

## CHAPTER IV

PRELIMINARY TRYOUT  
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## I. INTRODUCTION

Listening to live form of language (i.e. orally presented material) and listening to mechanised discourse may have different comprehensibility. Whatever done for the construction of tests, it was in live form. To standardise the presentation of the test it was necessary to use tape-recorder. The live form has its own advantages. We have research (86) which show audience retain more when the speaker is present and delivers lecture in face to face situations. But it has its own limitations; which may adversely affect validity and reliability of a test. A change in speed, accent or tone, a change in intonations, a change in pause etc. may change meaning of the text presented. It may make the test more comprehensible or less comprehensible. Thus, the text does not remain the same. So the use of tape-recorder ensures reliability as well as validity. Thus, the main items of the present test have been in oral form on a tape-recorder to maintain uniformity in presentation and administration.

### Recording of the Tests

Tentative draft of the test was recorded on pioneer (Indian make) tape-recorder. As the investigator did not have any previous experience of using the tape-recorder, available expert advice was sought. As a result the test was recorded in a sound proof-room with equal percentage of male and female voices.

### II. THE OBJECTIVES OF PRELIMINARY TRYOUT

The preliminary tryout of the test was undertaken with following objectives in mind:

1. To find out possible hindrances in classroom situations when administered with the help of a tape-recorder.
2. To understand the use and working of a tape-recorder while administering the test.
3. To find out appropriate speed of presentation of the texts of all the tests.
4. To find out appropriate spacing between two questions.
5. To find out whether certain fluctuations in tone or pitch created any confusion on the part of pupils and also to find out the effectiveness of tape-recorded tests in

different classroom situations.

6. To see that instructions heard only once on the tape-recorder were understood by pupils.
7. To avoid <sup>misleadingly</sup> unfortunate interpretations, which may have included while recording the tests due to change in:
  - (i) tone, pause or pitch, if any,
  - (ii) pronunciations,
  - (iii) words and length of sentences,
  - (iv) volume of the voice (which may make the presentation less audible and clear.
8. To note any difficulty realized by pupils in responding test item while listening them on tape-recorder.
9. To find out suitability of male and female voice.
10. To find out how long pupils can sit at a stretch for the test, without losing too much attention (i.e. without any adverse effect on listening comprehension).
11. To determine which order in administration of the tests will give better results. Whether to

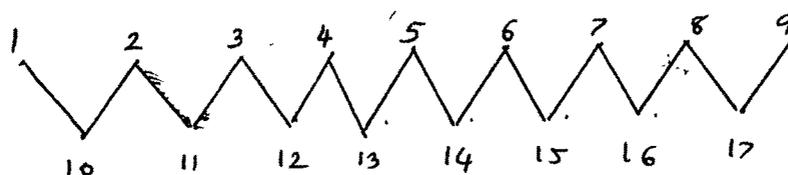
deliver different kinds of subtests one after the other or to present all the subtests of one kind together i.e. alternating subtests of different abilities or grouping together all subtests of same ability.

12. To determine the difficulty level of all the test items of all the subtests.

### III. ADMINISTRATION OF THE TEST

These tests were administered in two high schools of Bhavnagar. One of them was co-educational high school and other one was girls' high school (50 girls).

The answer sheets were cyclostyled. The students were made to sit on the carpeted floor in a zig-zag manner, (see the chart below) so as to make copying



difficult. The students sat on the carpeted floor. They were asked to mark the correct answer by either putting circle around the right letter or writing correct answer in the space provided in the answer sheet. Pencil was preferred to pen so that unnecessary marking on the floor, body or books can be avoided.

While administering the test:

1. rappert was established between the investigator and the pupils. A short talk on the purpose of the test was given and the nature of the work to be carried out was explained orally. An assurance was also given that the work would be interesting. Students were allowed to take as much time they wanted to solve the problem. The whole programme was timed.

#### IV. ANALYSIS AND MODIFICATION

Each correct answer was scored as one mark. After correcting all the 100 answer sheets, the item analysis was

done. The formula used for finding difficulty value was

*et al*  
*and*  
9  
$$\frac{RU + RL}{N} \quad \text{and for discrimination} \quad \frac{RU - RL}{N} .$$
 The items

with less than .30 per cent and more than .70 per cent of difficulty value and items with less than .10 discriminative value were either rejected or modified.

#### The Findings

This tryout enabled the investigator to weigh the following considerations:

1. The instructions for some of the tests, especially for memory tests, attention test

and reasoning tests were found to be short and difficult to grasp by the pupils.

2. It was realized that the students should be made accustomed to the recorded sound before the actual test starts. So, all the general instructions and the purpose of the test, which were given in the beginning in live form i.e. orally, were recorded, so as to warm them up and to get them accustomed to mechanized presentation.
3. It was realized that it would be convenient to arrange together the tests which have similar ways of responding; for example - to select an answer from four distractors. First three main types of tests were arranged together considering this point also.
4. The test though lengthy was found interesting. No problem of monotony was felt.
5. Further, it was felt that the test was too lengthy to administer at a time. So, it was decided to keep items, in every test, between fifteen and twenty as far as possible, except in three or four subtests, wherein three subtests of reasoning test, items varied sometimes less than 15 and more than 20.

6. The order of the test needed change because:

(i) everytime new type of work needed changing of mental (set) of pupils. This was has been indirectly pointed out by the students by remarks such as - " आ जो अडकार करी गया इसको अना वापुं ठे. साक्षि साथे करायुं हीन नो? नलदी सनार मर नो?

(ii) every new type of work needed lengthy directions and more practice.

(iii) It was also realized that the tests on reasoning, attention and memory were not so easy as, tests on listening to different situations, vocabulary and auditory resistance. Hence, it was decided to change the order of all the subtests as follows:

	<u>Order for Pilot Study</u>
(1) Listening to different situations Tests (LDS) - (9 tests)	I
(2) Vocabulary Tests - (4 tests)	along with above I
(3) Reasoning Tests - (6 tests)	V
(4) Attention Tests - (5 tests)	II

Order for Pilot  
Study

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(5) Memory Tests  
- (7 tests)

III

(6) Auditory Resistance  
Tests - (5 tests)

IV

7. Some problems were created by pupils. They were:

- (i) pupils write down all the plausible answers especially in memory and reasoning tests. In order to prevent pupils taking help of written form of language, it was decided to allow the pupils to bring nothing but a pencil in the testing hall.
- (ii) some students had habit of repeating the text or questions orally soon after listening to them. To stop that, it was decided to be strict and also to seek the help of the class teacher or subject teacher.
- (iii) some of them just to show their superiority or to tease the researcher, spoke out answers, (not always correct ones). Again with strictness, it was later avoided.

(iv) though instructed, some of them asked to repeat the listened text or question or item.

(v) some of them were so curious to know about the tape-recorder, recording process, etc. ~~so~~ that they never allowed to begin work without their curiosity being satisfied.

After taking into considerations all the points, the final test-battery was ready for pilot - first tryout. The detailed description and the whole process of pilot study has been described in the next chapter.