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CHAPTER-III
REVIEW OF THE PAST STUDIES

3.1.0 Introduction :

This chapter deals with review of related past researches carried out in the field of psychological testing. Such review can provide guideline for planning and execution of the present research work. Importance of review work is discussed as below:

3.2.0 Importance of Review of Past Studies :

The literature in any field forms the foundation upon which all future work can be built.

According to J.C. Aggarwal¹, the study of literature, which is done in past, gives support and feedback to the researcher.

Review of the related literature allows the researcher to acquaint himself with current knowledge in the field or areas in which he is going to conduct his research. The objectives of reviewing related literature are mentioned below.

1) To enable the researcher to define the limits of one's field.

Review helps the researcher to delimit and define one's problems. The information regarding related literature helps the researcher to update his work. It also helps the researcher to decide the objectives clearly and accurately.

2) To avoid unfaithful and useless problems area :

The researcher can select those areas in which positive findings are very likely to result and one's endeavors would be likely to add to the universe of knowledge in a meaningful way.

3) To avoid unintentional duplication of well established findings :

It is of no use to replicate a study when the stability and validity of its results have been clearly established. Review helps to save time and energy by avoiding duplication of work and provides right direction to materialize the study.
4) **Understanding of the research methodology:**

Review of related literature provides right methodology to be adopted to conduct research work. It helps the researcher to trace out tools and techniques to collect data. The review of related literature provides insightful statistical analysis, which leads the researcher for accurate and valid result.

5) **To know previous recommendations:**

The final and important specific reason for reviewing the related literature is to know about the recommendations of previous researchers for further research, which they have listed in their studies. Such recommendations will provide "Do's and don't" to the researcher.

### 3.3.0 Review of the Past Studies:

Now to construct the new proficiency test, it is necessary to study the studies carried out in the past by research scholars. Especially study of these types of tests become very essential. So investigator decided to review the following researchers' work.

### 3.4.0 Proficiency Tests:

**In English:**

In the area of construction and standardization of proficiency tests in English, four studies have been developed. One for Higher Secondary School Teachers and the other at the High School Levels. Indurakhya B.L. (1978) has constructed and standardized the proficiency test in English as a tool to measure the Minimum Adequate English Language Ability (MAELA) of higher secondary school teachers. The other test having a common theme has been constructed by Singh A. (1978). He has constructed a battery of objective test for assessment of proficiency in writing English Composition of high school finishers. Mrs. S. S. Rele (1978) developed a language proficiency test in English for Primary School Teachers of the Municipal Schools of Maharashtra. This is a non-Ph. D. research study. Mr. D. G. Upadhyay (1987),
Developed a language proficiency test in English for secondary school teachers. This is an unpublished Ph.D. research study.

3.5.0 Review Related to Proficiency:

3.5.1 Investigator: Indurakhya B.L.2
Degree: Ph. D.
Year & Uni.: Bhopal University, 1978.
Objectives:
(i) Formulating MAELA for Higher Education School Teachers of English in the country.
(ii) Constructing a standardized test to measure the attainment in English language (based on the above MAELA) for the selection of higher secondary school teachers of English.
(iii) Obtaining an estimate of the English language ability for H. S. S. teachers of English in the country.
Tool: The English language proficiency test (ELPT) was prepared to ascertain the MALEA of the above said teachers.
Sample: High School Teachers of English of the Country.
Findings:
- Besides, the constant - validity, the empirical validity was obtained.
- 'r' (Internal consistency) was 0.85.
- Coherency (r) ranged from 0.69 to 0.92.
- The percentile norms and T - scores were calculated.
- The level of proficiency categorized in percentage was (i) Excellent: 6%
  (ii) High: 24% (iii) Average: 36% and (iv) Below average: 34%

3.5.2 Investigator: Singh A3
Title: "Construction of a Battery of Objective Tests for Assessment of Proficiency in writing English Composition"
Degree: Ph.D. Education
Year & Uni.: 1978 – Kurukshetra University

Objective: To assemble a battery of objective tests for the assessment of proficiency in writing English composition of high school finishers in Hindi speaking region.

Data Analysis: Except in handwriting scale, stein validity was calculated for all the tests through biserial correlation on the basis of Flagan's table. The Sample was of 500 Students.

Sample: The Sample was the 500 students.

3.5.3 Investigator: Saraf R.S. ¹

Title: “Training and Preparation of English Teachers of English as Second Language Educators in Maharashtra: A critical study.”

Degree: Ph. D. Education

Year & Uni.: 1975- Bombay University.

Objective: The present study focussed its attention on the teachers of English in the State of Maharashtra and their training and preparation.

Sample: The Sample of 1000 teacher trainees was a stratified and randomized one.

