



Construction and Standardization of Gujarati Language Proficiency Test for the Trainees of Primary Teacher Training Institute in Gujarat State

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Abstract:

Language is one of the greatest dimensions of human culture development. From the childhood human learns during the development of human kind in the family. All tests are designed to collect data to support an argument for certain policies or decisions. If the tests are used for different goals or purposes, the validity of that usage can and should be questioned. Additionally, the context, purpose, and goals for which a test is designed can change over time, sometimes radically. For that reason, data collected from older tests may not serve the goals, purposes, and decisions of current contexts. Objectives of the Test were to Construct and Standardize Gujarati Proficiency Test for Primary teacher trainees. To study the Gujarati Proficiency of teacher trainees in relation to following background variables: (a) Gender; (b) Type of Educational Institute and (iii) Area (iv) Zone (Habitat) [North/South/West/East]. The population of the study was the 800 Primary Teacher Trainees from Grant-in-aid College and Non Grant-In-Aid College of primary teacher training institute from Gujarat state. Validity and reliability of the Test found research test-retest carried out after 20 days and 30 days, according to the test-retest reliability were found 0.81 and 0.73 respectively, while rationale equal lance method of KR_{20} and KR_{21} were found 0.72 and 0.70 respectively. Split- half Reliability of the test was also carried out and it was found 0.68. From the Reliability test, it is found that Reliability of the Gujarati Proficiency Test is high. Findings: (1) No significant difference was found between the mean scores of Male Primary Teacher Trainees and Female Primary Teacher Trainees on Total Scores of the Gujarati Language proficiency test. (2) No significant difference was found between the mean scores of Primary Teacher Trainees of Grant-In-Aid and Non-Grant-In-Aid Primary Teacher Trainees on Total Scores of the Gujarati Language proficiency test. (3) No significant difference was found between the mean scores of Primary Teacher Trainees of rural habitat and urban habitat Primary Teacher Trainees on Total Scores of the Gujarati Language proficiency test. (4) No significant difference was found between the mean scores of Primary Teacher Trainees of north, south, east and western area zone of Primary Teacher Trainees on Total Scores of the Gujarati Language proficiency test. Gender, Types of Institutions and Habitat variable are not found significant, so all Gujarati Language proficiency test is useful to find Gujarati Language proficiency in same manner.

Keywords: *GLP test, Language, Primary Teacher Trainee*

1. Introduction

Child learns through listening sensory motors during the listening mode and then after individual becomes more concrete with interaction with the family members, members of group and members of society. Acceptation of good desirable rules language and sincere respectful language is desirable in the form of oral as well as written. Enrichment of language is the

medium of transformation of thoughts of particular society and particular culture. According to Ageyaji: “Lots of lost in the using education method of foreign language in our present system.”

2. Background of the Study

All tests are designed to collect data to support an argument for certain policies or decisions. If the tests are used for different goals or purposes, the validity of that usage can and should be questioned. Additionally, the context, purpose, and goals for which a test is designed can change over time, sometimes radically. For that reason, data collected from older tests may not serve the goals, purposes, and decisions of current contexts. Anastasi (1986), occurred with the age-differentiation criterion developed by Binet and Simon in 1908. Anastasi further claims that it was not until 1954, the year in which the *Technical Recommendations for Psychological Tests and Diagnostic Techniques* were published through a joint effort between the American Psychological Association, the American Educational Research Association and the National Council on Measurements Used in Education, that “a major effort to introduce some order into the chaotic state of test construction procedures as a whole” (p. 2) was undertaken.

Validity, as proposed by Cronbach and Meehl (1955). Reliability, which is defined in part D of the *Recommendations* (1954), refers to several distinct coefficients:

- Internal consistency, which is obtainable through an analysis of variance or the split-half method.
- Equivalence, analyzable through correlations between results stemming from administering two forms of the test at almost the same time.
- Stability, testable like equivalence, through correlational analysis, but with a time gap between the administrations of the two forms of the test.

