Chapter 5
Analysis and Interpretation

We propose to analyse and interpret the data collected for the purpose of our thesis in this Chapter. Each of the items in the Checklist-cum-Questionnaire appended as Annexure-2 is taken up here for discussion.

5.1 The major objectives in the testing of English

English is taught in institutions of higher education in this country as a foreign language, and that is precisely why it is called English (Compulsory) in our institutional framework. Our first concern was to find out what the teacher-respondents in colleges affiliated to six universities of Gujarat think about the major objectives in the testing of English. Besides being asked to identify these, the teacher-respondents were asked to rank the nine objectives given in the checklist-cum-questionnaire under this item, which were as follows:

1. To check the general progress of the students.
2. To evaluate one’s own effectiveness as a teacher.
3. To fulfil the institutional requirements for promotion.
4. To help in grouping students according to their respective levels for group work.
5. To identify problem areas for remedial work and for designing strategies for improving upon the quality of teaching and learning.
6. To measure the impact and effectiveness of the course as a whole.
7. To ensure reinforcement of student-motivation and of learning.
8. To test the attainment of the level of a predetermined linguistic competence fixed externally.
9. To verify the level of linguistic competence attained.

The option ranked first was given a score of 9, the second was given a score of and so on with the ninth given a score of 1. Their rankings were converted into scores and then the scores were transferred into percentage points. The responses are given in Table-1.

### Table-1
Major Objectives in the Testing of English

<table>
<thead>
<tr>
<th>No.</th>
<th>Objective</th>
<th>Univ.</th>
<th>GU</th>
<th>NGU</th>
<th>SGU</th>
<th>SU</th>
<th>BU</th>
<th>SPU</th>
<th>Total</th>
<th>% Av.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To check the general progress of the students</td>
<td>%</td>
<td>76.3</td>
<td>54.8</td>
<td>58.3</td>
<td>53.9</td>
<td>35.8</td>
<td>75.7</td>
<td>59.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>1</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>8</td>
<td>1</td>
<td>6.0</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>To evaluate one’s own effectiveness as a teacher</td>
<td>%</td>
<td>45.7</td>
<td>38.9</td>
<td>35.8</td>
<td>45.8</td>
<td>32.7</td>
<td>31.9</td>
<td>38.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>9</td>
<td>9</td>
<td>8.0</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>To fulfil institutional requirements for promotion</td>
<td>%</td>
<td>28.0</td>
<td>20.6</td>
<td>29.4</td>
<td>33.9</td>
<td>39.5</td>
<td>39.6</td>
<td>31.8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>7</td>
<td>7</td>
<td>9.0</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>To help in grouping students according to their respective levels for group work</td>
<td>%</td>
<td>47.0</td>
<td>51.6</td>
<td>40.6</td>
<td>45.3</td>
<td>45.1</td>
<td>36.1</td>
<td>44.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>6</td>
<td>8</td>
<td>7.0</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>To identify problem areas for remediation and designing strategies for improving quality of teaching-learning</td>
<td>%</td>
<td>69.7</td>
<td>65.9</td>
<td>73.3</td>
<td>68.6</td>
<td>67.9</td>
<td>45.8</td>
<td>65.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>To measure the impact and effectiveness of the course as a whole</td>
<td>%</td>
<td>57.1</td>
<td>63.5</td>
<td>76.1</td>
<td>72.8</td>
<td>60.5</td>
<td>56.3</td>
<td>64.4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>To ensure reinforcement of student-motivation and of learning</td>
<td>%</td>
<td>51.8</td>
<td>70.6</td>
<td>57.8</td>
<td>63.6</td>
<td>70.4</td>
<td>68.1</td>
<td>63.7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>6</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>5.0</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>To test the attainment of level of a predetermined linguistic competence fixed externally</td>
<td>%</td>
<td>58.3</td>
<td>65.1</td>
<td>58.9</td>
<td>58.9</td>
<td>74.7</td>
<td>68.7</td>
<td>64.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>To verify level of linguistic competence attained</td>
<td>%</td>
<td>65.9</td>
<td>69.0</td>
<td>69.4</td>
<td>57.5</td>
<td>74.1</td>
<td>69.4</td>
<td>67.6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>1.0</td>
<td></td>
</tr>
</tbody>
</table>

Legend: Univ. = University; R = Ranking; % = Percentage Points; Av. = Average; GU = Gujarat University; NGU = North Gujarat University; SGU = South Gujarat University; SU = Saurashtra University; BU = Bhavnagar University; and SPU = Sardar Patel University. Total sample: 200. Preferences are given in numbers and percentage points.
Analysis of the data in Table-1 reveals that the statement No.9, ie “to verify the level of linguistic competences attained” has been ranked first by all the teacher-respondents. The objectives in statements 5, 6, 8, and 7 which are “to identify the problem areas for remedial work and for designing strategies for improving upon the quality of teaching and learning”, “to ensure reinforcement of student-motivation and of learning”, “to test the attainment of the level of a predetermined linguistic competence fixed externally” and “to ensure reinforcement of student-motivation and of learning” respectively have been ranked 2, 3, 4, and 5 respectively. Thus, the teachers give these objectives more priorities than the others.

Lesser priority is given to the statements 2 and 3. In other words, teacher-respondents find objectives like “to evaluate one’s own effectiveness as a teacher” and “to fulfil the institutional requirements for promotions” are not important objectives in the testing of English.

A close look at the Table reveals that in prioritising objectives, teachers in various universities do not differ much in their preferences, but what is interesting is that there is not much of difference in those that they accord the lowest priority. The teachers accord statement 3, “to fulfil the requirements for promotions”, the lowest priority. Similarly, there is not much difference in their preferences of the objectives represented by statements 7 and 8, ie “to ensure reinforcement of student-motivation and of learning” and “to test the attainment of the level of a predetermined linguistic competence fixed externally” respectively, but there are remarkable variations in their ranking of the major objectives.
For example, the teachers in GU and SPU rank statement 1, "to check the general progress of the students" as 1st, those in NGU and SU rank it 6th. On the other hand, the teachers in BU rank the same statement 8th. Whereas the teachers in SGU and SU rank 1st statement 6: "to measure the impact and effectiveness of the course as a whole", those in the other universities rank it 5th, and it takes 3rd rank universally. If statement 8 is ranked 1st in BU, it is ranked 3rd in SPU, and 4th in the remaining universities as well as universally.

Thus, there exists a remarkable difference in the rankings given by the teachers in various universities across Gujarat. However, there is bound to be difference between the objectives of testing English at the school and the undergraduate (UG) level.

5.2 Objectives involved in testing of English at the UG level

The second item of the checklist-cum-questionnaire was aimed at identifying the objectives involved in the testing of English at the UG level. The teacher-respondents were asked to rank the four objectives given under this item in the checklist-cum-questionnaire.

On the basis of these rankings, then, the option ranked 1st was given a score of 4, the one ranked 2nd was given a score of 3 and the one ranked 4th was given a score of 1. Thus, their rankings were converted into scores and the scores were then converted into percentage points. Table-2 shows the responses of all the 200 teacher-respondents.
Table-2
Objectives in testing of English at the UG level

<table>
<thead>
<tr>
<th>No.</th>
<th>Alternative</th>
<th>Univ.</th>
<th>GU</th>
<th>NGU</th>
<th>SGU</th>
<th>SU</th>
<th>BU</th>
<th>SPU</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Using English as a library language</td>
<td>%</td>
<td>51.1</td>
<td>48.2</td>
<td>66.3</td>
<td>71.3</td>
<td>56.9</td>
<td>75.0</td>
<td>61.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>To judge suitability of Language skills.</td>
<td>%</td>
<td>65.9</td>
<td>62.5</td>
<td>65.0</td>
<td>64.4</td>
<td>55.6</td>
<td>51.6</td>
<td>60.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Measuring the level of proficiency</td>
<td>%</td>
<td>84.7</td>
<td>85.7</td>
<td>83.1</td>
<td>82.5</td>
<td>86.1</td>
<td>79.7</td>
<td>83.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>Examining aptitude for higher studies</td>
<td>%</td>
<td>48.4</td>
<td>53.6</td>
<td>35.6</td>
<td>32.8</td>
<td>51.4</td>
<td>43.7</td>
<td>44.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

Legend: Univ. = University; R = Ranking; % = Percentage Points; Av. = Average; GU = Gujarat University; NGU = North Gujarat University; SGU = South Gujarat University; SU = Saurashtra University; BU = Bhavnagar University; and SPU = Sardar Patel University. Total sample: 200. Preferences are given in numbers and percentage points.

It is clear from the analysis of Table-2 that the statement 3: “to measure the level of language proficiency the candidates might have attained” takes the 1st rank and is considered to be the main objective involved in the testing of English at the undergraduate level by the teachers in various universities of Gujarat. It indicates a strong and unanimous leaning in favour of that objective. Thus, there is no difference in the priority accorded. In the same manner, the statement 4: “to examine for ourselves whether or not the candidates have aptitude for higher studies” takes the last priority. All the universities except NGU rank that statement as 4th, which means that this objective is given that last priority by all of them universally. Interestingly, it is ranked 3rd by the teachers in NGU. It is necessary to note here that there is not much difference as such in percentage points between ranks 3rd and 4th given in NGU. It appears safe, then, to conclude that there is no difference in-
dividually and universally in identifying the objectives involved in the testing of English at the undergraduate level. It is notable that the difference between the responses is nearly 2:1, which means there is no difference insofar as priority numbers 2 and 3 are concerned. Proficiency in English would also require attainment of refinement in writing skills, and we move on to this.

5.3 Emphasis on the attainment of refinement in writing skills in Tests

We were interested in finding out from the teachers the reasons for the fact that language tests in English lay major emphasis on the attainment of refinement in writing skills through item 3 in the checklist-cum-questionnaire. They were asked to choose and rank the four options given. The option chosen by the majority was given rank 1 and a score of 4, the option ranked 2nd was given a score of 3 and so on. The rankings were converted into scores and the scores were converted in turn into percentage points universally as well as university-wise. Responses to this item are presented in Table-3.

<table>
<thead>
<tr>
<th>No.</th>
<th>Alternative</th>
<th>Univ.</th>
<th>GU</th>
<th>NGU</th>
<th>SGU</th>
<th>SU</th>
<th>BU</th>
<th>SPU</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Writing is a slow process of progress</td>
<td>%</td>
<td>53.4</td>
<td>54.2</td>
<td>55.6</td>
<td>62.6</td>
<td>72.2</td>
<td>75.0</td>
<td>62.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Writing expertises in several skills</td>
<td>%</td>
<td>61.4</td>
<td>66.1</td>
<td>60.6</td>
<td>58.8</td>
<td>56.9</td>
<td>56.3</td>
<td>66.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Organisation of content in writing</td>
<td>%</td>
<td>89.2</td>
<td>94.6</td>
<td>86.9</td>
<td>85.6</td>
<td>91.7</td>
<td>85.9</td>
<td>89.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>Implies the ability of informed judgement</td>
<td>%</td>
<td>46.0</td>
<td>35.7</td>
<td>59.4</td>
<td>43.1</td>
<td>27.8</td>
<td>32.8</td>
<td>40.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>
The overall study of Table-3 suggests that insofar as the first rank or priority is concerned, alternative number 3: “Writing involves a systematic organisation of content that helps ensure clarity, correctness and appropriateness” has been given the first rank universally by all the teachers in all the universities. We can see that 89.00 per cent teachers opt for alternative 3. Similarly, statement 4: “Writing has no false starts like those of speech and implies the ability to make informed judgements” takes 4th rank universally.

On a close analysis of the Table, we find that only teachers in SGU have given 3rd rank to the alternative while teachers in the rest of the universities rank it 4th. One does not find much difference in the responses of the teachers in prioritising alternatives 1 and 2. Alternative 1 gets 2nd rank with 62.20 percentage points and alternative 2 gets 3rd rank with 66.60 percentage points. Thus, there is a minor difference between these two alternatives in terms of the percentage points they attract.

In this item, teachers were asked to choose as many options as necessary from those given under item 3. Obviously, the main objective was to find out the views of teachers on the attainment of refinement in writing skills. We can say that they are unanimous in strongly supporting alternative 3 with 89.00 per cent teachers giving it top priority.

In the same manner, 40.80 per cent teachers opined that prioritised alternative 4 the last priority. Thus, we can see maximum similarity in the thinking pattern of the teachers in various universities across Gujarat.
5.4 The testing of written expression/composition in the context of the process

The next item on the checklist-cum-questionnaire was designed to find out the relative importance of the statement, “The testing of written expression or composition takes into account certain basic skills involved in the process.” They were also asked to rank the five options given under the item in the checklist-cum-questionnaire according to their relative importance. The one ranked first was given a score of 5, the second a score of 4 and the fifth a score of 1. As in the previous cases, the rankings were converted into scores and the scores in turn were converted into percentage points universally as well as university-wise. The results are presented in Table-4.

### Table - 4

**Importance of the Basic Skills for the Testing of Written Expression**

<table>
<thead>
<tr>
<th>No.</th>
<th>Option</th>
<th>Univ.</th>
<th>GU</th>
<th>NGU</th>
<th>SGU</th>
<th>SU</th>
<th>BU</th>
<th>SPU</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Graphic/visual skills</td>
<td>%</td>
<td>48.6</td>
<td>50.0</td>
<td>56.0</td>
<td>48.0</td>
<td>46.7</td>
<td>78.8</td>
<td>54.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Grammatical skills</td>
<td>%</td>
<td>80.9</td>
<td>61.4</td>
<td>79.5</td>
<td>75.0</td>
<td>74.4</td>
<td>77.5</td>
<td>74.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Expressional/stylistic skills</td>
<td>%</td>
<td>65.0</td>
<td>94.3</td>
<td>53.0</td>
<td>63.0</td>
<td>56.7</td>
<td>55.0</td>
<td>64.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Rhetorical skills</td>
<td>%</td>
<td>37.3</td>
<td>41.4</td>
<td>35.5</td>
<td>51.5</td>
<td>42.2</td>
<td>32.5</td>
<td>40.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Organisational skills</td>
<td>%</td>
<td>71.8</td>
<td>67.1</td>
<td>76.0</td>
<td>59.5</td>
<td>80.0</td>
<td>56.3</td>
<td>68.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

**Legend:** Univ. = University; R = Ranking; % = Percentage Points; Av. = Average; GU = Gujarat University; NGU = North Gujarat University; SGU = South Gujarat University; SU = Saurashtra University; BU = Bhavnagar University; and SPU = Sardar Patel University. Total sample: 200. Preferences are given in numbers and percentage points.
A close look at Table-4 reveals that out of five options given under the item, option 2, "Grammatical skills demonstrating the correct and felicitous use of function words and sentence patterns", thought to be one of the most important basic skills involved in the process of the testing of written expression/composition has been ranked 1st universally. It also indicates that there is no other alternative to grammatical skills insofar as testing of written expression is concerned. If we look at this statement university-wise, then we can see that teachers in GU, SGU and SU give this skill the 1st rank but their counterparts in BU and SPU give this skill the 2nd rank, and only those in NGU give it the 3rd ranking. Thus, there is some difference in the opinions of teachers but there appears to be close similarity on other priorities.

Looked at chronologically, "Grammatical skills demonstrating the correct and felicitous use of function words and sentence patterns", "Organisational skills involving the sequencing of ideas and the ability to accept or reject information", "Expressional or stylistic skills involving the use of appropriate vocabulary and idiomatic expressions", "Graphic or visual skills involving the use of script, spelling, punctuation, and format", "Rhetorical skills demonstrating the ability to use devices of cohesion like the connectives, ellipsis etc" are given 1st, 2nd, 3rd, 4th, and 5th ranks respectively. Here we also observe that in case of almost all the options, there is nearly a 50 per cent divide in favour and against the concerned but with smaller differences in preferences proportionately. The teachers in only one university in each case differ in opinions as compared to the reactions universally on options 1, 2, and 3.

5.5 Two items that must form a part of the answers in language papers
The fifth item in the checklist-cum-questionnaire was as to which of the two items from the following they felt must form a part of the answers examinees have to offer in their language papers. They were asked to tick mark from the six options given under the item in the checklist-cum-questionnaire. Their responses were calculated and converted into percentage points universally as well as university-wise and the results are shown in Table-5.

