

ANALYSIS OF THE LANGUAGE PROFICIENCY OF THE PRIMARY TEACHER TRAINEES

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Introduction:

Language is one of the most important and glaring acquisition. The origin and development of human civilization depends on the language. The availability of the material in relation to the development phases of the language provides the basis for giving the full view of its development.

Every human being seeks more than one language in the daily use and the development of the language goes along with the development of human race as well. Language is a product associated with the society and forms the important tool for the communication, be it in the society or in the classes as the medium of education.

The importance of language has been stressed time and again in the recommendations of various committees and commissions. Acquisition of language proficiency is considered an important criteria for the teaching and learning process because it is a made of communication, a medium for the expression of the knowledge and thoughts as well as the expression.

The importance of language indicates the need of the teachers to be proficient in language so that they can communicate easily with the students. At the primary level of education the trainees come from different background of subject like science, commerce, arts, Post basic stream etc. Besides this since our country is a multitude of various language and culture a class is bound to have students with different language background. Thus it becomes of prime importance that the teachers should be proficient in more than one language.

In primary teachers training college two language papers form the compulsory part of the curriculum. The proficiency is mandatory at this level because primary education is the foundation of the education system and the expertise in language can help them to become good teachers. With this rationale this paper aims to assess the proficiency of the primary teachers training college through a self developed and standardized tool. The study was conducted as a part of Ph.D. research work.

Objectives of the Study:

The objectives of the study are as under :

1. To develop a language proficiency test for trainees of primary teachers training colleges.
2. To study the proficiency of the male and female trainees on the basis of the scores obtained in the test.
3. To compare the language proficiency of teacher trainees of the private and government colleges.

Hypothesis of the research :

The following hypothesis were constructed to carry forward the study :

1. There would be no significant difference between the mean scores of male and female trainees in the language proficiency test.

2. There would be no significant difference between the mean scores of private and government colleges.

Statement of the problem and Operational Definitions :

The problem can be specifically stated as, '**Analysis of the language proficiency of Primary Teacher Trainees.**

The operational definition of the terms use is :

Primary Teacher Trainees :Students receiving training from the recognized Primary Teacher Training Colleges of Gujarat State.

Language Proficiency : The scores obtained in the standardized language proficiency test are considered as the measure of proficiency. The test contains items pertaining to comprehension skill including language ability, general knowledge of the literature, knowledge about creators of literature, contents dictionary, sequence of the events and the grammar.

Limitation of the Research :

The research has to limited due to the constraints of time, ability and economic consideration. This work is limited to 22 primary teachers training colleges of Gujarat State only.

Tool for the Research: Language proficiency Test :

The language proficiency test was prepared and was standardized. Various modules were determined after analysing a variety of tests. The appropriateness of the modules were assessed with the help of the experts. After evaluating the test in accordance with norms of conducting and developing language assessment test, the errors in pre test and pilot test were deleted. After the test was finally designed it was given to a stratified randomly selected trainees from various colleges, the results of the test were later analysed. From the available data the reliability and the validity of the test was determined. The result of the test were used to find the even spread of proficiency level. Various parameters of the population like caste, age group and type of management were assessed. The effect of these parameters on the test was assessed and the norms were devised to effectively assess percentile rank, central norms. I score and the stanine score. The reliability score through test and re-test is 0.833 and by split half test is 0.73. The realistic value of the test by Cranbek Alpha standards was found to be 0.83.

Methodology :

The tool was designed for the 22 primary teacher training colleges of Gujarat through post and personally as well in some cases. The data collected was analysed to test the hypothesis.

Sample :

The sample of the study includes 440 male and 575 female trainees of Gujarat State. 12 Government and 10 Private Teacher Training College were selected through random sampling technique.

Results :

Following results were obtained :

1. There would be no significant difference between the mean scores of male and female trainees in the language proficiency test.

| Gender | Number | Mean | S.D. | t-Value | Significance |
|--------|--------|------|------|---------|--------------|
| Boys | 440 | 46.8 | 10.9 | 9.84 | 0.01 level |
| Girls | 575 | 53.1 | 9.12 | | |

2. There would be no significant difference between the mean scores of Private and Government Colleges.

| Management | Number | Mean | S.D | t-Value | Significance |
|------------|--------|-------|-------|---------|-----------------|
| Government | 524 | 50.76 | 10.63 | 1.10 | Not Significant |
| Private | 491 | 50.00 | 11.09 | | |

Findings :

1. The scores including the impact of gender on language proficiency in males and females respectively are 46.8 and 53.1. The value is found to be significant at the 0.01 level. Thus it can be assessed that the girls show more proficiency than the boys in the language proficiency.
2. The difference in scores in learning skills of trainees in Government colleges and non government colleges is 50.76 respectively. The t value was found to be 1.10 when compared with scores of the language proficiency scores which indicates that the difference in score is not significant.

Conclusions :

Thus it can be said that language is an important tool in the teaching learning process and there is a need to train the teachers in this aspect. This training can help the trainees in building their capacity. For this following suggestions can be made :

1. The trainees should be taught the teaching aids and should also be trained in the use of these teaching aids.
2. The trainees should be trained in the practical use of stories, poems etc.
3. The trainees should be trained in the various elements of language teaching to improve their proficiency.
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