Relationship Between English Proficiency And Academic Achievement Among International Students

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Abstract:

This research looks at the connection between academic success and English competence among overseas students majoring in computer science, informatics, engineering, and business. The study includes a thorough examination of 500 students, taking into account factors including GPA, educational backgrounds; English proficiency levels, and results from English placement tests. The results show a strong positive association (r =.349, p < 0.01) between total academic achievement and English language competency at the time of university admission. Additional evidence from cross-tabulation shows that pupils who are more proficient in English often do better than their peers in terms of grade bands. The research also looks at how educational histories affect GPA results, and it finds that students with backgrounds in English as a Medium of Instruction (EMI) High School, Non-English Medium of Instruction High School, and English Language Proficiency Program have significantly different GPAs. Rethinking entry-level English requirements is one recommendation for achieving better academic results. Another is realizing the impact of various school systems on students' readiness for university study.

Keywords: English Proficiency, Academic Achievement, International Students, Cross-cultural Education, Language Skills, GPA Scores, Educational Backgrounds

Introduction:

A growing number of students are enrolling in undergraduate programmes at public or private colleges internationally. Private institutions are offering highly qualified instructors and well-equipped language labs to match the state universities' English standards. As a matter of fact, we find that many students who want to be graduates have selected their areas of study with little to no experience with the English language in any of the four abilities (reading, writing, speaking, and listening). Put another way, when students begin their majors, their level of English ability is minimal.

Since the majority of these students originate from educational environments where English is not used extensively in the classroom, they will have a difficult time understanding the concepts and material of the courses that have been prescribed to them by authorities or their individual professors. Their lack of

exposure to both the language itself and knowledgeable, experienced English professors throughout their school- or college-level studies may be the cause of this, as well as their overall English deficiencies. The kids' poor English proficiency might have a significant negative effect on their academic progress. In general, the majority of students who want to get a degree don't appear to be fluent in English. Put another way, they don't completely comprehend the context of many language-related circumstances or the conversation that uses the language.

It is impossible to overstate how crucial the English language is to raising educational achievement via better communication skills. In addition to struggling academically, students who struggle with English language proficiency may find it challenging to communicate in the language. This is due to the fact that textbooks and teaching in International schools are now conducted in English. A high level of English proficiency among students will undoubtedly influence and enhance their academic achievement. However, students' academic performance will suffer in any academic setting if their command of the English language is inadequate. A research also found that one of the things causing students to do poorly in mathematics is a lack of English language competency.

Research indicates that success on IQ or academic exams is highly influenced by one's proficiency in English. This shows that proficiency in the English language is crucial, especially when it comes to students' academic success on intelligence tests, especially in the setting of science and technical education, which heavily emphasizes practical work in labs and workshops. As a crucial component of general education, technical education equips students for successful careers and involvement in the workforce. In addition, it serves as a means of encouraging ecologically sound sustainable development, reducing poverty, and serving as a basis for responsible citizenship and lifelong learning. But without a solid grasp of the language used for education and communication in schools, this is not possible. English language competency is necessary for students enrolled in scientific and technical education programmes to fully comprehend the curriculum, which will enhance their academic knowledge.

English language competency refers to a person's capacity for successful English communication. This is an essential ability in the modern world, as almost all universities use English as their primary language of teaching. Almost all schools need non-native English speaking students to take the TOEFL or IELETS test to establish their level of English proficiency since non-native English speakers may struggle academically and in communication. Additionally, students—especially those enrolled in scientific and technical courses—need to speak English well in order to comprehend the basic concepts. As a result, a large number of

non-native English speakers may struggle with the language, particularly those who attend foreign colleges.

Literature Review:

Custar (2011) investigated the relationship between academic success and receptive oral language skills, or listening comprehension. Eight hundred two high school students were selected for the study to comprise the sample. The association between academic accomplishment and second language listening comprehension skills was investigated using linear regression analysis. There was a positive correlation between the two variables $(r(801) =.42, p < 0.0001)$. Thus, the results of the research support the idea that spoken language proficiency and academic performance are strongly correlated.