Table-5
Two Items that must Form a Part of the Answers in Language Papers

<table>
<thead>
<tr>
<th>No.</th>
<th>Alternative</th>
<th>Univ.</th>
<th>GU</th>
<th>NGU</th>
<th>SGU</th>
<th>SU</th>
<th>BU</th>
<th>SPU</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td></td>
<td></td>
<td>44</td>
<td>42</td>
<td>40</td>
<td>40</td>
<td>18</td>
<td>16</td>
<td>%</td>
</tr>
<tr>
<td>1.</td>
<td>Appropriate content</td>
<td>P</td>
<td>12</td>
<td>15</td>
<td>06</td>
<td>20</td>
<td>08</td>
<td>08</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>27.3</td>
<td>35.7</td>
<td>15.0</td>
<td>50.0</td>
<td>44.4</td>
<td>50.0</td>
<td>34.5</td>
</tr>
<tr>
<td>2.</td>
<td>Lucid and clear expression</td>
<td>P</td>
<td>17</td>
<td>15</td>
<td>13</td>
<td>13</td>
<td>07</td>
<td>05</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>38.6</td>
<td>35.7</td>
<td>32.5</td>
<td>32.5</td>
<td>38.9</td>
<td>31.3</td>
<td>35.0</td>
</tr>
<tr>
<td>3.</td>
<td>Evidence of understanding of the text</td>
<td>P</td>
<td>29</td>
<td>27</td>
<td>24</td>
<td>12</td>
<td>10</td>
<td>06</td>
<td>108</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>65.9</td>
<td>64.3</td>
<td>60.0</td>
<td>30.0</td>
<td>55.6</td>
<td>37.5</td>
<td>54.0</td>
</tr>
<tr>
<td>4.</td>
<td>Demonstration of linguistic competence</td>
<td>P</td>
<td>14</td>
<td>03</td>
<td>00</td>
<td>11</td>
<td>02</td>
<td>01</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>31.8</td>
<td>7.1</td>
<td>0.0</td>
<td>27.5</td>
<td>11.1</td>
<td>6.3</td>
<td>20.5</td>
</tr>
<tr>
<td>5.</td>
<td>Inclusion of all important points on a given topic</td>
<td>P</td>
<td>2</td>
<td>15</td>
<td>21</td>
<td>8</td>
<td>5</td>
<td>4</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>4.5</td>
<td>35.7</td>
<td>52.5</td>
<td>20.0</td>
<td>27.8</td>
<td>25.0</td>
<td>27.5</td>
</tr>
<tr>
<td>6.</td>
<td>Evidence of independent thinking</td>
<td>P</td>
<td>14</td>
<td>09</td>
<td>16</td>
<td>14</td>
<td>00</td>
<td>05</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>31.8</td>
<td>21.4</td>
<td>40.0</td>
<td>35.0</td>
<td>0.0</td>
<td>31.3</td>
<td>29.0</td>
</tr>
</tbody>
</table>

Legend: Univ. = University; R = Ranking; % = Percentage Points; Av. = Average; GU = Gujarat University; NGU = North Gujarat University; SGU = South Gujarat University; SU = Saurashtra University; BU = Bhavnagar University; and SPU = Sardar Patel University. Total sample: 200. Preferences are given in numbers and percentage points.

It is evident from the analysis of the Table-5 that a majority of the teachers in all the universities accept the alternative 3, which says that evidence of sufficient understanding of the text must form a part of the answers examinees write in their language papers. In
other words, 54 per cent of the teachers in the universities of Gujarat on the whole give first preference to alternative 3.

It is interesting to observe that evidence of sufficient understanding of the text must form a part of the answers examinees write in their language papers is given first preference by the teachers in GU (65.9 per cent), NGU (64.3 per cent), SGU (60.0 per cent) and BU (55 per cent).

What surprised us was the fact that teachers in SPU (37.5 per cent) give it a second preference and those in SU (30.0 per cent) the fourth preference. Even so, 54.0 per cent of all the teachers support it.

We can also see from Table-5 that 35.0 per cent and 34.5 per cent of all the teachers opine that lucidity and clarity of expression must form a part of the answers examinees write in their language papers (alternative 2), and that appropriate content demonstrating coherence, cohesion and acceptable style (alternative 1) must form a part of the answers examinees write in their language papers respectively.

Teachers in GU, NGU, and BU are cent per cent in line with the opinions of the teachers as a whole insofar as the alternatives 2 and 3 are concerned. The teachers in SGU give second preference to alternative 5: ie, inclusion of all the necessary information on a given topic must form a part of the answers examinees write in their language papers.
On the whole, it is evident from Table-5 that alternative 3: evidence showing sufficient understanding of the text is given the first preference by 54.0 per cent, alternative 2 the second preference by 35.0 per cent, alternative 1 the third preference by 34.5 per cent, alternative 6: responses suggestive of independent thinking and offering evidence of the candidate’s ability to choose appropriate words and structures the fourth preference by 58.0 per cent, alternative 5: inclusion of all the necessary information on a given topic the fifth preference 55.0 per cent, and alternative 4: demonstration of a sound linguistic competence involving felicitous use of language the last preference by 20.5 per cent of all the teachers put together.

A better understanding necessitates discovering for ourselves the criteria involved in the selection of questions set, and we take this up next.

5.6 The criteria involved in the selection of questions

The sixth item of the checklist-cum-questionnaire was aimed at exploring whether or not take care of at least some of these criteria involved in the selection of the questions set on our language tests in use today. The teacher-respondents were asked to tick mark as many options as they feel necessary from among the 8 options listed.

Their responses were counted in numbers manually by the researcher university-wise as well as universally, and these were converted into percentage points university-wise as well as collectively. The results are given in Table-6.
### Table-6
The Criteria involved in the Selection of Questions Set

<table>
<thead>
<tr>
<th>No.</th>
<th>Option</th>
<th>Univ.</th>
<th>GU</th>
<th>NGU</th>
<th>SGU</th>
<th>SU</th>
<th>BU</th>
<th>SPU</th>
<th>Total</th>
<th>% Av.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Clearly worded and unambiguous</td>
<td>N</td>
<td>44</td>
<td>42</td>
<td>40</td>
<td>40</td>
<td>18</td>
<td>16</td>
<td>134</td>
<td>67.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P</td>
<td>20</td>
<td>36</td>
<td>31</td>
<td>27</td>
<td>10</td>
<td>10</td>
<td>134</td>
<td>67.0</td>
</tr>
<tr>
<td>2.</td>
<td>Limited scope: short answer type questions</td>
<td>%</td>
<td>45.5</td>
<td>85.7</td>
<td>77.5</td>
<td>67.5</td>
<td>55.0</td>
<td>62.5</td>
<td>67.0</td>
<td>49.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>50.0</td>
<td>42.9</td>
<td>45.0</td>
<td>45.0</td>
<td>72.2</td>
<td>56.3</td>
<td>49.0</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Instruction must be clear and unambiguous</td>
<td>P</td>
<td>15</td>
<td>12</td>
<td>28</td>
<td>20</td>
<td>09</td>
<td>08</td>
<td>92</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>34.0</td>
<td>28.6</td>
<td>70.0</td>
<td>50.0</td>
<td>50.0</td>
<td>50.0</td>
<td>46.0</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Related to content area and abilities</td>
<td>P</td>
<td>20</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>13</td>
<td>09</td>
<td>98</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>50.0</td>
<td>42.9</td>
<td>45.0</td>
<td>45.0</td>
<td>72.2</td>
<td>56.3</td>
<td>49.0</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Interpretation of the question in same way</td>
<td>P</td>
<td>22</td>
<td>18</td>
<td>28</td>
<td>20</td>
<td>09</td>
<td>08</td>
<td>114</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>47.7</td>
<td>42.9</td>
<td>85.0</td>
<td>65.0</td>
<td>38.9</td>
<td>50.0</td>
<td>57.0</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Objectivity in the marking</td>
<td>P</td>
<td>13</td>
<td>06</td>
<td>13</td>
<td>17</td>
<td>06</td>
<td>05</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>29.5</td>
<td>14.3</td>
<td>32.5</td>
<td>42.5</td>
<td>33.3</td>
<td>31.3</td>
<td>30.0</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Clear independent meaning of questions</td>
<td>P</td>
<td>14</td>
<td>15</td>
<td>21</td>
<td>18</td>
<td>10</td>
<td>06</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>31.8</td>
<td>35.7</td>
<td>52.5</td>
<td>45.0</td>
<td>55.0</td>
<td>37.5</td>
<td>42.0</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>No overlapping of questions in the test</td>
<td>P</td>
<td>22</td>
<td>09</td>
<td>06</td>
<td>14</td>
<td>07</td>
<td>11</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>50.0</td>
<td>21.4</td>
<td>15.0</td>
<td>35.0</td>
<td>38.9</td>
<td>68.8</td>
<td>34.5</td>
<td></td>
</tr>
</tbody>
</table>

Legend: Univ. = University; R = Ranking; % = Percentage Points; Av. = Average; GU = Gujarat University; NGU = North Gujarat University; SGU = South Gujarat University; SU = Saurashtra University; BU = Bhavnagar University; and SPU = Sardar Patel University. Total sample: 200. Preferences are given in numbers and percentage points.

A close reading of Table-6 reveals that the criteria indicted by the alternative 1, which is that all questions should be clearly worded and unambiguous is given the first preference by the 67 per cent teachers on the whole.

Teachers in NGU, SGU and SU accord it the first priority, the teachers in SGU and SPU give it second priority, and those in BU give it the third priority. Teachers in GU believe that there should be no overlapping of questions in the test paper and that short answer
questions should have limited scope of answer, making these two characteristics the more important in practice as far as they are concerned.

If we look at Table-6, we can see that in most of the cases the first three priorities of teachers in each of the universities are options 1, 4, and 5.

It is clear that teachers on the whole feel that the selection of questions on our language tests in use today must be based on a set of criteria requiring that each question (1) should be clearly and unambiguously worded, (2) must be related to an important content area and must cover abilities like analysis, synthesis, and (3) allow interpretation of the question in the same way. They also feel that there should be no overlapping of questions in the test paper.

5.7 **Assessment of the fulfilment of objectives in current testing practices**

The seventh item on the checklist-cum-questionnaire was framed to check whether or not the testing practices in vogue in the various universities in Gujarat were facilitated the testing the objectives prescribed.

The teacher-respondents also asked to tick mark as many options from the 4 that were given as they felt helped them respond to the query. The researcher counted manually their responses in numbers university-wise as well as universally.

Their responses were converted into percentage points university-wise as well as together as shown in Table-7.
### Table-7
Assessment of the Fulfilment of Objectives in Current Testing Practices

<table>
<thead>
<tr>
<th>No.</th>
<th>Options</th>
<th>Univ.</th>
<th>GU</th>
<th>NGU</th>
<th>SGU</th>
<th>SU</th>
<th>BU</th>
<th>SPU</th>
<th>Total</th>
<th>% Av.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tests have no clear sense of purpose</td>
<td>P</td>
<td>04</td>
<td>06</td>
<td>06</td>
<td>08</td>
<td>01</td>
<td>02</td>
<td>27</td>
<td>13.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>9.1</td>
<td>14.3</td>
<td>15.0</td>
<td>20.0</td>
<td>5.6</td>
<td>12.5</td>
<td>13.5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>No correlation between the test and objectives</td>
<td>P</td>
<td>23</td>
<td>24</td>
<td>37</td>
<td>23</td>
<td>06</td>
<td>07</td>
<td>120</td>
<td>60.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>52.3</td>
<td>57.1</td>
<td>92.5</td>
<td>57.5</td>
<td>33.3</td>
<td>43.8</td>
<td>60.0</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>No assessment of linguistic competence</td>
<td>P</td>
<td>26</td>
<td>18</td>
<td>16</td>
<td>24</td>
<td>03</td>
<td>06</td>
<td>93</td>
<td>46.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>59.1</td>
<td>42.9</td>
<td>40.0</td>
<td>60.0</td>
<td>16.7</td>
<td>37.5</td>
<td>46.5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Tests framed haphazardly</td>
<td>P</td>
<td>24</td>
<td>30</td>
<td>21</td>
<td>27</td>
<td>14</td>
<td>08</td>
<td>124</td>
<td>62.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>54.5</td>
<td>71.4</td>
<td>52.5</td>
<td>67.5</td>
<td>77.8</td>
<td>50.0</td>
<td>62.0</td>
<td></td>
</tr>
</tbody>
</table>

Legend: Univ. = University; P = Preferences; % = Percentage Points; Av. = Average; GU = Gujarat University; NGU = North Gujarat University; SGU = South Gujarat University; SU = Saurashtra University; BU = Bhavnagar University; and SPU = Sardar Patel University. Total sample: 200. Preferences are given in numbers and percentage points.

It is evident from a close analysis of the Table-7 that 124 (62.0 per cent) teachers out of 200 give 1st preference to option 4: ie “The tests are framed haphazardly as a matter of routine.” In other words, these teachers in various universities of Gujarat believe that we are not serious about the setting of tests. On the other hand, they feel that the tests are framed haphazardly and as a matter of routine.

It also means that examiners are not at all serious about the objectives in testing, but are apparently taking this assignment as a matter of routine. However, this finding does not come as a surprise to us because most of the teachers at the collegiate and university levels are not trained to do their jobs properly. Unlike teaching positions at school level, which require a teaching qualification, teaching positions in the higher education sector do not make it a requirement. It is true that there are orientation and refresher courses.
made mandatory for these teachers. These do not seem to have made a dent at least insofar as testing is concerned. Teacher-respondents who participated in this survey have themselves indirectly admitted to this being so, especially in their response to this item.

In the same manner, 120 (60.0 per cent) teachers have given second preference to option 2 that reads, “There is obviously no correlation between the objectives of the course and the actual test based on it.” This also lends support to the earlier finding that tests are framed haphazardly as a matter of the routine. Moreover, they are of the view that we never take care of the objectives are prescribed in the curriculum at the time of framing test tasks. Boards of Studies and the experts prescribe certain objectives at time of designing courses; these courses are implemented; but the requirement that the objectives set for various courses to attain be tested by paper-setters and examiners, who themselves are teachers entrusted with the task of implementing the courses, is ignored altogether.

What is the meaning of designing better syllabi if these are not to be taken seriously by the paper-setters and examiners? Also revealing is the fact that 93 (46.5) teachers admit that “Not a single test makes a serious attempt at helping assess linguistic competence.”

We also tried to ascertain the reasons for this sorry state of things in language testing.

5.8 Reasons for Response to Item 7

The eighth item of the checklist-cum-questionnaire was designed to identify the reasons for the teachers’ responses to item 7. Teachers were asked to tick mark any or as many of the seven alternatives that appear to represent the reasons for the response to item 7 above.
The alternatives were: (1) No test measures what it purports to measure, (2) These tests are reliable measures of linguistic competence, (3) There is hardly any element of challenge in them as they lack proper planning and administration. (4) Most of these tests would lead to the same scores on repeated use as those secured by the testees on their first administration, (5) All tests partially measure the extent of learning that might have taken place and show the teacher in poor light, (6) Obviously, teachers lack the necessary training in the framing of language tests, (7) The tests provide irrefutable evidence of the lack of pedagogical orientation on the part of the teachers who might have set them.

Teachers' response to this is shown below in Table-8.

### Table-8
#### Reasons for Response to Item 7

<table>
<thead>
<tr>
<th>No.</th>
<th>Alternatives</th>
<th>Univ.</th>
<th>GU</th>
<th>NGU</th>
<th>SGU</th>
<th>SU</th>
<th>BU</th>
<th>SPU</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>No test measures what it is meant to</td>
<td>P</td>
<td>08</td>
<td>09</td>
<td>18</td>
<td>11</td>
<td>02</td>
<td>06</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>18.2</td>
<td>21.4</td>
<td>45.0</td>
<td>27.5</td>
<td>11.1</td>
<td>37.5</td>
<td>27.0</td>
</tr>
<tr>
<td>2</td>
<td>Reliable measure of linguistic competence</td>
<td>P</td>
<td>07</td>
<td>09</td>
<td>19</td>
<td>10</td>
<td>11</td>
<td>00</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>15.9</td>
<td>21.4</td>
<td>47.5</td>
<td>25.0</td>
<td>61.1</td>
<td>0.0</td>
<td>28.0</td>
</tr>
<tr>
<td>3</td>
<td>Lacking proper planning</td>
<td>P</td>
<td>10</td>
<td>18</td>
<td>12</td>
<td>21</td>
<td>01</td>
<td>09</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>22.7</td>
<td>42.9</td>
<td>30.0</td>
<td>52.5</td>
<td>5.6</td>
<td>25.3</td>
<td>35.5</td>
</tr>
<tr>
<td>4</td>
<td>Tests lead to same score on repeated use</td>
<td>P</td>
<td>20</td>
<td>15</td>
<td>06</td>
<td>18</td>
<td>02</td>
<td>04</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>45.5</td>
<td>35.7</td>
<td>15.0</td>
<td>45.0</td>
<td>11.1</td>
<td>25.0</td>
<td>32.5</td>
</tr>
<tr>
<td>5</td>
<td>Shows the teacher in poor light</td>
<td>P</td>
<td>15</td>
<td>09</td>
<td>21</td>
<td>13</td>
<td>03</td>
<td>06</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>34.1</td>
<td>21.4</td>
<td>52.5</td>
<td>32.5</td>
<td>16.7</td>
<td>37.5</td>
<td>33.5</td>
</tr>
<tr>
<td>6</td>
<td>Lack of training in the framing of tests</td>
<td>P</td>
<td>32</td>
<td>18</td>
<td>25</td>
<td>24</td>
<td>05</td>
<td>07</td>
<td>111</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>72.7</td>
<td>42.9</td>
<td>62.5</td>
<td>60.0</td>
<td>27.8</td>
<td>43.8</td>
<td>55.5</td>
</tr>
<tr>
<td>7</td>
<td>Lack of orientation in pedagogy</td>
<td>P</td>
<td>18</td>
<td>15</td>
<td>12</td>
<td>13</td>
<td>04</td>
<td>04</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>40.9</td>
<td>35.7</td>
<td>30.0</td>
<td>32.5</td>
<td>22.2</td>
<td>25.0</td>
<td>33.5</td>
</tr>
</tbody>
</table>

Legend: Univ. = University; P = Preferences; % = Percentage Points; Av. = Average; GU = Gujarat University; NGU = North Gujarat University; SGU = South Gujarat University; SU = Saurashtra University; BU = Bhavnagar University; and SPU = Sardar Patel University. Total sample: 200. Preferences are given in numbers and percentage points.
Overall analysis of Table-8 signals that the alternative 6 that reads, “Obviously, teachers lack the necessary training in the framing of language tests” is the main cause for their response to item 7. Teachers in various universities like GU, NGU, SGU, and SU have identified this as the reason. They do agree that there is obviously no correlation between the objectives of the course and the actual test based on it and the tests are framed haphazardly as a matter of routine just because of the lack of the necessary training on the part of the teachers in the framing of language tests. Teachers in BU and SPU have also given second preference to this logical argument.

