

CHAPTER - ONE

INTRODUCTION

1.1 General Background

It is obvious that, testing is an integral part of language education. The goal of testing is testing the testing, related instructional planning and evaluation of learner's progress and the effectiveness of the teachers teaching and testing the communication function of language as well.

A language test can be either in oral or in written form. This study specially deals with the post administrative activities of any subjective test of 12 grade students.

It is known that marking varies from person to person. Variation occurs because of the different approaches to marking / scoring different forms of standardization employed by different examiners. But, so far as the test of 12 grade is concerned, there should be not much variation in the marking because the examiners are provided with marking schemes with possible answers and there is the provision of rechecking the answer books by the head examiner to lessen the variation in marking. Even then, there is enough space to doubt over the uniformity in marking because all the examiners are not equally qualified and trained in many aspects and their attitude towards a particular language item may differ from one another.

Therefore, this study has attempted to find out the variation in marking the answer sheet of twelve grade compulsory English. Special attention has been focused on the variation in marking subjective type answers.

1.2 General Importance of Marking

Marking includes two major aspects of language tests. It means there are two aspects of evaluation namely, pre administrative and post administrative. Marking is important as post – administrative activities on the basis of which the result is interpreted. Marking is a process of assigning marks to an answer book according to certain, fixed and well known standard rules. Marks indeed, are simply symbols, which have not any intrinsic value but can be used to roughly indicate the level of achievement of any student or examiner. In other words, the raw marks assigned to an answer book have not any absolute but relative values, for example if a person secures a score of seventy-five on any test of hundred full marks, the marks can not be regarded as good or poor in itself. That is to say, it may be poor, good or excellent in relation to the marks secured by other pupils of the same level or of the different levels in the same subject and even in relation to the marks secured by the same person in the examinations of other subjects or in the previous examination of the same subject.

Though the raw marks assigned to an answer book have not any absolute value in themselves, it has some specific importance in the process of language teaching and learning and its evaluation. They are as follows:

- i) It is obvious that the result of a test is interpreted on the basis of the marks assigned.
- ii) Marking provides a basis for the evaluation of overall educational activities, behavioral and program as well.
- iii) Different educational decisions like instructional decisions, curricular decisions, selection decisions, placement decisions and individual decisions are made on the basis of the marks secured.

- iv) Marking provides the significant means of comparing individuals to the teacher.
- v) Marking helps in grading and upgrading of the students, for example the position of a student in the class and his upgrading is determined by the marks secured.
- vi) Marking quantifies the achievement of a student by assigning a numeral to answer sheet.
- vii) Marking provides feedback to the teacher. The marks secured by a student in a separate test items and even in a separate parts of it help to diagnose difficulties which a pupil is experiencing.
- viii) Marking of a test provides a basis for certification.
- ix) Marking provides feedback to design curriculum and to select course also.

Thus, marking is an essential part of language testing. It makes evaluation scientific. But it should be noted that the marks can be proved to be valuable only if they are interpreted with caution and rationality.

1.2.1 Approaches to Marking

There are various approaches to marking, too. Though, it is artificial to polarize different approaches to marking, all approaches must be embodied for the adequate justice to the work being marked. Even then they can be separated for the purpose of theoretical study. Mainly, they can be distinguished into three approaches. They are:

- a. Analytical marking.
- b. Impressionistic marking
- c. Multiple marking.

a. Analytical Marking

Analytical marking involves preparation of marking scheme, and allocation of separate scores for each of the number aspects of a task and assigning scores accordingly. This approach is found to be most frequently used at present.

According to Huges (1989:91), Methods of scoring which requires a separate score for each of a number of aspects of a task are said to be analytic markings.

Frith and MacIntosh (1987:84) differentiate analytical marking from impressionistic one pointing out that the analytic approach is based upon aggregation in which the marks to be awarded and the size of the award in mark term are set out in some detail. Thus, it can be said that this approach is micro approach to marking whereas impressionistic is macro one.

In analytical marking, each of the components can be given equal weighting or different weighting can be attached to the various components according to their relative importance of the different aspects, for example greater weighting can be given to correctness of language than to relevance of subject matter in a language test.

Analytical approach to marking has the following advantages:

- i) It solves the problem of uneven development of sub-skills in individuals.
- ii) In analytical marking, scorers are compelled to consider all aspects of performance which they might otherwise ignore.
- iii) The scorer has to give a number of scores. And therefore, this tends to make the scoring more reliable.

There is another side of the coin. There are disadvantages of analytical approach to marking. They are as follows:

- i) It is expensive and time consuming.
- ii) Concentration on the different aspects may divert attention away from the overall effect of the piece of writing. The whole often exceeds the sum of its parts.

b. Impressionistic Marking

In impressionistic marking, a single score is provided for a piece of task on the basis of an overall impression of it. It is economical and tends to be used for marking subjective work such as poetry, painting and essays.

