



Development and Standardization of Linguistic Competence Test

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Abstract: This tool standardized to find out Higher Secondary students' Linguistic Competence (in Tamil). This tool consists of 17 questions covering the necessary Components of a Linguistic Competence Test. To validate this tool a pre-test out study was conducted among a random sample of 200 of Higher Secondary students of Kanjeeपुरam, District, Tamilnadu, India. The results of the analyses reported have consistently shown that the developed questionnaire is having reliability and validity at 0.05 to 0.001 levels of significance.

Keywords: *Linguistic, Test and School Students.*

INTRODUCTION:

Chomsky (1965) introduced the notion of linguistic competence to explain exactly of what the grammar is a theory. This notion of linguistic competence is an important contribution to understanding language and linguistics. But it has been less well received by philosophers than it should have been, in part because of certain false things Chomsky said (1965) about it. In particular, he said that the grammar of a language, considered as a theory of competence, is an idealization, and that speakers know the rules of the correct grammar of their language.

Importance Linguistic Competence

Linguists are aware of the inter-relationship between language and the society, because it is in society that language has its existence. But they have not succeeded in describing such a relationship. Phonology, Lexis and Syntax, which are objects of linguistic description constitute only a part of the elements in the code used for communication. The meaning(s) of an utterance (a sentence, a clause, a phrase, a word, etc) do(es) not depend entirely on its form; a lot depend on who says what, to whom, where, why, in what manner and in what effect. In other words, the context of situation in which an utterance is said, who said it, and to whom are very important. For instance, the occurrence "Can I have the salt please?" is interrogative in form but expresses a polite request in a dining room. Grammatical knowledge is not enough to help us participate effectively in communicative situation. In addition to acquainting oneself with the forms of language, one must know the following in order to

communicate appropriately:

- The socio-cultural relation including the attitude, values, conventions, prejudices and preferences of the people who use the language.
- The nature of the participants which shows the relationship between the speaker and the listener, their occupation, interest, socio-economic status, etc.
- The role of the participant, such as the relationship in social network, father – son, teacher – student, boss – subordinate, landlord – tenant, doctor – patient, etc.
- The nature and function of the speech deals with whether it is a face to face talk persuasion, confrontation, or a casual conversation, or a request informal situation, or a telephonic conversation, etc.
- The mode (medium) of communication, whether spoken or written form or reading from a written script, or unprepared speech.

Communicative competence, indeed, includes the whole of linguistics competence plus the whole of the amorphous (indefinite shape or form) range of facts included under socio-linguistic pragmatic competence (the rules and conventions for using language items in context and other factors like attitudes, values, and motivation. Dell Hymes says that one who studies language should be able: “to account for this fact that a normal child acquires knowledge of sentence not only as grammatical but also appropriate. He or she acquires competence as to when to speak, when not and as to what to talk about, with whom, when, where, in what manner”. In short, a child becomes able to acquire a repertoire (all the skills, etc. that a person has and is able to use) of speech act to take part in a speech act, and to evaluate their accomplishment by others.”

This Test was prepared to measure the Linguistic Competence (in Tamil) of Higher Secondary students. This test consists of 17 questions covering the necessary Components of a Linguistic Competence Test.

The Items in the Questionnaire are related to:

- Identification of errors in words.
- Identification of errors in sentences.
- Giving antonyms
- Words combining
- Words Splitting
- Odd word identification
- Suitable sentence identification

- Identifying the Grammatical structure
- Sentence completion
- Active to Passive voice conversion
- Formation of compound sentences
- Comprehension
- Translation from English to Tamil
- Translation from Tamil to English
- Essay writing
- Letter writing and
- Summarizing

For all the questions marks are suitably divided and the total marks for all the question is 100. The distribution of marks for each questions are given below.

Table No. 1: Distribution of Marks

Q#	Marks	Q.#	Marks
I.	2.5	II.	2.5
III.	2.5	IV.	2.5
V.	2.5	VI.	2.5
VII.	5	VIII.	5
IX.	5	X.	5
XI.	5	XII.	10
XIII.	10	XIV.	10
XV.	10	XVI.	10
XVII.	10	Total	100

Pilot Study-

To validate this tool a pre-test out study was conducted among a random sample of 200 of Higher Secondary students of Kanjeeपुरam, District, Tamilnadu, India.

Split- half method was adopted to find out the Reliability and validity of the items. By calculating Test significance, items are selected. The details of calculated values are given in Table No.2 and 2.

Table no.2: The Reliability Co-Efficient and Test of Significance for Items of Linguistic Competence Test

S.#	Items	N	Reliability Coefficient	Test of significance	Level of significance
1.	X1	200	0.112	1.996	0.01
2.	X2	200	0.125	1.986	0.01
3.	X3	200	0.069	1.975	0.01
4	X4	200	0.217	3.204	0.05
5	X5	200	0.205	3.011	0.05
6	X6	200	0.07	1.989	0.01
7	X7	200	0.11	1.966	0.01
8	X8	200	0.24	3.583	0.05
9	X9	200	0.29	4.455	0.05
10	X10	200	0.365	5.925	0.05
11	X11	200	0.134	1.990	0.01
12	X12	200	0.236	3.516	0.05
13	X13	200	0.206	3.027	0.05
14	X14	200	0.266	4.027	0.05
15	X15	200	0.242	3.617	0.05
16	X16	200	0.208	3.059	0.05
17	X17	200	0.203	2.979	0.01
	Total	200	0.208	3.059	0.05

X- Represents questions in the tool

Calculated reliability values and test of significance shows that the statements are having reliability.

TableNo.3: The Validity Co-Efficient and Test of Significance for the Items Used In the Study

S.#	Items	N	Validity Coefficient	Test of significance	Level of significance
1.	X1	200	0.334	5.210	0.05
2.	X2	200	0.353	5.612	0.05
3.	X3	200	0.262	3.923	0.01
4	X4	200	0.465	8.210	0.001
5	X5	200	0.452	7.939	0.001
6	X6	200	0.264	3.923	0.01
7	X7	200	0.331	5.210	0.05
8	X8	200	0.489	8.776	0.001
9	X9	200	0.538	10.37	0.001
10	X10	200	0.604	13.19	0.001
11	X11	200	0.366	5.819	0.05
12	X12	200	0.485	8.776	0.001
13	X13	200	0.453	7.939	0.001
14	X14	200	0.515	9.699	0.001
15	X15	200	0.491	9.073	0.001
16	X16	200	0.456	7.939	0.001
17	X17	200	0.450	7.175	0.001
	Total	200	0.456	7.677	0.001

X- Represents questions in the tool

Calculated validity values and test of significance shows that the statements are having validity. On the basis of test significance, all the items are retained.

Percentile Norm-

Norms have been worked out for the Linguistic Competence Test.

The Percentile norm in respect of the entire sample and its sub sample were computed for the Test.

Table no. 3.2: percentile norm for linguistic competence test

Percentile	Score Range	Norm
Below P ₃₅	0-35	Poor
P ₃₅ -P ₇₀	36-70	moderate
Above P ₇₀	71-100	High

Conclusion:

The results of the analyses reported have consistently shown that the developed questionnaire is having reliability and validity at 0.05 to 0.001 levels of significance. Hence this can be used for testing Linguistic Competence.

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