Reyes (2007) carried out a second research with 5,268 children in grades 2 through 6 to determine the elements influencing the learners score in English language arts and the academic accomplishment in English language. Teachers and parents also provided information for the research. The results showed that a student's language proficiency and academic success level were significantly impacted by time, qualified instructors, and the absence of an English language development programme.

There is a remarkable, positive correlation between overall self-esteem and academic achievement, based on a study by Al-Hebaish (2012) that looked at

the relationship between students' self-esteem and their academic success in the oral presentation course. The General Self-Confidence Questionnaire was also completed satisfactorily by students who did well in the oral test. In order to assist their students become more proficient oral presenters, the research advised language teachers to support and enhance their students' self-esteem.

Venugopalan (2000) examined the relationship between non-native English language learners' personalities and academic success. The findings demonstrated a relationship between students' personality and their ability to read, write, talk, and listen, as well as between their extroversion/introversion variable and their mastery of ESL subjects. The results showed that it might be challenging to categorize ESL students as "extroverted" or "introverted" at times.

Koosha, Ketabi, and Kassaian (2011) conducted a second research to investigate the connection between age and gender as well as other variables and self-confidence. The speech of the participant's abilities and self-esteem were assessed as part of the research. The findings showed a strong correlation between speaking ability and self-esteem. Additionally, there was a negative correlation found between speaking abilities and age. Regarding the association between speaking abilities and gender, no statistically significant association was discovered.

Objectives of the Study:

1. To investigate the correlation between GPA and English language proficiency.
2. To analyze the Impact of English Language Proficiency on Achievement in English.
3. To look at the connection between academic performance and educational backgrounds.

Research Methodology:

Data Collection:

Using the Student Record System, the researcher collected data from 500 pupils. Names, ID numbers, schools attended, educational histories, English proficiency, GPA, and English placement test results are all part of this data set. These factors are essential for evaluating academic progress and English competence.

Demographic Characteristics:

The research takes into account the demographic features of the pupils, which are shown in Table 1. These attributes include details on Preparatory Year students, their faculty, and their educational histories. Comprehending these demographic variables is crucial in placing the results pertaining to the correlation between academic success and English competence in perspective.

Correlation Analysis:

The association between the year average for the whole cohort and the English proficiency of the students is investigated by means of a correlation study carried out using SPSS. This statistical method aids in determining the strength and direction of the correlation between academic achievement and English competence.

Cross Tabulation:

At the conclusion of the academic year, grade bands and English proficiency levels in a cross-tabulation (A, B, C, D, and F) offers a thorough understanding of the relationships between various English proficiency levels and certain academic grades. This research helps determine if academic success is correlated with increased English proficiency.

Descriptive Statistics:

The mean and standard deviation of descriptive statistics are used to examine students' educational backgrounds in relation to their GPA ratings. This is a thorough summary of the distribution and central tendency of academic achievement according to various educational backgrounds.