According to Hughes (1989:86), holistic scoring involves the assignment of a single score to a piece of writing on the basis of an overall impression of it. He further points out that the kind of scoring has the advantage of being very rapid.

According to Frith and MacIntosh (1987:83) the impressionistic approach implies an overall global judgment and those undertaking the marking are provided with relatively little detail.

Impressionistic marking is simple but demanding as the examiner should be experienced. This approach is adopted when assessing a great number of texts to be done by a single examiner. According to Frith and MacIntosh (1987M87), the followings stepwise procedure is adopted while employing this approach.

- i) A sample of the scripts (up to about one-third) is selected at random to try to replicate the ability range involved.
- ii) These are then read rapidly by the marker to get an idea of the general standard. No marks will be given, but papers or essays, or whatever the work may be, will be classified as good, moderate or poor. This preliminary stage can be carried through as many times as is deemed necessary in order to firmly establish the general standard. The degree of discrimination can also be extended or reduced according to need. Five categories, very good, moderate, poor and very poor, probably represent the norm at which to aim and these five categories could be assigned grades. A to E or bands of marks if that was thought to be helpful.
- iii) The assessor then reads all the scripts and assigns them to the appropriate piles. It can not be too strongly stressed that the assessor is passing a general judgment on the quality of each piece of work as the result of a quick general impression and is not required to look for points of detail.
- iv) If it is necessary to establish a rank order, within categories then every piece of work within each category will have to be re-read in order to establish the end points, for example the best and the worst piece of work. All the remaining pieces of work will then need to be ranked in relation to these end points.

The impressionistic approach benefits those students who can express themselves fluently, but are on occasion short on information. The advantages and disadvantages of this approach can be listed as follows:

i. Advantages

- i) It is very rapid and economical.
- ii) It considers the overall effect of the piece of writing.
- iii) Since its advantage is being rapid, the same task can be scored more than once by the same or different trained scorer to show/achieve high scorer reliability.

ii. Disadvantages

- i) This approach is not fit for assessing various sub skills of one's performance because the scores may not probe into all related aspects while observing the total effect of the task.
- ii) The scorer provides a single score for a piece of task and hence the scoring is less reliable if it is done only once.

c. Multiple Marking

Multiple marking involves two or three markers for a single piece of work. Multiple marking differs from analytical and impressionistic marking in that the latter approaches make use of only one marker for each piece of work. So the basic difference is of the number of markers involved in assessing a single piece of work. In other words, multiple marking is not a different approach but both analytical and impressionistic approach to marking may involve multiple marking. Multiple marking is desirable to seek high accuracy and to ensure high scorer reliability.

According to Frith and MacIntosh (1987: 89), there are two purposes of using additional markers. They are:

- i) To provide further judgment based on the same criteria and to average out the different judgment, for example if the two markers give 50 and 60 for a piece of task out of 100 full marks the true score will be 55.
- ii) To ask a different marker to look for and assess something different, for example one marker may look at the punctuation and the other at the range of vocabulary used and so on. The different scores are to be added.

Multiple marking, thus, does ensure that a piece of work is judged by more than one person and this is an important principle, especially when the work to be assessed is subjective in nature. Theoretically speaking, both analytical as well as impressionistic approaches may involve multiple marking but in practice more often impressionistic approach involves multiple marking.

The main advantage of multiple marking is to achieve high accuracy and reliability in marking.

The limitation of it is that it is expensive and there is danger of using different standard by different scorers.

1.2.2 Objective Vs Subjective Tests and their Marking.

According to Harrison (1983:110), tests fall into one of two categories: objective and subjective from the making point of view. He further points out that the objective test has only one correct answer, but the subjective test may result in a range of possible answers, some of which are more acceptable than others. Following him it is not really the tests which are objective or subjective but the systems by which they are marked.

a. Marking of Objective Tests

An objective test item is an entire question but it does not necessarily take the form of the interrogative and is not restricted to grammatical question. In objective test item, there is only one distinctly correct or more suitable answer than others. Therefore, an objective test can be quickly and accurately marked by using answer keys.

There may or may not be the system of penalty for wrong guessing. Where there is no system of penalty, full mark is given for each correct answer and no minus system is used. Where there is a system of giving penalty for wrong guessing, the following formulas are adopted.

i) For true/ false items

Total marks = No. of correct answers – No of incorrect answers

or, Total marks (T) = C-W

ii) For multiple choice items

$$\text{Number of Correct Answer} = \frac{\text{No. of Incorrect Answers}}{\text{No. of Alternatives} - 1}$$

$$\text{Total Marks (T)} = \frac{C}{n - 1}$$

b. Marking of Subjective Tests

Marking subjective tests is much more problematic. There are a number of methods of marking subjective tests.

