

CHAPTER-I

INTRODUCTION

This section includes the general background, literature review, objectives of the study and significance of the study.

1.1. GENERAL BACKGROUND

Language is the most widely used tool to express thoughts, feelings, and emotions. Cambridge international dictionary of English (1997:795) defines language as, "a system of communication consisting of a set of small parts and a set of rules which decide the ways in which these parts can be combined to produce message that have meaning." Many varieties of languages are used in the world. Among them English is the most widely used and that is why it has gained the status of international lingua franca. It is also called the link language because it is used to communicate with the people who are of different linguistic backgrounds.

English is an international language. Otto Jespersen states, "language is not an end itself...it is a way of connection between souls, a means of communication (1904). It is no doubt that English is the most widely spoken language by majority of the world population. Most of the books of the world are written in English language. This shows it is the storehouse of knowledge.

English has spread its wings all over the world as an international language. It is a rich language in its vocabulary, structure and literature unless, an individual knows English well, he can't enrich himself by reading a variety of reading texts example: authentic ones published in English. It is claimed that one in every seven people can speak English language. Most of the distinguished books are written in English medium

so it has gained the status of being the most dominant language in almost all the areas like trade, commerce, mass media, international diplomacy, politic, science and technology have been written in English. English is serving as an important vehicle for the transmission of civilization and culture from the western world to the eastern world and vice-versa.

The importance of the English language in the present day world needs not to be overemphasized. It is a principal language for international communication and a gateway to the world body of knowledge. In view of all these facts the English language is given great importance in the education system of Nepal. It is taught as a compulsory subject right from the grade-IV to the bachelor's level. In addition, it is used as an access language or a library language and as a means of instruction and evaluation at the higher levels of reduction.

1.1.1 Language Teaching and Language Testing

When the teaching started the testing also started at the same time. So the both tests and examinations all ancient practical Language testing is an integral part of language teaching and both the teaching and testing are so clearly interrelated that it is virtually impossible to work in either field without being constantly concerned with the other (Heaton,1988). In language testing 'what is to be tested' follows what goes in the teaching and learning of that language. That is to say, language testing tends to follow trends of language teaching.

A large number of examinations in the past have encouraged a tendency to separate testing from teaching. But it has been proved that language teaching can't go as smoothly as possible in the lack of language testing. Language teaching and testing can function like the combination of a pick and a shovel to dig deep into the language education.

The objective of teaching anything is to help the learners to learn it. Teaching, therefore, should be geared to facilitating learning on the part of the learners. This is true of language teaching as well. Hence, the objective of teaching a language is to facilitate learners in learning it. The errand of language teaching activities therefore begins with questions, 'who are the learners?' and why do they learn the language in question? In other words, the two fundamental questions about language teaching are 'who to teach?' and 'why to teach?' the next questions, logically will be 'what to teach?' and 'how to teach?'

It is unfortunate that so many examinations in the past have led to a separation of testing from teaching. Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other. Tests may be constructed primarily as devices to reinforce learning and to motivate the student, or primarily as a means of assessing the student's performance in the language. In the former case, the test is geared to the teaching that has taken place whereas in the later case the teaching is often geared largely to the test. Standardized tests and public examinations, in fact, generally exert such a considerable influence on the average teacher that they are often instrumental in determining the kind of teaching that takes place before the test.

Language testing includes both linguistic and psychology because it is concerned with language and with learning. It is also experimental because it sets up learning tasks in order to study behaviour; and also evaluate because it makes use of statistical techniques in order to study that behaviour. Testing in a broad sense has always been an inherent part of teaching. Teaching is used as a process of scrutinizing how far learners have learned what the teacher wishes them to learn. To ensure that the students have achieved some or whole of what has been taught is another

purpose of testing. In order to be confirmed that teaching is effective or not, put more efforts to make it effective, testing is used in the classroom or after the classroom teaching. Thus, teaching and testing are hardly separated.

Testing plays an important role in teaching from the educational point of view, testing is an integral part of teaching. One of the functions of examination is to reflect the course of objectives. Teaching and testing are the two sides of the same coin. Without testing, teaching is like the horse without rein. Testing is as important as teaching.

It is widely accepted that testing offers useful inputs to the teacher to be aware of the effects of his teaching and also some insights on whether he should continue the way he teaches or changes it in order to make his teaching more effective. Even before testing was recognized as a very important part of the whole process of imparting education, testing was serving as an inherent part of teaching though the practicing teachers were not aware of the fact that they were using assessment as a technique for teaching. Even though the teachers did not have adequate knowledge about the theoretical and practical aspects of testing somehow they made use of testing for making their teaching effective. The implication is that even if the teacher may not have systematic knowledge about the effect of his teaching and testing, he is likely to improve his performance by gaining insights through examinations, queries, and classroom interactions. So it can be argued that better understanding of testing techniques, will lead the teacher to perform effectively in the classroom. Teaching and testing are thus regarded as integral part of education.

So, it is said that whatever is taught should be tested. In this context, Heaton J.B. (1988) says, "...testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the others." Language teaching and

testing can function like the combination of a pickaxe and a shovel to dig deep into the language education. For this purpose, a test should have the following requirements, which are the qualities of a good test.

1.1.2 Test: An Introduction

A test, in plain ordinary words, is a method of measuring a person's ability or knowledge in a given area. The definition captures the essential components of a test. A test samples performance but infers certain competence. Brereton, defines a test as: "designed to provide an accurate standardized measurement of certain abilities or skills without influencing teaching or student and without creating any tension in the student".

