

Language Test's Prosperity because of the effect of Social and Social Capital

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ABSTRACT

The lack of a language exam at the end of a Hungarian student's academic career impacts a significant number of people. Research suggests this topic is understudied, but there are a number of relevant elements in the literature. My investigation took place in East Hungary. It's because the failure rate of language learners in this region is higher than the national average. I used a survey that was mostly made up of closed-ended questions to conduct an internet survey (alternative, selective and scale). My poll included questions regarding socioeconomic status, education, and language learning. When it comes to language learning, my study report shows that social and cultural elements play a significant impact. The snowball approach and an address list query were both employed throughout the inquiry process. There aren't many components because locating the intended audience has proven to be challenging.

KEYWORDS

Failure to pass a language exam, inability to acquire a foreign language, and a lack of proficiency in that language

INTRODUCTION

It is no secret that teaching foreign languages has long been a top priority in Hungary's educational system. Education, career prospects, and just about every other facet of intellectual life are all impacted by it. When it comes to teaching and learning languages, there is still a lot we don't know. Student motivation to study a foreign language may have an impact on their educational success. Non-linguistic and linguistic elements can have a role in the process of development. However, the dilemma of how to quantify foreign language proficiency may arise. Many criteria have been employed, such as testing, mimicking sentences, checking grammar, listening, reading, and speaking (2), but some criteria are problematic if we consider that the primary goal of language acquisition is to increase communication. In addition, we need to figure out how to account for non-linguistic influences on language acquisition. According to research on the impact of personality, there is no clear approach for quantifying attributes.

This is a very real issue in our educational system in Hungary, where many students are unable to pass the needed language exam at the conclusion of their university years. In this study, I hope to shed light on the social and cultural context of this issue. There are more failed language learners in eastern Hungary than elsewhere in the country (3).

METHODS

202 records from my database were used to conduct this research study. Several University of Nyregyh'aza and University of Debrecen students have completed their studies but have not received their diplomas because of the absence of a language exam. It was used a closed-ended online survey in which former pupils had to answer the questions (alternative, selective and scale). Poor language learning is the subject of my current study. People who aren't involved in research are the perfect people to investigate since they're interested in a topic that's relevant to everyone. In order for a result to be significant, it needs to have a wide enough context. The "trap of specificity" is what we call it. The quality of the inquiry degrades when a scholar is solely concerned with the quality of the answer. So, how can you get the best answer? You need to narrow down your inquiry.

RESULTS

It is important to understand all of the variables that will be used in the analysis and the qualifying variables that will be derived from those variables. There were two indications that were used to gauge the social condition. As a result, a large majority of respondents possess their own apartment or house; they have a computer, Internet connection, and a car; and around half have a smartphone. Z-score index was used to split participants into four quartiles based on the items given, normalized the variables involved, and then averaged them.

A three-category variable for habitation has been created: village, small town and major city. " A total of 43 percent of those polled reside in the county seat or capital, 40 percent in small towns, and 17 percent in rural areas.

The amount of cultural capital available has been assessed in a variety of ways. As a first step, we looked at the educational level of both parents and the cultural consumption of their children. Among the survey participants, women's educational attainment is often greater than men's. More than half (54%) have a high school diploma, while 13% have no high school education at all, according to the survey's results. One-fifth of those polled had a parent who has a college degree, 39% have a high school education, and 46% are skilled employees. At least 15% of moms and 5% of fathers are fluent in a foreign language. There is a correlation between a mother's education and her child's performance. A mother's education can be seen most clearly on reading exams. His study has proven that parental education has a favorable impact on a child's ability to acquire a new language.

Cultural consumption among respondents was notably low compared to what one might predict among college students. 60 percent of them have never read literature, although just 75 percent of them read amusement fiction (most of them rarely). 26% of them have never read any professional literature, whereas 39% have done so at some point in their lives. Three-quarters of those polled either never go to the movies or only do so once or twice a year.

There is just one primary component to the metrics used to gauge cultural consumption. 51% of the data is still in the company's possession. It is important to consider how powerful each individual component is when it comes to forming a larger whole.