Harrison (1983:112) points out three systems of marking subjective tests namely,

- i) **Ranking System:** Ranking implies putting all the answer books in rank order from best to worst by comparing one with another and sorting them, rather like a hand in a game of cards.
- ii) **Category System:** To use category system is to assess in categories such as vocabulary, grammar, content and form allotting say five marks to each and awarding a total mark out of twenty. In other words, an appropriate outline for each category, such as the knowledge of subject matter, organization of the subject matter originality and style of writing is prepared and marks are awarded accordingly.
- iii) **Mechanical System:** Mechanical system as Harrison (18983:113) points out is to count off sections of say, eight words, without taking account to sense, and see what can be given credit: sequences of correct words, vocabulary, verb forms, idioms, phrasal verbs and so on.

1.2.4 Positive and Negative Marking

Marking is considered to be positive or negative respectively according to whether one reward marks for what is correct or one deducts marks for what is incorrect. Sales (1983:191), referring to Huebener (1965), points out that Huebener proposes the adoption of a positive scheme where marks are given for what is correct, therefore the pupil is gaining credit for what he can produce, as opposed to a deductive scheme where marks are taken away for everything wrong and then deducted from the total possible.

The notion of positive and negative marking refers to the attitude of the markers regardless of the approaches used. Frith and MacIntosh

(1987:92) correctly point out that the use of negative marking can quite markedly reduce a student's score and they have recommended the positive marking. Positive marking encourages the students because they are rewarded for their correct answers/ performances and the incorrect performances are ignored.

1.3 Review of Related Literature

The different aspects of English teaching have been studied and discussed by many researchers and teachers. This study is concentrated on the various aspects of English teaching at 12 grade.

It is also known that several studies have been carried out on examination system at 12 grade (+2 level). Some of them are concerned with general issues of examination system as a whole and some others have focused on 12 grade examination in Nepal. Only a few of them deal with higher level English examination in Nepal.

Language is the medium of communication. Among them English is an international language. The teaching of English as a foreign language has become an integral part of the formal education system in Nepal. Testing, being one of the significant aspects of teaching is equally important for the betterment of teaching learning activities.

A number of teachers and research scholars had carried out several studies in this field. Some of them are concerned with general issues of examination system as a whole and others have focused on the various aspects of teaching English at secondary level whereas only a few are concerned with the issues of teaching English and testing it in higher education.

Luitel (1995) has analysed the errors committed by the students of Grade ten studying in Dhankuta district and determined their gravity on the basis of acceptability and intelligibility. The gravity of errors depends upon the attitude of the judges towards errors. Marking of answer books also depends upon the examiners perception of error gravity to a great extent. Hence the findings of Luitel's work are related to the present work.

The findings of Luitel's research were as follows:

- Four types of errors were the most serious.
- Deviated question tags were most serious one.

Sharma (1999) carried out a study on “Marking of an SLC Answer book”. This is the only study that has been conducted in the department on the topic in question.

The study covers teachers both the subjective and objective questions of SLC Answerbook. It deals with the marking of all the answers, related to grammar, vocabulary, stress, intonation, free writing, reading comprehension, guided writing etc. Moreover, the study was carried out comparatively in terms of the marking by native speakers vs. non-native speakers, teachers vs. non-teachers, Katmandu vs. outsiders, male teachers vs. female teachers etc.

The actual findings of Sharma’s research can be listed as follows:

- Native speakers of English are more lenient than non-native speakers of English.
- English teachers are more lenient than others.
- Katmandu valley teachers are more lenient than outsiders.

- In general male examiners are less lenient than female ones in marking.
- More variation in marking found to occur in subjective answer than in objective answers.

Likewise Gautam (2001) carried out a research work “on the analysis of subjective marking”. Though the study is a subjective marking, it deals only with the marking reading comprehension: free writing and reading aloud etc. The study was carried out comparatively in terms of marking on the basis of the age, sex, training mother tongue, etc.

The findings of Gautam’s research can be listed as follows:

- The lower the age of the examiners, the more lenient they are marking
- Female examiners are more lenient than male.
- Trained examiners are less lenient than untrained examiners.
- The Tibeto-Burman native speakers are a bit strict than the Indo-Aryan Speakers.

This study differs from that of Sharma’s in a number of respects. This is more specific and limited to the selection of test items. It is not only the study of only analysis, it is even the study of evaluation of subjective marking. Evidently, this study is a new endeavor and different from other studies in that it uses married vs. unmarried women, writer vs. other caste etc for marking.

None of the studies mentioned above deals exclusively with subjective marking English answer books. Hence this study is chosen to be executed.

1.4 Objectives

The objective of this study will be as follows:

- a. To determine the present marking/scoring techniques used in the subjective examination of 12 grade students.
- b. To obtain the nature and degree of variations in marking subjective answer sheet in 12 grade.
- c. To suggest some pedagogical implications.

1.5 Significance of the Study

This research work is expected to be significant for:

- i) Highlighting the type of subjective test items in which marking variation is more likely to occur.
- ii) Providing feedback to related teachers, examiners, test designers, academic administrators and marks analyzers and interpreters.
- iii) Pointing out some measures in order to reform the existing subjective marking system in Nepal.

