

Relationship Between English Language Proficiency And Teaching-Specific Language Proficiency Among D.El.Ed. Students In Tripura

Ms. Nandita Majumder¹, Prof. (Dr.) Prem Shankar Srivastava^{*2}

¹Research Scholar, Faculty of Education, The ICFAI University, Tripura, India.

^{*2}Principal, Faculty of Education, The ICFAI University, Tripura, India.

Abstract

This study investigates the correlations between core language Proficiency; listening, speaking, reading, and writing; and teaching-specific language Proficiency among 412 Diploma in Elementary Education (D.El.Ed.) students in Tripura, India. Using Pearson's correlation analysis, the results reveal strong positive relationships across all Proficiency, with coefficients ranging from 0.679 to 0.798 (all $p < .001$). These findings underscore the integral role of foundational language proficiency in enhancing teaching-oriented language competencies for pre-service elementary teachers. Implications for teacher training programs are discussed, emphasizing the need for integrated language development in D.El.Ed. curricula. The study contributes to the growing body of evidence on language proficiency and teaching efficacy in pre-service education.

Keywords : English Proficiency, Teaching-specific Proficiency, Pre-service teachers, D.El.Ed., Tripura

INTRODUCTION

The Diploma in Elementary Education (D.El.Ed.) program in Tripura, India, is a two-year diploma designed to prepare aspiring teachers for elementary schooling. elementaryeducation.tripura.gov.in Administered through institutions such as the District Institute for Education and Training and Bhavan's Tripura Teacher Training College, and often facilitated by the State Council of Educational Research and Training (SCERT) or the National Institute of Open Schooling (NIOS), the program requires candidates to have completed 10+2 with a minimum aggregate, aiming to build pedagogical competencies for diverse classroom settings. collegedunia.com careers360.com In Tripura, a northeastern state with multilingual and multicultural demographics, effective language Proficiency are crucial for teachers to facilitate learning in subjects often taught in English or regional languages like Bengali and Kokborok.

Language proficiency is foundational to teaching performance, particularly for pre-service teachers who must model clear communication, manage classroom discourse, and adapt to linguistically diverse students. sciencedirect.com Prior research highlights that deficiencies in language Proficiency can hinder teaching efficacy, self-confidence, and student outcomes. digitalcommons.unl.edu This study examines the relationships between listening, speaking, reading, and writing Proficiency and teaching-specific language Proficiency; defined here as language competencies tailored to instructional contexts, such as explaining concepts, providing feedback, and facilitating discussions; among D.El.Ed. students in Tripura. The hypothesis posits positive correlations, informed by the need to strengthen language integration in teacher education.

LITERATURE REVIEW

Extensive research demonstrates a positive link between pre-service teachers' language Proficiency and their teaching performance. For instance, studies on English language competence among pre-service teachers reveal that higher proficiency correlates with greater teaching efficacy, particularly in pronunciation, grammar, and oral communication. files.eric.ed.gov researchgate.net In linguistically diverse settings, teachers' ability to identify academic language features and adapt to cultural diversity enhances pedagogical outcomes. tandfonline.com frontiersin.org

Biographical experiences with language also shape prospective teaching practices, with pre-service teachers benefiting from targeted training in linguistically responsive methods.sciedirect.com In non-native English contexts, such as parts of India and Ghana, linguistic challenges in medium-of-instruction programs affect teaching confidence and performance.sciedirect.com Furthermore, self-efficacy in teaching English to young learners is tied to language proficiency, influencing lesson delivery and student engagement.pmc.ncbi.nlm.nih.govjournal.ups.edu.my

In the Indian subcontinent, where D.El.Ed. programs emphasize foundational education, oral and written Proficiency are critical for effective practice teaching.pdf.semanticscholar.org Autonomy in language learning among pre-service teachers also predicts better instructional autonomy.emerald.com These insights frame the current investigation, which builds on this by quantifying correlations in a Tripura-specific sample.

METHODOLOGY

PARTICIPANTS

The population comprised D.El.Ed. students across Tripura's teacher training institutes. A sample of 412 students was selected through convenience sampling from multiple institutions, representing a substantial portion of the program's enrollees. Participants were in their final year, ensuring exposure to both language and pedagogical training.

INSTRUMENTS

Data were gathered using validated self-report measures. Language Proficiency (listening, Speaking, Reading, Writing) were assessed via a comprehensive questionnaire with items on comprehension, fluency, vocabulary, and application. Teaching-specific language Proficiency were evaluated through a specialized scale focusing on instructional language use, such as clarity in explanations and interactive communication. All scales demonstrated high internal consistency (Cronbach's $\alpha > .85$).

PROCEDURE

Surveys were distributed online and in classrooms, with informed consent obtained. Data cleaning removed incomplete responses, yielding 412 valid cases (N = 414 for some variables due to minor variations).