Generally, the test and exam are taken as synonymous in the 'testing literature' (Davies 1994:49). A test may be defined as an activity the main purpose of which is to convey (usually to the tester) how well the testee knows or can do something. This is contrast to practice, the main purpose of which is sheer learning. Any procedure for measuring ability, knowledge, and performance is called test" (Richards et al). Similarly in the words of Bean, "a test is an organized succession of items designed to measure quantitatively or to evaluate qualitatively some mental processes, traits or characteristics." Harrison (1983:1) says," it is a natural extension of the classroom work providing teaching, teacher, and students that can serve as a basis for improvement." A test is a set of questions or problems for determining a person's knowledge or ability. It is an attempt to see whether the things taught have been learned. Test measure and evaluate a course or group of students. It usually grades students or puts them on a scale. "Test, then, should be conceived as teaching devices and therefore as a natural step in the educational

process. They serve a two fold purpose, acting as a guide to the students and a guide to the teacher.

Tests are such devices to reinforce learning and to motivate the student or to assess the students' performance. A well constructed classroom test will provide the students with an opportunity to show their ability to perform certain tasks in the language. Thus, good test can be used as a valuable teaching device. A test is a measuring device or tool or evaluation which we use when we want to compare on students' performance with that of other. A test can be defined as a series of questions in sought. In other words, it is a standardized procedure to measure quantitatively or qualitatively one or more than one aspect of language by means of a sample of verbal or non-verbal behaviour. A driving test for a driver's license is a test requiring a sample of performance, but the testee to infer someone's general competence to drive a car use that performance. A language test samples language behavior and infer general ability in language. A test of reading comprehension may consist of some questions following one or two paragraphs, a tiny sample of second language learners and total reading behavior. From the result of that test the examiner infers a certain level of general reading ability.

Thus, a test is a measuring device, which we use when we want to compare an individual with other individuals who belong to the same group. If we want to compare people for height, we use a yardstick. If we want to compare them in terms of their command of a foreign language, we use a language test. The Longman Dictionary of Applied Linguistics define testing as "the use of tests or the study of theory and practice, their use, developments and evaluation etc. test is any procedure for measuring ability, knowledge or performance"(1989:291).

1.1.3 Types of Test

Testing is defined variously in various situations. It is because the way it is perceived different in different situations but in general sense, it can be defined as the examination or trial of the qualities etc of a person or thing. Different scholars have classified test differently using various procedures but most of them have agreed with following types of tests:

1. Achievement test
2. Proficiency test
3. Diagnostic test
4. Placement test

1. Achievement Test: This kind of test is also known as attainment or summative tests. It can be further divided into class progress test and (standardized) achievement tests. However, class progress tests are the most widely used types of tests. Each progress test situation is unique and can only be evaluated fully by the class teacher in the light of his/her knowledge of the students, the programme which they have been following, and the class teacher's own particular aims and goals. It is designed to measure the extent to which the students have mastered the material taught in the classroom. It is based on the language programme which the class has been following and is just as important as an assessment of the teacher's own work as the students own learning. Results obtained from the progress test enable the teacher to become more familiar with the work of each student and with the progress of class in general. The class progress test is a teaching device, its backwash effect on teaching and motivation being important features. Richards et al defines it as a test which measures how much of a language someone has learnt with reference to a particular course of study or programme of instruction. It is based on curriculum or particular language course. It is

concerned with assessing how much have been learned. It is administered to find out how much of language course has actually been mastered. It has backward looking purpose.

2. Proficiency Test: Whereas an achievement test looks back on what should have been learnt, the proficiency test looks forward, defining a student's language proficiency with reference to a particular task which s/he will be required to perform. They are no way related to any syllabus or teaching programme; indeed, many proficiency tests are intended for students from several different schools, countries and even language backgrounds. It is simply concerned with measuring a student's control of the language in the light of what s/he will be expected to do with it in the future performance of a particular task. Does the student know enough English, for example, to follow a certain university or college course in the medium of English? The proficiency test is thus concerned with measuring not general attainment but specific skills in the light of the language demands made later on the student by a future course of study or job.

Hughes (1989) says that proficiency tests are designed to measure people's ability in a language regardless of any training, they may have had in that language. For Harrison, the aim of proficiency test is to assess the student's ability to apply in actual situations what s/he has learnt (1983:7). In the field of language, there are several well known proficiency tests such as the Cambridge Proficiency Exams, The Michigan Tests, The test of English as a foreign language (TOEFL) and International English Language Test (IELTS).

3. Diagnostic Test: The main purpose of these tests is to find out identify student's strengths and weaknesses. So a diagnosis test is like a diagnosis of a medical doctor. Information obtained from it is useful at the beginning of or during a language course. The main areas that the

diagnostic test works better are discrimination tests (pair discrimination), grammar and usage controlled, writing etc. The diagnostic test gives both quantitative and qualitative information about the problem. The purpose of diagnostic testing is always remedial. There is no use of information unless we improve the performance for better learning. They are intended primarily to ascertain what further teaching is necessary. It tries to answer the questions: how well have the students learnt the particular materials? It is administered before or after a course to find out what is wrong with previous learning and is administered after the course to find out something in the form of remedial work.

4. Placement Test: As its name suggests, it is intended to provide information which will help to place students at the stage of teaching programme most appropriate to their abilities. The placement test is administered to assign students to different classes and levels according to their proficiency level.

1.1.4 Functions and Purposes of Test

As already mentioned, examinations are administered to serve certain purposes as they involve costs, time and efforts. The primary purpose of a final examination is to assess the current knowledge, achievement and skills of candidates (French et al 1988:16). The use of examination results can also be considered part of the function and the purposes of examinations. Another important function of a final examination is the representation of a course's objectives. In another word, an important function of a final examination is to discover the extent to which a course's objectives are being achieved (Thyme: 1974:33).

Tyler (1961:346) and Findley (1963:3) state the functions of examinations as "to guide or select students for further education,

monitor the educational programme of school system, and aid the work of teaching and learning.”

For Agazzi (1967) the functions of examinations are to provide teacher and parents with information about the pupil’s progress and performance useful guidance and information for selection, and with information about the overall results of the education system.

For Ingen Kamp (1977:130), the following are the functions of an examination:

- i. Information for students concerning their progress in order to enable them to improve their subsequent learning process.
- ii. Motivation for students.
- iii. Selection in order to signal out students with superior ability and achievement for further studies or specific professions.
- iv. Information on the effectiveness of certain teaching methods, curricula, or form of organization.