1.6 The Terms and their Meaning

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|----------------------------|--|
| 1. English teacher: | A person who teaches English as a foreign language. |
| 2. Native English teacher: | A person who teaches English as a foreign language and whose native language is English. |

3. Non-native English teacher: A Nepali citizen who teaches English as a foreign language and whose native language is one of the Nepali languages other than English.
4. Regular examiner: A teacher of non-teacher (holding a master's degree) who has been examining answer books regularly.

CHAPTER - TWO

METHODOLOGY

For the study, the researcher visited the Office of Controller of Higher Secondary Education Board, Sanothimi, Bhaktapur and asked for the question paper of 12 grade (+2 Level), its marking scheme and a real answerbook of compulsory English of the academic year 2006 (Appendix, I, II and IV). He got them photocopied and distributed to several native and non-native speakers of English to gather relevant data. The real marks on the answerbook were already erased. The population of the study, sample population and the process of data collection were as mentioned below.

2.1 Sources of Data

2.1.1 Primary Sources of Data

The primary sources of data were the students of twelve grade to whom test administered and the answers elicited from the examinees were marked by different examiners.

2.1.2 Secondary Sources of Data

In addition to the primary source, the researcher studied different books, theses, articles, reports and journals related to the research work in order to facilitate the study.

2.2 Population

The population of the study can be divided into two types: examinee and examiners.

The examinee consists of only one student appeared in the Examination of 12 grade in 2006.

The examiners consist of American, Australian, New Zealander and British educated native speakers of English and educated non-native speakers of English in Nepal.

2.3 Sample Population

The examinee is represented by only one examinee appeared in the 12 grade examination held in 2006.

The examiners are represented by altogether 80 educated people where twenty native vs. sixty non-native speakers of English, male vs. female, native male vs. non-native male, native female vs. non-native female, British vs. American vs. New Zealander vs. Australian.

Educated native speakers of English are represented by twenty citizens from among the English speaking countries: UK, USA, New Zealand and Australia who were available in Nepal during the time of data collection (i.e. from 25th January 2007 to 25th July 2007). According to Appendix VI and XVII, out of twenty, 5 were females and others were male.

Educated non-native speakers of English are represented by sixty Nepali citizens from the four of the districts having marking centers for the examinations namely, Chitwan, Kathmandu, Lalitpur and Makawanpur, fifteen from each district. Of these five female English teachers and ten male English teachers each were graduates. Most of them are regular examiners of the 12 grade compulsory English answerbooks.

2.4 Process of Data Collection

The researcher developed the questionnaire for data collection including the following preliminary details (Appendix III).

- a) Name
- b) Nationality : British / American /New Zealander/ Nepali
- c) Native language :
- d) Sex: male / female
- e) Profession : English teacher / other than English teacher
- f) District which you teach in (Only for English teachers):
- g) District which you belong to :
- h) Training : Trained / Untrained (Only for English teachers)
- i) Experience: years.

With the questionnaire, a 12 grade question paper, a marking scheme and a real answerbook of compulsory English of the academic year 2006 provided from the Office of the Controller of Examinations of H.S.E.B., Sanothimi, Bhaktapur, the researcher visited the randomly selected informants personally and requested for marking the answerbooks on the basis of their own perceptions following the instruction in the marking scheme provided. Then she collected the completed questionnaires from the informants after some considerable time. Apart from this, some of the related scholars were interviewed to seek their opinion about possible measures that can be taken to minimize the variation in marking. The interviewees included people directly or indirectly involved in learning/teaching English in Nepal.

2.5 Limitations of the Study

The limitations of the study were mentioned below.

- a) The area of the study, as indicated by the title was limited to only one aspect of language test that is 'marking'.
- b) The study was limited to the marking of a single 12 grade compulsory English answer book of the academic year 2006.
- c) The sample population of the study was limited to sixty Nepalese speakers and twenty native speakers of English as examiners.
- d) As specified in the objectives, the study aimed at finding out the nature and degree of variation in marking but not at finding out the causes of the variation.
- e) The study was limited to the marking of a written test of English since there is no provision of oral test in the 12 grade HSEB examination system in Nepal.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

From the different informants, the data were collected, analyzed and interpreted to find out the degree and nature of variation in marking. First of all, each completed questionnaire was given a serial number and the total number of each group of informants was calculated for the case of further analysis.