Table 1: Demographic Profiles of Students

|		Frequency	Percentage
Faculty	Business	395	79%
	Engineering	67	13.4%
	ICS	38	7.6%
Education background	English as a Medium of Instruction (EMI) High School	165	33%
	Non-English Medium of Instruction High School	156	31.2%
	English Language Proficiency Program	102	20.4%
	Other certificates	77	15.4%
English level	Basic English Proficiency	50	10%
	Intermediate English Proficiency	165	33%
	Advanced English Proficiency	149	29.8%
	Expert English Proficiency	136	27.2%
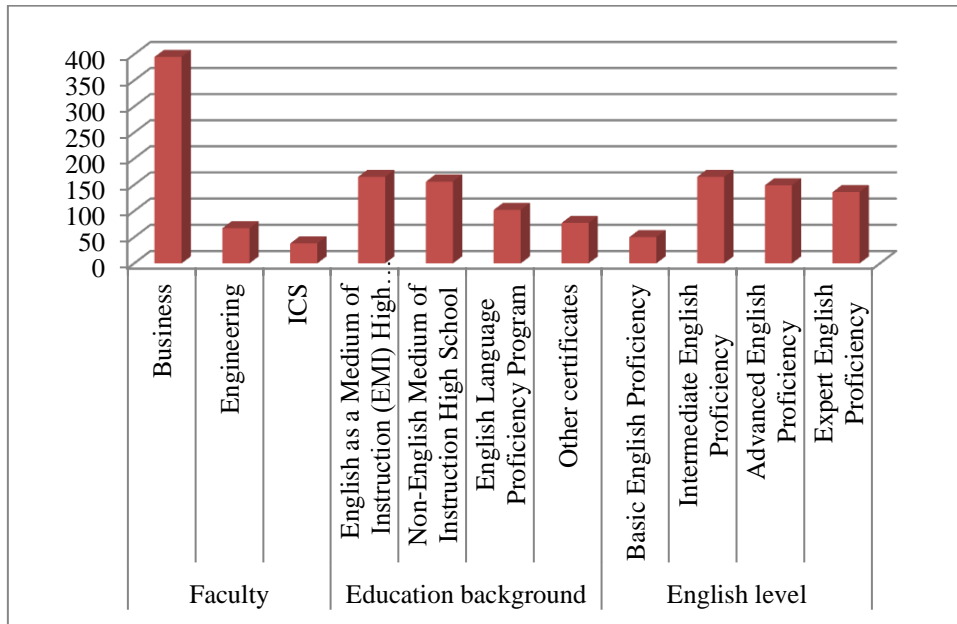
Figure 1: Students' demographic

Results:

Correlation between Year Average and English Proficiency:

Specifically, we want to see whether our pupils' academic performance is related to (Grade Point Average) and their English language competency upon university admission, a correlation study was carried out. The following guidelines for understanding the significance of the Pearson correlation (r) value were put out by Cohen (1988). Refer to Table 2 below.

Table 2: Determining variable connection strength

r =.10 to .29 or r = -.10 to -.29	Low
r =.30 to .49 or r = -.30 to -.49	Medium
r =.50 to 1.0 or r = -.50 to -1.0	High

A somewhat high yet statistically significant link was found between the students' degree of English language proficiency and their academic accomplishment across the board in the first study. The r- value was 0.349, as shown in Table 3. This demonstrates that academic progress is influenced by English competence.

Table 3: Whole cohort English level-year average correlation analysis

Variables		English level	All subjects combined (not counting retakes)
English level	Pearson Correlation	1	.349**
	Sig. (2-tailed)		.000
	N	500	500
All subjects combined (not counting retakes)	Pearson Correlation	.349**	1
	Sig. (2-tailed)	.000	
	N	500	500

** Correlation is significant at the 0.01 level (2-tailed).

Cross-Tabulation Of English Level And Grade Bands:

The results of the second study demonstrate a cross tabulation of the English levels and the grade band achieved at the end of the academic year (See Table 4). The data shows that the class with the highest percentage of failures (less than 40%) with a F was Basic English Proficiency and Intermediate English Proficiency. The students in these lower-level modules also outperformed those in the higher-level Advanced and Expert English Proficiency in terms of the percentage of A's and B's, respectively, at 70% and 69%. Furthermore, when looking at the results of students with Advanced English Proficiency vs. those with Expert English Proficiency, it is clear that the latter are generally doing better. This illustrates how a student's academic achievement rises in tandem with their level of English ability.