For Oppenheim et al. (1967:341) and Pilliner (1973:3), the purposes and functions of an examination is to provide students with sense of achievement, feedback, permission to go on to further education, teachers with feedback about the effectiveness of their teaching and employer with a guarantee of competence in those examined to perform the tasks demanded of them by the jobs or professions they take up.

In conclusion, it can be said that an exam serves as a selection procedure. One of the functions of testing is to look into the effectiveness of teaching.

1.1.5 Requirements of a Good Test

Examinations are administered for some purposes. In order to serve the purposes for which exams are constructed, they must be of good quality. The quality of an exam is examined in light of the extent to

which it serves the purposes for which it is administered. It is therefore strongly argued that an exam without being it congruent with the purpose, for which it is administered, it is not going to be useful. There are different views on what makes a test good. Some expert says that there are three constituents of exam efficiency: validity, reliability and practicality. Bachman and Palmer (1996) have argued that test usefulness involves reliability, construct validity, authenticity, interactiveness, impact and practicality.

Test is meant to measure the learner's knowledge. It is a device for provoking the learners into showing what he knows. There are three requirements for a test to be called 'a good test'. Regarding this Davies (1968) says, "the good test is an obedient servant of teaching." The followings are the three requirements of a good test.

- i. Reliability
- ii. Practicality / administrability
- iii. Validity

i. Reliability

It is one of the essential qualities of a good test which refers to the consistency of scorer or performances of the same or similar test administered within a reasonable time. Reliability is a pre-requisite for a valid test. The reliability of a test is its consistency. There would be little point in trying to measure people's waists with a piece of elastic. What is needed is a tape measure which stays the same length all the time, so the one person's waist is known to be eighty-one centimeters and another's ninety-one centimeters. Test should not be elastic in their measurements: if a student takes a test at the beginning of a course and again at the end, any improvement in his score should be the result of differences in his skills and not due to inaccuracies in the test.

If the test is administered to the same candidates on different occasions (with no language practice work taking place between these occasions), then, to the extent that it produces different results, it is not reliable. In this connection, Ebel (1979:275) argues that “reliability is a necessary but not a sufficient condition for quality in an educational achievement test.

Davies (1965:14) also has the similar opinion: reliability is the first essential for any test; but for certain kinds of language tests may be very difficult to achieve. No matter whoever the scorer is; the score must be the same and if this is the case there is the reliability of the test.

Factors influencing Reliability

There are different factors that contribute to the reliability of the test. They are as follows:

-) Homogeneity of items: if a test has the test items testing the more or less the same trait, the test will have high reliability.
-) A test with high discriminating power items will produce high reliability.
-) Variability of group-students with a wide range of ability will yield high reliability.
-) Sufficient test taking time will give high reliability.
-) A test with less freedom of choice will yield high reliability.
-) A test with less unambiguous items will have high reliability.
-) Objectivity in scoring will give high reliability.
-) Length of the test also contributes to produce high reliability; longer the test, higher the reliability.

ii. Practicality/Administrability

A test must be practicable, in other words, it must be fairly straight forward to administer. Practicality is different from other qualities of a

test. Absence of this quality in a test will lead the test to be of no use. It has been shown that reliability and validity are the most important aspects of exam efficiency. Another aspect of it, though non-technical, is practicality in the absence of which even a valid and reliable exam can be of no use. Heaton's (1975:158) explanation of practicality is that exam "must be fairly straight forward to administer.

Generally, practicality involves the cost and ease of administration, and scoring. This aspect of exam efficiency is important because failings to achieve the practicalities would lead to have problems to convince the authority concerned. Ifs any exam is likely to create some other problems because it did not fit into the given situation, it would be difficult to convince the people who would actually implement the exam. It is only too easy to become so absorbed in the actual construction of test items that the most obvious practical considerations concerning the test are overlooked. The length of time available for the administration of the test is frequently misjudged even by experienced test writers especially if the complete test consists of a number of sub-tests. In such cases sufficient time may not be allowed for the administration of the test, the collection of the answer sheets, the reading of the test instructions etc. therefore, practicality refers to the degree to which a test is adaptable in varying situations. It should be practically fit for the situation so that it can be easily administered. For example, using video for testing at primary level in present context of Nepal is not practical.

Admininstrability also indicates the well and advanced organization of how long the test will take what special arrangements have to be made, what equipments are needed, and how the test materials will be reproduced in quantity.

iii. Validity

By far the most complex criterion of a good test is validity. Various scholars have defined the term 'validity' variously. Validity can be applied in different fields or areas in a different sense but here the term has been used in a specific sense of testing. Validity is a relative term and can be defined as the degree of accuracy of a test. To be clear, let us see some of the definitions of validity, which are as follows:

Richards et al. (1993: 396), defines the term validity as, "the degree to which a test measures what it is supposed to measure or can be used successfully for the purpose for which it is intended."

Weir, (1990) explains the concept of validity by asking a question: "Does the test measure what it is intended to measure?" he views that the concept of validity can be approached from a number of perspectives. Hence, it is important because it is related to the way in which test performance levels are defined.

Heaton (1995:153) mentions that 'the validity of a test is the extent to which it measures what it is supposed to measure and nothing else.' He further views about the term validity that every test, whether it be as short, informal classroom test or a public examination should be as valid as the constructor can make it. The test must aim to provide a true measure of the particular skill which it is intended to measure: to the extent that it measures external knowledge and other skills at the same time; it will not be a valid test.

As the same way, Hughes (1989:22) defines the word 'validity' as: 'a test is said to be valid if it measures accurately what it is intended to measure. Harrison (1991:10), also stands at right behind Hughes in defining of the term 'validity'. He defines the term validity as: "the validity of a test is the extent to which the test measures what it is

intended to measure”. He adds more ideas as: the three most important characteristics of a good test are: validity, reliability and practicality.