If we look at this analysis keeping all the teacher-respondents in mind, we can see that 55.5 per cent teachers agree with alternative 6 that our testing practices are in such a bad shape because teachers lack training in testing procedures. Teachers in the various universities in this survey seem to agree that since there is no provision made for the training of in testing, they do not understand the correlation between the prescribed objectives, the content, and the test tasks designed to test the content.

Apart from this, alternative 3, ie “There is hardly any element of challenge in them as they lack proper planning and administration” s also gets the second preference by 35.0 per cent of the teachers making this also an important reason. Teachers in two/three universities have neither given first or second preference to the alternatives 2 and 3. In short, a close study of Tables 7 and 8 point to the fact that the reasons why there does not appear to be any correlation between the test and objectives are: (a) Teachers lack the necessary training in the framing of language, (b) There is hardly any element of challenge in the tests as they lack proper planning and administration, and (c) All tests partially meas-
ure the extent of learning that might have taken place and show the teacher in poor light.

It is the high time for all of us to think about ways and means of setting this right. Having said that, we thought it necessary to search for reasons through item 9.

5.11 Teachers’ understanding of the terms ‘test’ and ‘examination’

We sought to explore teachers’ understanding of the difference between the terms ‘test’ and ‘examination’ through the ninth item on the checklist-cum-questionnaire. Teachers were asked to tick mark only one statement out of the six that appear and their response is presented in Table-9.

Table-9
Teachers’ understanding of the terms ‘test’ and ‘examination’

<table>
<thead>
<tr>
<th>No.</th>
<th>Alternative</th>
<th>Univ. (N)</th>
<th>GU</th>
<th>NGU</th>
<th>SGU</th>
<th>SU</th>
<th>BU</th>
<th>SP</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Test measures the skills acquired by the learners; examination the skills of practical application</td>
<td>P 04 09 09 12 04 02</td>
<td>44</td>
<td>42</td>
<td>40</td>
<td>40</td>
<td>18</td>
<td>16</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>% 9.1 21.4 22.5 30.0 22.2 12.5</td>
<td>20.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Test concerns a part of the course; examination the whole of it</td>
<td>P 11 09 22 17 13 11</td>
<td>43</td>
<td>44</td>
<td>55</td>
<td>50</td>
<td>42.5</td>
<td>29.5</td>
<td>68.8</td>
</tr>
<tr>
<td></td>
<td>% 25.0 21.4 55.0 42.5 29.5</td>
<td>68.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Test selectively probes problems in learning; examination probes deeply and widely to measure attainment</td>
<td>P 16 06 19 11 02 06</td>
<td>40</td>
<td>40</td>
<td>47.5</td>
<td>27.5</td>
<td>11.1</td>
<td>37.5</td>
<td>30.0</td>
</tr>
<tr>
<td></td>
<td>% 36.4</td>
<td>47.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Test subsumes certain objectivity in evaluation; examination cannot escape subjectivity</td>
<td>P 07 03 06 12 01 01</td>
<td>40</td>
<td>40</td>
<td>15.0</td>
<td>30.0</td>
<td>5.6</td>
<td>6.3</td>
<td>30.0</td>
</tr>
<tr>
<td></td>
<td>% 15.9</td>
<td>30.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Test involves competence in a single skill; examination in all skills</td>
<td>P 12 09 03 08 02 02</td>
<td>40</td>
<td>40</td>
<td>15.0</td>
<td>30.0</td>
<td>5.6</td>
<td>6.3</td>
<td>30.0</td>
</tr>
<tr>
<td></td>
<td>% 27.3</td>
<td>30.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Test can be given in a class; examination needs mass mobilisation of manpower, money etc</td>
<td>P 03 03 06 05 01 01</td>
<td>40</td>
<td>40</td>
<td>15.0</td>
<td>12.5</td>
<td>5.6</td>
<td>6.3</td>
<td>19.0</td>
</tr>
<tr>
<td></td>
<td>% 6.8</td>
<td>12.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Legend: Univ. = University; P = Preferences; % = Percentage Points; Av. = Average; GU = Gujarat University; NGU = North Gujarat University; SGU = South Gujarat University; SU = Saurashtra University; BU = Bhavnagar University; and SPU = Sardar Patel University. Total sample: 200. Preferences are given in numbers and percentage points.

Even a cursory study of Table-9 shows that alternative 2, i.e. “A test concerns itself with a part of the course, while an examination takes into account the whole of it” is given the...
first preference by the teachers in five universities. 41.5 per cent teachers in this survey believe that a *test* concerns itself with a part of the course, while an *examination* takes into account the whole of it. Those in GU give first preference to alternative 3: "A test implies a selective probe making a diagnosis of problems in learning, whereas an examination implies a deeper and wider probe to measure attainment" suggesting that this is more important than the earlier one. Teachers in all the other universities included in the survey give it a second preference. That is why this statement becomes one of the important statements. According to the teachers in SU and BU alternative 1 that reads, "A test measures the skills acquired by the learners, whereas an examination measures their skills of practical application" is the second important distinction they make between a test and an examination. Teachers in NGU also give first preference to this statement. Thus, this alternative is an important factor in making the distinction between a test and an examination. We can thus conclude that alternatives 3, 2, 1 and 5 appear to be the order of preference made by the teachers on the whole.

A majority of teachers believe that a test is a selective probe making a diagnosis of problems in learning, and thus it concerns itself with a part of the course in measuring the skills acquired by the learners, especially competence in a single skill. Similarly, they believe that an examination being a deeper and wider probe to measure attainment, takes into account the whole of the course and while it measures the learners’ skills of practical application, it involves the testing of competence in all skills. The question that bothered us very much was why is there this general belief that testing of English as a foreign language has failed. We sought answers in the form of item 10.
5.11 Reasons for the general belief that testing of English has failed

There is a general belief among the teachers in English that the testing of English as Foreign Language has failed and this researcher worked on the assumption that this is so. Accordingly, item 10 on the checklist-cum-questionnaire was included to find the underlying cause of this feeling among the teachers. Teachers were asked to tick mark as many options as they thought fit from those given to identify the reasons for this feeling and what they have had to say is given Table-10.

<table>
<thead>
<tr>
<th>No.</th>
<th>Options</th>
<th>Univ.</th>
<th>GU</th>
<th>NGU</th>
<th>SGU</th>
<th>SU</th>
<th>BU</th>
<th>SPU</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Irrelevant/outdated Testing material</td>
<td>P</td>
<td>26</td>
<td>21</td>
<td>22</td>
<td>18</td>
<td>02</td>
<td>02</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td>59.1</td>
<td>50.0</td>
<td>55.0</td>
<td>45.0</td>
<td>11.1</td>
<td>12.5</td>
<td>45.5</td>
</tr>
<tr>
<td>2.</td>
<td>Guesswork involved in the answerscripts</td>
<td>P</td>
<td>09</td>
<td>15</td>
<td>12</td>
<td>07</td>
<td>01</td>
<td>03</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td>20.5</td>
<td>35.7</td>
<td>30.0</td>
<td>17.5</td>
<td>5.6</td>
<td>18.8</td>
<td>23.5</td>
</tr>
<tr>
<td>3.</td>
<td>Hopelessly-written answers</td>
<td>P</td>
<td>12</td>
<td>09</td>
<td>18</td>
<td>14</td>
<td>06</td>
<td>10</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td>27.3</td>
<td>21.4</td>
<td>45.0</td>
<td>35.0</td>
<td>33.3</td>
<td>62.5</td>
<td>34.5</td>
</tr>
<tr>
<td>4.</td>
<td>Massive copying or hurried assessments</td>
<td>P</td>
<td>30</td>
<td>27</td>
<td>24</td>
<td>17</td>
<td>10</td>
<td>06</td>
<td>114</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td>68.2</td>
<td>64.3</td>
<td>60.0</td>
<td>42.5</td>
<td>55.6</td>
<td>73.5</td>
<td>57.0</td>
</tr>
<tr>
<td>5.</td>
<td>Lack of sincerity and originality</td>
<td>P</td>
<td>19</td>
<td>30</td>
<td>16</td>
<td>20</td>
<td>11</td>
<td>02</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td>43.2</td>
<td>71.4</td>
<td>40.0</td>
<td>50.0</td>
<td>61.1</td>
<td>12.5</td>
<td>49.0</td>
</tr>
<tr>
<td>6.</td>
<td>Stress laid on content</td>
<td>P</td>
<td>26</td>
<td>12</td>
<td>28</td>
<td>12</td>
<td>10</td>
<td>13</td>
<td>101</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td>59.1</td>
<td>28.6</td>
<td>70.0</td>
<td>30.0</td>
<td>55.6</td>
<td>81.3</td>
<td>50.5</td>
</tr>
</tbody>
</table>

Legend: Univ. = University; P = Preferences; % = Percentage Points; Av. = Average; GU = Gujarat University; NGU = North Gujarat University; SGU = South Gujarat University; SU = Saurashtra University; BU = Bhavnagar University; and SPU = Sardar Patel University. Total sample: 200. Preferences are given in numbers and percentage points.

Overall examination of Table-10 shows that out the six reasons listed as alternatives, alternative 4, ie "Massive copying on the part of the examinees, and hurried assessment, on the part of either the examiner(s) or the university have contributed to making a mockery
of the exercise as a whole" is given the first priority by 57 per cent teachers (114/200). This is given the first preference by 68.2 per cent teachers in GU (30/42); the second preference by 64.3 per cent teachers (27/42) in NGU; 60.0 per cent teachers (24/40) in SGU; and 55.6 per cent teachers (10/18) in BU. Only 6 teachers in SPU agree with this, which can be taken to mean that there are fewer problems of mass copying in the examination and hurried assessment in SPU.

Table-10 also indicates that alternative 6: stress is laid on content to the detriment of expression is given second preference by 50.5 per cent of all teachers (101/200) in this survey. Also, 81.3 per cent teachers (13.18) in SPU and 70.0 per cent teachers (28/40) in SGU give first preference to this alternative. In other words, these teachers find this statement important. Furthermore, 59.1 per cent of teachers in GU and 55.6 per cent of those in BU give second preference to it. It can be said that many teachers see this as one of the reasons behind the general belief that testing of the English as a foreign language is that the stress is laid on content to the detriment of expression.

Alternative 5, ie "Our tests betray a certain lack of originality and sincerity on the part of those who are given the responsibility of setting them" is preferred by 49.0 per cent (98/200) of all the teachers cannot be ignored as one of the reasons for the failure of the testing of English. Teachers in NGU (71.4 per cent), SU (50.0 per cent), and BU (61.1 per cent) give first preference to this alternative. Alternative 1, ie "Almost the whole lot of our testing material is outdated and irrelevant to our present needs" gets fourth preference from 45.5 per cent of all teachers. Thus, we cannot ignore the fact we need to think seriously about our testing materials.
We can safely say now that the reasons for the general feeling among the teachers in English that testing of English has failed are (1) massive copying on the part of the examinees, and hurried assessment, on the part of either the examiner(s) or the university have contributed to making a mockery of the exercise as a whole, (2) stress is laid on content to the detriment of expression, (3) most of the answers are written hopelessly and show a serious attempt on the part of the examinees to mislead their examiners, and (4) almost the whole lot of our testing material is outdated and irrelevant to our present needs. One other reason seems to be reliance on essay-type questions as an indispensable part of language tests at the undergraduate level. Why? This is a question we examine next.

5.11 Indispensability of Essay-type questions in language tests at the UG level

The eleventh item of the checklist-cum-questionnaire was designed to find out the reasons behind the statement that Essay-type questions are an indispensable part of the language tests at the undergraduate level. In order to find out the reason behind this feelings, the teachers were asked to tick mark as many options as they feel so from those given five options that appear to support that essay type questions are an indispensable part of the language tests at the undergraduate level. The opinions expressed by the teachers in the universities in this survey regarding essay type questions are shown below in the Table 11.
Table-11
Indispensability of Essay-type questions in language tests at the UG level

<table>
<thead>
<tr>
<th>No.</th>
<th>Options</th>
<th>Univ.</th>
<th>GU</th>
<th>NGU</th>
<th>SGU</th>
<th>SU</th>
<th>BU</th>
<th>SPU</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>44</td>
<td>42</td>
<td>40</td>
<td>40</td>
<td>18</td>
<td>16</td>
<td>200</td>
</tr>
<tr>
<td>1.</td>
<td>Assessment of the written expression</td>
<td>P</td>
<td>18</td>
<td>06</td>
<td>21</td>
<td>08</td>
<td>00</td>
<td>02</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>40.9</td>
<td>14.3</td>
<td>52.5</td>
<td>20.0</td>
<td>0.0</td>
<td>12.5</td>
<td>27.5</td>
</tr>
<tr>
<td>2.</td>
<td>Measure examinees linguistic competence</td>
<td>P</td>
<td>13</td>
<td>27</td>
<td>31</td>
<td>13</td>
<td>08</td>
<td>03</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>29.5</td>
<td>64.3</td>
<td>77.5</td>
<td>32.5</td>
<td>44.4</td>
<td>18.8</td>
<td>47.5</td>
</tr>
<tr>
<td>3.</td>
<td>Useful in testing coherence and cohesion</td>
<td>P</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>15</td>
<td>11</td>
<td>05</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>45.5</td>
<td>50.0</td>
<td>55.0</td>
<td>37.5</td>
<td>61.1</td>
<td>31.3</td>
<td>47.0</td>
</tr>
<tr>
<td>4.</td>
<td>Determines the examinees' ability</td>
<td>P</td>
<td>19</td>
<td>24</td>
<td>34</td>
<td>22</td>
<td>12</td>
<td>07</td>
<td>118</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>43.2</td>
<td>57.1</td>
<td>85.0</td>
<td>55.0</td>
<td>66.7</td>
<td>43.8</td>
<td>59.0</td>
</tr>
<tr>
<td>5.</td>
<td>Encourage the examinees</td>
<td>P</td>
<td>22</td>
<td>24</td>
<td>21</td>
<td>16</td>
<td>01</td>
<td>08</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>50.0</td>
<td>57.1</td>
<td>52.5</td>
<td>40.0</td>
<td>5.6</td>
<td>50.0</td>
<td>46.0</td>
</tr>
</tbody>
</table>

Legend: Univ. = University; P = Preferences; % = Percentage Points; Av. = Average; GU = Gujarat University; NGU = North Gujarat University; SGU = South Gujarat University; SU = Saurashtra University; BU = Bhavnagar University; and SPU = Sardar Patel University. Total sample: 200. Preferences are given in numbers and percentage points.

Analysis of response to item 11 shows that option 4 that says that Essay-type questions are an indispensable part of the language tests at the undergraduate level because they help determine the examinees' ability to think, and present their ideas logically is given the first preference by 59.0 per cent (118/200) of all teachers. Teachers in SGU, SU, and BU give first reference to this statement while teachers in other universities accord it either the second or the third preference. Alternatives 2 and 3 are given the second and third preference by 47.5 per cent and 47.0 per cent respectively of all the teachers in this survey. Both statements says that Essay-type questions are an indispensable part of the language tests because they are helpful in measuring the genuine worth of the students as they provide the examiner(s) with an overall idea of the examinees' linguistic competence and are useful in testing coherence and cohesion as well as the lucidity of thought and expression. Alternative 1, which says, "they are the only valid test-tasks for assessing
the necessary competence to communicate in written expression on the part of the examinees" is given the last preference by only 27.5 per cent teachers (55/200) of all the teachers. If we look at this statement university-wise, it shows that the teachers in all the universities have given last preference to this statement.

Thus, in conclusion we can say that the teachers in universities of Gujarat are of the opinion that Essay-type questions are an indispensable part of the language tests at the undergraduate level because they (i) help determine the examinees' ability to think, and present their ideas logically, (ii) are helpful in measuring the genuine worth of the students as they provide the examiner(s) with an overall idea of the examinees' linguistic competence, (iii) are useful in testing coherence and cohesion as well as the lucidity of thought and expression, and (iv) encourage the examinees to be creative in the expression of ideas and enable the examiner(s) to measure the extent to which learning might have taken place, but in a diminishing order.