For the explanatory and explained variables, we've learned about their fundamental distributions above. Our assumptions are tested using cross-tabulations, which use a significance test to determine whether or not a correlation exists between variables. If the significance level falls below 0.05, we assume that the explanatory and explained variables are linked.

According to the cross table, the respondent's financial status appears to have little bearing on whether or not he or she takes a language exam to further their career. The percentage of people who lack or possess some level of language competence is roughly the same across all wealth levels.

For the same reason, it doesn't really matter where you live, as far as whether or not you'll be taking a language exam, and what level.

However, despite the significance of the crosstab, it appears that parents do not have an educational background or take a language exam. However, just over two-thirds of those with a high school education lack a language competence certificate, while the percentage of parents with a bachelor's or master's degree is nearly three times higher at 78%.

There is no connection between a child's ability to pass a language exam and that of their parents. Rather than cross-tabulation, we employ a one-way analysis of variance to examine the association between our cultural consumption measure and the other factors. The F-test is still used despite the 0.05 significance level.

Cultural consumption has an average component of 2.0 for people who do not take language exams, 2.5 for those who have taken basic level exams and 2.23 for those who have taken intermediate level exams. These two situations could hardly be more unlike. People who have taken a language exam have a higher cultural consumption index, although the difference is not linear. It is clear that the factors indicating social class and cultural capital have little connection to the presence of the language test, which is largely determined by parents. In contrast, the respondents' personal cultural capital (consumption of cultural goods and services) goes in the direction we predicted it would go.

Children benefit from the ability to converse with their parents who speak a different language. As a result, even if the findings aren't very difficult to understand, we can see considerable shifts in the cultural consumption index. Status and cultural capital appear to be less influenced by a person's linguistic and familial background.

Poorer language comprehension and motivation were thought to be linked to lesser cultural capital and a more precarious social position. Let's start with a look at what motivates people. Motivation was rated on a scale of 1-5. Only 5% of those polled were adamant that they had no desire to learn another language, whereas 23% were more likely to agree. More than a quarter of those surveyed said they were somewhere in the middle. In this case, the average is 2.98, which indicates that participants are a little less enthusiastic than the norm of 3.0. A one-way analysis of variance is used to assess whether or not there are significant differences (P 0.05).

The financial position, the settlement type of the place of living, or the education of the parents does not have a substantial impact on the motivation level for language acquisition. However, children's motivation is affected by their parents' language abilities: the better their parents' foreign language skills, the more motivated their children will be to learn that language (i.e. the lower their motivation deficit).

Another 33% thought it was more accurate, while 22% claimed they had a language that was "extremely inadequate." Twenty percent of people said they don't or don't believe it. On a five-point scale, most people who sense a lack of language fall somewhere in the middle.

According to the second pattern, individuals are more motivated to learn a language if they can see the benefits of it in their daily life. I (the medium of socialization). As an alternative explanation, "poor language perception" has a counter-hypothesis to the social situation, meaning that these students know they should already have a language exam by their status (as most of their university peers have it, or success in achieving a language exam is a mandatory requirement), and some lack of explanation can resolve it... It's common for people to focus on the chance that their language talents will be utilized. People in the neighborhood and the parents themselves speak as though they agree, and their words bear this up.

It is widely accepted that a person's ability to understand and use a new foreign language is influenced by his or her ability to perceive and use the language of the target culture (4).

All of us agree on the importance of making an effect, but how can we know what influence we're making? Citations are used in Table 1 to quantify academic research's influence. Citations, it may be argued, are a flawed indicator of the significance of scholarly work. Of course, this is the case. Even if a measurement is defective, it can still be helpful if it is the best of the bad ones. Don't let perfection become an enemy of good. It's been studied since the 1980s just how tough it is to learn a foreign language (5). According to the student's perspective, this is mostly due to a lack of comprehension of the phonological aspects of the foreign language and its orthographic-phonetic qualities.

CONCLUSION

Indicators of social and cultural standing, like as money and education, don't appear to be connected to the occurrence of language examinations depending on parent status. Even so, the respondents' own cultural capital is being depleted via the creation of new cultural products. Many additional aspects of learning a second language, such as a student's upbringing or a school's type of education, will certainly be investigated in the future.

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