Finally, Lado (1961:30) defines the term ‘validity’ as, does the test measure what it is intended to measure. If it does, it is a valid test. Validity is not general but specific. ‘He gives an example, it a test of pronunciation measures pronunciation and nothing else, it is a valid test of pronunciation: it would not be a valid test of grammar or vocabulary because it does not test grammar and vocabulary.

Validity in language tests can be divided into the following types:

- i. Criterion-related validity
- ii. Construct validity
- iii. Face validity
- iv. Washback validity
- v. Content validity

Validity in language test depends on the linguistic content of the test and on the situation or technique used to test this content. It means if a test tests or measures what is actually supposed to be measured, then it becomes a valid test and the situation of such test becomes its validity.

i. Criterion-related Validity

Criterion-related validity and predictive validity are statistical concepts which are also called "empirical validity". This type of validity is established employing a process of comparing the results of a test with the results of some criteria already set or the subsequent performance of the students. The validity of a test established by comparing with a set criterion measure is called criterion related validity. It is important that a test must also be empirically validation to ensure that it has elicited the information it was supposed to elicit. This can be done by checking the performance of the examinee in the exam against an external criterion. Davies (1983:141) says for the criterion related validity in the following

words," the external criterion, however hard to find and however difficult to operationally quantify, remains the best evidence of a test's validity. All over evidence, including reliability and the internal validities is eventually circular."

Criterion-related validity can be established by giving the students an established test with similar nature which has proved to be valid. The test can be administered at the same time or in a short gap ensuring that no additional learning opportunity is given. Criterion-related validation procedures determine the efficacy of an examination in predictions the examinee's future performance in a pre-specified situation (Anastasi 1982:137).

Criterion-related validity is of two types: Concurrent validity and Predictive validity. The main difference between the two types of validation procedure is time interval if the exam scores are validated against the criterion approximately at the same time, it is concurrent validity, and if the exam scores are validated against the criterion after a stated time interval, it is predictive validity.

Concurrent validity

The concurrent validity of a test refers to the process of determining the validity against the set criterion at the same time. Test developers tend to establish the validity of the new test by comparing the performance of the students on this test against their performance on a test of similar kind already established. The correlation between two tests can take a form either a well known test or the rating of the teachers. Establishing concurrent validity of a test is very common. Most test developers would be interested to find out the extent to which the test correlates with some other standardized tests. This validity is obtained as a result of comparing the results of the test with the results of some criterion measure such as:

-) An existing test, known or believe to be valid and given at the same time.
-) The teacher's ratings or any other such form of independent assessments given at the same time.

Predictive validity

Predictive validity of a test is concerned about the extent to which the test can predict the future performance of the testers. This type of validity is established by comparing test results with another criterion such as success in a particular job or in higher education. Predictive validity is important in the sense that a test is supposed to predict the future performance of the candidates which can be established against the external criteria. One of the difficulties in dealing with predictive validity is to find a satisfactory criterion with which the exam results are to be correlated. To establish the predictive validity of an exam, some standard measure of performance must be pre-specified. It is this pre-specified performance which serves as a criterion.

ii. Construct Validity

Construct validity is defined as the extent to which a test represents an underlying theory of language learning. in a simple way, a test can be said to have construct validity if it measures just the ability which it is expected to measure and nothing else. If a test has construct validity, it is capable of measuring certain specific characteristic in accordance with a theory of language behaviour and learning.

This type of validity assumes the existence of certain learning theories or constructs underlying the acquisition of abilities and skills. For example it can be argued that a speed reading test based on a short comprehension passage is an adequate measure of reading ability and thus has low construct validity unless it is believed that the speed reading of short passages relates closely to the ability to read a book quickly and

efficiently and is a proven factor in reading ability. If the assumption is held that systematic language habits are best acquired at the elementary level by means of the structural approach, and then a test which emphasizes the communicative aspects of the language will have low construct validity. Conversely, if a communicative approach to language teaching and learning has been adopted throughout a course, a test comprising chiefly multiple-choice items will lack construct validity.

Construct validity is discussed as the centre of all methods of validating a test. Accepted the inclusiveness of the construct validity, it can be argued that if a test provides evidence that it has content and criterion-related validity, the exam also provides some evidence that it has construct validity as well. Brown (1976:128) writes: "construct validity is implied when one evaluates a test or other set of operations in light of the specified construct".

iii. Face validity

If a test item looks right to other testers, teachers, moderators, and testees, it can be described as having at least face validity. Face validity is defined as "what it appears superficially to measure" (Anastasi, 1982:136).

The concept of face validity is far from new in language testing but the emphasis now placed on it is relatively new. In the past, face validity was regarded by many tests written simply as a public relations exercise. Today, however, most designers of communicative test regard face validity as the most important of all types of test validity. Indeed many argue that a test must look valid even as far as the reproduction of the material itself is concerned: thus, a test of reading comprehension using such authentic tasks as reading and skimming newspapers must contain actual newspaper's or, at least, articles printed in exactly the same way as they appeared in the newspapers from which they were taken.

iv. Washback Validity

Washback is inherent in an exam: an exam is bound to influence teaching and learning. The possible reason for why the exam is influential on education should be seen in terms of its functions. The functions of the exams can be summarized under its forward looking and backward looking purposes though they are not exclusive. The backward looking functions of the exam have to do with a sense of achievement and evaluation of the effectiveness of teaching. The forward looking functions are related with making decisions about the examinees, for example, selection and certification. In a practical word, the procedures of selection and certification are necessary to establishing communication between educational institutes and receiving agencies.