According to Messick (1989), the 1974 edition of the *Recommendations* (renamed as *Standards for Educational and Psychological Tests*), evidenced the beginnings of what he called “critical changes in the theoretical formulation of validity” (p. 18), along with the first recognition of the social consequences that can be triggered by the use of tests. Over time, validity began to mean more than multiple criterion validities. Test researchers made a shift towards an encompassing view, along with focal changes that shifted from predictions to actual explanations of facts that would allow such predictions. The 1985 *Standards for Educational and Psychological Testing* could be considered the passage phase into modern times insofar as validity theory is concerned. Not only did these *Standards* emphasize the concept of validity as being a single if multifaceted model, but they corrected the conceptually and practically inappropriate way of attributing validity to tests rather than to the inferences made from test scores. Furthermore, the three ingrained *types* of validity become *categories of evidence*, to be called content-related, criterion-related, and construct-related evidence of validity. The 1999 *Standards for Educational and Psychological Testing* continues the unified theory of validity and add the need to investigate the consequences of test use. Messick’s (1989) *Validity* chapter in *Educational Measurement* continues to be highly influential today. Nitko and Brookhart (2007) adapted Messick’s unified validity concept, with the understanding that evidence from all relevant validity aspects must be collected prior to judging the interpretations and uses of candidates’ results. Speaking proficiency (Kaulfers, 1965). Standardization implied the need for group testing, a feature that was not practical before the establishment of the language laboratories. In his seminal book published in 1961, Lado mentioned testing the *integrated skill* [italics added] of “Speaking a Foreign Language”. Today’s reader could easily perceive the integration as bearing the modern connotation of a communicative approach. However, what Lado meant at the time, was to bring together the elements of pronunciation, sound segments, stress, intonation, grammatical

structure, and vocabulary in a testing format that would render the test-taker “not aware of what is being tested in each particular item” (p. 243). Rivers (1968) made it clear that an integrative approach to testing the ability to speak the foreign language is not desirable and gave the example of an interview where the test-taker is placed in a “communication situation...[to see]...how he behaves” (p. 296). While Rivers agreed that this would constitute an assessment of speaking, she contended that it is more than that, because there are listening skills involved, along with other factors that would make it impossible to distinguish the individual skill of speaking. For that reason, she recommended an approach that “can be examined and evaluated apart from an act of communication, and therefore through tests which allow for a more objective assessment” (p. 297). A return to the direct testing of speaking was observed in the 1980s, due to the growing interest in communicative language teaching (Alderson, 2002, p. 92). The publication of the guidelines for assessing language proficiency by the American Council on the Teaching of Foreign Languages.

2. Objectives of the Test

- To Construct and Standardize Gujarati Proficiency Test for Primary teacher trainees.
- To study the Gujarati Proficiency of teacher trainees in relation to following background variables: (a) Gender; (b) Type of Educational Institute and (iii) Area (iv) Zone (Habitat) (North/South/West/East).

3. Population and Sample of the Study

The population of the study was the Primary Teacher Trainees from Grant-in-aid College and Non Grant-in-Aid College of primary teacher training institute from Gujarat state.

Table 1
Sample

Gender	Area Zone (Habitat)				Type of Educational Institute		Total
	North	South	West	East	Granted	Non-Granted	
Male	100	100	100	100	200	200	400
Female	100	100	100	100	200	200	400
Total	200	200	200	200	400	400	800

4. Variables of the Study

Following demographic variables introduced for this study.

Table 1
Variables

Sr. No.	Type of Variables	Variables under the Investigation
1.	Dependent Variable	Gujarati Proficiency Test
2.	Independent Variable	Teacher Trainee' Perceptions
3.	Moderate Variables	(a) Gender (b) Type of Educational Institute (c) Habitat (Rural/Urban) (North/South/West/East)

5. Validity and reliability of the Test

In this present research test-retest carried out after 20 days and 30 days, according to the test-retest reliability were found 0.81 and 0.73 respectively, while rationale equal lance method of KR₂₀ and KR₂₁ were found 0.72 and 0.70 respectively. Split- half Reliability of the test was also

carried out and it was found 0.68. From the Reliability test, it is found that Reliability of the Gujarati Proficiency Test is high. Reliability and Validity of the test are given as under.

Table 3
Reliability of Gujarati Proficiency Test on different sample

No.	Method	Group	r.
1	Test-Retest Method	Male Primary Teacher Trainee	0.83
		Female Primary Teacher Trainee	0.78
		Urban Habitat Primary Teacher Trainee	0.81
		Rural Habitat Primary Teacher Trainee	0.82
		Total sample of Primary Teacher Trainee	0.81
2	Split- Half Method	Male Primary Teacher Trainee	0.69
		Female Primary Teacher Trainee	0.68
		Urban Habitat Primary Teacher Trainee	0.68
		Rural Habitat Primary Teacher Trainee	0.69
		Total sample of Primary Teacher Trainee	0.69

Validity of the test carried out by calculating co-relation of score the Gujarati Proficiency Test with the marks obtained in Gujarati language and it was found 0.80, which shows that the Validity of the Gujarati Proficiency Test is Very High.

