The Relationship between English Language Proficiency and Academic Achievement of Students

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Abstract: By employing correlational research design, this study examined the extent to which preparatory school students’ proficiency in English language predicted their overall academic achievement. From the population of 132 grade 12 students, 44 (male=22, female=22) students were systematically sampled from social and natural science streams of three sections. Three research questions guided the study. Research instruments namely, English Language Proficiency Test (ELPT) and Academic Achievement were used. In analyzing the data, the performance of the respondents in the ELPT was correlated with the students’ achievement scores in core school subjects – English, Mathematics, Chemistry, Civics, Physics and Biology for natural science students and English, Mathematics, Civics, History, Geography and Economics for social science streams using Pearson Product Moment Correlation Analysis at .05 level. The results showed that English language proficiency of the students has positive but not significant relationship with their overall academic achievement. Besides, the correlation analysis run bases on sex and stream did not show any significant relationship between students English language proficiency and achievement. Based on these findings, it is recommended that efforts should be made in making grade 12 students proficient in English as a way of improving their academic achievement for it has positive relationship with academic achievement.

Keywords: Academic achievement; English language proficiency; Academic performance

I. INTRODUCTION

The English language is widely spoken and written in many countries of the world since 1945. For various reasons, most importantly, the United States’ upper hand in the WWII and its subsequent technological and commercial advancement paved a way for the English language to be a language of wider communication (Hutchinson and Waters, 1987; Tomlinson, 2003). To benefit from such advancements and actively involved in international commerce, Haile (2015) argues, many counties started to give special attention to the teaching of the English language.

In the present days, the English language is used as medium of instruction in many secondary and tertiary learning institutions in a number of countries including Ethiopia. Being a means to communicate academia, the predictive power of English language proficiency for academic achievement is widely acknowledged by several studies (e.g. Aina et al., 2013; Kumar, 2014; Xu, 1991; AlHadad et al., 2004.). Some writers (e.g. Candlin, et al, 2002) equate learners’ achievement with their English language proficiency saying ‘learners are as good as their English language ability’. The other piece of evidence in the predictive power of English language proficiency for academic achievement is most western universities consider passing TOEFL or ILTS test as a basic requirement for admission of non-native speakers of English language. Books and Adams (2002) explain that many scholars would question whether non-English speaking background (NESB) students have adequate English language proficiency and appropriate learning styles to undertake their studies at university level. They also explain that problems experienced by academic success of international students’ may have more to do with levels of English language proficiency than with styles of teaching and learning. This shows that lack of English language proficiency is one of the causes for the problems faced by L2 learners in achieving better results in subjects which are being taught by English language.

That does not, however, mean there is always a positive relationship between English language proficiency and academic achievement. Though small in number, there are research findings (e.g. Nerry, et al, 2000) which reported the absence of statistically significant positive relationship between English language proficiency and academic achievement of students.

To shade some light on the what of English language proficiency, most writers view it as the ability of an individual to communicate effectively in English language. For Stern (1983) English language proficiency can be defined in terms objective standards that relate to the actual performance of a given individual or group of learners. For him, “proficiency ranges from zero to native like proficiency. The zero level competence is not absolute because the second language learner as speaker of at least one other language, his/her first language, knows language and how it functions; complete competence is hardly ever reached by second language learners” (p.341). Likewise, Bachman (1990) defines it as the language ability or ability in...
language use. Although the first one takes objective standards as criteria to assess proficiency, both the above definitions have language use in common. Farhady, et al. (1983) as cited in Maleki and Zangani (2007) also state that the term ‘proficiency’ refers to the examinee’s ability in a particular area of competency in order to determine the extent to which they can function in a real language use situation.

In countries like Ethiopia where the English language is used as medium of instruction, language barrier is among the main factors for students’ failure and drop-out. In support of that claim is the views of Dev and Iqquieh, “the language barrier is considered as one of the challenges for them, especially in proving themselves and achieving high scores in academic institutions” (2016, p.147). They also say students might face many problems, such as facing difficulty in understanding subjects, especially subjects related to hard science, for they are concerned with many terms and concepts. By the same token, Gorman (1970) argues that students with poor English language have difficulties in understanding lessons of their teachers. That is because “English prepares students for meaningful instruction and academic achievement of their class subjects taught using the English language” (Kong et al., 2012, p. 20).

