



Effectiveness of Gujarati Language Proficiency Test for the Trainees of Primary Teacher Training Institute

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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. 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. Objectives of the Test : (1) To study the level of effectiveness of 'Gujarati Proficiency' of Primary teacher trainees (2) To study the Gujarati Proficiency of teacher trainees in relation to following background variables: (a) Gender; (b) Type of Educational Institute and (iii) Habitat[Rural/Urban]. Research Area: The present research study was conducted taking sample from Grant-in-aid College and Non Grant-In-Aid College of primary teacher training institute from Gujarat state. Research Design: The present research was Descriptive Survey by its nature. Population and Sample of the Study: 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. In this present research test-retest carried out after 20 days and 30 days, according to the test-retest validity 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 Validity of the test was also carried out and it was found 0.68. 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. 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: Gujarati Language Proficiency Effectiveness, Language

1. Introduction:

Transparent Language has provided this Gujarati test as a way for Gujarati language learners to evaluate their Gujarati proficiency. Test on the Standard Gujarati vocabulary and Gujarati grammar that would find in any Gujarati language learning material, so that this proficiency test can measure your command of the Gujarati language regardless of Gujarati language learning background.

Essentially language functions as the system of human communication which according to Richards, Platt and Platt (1992: 283), "consists of different units, such as morphemes, words,

sentences, and utterances”. Crystal (1992: 212) on the other hand views language as, “an act of speaking or writing in a given situation.” This spoken or written form of language is referred to as, “parole or performance whereas the linguistic system underlying one’s use of speech or writing is referred to as competence”. It is imperative that learners be sensitized to such errors and be trained to apply the appropriate approaches to rectify them. Ferris (1994) proposes an editing approach in which learners need to edit their own work while Bates, Lane, and Lange (1993) advocate teaching students the discovery approach through which they will become independent and critical self-editors.

The lack of access to the complex cognitive processes that underpin writing has compelled most researchers to use alternative approaches to diagnose difficulties associated with language learning. One such approach is error analysis in which the output generated by learners is analyzed for errors through which the underlying causes of such errors are identified and the frequency of error is deemed proportional to the degree of learning difficulty. As defined by Ellis (2004: 296), the effort expended in “systematically collecting, analyzing and categorizing errors is known as error analysis (EA)”.

The reasons behind errors are manifold. Cooper (1977: 12) believes that, “language deviations are not random but systematic and reflect an implicit hypothesis to the nature of language being learned”. Abbott (1980) opined that the reasons for making errors are many.

Errors are very significant to Corder (1973: 27) as he felt that, “errors are indication of learning taking place”. Moreover, he regarded “errors as a device a learner uses to learn through testing his hypothesis about the new system” (Corder, 1976: 56).

2. Background of the Study

In order to gain a better understanding of the context of the study, it seems necessary to review briefly the following issues related to its background: a) the history of Gujarati language teaching in Gujarat, b) the system of education in Gujarat, c) the goals as well as the methodology of teaching Gujarati in Gujarati, and d) the function of writing in Gujarati language syllabuses in Gujarati State. Gujarati became a subject in the school curriculum is a direct result of Gujarat state. Gujarat began to play a more active role in Gujarat as part of its international geo-political strategy. It extended its influence in Gujarati through organizations such as the Cooperative Mission. This influence continued until the Gujarati. The educational system of the country has undergone extensive changes. The structure of the education system has outstanding characteristics in the Gujarati education system.

3. Objectives of the Test

- To study the level of effectiveness of ‘Gujarati Proficiency’ of Primary teacher trainees
- To study the Gujarati Proficiency of teacher trainees in relation to following background variables: (a) Gender; (b) Type of Educational Institute (iii) Habitat[Rural/Urban] (d) Zone (North/South/West/East).

4. Proficiency Test

Proficiency tests are forms of assessment that aim to predict future language use, with little or no reference to the way the language was acquired.

5. Research Area

The present research study was conducted taking sample from Grant-in-aid College and Non

Grant-In-Aid College of primary teacher training institute from Gujarat state.

6. Research Design

The present research was Descriptive Survey by its nature.

