

**RESEARCH PAPER****English Proficiency Issue in Education: A Study on Master's Student****¹Dr. Lubna Ahmed Soomro* ²Wakeel Ahmed Otho and ³Maliha Khalid**

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***Corresponding Author** melubna@hotmail.com**ABSTRACT**

This study examines the problem of English language proficiency in the classroom and highlights the difficulties students encounter when expressing themselves in the language. It highlights how significantly English language proficiency affects students' entire educational experience. Additionally, university should implement language support programs and resources to ensure that all students have the opportunity to succeed. This will help create a more inclusive and equitable learning environment for all students, regardless of their language background. Additionally, training and professional teachers should provide ongoing support English language learners in the classroom. This study used mixed method and data analysis to examine the impact of English language proficiency on master students' academic performance, and this study suggests that language barriers can have a detrimental impact on academic performance and overall success. Therefore, it is crucial for educators to address these barriers and provide the necessary support to help students thrive.

Keywords: Education, English Proficiency, Master Student, Professional Teachers, Spoken English**Introduction**

Language is a fundamental human need and the most visible indicator of human activity. Its function in promoting communication and influencing the presentation of ideas makes it critical to social interaction since it not only delivers and reflects facts, but it also forms opinions. Language and society are inextricably linked because of how language impacts social relationships between individuals (Dias, 2017). Languages differ from culture to society; sociolinguistic factors influence how a language is perceived and spoken in a community. Education, an essential sociolinguistic component, influences an individual's language choices about where, when, and how to speak any language. It also plays a significant role in shaping linguistic attitudes and preferences. Education can impact an individual's language proficiency and fluency. It can determine the level of formality and correctness of their speech (Jain, 2019). Since learning English as a second language has become essential in today's world, students attending Pakistan's elite educational institutions are required to speak the language because it is not their native tongue. The ability to communicate effectively in English is seen as a valuable skill that can open up opportunities for these students both locally and internationally. It is also considered a marker of social status and privilege. It is a key factor in achieving success in various professional fields. Mastering the English language can give individuals a competitive edge in the global job market (Haidar & Fang, 2019). Language use is directly and significantly impacted by sociolinguistics. Everyone speaks and communicates differently at educational institutions; therefore, speaking a certain language improves a person's language over time as they engage with a variety of people. It is important to understand how sociolinguistics plays a role in shaping language use in different contexts. Understanding sociolinguistics can help individuals navigate various social situations and communicate effectively with diverse groups of people (Shamim, 2008). As a result of sociolinguistics' emphasis on

naturally occurring language use, second language experts have looked to this field of study to develop new teaching methods for language speaking and to expand the objectives of language instruction. This is because English has become a global language and can be used to access knowledge about the world. Therefore, it is crucial for individuals to develop proficiency in English in order to succeed in the global marketplace. Learning English can open up countless opportunities for personal and professional growth. It is an essential skill that can greatly enhance one's career prospects (Sijali, 2016). Many employment options become available when English becomes more widely accepted as a means of communication. Speaking English well increases one's likelihood of developing emotional intelligence, which enhances one's chances in life and at work. Strong communication skills are essential in the workplace, and English proficiency can open up many opportunities. It is also important to remember that language is just one aspect of effective communication. Body language, tone of voice, and listening skills are also key components to consider. To ensure clear and successful interactions with others (Akram & Mahmood, 2007). This study examines the social effects of students using the English language, focusing on how fluency improves confidence in learning environments and helps students adjust to life abroad. Using a combination of techniques and methodologies, it explores sociolinguistic elements that impact students' acquisition of the English language in the classroom, suggests methods for developing oral proficiency, and encourages more extensive student contact. This research aims to improve the overall experience of students as they adjust to life abroad. The ultimate goal is to enhance language learning outcomes and promote cultural understanding. This research will serve as a valuable resource for educators and program coordinators seeking to create a more enriching and successful language learning environment.

Literature Review

Language is an essential communication tool that conveys information about the society and culture of its users. Since language use and learning are both enmeshed in social situations, they have a close link with culture and society. Language is an important aspect of human identity and social interaction. It plays a crucial role in shaping our thoughts, beliefs, and behaviors. Language is also a powerful tool for expressing emotions and connecting with others (Vijayalakshmi & Babu, 2014). In a comparable manner, education is vital in fostering meaningful interactions between people from different civilizations. For language learners who actively interact with one another, this is especially important in order to increase their exposure to a wider range of linguistic phrases. Therefore, when teaching English to learners whose first language is not English, teachers have a critical responsibility to apply specialized pedagogical techniques and tactics that promote successful language acquisition (Zaidi & Zaki, 2017). Teaching English requires an emphasis on sociolinguistic elements, which include things like culture, dialects, language versions, manner, and the practice of code- This all-encompassing method guarantees a full comprehension and utilization of the language, cultivating a more inclusive and efficient learning atmosphere (Warsi, 2004).