Table 4: English proficiency and scholastic rank

English Level		Average Categories					
		Less than 40	40-49	50-59	60-69	70 or above	Total
Basic English Proficiency	Count	35	12	8	4	2	61
	% within English Level	7%	2.4%	1.6%	0.8%	0.4%	12.2%
Intermediate English Proficiency	Count	60	45	34	12	4	155
	% within English Level	12%	9%	6.8%	2.4%	0.8%	31%
Advanced English Proficiency	Count	38	34	40	16	18	146
	% within English Level	7.6%	6.8%	8%	3.2%	3.6%	29.2%
Expert English Proficiency	Count	21	25	38	26	28	138
	% within English Level	4.2%	5%	7.6%	5.2%	5.6%	27.6%
Total	Count	154	116	120	58	52	500
	% within English Level	30.8%	23.2%	24%	11.6%	10.4%	100%

To further clarify the aforementioned conclusions, Figure 1's bar graph, which fits a bell-shaped curve, displays the Advanced English module's data distribution normally. According to this research, the Expert English Proficiency level is the best for students to enter universities at in order to succeed academically and get the best scores.
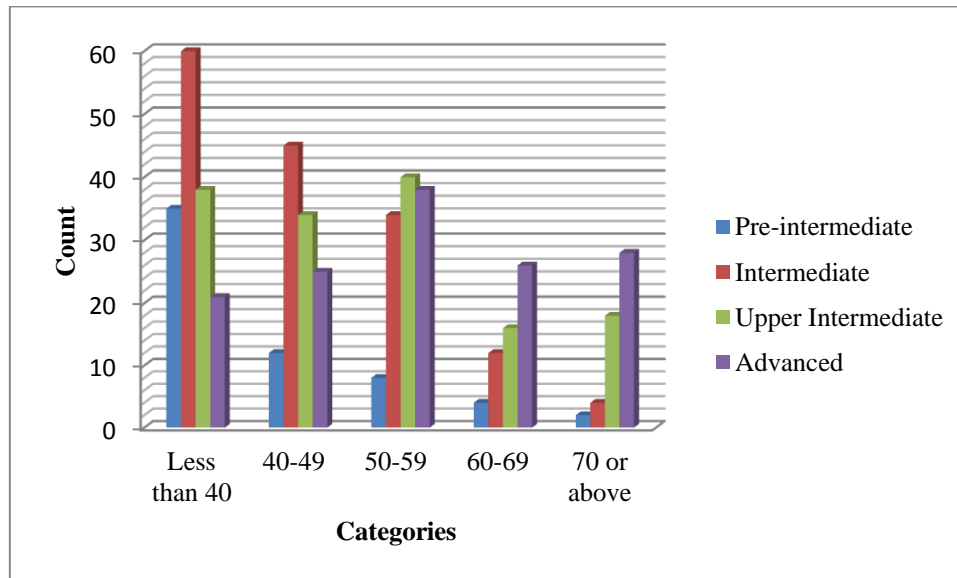

Figure 2: Level and grade band bar graph for English

Educational Backgrounds and Year Average:

Table 5 shows the results of a third research that employed descriptive data to look at how different students' educational backgrounds correlated with their year average. Students from English as a Medium of Instruction (EMI) High Schools had a mean score of 43.393 and a standard deviation of 16.2193 when compared to students from Non-English Medium of Instruction High Schools, the English Language Proficiency Programme, and English as a Medium of Instruction (NIME) High Schools. Their scores vary from 30.0 to 80.0. High school students whose native language is not English had an average score of 44.182 and a standard deviation of 14.2073. They have a score range of 2.0 to 84.0. The students in the English Language Proficiency Programme have a GPA ranging from 18.0 to 96.0 and a mean score of 58.949, with a standard deviation of 14.3287. When compared to students in the English Language Proficiency Programme, students from English as a Medium of Instruction (EMI) and Non-English Medium of Instruction (NMI) high schools performed worse on average and had the lowest minimum scores.