Morrow (1986:6) argues one of the principal responsibilities of testing or examining boards and institutions, which operate in the public domain is to provide, "a package" with a powerful and positive washback effect into the classroom. the real significance of Morrow's (1986) remarks about washback validity lie not so much in their emphasis on validity as such, but on the highlighting of the purpose of validation(and hence test use). in conclusion, we can say that washback validation proceeds from the test to the classroom.

v. Content Validity

This kind of validity depends on a careful analysis of the language being tested and of the particular course objectives. The test should be so constructed as to contain a representative sample of course, the relationship between the test items and the course objectives always being apparent. There is strong tendency. If you're trying to assess a person's ability to speak a second language in a conversational setting, a test that asks the learner to answer paper and pencil multiple-choice questions requiring grammatical judgments does not achieve content validity. A test

that requires the learners actually to speak within some sort of authentic content does.

Content validity is defined as “whether the items composing the test do, in fact constitute a representative sample of the content domain of concern” (Brown 1976:122-123).

Richards et al. (1999), content validity is “a form of validity which is based on the degree to which a test adequately and sufficiently measures the particular skills or behaviour it sets out to measure. For example, a set of pronunciation skills in language would have low content validity if it tested only some of the skills which are required for accurate pronunciation.”

Anastasi (1982:131) describes the nature of content validity as: content validity involves essentially the systematic examination of the test content to determine whether it covers a representative sample of the behaviour domain to be measured.

By above definitions, we can conclude that content validity is one of the types of validity and it covers two main components: content coverage and content relevance.

Content coverage: It is obvious that in a two or three hours test one cannot use all the contents from the syllabus or course. Therefore, the selection of tasks to be included in the test is indispensable. The basic question is therefore, whether the test items that compose an exam constitute an appropriate representatives sample of behaviour domain under consideration (Brown1976:124). In an achievement test the emphasis will be mainly on the coverage of subject matter. Therefore, the test designer must, as clearly as possible, specify what skills the exam is designed to cover. A test cannot be fully valid or fully invalid. A test is, therefore, judged as having content validity when the test items represent

the course contents and the course objectives. Content coverage is amount or the way that the subject matter of the course covers an area.

Content relevance: Validity is essentially a matter of relevance. Content relevance means whether or not the test tasks included in an exam are relevant to the language activities that are expected to be exercised under the given course. For a test to be valid we expect the content and conditions to be relevant and that there will be no irrelevant problems which are more difficult than the problems being tested (Lado, 1999). The investigation of content relevance requires the specification of the task or domain. Content relevance involves the specification of the ability domain and the test method facets. The amount or the way that subject matters are closely related with the course is content relevance. The more test items are constructed, the more content validity the test paper has. If most of the contents are covered in test paper there is the establishment of content relevance.

1.1.6 Introduction to Compulsory English at B. Ed. Level

This is a compulsory course of the English language for the students' of three-year bachelor's degree in education (B.Ed). This course is designed with the combination of 3 separate books viz 'A course in General English', 'The Intermediate English Grammar' and 30 days to a more Powerful Vocabulary. In other words, the course includes grammar, vocabulary, reading and writing. Grammar incorporates both the use and usage aspects of the language. Vocabulary covers words from all walks of the including some specialized ones. The reading components deal with a wide variety of carefully selected materials. They include, among other things, informative passages on contemporary and burning issues. The writing part includes materials geared to developing various writing skills

required for effective communication on matters of general and academic interest.

Basically, in testing system of our context, most of the schools, colleges and universities follow the only annual examination system. For this purpose written, oral and practical examinations are administered according to the nature of the course. This is the same case for this proposed book because only the annual written examination is administered to measure the student's ability. Through only external written examination and final examination the student's competence is tested. The distribution of marks and time allotment in form of table can be shown as follow:

Table No. 1

Unit Wise Weighting and Time Allotment of the Whole Course

Units		Marks	Time
I	Grammar	35	35%
II	Vocabulary	15	15%
III	Reading	25	25%
IV	Writing	25	25%

1.1.7 General Information of the Course Book

A course in General English is an integrated course aimed at developing general proficiency in the English language with special emphasis on developing reading and writing skills. The book is addressed primarily to the first year Bachelor's level students of all discipline studying at different faculties and institutes in Nepal. In other words, this has been designed for a whole range of learners whose needs can be described as English for general and academic purpose. The book consists of 60 units/chapters. Most of the units contain exercises. It has a

well presentation of language materials and exercises to be learnt. 'Reading and Writing' these two skills get primary focus than 'Listening and Writing' skills.

To meet the objectives of the syllabus three books are prescribed. Out of the three, two books are for Units-I and II, which are prepared by the foreign writers. To fulfill the objectives set for reading and writing authentic texts are selected from varied fields and compiled. For teaching Units-III and-IV the book 'A course in General English' is compiled by Prof. Dr. Shishir kumar Sthapit, Prof. Dr. Shanti Basnyat, Dr.Govinda Raj Bhattarai and Mr. Ram Ashish Giri.

Table No. 2

Unit wise Weighting and Time allotment of Unit-III and IV

Unit	Marks	Time
III	25	25%
IV	25	25%

1.1.8 The Syllabus of The General English at B. Ed Level First Year

General objectives

This course aims at developing and improving the general proficiency and communicative competence in the English language with special emphasis on developing various reading and writing skills needed for the efficient use of the language for general purposes.

Specific objectives

-) to improve the student understanding of the grammatical systems and structures of the English Language and them make them ale to relate these systems and structure to meaning , uses and situations so that they can use the language correctly and approximately in a wide range of situations.

-) to expand the student's repertoire of English vocabulary and to teach them techniques of enriching their vocabulary.
-) to develop in the students an ability to comprehend and interpret different kinds of written text including paraorthographic texts such as charts, graphs, tables, and diagrams by exposing them to a wide variety of authentic contemporary materials.
-) to develop in the students different kinds of writing skills needed for effective communication on matters of general and academic interest by providing them with adequate practice in different types of writing exercises.

The book 'A course in General English' is divided into two units: Unit-III and Unit-IV i.e. reading and writing, respectively.