DATA ANALYSIS

Pearson product-moment correlation coefficients were computed to examine relationships. Analyses were performed at a .05 significance level, with df = 412 for all correlations.

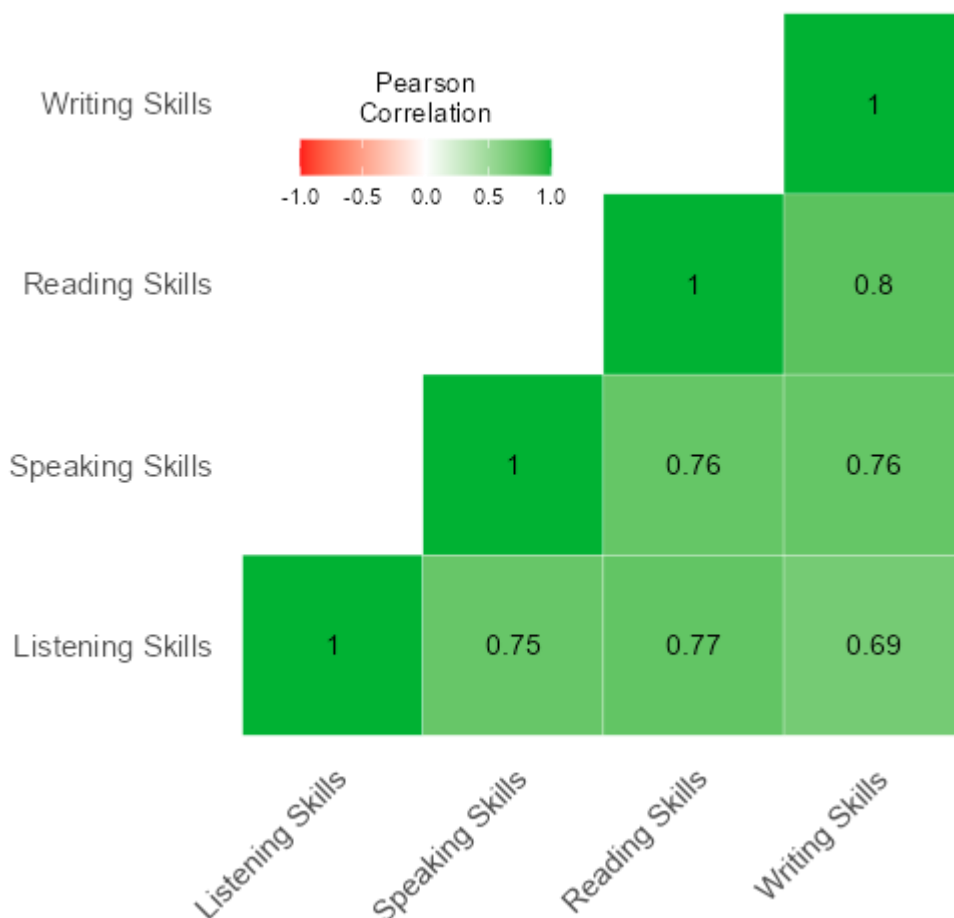
RESULTS

The correlation analyses indicated strong positive relationships between each language skill and teaching-specific language Proficiency.

Table 1: Correlation Matrix for Language Proficiency and Teaching-Specific Language Proficiency

Skill	Pearson's r	df	p-value	N (for Teaching-Specific)
Listening	0.679	412	< .001	-
Speaking	0.763	412	< .001	414
Reading	0.798	412	< .001	414
Writing	0.798	412	< .001	414

All correlations were statistically significant, with the strongest associations for reading and writing Proficiency. A correlation heatmap (not reproduced here) visually confirmed these patterns, showing intense positive clustering across variables.



(Source:

1. The jamovi project (2024). jamovi. (Version 2.6) [Computer Software]. Retrieved from <https://www.jamovi.org>.
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DISCUSSION

The results affirm strong positive correlations, consistent with literature linking language proficiency to teaching performance.researchgate.netejournal.upsi.edu.my Listening Proficiency, while moderately correlated ($r = 0.679$), may reflect passive reception's lesser direct tie to active teaching, whereas speaking ($r = 0.763$), reading, and writing ($r = 0.798$) align closely with instructional demands like lecturing and material preparation.pdf.semanticscholar.org In Tripura's context, where multilingualism prevails, these findings suggest enhancing language modules in D.El.Ed. to boost teaching efficacy.frontiersin.org

Limitations include self-reported data and convenience sampling, potentially limiting generalizability. Future research could incorporate longitudinal designs or objective assessments.

CONCLUSION

This study highlights the critical interplay between language Proficiency and teaching-specific competencies among D.El.Ed. students in Tripura, advocating for curriculum reforms to integrate language training. By fostering these Proficiency, programs can better prepare teachers for effective elementary education.

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