Tool: The tools used by the investigator consist of questionnaires, checklists, inventories and observation techniques.

3.5.4 Investigator: Rele S.S. ²

Title: "A study of the Proficiency in English of the Teachers of the Municipal Upper Primary Schools"

Degree: Ph.D.

Year & Uni: 1978, Bombay University

Objectives: The report prepared for the same research is named as The Report of the Diagnostic Testing Project. The diagnostic test was treated as proficiency test in order to get a picture of the spread ability across the various language groups.
This study focussed its attention on the teachers of primary schools of Greater Bombay.

Sample : The Sample of 1871 teachers, teaching English as a second language was a stratified and randomized one.

Tools : The proficiency test was prepared.

Findings:

The above test has the following findings:

- 77% of teachers are trained to teach up to S.S.C. level only.
- 14% of teachers are trained graduates.
- 65% of teachers are having experience of teaching English for more than 10 years.
- Considering the difficulty aspect, the 'grammar' section was found difficult, the 'Reading Comprehension' was found more difficult and 'Listening' was found the most difficult of all the sections.
- 75% of the teachers passed the sub-test on 'articles' and 'prepositions,'
- The sub-test of verbs and tenses was found the most difficult one. The percentage of passing for the entire group in this area was 18%.
- The listening test was found easy by 21%.
- Only 21% could pass the 'reading comprehension section.'
- The teachers classified in three broad categories were:
  (i) 'A' Good- (ii) 'B' Borderline Unsatisfactory (41%)  
  (iii) 'C Poor-(25%)

As the test was not standardized, the question of determining if availability and validity does not arise.

3.6.0 Researches done in Second Language:

3.6.1 Investigator : Joshi A. S.⁶

Title : “Standardisation of the proficiency Test in second Language for senior primary school Teachers of Gujarat state.”

Degree : Ph. D.

Year & Uni. : 1983, S. P. University
Objective: To construct and standardize second language (Hindi) proficiency test for senior primary school teachers of Gujarat.

Sample: 3818 Primary Teachers of all districts of Gujarat State were selected.

Tools: The proficiency test was prepared.

Finding:
- The area of written expression, the use of appropriate prefix and the effective use of punctuation marks were the significant factors.
- The area of reading comprehension there were significant factors.

3.6.2 Investigator: Patel M.K.

Title: "A study of the language proficiency in English of the pupils of std. IX. Of Banaskantha district in relation to some of sociopsycho factors"

Degree: Ph.D. (Education)

Year & Uni.: 1994, S. P. University

Objective: (i) To construct and standardize a language proficiency measuring tool, (ii) To study the influence of Intelligency, area, sex and their interaction on English proficiency of class IX students. (iii) To study the influence of caste, sex and their interaction on English proficiency of class IX students.

Sample: The test was administered on 1000 teachers, teaching English as a second language,

Tool: A tool was constructed and standardized to ascertain the proficiency.

Finding:
- The pupils having high academic achievement possessed high proficiency.
- There was a positive correlation between proficiency and intelligence. Pupils having high intelligence therefore showed high proficiency in English.
There was no area-wise difference between the mean scores of students from urban and rural area. The students belonging to different areas were found to possess English proficiency to the same degree.

Boys were found more proficient in English language than girls.

English proficiency was found to be dependent on the interaction between intelligence and area.

English proficiency was found to be dependent on the interaction between intelligence and sex.

English proficiency was not found to be dependent on the interaction between area and sex.

English proficiency was found to be dependent on the interaction between intelligence, area and sex.

3.6.3 Investigator : Upadhyay D.G.\textsuperscript{8}

<table>
<thead>
<tr>
<th>Title</th>
<th>“Construction and standardisation of the proficiency Test in English for secondary school Teachers of Gujarat”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Year &amp; Uni.</td>
<td>1987, S. P. University</td>
</tr>
<tr>
<td>Objective</td>
<td>(i) To construct and standardise a language proficiency measuring tool, (ii) To prepare the tool in English for the secondary school teachers of Gujarat, (iii) To establish different norms, reliability and validity of the test.</td>
</tr>
<tr>
<td>Sample</td>
<td>The test was administrated on 1000 teachers, teaching English as a second language.</td>
</tr>
<tr>
<td>Tool</td>
<td>The English language proficiency test was prepared.</td>
</tr>
<tr>
<td>Finding</td>
<td></td>
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- There was no significant sex difference between the mean scores of male and female teachers.
- There was no area wise difference between the mean scores of teachers from urban and rural area.
- The more experienced teachers proved superior to less experienced teachers in respect of proficiency.
3.6.4 Investigator: Kotak G.H.⁹

Title: “Development of a course for increasing the reading proficiency in English of the post-High school students of Gujarat”

Degree: Ph.D.

