacher's improvement in multilingual settings caught inside the pressures between dialect arrangement and instructional method.

CORELATION BETWEEN ACADEMIC ACHIEVEMENT AND LANGUAGE PROFICIENCY

Also, Garcia-Vasquez et al. (1997) analysed academic accomplishment of Hispanic centre and secondary school students with proportions of their capability in English. They found that there is an essentially high connection between English capability and English academic accomplishment. In a comparable report, Butler and Castellon-Wellington (2000) pointed toward discovering the connection between academic accomplishment and language capability. They contrasted student's academic performance with their simultaneous presentation on a language capability test. In the mean time they estimated student's academic achievement through English proficiency tests. Their review showed that there is a critical connection between academic accomplishment and English Language Proficiency.

To decide if language capability influences the academic accomplishment of EFL students, Mahadeo did a piece of exploration where an example of 50 students was considered. Eighty percent of the members were female and twenty percent were male. To settle on their general language capability, a normalized Test of reading, speaking, listening and writing skills has been utilized. In the meantime, students grade point midpoints (GPAs) were utilized as the markers of students' academic accomplishment, uncovered a huge connection between English language capability and academic accomplishment (GPA). The connection coefficient of the two arrangements of scores was 0.48. This proposes that as increasing English proficiency, so does academic achievement. As such, there is a positive connection between the two factors.

METHODOLOGY

APPROACH

A cross-sectional, poll-based methodology was utilized in this research to inspect the connection between English language capability and academic performance of primary school of Mauritian.

DESIGN

A joined ex-post facto and Correlational arrange were grasped in this survey considering the way that the investigator had no prompt control of the free calculate as its sign has successfully existed. It is fair its relationship with the dependent variable that was brilliantly inspected.

DATA ANALYSIS

Data assembled were broken down utilizing Pearson Item Minute Correlational Investigation to examine the level of association between English language capability and academic achievement. Coordinate Relapse Investigation was moreover done to choose the impact of English language capability on students in common academic achievement at 0.05 level.

DATA COLLECTION TOOL

The significant examination instruments utilized in this review was (ELPT - English Language Proficiency Test), a normalized Interview and four skills were tested in English i.e., Listening, reading, writing and speaking. ELPT judge student tuning in, understanding perception, syntax and composed articulations just as jargon. The reviewing models for surveying the meeting were elocution, style, jargon, syntax, appropriateness, familiarity and exactness, to all of which equivalent focuses were allotted.

SAMPLING PROCEDURE

The audit went on for very a few times. The ELPT was to begin with controlled to sharing students and this was trailed by the assembly. The scores of students within the ELPT were utilized to select their English dialect capability scores. At that point, the educational achievement scores of the individuals in three subjects viz: English, Science and Home-economics were accumulated. The English language capability scores were run against the student's scores within the middle subjects to choose the association between them.

SAMPLING COLLECTION

A convenient sample of student of 5 primary schools in Mauritian was resurrected to participate in this surveying questionnaire poll.

SAMPLE SIZE

The population of the study is considered to be 50 students from Rose-Belle North Govt. School, Orchard Kids Primary School, Planet Kids, Sir Claude Noel Govt. School and Pere Laval RCA.

ETHICAL CONSIDERATION

The examination investigation was supported by the organization review board and all members gave their opinion based on their independent consent.

DATA ANALYSIS AND FINDINGS

Table 1: Distribution of Gender

| | F | % |
|----------|----|-------|
| Male | 27 | 54 |
| Female | 23 | 45 |
| Σ | 50 | 100 % |

(Table 1) uncovers that 50 students took part in poll, 54% was male advertisement 45% was female. This infers that both genders were addressed in poll.

Table 2: Student level of Proficiency in English

| Performance Level | f | % | Mean performance | Std. |
|-------------------|----|-------|------------------|------|
| 0 - 39 | 2 | 4 | 58.17 | 43.8 |
| 40 - 49 | 11 | 22 | | |
| 50 - 59 | 21 | 43 | | |
| 60 - 69 | 13 | 26 | | |
| 70+ | 3 | 6 | | |
| Σ | 50 | 100 % | | |

(Table 2) uncovers that just four percent of the students shows zero capability in English test;

twenty two percent had standard pass; forty three percent had lower credit, twenty-six had upper credit while six percent had qualification in English language. The mean exhibition is 58.2% which turn out to be better than predicted. The results exhibit student have English Language proficiency better than expected.

