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**Construction and Standardization of English Language Ability
Test for the Students of Standard 8th**

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1.0 Abstract

Language is a tool through which we express our emotions, demands, thoughts, likes, dislikes, happiness and sorrow. In today's age of globalization, education is imparted to not only in mother tongue, but in an international language like English. English language is widely used in India. As we enter in the 21st century marathon race, when all countries have recognized the importance of the English language, we too must adopt English language. With the fast-evolving world, English has become a common language which we can understand to make use of data and information available.

English is now considered as an important language, not only in the learning institutions but also within the society. Unfortunately, we find that the standard of English among pupils is disappointing. The reason for this situation taking place is the fact that they lack basic concept of the language. Lack of effective teaching is also one of the reasons. Language ability test can be put into a tool that attracts students positively towards language. So the researcher has decided to construct and standardize English language ability tool that can help students' language ability.

2.0 Introduction

English language has emerged out in the last half a decade as a global lingo, Indian curriculum has included English as a second language and it has been taught over a century in India. Through English language we acquire abundance of current knowledge.

Education is backbone of society. Generally, we find the pupil's command over English language is quite low than other subject. The reason behind it is lack of basic concept and lack of effective teaching. One reason we should add is lack of material that attracted students positively. Language ability test can play a role that attracts students positively towards language. Only good ability test can evaluate truly. So, the researcher has decided to construct and standardize an English language ability tool.



3.0 Objective of the Study

Task never starts without target. Every work has its own objective. By deciding the objectives, researcher can decide its beginning, process and end with the reference to the time limit. Objective is the systematic change which is acquired by the action.

In the present research the objectives of the study are as below...

- To construct and standardize an English Language Ability Test for students of standard 8.
- To study the effect of gender on English Language ability of the students of standard 8.
- To study the effect of school area on English Language ability of the students of standard 8.
- To study the effect of social status on English Language ability of students of standard 8.
- To study the effect of fathers' education on English Language ability of the students of standard 8.
- To study effect of mothers' education on English Language ability of the students of standard 8.

4.0 Hypotheses of the study

Null hypothesis is stated in the null form which is an assertion that no relation or no difference exist between the variables. Null hypothesis is statistical hypothesis testable within the framework of probability theory. It is a non-direction form of hypothesis. The null hypothesis of present research was as below.

Ho1 There will be no significant difference between the mean scores on English Language ability test with reference to their gender.

Ho2 There will be no significant difference between the mean scores on English Language ability test with reference to their school area.



Ho3 There will be no significant difference between the mean scores on English Language ability test with reference to their social status.

Ho4 There will be no significant difference between the mean scores on English Language ability test with reference to their father's education.

Ho5 There will be no significant difference between the mean scores on English Language ability test with reference to their mother's education.

5.0 Significance of the study

Following is the significance of the study...

- The study will prepare English language ability test.
- English language ability can be measured by this study.
- This study will help classify the students.
- This test will be useful to English teachers of the primary school while teaching English.
- This test will help students who are preparing for the competitive examinations.
- The parents will be familiar with their children's English language ability, thereby helping them to choose suitable career for them.
- For the future related researches, this research will provide ample references.

6.0 Delimitation of the study

The researcher delimited the present study as under...

- The schools having a Gujarati medium of instruction were included.
- The study was delimited to Government schools of Rajkot district.
- The study was delimited to the student studying during 2020-21 academic year.
- Speaking skill was not measured in present research because it was a paper pencil test.



7.0 Types of Research

Generally, research is classified into two ways, depending on how the research is conducted and what the research is supposed to achieve. The three types of researches are basic research, applied research and applied research. In this present research, the researcher measured ability score of students of primary school and made its finding applicative. Thus, this research is **applied research**.

Depending on how research conducted, we classified research as qualitative and quantitative. In the present research, the researcher got ability score and analyze it. Thus, this is **Quantitative research**.

8.0 Sample Selection

Researcher used different methods and techniques of sampling at various stages. Researcher selected non-probable method during pre-piloting and piloting, probable method during final sample. Researcher used convenient techniques during pre-piloting and piloting, Stratified random technique for final sample. Researcher selected 60 students in sample during pre-piloting, 361 students in sample during piloting and 2552 students in sample during final test.

9.0. Tool

With reference to related thesis & tools and expert's guidance, the researcher decided to create an English language ability test including four parts such as.

- I. Vocabulary
- II. Reading Comprehension
- III. Grammar
- IV. Listening comprehension

Writing skill relies on vocabulary and grammar, so first and third part is to measure writing skill. Second part is to measure reading skill. And the forth part of the test is to measure listening skill. This is a paper pencil test. So, to measure speaking skill of students is



the limitation of this research. As there was no specific tool available to conduct the study, the researcher decided to construct and standardize a tool for the present research by himself. First, he created items. He created pre-primary form of test contained 171 items. He applied it on 60 students during pre-piloting. He also got feedbacks from experts. Then he created primary form of test containing 236 items. He applied it on 361 students during piloting. After item analysis he formed final form of test with 97 items. The final test was applied on 2552 students.

10.0 Data Collection & Data Analysis

The researcher collected data by self-constructed tool. After pre- piloting and piloting, the researcher collected data from students of standard 8 of Rajkot district. The researcher got written permission for test from DPEO sir, Rajkot and collected data from students from selected schools. He gave question papers and answer sheet to students and asked students to fill general information. He gave proper instructions to students. The researcher took data from 60 students in pre-piloting, 361 students in piloting and 2552 students in final test.

Item analysis was done by NRT-2000. Using SPSS 15.00 software, data was analyzed. Reliability and Validity were found. To check hypotheses, t – value and F value were found.

11.0 Reliability and Validity

Table: Reliability of English Language Ability Test

No.	Testing Method	No. of Sample	Reliability
1	Test – Retest Pearson Correlation	77	0.904
2	Test – Retest Spearman’s rho Correlation	77	0.871
3	Spearman - Brown	77	0.950
4	Guttman Split – Half Coefficient	77	0.948
5	Cronbach’s Alpha	77	0.900



The instructions given by experts and guides were considered as the basis for checking the validity of the present test. The results and responses of the piloting were also taken into consideration.

The criterion validity was found by the correlation between the marks of the English subject of the last examination of the students and the score obtained by students in English language ability test. A correlation was found between the marks obtained by the students in the English language ability test conducted by the researcher and the marks obtained in the English subject of the last examination. The correlation of these two tests were 0.818**, which demonstrates the accuracy of the test.

12.0 Findings

Standardize test constructed for the students of standard 8, which is an important outcome of this research. In addition, some other major findings were drawn from the present study, such as

1. The reliability of the test was very high.
2. The test was valid.
3. The English Language Ability of girls was higher than boys.
4. The English Language Ability of rural students was higher than urban students.
5. With reference to social status of the students, there were no differences in English Language Ability.
6. With reference to fathers' education of the students, there were no differences in English Language Ability.
7. With reference to mothers' education of the students, there were no differences in English Language Ability.



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