Year & Uni.: 1981, Gujarat University

Objective: To develop an auto-instructional course that would increase the reading proficiency in English of students of the post-high school stage (tenth standard passes) in the state of Gujarat.

Sample: A Sample of 233 students of class XI (Volunteered) were selected for the study.

Tool: Developed and auto-instructional course.

Finding:

- It was possible to develop the reading proficiency of the students through the skill approach in which a learner practised different skills separately before he engaged in the task of reading in its entirety.
- Students with a high achievement level perhaps needed a different approach for developing their reading proficiency.
- By creating an awareness of the importance of speed, the learner’s speed of reading could be increased.
- The amount of development of speed depended on how well the learner was equipped with the knowledge of the language and his style of work in general.
- The perceptual exercise of recognising words in isolation did not produce results in terms of either speed or accuracy.

3.7.0 Research articles published in foreign countries

3.7.1 Title: MLA: Foreign Language Proficiency Tests for Teachers and Advanced Students

Writer: Dale L. Lange¹⁰

Article: The American Scene, (Testing)
This test includes seven tests, which fall into three categories. There are only four tests of proficiency in the language. A Listening comprehension Test, a Speaking Test, a Reading Test and a Writing Test. None of these involves translation from French into English or from English into French.

The first two tests, namely the Listening Comprehension test and the Speaking test are administered with the help of tape recorders. The other two tests are paper and pencil tests.

The Reading Test intends to measure both vocabulary (15 items) and reading comprehension (35 items). However, many of the comprehension items are really vocabulary items in another form, at least 25 of the 50 items are on vocabulary. This test, like several others in the series, perhaps seems to be time consuming. It takes 40 minutes for 50 items. It confines to such technical matters as correct use of prepositions, subject verb agreement, making no attempt to judge spelling and punctuation, much less choice of words, variety of expression or originality of style. The 45-minute time limit seems too generous for this 60 items test.

Reliability:
K.R. 20 $r = .91$ or higher for Reading, Writing and Listening. No such coefficient was computed for speaking test. Test – re – test co-efficient are not computed.

Among the four skill tests, inter correlation, correlation coefficient range from $.73$ (R-S) to $.87$ (R-W). For each of the four skills multiple correlation was computed to determine how well the score on each could be estimated from the scores on the other three. The resulting coefficients were $.83$, $.85$, $.89$ and $.59$.

The review of research studies helped in deducing

Some worth noting points which are as under:

- Type of the test and the test item.
- Techniques of preparing the effective items.
- Size of the sample.
- Procedure and technique of sampling.
- Weight age of the items.
Time-limit.
Language components.
Kind of Language material.
Types of Norms, reliability and validity and different methods to establish them.

All these made the construction of a test an easy task.
The next chapter deals with the construction of the test.

3.7.2 Title : Michigan Test of English Language proficiency
Writer : Blackwell
Article : “Teaching German”, Vol.1, No.1, Page 107 to 109
University : Michigan
www.michigan-proficiency-exam.com/mtelp.html
Published by : (http://www.jstor.org)
Year : Spring 1968

The test under review is only a part of a larger battery designed to estimate "Whether a student whose mother tongue is not English is able to pursue academic study in an English language college or University and how much study we might be able to undertake at his present level of proficiency in English."

The test contains 100 objective-four-choice items in three sections: 40 items in grammar, 40- items on vocabulary and 20 items for reading comprehension. The examinee is allowed 75 minutes to complete these 100 items. The sections are not separately timed.

The items in grammar and vocabulary sections were drawn from pools of items tried out in pre-tests so as to give maximum valid discrimination.

The grammar items present sentences of conversation to provide a suitable context for the filling in of a missing word or phrase from the four alternatives given. One refers from the manual that the author carefully decided upon an outline for the grammar section that would specify 16 items on verbs forms, 11 on function words excluding verb auxiliaries, 8 on nominal structures and 5 on modification structures. The function words items actually test what some would call vocabulary e.g. the meaning word.
The vocabulary items are of two kinds: (a) 'selection' type, where the respondee chooses one of the four alternatives to fill in a blank in a sentence. (b) a substitution type in which the examinee selects a Synonyms or substitute for an underlined word. The manual says that 31 to 40 items test word in a range of the 4000 to 6000 most common words of the Thorndike large general word count. Some of the words appear to be rather literary or specialised in application. But in view of the broad. Range of disciplines to which University students are exposed perhaps this is necessary.

The reading comprehension section contains four paragraphs of 139 to 217 words in length each followed by five items. They require rather close reading and careful interpretation of the passages more or less on the style of the reading comprehension section of the CEEB. Scholastic Aptitude Test. A Virtue of these items however is that they cannot be 'answered' on the basis of general information or reasoning them requires one to read the passage.