5.12 Teachers' opinions on the need for introducing Objective-type of Questions

Our 12th item on the checklist-cum-questionnaire sought teachers' opinion on the view prevailing in the teaching community that to introduce objective-type of questions in the testing of English in a big way. They were asked to move to the next item if they did not subscribe to such an idea. They were asked to tick mark as many options from those listed under the item as they felt necessary in responding to the question. Table-12 shows how they responded.
### Table-12

**Teachers’ opinions on the need for Introducing Objective-type of Questions**

<table>
<thead>
<tr>
<th>No.</th>
<th>Alternative</th>
<th>Univ.</th>
<th>GU</th>
<th>NGU</th>
<th>SGU</th>
<th>SU</th>
<th>BU</th>
<th>SPU</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Easy to assess and ensure objectivity in assessment</td>
<td>P</td>
<td>06</td>
<td>00</td>
<td>12</td>
<td>02</td>
<td>02</td>
<td>03</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>13.6</td>
<td>0.0</td>
<td>30.0</td>
<td>5.0</td>
<td>11.1</td>
<td>18.8</td>
<td>12.5</td>
</tr>
<tr>
<td>2</td>
<td>Evaluation of first-hand knowledge of text</td>
<td>P</td>
<td>17</td>
<td>30</td>
<td>25</td>
<td>05</td>
<td>03</td>
<td>06</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>38.6</td>
<td>71.4</td>
<td>62.5</td>
<td>12.5</td>
<td>16.3</td>
<td>37.5</td>
<td>43.0</td>
</tr>
<tr>
<td>3</td>
<td>Discourage tendency on the part of learners to be selective in preparation</td>
<td>P</td>
<td>16</td>
<td>12</td>
<td>19</td>
<td>06</td>
<td>04</td>
<td>02</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>36.3</td>
<td>28.6</td>
<td>47.5</td>
<td>15.0</td>
<td>22.2</td>
<td>12.5</td>
<td>29.5</td>
</tr>
<tr>
<td>4</td>
<td>Useful in evaluating overall attainment</td>
<td>P</td>
<td>12</td>
<td>12</td>
<td>06</td>
<td>17</td>
<td>06</td>
<td>05</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>27.3</td>
<td>28.6</td>
<td>15.0</td>
<td>42.5</td>
<td>33.3</td>
<td>31.3</td>
<td>29.0</td>
</tr>
<tr>
<td>5</td>
<td>Ensure wider coverage of the syllabi</td>
<td>P</td>
<td>11</td>
<td>15</td>
<td>12</td>
<td>10</td>
<td>11</td>
<td>06</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>25.0</td>
<td>35.7</td>
<td>30.0</td>
<td>25.0</td>
<td>61.6</td>
<td>37.5</td>
<td>32.5</td>
</tr>
<tr>
<td>6</td>
<td>Ensure the same answer to a given question</td>
<td>P</td>
<td>08</td>
<td>00</td>
<td>13</td>
<td>03</td>
<td>04</td>
<td>02</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>18.2</td>
<td>0.0</td>
<td>32.5</td>
<td>7.5</td>
<td>22.2</td>
<td>12.5</td>
<td>15.0</td>
</tr>
</tbody>
</table>

Legend: Univ. = University; P = Preferences; % = Percentage Points; Av. = Average; GU = Gujarat University; NGU = North Gujarat University; SGU = South Gujarat University; SU = Saurashtra University; BU = Bhavnagar University; and SPU = Sardar Patel University. Total sample: 200. Preferences are given in numbers and percentage points.

A close analysis of Table-12 indicates that 43.0 per cent (86/200) of all the teachers in this survey agree with alternative 2: Objective-type tests help evaluate the candidates’ first-hand knowledge of the text and experience in the use of language. This argument is strongly supported by all the teachers in the universities included in this survey, except by those in BU and SU who give it the fifth and fourth priority respectively. Alternative 5, ie Objective-type tests ensure a wider coverage of the syllabi in the papers set for an examination is given the second priority by 32.5 per cent of the teachers on the whole. There is obviously some misunderstanding there. It finds support from the teachers in SPU and BU who give it the first preference and teachers in NGU and SU who give it the second preference. Alternative 4, which reads, “Objective-type tests are useful in evaluating...
ing the overall attainment of the students” is supported by 29.0 per cent of the total teachers.

In the final analysis, this is how all the teachers responded on the need to introduce objective-type questions in our examination system citing different reasons. 43.0 per cent felt that these ensure evaluation of learners’ first-hand knowledge of text and 32.5 per cent cited ensuring of wider coverage of the syllabi as the reason. On the other side, while 29.5 per cent felt these questions discourage tendency on the part of learners to be selective in preparation, 29.0 per cent held their usefulness in evaluating overall attainment, 15.0 per cent opined that these ensure the same answer to a given question, and 12.5 per cent preferred these for the ease and objectivity in assessment. Even so, the figures are not large probably because teachers experience difficulty in framing objective-type questions.

The fact that few universities like NGU and BU (at MA) and SPU (in BSc only) use a greater number of objective-type questions in the testing of English is enough of evidence in this regard. It is not that objective-type testing items are not included as a part of the Question Papers set but their number is small percentage-wise and their quality is such that the results are not reliable.

Even if we agree that objective-type of testing is good, it still needs to be understood that the possibility of guesswork and of copying are greater. We shall take a look at these problems now onward.
5.13 Tackling the possibility of guesswork and copying in objective type tests

Item 13 of the checklist-cum-questionnaire sought teachers' opinions on how the possibility of guesswork and copying in the objective type tests (to whatever degree it might be), which some sections among them fear these would, could be tackled. They were asked to tick mark as many options as they felt necessary from the six options given, and what they had to say is given in Table-13.

**Table-13**

Tackling the possibility of guesswork and copying in objective type tests

<table>
<thead>
<tr>
<th>No.</th>
<th>Option</th>
<th>Univ.</th>
<th>GU</th>
<th>NGU</th>
<th>SGU</th>
<th>SU</th>
<th>BU</th>
<th>SPU</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A carefully planned seating arrangement</td>
<td>N</td>
<td>44</td>
<td>42</td>
<td>40</td>
<td>40</td>
<td>18</td>
<td>16</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P</td>
<td>12</td>
<td>18</td>
<td>22</td>
<td>09</td>
<td>04</td>
<td>04</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>27.3</td>
<td>42.9</td>
<td>55.0</td>
<td>22.5</td>
<td>22.2</td>
<td>25.0</td>
<td>34.5</td>
</tr>
<tr>
<td>2.</td>
<td>Entire quantum of the syllabi</td>
<td>P</td>
<td>15</td>
<td>21</td>
<td>15</td>
<td>16</td>
<td>05</td>
<td>05</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>34.0</td>
<td>50.0</td>
<td>37.5</td>
<td>40.0</td>
<td>27.8</td>
<td>31.3</td>
<td>38.5</td>
</tr>
<tr>
<td>3.</td>
<td>Distracters should be chosen carefully</td>
<td>P</td>
<td>22</td>
<td>12</td>
<td>15</td>
<td>18</td>
<td>08</td>
<td>08</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>50.0</td>
<td>28.6</td>
<td>37.5</td>
<td>45.0</td>
<td>44.4</td>
<td>50.0</td>
<td>41.5</td>
</tr>
<tr>
<td>4.</td>
<td>To help reduce the possibility of copying</td>
<td>P</td>
<td>04</td>
<td>09</td>
<td>12</td>
<td>10</td>
<td>06</td>
<td>05</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>9.1</td>
<td>21.4</td>
<td>30.0</td>
<td>25.0</td>
<td>33.3</td>
<td>31.3</td>
<td>23.0</td>
</tr>
<tr>
<td>5.</td>
<td>Viva-voce would validate examinations</td>
<td>P</td>
<td>11</td>
<td>24</td>
<td>19</td>
<td>21</td>
<td>07</td>
<td>06</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>25.0</td>
<td>57.1</td>
<td>47.5</td>
<td>52.5</td>
<td>38.9</td>
<td>37.5</td>
<td>44.0</td>
</tr>
<tr>
<td>6.</td>
<td>Prevalidation before administration</td>
<td>P</td>
<td>00</td>
<td>06</td>
<td>06</td>
<td>07</td>
<td>04</td>
<td>01</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>0.0</td>
<td>14.3</td>
<td>15.0</td>
<td>17.5</td>
<td>22.2</td>
<td>6.3</td>
<td>12.0</td>
</tr>
</tbody>
</table>

Legend: Univ. = University; P = Preferences; % = Percentage Points; Av. = Average; GU = Gujarat University; NGU = North Gujarat University; SGU = South Gujarat University; SU = Saurashtra University; BU = Bhavnagar University; and SPU = Sardar Patel University. Total sample: 200. Preferences are given in numbers and percentage points.

Analytical study of Table-13 clearly indicates that alternative 5, ie “A viva-voce aimed at ascertaining whether or not the response of a given student matches with his or her knowledge of the subject would validate our examinations” found favour with by 44.0
per cent (88/200) of all the teachers. 57.1 per cent of the teachers in NGU, and 52.5 per cent of those in SU accord it the first preference. Teachers in SGU, BU, and SPU give it a second preference. Thus, almost all the teachers are of the opinion that the best means of tackling the possibility of guesswork and copying is to conduct a viva-voce aimed at ascertaining whether or not the response of a given student matches with his or her knowledge of the subject and that this would validate our examinations. 41.5 per cent (83/200) of all the teachers hold alternative 3: “Multiple-choice questions should have distracters chosen carefully so as to avoid giving any clue, either in terms of individual items or those set on a passage for testing reading comprehension” to be the second best option. 50.0 per cent (22) teachers in GU, 44.4 per cent (08) teachers in BU, and 50.0 per cent (08) teachers in SPU supported this argument by giving first preference to it. Table-13 also indicates that we should also consider alternative 2, ie “The entire quantum of the syllabi, not just what are popularly called important questions, should be covered in the test papers set” as one of the remedies to tackle the possibility of guesswork and copying in the objective-type tests is given the second preference. 34.0 per cent teachers in GU and 50.0 per cent of those in NGU feel so.

Thus, we can say that even though few universities of Gujarat have introduced objective-type tests in the testing of English at the undergraduate level, a large number of the teachers advocate the introduction of the objective-type test. They also suggest that in order to tackle the possibility the guesswork and copying the teaching community should take care of the suggestions which are represented by response to alternatives 5, 3, and 2 as mentioned earlier.
5.14 Logic of a tilt toward text-based questions in English (Compulsory) Papers

Item 14 item in the checklist-cum-questionnaire was designed to find out the teachers’ opinions on the logic behind the fact that test papers set in English (Compulsory) in all faculties show a heavy tilt toward text-based questions. In order to find out their opinions for this logic, they were asked to tick mark as many options as they feel so from those given five options that indicates the various logical reasons behind the fact that test papers set in English (Compulsory) in all faculties show a heavy tilt toward text-based questions. The opinions expressed by the teachers in the universities in this survey regarding this statement are shown below in the Table 14.

Table 14

<table>
<thead>
<tr>
<th>No.</th>
<th>Alternatives</th>
<th>Univ.</th>
<th>GU</th>
<th>NGU</th>
<th>SGU</th>
<th>SU</th>
<th>BU</th>
<th>SPU</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The prescribed text: the only means of study of language in practical use in day-to-day life</td>
<td>N</td>
<td>44</td>
<td>42</td>
<td>40</td>
<td>40</td>
<td>18</td>
<td>16</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P</td>
<td>12</td>
<td>12</td>
<td>19</td>
<td>05</td>
<td>03</td>
<td>02</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>27.3</td>
<td>28.6</td>
<td>47.5</td>
<td>12.5</td>
<td>16.3</td>
<td>12.5</td>
<td>26.5</td>
</tr>
<tr>
<td>2</td>
<td>No learning of language takes place if there is an element of guesswork involved.</td>
<td>N</td>
<td>03</td>
<td>03</td>
<td>06</td>
<td>13</td>
<td>01</td>
<td>01</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P</td>
<td>03</td>
<td>06</td>
<td>15.0</td>
<td>32.5</td>
<td>5.6</td>
<td>6.3</td>
<td>13.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>6.8</td>
<td>7.1</td>
<td>15.0</td>
<td>32.5</td>
<td>5.6</td>
<td>6.3</td>
<td>13.5</td>
</tr>
<tr>
<td>3</td>
<td>Focus on learners’ linguistic rather than literary competence</td>
<td>N</td>
<td>18</td>
<td>30</td>
<td>31</td>
<td>18</td>
<td>14</td>
<td>06</td>
<td>117</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P</td>
<td>18</td>
<td>31</td>
<td>77.5</td>
<td>45.0</td>
<td>77.8</td>
<td>37.5</td>
<td>58.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>40.9</td>
<td>71.4</td>
<td>77.5</td>
<td>45.0</td>
<td>77.8</td>
<td>37.5</td>
<td>58.5</td>
</tr>
<tr>
<td>4</td>
<td>stray sentences undesirable; a context increases dependence on the text.</td>
<td>N</td>
<td>06</td>
<td>03</td>
<td>18</td>
<td>10</td>
<td>02</td>
<td>04</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P</td>
<td>06</td>
<td>10</td>
<td>45.0</td>
<td>25.0</td>
<td>11.1</td>
<td>25.0</td>
<td>21.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>13.6</td>
<td>7.1</td>
<td>45.0</td>
<td>25.0</td>
<td>11.1</td>
<td>25.0</td>
<td>21.5</td>
</tr>
<tr>
<td>5</td>
<td>Linguistic competence tested better through contextualised situations and passages.</td>
<td>N</td>
<td>23</td>
<td>18</td>
<td>34</td>
<td>21</td>
<td>03</td>
<td>11</td>
<td>110</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P</td>
<td>23</td>
<td>34</td>
<td>65.0</td>
<td>52.5</td>
<td>16.7</td>
<td>68.8</td>
<td>55.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>52.3</td>
<td>42.9</td>
<td>65.0</td>
<td>52.5</td>
<td>16.7</td>
<td>68.8</td>
<td>55.0</td>
</tr>
</tbody>
</table>

Legend: Univ. = University; P = Preferences; % = Percentage Points; Av. = Average; GU = Gujarat University; NGU = North Gujarat University; SGU = South Gujarat University; SU = Saurashtra University; BU = Bhavnagar University; and SPU = Sardar Patel University. Total sample: 200. Preferences are given in numbers and percentage points.
Analysis of responses of the item 14, which is shown in Table-14 reveals that there are two main reasons for this situation. One that is represented by alternative 3, which says, "Papers in English (Compulsory) must obviously focus on linguistic competence rather than the learners' literary competence for students other than those offering English (Special)." 58.5 per cent (117/200) teachers show their agreement with the statement. University-wise too, all teachers in different universities give first or second preference to this argument. Thus, all the teachers, both universally and university-wise, accept alternative 3 unanimously. In the same way, alternative 5, which says, "Linguistic competence is tested better through contextualised situations and passages" attracts agreement from 55.0 per cent (110/200) teachers universally. University-wise, teachers in four different universities give first preference to this argument. In other words, this alternative stands accepted commonly, universally as well as university-wise.

Thus, we can say that there are only two reasons for the logic behind the fact that test papers set in English (Compulsory) in all faculties shows a heavy tilt toward text-based questions. These are that (i) papers in English (Compulsory) do not focus on linguistic competence rather as expected but on their literary competence in case of even those students who have not offered English (Special), and (ii) linguistic competence cannot be meaningfully tested by setting tasks based on isolated sentences but through contextualised situations and passages. The question now is what kind of questions should be set.

5.15 Nature of Questions to be incorporated in English (Compulsory) Papers

The 15th item on the checklist-cum-questionnaire was used to examine the question of the kind of questions we need to incorporate into a paper set in English (Compulsory).
With the 6 options given under this item, they were asked to feel free to choose as many alternatives from those below as they felt would help reflect their response. The results are shown below in Table-15.