Under Reading

Under reading section the following sub-topic skills are included:

-) understanding words in context
-) determining co-references
-) matching things
-) understanding instruction
-) identifying words and things
-) unscrambling texts and anagrams
-) scanning: Locating and extracting information
-) skimming: Finding out main points and the central idea
-) drawing inferences and implications
-) assessing opinions and attitude
-) Comprehending and interpreting paraorthographic texts
-) solving problems and puzzles

Under Writing

This sub-topic is related with the writing ability of the students

Expressing communicative function

-) introducing and greeting people
-) giving instructions, directions, suggestions etc
-) answering and making questions
-) describing persons, objects, places and processes

Developing Skill

-) rewriting: recombining, rephrasing, paraphrasing
-) parallel writing
-) organizing a text: sequencing instructions, ordering information, connecting ideas
-) transforming information
-) completing/making charts, graphs, tables, and diagrams
-) making outlines and notes and developing them into cohesive and coherent passages
-) writing paragraphs
-) writing summaries
-) writing letters
-) writing essays
-) creative writing

This course is for one academic year and the full marks allotted for this compulsory course is 100 and its pass marks is 35. This course is divided into four units which are as follows:

Unit I: Grammar

Unit II: Vocabulary

Unit III: Reading

Unit IV: Writing

1.1.9 Four Basic Language Skills

Language is the medium of human communication. It is acquired or learnt with the integration of four language skills viz. reading, writing, listening and speaking. These four basic skills are equally important for a learner to communicate by using the language in different situations. These skills do not occur at a time nor do they occur randomly. There is an order. There is a system in every language. There is a systematic organization in its presentation too. One skill follows another. One skill helps another. The order of language skill is this, first-LISTENING SKILL, Second-SPEAKING SKILL, third-READING SKILL, and fourth-WRITING SKILL.

The four basic skills are related to each other by two parameters:

-) The mode of communication: oral/written
-) The direction of communication: receiving or producing the message

We may represent the relationships among the skill in the following chart:

Table No. 3
Relationships among Four Skills of Language

	Oral	Written
Receptive	Listening	Reading
Productive	Speaking	Writing

i. Listening Skill: Though all the language skills are important listening is a prerequisite for learning other skills. A child cannot produce the sounds and cannot gain the exposure in the absence of listening. Listening is the activity of paying attention and trying to get meaning from something we hear. Conscious effort is needed for the perception and comprehension of the language items. A good listener learns or acquires

language faster and better. Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent and pronunciation, his grammar and his vocabulary and grasping his meaning. An able listener is capable of doing these four things simultaneously. These are what we call components of listening skill.

Listening is important for both practical and language learning purpose. It is equally important to acquire the English language. Next, listening efficiency is necessary to develop speaking skill at least for two reasons. Firstly, it provides the learners with a variety of models of spoken English. Secondly, in conversation it determines the response required of us by our interlocutor, for unless we understand what our interlocutor says, we cannot respond to him properly. Thus, listening is important for effective language leaning and we need to give learners as much opportunity to listen to spoken English as possible.

ii. Speaking Skill: Language means something spoken. Speaking is the first human activity which has been practised by human beings since memorable times. Speaking is thinking process, and conveying message in its own right, it demands conscious intellectual behaviour. Through speech, human beings can communicate their feelings, share ideas and convince other human beings. Thus, one knows a language means simply s/he can listen and understand it and can speak it. No speaking No language. Speaking is primarily a productive skill because language is primarily manifested in speech. Speech consists of pronunciation of vowel and consonant sounds, stress, rhythm, juncture and intonation. Teaching speaking doesn't only mean to teach those factors separately but to teach the learner's how to communicate in the target language.

Speaking is directly related to listening. Therefore, listening is prerequisite to speaking. There are mainly three components of speaking

skill. They are: linguistic component, communicative component and social component. Speaking is a very sensitive process. To a large extent, speaking is related with informal language which is known as the language of private conversation or personal letters.

iii. Reading Skill: Generally, reading refers to gathering information and increasing one's professional knowledge from the graphic symbols. In other words, reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a high-developed literary tradition. Reading can help build vocabulary that helps listening comprehension at the later stages, particularly. Reading obviously is an active receptive skill because the reader has to be actively involved in order to receive information. Reading is a process that involves recognizing graphic symbols, vocalizing them and getting the message that the writer has expressed by means of these symbols. Of these three stages, the process of recognizing and identifying written words is the elementary stage of reading. Likewise, vocalizing graphic symbols, which is also known as loud reading, is also an important aspect of reading. Reading without understanding is just barking at prints and therefore, reading involves understanding or comprehension. It is decoding, deciphering print, understanding, interpreting or making sense of given text. Reading without understanding is just like wastage of time. So, reading involves both understanding and comprehension.

The simple way of defining reading is “understanding a text”. Understanding a text means comprehending a text. In a usual way, reading is handled as reading comprehension. Then instead of defining reading, it is useful to deal with reading comprehension. Reading comprehension is interpreted as “extracting the required information (Grellet 1981) from a written text as efficiently as possible. The

implication is that reading varies according to the purpose of reading and the type of text. For example, the way we read an advertisement is different from the way we read an academic article. That means, reading comprehension depends on why we read a text. While defining ‘reading’ the Department of Education and Science (1975) describes three types of skills involved in reading: Primary, Intermediate, and Comprehension. ‘Primary skill’ is seen as the responses to the print by recognizing the stage of the separate letters, group of letters and the whole words. The reader must have a reasonable mastery of the process of seeing a letter or a group of letters before he can respond to the sequence of words. ‘Intermediate skill’ is seen as the ability to handle the sequence of letters, words and larger units of meaning. This skill involves the knowledge of the probability with which sequences occur. In other words, while reading a sequence, a reader has to be able to anticipate what is most likely to follow it. In this way, he can make guesses at the meaning of the familiar words and also specify the meaning of words in terms of context. ‘Comprehension skill’ is seen as the way a reader extracts meaning from the printed page: i.e. understanding the writer’s intended meaning. It is also seen as the way a reader formulates ideas associating what he understands from the printed page with the ideas he already had about the topics. In other words, it is seen as an interaction between the meaning a reader derives from the passage and his purpose in reading. In the process of reading, he associates these two types of ideas and modifies them.