3.7.3 Title : MLA Proficiency test for teachers and advanced students.
Writer : Wilmarth H. Starr
Article : MLA Proficiency test for teachers and advanced students.
Published by : The modern language Association of America, (No.4, Part-II)
Year : September, 1962

This test includes seven tests, which fall into three categories. There are only four tests of proficiency in the language. A Listening comprehension Test, a speaking Test, a Reading Test and a Writing Test. None of these involves translation from French into English or from English into French.

The first two tests, namely the Listening comprehension test and the speaking test are administered with the help of tape recorders. The other two tests are paper and pencil tests.

The Reading Test intends to measure both vocabulary (15 items) and reading comprehension (35 items). However, many of the comprehension items are really vocabulary items in another form, at least 25 of the 50 items are on vocabulary. This test, like several others in the series, perhaps seems to be time consuming. It takes 40 minutes for 50 items. It confines to such
technical matters are correct use of prepositions, subject verb agreement, making no attempt to judge spelling and punctuation, much less choice of words, variety of expression or originality of style. The 45-minute time limit seems too generous for this 60-item test.

The reliability of test was found by K.R. 20 formula, which was 0.91 04 higher for reading, writing and Listening. No such coefficient was computed for speaking test. Test-re-test co-efficient are not computed.

Among the four skill tests, inter correlation, correlation coefficient from .73 (R-S) to .89 (R-W). For each to the four skills multiple correlation was computed to determine how well the score on each could be estimated from the scores on the other three. The resulting coefficients were .83, .85, and .59.

3.7.4 Title : The English proficiency of overseas students
Writer : Davies Alan
Article : Studies in Language Testing
(English Proficiency Test battery-EPTB)
Year & Uni. : 1967, Cambridge University
Internet Site : www.cambridge.org/in/elt/catalogue/subject/pro ject/item405135/assessing...

Seven tests of English language reception including listening comprehension, reading comprehension, reading speed and grammar, were tried on samples of overseas students in U.K. and overseas, and on a control group of native English speaking students. For the final sample three separate groups were postulated: (I) Overseas students already studying in Britain, if possible in their first year N-496, (ii) Native English speaking students N-267, and (iii) overseas students in their own countries n-238.

Three factors extracted by principal components were tentatively identified as segmental listening, textual listening (overt.6) and a more diffuse reading comprehension (over + .5). Concurrent and predictive validity studies gave coefficients, which ranged from +.8 to -.2.

Analysis of variance indicated that home language area both by itself and in interaction with sex has considerable influence on English proficiency. Comparative figures suggested that students requiring most remedial attention
are: Semitic, Mediterranean, West African and east central Africa. It was found that varying academic levels (e.g., University, technical college) did not require varying proficiencies in English and that one proficiency cut off was adequate.

3.8.0 Observation:

The investigator reviewed the related literature in detail and he came to know certain points which are mentioned as below.

- Sex, Area, Experience are the variables which almost all the investigator used.
- From above mentioned references one can observe that some of the investigators got the significant difference in the variables.
- Among all the studies some of the investigators couldn’t get significant difference in area variable.
- Some of the investigators didn’t find reliability values.

The studies of related literature uses very much helpful to investigator to gain knowledge of below mentioned points.

- Deciding the types of items.
- Weight age of the items
- Fixing the size of the sample.
- Procedure and technique of sampling
- Language components
- Time-limit
- Types of the test and test items
- The process of constructing a test
- Administration of the test
- Methods of finding conclusions

3.9.0 Significance of the Present Study:

With the help of detailed observation of the related reviews, the present study is very much important and it differs keeping the below points in mind from others.
• The present study is based on a critical study in which proficiency in English language is measured and compared between the teacher of secondary schools (Gujarati Medium) and the teacher-trainees of colleges of education in Gujarat State. While referring, this kind of comparison and measurement was not found from the reviews done previously.

• Among all the studies done in the past, only one investigator selected the trainees as the sample whereas in the present research work, the investigator selected both, teachers and the teacher-trainees as samples which is nowhere found among the researches done in the past.

• The scores were not divided into categories in the past researches while the present research work provides the distribution of categories with the help of scores.

• This research work based on the secondary school teachers and the trainees.

3.9.0 Conclusion:

After surveying various research studies and comprehensive discussion of related researches, the investigator was enlightened for the future planning of the study. He was benefited to decide language material, the length of tests, the determination of weightage, population, sample, classification of data and about statistical techniques to be applied. The next chapter would deal with the planning and procedure of the present research study.
REFERENCES