Table 5: GPA statistics by educational background

Certification Type	N	Mean	Std. Deviation	Minimum	Maximum
English as a Medium of Instruction (EMI) High School	165	43.393	16.2193	3.0	80.0
American Diploma	156	44.182	14.2073	2.0	84.0
English Language Proficiency Program	102	58.949	14.3287	18.0	96.0
Other Certificates	77	48.391	15.7984	1.0	80.0
Total	500	47.338	16.2275	1.0	96.0

Discussion:

Table 3 displays the results of the correlation research for the whole cohort; indicate a positive association at the 0.01 level between academic accomplishment (GPA) and English language competency. The results demonstrate a clear relationship between the two variables, indicating that students' English competence affects their academic development. Previous research, among others, has shown findings that are in agreement with this one. The ability to read, write, listen, and speak at a level appropriate to one's studies is a prerequisite for university enrollment in the United States. This is because English is the language of teaching.

This research provided evidence that students succeed academically when their English language ability rises. This conclusion is consistent with previous research' findings. College freshmen with higher levels of English proficiency have fared better than their less proficient counterparts, according to Table 4, which compares the four levels of English proficiency with their respective grade bands (A, B, C, D, and F). On the other hand, when comparing the performance of Advanced English Proficiency and Expert English Proficiency students, the latter group is outperforming the former as they have the largest percentage of A students and the lowest percentage of failing students. The Oxford Placement Test admission score for the Expert English Proficiency level is 150 or above, which is equal to an IELTS score of 6.5. This result is consequently in line with the undergraduate English language criteria for admission to UK universities, as an overall score in the range of 6.0 to 6.5 is necessary. A person with an IELTS score between 6.0 and 7.0 is described as being able to use and comprehend reasonably complicated language. Because of their ability to participate completely in the learning process, students with such a score would be able to effectively finish their course of study.

The impact of students' educational backgrounds on their GPA scores is a significant result from this research. English Language Proficiency Program pupils have the highest mean score, as shown in Table 5, followed by Non-English Medium of Instruction High School and English as a Medium of Instruction (EMI) High School, in that

order. This finding indicates a correlation between educational backgrounds and schools. In a similar vein, a significant discovery from an Australian research indicates that schools influence university students' academic achievement. To elaborate on this point, it is essential that international students have a high level of English proficiency so that they can follow along in class and do well in all of their classes. Thus, it seems that when it comes to preparing students for university studies, the English Language Proficiency Programme has shown to be more successful than both the Non-English Medium of Instruction (NI) and English as Medium of Instruction (EMI) high school systems.

The importance of English language proficiency in the IGCSE and GCSE curricula may be a contributing reason to this conclusion. Every exam measures a student's knowledge of every topic they have studied in English. Thus, in order for pupils to do well on each test, schools that offer this curriculum would have to make sure that they are learning enough English. On the other hand, the Scholastic Assessment Test (SAT) is used as a college and university entry test for Non-English Medium of Instruction High School holders. While the SAT evaluates reading, writing, and arithmetic skills, it does not follow the high school curriculum. Given his claim that the exam measures "only about 18% of the things that it takes to do well in school," Non-English Medium of Instruction High

Schools may concentrate test prep above English language development for college Arabic is the language of instruction for all academic disciplines for students at English as a Medium of Instruction (EMI) High School. English is a required subject in education. As a result, having all courses taught in the first language (L1) will limit students' exposure to and possibilities for learning and utilizing the second language (L2). "The more English is taught, the better the results," as Phillipson (1992) contends (p. 185).According to Phillipson, it might be said that the English as a Medium of Instruction (EMI) High School pupils' academic performance and readiness for college are significantly impacted by their L2 shortage, which is why they have the lowest mean scores.

Conclusion:

This research has shed light on the crucial role that English proficiency plays in predicting students' academic achievement when they major in computer science, informatics, engineering, and business. The information that has been given highlights the importance of having a higher level of English proficiency when applying to universities, and it is suggested that these establishments should think about raising their English entrance requirements. As we proceed, it is critical to acknowledge the significant consequences of this study for student academic attainment, institutional regulations, and instructional methods. By

adopting these conclusions, educational institutions may create a more comprehensive learning environment that will increase students' academic performance and language proficiency in a variety of subject areas.

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