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THE ROLE OF ENGLISH LANGUAGE PROFICIENCY IN ENHANCING ACADEMIC PERFORMANCE AMONG COLLEGE STUDENTS

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ABSTRACT

English language proficiency plays a crucial role in determining the academic success of college students, particularly in higher education where English is widely used as the medium of instruction, communication, and research. This study examines the relationship between English language proficiency and academic performance among college students by analysing their reading, writing, listening, and speaking skills in relation to their educational achievements. Proficiency in English enables students to comprehend academic materials effectively, participate confidently in classroom discussions, prepare quality assignments, and access a wide range of global learning resources. Conversely, limited English language skills may hinder academic understanding, reduce classroom participation, and negatively affect overall performance. The study highlights the significance of strengthening English language competence through innovative teaching strategies, language support programs, and continuous practice. The findings emphasize that improved English proficiency not only enhances academic outcomes but also develops critical thinking, communication skills, confidence, and employability, thereby preparing students for higher education and successful professional careers.

Keywords: English Language Proficiency, Academic Performance, College Students, Higher Education, Reading Skills, Writing Skills.

INTRODUCTION

In today's knowledge-based, globally interconnected society, the ability to communicate effectively in English has become crucial for college students. Academic success is more likely for students whose native language is English, as many educational institutions use English as their major language for teaching, interacting with faculty and students, doing research, and publishing scholarly works. Learning to read, write, listen, and speak English well equips students to understand and engage with challenging course topics, contribute meaningfully to class discussions, articulate their thoughts precisely, and confidently finish their work. Additionally, it gives users access to a plethora of mostly English-language educational materials, such as digital learning platforms, research journals, online databases, and textbooks. In contrast, students whose English is not their first language may struggle to grasp course material, articulate their ideas clearly, and do well on exams, all of which have a detrimental impact on their academic performance as a whole. Academic success in today's highly competitive school system is dependent on students' ability to not only understand and retain course material, but also to think critically, analytically, collaboratively, and solve problems. Students who are able to communicate well in English are more equipped for future academic and professional endeavours, as well as for involvement in global research and academic communities. Institutions of higher learning are placing a greater emphasis on language development in response to the rising need for proficient English speakers. This is happening via the incorporation of language labs into curricula, the instruction in communication skills, and the provision of remedial assistance programs. This means that if we want to know how language abilities affect students' academic success, we need to look at the correlation between students' English competence and their grades. Examining how college students' English language skills affect their grades and how important it is to build students' language abilities as a springboard to future academic and professional success is the overarching goal of this research.

REVIEW OF LITRETURE

Fadhil, Muhammad et al., (2025) With a focus on students at the University of Muhammadiyah Riau, this research seeks to investigate the significance of English proficiency in bolstering academic careers. This research investigates the effects of English on students' academic achievement and employment prospects since English is an internationally recognised language that is essential for success in both fields. This study

takes a quantitative approach by surveying students on their English skills and how those skills relate to their grades. Correlation analysis using the Corrected Item-Total correlation formula is the data analysis approach used in this study. Twenty students participated in the study, and the findings revealed a robust positive association between English ability and academic success. This was especially true for reading and writing, which were associated with better GPAs and more involvement in extracurricular activities. There has to be more work on oral communication skills, nevertheless, because of the reduced speaking competence. This research highlights the significance of being able to speak and understand English well in order to succeed academically and professionally. It suggests that by improving students' speaking skills, their academic and professional results might be enhanced. To make these results more applicable to a broader population, further studies with bigger samples are needed.

Mandal, Jasper et al., (2024) One primary goal of this research is to determine how well students at Systems Plus College Foundation can communicate in English. A Grammar, Comprehension, and Essay Test comprised the survey that the participants filled out. We were able to gauge their degree of English competence based on their answers. The research study used quantitative and stratified sampling methods and fell under the descriptive design. The numerical data show that most college students have low levels of English proficiency. According to the findings, the students' writing abilities were deemed inadequate due to the application test's mean percentage of just 5.01%. This is due to the fact that the objective of the exam was to gauge the level of paragraph-writing competency among the college students. Additionally, the student's lowest score was on the comprehension exam. College students are supposed to have fundamental critical thinking abilities, thus it is depressing to see that the students' mean percentage is 2.48%. Moreover, the results show that the students at Systems Plus College Foundation are unable to understand the text. Lastly, the ability test results revealed that the greatest mean percentage, at 14.39%, was seen among college students. They could have gotten the highest score possible. Still, it isn't enough; their score is just below the intermediate level, which is far lower than the competent level—the top level. With a mean of only 21.88%, the proportion of college students is below the primary level. The score was determined by adding together the results from all of the levels of English proficiency.

Asio, Ph & Quijano, Michelle (2023) Finding out how well 251 college students did academically depends on their level of English proficiency along several dimensions,

including stress/inflection, verbal abilities, correct usage, reading comprehension, spelling/punctuation, logical organization, and error identification. It also intends to classify respondents according to course, age, sex, and dialect spoken in order to find out if there is a notable variation in their level of English proficiency. There is no discernible variation in stress levels or logical arrangement across profile courses, according to the results. But there's a big gap in the following areas: Spelling and Punctuation, Correct Usage, Reading Comprehension, and Verbal Abilities. Concerning the age profile, there is no discernible variation in verbal proficiency, logical organization, spelling, punctuation, or stress/inflection. However, a notable difference may be seen in the areas of reading comprehension and error identification. Reading comprehension and mistake identification are areas where respondents aged 18 and up excel. There is a notable distinction along the sex profile. Reading comprehension, correct use, and error identification are areas where females excel relative to males. There is no statistically significant variation in the respondents' English proficiency levels when it comes to profile dialect spoken. In terms of their academic performance, the responses fall somewhere around the average level, accounting for 70.1% of the total. There is a statistically significant correlation between the respondents' English proficiency and their academic performance, according to the results.