### Table-15
**Nature of Questions to be incorporated in English (Compulsory) Papers**

<table>
<thead>
<tr>
<th>No.</th>
<th>Option</th>
<th>Univ.</th>
<th>GU</th>
<th>NGU</th>
<th>SGU</th>
<th>SU</th>
<th>BU</th>
<th>SPU</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Testing familiarity and competence</td>
<td>P</td>
<td>26</td>
<td>24</td>
<td>31</td>
<td>24</td>
<td>12</td>
<td>14</td>
<td>131</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>59.1</td>
<td>57.1</td>
<td>77.5</td>
<td>60.0</td>
<td>66.7</td>
<td>87.7</td>
<td>65.5</td>
</tr>
<tr>
<td>2</td>
<td>Neither long nor complex</td>
<td>P</td>
<td>21</td>
<td>30</td>
<td>33</td>
<td>20</td>
<td>11</td>
<td>07</td>
<td>122</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>47.7</td>
<td>71.4</td>
<td>82.5</td>
<td>50.0</td>
<td>61.1</td>
<td>43.8</td>
<td>61.0</td>
</tr>
<tr>
<td>3</td>
<td>Unambiguous and cover a significant part of the course</td>
<td>P</td>
<td>14</td>
<td>15</td>
<td>22</td>
<td>15</td>
<td>10</td>
<td>08</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>31.8</td>
<td>35.7</td>
<td>55.0</td>
<td>37.5</td>
<td>55.6</td>
<td>50.0</td>
<td>42.0</td>
</tr>
<tr>
<td>4</td>
<td>Have only one possible answer</td>
<td>P</td>
<td>18</td>
<td>18</td>
<td>34</td>
<td>16</td>
<td>08</td>
<td>01</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>40.9</td>
<td>42.9</td>
<td>85.0</td>
<td>40.0</td>
<td>44.4</td>
<td>6.3</td>
<td>47.5</td>
</tr>
<tr>
<td>5</td>
<td>Quotation-based questions</td>
<td>P</td>
<td>04</td>
<td>09</td>
<td>09</td>
<td>13</td>
<td>05</td>
<td>02</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>9.1</td>
<td>21.4</td>
<td>22.5</td>
<td>32.5</td>
<td>27.8</td>
<td>12.5</td>
<td>21.0</td>
</tr>
<tr>
<td>6</td>
<td>Clearly worded questions</td>
<td>P</td>
<td>11</td>
<td>18</td>
<td>12</td>
<td>16</td>
<td>10</td>
<td>01</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>25.0</td>
<td>42.9</td>
<td>30.0</td>
<td>40.0</td>
<td>55.0</td>
<td>6.3</td>
<td>34.4</td>
</tr>
<tr>
<td>7</td>
<td>Wh-questions: ideal for ESP</td>
<td>P</td>
<td>14</td>
<td>12</td>
<td>15</td>
<td>08</td>
<td>01</td>
<td>04</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>31.8</td>
<td>28.6</td>
<td>37.5</td>
<td>20.0</td>
<td>5.6</td>
<td>25.0</td>
<td>27.0</td>
</tr>
</tbody>
</table>

Legend: Univ. = University; P = Preferences; % = Percentage Points; Av. = Average; GU = Gujarat University; NGU = North Gujarat University; SGU = South Gujarat University; SU = Saurashtra University; BU = Bhavnagar University; and SPU = Sardar Patel University. Total sample: 200. Preferences are given in numbers and percentage points.

Analysis of Table-15 reveals that option 1: “Questions aimed at testing both the learners’ linguistic competence as well as their familiarity need to be set” got first preference from 65.5 per cent (131/200) of all the teachers in this survey. Teachers in GU, SU, BU, and SPU gave first preference to this alternative. Teachers in NGU gave it a second preference. Thus, almost all the teachers in Gujarat appear to accept that we need to set ques-
tions that are aimed at testing both the learners’ linguistic competence as well as their familiarity. Option 2 states that questions that are neither too long nor too complex to be easily understood by even our average learners are ideal for incorporation into a paper set for English (Compulsory), and was given the second preference by 61.0 per cent (122/200) of the total teachers. Teachers in several universities gave this statement either first or second preference. Thus, teachers are of the opinion that the framing of the test tasks must be done in such a way that all the students should be able to understand them. Only 21.0 per cent teachers show preference for the statement that we need to avoid setting questions based on quotations because such questions are non-questions in real terms.

On the whole, it is clear from the study of Table-15 that most of the teachers are in favour of the statements 1 and 2, that is, we need to set questions aimed at testing both the learners’ linguistic competence as well as their familiarity and the ideal questions to be incorporated into a paper set in English (Compulsory) should be neither too long nor too complex to be easily understood by even our average learners so as to test adequately their linguistic competence. Since the questions set do not necessarily conform to the norms, there are problems in testing.

5.16 On validity, reliability, usability, administerability, and scorability

Item 16 on the checklist-cum-questionnaire required teachers to give reactions to the charge that our language tests do not fulfil the criteria of validity, reliability, usability, administerability, and scorability. They were asked to tick mark as many options as they thought fit from the four options given, and the results are presented Table-16.
Table- 16
Validity, reliability, usability, administerability, and scorability

<table>
<thead>
<tr>
<th>No.</th>
<th>Alternative</th>
<th>Univ.</th>
<th>GU</th>
<th>NGU</th>
<th>SGU</th>
<th>SU</th>
<th>BU</th>
<th>SPU</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Our test do fulfill these criteria</td>
<td>N</td>
<td>44</td>
<td>42</td>
<td>40</td>
<td>40</td>
<td>18</td>
<td>16</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P</td>
<td>10</td>
<td>09</td>
<td>03</td>
<td>07</td>
<td>02</td>
<td>02</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>22.7</td>
<td>21.4</td>
<td>7.5</td>
<td>17.5</td>
<td>11.1</td>
<td>12.5</td>
<td>16.5</td>
</tr>
<tr>
<td>2</td>
<td>They may be valid and reliable but are neither scorable nor administrable</td>
<td>N</td>
<td>15</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>08</td>
<td>07</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P</td>
<td>34.0</td>
<td>28.6</td>
<td>30.0</td>
<td>30.0</td>
<td>44.4</td>
<td>43.8</td>
<td>33.0</td>
</tr>
<tr>
<td>3</td>
<td>Since most of our tests are essay type, these are inapplicable</td>
<td>N</td>
<td>08</td>
<td>18</td>
<td>16</td>
<td>14</td>
<td>07</td>
<td>06</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P</td>
<td>18.2</td>
<td>42.9</td>
<td>40.0</td>
<td>35.0</td>
<td>38.9</td>
<td>37.5</td>
<td>36.5</td>
</tr>
<tr>
<td>4</td>
<td>Our tests are neither valid nor reliable</td>
<td>N</td>
<td>17</td>
<td>12</td>
<td>09</td>
<td>15</td>
<td>02</td>
<td>02</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P</td>
<td>38.6</td>
<td>28.6</td>
<td>22.5</td>
<td>37.5</td>
<td>11.1</td>
<td>12.5</td>
<td>28.5</td>
</tr>
</tbody>
</table>

Legend: Univ. = University; P = Preferences; % = Percentage Points; Av. = Average; GU = Gujarat University; NGU = North Gujarat University; SGU = South Gujarat University; SU = Saurashtra University; BU = Bhavnagar University; and SPU = Sardar Patel University. Total sample: 200. Preferences are given in numbers and percentage points.

After closely examining Table-16, we find that two of the four alternatives in this item are very important according to a majority of teachers. Alternative 3 has been given first preference by 36.5 per cent (73/200) teachers. In other words, the teachers do admit the well-established fact that most of the test tasks in use in English (Compulsory) papers are essay type, and therefore, the criteria of validity, reliability, usability, administerability, and scorability is inapplicable in this case.

Strong support for it comes from the teachers in NGU and SGU who have given it first preference. Teachers in SU, BU, and SPU have given it a second preference. Surprisingly, teachers in GU have given first preference to the alternative 4 though the pattern of examination in GU is not very different from that of the other universities of Gujarat!
Teachers in GU feel that "The language tests in vogue are neither valid nor reliable." Alternative 2; "The tests in vogue may be valid, reliable, and usable but are neither easily administerable nor scorable" get the second preference from 33.0 per cent (66) of teachers as a whole as well as the teachers in GU, NGU, and SGU. However, teachers in BU and SPU have accorded it first preference, and the teachers in SU have given it third preference. Alternative 4 has attracted the first preference from the teachers in GU and SU respectively.

Thus, it is difficult to come to any conclusion because we have various reactions to the charge that our language tests do not fulfil the criteria of validity, reliability, usability, administerability, and scorability. Alternative 4 (our language tests in vogue are neither valid nor reliable) is strongly supported by 38.6 per cent of the teachers in GU and 37.5 per cent of them in SU as their first preference.

On the other hand, 11.1 per cent and 12.5 per cent of teachers in BU and SPU respectively do not give any importance to this alternative at all. Are there ways possible of making sure that our test fulfil all these basic requirements of test? We shall examine the options now.

5.17 **Possible ways of making our testing material fulfil these criteria**

Item 17 on the checklist-cum-questionnaire tried to take a look at the possible ways to make our material for testing of English fulfil the essential characteristics of tests that figure in item 16: validity, reliability, usability, administerability, and scorability. The
teacher-respondents were asked to tick mark as many options as they felt were necessary from the six options given under it. What they say figures in Table-17.

Table- 17
Possible ways of making our testing material fulfil these criteria

<table>
<thead>
<tr>
<th>No.</th>
<th>Option</th>
<th>Univ.</th>
<th>GU</th>
<th>NGU</th>
<th>SGU</th>
<th>SU</th>
<th>BU</th>
<th>SPU</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>They measure what they are designed to measure</td>
<td>N</td>
<td>44</td>
<td>42</td>
<td>40</td>
<td>40</td>
<td>18</td>
<td>16</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P</td>
<td>24</td>
<td>24</td>
<td>28</td>
<td>16</td>
<td>10</td>
<td>10</td>
<td>112</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>54.5</td>
<td>57.1</td>
<td>70.0</td>
<td>40.0</td>
<td>55.6</td>
<td>62.5</td>
<td>56.0</td>
</tr>
<tr>
<td>2.</td>
<td>They cover the entire quantum of a syllabus on a given course</td>
<td>P</td>
<td>09</td>
<td>18</td>
<td>15</td>
<td>15</td>
<td>09</td>
<td>01</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>11.4</td>
<td>42.9</td>
<td>37.5</td>
<td>37.5</td>
<td>50.0</td>
<td>6.3</td>
<td>33.5</td>
</tr>
<tr>
<td>3.</td>
<td>They limit themselves to the testing of one skill at a time</td>
<td>P</td>
<td>08</td>
<td>09</td>
<td>15</td>
<td>07</td>
<td>04</td>
<td>06</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>18.2</td>
<td>21.4</td>
<td>15.0</td>
<td>40.0</td>
<td>16.3</td>
<td>31.3</td>
<td>24.5</td>
</tr>
<tr>
<td>4.</td>
<td>They are used repeatedly at regular intervals with identical results</td>
<td>P</td>
<td>10</td>
<td>09</td>
<td>06</td>
<td>16</td>
<td>03</td>
<td>05</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>22.7</td>
<td>21.4</td>
<td>15.0</td>
<td>40.0</td>
<td>16.3</td>
<td>31.3</td>
<td>24.5</td>
</tr>
<tr>
<td>5.</td>
<td>They are made easy to administer by dividing them into smaller sections</td>
<td>P</td>
<td>19</td>
<td>12</td>
<td>15</td>
<td>13</td>
<td>00</td>
<td>07</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>43.2</td>
<td>28.6</td>
<td>37.5</td>
<td>32.5</td>
<td>0.0</td>
<td>43.8</td>
<td>33.0</td>
</tr>
<tr>
<td>6.</td>
<td>They are not too costly to administer, and are neither too long nor too</td>
<td>P</td>
<td>12</td>
<td>12</td>
<td>25</td>
<td>06</td>
<td>04</td>
<td>02</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>difficult nor too complex to be scored</td>
<td>%</td>
<td>27.3</td>
<td>28.6</td>
<td>62.5</td>
<td>15.0</td>
<td>22.2</td>
<td>12.5</td>
<td>30.5</td>
</tr>
</tbody>
</table>

Legend: Univ. = University; P = Preferences; % = Percentage Points; Av. = Average; GU = Gujarat University; NGU = North Gujarat University; SGU = South Gujarat University; SU = Saurashtra University; BU = Bhavnagar University; and SPU = Sardar Patel University. Total sample: 200. Preferences are given in numbers and percentage points.

It is evident from Table-17 that the opinions expressed by the teachers are identical both universally and university-wise insofar as their first preference is concerned. It is apparent that option 1: They measure what they are designed to measure attracts the first preference not only from 56.0 per cent (112/200) teachers universally but also from all the teachers in various universities independently. Thus, all the teachers say it in one voice that our test-tasks must measure what they are designed to measure, and if they do, then
the test would be valid and reliable. Hidden in this statement is their acceptance of the fact that our tests do not do that now.

There is a close similarity in the first priority made by all the teachers in the universities in this survey, but there is also some variation noticeable in the way they prioritise other alternatives. Option 2 that says it is possible to make our material for testing of English conform to these criteria by ensuring that they cover the entire quantum of a syllabus on a given course. This is given second preference by 33.5 per cent (67) of teachers universally. While teachers in NGU, SU, and BU give second preference to this statement, those in GU and SPU give second preference to option 5, which says that it is possible to make our material for testing of English fulfil these criteria by ensuring that they are made easy to administer by dividing them into smaller sections.

Teachers in SGU give second preference to option 6, which says that it is possible to make our material for testing of English fulfil these criteria by ensuring that they are not too costly to administer, and are not either too long or too difficult or too complex to be scored. It is clear that opinions differ widely except in case of the first priority. This hammers home the point that thorough training in testing is a major requirement. We need to control the "lap-up-and-vomit" exercise that goes on in the name of examination, and we felt it necessary to examine this aspect of testing also.

5.18 Controlling the Lap-Up-and-Vomit Exercise

It is an accepted fact that lap-up-and-vomit exercise goes on in the name of examination, particularly in English (Compulsory) and that is the one of the reasons why teachers
teaching English (compulsory) always complain that the students hardly remain present in the classroom. Obviously, they are confident of facing an examination that allows them to pass by cramming a few general questions.

Therefore, item 18 on the checklist-cum-questionnaire sought to know from teachers what they thought should be done to control this menace. We asked the teachers to tick mark as many options as they felt necessary from a list of four alternatives provided under the item: (1) We need to ensure that our tests should help measure all skills without depending heavily on the writing skill, (2) Giving tests at regular intervals would keep the students alive to the need to be prepared all the time, (3) A viva-voce given toward the end of the examination process would help examiner(s) to measure the real extent of learning that might have taken place, and (4) Dependence on stereotype questions needs to be done away with as so does the treatment of a given structure of the question paper, treated as sacrosanct. Their opinions on this issue form the subject of analysis in Table-18.

<table>
<thead>
<tr>
<th>Table-18</th>
<th>Controlling the Lap-Up-and-Vomit Exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>Option</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>1.</td>
<td>Measure achievement in all the skills, not just writing</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Set tests at regular intervals</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Introduce a viva-voce to test the real extent learning</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Avoid stereotype questioning</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Legend: Univ. = University; P = Preferences; % = Percentage Points; Av. = Average; GU = Gujarat University; NGU = North Gujarat University; SGU = South Gujarat University; SU = Saurashtra University; BU = Bhavnagar University; and SPU = Sardar Patel University. Total sample: 200. Preferences are given in numbers and percentage points.
Responses in Table-18 reveal that the option 3 that says "A viva-voce given toward the end of the examination process would help examiner(s) to measure the real extent of learning that might have taken place" is the first preference given by 61.5 per cent (123/200) of teachers universally as a possible remedy for controlling this menace. University-wise too, this statement gets the first preference from 78.6 per cent teachers in NGU and 85.0 per cent teacher in SGU, but more than 50.0 per cent teachers in GU and SU give it a second preference.

Option 2 that says, "Giving tests at regular intervals would keep the students alive to the need to be prepared all the time" gets the approval of 59.0 per cent (118/200) teachers universally. Quite surprisingly, teachers in GU, SGU, SU, and BU give it first preference. It is rightly said that if teaching is a continuous process, then evaluation should also be a continuous process.

We cannot ignore option 1, which says that "We need to ensure that our tests should help measure all skills without depending heavily on the writing skill" because it gets second preference from teachers in NGU, SGU, and SPU, who constitute a block of 30.5 per cent of the total teachers in this survey.

5.19 Standard procedure in testing English (Compulsory) at the UG Level

Item 19 attempted to know from the teachers the standard procedure involved in the testing of English (Compulsory) today at the undergraduate level. Teachers were asked to
Table 19 reveals that four universities of Gujarat: GU, NGU, SGU, and SPU follow the standard procedure involved in the testing of English (Compulsory) at the undergraduate level. The have a question paper of three hours’ duration with a maximum possible score of 70 marks at the university examination, and an internal evaluation system with a weighting of 30 marks. These together make up a total of 100 marks per paper (Option 3). We are shocked and surprised to know that 13.6 per cent teachers in GU and 7.5 per cent teachers in SGU are not aware of the standard procedure of testing used in their respective universities, for 9.1 per cent teachers in GU and 7.5 per cent teachers in SGU are of the view that they have “a question paper of three hours’ duration with a maximum
possible score of 80 marks at the university examination in theory, and a viva-voce or practical examination with a weighting of 20 marks make up a total of 100 marks per paper." which in fact is not the case with any of the universities in this survey. Not only that 2.3 teachers in GU are also of the view that they have “a question paper of three hours’ duration with a maximum possible score of 80 marks at the university examination, and an internal evaluation system with a weighting of 20 marks make up a total of 100 marks per paper.” Insofar as the knowledge of the testing systems is concerned, teachers in SPU and NGU show great awareness because 100 per cent of them clearly identify the standard procedure of examination used in their respective universities. It appears that the teachers in BU were either confused in this query or they really do not know what they have said.