The Use of English in Education

The use of different languages in a teaching context should be tailored to the needs of students' education. There is no one-size-fits-all approach. Each individual student may benefit from a unique combination of languages in their learning experience (Channa, 2017). Studying a language in a range of student-spoken dialects is more beneficial. It allows for a greater understanding of the language's nuances and regional variations. It also provides a deeper cultural immersion experience. It also helps students communicate more effectively with native speakers in different regions (Rahman, 2001). Emphasizing dialects in the classroom has an even greater impact on speakers' academic progress. Furthermore, the usage of dialects by teachers and students alike may result in incentives that are specific to the dialect used for communication. It can also help to validate students' cultural identities

and backgrounds. Dialects can foster a sense of belonging and pride in students, ultimately leading to increased motivation and engagement in their education (Mansoor, 2002). The methodical ways in which an individual or a group of speakers of a language vary from other speakers of that language are known as dialects. These variations can include differences in pronunciation, vocabulary, and grammar. These variations can also be influenced by region, social class, and education level. Regional dialects can be so distinct that speakers from different areas may have difficulty understanding each other (Raza, 2015). Speaking English is just as important in an educational setting as learning written English since written language is full of examples, and teaching methods must involve students in practicing the skill of creating sentences in a target language as they are learning written models of the language. Students need to become fluent in pronouncing English sounds before they can speak the language effectively. Students need to become fluent in pronouncing English sounds before they can speak the language effectively, focusing on both phonetics and intonation (AMMAR, Naveen, FAWAD, & QASIM, 2015). Spoken language learners devote several hours to mastering the pronunciation of English sounds, initially in single words, followed by brief, isolated phrases. Only later do they begin to work on longer and more complex sentences. Eventually progressing to conversational fluency (Sukyadi, 2015). To teach English as a spoken language to non-native speakers, they must acquire both the written and spoken forms of the language. Syntactically, sentences written by most English speakers are also simpler than those produced in written language. They also tend to use a smaller vocabulary and less complex grammatical structures. They also tend to use more common words and phrases. They also tend to follow typical subject-verb-object word order. They also tend to rely on more informal language and colloquial expressions (Manan, David, & Dumanig, 2016).

The Significance of English

Culture and language go hand in hand, and pupils who are fluent in English are able to engage with people from English-speaking nations and comprehend the nuances of their cultures. Students who wish to become global citizens must do this. It is essential for them to develop a strong proficiency in the English language. This will allow them to effectively communicate with individuals from diverse backgrounds and navigate the complexities of an interconnected world. This will give them the necessary tools to succeed in an increasingly globalized society (Alam, 1998). The ways that learning English fosters international competency. Academics from different linguistic origins are encouraged to do research and be creative when they can communicate and work together efficiently in English. Recent study on English as a Lingua Franca (ELF) demonstrates how language competency enables international scholars to collaborate on innovative research projects and share ideas. It shows that proficiency in English can lead to increased productivity and success in a global academic setting (Coleman, 2010). In the Internet age, English also takes on a major role as the primary language of online education and communication. English is essential for online collaboration since it allows students to access a wealth of resources and engage in global communication. Proficiency in English provides access to an abundance of cultural and recreational materials. Given that English is the most widely used language in the world of entertainment—from movies and television to books and video games—it is essential for understanding people from other cultures (Akram, 2017). In the travel and tourism sectors, English is helpful. Highlights how English's position as the world's unifying language facilitates contact with English-speaking individuals and the availability of English-language resources at hotels and tourist sites. Knowledge of English can greatly enhance a traveler's overall experience. It can also make communication smoother and more efficient in countries where English is commonly spoken (Haidar & Manan, 2021). The literature's conclusion highlights the unquestionable significance of English literacy within the context of education. It goes beyond only developing linguistic proficiency to give students access to knowledge, job opportunities, cultural awareness, communication, and

involvement in a globalized society. This in-depth analysis highlights the importance of English language competency in education on a variety of levels.

Material and Methods

To obtain thorough insights from participants, this study used a mixed-methods strategy that included quantitative and qualitative research techniques. Data were gathered from a wide range of people, including professionals, educators, and students, using questionnaires and interviews. Purposive sampling was used to guarantee participation from a range of socioeconomic and educational backgrounds.

A targeted sample of 93 master's students from the University of Education's English Department were chosen for the quantitative portion. A brief Forms questionnaire was given to participants in order to gauge their level of competence at the moment and determine any obstacles they may be facing. The chosen students were interviewed in-depth to learn more about their experiences and viewpoints for the qualitative component. Thematic analysis was used to examine and analyze qualitative data, providing a more complex comprehension of the opinions of participants. 93 of the 150 students who attended both sessions provided insightful answers. SPSS was used to analyze the results.