Naeem, Waqasia et al., (2022) There has been a dearth of research on the factors that motivate students to succeed in school, particularly in the field of English as a second language (ESL), where the importance of ELP has been generally disregarded. Consequently, this research set out to examine how ESL students' English Language Proficiency affected their intrinsic drive to succeed in the classroom. The sample for this research consisted of 311 secondary school students from Multan city. The results showed that ELP significantly increases pupils' desire to study, according to the quantitative research approach. Discussion, ramifications, and limitations of the research accompany the results.

RELATIONSHIP BETWEEN ENGLISH PROFICIENCY AND ACADEMIC PERFORMANCE

When it comes to colleges and universities where English is the main language of teaching, students' level of English proficiency is a major factor in how well they do academically. In general, students' ability to comprehend lectures, read academic books, contribute to class debates, and finish assignments is directly correlated to their command of the English language. The capacity to understand and articulate complicated ideas, as well as to read and

understand research papers, is greatly enhanced by fluency in the English language. This leads to increased self-assurance and better academic performance for these children. On the other side, students whose first language is not English may struggle to grasp course material, demonstrate mastery on tests, and participate effectively in group projects. Even if they have sufficient topic knowledge, these obstacles might hinder their overall academic performance. Due to the prevalence of English-language academic resources, periodicals, and reference materials, fluency in the language aids in the maturation of analytical reasoning, problem-solving abilities, and critical thinking. In addition to keeping themselves abreast of the latest findings in their fields, students who are adept at using and interpreting these resources get a more well-rounded education. Presentations, seminars, group projects, and contacts with professors all contribute to academic performance, and students' ability to communicate effectively is a key component to their success in these areas. Students' enthusiasm and self-confidence are boosted by improving their English ability, which in turn allows them to actively engage in both academic discussions in class and extracurricular academic activities. Digital learning platforms, online courses, and educational technology are becoming more and more dependent on English-language material; therefore being proficient in the language is also helpful for using these tools. Results from a large body of research in the field of education show that higher levels of English proficiency are positively correlated with higher levels of academic accomplishment. This suggests that kids who are able to communicate effectively in English tend to do better in school overall. Consequently, universities should prioritise the development of students' English language skills. Language enrichment programs, communication seminars, writing assistance, and chances for interactive learning are all ways in which colleges may help their students. These kinds of programs make schools more welcoming places for kids of all backgrounds, allowing them to overcome language barriers and reach their full academic potential. Improving educational outcomes, fostering lifelong learning, and achieving academic brilliance are all greatly enhanced when college students possess English language competence, which goes beyond just being a communication skill.

FACTORS AFFECTING ENGLISH LANGUAGE PROFICIENCY AMONG COLLEGE STUDENTS

Academic and professional success in college depends on students' command of the English language, which in turn is affected by a wide range of personal, academic, social, and

environmental variables. The pupils' prior knowledge is a major consideration. Students whose native language is not English tend to have less proficiency in reading, writing, listening, and speaking compared to their counterparts whose schooling was conducted in English. One of the most important factors in achieving fluency is the quality of one's English language education throughout elementary and high school. The acquisition of a second language is greatly facilitated by qualified educators, efficient pedagogical practices, and enough pedagogical resources. Daily exposure to English is another crucial aspect. Vocabulary, pronunciation, and comprehension are all areas where students often engage with English-language media, such as books, journals, magazines, and television shows. Students can take advantage of many great opportunities to practise and enhance their English language skills through the growing use of digital learning platforms, online courses, educational applications, and social media. Two equally crucial factors in determining language proficiency are attitude and motivation. The academic and professional advantages of English tend to motivate students to learn and practise the language more consistently. When students have a positive outlook on the English language, they are more likely to take part in class discussions, debates, presentations, and other forms of communication, which in turn leads to steady progress. On the other hand, opportunities for practice are often limited and effective learning is hindered by factors such as a lack of confidence, language anxiety, fear of making mistakes, and negative perceptions about English. Another factor that impacts how a language develops is the family's socioeconomic status and the context in which it is presented. Students whose families have higher levels of education or whose native language is English are more likely to receive positive reinforcement and assistance when they begin to study the language. When people have enough money, they can afford good schools, tutors, language labs, books, internet, and technology that improves learning. Interactions with peers who speak English promote consistent practice and boost self-confidence, two factors that have a multiplicative effect on English proficiency. Another crucial component is backing from relevant institutions. Opportunities for students to enhance their language competences may be found in colleges that provide language labs, workshops on communication skills, English clubs, lectures, and interactive learning environments. Taking part in extracurricular activities and receiving frequent feedback from instructors are two more ways to enhance communication and fluency. Reading regularly, expanding one's vocabulary, practicing grammar, and allocating time to learning a language are all examples of good learning habits that have a substantial impact on proficiency levels. Participation in exchange programs,

exposure to other cultures, and chances to speak in front of an audience all help students develop their language skills. Students' academic performance, communication skills, and future career prospects can be greatly improved by addressing the various interconnected factors that shape English language proficiency. This can be achieved through supportive educational policies, effective teaching practices, technological integration, and sustained learner motivation.

CONCLUSION

In the area of English as a second language (ESL), where ELP is often ignored, there is a lack of studies examining what drives pupils to do well in school. Therefore, the purpose of this study was to investigate if and to what extent ESL students' English Language Proficiency influenced their intrinsic motivation to achieve academic success. Three hundred eleven secondary school students from the city of Multan made up the sample for this study. Using a quantitative research technique, the findings demonstrated that ELP considerably boosts students' motivation to study. In addition to the findings, there is discussion, implications, and a discussion of the research's shortcomings.

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