Table No. 1

An Overview of Informants/Examiners

Areas	District	Examiners		Serial No.	Total No.	Remarks
		Female	Male			
Non-native English teacher	Kathmandu	1-5	6-15	1-15	15	
	Lalitpur	16-20	21-30	16-30	15	
	Makwanpur	31-35	36-45	31-45	15	
	Chitwan	46-50	51-60	46-60	15	
Native speaker English teacher		61-65	66-80	61-80	20	
Total		25	55	1-80	80	

From the above mentioned table, non-native English teachers are selected from four districts as Kathmandu, Lalitpur, Makwanpur and Chitwan. Non-native English teachers of Kathmandu district, having 5 females and 10 males where 1-5 number copies checked by females serially and 6-15 number copies checked by males serially. In the same way, in Lalitpur district 5 examiners are female and 10 examiners are male out of 15

examiners. Where 16-20 number of answer sheets checked by females serially and 21-30 number of copies checked by males serially. Five female and 10 male examiners checked 31-35 number of answer sheets serially out of 15 non-native English teachers in Makwanpur district. At last, 15 non-native English teachers of Chitwan district, where 5 female teachers checked 46-50 number of answer sheets serially and 10 male teachers checked 51-60 number of answer sheets serially.

Similarly, there are 20 native speaker English teachers where 5 are female and 15 are male. Female examiners checked 61-65 number of answer sheets serially and male examiners checked 66-80 number of answer sheets serially.

Lastly, this table shows that all together, there are 25 female examiners and 55 male examiners for 80 answer sheets.

Table No. 2

Non-Native English Teachers of Kathmandu

Q.N.	1	2	3	4	5	6	7	8	9	10	11	12	13	Total	Remarks
F.M. Examiner	15	5	5	5	5	5	5	5	10	10	5	15	10	100	
1	10.5	3	3.5	3	4	3.5	3.5	3	6.5	7	3	11	6.5	68	
2	9.5	3	3	3.5	3.5	3	3	3.5	7	6	3	10	7	65	
3	10	3.5	3.5	3	3	3.5	3.5	2.5	6	6	2.5	10	7	64	
4	11	3.5	4	3.5	3	4	4	3	7	7	3.5	10.5	7	71	
5	10.5	3	3.5	3	3.5	3.5	4	3	7	6	3	10	7	67	
6	10	3.5	3	3	3.5	4	3.5	4	6	7	3.5	10.5	8.5	70	
7	11.5	4	3	3.5	3	3.5	4	3	6	6.5	3	11	8	70	
8	9	3.5	4	3	3.5	3	3	3	7	7	3	9.5	7.5	66	
9	10	3	3.5	3.5	3	4	3	3.5	6	6.5	4	10	7	67	
10	11.5	4	3.5	3.5	4	3	3.5	3	7	7	3	11	8	72	
11	10	3	3.5	3	3.5	3.5	3	3.5	6	7	3	11	7	67	
12	10.5	3	3.5	3	3	3	3.5	3	7	6.5	3.5	11	6.5	67	
13	11	3.5	3	4	3.5	3	4	3.5	6	7	3	10.5	7	69	
14	10	3.5	3	3.5	2.5	3.5	3	3.5	7	7	3.5	10	6	66	
15	9.5	3	3.5	3.5	3	4	3.5	3	6.5	7	4	9.5	6	66	

F.M. = Full Marks and Q.N. = Question Number

This table is related to non-native English teachers of Kathmandu district. There are total 15 examiners. Out of 13 questions, answer sheets are checked by the examiners providing marks in the range of 64-72.

Table No. 3

Non- Native English Teacher of Lalitpur

Q.N.	1	2	3	4	5	6	7	8	9	10	11	12	13	Total	Remarks
F.M. Examiner	15	5	5	5	5	5	5	5	10	10	5	15	10	100	
16	11	3.5	3	4	4	3	3.5	4	8	7.5	4	11	7.5	74	
17	10.5	3.5	3.5	3	3	4	3	3	7.5	8	3.5	11.5	7	71	
18	10	3.5	3	3	4	3	3	3.5	6.5	7.5	3.5	11	6.5	68	
19	11	3	3.5	3.5	3	4	3.5	3	7	6.5	4	10	6	68	
20	12	3	3.5	3.5	4	3	3.5	4	7.5	7	3	9	8	71	
21	11.5	3.5	4	3	3	4	3	3.5	6.5	8	3	10	7	70	
22	10	3.5	3	3	4	3	3.5	4	7.5	6	3.5	11.5	6.5	65	
23	8.5	3	4	4	3	4	3	3	6.5	7.5	3.5	11.5	6.5	68	
24	11	3.5	3.5	3.5	4	3	3	3.5	7	6.5	3.5	11	7	70	
25	11.5	4	3	3.5	3	4	3.5	3	7	6.5	3	10	7	69	
26	10	3	3	3	4	3	3.5	4	6	7	3.5	11.5	7.5	69	
27	10.5	3	4	4	3	4	3	3.5	7	6.5	3	11	6.5	69	
28	10	3.5	3.5	3.5	3	3	3.5	3.4	7	6.5	3	10.5	6.5	67	
29	10	4	3	3	4	3	3.5	4	6	7	3.5	11	7	69	
30	10.5	3	3.5	3	3	4	3.5	3.5	7	7	3.5	10	7.5	69	

F.M. = Full Marks and Q.N. = Question Number

The above table is related to non-native English teachers of Lalitpur district. There are total 15 examiners and 13 questions. Answer sheets are checked by the examiners providing marks in the range of 65-74.