Table 3
Validity of Gujarati Proficiency Test on different sample

No.	Name of Test	Group	r.
1	Gujarati Subject	Male Primary Teacher Trainee	0.83
		Female Primary Teacher Trainee	0.78
		Urban Habitat Primary Teacher Trainee	0.81
		Rural Habitat Primary Teacher Trainee	0.82
		Total sample of Primary Teacher Trainee	0.80
2	Prelim Examination Marks	Male Primary Teacher Trainee	0.67
		Female Primary Teacher Trainee	0.68
		Urban Habitat Primary Teacher Trainee	0.63
		Rural Habitat Primary Teacher Trainee	0.62
		Total sample of Primary Teacher Trainee	0.67

6. Data Collection

Data for the present research were collected by the investigator.

7. Statistical Treatment

For the calculation of the data, the researcher had employed the formulas of Mean, Standard Deviation, and t-value.

8. Data Analysis

The sample of 800 Teacher Trainees from primary teacher training institute of grant-in-aid and non grant in aid institutions from Gujarat state were studied on Gujarati Proficiency Test. The tabulation and statistical calculations were made for analysis and interpretations of data. t-test was employed for the comparison of two groups. The analysis and interpretation of the data have been presented under the following heads:

9. Major Findings of the Study

Major findings of the Gujarati Language proficiency test are given as under.

- No significant difference found between mean score of male and female primary teacher trainee on Gujarati Language proficiency test.
- No significant difference found between mean score of rural and urban primary teacher trainee on Gujarati Language proficiency test.
- No significant difference found between mean score of rural habitat male and female primary teacher trainee on Gujarati Language proficiency test.
- No significant difference found between mean score of urban habitat male and female primary teacher trainee on Gujarati Language proficiency test.
- No significant difference found between mean score of primary male teacher trainee of Grant-in-aid College and Non Grant-In-Aid College on Gujarati Language proficiency test.
- No significant difference found between mean score of primary female teacher trainee of Grant-in-aid College and Non Grant-In-Aid College on Gujarati Language proficiency test.
- No significant difference found between mean score of primary teacher trainee of Grant-in-aid College and Non Grant-In-Aid College on Gujarati Language proficiency test.
- No significant difference found between mean score of North Zone Habitat and South Zone Habitat primary teacher trainee on Gujarati Language proficiency test.
- No significant difference found between mean score of North Zone Habitat and East Zone Habitat primary teacher trainee on Gujarati Language proficiency test.
- No significant difference found between mean score of North Zone Habitat and West Zone Habitat primary teacher trainee on Gujarati Language proficiency test.
- No significant difference found between mean score of South Zone Habitat and East Zone Habitat primary teacher trainee on Gujarati Language proficiency test.
- No significant difference found between mean score of South Zone Habitat and West Zone Habitat primary teacher trainee on Gujarati Language proficiency test.
- No significant difference found between mean score of West Zone Habitat and West Zone Habitat primary teacher trainee on Gujarati Language proficiency test.

10. Findings

From the above research findings of the study are given as under.

(1) No significant difference was found between the mean scores of Male Primary Teacher Trainees and Female Primary Teacher Trainees on Total Scores of the Gujarati Language

proficiency test. (2) No significant difference was found between the mean scores of Primary Teacher Trainees of Grant-In-Aid and Non-Grant-In-Aid Primary Teacher Trainees on Total Scores of the Gujarati Language proficiency test. (3) No significant difference was found between the mean scores of Primary Teacher Trainees of rural habitat and urban habitat Primary Teacher Trainees on Total Scores of the Gujarati Language proficiency test. (4) No significant difference was found between the mean scores of Primary Teacher Trainees of zone of Gujarat State of north, south, western and eastern habitat Primary Teacher Trainees on Total Scores of the Gujarati Language proficiency test.

11. Conclusion

No significant difference was found between the male and female primary teacher trainees and primary teacher trainees of Rural Area and primary teacher trainees of Urban Area as well as Primary Teacher Trainees of Grant-In-Aid and Non-Grant-In-Aid Primary Teacher Trainees. Hence it is necessary to provide necessary healthy academic feedback to primary teacher trainee and reinforce and promote to them for the feature required Language needs and prepare them for the feature Language proficiency. Gender, Types of Institutions, Habitat and Zone of Gujarat State of north, south, western and eastern habitat Primary Teacher Trainees on Total Scores of the Gujarati Language proficiency test, variable are not found significant, so all Gujarati Language proficiency test is useful to find Gujarati Language proficiency in same manner.

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