Investigating the relationship between English language proficiency and academic achievement has a paramount importance in devising mechanisms to help students become proficient in the language and succeed in their academic career. As to the knowledge of the researchers, literature in the relationship between students’ English language proficiency and academic achievement is scarce in Ethiopian context. The intent of this study was thus to fill that gap.

The Problem

As mentioned above, there is no empirical evidence that shows the relationship between English language proficiency and students’ achievement as to the knowledge of the researchers. In a situation where the English language is used as a medium of instruction, determining the relationship between the English language proficiency and academic achievement is very important but not addressed in the local context. That was one of the gaps that motivated the initiation of the present study. Another source of motivation for conducting this study was inconclusive empirical evidence of the studies conducted so far on the issue. A study conducted by (Nerry, et al, 2000) for example, found no statistically significant relationship between English language proficiency and academic achievement. On the other hand, some scholars argued that the students with good English language proficiency have good academic achievement; For instance, a correlational study conducted by Sahragard & Baharloo (2009) on Iranian University students majoring in English language and literature found that students who are more competent in English language are more successful in their academic achievement. Similarly, Sahragard et al. (2011) demonstrated that the students who scored higher on the language proficiency test had better academic achievement. In other studies from higher education institutions in Nigeria, India USA and Malaysia, researchers found that English language proficiency and academic performance are directly related (Aina et al., 2013; Kumar, 2014; Xu, 1991; AlHadad et al., 2004). This implies that the more proficient students are in English the better they are in academic subjects. Thus, the benefit of knowing the relationship between students’ English language proficiency and students’ achievement is twofold. For one thing it adds something on the stock the existing knowledge on the issue and for the other it has practical implication for the teaching of the English language in Ethiopian context.

Objective of the Study

The general objective of this study was to investigate the relationship between English language proficiency and academic achievements of students in major subjects.

Research Questions

- Is there any significant relationship between English language proficiency components and academic achievement?
- Is there any relationship between English language proficiency and academic achievement based on stream?
- Is there any relationship between English language proficiency and academic achievement based on sex?

Scope of the Study

The study was delimited to social and natural science streams of grade 12 of Shashina Senior Secondary and Preparatory school and the subjects were 44 participants of which 22 were males and 22 were females. The study was also delimited to investigate the relationship among English language proficiency components (reading proficiency, vocabulary proficiency and grammar proficiency) and academic achievement. The reason for excluding other proficiency components or skills is that it is difficult to manage all skills at once and the researchers selected these three skills only. In line with this, in examining the strength of the relationship between language proficiency and the different types of intelligences, Razmijjo (2008) also administer language proficiency test consisted only of grammar, vocabulary and listening comprehension items. Therefore, that was stand point for the researchers to conduct their study only on these three skills.
Significance of the study

This study will have some contributions in adding something on the existing stock of knowledge on the issue. For one thing this study conducted in the context of foreign language in Ethiopia where empirical evidence on the issue is scarce. The findings clearly show that preparatory students English language proficiency is positively correlated to their academic achievement but unlike to most previous studies the relationship is not statistically significant. That by itself calls for a wide comprehensive study to determine the relationship in county wise. As we strongly believe the issue was almost untouched and the findings of the study will serve as a steppingstone for further studies.

Empirical evidences

Different research results show that EFL students fail to succeed in different educational institutions: schools, colleges and universities because of their limited English language ability. To shed more light on this point, many scholars have investigated the problems of English language proficiency on the academic achievements of students. In that regard, Suleiman (1983) said “inadequate mastery of the four language skills; namely speaking, reading, listening and writing restricts the progress of those students at university level” (p, 129). Zughoul’s (1987) finding is in agreement with Suleiman’s finding.