7. 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

8. Hypotheses of the Study

1. There will be no significant difference between mean score of male and female primary teacher trainee on Gujarati Language proficiency test.
2. There will be no significant difference between mean score of primary teacher trainee of Granted and Non Granted on Gujarati Language proficiency test.
3. There will be no significant difference between mean score of area of zone of North, South, West and East area of primary teacher trainee on Gujarati Language proficiency test.

9. Variables of the Study

Following demographic variables introduced for this study.

Table 2
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 (Male/Female) (b) Type of Educational Institute (Granted/Non-Granted) (c) Habitat (Rural/Urban) (d) Zone (North/South/West/East)

10. Validity and Reliability of the test

In this present research test-retest reliability carried out after 20 days and 30 days, according to the test-retest validity 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 found high. 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.

11. Statistical Treatment

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

12. 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. The t-test was employed for the comparison of two groups. The analysis and interpretation of the data have been presented under the following heads.

- A. Effect of Gender on Primary Teacher Trainees' Perceptions on Gujarati Proficiency Test.
- B. Effect of Types of Institute on Primary Teacher Trainees' Perceptions of Gujarati Proficiency Test.
- C. Effect of Habitat on Primary Teacher Trainees' Perceptions of Gujarati Proficiency Test.

Table 3
Showing Mean, S.D. and t-value of Gender, types of Institution and Habitat on English Proficiency test

	Group	N	Mean	SD	SEd	t
Ho.1	Male	400	78.51	11.21	1.77	1.16
	Female	400	80.57	11.51		
Ho.2	Grant In Aid	400	78.76	11.25	1.70	1.14
	Non Grant in Aid	400	80.71	11.53		
Ho.3	Urban	400	79.96	11.42	1.18	1.16
	Rural	400	78.57	11.22		

12.1 Effect of Gender on Primary Teacher Trainees' Perceptions on Gujarati Proficiency test

From the above table, it is evident that the obtained means scores of Male Primary Teacher Trainees (N=400) on Total Scores was found to be 78.51 and the obtained S.D. was found to be 11.21 respectively. The obtained means scores of Primary Female Teacher Trainees (N= 400) on Total Scores was found to be 80.57 and the obtained S.D. was found to be 11.51 respectively with 1.77 standard error of mean and obtained t-value(1.16) had not reached the 0.01/ 0.05 level of significance. Hence, this has accepted the Ho.1, which was stated as “*There will be no significant difference between mean score of male and female primary teacher trainee on Gujarati Language proficiency test*”.

12.2 Effect of Types of Institute on Primary Teacher Trainees' Perceptions on Gujarati Proficiency Test

From the above table, it is evident that the obtained means scores of Primary Teacher Trainees of Grant-In-Aid (N=400) on Total Scores was found to be 78.76 and the obtained S.D. was found to be 11.25 respectively. The obtained means scores of Primary Teacher Trainees of Non-Grant-In-Aid (N= 400) on Total Scores was found to be 80.71 and the obtained S.D. was found to be 11.53 respectively with 1.70 standard error of mean and obtained t-value(1.14) had not reached the 0.01/ 0.05 level of significance. Hence, this has accepted the Ho.2, which was stated as “*There will be no significant difference between mean score of Grant-In-Aid and Non-Grant-In-Aid primary teacher trainee on Gujarati Language proficiency test*”.

12.3 Effect of Habitat of trainee on Primary Teacher Trainees' Perceptions on Gujarati Proficiency Test

From the above table, it is evident that the obtained means scores of Primary Teacher Trainees of Urban Habitat (N=400) on Total Scores was found to be 79.96 and the obtained S.D. was found to be 11.42 respectively. The obtained means scores of Primary Teacher Trainees of Rural Habitat (N= 400) on Total Scores was found to be 78.57 and the obtained S.D. was found to be 11.22 respectively with 1.18 standard error of mean and obtained t-value(1.16) had not reached the 0.01/ 0.05 level of significance. Hence, this has accepted the Ho.3, which was stated as “*There will be no significant difference between mean score of Grant-In-Aid and Non-Grant-In-Aid primary teacher trainee on Gujarati Language proficiency test*”.

13. 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.

14. 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 and Habitat 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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