Table No. 4
Non- Native English Teacher of Makwanpur

Q.N.	1	2	3	4	5	6	7	8	9	10	11	12	13	Total	Remarks
F.M. Examiner	15	5	5	5	5	5	5	5	10	10	5	15	10	100	
31	11.5	3	3.5	4	3.5	3	4	3	7	7.5	4	11	8	73	
32	11	4	3	4	3	3.5	4	3.5	6.5	7.5	3.5	12	7.5	73	
33	12	3.5	4	3.5	4	3.5	3	3.5	7.5	7	3.5	11	7	73	
34	11.5	3.5	4	3.5	4	3	3.5	3.5	7	7.5	3.5	12	7.5	74	
35	10.5	3.5	3.5	3	3.5	3.5	4	4	8	7.5	3.5	12	7.5	74	
36	11	3.5	3.5	3.5	3	4	3	3	7	7	3.5	11	8	71	
37	11.5	3	3.5	3.5	4	3	3.5	4	7.8	7.5	3.5	11	7.5	73	
38	12.5	3.5	3	3.5	4	3	3.5	3.5	7	7	3.5	11	7	72	
39	11.5	3.5	4	3	3.5	4	3.5	3	7	7.5	4	11.5	7	73	
40	11	3	4	3.5	3	4	3.5	3.5	7.5	7.5	3.5	11.5	7.5	73	
41	11	3.5	4	4	3.5	4	3	3.5	7	7.5	4	12.5	7.5	75	
42	11.5	3.5	3	4	4	3	3.5	3	7	7.5	3.5	11.5	7	72	
43	12	3	3.5	3.5	4	3.5	3.5	4	7.5	6.5	3	12.5	7.5	74	
44	11.5	4	4	3.5	3	4	3.5	4	7	8	4	12.5	8	77	
45	12.5	4	4	3.5	4	3.5	4	4.5	7.5	7.5	3.5	11.5	8	78	

F.M. = Full Marks and Q.N. = Question Number

This table is concerned about 15 non-native English teachers of Makwanpur district. Out of 100 full marks, examiners gave marks in the range of 71 to 78.

Table No. 5
Non - Native English Teacher of Chitwan

Q.N.	1	2	3	4	5	6	7	8	9	10	11	12	13	Total	Remarks
F.M. Examiner	15	5	5	5	5	5	5	5	10	10	5	15	10	100	
46	11	3	3.5	3	3	4	3.5	3.5	7	7.5	3.5	11	7.5	71	
47	11.5	3	3.5	3	3.5	3	3.5	3	6.5	7	3	10	6.5	67	
48	10.5	3	3.5	3	4	3	3.5	3	7	7.5	3	11.5	6.5	66	
49	11	3.5	3	3	3.5	3.5	3.5	3.5	7	6.5	4	10.5	6.5	69	
50	10.5	3.5	3	3.5	3	3	4	3	6.5	7	3	11	7	68	
51	10	3.5	3.5	3.5	4	3	3	3.5	7	6.5	3	11.5	7	69	
52	11.5	3	3	3.5	3	3.5	3	3.5	6.5	6.5	3	10.5	6.5	67	
53	11	3	3	3.5	3	4	3	3	7	6.5	3.5	10.5	7	68	
54	11	3.5	3	3	3	3	3.5	3	7	7	3.5	11.5	7	69	
55	11.5	3.5	3.5	3	4	3	3	3	7	7	3	11	7.5	70	
56	11.5	3.5	3	3.5	3	3.5	4	3	7.5	7.5	3.5	11	7.5	72	
57	10.5	3.5	3	3	4	3	3.5	3	7	7	3.5	11	7	69	
58	11	4	3	3.5	3.5	3	3	3.5	6.5	7.5	3.5	11	7	70	
59	11.5	3.5	3	3	4	3.5	3	3	7	7	3	11	7.5	70	
60	10	3.5	3	3	3.5	3.5	3	4	7.5	7	3.5	11.5	7	70	

F.M. = Full Marks and Q.N. = Question Number

According to this table, there are 15 non-native English teachers serially 46-60. In 13 questions, examiners gave marks in the range of 66-72 out of 100 marks.

