

**UNIVERSITY GRANTS COMMISSION
BAHADUR SHAH ZAFAR MARG NEW DELHI – 110 002**

**MINOR RESEARCH PROJECT OF RANI ALEX ON
Scope Of Developing A Self Evaluation Tool For The Assessment Of Language
Competencies For Undergraduate Students.**

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SUMMARY OF THE STUDY

Keywords: Self-Evaluation, Language Competency Assessment, Self Concept

In the present scenario where English language has become the ‘breath and finer spirit’ needed for man’s sustenance in society it goes without saying how important it is to achieve excellence and proficiency in the language. It is quite common a notion that in spite of spending hours teaching English as a second language, the students are far from using English with confidence. The state of confusion in which the students end up after having completed their graduation seems to perplex the educated world. The studies in the area of youth education led to the understanding that in the midst of many a possible reason the short comings of language education played a prominent part. This has led to a generation of students who are at a loss to implement what they had learned when it comes to practical aspects . The study aimed at preparing a self-evaluation tool to help the under graduate students to find how far they knew the English language. A self-evaluation model was selected by the investigator because it would provide a steady reference point to the student. Language can only be mastered by meaningful repetitions of what had been learned. This can be ensured when the learner is aware of his strengths and weaknesses.

The investigator selected a group of 226 students from five colleges spanning three districts in Kerala for the study. The subjects were administered a pre-test on verbal logic to ensure that they were comparable. It was seen that there was hardly any change among the selected groups. It was also found that there was no notable change on the basis of gender, type of educational institution and district. In the second stage the prepared material which was standardised was tried out on the entire sample. Various aspects of their score as well as their aggregate scores were tested using the Self Evaluation Test of Language Competency (SETALC). The students were given 45 minutes to answer the test which had four sections viz., listening, speaking, reading and writing. The listening questions had an audio support either pre-recorded or read-out. Some of the areas like speaking was tested by testing the component skills of speaking which were essential for the skill to exist. In this case only if a student possessed the skill of auditory discrimination and listening comprehension could we assume that the student has the skill of speaking. The indirect testing of some of the skills added to the practicality and ease of conducting the test. The students were also given a self-concept questionnaire to find what they themselves thought about their language skills. The questionnaire was expected to bring out the notions and fears of students about English language learning and their own individual performance expectations.

The analysis of the results revealed a number of interesting facts such as equitable groups as seen in the VLAT, non-interference of identified variables as seen in the try-out of SETALC, low self esteem of students on listening and speaking as revealed in the analysis of the response to self concept questionnaire.