In strictly speaking, high school and preparatory students or even college and university students are unable to use the English language appropriately both inside and outside the classroom whenever dealing with their academic and every day topics (Mukatash, 1983). Likewise, based on different studies conducted on students at a college in Oman, it was reported that the shortage of proficiency in English undoubtedly affects their academic performance in different courses (Savaraman et al., 2014). Supporting this, other research findings at two tertiary education institutions in Oman also showed that “There is a strong positive relationship between English language proficiency and GPA” (Roche and Harrington, 2013).

In addition different findings of a correlational study conducted by scholars like Sahragard and Baharloo (2009) on Iranian preparatory school students majoring on an international language, English, found that students who are more successful in their class subjects are found to be proficient in English language. This shows that proficiency and their academic achievements are strongly related (Sahragard and Baharloo, 2009). Furthermore, to see whether or not there was a significant relationship between Iranian EFL preparatory students’ language proficiency and their academic achievement, an attempt was made to demonstrate the association between their English language proficiency and GPA scores (Sahragard et al. 2011) and found strong relation-ship. Other studies from the same context have reported similar findings. For example, Maleki and Zangani (2007) found significant associations between grade point averages and academic achievement of EFL students majoring in English language; in like manner Sadeghi et al. (2013) reported that proficiency in English could significantly affect or influence academic achievement of students.

II. METHODOLOGY

The study was conducted in Shashina Senior Secondary and Preparatory School, in Ethiopia from January to August 2017 G.C. The students of grade 12th in Shashina were from both streams; social science and natural sciences. Systematic random sampling was employed in selecting the students that involved in the study.

Research Design

The study involved correlational research design. Correlational research design was used to assess the degree of relationship between proficiency and academic achievement. The choice of this design was influenced by the nature of the study. Due to the fact that correlational design analyses the relationship between two or more variables gave it primary importance.

Population

The research population of this study was both social and natural science streams of Shashina senior secondary and preparatory school’s grade 12 students whose number was 132 (56 males and 76 females).

Sampling technique and sample size

The sample size of the participant students of Shashina senior secondary and preparatory school was determined based on Van Dalen (1979:128-134) suggestion. According to this writer, sampling solves the dilemma of getting the representative subjects of a study. The sample size depends on the type of investigations. For correlational and descriptive types of researches one third of the total population is often enough. The total number of grade twelve students of Shashina Senior Secondary and Preparatory School was 132. The researcher took one third of 132 which is 44. Therefore, the researcher’s sample size was 44 (22 males and 22 females).

The subjects of the study were selected using systematic random sampling technique because this method is a modified form of simple random sampling and involves selecting subjects from a population list in a systematic fashion. As Van Dalen (1979:135) says, this technique is equivalent to random sampling which avoids bias. It can be used when a list of population is available.

Data Collection Instruments

As mentioned earlier, the purpose of this study was to examine the relationship between English language proficiency components (reading proficiency, vocabulary proficiency and grammar proficiency and
academic achievement), as well as to see the contribution of reading proficiency, vocabulary proficiency and grammar proficiency for academic achievement. So, in order to achieve this goal, a proficiency test which consists of 30 reading comprehension items, 30 vocabulary items and 30 grammar items was administered to the participant students so as to decide their English language proficiency. Standardized grade 12 English language proficiency test was adapted and used to test proficiency from Cambridge University. Equal points were given to all the 90 items. Sixty minutes was allowed for the thirty reading comprehension items, and thirty minutes was allowed for the thirty vocabulary items. Thirty minutes was also given for thirty grammar items. Data on academic achievement was taken from the scores of the participants from their university entrance examination for six major subjects each (English, Mathematics, Physics, Chemistry, Biology and Civics for natural science streams and English, Mathematics, Geography, History, Economics, and Civics for social science streams).

**Validity and Reliability**
Validity in this study was ascertained by adapting tested out tests, experts’ judgment and pilot study. The adapted standardized proficiency test was thought to be valid and reliable. Besides, insights of experts in the field were used to amend the data gathering instruments. A pilot test was also used to check appropriateness of data gathering instruments.