5.6 per cent teachers in BU say that the standard procedure of testing used in the university is “A question paper of three hours’ duration with a maximum possible score of 80 marks at the university examination, and an internal evaluation system with a weighting of 20 marks make up a total of 100 marks per paper”, 11.1 per cent say that it is “A question paper of three hours’ duration with a maximum possible score of 80 marks at the university examination in theory, and a viva-voce or practical examination with a weighting of 20 marks make up a total of 100 marks per paper”, 33.3 per cent say that it is “A question paper of three hours’ duration with a maximum possible score of 70 marks at the university examination, and an internal evaluation system with a weighting of 30 marks make up a total of 100 marks per paper”, and only 50.0 per cent say that it is “A question paper of three hours’ duration with a maximum possible score of 100 marks per paper at the university examination.” This researcher is a former student of that univer-
sity and knows it for sure that BU has a question paper of three hours' duration with a maximum possible score of 100 marks per paper in all the major faculties in English Compulsory at the university examination.\textsuperscript{1}

It is the same story with the teachers in SU because Table-19 clearly indicates that they are also somewhat confused. 10.0 per cent of them are not aware of the standard procedure involved in testing. However, 90.0 per cent of them are aware that they the question paper is of three hours' duration with a maximum possible score of 100 marks per paper at the university examination.

It is obvious that there is no parity in the standard procedure of testing at the university examination across the universities in Gujarat. Several seminars and conference have been organised in the state but it is unfortunate that nothing concrete has been done to bring parity in the testing procedures in the state. Fortunately, we have a common syllabus in force from 2002-2003 onward but if a common testing procedure in English is also used at various levels in different faculties in our universities, then mobility from one university to another can be made possible. This will go a long way in solving the problems of equivalence and of the levels in the great urban-rural divide.

5.20 Failure of the existing system in language testing

It is an accepted fact that our existing system of the examination has failed. Several seminars and conference are being organised across the country with the help of UGC, AICTE, NCTE etc in educational institutions but result is not up to the mark. We move round and round and reach where we have started. In view of the above-mentioned situa-
tion, the twentieth item of the checklist-cum-questionnaire was designed to find out what the teachers feel for reaching such a rotten situation of the existing system in the language testing. In order to find out the possible reasons for the failure of the existing system in language testing they were asked to tick mark as many options as they feel so from those given five options that indicates the different reasons for the failure of the existing system in language testing. The responses of the teachers in the universities in this survey in this regard are shown below in the Table No: 20.

Table- 20
The Failure of the Existing System in Language Testing

<table>
<thead>
<tr>
<th>Preferences in Numbers and Percentage</th>
<th>Univ. GU</th>
<th>NGU</th>
<th>SGU</th>
<th>SU</th>
<th>BU</th>
<th>SPU</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>The existing system in language testing has failed because</td>
<td>N 44</td>
<td>42</td>
<td>40</td>
<td>40</td>
<td>18</td>
<td>16</td>
<td>200</td>
</tr>
<tr>
<td>1. Having become merely a formality</td>
<td>P 18</td>
<td>06</td>
<td>15</td>
<td>13</td>
<td>10</td>
<td>06</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>% 40.9</td>
<td>14.3</td>
<td>37.5</td>
<td>32.5</td>
<td>55.6</td>
<td>37.5</td>
<td>34.0</td>
</tr>
<tr>
<td>2. Encourage the risk taking behaviour</td>
<td>P 04</td>
<td>15</td>
<td>09</td>
<td>10</td>
<td>02</td>
<td>01</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>% 9.1</td>
<td>15.7</td>
<td>22.5</td>
<td>25.0</td>
<td>11.1</td>
<td>6.3</td>
<td>20.5</td>
</tr>
<tr>
<td>3. predicament patterns</td>
<td>P 29</td>
<td>24</td>
<td>27</td>
<td>26</td>
<td>09</td>
<td>12</td>
<td>127</td>
</tr>
<tr>
<td></td>
<td>% 65.9</td>
<td>57.1</td>
<td>67.5</td>
<td>65.0</td>
<td>50.0</td>
<td>75.0</td>
<td>63.5</td>
</tr>
<tr>
<td>4. Courses are kept limited</td>
<td>P 18</td>
<td>21</td>
<td>19</td>
<td>13</td>
<td>04</td>
<td>05</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>% 40.9</td>
<td>50.0</td>
<td>47.5</td>
<td>32.5</td>
<td>22.2</td>
<td>31.3</td>
<td>40.0</td>
</tr>
<tr>
<td>5. Deficiency can be made up</td>
<td>P 09</td>
<td>06</td>
<td>13</td>
<td>06</td>
<td>02</td>
<td>02</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>% 20.5</td>
<td>14.3</td>
<td>32.5</td>
<td>15.0</td>
<td>11.1</td>
<td>12.5</td>
<td>18.0</td>
</tr>
</tbody>
</table>

Legend: Univ. = University; P = Preferences; % = Percentage Points; Av. = Average; GU = Gujarat University; NGU = North Gujarat University; SGU = South Gujarat University; SU = Saurashtra University; BU = Bhavnagar University; and SPU = Sardar Patel University. Total sample: 200. Preferences are given in numbers and percentage points.

Table 20 clearly indicates that the statement No. 3 which says that the existing system in language testing, has failed because our question papers normally stick to a predicTable pattern with hardly any attempt at innovating them, making them leaked papers in es-
sence is given the first preference by 127 (63.5 per cent) teachers universally. This argu-
ment is strongly supported by the teachers in GU (65.9 per cent), NGU (57.1 per cent),
SGU (67.5 per cent), SU (65.0 per cent), and SPU (75.0 per cent) who give first preference to this argument. This statement is supported by all the teachers in various universities except the teachers in BU, for only 50.0 per cent teachers in BU are with this argument giving it the second preference. According to them, the statement No. 1 that says the existing system in language testing has failed because it has become more or less a formality; it has ceased to influence the final marking. Thus, all the teachers are unanimous in favour of innovative testing and condemn the traditional pattern of the testing.

The statement No. 4, which, says, “the existing system in language testing has failed because courses are obviously kept limited, or are manipulated to be kept so with the result that the testees find it easy to anticipate the type of questions that are likely to figure on the question paper.” is given the second preference by 80 (40.0 per cent) teachers universally. This reason for the failure of the existing system in language testing is also given the second preference by the teachers in GU (40.9 per cent), NGU (50.0 per cent), SGU (47.5 per cent), and SU (32.5 per cent).

Apart from the above mentioned two reasons we cannot ignore the statement No. 1, which is given the third preference by 68 (34.0 per cent) teachers universally. This statement says that the existing system in language testing has failed because it has become more or less a formality; it has ceased to influence the final marking.
Thus it is crystal clear that there is a great need to update our system of language testing. It distorts knowledge in that they make students believe that only what is examined is important, that knowledge can be compartmentalised, that a knowledge of facts is important and that the mastery of a subject requires only the learning of an accumulation of facts. The University Education Commission, presided over by Dr Radhakrishnan rightly said, “For nearly half a century, the examination has been recognised as one of the worst features of Indian Education.” W H Ryburn also strongly criticises our testing system when he says, “It goes without saying that examinations are the enemies of creative work, at least as they are usually conducted.”

5.21 The Factors for Rectifying the Anomalies in Our Language Testing

A question paper includes a variety of questions. A question is a task given to the students to organise or reorganise his information, ideas, onions, beliefs, etc. which provide an evidence of the things learnt by the students. It is, therefore, very important to give a careful attention to the structuring of questions and their assemblage into a question paper. The item No: 20 was designed in order to find out the possible reasons for the failure of the existing system in language testing. In view of the above-mentioned situation, the item No: 21 of the checklist-cum-questionnaire was designed to find out the possible suggestions that the teachers think would help set right the incongruities in our language testing. In order to find out the possible suggestions that the teachers think would help set right the inaptness in our language testing they were asked to tick mark as many options as they feel so from those given five options that suggests the possible suggestions that
think would help set right the anomalies in our language testing. The responses of the teachers in the universities in this survey in this regard are shown below in the Table No: 21.

Table- 21
The Factors for Rectifying the Anomalies in Our Language Testing

<table>
<thead>
<tr>
<th>Preferences in Numbers and Percentage</th>
<th>Univ.</th>
<th>GU</th>
<th>NGU</th>
<th>SGU</th>
<th>SU</th>
<th>BU</th>
<th>SPU</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>The suggestions to rectify the anomalies in our language systems</td>
<td>N</td>
<td>44</td>
<td>42</td>
<td>40</td>
<td>40</td>
<td>18</td>
<td>16</td>
<td>200</td>
</tr>
<tr>
<td>1. Test paper should be objective</td>
<td>P</td>
<td>04</td>
<td>00</td>
<td>09</td>
<td>04</td>
<td>00</td>
<td>00</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>9.1</td>
<td>0.0</td>
<td>22.5</td>
<td>10.5</td>
<td>0.0</td>
<td>0.0</td>
<td>8.5</td>
</tr>
<tr>
<td>2. Testing-continuous process</td>
<td>P</td>
<td>22</td>
<td>12</td>
<td>28</td>
<td>23</td>
<td>08</td>
<td>08</td>
<td>101</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>50.0</td>
<td>28.6</td>
<td>70.0</td>
<td>57.5</td>
<td>44.4</td>
<td>50.0</td>
<td>50.5</td>
</tr>
<tr>
<td>3. Preparation of the selective portions</td>
<td>P</td>
<td>22</td>
<td>24</td>
<td>21</td>
<td>16</td>
<td>02</td>
<td>07</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>50.0</td>
<td>57.1</td>
<td>52.5</td>
<td>40.0</td>
<td>11.1</td>
<td>43.8</td>
<td>46.0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>47.7</td>
<td>35.7</td>
<td>70.0</td>
<td>32.5</td>
<td>61.1</td>
<td>62.5</td>
<td>49.0</td>
</tr>
<tr>
<td>5. Test containing clear instructions</td>
<td>P</td>
<td>14</td>
<td>12</td>
<td>25</td>
<td>10</td>
<td>04</td>
<td>07</td>
<td>82</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>31.8</td>
<td>28.6</td>
<td>62.5</td>
<td>25.0</td>
<td>22.2</td>
<td>43.8</td>
<td>41.0</td>
</tr>
</tbody>
</table>

Legend: Univ. = University; P = Preferences; % = Percentage Points; Av. = Average; GU = Gujarat University; NGU = North Gujarat University; SGU = South Gujarat University; SU = Saurashtra University; BU = Bhavnagar University; and SPU = Sardar Patel University. Total sample: 200. Preferences are given in numbers and percentage points.

An analytical study of the Table 21 shows that the statement No. 2 that says, "Testing should be a continuous process, not limited to a day or a few days." is given the foremost preference by 101 (50.5 per cent) teachers universally. If we look at this analytical study university wise we can see that the teachers in GU (50.0 per cent), SGU (70.0 per cent),
and SU (57.5 per cent) have given their first preference to this statement. The teachers in BU (44.4 per cent) and SPU (50.0 per cent) have given their second preference to this argument. Thus most of the teachers believe that since teaching is a continuous process, testing should be a continuous process. It is very surprising that even though Saurashtra University and Bhavnagar University do not have provision for internal examination meaning thereby that they hardly get the chance to evaluate the performance of the students during the year, they are not very keen in favour of a continuous testing process.

The Education Commission 1964-66 observed, "It is now agreed that evaluation is a continuous process, forms an integral part of the total system of education, and is intimately related to educational objectives. It exercises a great influence on the pupil's study habits and the teacher's methods of instruction and thus helps not only to measure educational achievement but also to improve it. The techniques of evaluation are means of collecting evidence about the student's development in desirable directions. These techniques should, therefore, be valid, reliable, objective and practicable."

An analytical study of the Table 21 shows that the statement No. 4 that says, "The test set should have a provision for negative marking to penalise testees hazarding a guess" is given the preference by 98 (49.0 per cent) lectures universally. Very surprisingly the teachers in SGU (70.0 per cent), SPU (62.5 per cent), and BU (61.1 per cent) also give first preference to this statement. The teachers in GU (47.7 per cent) and NGU (35.7 per cent) give second preference to this statement. Thus the teachers believe that if we want to make our testing of English at the undergraduate level more reliable and if we want to rectify the anomalies in our language testing, then we must see our testing should be a continuous process and not limited to a day or a few days. Regular internal test or weekly
tests are useful if we want to improve our testing system. The lectures also demands that there should be a provision for negative marking to penalise testees hazarding a guess as it has with the examination like CSIR-UGC NET, IELTS, GATE and other public examinations. The statement NO: which says, "Test papers should be structured and set in such a way as would prevent the testees from preparing only selective portions of the syllabi" is also noteworthy. This statement is given the third rank by 92 (46.0 per cent) teachers universally.

5.22 The Reasons for Variance in Marking the Answerscripts in English

V Natarajan in his monograph Sources of Error in Examination (1979) lists the following sources of error in examination and their rectification.

1. Error due to subjectivity in marking. (Mark – Remark error)
2. Error due to biased sampling of topics.
3. Error due to biased sampling of abilities.
4. Error due to choice of questions.
5. Error due to arbitrary time limits.
6. Error due to examination conditions.
7. Error due to assumptions in addition of marks.

A question paper includes a variety of questions. A question is a task given to the students to organise or reorganise his information, ideas, onions, beliefs, etc. which provide an evidence of the things learnt by the students. It is very important to give a careful attention to the assessment of answerscripts. We see many examples when the
student who is declared as failed gets first class after the reassessment. There are numer­ous examples of such incidents in almost all the universities. There are many rea­sons for variance in the way the answerscripts in English (Compulsory) are marked by two or more teachers in English acting as examiners? In view of the above-men­tioned situation, the item No: 22 of the checklist-cum-questionnaire was de­signed in order to find out the possible reasons for the variance in the answerscripts in English (Compulsory). In order to find out the possible reasons for variance in the way teachers in English acting as examiners mark the answerscripts in English (Compulsory), they were asked to tick mark as many options as they feel so from those given twelve options that suggests the possible reasons for the variance in the answerscripts in English (Compulsory). The responses of the teachers in the universi­ties in this survey in this regard are shown below in the Table No: 22.
Table- 22
The Reasons for Variance in Marking the Answerscripts in English
Preferences in Numbers and Percentage

<table>
<thead>
<tr>
<th>The reasons for the variance in the way answerscripts in English are marked</th>
<th>Univ.</th>
<th>GU</th>
<th>NGU</th>
<th>SGU</th>
<th>SU</th>
<th>BU</th>
<th>SPU</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>44</td>
<td>42</td>
<td>40</td>
<td>40</td>
<td>18</td>
<td>16</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>1. Malpractice</td>
<td>P</td>
<td>15</td>
<td>09</td>
<td>18</td>
<td>06</td>
<td>03</td>
<td>09</td>
<td>60</td>
</tr>
<tr>
<td>%</td>
<td>34.0</td>
<td>21.4</td>
<td>45.0</td>
<td>15.0</td>
<td>16.3</td>
<td>56.3</td>
<td>30.0</td>
<td></td>
</tr>
<tr>
<td>2. Difference or Indifference</td>
<td>P</td>
<td>08</td>
<td>12</td>
<td>18</td>
<td>01</td>
<td>06</td>
<td>04</td>
<td>49</td>
</tr>
<tr>
<td>%</td>
<td>18.2</td>
<td>28.6</td>
<td>45.0</td>
<td>2.5</td>
<td>33.3</td>
<td>25.0</td>
<td>24.5</td>
<td></td>
</tr>
<tr>
<td>3. Individual differences</td>
<td>P</td>
<td>21</td>
<td>12</td>
<td>28</td>
<td>22</td>
<td>07</td>
<td>05</td>
<td>95</td>
</tr>
<tr>
<td>%</td>
<td>49.5</td>
<td>28.6</td>
<td>70.0</td>
<td>55.0</td>
<td>38.9</td>
<td>31.3</td>
<td>47.5</td>
<td></td>
</tr>
<tr>
<td>4. Changes in perception</td>
<td>P</td>
<td>13</td>
<td>24</td>
<td>15</td>
<td>13</td>
<td>08</td>
<td>10</td>
<td>83</td>
</tr>
<tr>
<td>%</td>
<td>29.5</td>
<td>57.1</td>
<td>37.5</td>
<td>32.5</td>
<td>44.4</td>
<td>62.5</td>
<td>41.5</td>
<td></td>
</tr>
<tr>
<td>5. Lack of training in testing</td>
<td>P</td>
<td>18</td>
<td>18</td>
<td>19</td>
<td>14</td>
<td>04</td>
<td>05</td>
<td>78</td>
</tr>
<tr>
<td>%</td>
<td>40.9</td>
<td>42.9</td>
<td>47.5</td>
<td>35.0</td>
<td>22.2</td>
<td>31.3</td>
<td>39.0</td>
<td></td>
</tr>
<tr>
<td>6. Lack of moral uprightness</td>
<td>P</td>
<td>14</td>
<td>12</td>
<td>12</td>
<td>17</td>
<td>02</td>
<td>06</td>
<td>63</td>
</tr>
<tr>
<td>%</td>
<td>31.8</td>
<td>28.6</td>
<td>30.0</td>
<td>42.5</td>
<td>11.1</td>
<td>37.5</td>
<td>31.5</td>
<td></td>
</tr>
<tr>
<td>7. Carelessness</td>
<td>P</td>
<td>21</td>
<td>24</td>
<td>18</td>
<td>16</td>
<td>05</td>
<td>07</td>
<td>81</td>
</tr>
<tr>
<td>%</td>
<td>47.7</td>
<td>57.1</td>
<td>45.0</td>
<td>40.0</td>
<td>27.8</td>
<td>43.8</td>
<td>40.5</td>
<td></td>
</tr>
<tr>
<td>8. Social pressure</td>
<td>P</td>
<td>10</td>
<td>18</td>
<td>18</td>
<td>04</td>
<td>01</td>
<td>02</td>
<td>53</td>
</tr>
<tr>
<td>%</td>
<td>22.7</td>
<td>42.9</td>
<td>45.0</td>
<td>10.0</td>
<td>5.6</td>
<td>12.5</td>
<td>26.5</td>
<td></td>
</tr>
<tr>
<td>9. Interference from administration</td>
<td>P</td>
<td>11</td>
<td>06</td>
<td>16</td>
<td>05</td>
<td>02</td>
<td>01</td>
<td>41</td>
</tr>
<tr>
<td>%</td>
<td>25.0</td>
<td>14.3</td>
<td>40.0</td>
<td>12.5</td>
<td>11.1</td>
<td>6.3</td>
<td>20.5</td>
<td></td>
</tr>
<tr>
<td>10. Lack of common marking scheme</td>
<td>P</td>
<td>10</td>
<td>15</td>
<td>13</td>
<td>08</td>
<td>03</td>
<td>08</td>
<td>55</td>
</tr>
<tr>
<td>%</td>
<td>22.7</td>
<td>35.7</td>
<td>32.5</td>
<td>20.0</td>
<td>16.3</td>
<td>50.0</td>
<td>27.5</td>
<td></td>
</tr>
<tr>
<td>11. Lack of common marking scheme</td>
<td>P</td>
<td>22</td>
<td>12</td>
<td>22</td>
<td>23</td>
<td>10</td>
<td>07</td>
<td>96</td>
</tr>
<tr>
<td>%</td>
<td>50.0</td>
<td>28.6</td>
<td>55.0</td>
<td>57.5</td>
<td>55.0</td>
<td>43.8</td>
<td>48.0</td>
<td></td>
</tr>
<tr>
<td>12. Monetary consideration</td>
<td>P</td>
<td>10</td>
<td>12</td>
<td>09</td>
<td>08</td>
<td>00</td>
<td>02</td>
<td>41</td>
</tr>
<tr>
<td>%</td>
<td>22.7</td>
<td>28.6</td>
<td>22.5</td>
<td>20.0</td>
<td>0.0</td>
<td>12.5</td>
<td>20.5</td>
<td></td>
</tr>
</tbody>
</table>