Stages of Reading Development

Reading involves various aspects and sub-skills. They should be dealt with at different stages of reading development. We have the following types of reading stages:

- i. Mimicry:** mimicry is the first stage of reading skill. The term ‘mimicry’ refers to the action of imitation. At this stage,

students are given practice in recognizing and vocalizing words imitating the teacher. The students copy and follow the model provided by the teacher. At first, the dialogues are practised in chorus and individually afterwards.

- ii. **Controlled reading:** At this stage of reading, students are helped with reading for meaning. They are expected to read the letters aloud to get the meaning.
- iii. **Guided reading:** The third stage of reading development is guided reading in which the teacher exercises less control and students are given more freedom to interpret the text they read. Texts used for this purpose are simple narratives and conversational materials which can develop uncomplicated and entertaining themes. “While the class programme of instruction is new areas of structure, vocabulary and common expression continues, the students will be introduced to the pleasure of reading simple narratives and conversational materials which develops and uncomplicated but entertaining theme” (Rivers, 1968:227).
- iv. **Intensive reading:** It is done not only for the detailed comprehension of the ideas, feelings and language context, but also for mastering the structure and vocabulary. Therefore, intensive reading plays a vital role to further progress in language learning under the teacher’s guidance. Question answer on the text, its grammatical analysis, word study, dictation and general discussion are all parts of the technique of intensive reading.
- v. **Extensive reading:** When the main purpose of reading is not language study, but to equip students with different sorts of information, the reading activity is known as ‘extensive

reading’. The aim of extensive reading is to create interest in students for reading. Student’s interest should centre upon an overall comprehension of the ideas and information contained in the text. It is also known as ‘reading for fluency’. The success in teaching extensive reading lies in the efficient selection of materials that keep students interest and in encouraging them to read such materials more and more so that they could build a reading habit.

vi. Reading for pleasure: There are two main purposes of reading: reading for information and reading for pleasure. The students can read variety of reading materials independently to meet their requirements especially; literary texts are the best materials to have reading for pleasure. Although reading for pleasure is not restricted to any particular stage, the general truth is that the higher the stage the more enjoyable the reading will be. This is because a reader enjoys reading only if he can easily understand what he reads.

vii. Skimming and scanning: Both skimming and scanning are specific reading techniques necessary for quick and efficient reading. In skimming, we go through the reading material quickly in order to get the gist of it, to know how it is organized and to get an idea of the intention or the attitude of the writer. In scanning, on the other hand, we only try to locate specific information and often we do not even follow the linearity of the passage to do so. We simply, let our eyes wander over the text until we find what we are looking for: it may be a name, a date or some other specific piece of information.

Skimming is therefore, a more thorough activity which requires an overall view of the text and an understanding of the main

message of it. Scanning, on the contrary, is for more limited as it simply means retrieving what information is relevant to our purpose.

iv. Writing Skill: Skill means to do something expertly and well. Writing is one of the most important skills in learning a new language. Writing like speaking is a productive skill. Besides, writing is the secondary manifestation of language, speech being the primary one. Writing is conveying meaning through the use of graphic symbols that represent a language.

Writing is an activity by which human beings can communicate with one another, transmit their accumulated culture from one generation to another. Since writing is a thinking process in its own right, it demands conscious intellectual efforts. Writing is a very complex process requiring many composite skills viz. mental, psychological, rhetorical and critical. Describing its complexity, David Nunan says, “Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level, these include control of content, format sentence structure, vocabulary, spellings and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts”. (1989:36)

As writing is the productive skill in the written mode, it too, is more complicated than it appears at and often seems to be the hardest of the skills, even for native speakers of a language since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

Stages of Writing Skill

To develop students writing ability in a gradual and systematic way, the teacher should lead them through various stages which are as follows:

i. Copying: In this stage, the students are required to copy the model given by the teacher or in the textbook. Copying is essential and useful for the recognition and production of letter shapes, for improving handwriting and spelling and for fixing the words and sentences firmly in their memory.

ii. Reproduction: Reproduction is a bit more challenging than copying as students have to remember the shapes of letters, words and sentences without reference to their written form. At this stage, students are required to write sentences that they have mastered orally from their memory without seeking a model. This helps them to improve their memory. Here, too, attention should be paid to proper punctuation, size and spacing. Dictation is another form of reproduction used in foreign language classes.

iii. Recombination: It involves writing sentences that students have learnt previously with slight changes. Completing sentences seeing pictures or using alternative words given, producing drilled patterns with slight changes on some parts of them, transforming sentences on the basis of given clues etc are some examples of recombination. Recombination exercises are primarily for the manipulation of grammatical patterns rather than for the communication of new ideas.

iv. Guided composition: Here, students are required to write sentences in combination to produce a text, keeping to the subject matter and guidelines given by the teacher. Guided composition exercises take various forms: they can be information-transformation exercises such as transforming information from a chart, table, graph etc into orthographic texts. To make students' transition from the

strictly controlled writing exercises mentioned above too much freer paragraph writing, teacher's guidance is necessary, and guided composition writing serves this purpose.

v. Free composition: This is the final stage in the development of the writing skill. It should, therefore, be practised only after students have done sufficient guided writing practice. Writing free composition requires a careful planning and a stage-by-stage procedure. Free compositions can be profitably based on the themes of the reading texts that the students have dealt with but they should be required to express ideas related to the texts, not simply the ideas that the text contain. Writing is a difficult skill the development of which requires gradual and systematic progression from stage to stage.

1.2 LITERATURE REVIEW

In general, no specific researches have been carried out on this topic. However, the existing researches in the Department of English which were nearly related to this topic or in this field of language testing are as follows:

Ali (1985), studied on "relation between the sent up test and SLC exam marks." His study included the performance of students in the subjects mainly Nepali, English, mathematics and science at the secondary level. His study concluded by showing considerable difference in students performance between the two standardized test (viz: Sent up and SLC exam). It was found that student's performance in SLC exam was better than in sent up test.