**Data Analysis Techniques**
The analyses techniques used in this study were correlations. Correlations are measures of relationship and refers to a quantitative relationship between two variables that can be measured either on ordinal or continuous scales. It always takes a value between -1 and 1, with 1 or -1 indicating perfect correlation (all points would lie along a straight line in this case). A positive correlation indicates a positive association between the variables (increasing values in one variable correspond to increasing values in other variable), while a negative correlation indicates a negative association between the variables (increasing values in one variable correspond to decreasing values in the other variable). A correlation value close to 0 indicates no association between the variables (Cohen, et al. 2000).

### III. RESULTS

The results of this study are presented in line with the research questions asked.

**RQ1. Is there any significant relationship among English language proficiency components in combination and academic achievement?**

**The Correlations of all Participants**

| Table 1: the inter correlations proficiency test with academic achievements |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-------|
|                                | English         | Mathematics     | Civics          | Physics/His     | Chemistry/Geo   | Biology/Eco     | Overall         |
| PT Correlation                 | .213            | .045            | .045            | .037            | .095            | .011            | .016            |
| Sig. (2-tailed)                | .166            | .774            | .773            | .810            | .538            | .945            | .917            |
| N                               | 44              | 44              | 44              | 44              | 44              | 44              | 44              |

*Correlation is significant at the 0.05 level (2-tailed).*

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

A Pearson product-moment correlation was run to determine the relationship between proficiency test (PT) and academic achievement of English language. There was very low positive correlation between PT and English, which was not statistically significant \((r = .213, n = 44, p = .166)\).

A Pearson product-moment correlation was also run to determine the relationship between proficiency test and academic achievement of Mathematics, which was not statistically significant \((r = .045, n = 44, p = .774)\). Therefore, this shows there is weak correlation as Muijis’s (2004:145) interpretation. Hence, it is possible to conclude that there is weak association between proficiency test and mathematics examination.

Similarly, A Pearson’s r correlation between proficiency test and scores on the Civics test was done and got little correlation. The correlation shows \((r = .045; p = .773, n = 44)\); meaning the correlation coefficient is not reliable which is little.

The correlation between proficiency test and Physics for naturals and History for socials was not statistically significant. Because their correlation value shows \((r = .037, n = 44, p = .810)\). As the value of ‘p’ shows greater than 0.05, there was no statistical significance. Therefore, this is small or weak correlation as Pallant(2001) or Muijis(2004) interpretation.

The Pearson product-moment r correlation between PT and scores on the Chemistry/Geography found weak or small i.e. \((r = .095, n = 44, p = .538)\). Therefore, here, the value of sig. shows there is no statistically significant relation between the two variables.

And again proficiency test (PT) with Biology/Economics was correlated at \((r = .011)\), and statistically assumed as weak by (Muijis 2004: 142) in which \((r = .011, n = 44, p = .945)\) which was not significant.
Finally, proficiency test (PT) with overall academic achievement was correlated at \( r = .016 \), which is also weak size of correlation. This was best described as \( (r = .016, n= 44, p = .917) \) which was not significant. This finding is in agreement with the findings of Nerry, et al (2000).

**RQ2. Is there any relationship of English language proficiency and academic achievement based on stream?**

**A. Natural science students**

The Correlation of all Natural Science Stream Participants

<table>
<thead>
<tr>
<th>Correlations</th>
<th>English</th>
<th>Mathematics</th>
<th>Civics</th>
<th>Physics</th>
<th>Chemistry</th>
<th>Biology</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT Pearson Correlation</td>
<td>.041</td>
<td>.078</td>
<td>.225</td>
<td>-.154</td>
<td>-.144</td>
<td>-.109</td>
<td>-.060</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.857</td>
<td>.729</td>
<td>.315</td>
<td>.494</td>
<td>.522</td>
<td>.629</td>
<td>.791</td>
</tr>
<tr>
<td>N</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>22</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

A Pearson product-moment correlation was run to determine the relationship between proficiency test and academic achievement of English. There was a little correlation between the two variables is \( (r = .041, n= 22, p = .857) \) which is not statistically significant.

The correlation between proficiency test scores and the score on Mathematics achievement was not statistically significant with a positive correlation size of \( (r = .078) \). It has still small/weak correlation between them; which is \( (r = .078, n=22, p = .729) \). The sig. value was not significant but positively correlated.