Legend: Univ. = University; P = Preferences; % = Percentage Points; Av. = Average; GU = Gujarat University; NGU = North Gujarat University; SGU = South Gujarat University; SU = Saurashtra University; BU = Bhavnagar University; and SPU = Sardar Patel University. Total sample: 200. Preferences are given in numbers and percentage points.
It is evident from the analytical study of Table 22 that the statement No: 11 which says that lack of marking scheme is one of the most influential reasons for variance in the way the answerscripts in English (Compulsory) are marked by two or more teachers in English acting as examiners. This argument is favoured by 96 (48.0 per cent) teachers as a whole. If we look at this statement university wise we can see that the teachers in GU (50.0 per cent), SU (57.5 per cent), and BU (55.0 per cent) give first preference to this argument. The teachers in SGU (55.0 per cent) also give second preference to this argument. The statement No. 3 which says that individual differences is also one of the influential reasons for variance in the way the answerscripts in English (Compulsory) are marked by various examiners, is given the second preference by 95 (47.5) teachers universally. Here we can see that there is a difference of 0.5 per cent only between the first preference and second preference given by the teachers as a whole. Thus, both the arguments are equally important per se. The statement No. 3 is given the first preference by the teachers SGU (70.0 per cent). The same statement is given the second preference by the teachers in GU (49.5 per cent) and SU (55.0 per cent). The statement No. 4 that says that changes in perception is also responsible for the variance in the marking the answerscripts in English. This statement is given the first preference by the teachers in SPU (62.5 per cent) and BU (44.4 per cent).

Thus we can see that according to the teachers, there are three main reasons for variance in the answerscripts in English. If we want to make our examination system accurate, in order that the decisions made on the basis of their result are valid, reliable and depend-
able, we have to see that there should be minimum variance in the marking answerscripts in English.

5.23 The Difference in Marking the Answerscripts in English Due to a Common Marking Scheme Given by the Paper-setter(s) or Agreed Upon by the Examiners

We see many examples when the student who is declared as failed gets first class after the reassessment. There are numerous examples of such incidents in almost all the universities. There are many reasons for variance in the way the examiners mark the answerscripts in English (Compulsory). In view of the above-mentioned situation, the item No: 22 of the checklist-cum-questionnaire was designed in order to find out the possible reasons for the variance in the answerscripts in English (Compulsory). As we see in the analysis of the earlier Table that the argument that the lack of marking scheme is one of the most influential reasons for variance in the way the examiners mark the answerscripts in English (Compulsory) is favoured by 96 (48.0 per cent) teachers universally. Very surprisingly the item No: 23 was designed to find out the opinions of the teachers that in what way does a common marking scheme given by the paper-setter(s) or agreed upon by the examiners make a difference? The responses of the teachers in the universities in this survey in this regard are shown below in the Table No: 23.
An analytical study of the Table 23 shows that the statement NO: 11 which says that Evaluators would get a clear idea about what the paper-setter(s) expect(s) of the examinees if a common marking scheme given by the paper-setter(s) or agreed upon by the examiners, is given the first preference by the teachers in all the universities except the teachers in GU (38.6 per cent) and SU (45.0 per cent). The teachers in NGU (64.3 per cent), SGU (85.0 per cent), BU (44.4 per cent), and SPU (56.3 per cent) give first preference to this statement. The statement is given the first preference by 113 teachers out of 200 universally, which shows that the teachers strongly believes that with help of the common marking scheme evaluators would get a clear idea about what the paper-setter(s) expect(s) of the examinees and thus we can make our testing more reliable and objective.
The statement No. 1, which says that a common marking scheme given by the paper-setter(s) or agreed upon by the examiners would ensure uniformity in evaluation is given the second preference by 103 (51.5 per cent) teachers universally. At the same time this statement is given the first preference by the teachers in GU (56.8 per cent) and SU (50.0 per cent). The teachers in SGU and NGU who give it second and third preference respectively also support this argument.

Thus, we can say that a common marking scheme given by the paper-setter(s) or agreed upon by the examiners make a difference in two important ways ie (1) Evaluators would get a clear idea about what the paper-setter(s) expect(s) of the examinees if a common marking scheme given by the paper-setter(s) or agreed upon by the examiners, and (2) It would ensure uniformity in evaluation. At we recommend that with a view to minimise subjectivity in marking answer scripts, a marking scheme must be prepared and circulated to all the examiners.

5.24 The points to be kept in mind by the examiners at the time of evaluating the answer scripts in English (Compulsory) Paper

Evaluation of the answer scripts is to be done in relation to certain abilities and skills in certain subject areas. This has to be planned at the time of curriculum development, syllabus interpretation and clarifying objectives of learning. An assessment demands that the outcomes of learning a particular subject, must be spelled out first and then there is the choice of suitable meaningful, valid, and reliable evaluation tools to match these abilities and skills. Thus, we can say that there are many points that should be kept in
mind by the examiners while evaluating the answerscripts in English (Compulsory) Paper. Therefore the twentieth item of the checklist cum questionnaire was designed to find out the teachers' opinion on the points to be kept in mind by the examiners at the time of evaluating the answerscripts in English (Compulsory) Paper. The responses of the teachers in the universities in this survey in this regard are shown below in the Table No: 24.

### Table-24
The Points to be Kept in Mind by the Examiners

<table>
<thead>
<tr>
<th>The points to be kept in mind by the examiners while evaluating the answerscripts</th>
<th>Univ.</th>
<th>GU</th>
<th>NGU</th>
<th>SGU</th>
<th>SU</th>
<th>BU</th>
<th>SPU</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>44</td>
<td>42</td>
<td>40</td>
<td>40</td>
<td>18</td>
<td>16</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>1. Grammatical correctness</td>
<td>P</td>
<td>36</td>
<td>36</td>
<td>33</td>
<td>36</td>
<td>18</td>
<td>15</td>
<td>174</td>
</tr>
<tr>
<td>%</td>
<td>79.5</td>
<td>85.7</td>
<td>82.5</td>
<td>90.0</td>
<td>100</td>
<td>93.8</td>
<td>87.0</td>
<td></td>
</tr>
<tr>
<td>2. Appropriateness of vocabulary</td>
<td>P</td>
<td>25</td>
<td>30</td>
<td>34</td>
<td>30</td>
<td>13</td>
<td>10</td>
<td>142</td>
</tr>
<tr>
<td>%</td>
<td>56.8</td>
<td>71.4</td>
<td>85.0</td>
<td>75.0</td>
<td>72.2</td>
<td>62.5</td>
<td>71.0</td>
<td></td>
</tr>
<tr>
<td>3. Correct use of cohesive devices</td>
<td>P</td>
<td>14</td>
<td>03</td>
<td>28</td>
<td>14</td>
<td>12</td>
<td>04</td>
<td>75</td>
</tr>
<tr>
<td>%</td>
<td>31.8</td>
<td>7.1</td>
<td>70.0</td>
<td>35.0</td>
<td>66.7</td>
<td>25.0</td>
<td>37.5</td>
<td></td>
</tr>
<tr>
<td>4. Adequacy of the content</td>
<td>P</td>
<td>27</td>
<td>33</td>
<td>31</td>
<td>27</td>
<td>11</td>
<td>11</td>
<td>140</td>
</tr>
<tr>
<td>%</td>
<td>61.4</td>
<td>78.6</td>
<td>77.5</td>
<td>67.5</td>
<td>61.1</td>
<td>68.8</td>
<td>70.0</td>
<td></td>
</tr>
<tr>
<td>5. Appropriateness of the style</td>
<td>P</td>
<td>10</td>
<td>09</td>
<td>19</td>
<td>28</td>
<td>04</td>
<td>03</td>
<td>73</td>
</tr>
<tr>
<td>%</td>
<td>227</td>
<td>21.4</td>
<td>47.5</td>
<td>70.0</td>
<td>22.2</td>
<td>18.8</td>
<td>36.5</td>
<td></td>
</tr>
<tr>
<td>6. Proper Organisation</td>
<td>P</td>
<td>14</td>
<td>27</td>
<td>31</td>
<td>20</td>
<td>10</td>
<td>10</td>
<td>112</td>
</tr>
<tr>
<td>%</td>
<td>31.8</td>
<td>64.3</td>
<td>77.5</td>
<td>50.0</td>
<td>55.6</td>
<td>62.5</td>
<td>56.0</td>
<td></td>
</tr>
<tr>
<td>7. Punctuation and Mechanics</td>
<td>P</td>
<td>09</td>
<td>015</td>
<td>27</td>
<td>13</td>
<td>07</td>
<td>12</td>
<td>83</td>
</tr>
<tr>
<td>%</td>
<td>20.5</td>
<td>35.7</td>
<td>67.5</td>
<td>32.5</td>
<td>38.9</td>
<td>75.0</td>
<td>41.5</td>
<td></td>
</tr>
<tr>
<td>8. Felicity of expression</td>
<td>P</td>
<td>12</td>
<td>30</td>
<td>2</td>
<td>719</td>
<td>06</td>
<td>03</td>
<td>87</td>
</tr>
<tr>
<td>%</td>
<td>27.3</td>
<td>71.4</td>
<td>67.5</td>
<td>47.5</td>
<td>33.3</td>
<td>18.8</td>
<td>43.5</td>
<td></td>
</tr>
</tbody>
</table>

Legend: Univ. = University; P = Preferences; % = Percentage Points; Av. = Average; GU = Gujarat University; NGU = North Gujarat University; SGU = South Gujarat University; SU = Saurashtra University; BU = Bhavnagar University; and SPU = Sardar Patel University. Total sample: 200. Preferences are given in numbers and percentage points.
An analytical study of the Table 24 proves that the statement No. 1 that indicates that **Grammatical correctness** of the answerscripts should be kept in mind by the examiners while evaluating the answerscripts in English (Compulsory) Paper. This statement is preferred by 174 teachers out of 200 universally that confirms that all the teachers in various universities are amalgamated insofar as their first preference of the item No: 24 is concerned. It is noteworthy that the teachers in GU (79.5 per cent), NGU (85.7 per cent), SU (90.0 per cent), BU (100 per cent), and SPU (93.8 per cent) have given their first preference to this statement. Only the teachers in NGU (85.7 per cent) have given their second preference to this argument.

The statement No. 2 that, says **appropriateness of vocabulary** should be kept in mind by the examiners while evaluating the answerscripts in English (Compulsory) Paper. This statement is given the second preference by 142 (71.0 per cent) teachers collectively. The teachers in SGU (85.0 per cent) have given it the first preference and the teachers in BU (72.2 per cent) and SU (75.0 per cent) have given this argument the second preference. An analysis also indicates that 70.0 per cent teachers also believe that **adequacy of the content** is also one of the important point that should be kept in mind by the examiners while evaluating the answerscripts.

Thus, according to the teachers, grammatical correctness, appropriateness of vocabulary and adequacy of the content are three important points that should be kept in mind by the examiners while examining the answerscripts in English (Compulsory).
5.25 An ideal classification of the proportion of the marks for Content and Expression

The subjects matter to be grasped, digested, and assimilated by the pupils, to be understood and applied to a novel situation is commonly known as content.

This item No: 25 was designed to find out the views of the teachers regarding the identification of the ratio of marks out of 100 for content and expression that they feel is ideal. The responses of the teachers regarding their views on this identification are given below in the Table 25.

| Classification of the Ratio of the Marks for Content and Expression
<table>
<thead>
<tr>
<th>Preferences in Numbers and Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ratio of the marks for content and expression</td>
</tr>
<tr>
<td>1. 70:30</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2. 60:40</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>3. 50:50</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>4. 40:60</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>5. 30:70</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>6. None</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Legend: Univ. = University; P = Preferences; % = Percentage Points; Av. = Average; GU = Gujarat University; NGU = North Gujarat University; SGU = South Gujarat University; SU = Saurashtra University; BU = Bhavnagar University; and SPU = Sardar Patel University. Total sample: 200. Preferences are given in numbers and percentage points.
It is evident from the Table 25 option No. 3 which indicates that the ideal ratio of the marks out of 100 for content and expression is to be **50:50** according to 41.0 per cent teachers universally. This suggestion is strongly supported by the teachers GU (34.0 per cent), NGU (64.3 per cent), SGU (45.0 per cent), and SU (45.0 per cent). Thus all most all the lectures of the universities of Gujarat are of the opinion that the ideal ratio of the marks out of 100 for content and expression should be 50:50. The second remarkable observation in the Table 25 is that option No. 4 which indicates that the ideal ratio of the marks out of 100 for content and expression should be **60:40** according to 23.0 per cent teachers commonly. This proposition is strongly supported by the teachers in BU (44.4 per cent) and SPU (31.3 per cent). The teachers in GU (22.7 per cent) and SU (12.5 per cent) also supports this proposition by giving heir second preference to this suggestion.

In conclusion we can say that the teachers are of the opinion that there should be more than 60 per cent weighting for content and less that 40 per cent for expression out of 100 marks in English (Compulsory).

### 5.26 Ways of making our language tests in English more reliable

It is an established fact that testing of English faces several problems like Inter-examiners variability ie examiners differing widely in their standard of marking, distorted distribution of marks on account of concentration of frequencies of marks at pass-marks, and inadequate sampling of curriculum content in the question papers. It is necessary to improve the quality of our tests in English in order to make it more reliable. In view of the above-mentioned situation the twentieth item of the checklist-cum-questionnaire was designed to find out the teachers' views on relative importance of the
various points that are important to make our test in English more reliable. They were asked to tick mark, as many options that that feel are important out of given six options. The responses of the teachers regarding this issue are given in the Table 26.

<table>
<thead>
<tr>
<th>Preferences in Numbers and Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The options for making our language tests more reliable</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>N</td>
</tr>
<tr>
<td>1. A common marking scheme</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2. Provision for negative marks</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>3. Content and expression</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>4. Coherence, lucidity of thought</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>5. Judicious mixture of all the elements</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>6. Contextualised paragraphs</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Legend: Univ. = University; P = Preferences; % = Percentage Points; Av. = Average; GU = Gujarat University; NGU = North Gujarat University; SGU = South Gujarat University; SU = Saurashtra University; BU = Bhavnagar University; and SPU = Sardar Patel University. Total sample: 200. Preferences are given in numbers and percentage points.