QUESTION 1

Is there a connection between English language capability and academic achievement of Mauritian primary school students?

Table 3: Pearson-Product correlation Summary

| Variable | N | Mean | Standard Deviation | R | P | Remark |
|--------------------------------|----|--------|--------------------|-------|------|--------|
| Score of Proficiency | 50 | 57.17 | 42.82 | 0.499 | 0.00 | Sig. |
| Academic performance (Average) | 50 | 218.60 | 48.39 | | | |

Table 3 uncovers the huge positive connection between proficiency in English language and the student academic exhibition ($r = 0.499$; $P < .05$). The positive relationship recommends, that the academic accomplishment rise with the English language proficiency of students.

QUESTION 2

How much would student’s capability in English decide their academic achievement?

Table 4: Linear Regression analysis summary

| Independent Variable | R | R ² | Adjusted R ² | Model | Sum of R ² | df | Mean | F | Sig. (P) |
|----------------------|-------|----------------|-------------------------|--------------|-----------------------|-----------|----------|----|----------|
| English Language | 0.499 | 0.421 | 0.408 | Regression | 4012.623 | 1 | 4012.622 | 18 | .000 |
| Proficiency | | | | Residual | 44159.832 | 48 | 222.969 | | |
| | | | | Total | 48153.455 | 49 | | | |

Subordinate variable: Academic Performance Table 4 uncovers that the coefficient of assurance (Adjusted R²) = 0.408, which gives the extent of fluctuation to be 40.8%. This infers that about 40.8% of the absolute changes in this current understudy's academic presentation is dictated by the level of the student capability in English language. The impact is likewise demonstrated to be critical ($F(1,198) = 18.0$; $P < .05$). Hence, it very well may be presumed that about 41% of changes in student’s academic record is represented by capability in English Language and this impact is huge.

The research unleashes that there is a huge relationship in between the Academic Accomplishment and the English language proficiency ($r = 0.499$). This proposes that as English capability increases, so does academic achievement. This discovering upholds the perspectives on specialists that there is a relationship between capability in the language of guidance and generally speaking of academic accomplishment of students.

In discrete investigations, Feast (2002) and Graves (2001) tracked down a huge and positive connection between English language capability and teaching in schools as estimated by Grade Point Average (GPA). Ajibade (1993) tracked down a critical positive connection between

Proficiency in English and accomplishment in French among Mauritian primary School students. This concentrate additionally showed that capability in English fundamentally affects senior auxiliary school students' academic accomplishment $FC(1,198) = 18.0; P < .05$. This implies that the subjects with higher language capability had higher academic accomplishment scores in the centre school subjects as well as the other way around. This discovering agrees impeccably with that of Stern (1992's) revelation that the powerless in general language capacity of Mauritian students influences definitely their academic achievement in assessments.

CONCLUSIONS

In outline, it is found from this research about that English language capability may be a not too bad marker and pointer of academic achievement of primary school students in Mauritian. In this way, it is recommended that the targets of educating Mauritian students to be competent in English have to be altogether looked for after since English language capability in the long run chooses their common academic accomplishment. This requires a consider effort of all accomplices within the preparing range in Mauritius like Educational modules organizers, perusing writers and English language teaches. Furthermore, English language proficiency, got to be given interesting thought at all degrees of Mauritian education system taking under consideration the anticipated consequences of such degree in each viewpoint of insightful turn of occasions. Finally, the English language instructors in Mauritius ought to be uniquely prepared through supplemental classes, studios, courses and symposia to enable them appear the four dialect capacities of reading, speaking, listening and writing effectively at primary school levels. Anyway, our students are not thinking about this as a significant factor to work on their confidence or academic accomplishments. Current research needs further investigation to comprehend the numerous components which influence students' confidence and academic accomplishment. The main point of conclusion is that because of Language proficiency primary school students are losing their future, this is the stage where the foundation of student is built for the future academic career, so ministries should give such problem a serious concern.

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