Table No. 6

Native Speaker English Teacher

Q.N.	1	2	3	4	5	6	7	8	9	10	11	12	13	Total	Remarks
F.M. Examiner	15	5	5	5	5	5	5	5	10	10	5	15	10	100	
61	12	4	3.5	4	3.5	5	4	3.5	8	8	3.5	11	8	78	
62	11.5	3.5	4	4	3.5	4.5	4	4	7.5	8	4	11.5	7	81	
63	12	4	3.5	3.5	4	4	4	3.5	8	7.5	3.5	11	8.5	77	
64	12	3.5	4	3.5	4	4.5	3.5	4	8	8	4	11.5	7.5	78	
65	12.5	3.5	4	4	3.5	4.5	4	3.5	7.5	8	4	12	9	80	
66	11.5	4	4	4	4.5	4	3.5	4	8	7.5	4	13	7	79	
67	12	3.5	4	3.5	4	3.5	4	4	8.5	9	3.5	12.5	9	81	
68	12.5	4	3.5	4	3.5	4	4	3.5	8	7.5	4	11.5	8	78	
69	12	3.5	5	4	4	4	4.5	4	8	8	3.5	12.5	9	82	
70	12.5	4	4.5	3.5	3.5	4.5	4	5	8	7.5	3.5	11.5	7.5	80	
71	13	3.5	4	3.5	4	4	4.5	4	8	7.5	4	13	9	82	
72	12.5	3.5	4.5	4	4.5	4	4	3.5	8.5	8	4.5	12.5	9	83	
73	12	4	3.5	4	3.5	4.5	4	3.5	7.5	8	3.5	12.5	8.5	79	
74	12	4	3.5	3.5	4	5	4	4	8.5	8	3.5	12	9	81	
75	12.5	5	4	3.5	3.5	4	4	4	8	8	4	12.5	8.5	81	
76	13	4	3.5	4	4.5	4.5	4	3.5	7.5	8	4	13	8.5	82	
77	12	4	4	4	4	4	5	3.5	8	8	3.5	12	8	80	
78	12.5	4	4	4.5	4	4	4.5	4	7.5	7.5	4	12	7.5	80	
79	11.5	4	4	4	4.5	4	5	5	8	8	4	13	8	83	
80	12	4	4	4	4	4	4	4	8.5	8	4	12.5	9	82	

F.M. = Full Marks and Q.N. = Question Number

This table is related to native speaker English teachers. There are all together 20 examiners. Questions are 13 in 100 full marks. Examiners gave marks in the range of 77-83.

Table No. 7

Frequency Distribution of Marks

Serial No.	Marks (x)	Frequency (f)	Cumulative frequency	fx
1	64	1	1	64
2	65	2	3	130
3	66	4	7	264
4	67	7	14	469
5	68	6	20	408
6	69	10	30	690
7	70	8	38	560
8	71	5	43	355
9	72	4	47	288
10	73	6	53	438
11	74	4	57	296
12	75	1	58	75
13	76	0	58	0
14	77	2	60	154
15	78	4	64	312
16	79	2	66	158
17	80	4	70	320
18	81	4	74	324
19	82	4	78	328
20	83	2	80	166
		N=80		$\sum fx = 5799$

$$\begin{aligned}\text{Mean } (\bar{X}) &= \frac{\sum fx}{N} \\ &= \frac{5799}{80} \\ &= 72.4875\end{aligned}$$

The above table shows that there are total 80 examiners and the average marks given are 72.49 by them.

Table No. 8

Frequency Distribution of Marks in Percentage

Serial No.	Marks in percentage	Frequency	Cumulative frequency
1	55-60	0	0
2	60-65	3	3
2	65-70	35	38
4	70-75	20	58
5	75-80	12	70
6	80-85	10	80
7	85-90	0	80
8	90-95	0	80
9	95-100	0	80
Total		80	

The above table shows that most of the examiners give marks in the range of 65-70. There are no any examiners who give marks less than 60 and more than 85.

Table No. 9

Categorization of Questions

Categories	Question No.	Full Marks
Comprehension (Reading and writing)	1	15
Grammar	2-7	30
Writing (a composition)	8-11	30
Question answer	12-13	25
Total		100

The above table shows only about the question model and marks volume in four different categories. It further shows that question number

includes comprehension (reading and writing) with 15 full marks; question number 2-7 includes grammar with 30 full marks; question number 8-11 is about writing (a composition) with 30 full marks and question number 12 and 13 is about question answer having 25 full marks.

Table No. 10

District Wise of Distribution of Marks in Average

District	Average Score (in 100 full marks)
Kathmandu	67.67
Lalitpur	69.13
Makwanpur	73.67
Chitwan	69

The above data shows that examiners of Makwanpur were more liberal in comparison to other examinations, the highest average marks given by them is 73.67. The lowest average mark (67.67) is given by the examiners of Kathmandu district.