An analytical study of the Table 27 reveals that option No. 3 which says that Equal emphasis should be laid on content and expression in order to make to our language tests in English (Compulsory) more reliable, is given the first preference by 102 teachers (51.0 per cent) universally. If we look at this university wise, we can see that the teachers in
NGU (64.3 per cent) and SU (50.0 per cent) have given it the first preference; the teachers in SGU (67.5 per cent) have given it the second preference. This analysis shows that the teachers are consistent in their thinking pattern because they have responded early in the item No: 25 where we said “the ideal ratio of the marks out of 100 for content and expression is to be 50:50 according to 41.0 per cent teachers universally. This suggestion is strongly supported by the teachers GU (34.0 per cent), NGU (64.3 per cent), SGU (45.0 per cent), and SU (45.0 per cent).” Thus we can say that the teachers in all the universities are unanimous in their response insofar as the ratio and importance of content and expression is concerned.

The second important option for making our language tests in English (Compulsory) more reliable, the teachers suggest that “Coherence, logical argumentation, and lucidity of thought and expression should be given more weighting.” As a whole, 95 (47.5 per cent) teachers supported this suggestion. The teachers in GU (50.0 per cent), NGU (50.0 per cent), SGU (77.5 per cent), and SGU (77.5) also supported this suggestion.

Thus, an overall analytical study of the Table 26 implies that if we want to make our language tests in English (Compulsory), we should lay equal emphasis on content and expression and should give more weighting on coherence, logical argumentation, and lucidity of thought and expression.
Table- 27

Expectations from the examiners in English (Compulsory) paper at the Under Graduate Level

<table>
<thead>
<tr>
<th>Preferences in Numbers and Percentage</th>
<th>Univ.</th>
<th>GU</th>
<th>NGU</th>
<th>SGU</th>
<th>SU</th>
<th>BU</th>
<th>SPU</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectations from the examiners in</td>
<td>N</td>
<td>44</td>
<td>42</td>
<td>40</td>
<td>40</td>
<td>18</td>
<td>16</td>
<td>200</td>
</tr>
<tr>
<td>English at the graduate level</td>
<td>P</td>
<td>29</td>
<td>12</td>
<td>13</td>
<td>20</td>
<td>09</td>
<td>03</td>
<td>86</td>
</tr>
<tr>
<td>1. A fair knowledge</td>
<td>%</td>
<td>45.5</td>
<td>28.6</td>
<td>32.5</td>
<td>50.0</td>
<td>50.0</td>
<td>18.8</td>
<td>43.0</td>
</tr>
<tr>
<td>of the prescribed text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Linguistic</td>
<td>P</td>
<td>16</td>
<td>21</td>
<td>13</td>
<td>23</td>
<td>06</td>
<td>05</td>
<td>84</td>
</tr>
<tr>
<td>competence</td>
<td>%</td>
<td>36.3</td>
<td>50.0</td>
<td>32.5</td>
<td>57.5</td>
<td>33.3</td>
<td>31.3</td>
<td>42.0</td>
</tr>
<tr>
<td>3. Ability to argue</td>
<td>P</td>
<td>17</td>
<td>15</td>
<td>13</td>
<td>12</td>
<td>10</td>
<td>04</td>
<td>71</td>
</tr>
<tr>
<td>and organise</td>
<td>%</td>
<td>38.6</td>
<td>35.7</td>
<td>32.5</td>
<td>30.0</td>
<td>55.6</td>
<td>25.0</td>
<td>35.5</td>
</tr>
<tr>
<td>4. All of these</td>
<td>P</td>
<td>12</td>
<td>21</td>
<td>22</td>
<td>09</td>
<td>07</td>
<td>07</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>27.3</td>
<td>50.0</td>
<td>55.0</td>
<td>22.5</td>
<td>38.9</td>
<td>43.8</td>
<td>39.0</td>
</tr>
<tr>
<td>5. Others including</td>
<td>P</td>
<td>07</td>
<td>06</td>
<td>06</td>
<td>08</td>
<td>00</td>
<td>00</td>
<td>27</td>
</tr>
<tr>
<td>these</td>
<td>%</td>
<td>1509</td>
<td>14.3</td>
<td>15.0</td>
<td>20.0</td>
<td>0.0</td>
<td>0.0</td>
<td>13.5</td>
</tr>
</tbody>
</table>

Legend: Univ. = University; P = Preferences; % = Percentage Points; Av. = Average; GU = Gujarat University; NGU = North Gujarat University; SGU = South Gujarat University; SU = Saurashtra University; BU = Bhavnagar University; and SPU = Sardar Patel University. Total sample: 200. Preferences are given in numbers and percentage points.

It is evident from the analytical study of the Table 27 that 43.0 per cent teachers in the universities in this survey believe that ‘A fair knowledge of the text prescribed for study’ is expected from the examinees in English (Compulsory) Paper at the undergraduate level irrespective of the faculty involved. The teachers in GU (45.5 per cent) give it the first preference. The teachers in SGU (32.5 per cent), SU (50.0 per cent) and BU (50.0 per cent) give it the second preference.

The statement No. 2 which says that Linguistic Competence is expected from the examinees in English (Compulsory) Paper at the undergraduate level irrespective of the faculty
involved is given the second preference universally. 42.0 per cent teachers advocate this argument as whole that is very close to the first preference given by the teachers a whole. This statement is given the first preference by the teachers in NGU (50.0 per cent) and SU (57.5 per cent). The teachers in SGU (32.5 per cent) and SPU (31.3 per cent) give this statement the second preference. Thus there is not much difference between the two statements insofar as their preferences are concerned. In other words according to the teachers both these characteristics ie a fair knowledge of the text prescribed for study and linguistic competence are essential for the examiners in English (Compulsory) paper at the undergraduate level.

The option No. 4 which says that all these three characteristics namely (1) A fair knowledge of the text prescribed for study, (2) Linguistic competence and maturity of thought, and (3) The ability to organise, argue, and cohere one's ideas are expected from the examiners of English (Compulsory) paper at the undergraduate level irrespective of the faculty involved is also noteworthy because this option is given the first preference by three different universities though this option is given the third preference by the teachers universally.
Evaluation of answer scripts of English (Compulsory) has been is a matter of debate over the years. In view of the above-mentioned situation the twenty-eighth item of the checklist-cum-questionnaire was designed to find out what is incorrect according to the teachers with the compilation of marks in test papers related in English language. In order to find out the possible reasons for the situation they were asked to tick mark, as many options that that feel are the cause from those given four options. The responses of the teachers regarding this issue are given in the Table 28.

### Table- 28
The Compilation of the Marks in the Test Papers Related in English language

<table>
<thead>
<tr>
<th>Preferences in Numbers and Percentage</th>
<th>Univ.</th>
<th>GU</th>
<th>NGU</th>
<th>SGU</th>
<th>SU</th>
<th>BU</th>
<th>SPU</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>The wrong with the compilation of the marks in test papers related to English</td>
<td>N</td>
<td>44</td>
<td>42</td>
<td>40</td>
<td>40</td>
<td>18</td>
<td>16</td>
<td>200</td>
</tr>
<tr>
<td>1. Total performance not into account</td>
<td>P</td>
<td>36</td>
<td>24</td>
<td>31</td>
<td>29</td>
<td>10</td>
<td>13</td>
<td>143</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>79.5</td>
<td>57.1</td>
<td>77.5</td>
<td>72.5</td>
<td>55.6</td>
<td>81.3</td>
<td>71.5</td>
</tr>
<tr>
<td>2. Proportion of marks is unequal</td>
<td>P</td>
<td>19</td>
<td>15</td>
<td>21</td>
<td>06</td>
<td>01</td>
<td>04</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>43.2</td>
<td>35.7</td>
<td>52.5</td>
<td>15.0</td>
<td>5.6</td>
<td>25.0</td>
<td>33.0</td>
</tr>
<tr>
<td>3. Done too hastily to be foolproof</td>
<td>P</td>
<td>06</td>
<td>24</td>
<td>19</td>
<td>19</td>
<td>04</td>
<td>03</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>13.6</td>
<td>57.1</td>
<td>47.5</td>
<td>47.5</td>
<td>22.2</td>
<td>18.8</td>
<td>37.5</td>
</tr>
<tr>
<td>4. The outcome is null and void</td>
<td>P</td>
<td>03</td>
<td>09</td>
<td>12</td>
<td>08</td>
<td>03</td>
<td>02</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>6.8</td>
<td>21.4</td>
<td>30.0</td>
<td>20.0</td>
<td>16.3</td>
<td>12.5</td>
<td>18.5</td>
</tr>
</tbody>
</table>

Legend: Univ. = University; P = Preferences; % = Percentage Points; Av. = Average; GU = Gujarat University; NGU = North Gujarat University; SGU = South Gujarat University; SU = Saurashtra University; BU = Bhavnagar University; and SPU = Sardar Patel University. Total sample: 200. Preferences are given in numbers and percentage points.
An analytical study of the Table 28 indicates that the statement No. 1 that says the total performance of the candidate in the whole of the academic year is not taken into account is given the cause number one by 143 (71.5 per cent) teachers universally. The teachers in GU (79.5 per cent), NGU (57.1 per cent), SGU (77.5 per cent), SU (72.5 per cent), BU (55.6 per cent), and SPU (81.3 per cent) give first preference to this statement. Thus, this opinion is given the first preference by the teachers in all the universities universally as well as individually which shows that one cannot ignore the general opinion that the total performance of the candidate in the whole of the academic year must be taken into account if we want to make good compilation of marks in test papers related in English language.

The statement No. 3 which says that most of the times, the compilation of marks in test papers related in English language is done too hastily to be foolproof which is the second important cause which makes the wrong compilation of marks. If we look at this Table analytically we can see that 75 (37.5 per cent) teachers give second preference to this argument. This statement is supported by the teachers in NGU (57.1 per cent), SU (47.5 per cent) and SGU (47.5 per cent).

5.29 The compilation of marks in test papers related in English language

L J Cronback, in his book, Essential of Psychology Testing (1970) defines a test “as a systemic procedure for observing and describing one or more characteristic of a person
with the aid of either a numerical scale or a category system.” According to Fdbel and Frisbie (1991) “Tests can be and should be, among the most useful instructional tool for planning new learning activities and for monitoring students’ progress in attaining the learning goals presented to them. Tests can be used to provide recognition and rewards for success in learning and teaching. They can be used to motivate and direct effort to learn. In short, they can be used to contribute substantially to effective instruction.” If we want to make our testing of English more reliable then we must take care several points, which are very important insofar as testing, is concerned. The twenty-ninth item of the checklist cum questionnaire is designed order to find out the helping factors which would be helpful in making the testing of English a reliable barometer of linguistic competence. In order to find out the helping factors the teachers were asked to tick mark, as many options that that feel are important from those given ten options. The responses of the teachers on the topic of this problem are given in the Table 29.
The Helping Factors for Making the Testing of English a Reliable Barometer of Linguistic Competence

![Table- 29](#)

<table>
<thead>
<tr>
<th>Preferences in Numbers and Percentage</th>
<th>Univ.</th>
<th>GU</th>
<th>NGU</th>
<th>SGU</th>
<th>SU</th>
<th>BU</th>
<th>SPU</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>The helping factors for making the testing of English a reliable barometer</td>
<td>N</td>
<td>44</td>
<td>42</td>
<td>40</td>
<td>40</td>
<td>18</td>
<td>16</td>
<td>200</td>
</tr>
<tr>
<td>1. Judicious mixture of all questions</td>
<td>P</td>
<td>23</td>
<td>18</td>
<td>34</td>
<td>21</td>
<td>10</td>
<td>07</td>
<td>113</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td>52.3</td>
<td>42.9</td>
<td>85.0</td>
<td>52.5</td>
<td>55.6</td>
<td>43.8</td>
<td>56.5</td>
</tr>
<tr>
<td>2. By changing patterns of questions</td>
<td>P</td>
<td>20</td>
<td>30</td>
<td>28</td>
<td>20</td>
<td>05</td>
<td>06</td>
<td>109</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td>45.5</td>
<td>71.4</td>
<td>70.0</td>
<td>50.0</td>
<td>27.8</td>
<td>37.5</td>
<td>54.5</td>
</tr>
<tr>
<td>3. Inclusion of the Specific questions</td>
<td>P</td>
<td>11</td>
<td>09</td>
<td>25</td>
<td>09</td>
<td>08</td>
<td>09</td>
<td>71</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td>25.0</td>
<td>21.4</td>
<td>62.5</td>
<td>22.5</td>
<td>44.4</td>
<td>56.3</td>
<td>35.5</td>
</tr>
<tr>
<td>4. By nullifying a chance of guess</td>
<td>P</td>
<td>17</td>
<td>21</td>
<td>25</td>
<td>12</td>
<td>04</td>
<td>08</td>
<td>87</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td>38.6</td>
<td>50.0</td>
<td>62.5</td>
<td>30.0</td>
<td>22.2</td>
<td>50.0</td>
<td>43.5</td>
</tr>
<tr>
<td>5. Free expressions of the testees</td>
<td>P</td>
<td>36</td>
<td>12</td>
<td>30</td>
<td>19</td>
<td>09</td>
<td>05</td>
<td>111</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td>79.5</td>
<td>28.6</td>
<td>75.0</td>
<td>47.5</td>
<td>50.0</td>
<td>31.3</td>
<td>55.5</td>
</tr>
<tr>
<td>6. Introductions of the viva-voce</td>
<td>P</td>
<td>25</td>
<td>24</td>
<td>31</td>
<td>28</td>
<td>04</td>
<td>07</td>
<td>119</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td>56.8</td>
<td>57.1</td>
<td>77.5</td>
<td>70.0</td>
<td>22.2</td>
<td>43.8</td>
<td>59.5</td>
</tr>
<tr>
<td>7. Tests should fulfil the objectives</td>
<td>P</td>
<td>10</td>
<td>24</td>
<td>24</td>
<td>16</td>
<td>10</td>
<td>14</td>
<td>98</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td>22.7</td>
<td>57.1</td>
<td>60.0</td>
<td>40.0</td>
<td>55.6</td>
<td>87.5</td>
<td>49.0</td>
</tr>
<tr>
<td>8. Training to the teachers</td>
<td>P</td>
<td>17</td>
<td>21</td>
<td>33</td>
<td>27</td>
<td>06</td>
<td>08</td>
<td>112</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td>38.6</td>
<td>50.0</td>
<td>82.5</td>
<td>67.5</td>
<td>33.3</td>
<td>50.0</td>
<td>56.0</td>
</tr>
<tr>
<td>9. Stressing upon the ability of writing</td>
<td>P</td>
<td>10</td>
<td>27</td>
<td>30</td>
<td>10</td>
<td>05</td>
<td>10</td>
<td>92</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td>22.7</td>
<td>64.3</td>
<td>75.0</td>
<td>25.0</td>
<td>27.8</td>
<td>62.5</td>
<td>46.0</td>
</tr>
<tr>
<td>10. Use of objective-type of tests</td>
<td>P</td>
<td>08</td>
<td>09</td>
<td>15</td>
<td>05</td>
<td>06</td>
<td>03</td>
<td>46</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td>18.2</td>
<td>21.4</td>
<td>37.5</td>
<td>12.5</td>
<td>33.3</td>
<td>18.8</td>
<td>23.0</td>
</tr>
</tbody>
</table>

Legend: Univ. = University; P = Preferences; % = Percentage Points; Av. = Average; GU = Gujarat University; NGU = North Gujarat University; SGU = South Gujarat University; SU = Saurashtra University; BU = Bhavnagar University; and SPU = Sardar Patel University. Total sample: 200. Preferences are given in numbers and percentage points.

An analytical study of the Table 29 indicates that there is only a difference of 03 per cent in the preference No. 1 and 02 which are indicted by the statement No. 1 and 06 respectively. The statement No. 6 which says that we can make the testing of English a reliable barometer of linguistic competence by introducing a viva-voce as a part of the testing
practices so as to aid formal testing is given the first preference by 59.5 per cent teachers universally. If we look at the responses of the teachers university wise we can see that 77.5 per cent teachers in SGU, 70.0 per cent teachers in SU and 57.1 per cent teachers in NGU supports this option very strongly. With the best of knowledge and belief of the researcher there is not any prevision of a viva-voce as a part of the testing practices in English (Compulsory) in any of the universities of the Gujarat and therefore it is a need of the day to introduce a viva-voce as a part of the testing practices so as to aid formal testing so that we can make the testing of English a reliable barometer of linguistic competence.

The statement No. 1 that says that we can make the testing of English a reliable barometer of linguistic competence by bringing in a judicious mixture of all types of questions is given the second preference by 56.5 per cent teachers universally. If we look at the responses of the teachers university wise we can see that 85.5 per cent teachers in SGU, 55.6 per cent teachers in BU and 52.5 per cent teachers in SU supports this option very strongly The teachers in SGU and BU give the first preference to this suggestion which means that this point also noteworthy if we want to make the testing of English a reliable barometer of linguistic competence.

Thus, according to the teachers in various universities the statement No. 6 and 01 are very important which would be helpful in making the testing of English a reliable barometer of linguistic competence.

1. Please refer to the question Papers of this University appended as Annexure-2.