Similarly, the proficiency test with Civics subject was positively correlated but the correlation was not statistically significant. Hence, the size of correlation is, \( (r = .225, n= 22, p = .315) \). The rest subjects were correlated negatively: Physics, Chemistry, and Biology and overall. They have the values of correlation \( (r = -.154, r = -.144, r = -.109 \) and \( r = -.060 \) and the sig. value of \( (p = .494, p = .522, p = .629 \) and \( p = .799 \)) respectively for each. The result of this study fails to corroborate with the findings of Aina et al (2013), Kumar (2014), Xu, (1991) and AlHadad et al., 2004.

**RQ2. Is there any relationship of English language proficiency and academic achievement based on sex?**

**B. Social science students**

Correlations of all Social Science Stream Participants

<table>
<thead>
<tr>
<th>Correlations</th>
<th>English</th>
<th>Mathematics</th>
<th>Civics</th>
<th>History</th>
<th>Geography</th>
<th>Economics</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT Pearson Correlation</td>
<td>.176</td>
<td>.138</td>
<td>-.188</td>
<td>-.158</td>
<td>-.073</td>
<td>-.137</td>
<td>-.109</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.435</td>
<td>.539</td>
<td>.403</td>
<td>.484</td>
<td>.745</td>
<td>.544</td>
<td>.629</td>
</tr>
<tr>
<td>N</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>22</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

To report the result of the correlation, proficiency test and English achievements are correlated at \( (r=.176) \). This shows that the size of correlation is interpreted as small as to Pallant’s (2001) interpretation. Similarly, Mathematics was correlated with proficiency test at \( (r=.138) \) and its effect size was small or weak since the value is less than \( (r=.29) \). The rest subjects were correlated negatively as can be observed in the above table.

**RQ3. Is there any relationship of English language proficiency and academic achievement based on sex?**

**A. Males**

Inter correlations of all Male Participants

An attempt made to correlate all male participants alone based on English language proficiency and academic achievement as shown in the table below.

<table>
<thead>
<tr>
<th>Correlations</th>
<th>English</th>
<th>Mathematics</th>
<th>Civics</th>
<th>Physics/His</th>
<th>Chemistry/Geo</th>
<th>Biology/Eco</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT Pearson Correlation</td>
<td>.074</td>
<td>-.082</td>
<td>-.204</td>
<td>.139</td>
<td>-.302</td>
<td>-.310</td>
<td>-.510*</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.742</td>
<td>.717</td>
<td>.361</td>
<td>.536</td>
<td>.172</td>
<td>.161</td>
<td>.015</td>
</tr>
</tbody>
</table>
A Pearson product-moment correlation was run to determine the relationship between PT and AT on English and it was found to be weak \((r = .074, n = 22, p = .742)\).

The correlation of PT with Mathematics achievement was met at \((r = -.082)\) which is weak. In relation to this, the value of correlation is: \((r = -.082, n=22 \text{ and } p=.717)\). The relation was not therefore, statistically significant.

Similarly, the correlation computed between their proficiency test and academic achievement on Civics entrance examination test, they have the value of \((r = -.204)\) which is very small negative or very weak negative. The correlation is \((r = -.204, n=22, p=.361)\). Still their sig. value is less than \((r = .05)\). Thus, their relation was not statistically significant.

To report the correlation of proficiency test (PT) with academic achievement of Physics/History, the two variables were correlated at \((r = .139)\) which is also weak or small. Thus, there is no statistical significance between the two variables i.e. \((r = .139, n = 22, \text{ and } p = .536)\).

The Pearson product-moment correlation of male participants of proficiency test (PT) with the four subjects (variables) of Chemistry/Geography, Biology/Economics and overall was not statistically significant. Therefore, among the variables there was no statistical significance; \((r = -.302, r = -.310, \text{ and } r = -.510)\) for Chemistry/Geography, Biology/Economics and the overall achievement respectively. Their sig. value of each is \((p = .172, p = .161 \text{ and } p = .015)\) for Chemistry/Geography, Biology/Economics and overall achievement respectively. Here, their ‘n’ value is 22.