Results and Discussion

Descriptive statistics were calculated using the continuous variables response score, English language competency, and experience score. The findings were examined and reported. Similar results were observed for the English language proficiency experience, which revealed that pupils were neither extremely adept nor had poor pronunciation. The categorical factors of English language level demonstrated at least a modest level of awareness and understanding of English language concerns.

The study focused on the quantitative and qualitative information gathered using a questionnaire from master's candidates from different departments of English Department at the Universities of Sindh. There were forty replies to the survey. The study's conclusions were closely scrutinized, emphasizing the participants' agreement.

Table 1
English language Proficiency

Categories	Frequency	Percent	Cumulative Percent
Speaking difficulties	15	16.10	16.10
Limited vocabulary acquisition	26	28.00	44.10
fear of making mistakes	21	22.60	66.70
Poor Pronunciation	31	33.30	100.00

Table 2
English language Proficiency Students and Teacher

Categories	Frequency	Percent	Cumulative Percent
Male students	21	22.60	22.60
Teachers	19	20.40	43.00
Female students	27	29.00	72.00
Mixed students	26	28.00	100.00

Frequencies were calculated for the categorical variables master's students and language proficiency experience (see Tables 1 and 2). Evaluating increasing language competence was pretty evenly distributed among the four groups, with more than half (57.00%) claiming to be at least somewhat knowledgeable and aware of developing linguistic proficiency problems. The last phrase is: However, there were some differences

between the groups in terms of specific poor pronunciation and comprehension. While the great majority of survey respondents reported being rather unskilled, their self-assessment was significantly more positive, with one-third identifying as having experience in the field of language competency.

After doing a thorough analysis of the research data, the researchers have learned a great deal about the difficulties that the students in this study have while communicating in English on a daily basis. These difficulties cover a wide range of topics, most notably the propensity of students to return to their mother tongue, the fear of making mistakes, poor pronunciation, limited vocabulary, and a lack of practice opportunities. Language communication can be particularly difficult for individuals who struggle with these obstacles. Those individuals may find it challenging to effectively communicate in a foreign language. Furthermore, it is clear that psychological elements that contribute significantly to these language barriers include shyness, a deep lack of confidence, fear of making mistakes, and decreased motivation. These psychological elements can have a profound impact on an individual's ability to effectively communicate in a foreign language. This can result in limited opportunities for personal and professional growth, hindering their ability to fully immerse themselves in a new culture and form meaningful connections with others. The students concurred that learning English affects their chances of finding work, communicating internationally, having fun, traveling, and engaging online outside of the classroom. Consequently, being fluent in English is a transformative asset that allows people to navigate easily and successfully throughout a worldwide society, rather than merely a talent. It is a skill that opens doors and creates opportunities for personal and professional growth. It is essential in today's globalized world to have proficiency in English. The investigation also examined the difficulties the students had while speaking English on a regular basis, such as the use of their mother tongue, apprehension about making mistakes, bad pronunciation, a lack of excitement, possibilities that were limited, and a limited vocabulary development. Speaking challenges have been connected to psychological problems such as anxiety, shyness, and a lack of drive and confidence, which can hinder personal and professional success. Growth and development. Success, ultimately impacting overall quality of life.

Conclusion

In conclusion, the evaluation of the diverse worth of the English language highlights its vital function for students both inside the educational realm and beyond. English proficiency is no longer just a talent; it's a transformational advantage that makes it easier to navigate the globalized world with assurance and effectiveness. Mastering the English language opens up a world of opportunities and connections that would otherwise be inaccessible. The benefits of English proficiency reach far and wide, allowing individuals to communicate and collaborate on a global scale. The problems that students have been able to identify with regular English communication—such as native language interference, fear of making mistakes, pronunciation issues, difficulty learning new vocabulary, and limited opportunities—have been linked to psychological factors such as fear, shyness, and a lack of motivation. A comprehensive strategy that includes extensive, interactive, responsive, and imitative speaking exercises together with instructional techniques like the Grammar Translation Method is needed to mitigate these difficulties. The results confirm that having a strong command of the English language improves not just one's chances for school and employment but also one's ability to communicate globally, have fun, travel, and interact online outside of the classroom.

Recommendations

The study's main emphasis was on Master's students at a particular university's English Department, which limited the findings' applicability to a larger community. Subsequent studies ought to involve a wider range of participants, encompassing

individuals from different fields of study and academic backgrounds. A more thorough understanding may also be obtained by investigating other variables, such as socioeconomic backgrounds, that affect language development. The study's importance would also be increased by using a longitudinal strategy to evaluate the long-term effects of language therapies on students' proficiency and sociolinguistic ability. This would provide more comprehensive and valuable insights into the effectiveness of language therapies in different contexts. Additionally, it would allow for a better understanding of the factors that contribute to successful language intervention outcomes. Furthermore, it could help inform the development of more tailored and effective interventions for individuals with communication disorders. Finally, this research could ultimately improve the quality of life for those struggling with communication challenges.

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