Table No. 11

Comparison Table of Average Scores Assigned by Native and Non-Native Examiners

S.N.	Group of examiners	Averages scores
1	Non-Native	69.86
2	Native	80.35
Total		

According to this table, native examiners are more lenient than non-native examiner is 69.86 and native examiner is 80.35

Table No. 12

Comparison Chart of Average Scores Assigned by the Different Groups of Examiners

S.N.	Group of Examiners	Average Scores
1	Non-native speakers	69.86
2	Native speakers	80.35
3	Female Non-native speakers	69.75
4	Male Non-native speakers	69.93
5	Female native speakers	78.8
6	Male native speakers	80.87

In the above table, data shows the comparison of average scores assigned by the different groups of examiners. In average, comparatively male native speakers are more lenient than other 5 group of examiners scoring 80.87 percent and female non-native speakers are least lenient than other 5 groups of examiners scoring 69.75

Table No. 13

Nation Wise Chart of Average Scores Assigned by the Native Speakers

S.N.	Nationality	Informant No.	Total no. of informants	Average scores
1	British	61, 66, 67,68,69,70	6	79.67
2	American	62, 71, 72, 73	4	81.25
3	New Zealand	63, 64, 74, 75, 76, 77, 78	7	79.86
4	Australian	65, 79, 80	3	81.67

This is the nation wise chart of average scores assigned by the native speakers. There are 4 types of native speaker examiners concerning British, American, New Zealander and Australian. Among them, Australian are the most lenient, scoring 81.67 and British are the least lenient scoring 79.67 average scores than others. In the same way, American are more lenient than New Zealander.

The total marks assigned by all individual informants regardless of the group under which they being to were ordered from the lowest to the marks assigned to a single answer sheet by eighty informants vary from 64-83. This chart also shows that the student has attempted 83 marks out of 100 full marks.

The data are analyzed under the following beadings:

1. Native vs. non-native
2. Male vs. female
3. Native male vs. non-native male
4. Native female vs. non-native female
5. British vs. American vs. New Zealander vs. Australian

4.1 Native Vs. non-native

Comparing the 20 native speakers and 60 non-native speaker examiners of English shows that:

Native speakers/examiners of English are more lenient than non-native speakers of English in general. The average marks given by native speaker examiners are 80.35 and by non-native speaker examiners are 69.86.

4.2 Male Vs. Female

In overall comparison of 55 male examiners, 40 are non-native speakers and the rest 15 are native speakers. In the same way, in 25 female examiners, 20 are non-native speakers and the rest 5 are native speakers.

Generally, male examiners are more lenient than female examiners is general.

4.3 Male native vs. male non-native

Comparison between the perception of male native speakers and male non-native speakers shows that:

Male native speakers (average marks 80.87) are more lenient than male non-native speakers (average marks 69.93).

4.4 Female native speakers vs. female non-native speakers

Comparison between the perception of female native speakers and female non-native speakers shows that:

Female native speakers (average marks 78.8) are more lenient than female non-native speakers (average marks 69.75).

4.5 British vs. American vs. New Zealander vs. Australian

Comparing the average marks assigned by native speakers of the English among their nationality, American, Australian, British and New Zealander markers are found to be more lenient to less lenient in the order of Australian, American, New Zealander and British, scoring average marks as 81.67, 81.25, 79.86 and 79.67 orderly.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

5.1 Findings

The findings of the study are summarized as follows:

1. Native speakers of English are found to be more lenient than non-native speakers of English in marking English answersbooks.
2. Similarly examiners of Makwanpur districts are found to be more lenient than those of other districts.
3. In the same way, examiners of Kathmandu districts are found to be less lenient than of those other districts.
4. In general, male examiners are more lenient than female ones in marking English answerbook.
5. Female native speakers/examiners are found to be more lenient than female non-native speakers/examiners.
6. Male non-native speakers/examiners are less lenient than male native speaker/examiner.
7. American, Australian, British and New Zealander speakers of English are found to be more lenient to less lenient in order of Australian, American, New Zealander and British.
8. Long answer questions like essays etc. have higher variations than that of short answer questions.
9. Short answer questions are less biased- as they have definite to the point answer.

10. Comparatively young and innovative examiners are liberal on providing marks rather than old and so called over systematic (strict) examiners.
11. Examiners with technical knowledge are found liberal on providing marks.

5.2 Recommendations

On the basis of the above-mentioned findings as well as the researcher's own intuition some recommendations can be made as follows:

1. In order to minimize the interpersonal variations in marking, every examiner should be provided with a scientifically prepared marking scheme for each of the test items.
2. The examiners should be given marking training from time to time. If it is possible, the training instructor should be the same person who designs the test items.
3. In order to minimize the drawbacks of the subjective marking, the concerned authority should emphasize on objective testing devices. In the present context of Nepal, it would be better to include at least thirty percent objective test items in all the examinations.
4. In order to minimize the variations occurring due to the variations in native-nonnative, male-female, etc. of the examiners, the office of the controller of examinations should prepare a list of examiners selecting from those who are found to be eligible for examining the answerbook.

5. The task of marking the answerbook of a faculty should be carried out only by those examiners who belong to the same faculty. In other words, cross faculty marking should be discouraged.
6. The multiple marking technique should be applied all the examinations of higher level only, then higher degree of reliability could be established in subjective marking.
7. Many more research works should be carried out by the teachers, students, evaluators and other scholars to find out some additional measures of reforming the existing marking system.

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