**B. Females**

**The Correlation of all Female Participants**

All female participants alone were the researcher’s another group for correlation. Therefore, their correlation based on English language proficiency and academic achievement is presented in the following table.

<table>
<thead>
<tr>
<th>Correlations</th>
<th>English</th>
<th>Mathematics</th>
<th>Civics</th>
<th>Physics/His</th>
<th>Chemistry/Geo</th>
<th>Biology/Eco</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT Pearson Correlation</td>
<td>.167</td>
<td>.035</td>
<td>.273</td>
<td>-.177</td>
<td>.251</td>
<td>.004</td>
<td>.301</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.458</td>
<td>.879</td>
<td>.220</td>
<td>.431</td>
<td>.260</td>
<td>.986</td>
<td>.174</td>
</tr>
<tr>
<td>N</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>22</td>
</tr>
</tbody>
</table>

As can be seen from the above table, a Pearson product-moment correlation run between proficiency test and English achievement was correlated at \((r = .167)\). Its value is found small or weak. Therefore, the result is, \((r = .167, \text{ the sig. value or } p = .458)\) and it is not statistically significant.

The correlations of proficiency test and Mathematics achievement was correlated at \((r = .035)\) and its sig. value was \((p = .879)\). In line with this description, the \((r = .035)\) represents that small or weak interpretation and the value \((p = .879)\) is not statistically significant.

Among all of the above variables, only Physics/History correlated negatively which is \((r = -.177)\) with the sig. value of \((p = .431)\). There was very little correlation and its statistical sig. value was \(p = .431\) which was not significant.

A Pearson’s \(r\) correlation between the English language proficiency and scores on the achievement test of Biology/Economics found and the correlation size of the two variables was correlated at \((r = .004)\) which is also very weak. Therefore, \((r = .004, p = .986, n=22)\) was not also significant.

To conclude, the table above reveals that even if there is no significant correlation among the variables, there is possible relationship between proficiency in English language and the students’ academic achievement \((r = 0.301; P \geq 0.05)\). The positive relationship implies that the more proficient students are in English language, the better their academic achievement is.

**IV. CONCLUSIONS**

By and large, with regard to the 3 research questions, the findings of the study can be summarized as follows: In the case of the research question 1, the finding showed that the relationship was positive but not statistically significant. The findings of the research question 2 for both streams showed that the relationship was inclined to negative and it was not statistically significant. Similarly, the findings of the research question 3 for males displayed that the relationship was inclined to negative but statistically it was significant. Finally, the
results of the research question 3 for females revealed that the relationship was positive but not statistically significant.

**Recommendations**

The result of the study indicated that English language proficiency components (reading proficiency, vocabulary proficiency and grammar proficiency) in combination have positive relationship with the students’ academic achievement, as well as these variables are significant predictor variables of academic achievement even though there was no statistically significant relationship.

Therefore, the following points were recommended:

- English language teachers should be given special trainings like seminars and workshops so as to enable them to make their students proficient since English language proficiency components (reading proficiency, vocabulary proficiency and grammar proficiency) are contributors of students’ academic achievement.
- Curriculum designers and text book writers should give due attention at all levels to reading, vocabulary and grammar sections when they prepare text books and other materials as these language proficiency components can predict students’ academic achievement.
- School administrators should adjust additional tutorial classes of English language so as to make students proficient in reading, vocabulary and grammar because these language proficiency components determine the students’ academic achievement.

**Implication for further study**

As mentioned in the significance of the study, to clearly demonstrate the relationship between the English language proficiency and academic achievement, another comprehensive study needs to be conducted taking large sample from different schools of the country. The current study investigated students reading, speaking and grammar proficiency against their overall academic achievement. Considering other aspects of the language like vocabulary, writing and listening could be agenda for other researches.

**Acknowledgements**

We would like to acknowledge grade 12 students of Shashina Senior Secondary and Preparatory school for participating in taking proficiency test. We are also grateful to the school principal and vice principal for their generous support in providing students achievement score of high stake university entrance examination.

**V. REFERENCES**