Aryal (2005), conducted a research entitled," a study on content validity of grade twelve compulsory English examinations 2061." He has analyzed the question paper from different angles (by rubrics, length,

difficulty level, and content coverage). The study concluded that the rubric of all questions were simple, scientific expect few items; the length of the question matches to the allotment of time for the examinees; the questions of English are moderate difficulty level; the questions related to 'Heritage of words' lack content validity and was unscientific. They don't cover all genres equally; the content validity of 'Meaning into words' is nearer to the coverage of units and teaching items in comparison with Heritage of words.

Batala (2004), carried out a research on "the validation of the SLC English examination." His study concluded that content validity of the SLC exam English question paper has been found having high content validity as the test items have represented 102 units out of 140 units of the whole SLC English course, i.e. 72.86 percent.

Bhhatrai (2005), conducted a research entitled, "the content validity of compulsory English textbook for grade eight." She has found that the textbook has less content validity in terms of interest and level, listening text or objectives, speaking, reading and writing exercises and communicative functions of language.

Dhakal (2002), carried out a research on, "effectiveness of discrete test and integrative test as a measure of English language proficiency. The study was an attempt to compare the outcomes of two types of test: discrete point test and integrative test. This was a cross-sectional study. It concluded that the score in the textual/seen material was naturally higher than in the unseen text and girls' performance was better than boys' performance. The study had the weakness that it did not show which of the test was better.

Khanal (1997), carried out a work on, "A study on the effectiveness of cloze test over conventional objective test in testing reading comprehension in English." The purpose of the study was to compare the

effectiveness of the two types of test close test vs objective test in testing reading comprehension. The study concluded that the private schools' student's performance was in both objective and cloze test and that the cloze test was far better than the objective test in testing reading comprehension.

Khaniya (1990), has conducted a research on "examination as instruments for educational change: Investigation of the wash back effect of Nepalese English exams and comes to the conclusion that SLC exam fails to assess the language skills that the SLC English course intends to develop in students....because of its textbook and previous exam paper oriented nature, it does not encourage student and teachers to focus on language skills entailed in the objectives (Khaniya 1990:245). At last, he has concluded that

-) wash back is an inherent quality of an exam
-) ingredients of exam determine whether the wash back is negative or positive and
-) teaching for final exam is inevitable.

Khaniya (2002), has written an article on," Washback: Emerging Validity" in the journal of NELTA (Nepal English Language Teacher Association) August-2000, Vol: 5:31 and concluded that 'wash back' is an inherent attribute of an examination. To be a good examination, an exam shouldn't only exert a negative influence, but it must also have the potential to exert a beneficial influence on teaching, where necessary.

Likewise, Khaniya (2060), has also published the article on "Reform in the SLC examination: A Fiasco in "Saikshik Jyoti (Vol: 1, Octo-Nov 2003), the magazine which publishes six times a year and concluded that it is urgent that persons or agencies responsible for the reform of the SLC examination take initiative to change the system, evaluation and education in a competent manner. An exam like the SLC

exam should not continue rejecting about 70 percent of its participants every year.

Neupane (2005), has conducted a research entitled, "wash back effect of examinations. "A case of communicative English", she found that the most favorable technique for the preparation as well as theoretical examination was memorization of exponents. She also found that examination had failed to follow the genuine spirit of the course objective.

However, this study differs from the above mentioned studies in the sense that it concentrates on "Content Validity of 'Reading and Writing' test items at B.Ed first year.

1.3 OBJECTIVES OF THE STUDY

The following are the objectives of the proposed research:

-) To examine the content validity of Reading and Writing test items at B.Ed. level first year in terms of:
 - i. Content coverage
 - ii. Content weighting
-) To suggest some pedagogical implications.

1.4 SIGNIFICANCE OF THE STUDY

This study provides information on whether the administered test items especially for 'Reading and Writing' had content validity or not. More specifically, the research findings will be more beneficial to those who are directly and indirectly involved with language learning, teaching and testing field. Moreover, it will be equally useful to the textbook writers, curriculum designers, subject experts, examiners, classroom teachers and language learners etc. Particularly, teachers and test designers who are involved in the teaching and testing of "Reading and

Writing' at B.Ed. first year will be more benefited. It will help to set valid question papers which is a good quality of a test. If the teachers and test designers are familiar with construction of the test papers having content validity, they will be aware of the variation and mistakes hidden in the sets and try to minimize them. It will provide the insights on content relevance and content coverage. Hopefully, it will have a global significant.

CHAPTER-II

METHODOLOGY

The researcher has followed the following methodology during the study in order to achieve the specified objectives. This section includes sources of data, tools and process of data collection and limitation of the study.

2.1 SOURCES OF DATA

For the collection of data, the researcher has used only the secondary sources of data.

2.2 SECONDARY SOURCES OF DATA

The test items designed to test reading and writing skills from the year 2059 to 2063 were the main sources of secondary sources of data. Apart from this, the researcher has used the various books, journals reports and articles such as Lado (1961), Hughes (1989), Weir (1990), Richard (1993), Heaton (1995), Khaniya (2002) available and related to the topic.

2.3 TOOLS FOR DATA COLLECTION

As only the secondary source of data has been used for the collection of data, the researcher has read and analyzed the test items of the above mentioned years comparing with the course contents prescribed in the syllabus.

2.4 PROCESS OF DATA COLLECTION

The researcher collected the question papers asked in the years from 2059 to 2063 at B.Ed. first year General English which were

administered by T.U. and the researcher analyzed and judged whether the test items prepared for 'reading and writing' have content validity or not in terms of coverage and weighting as prescribed in the syllabus.

2.5 LIMITATIONS OF THE STUDY

The study has the following limitations:-

-) The study is limited only to the content validity of the test on reading and writing of B. Ed. Level first year.
-) The study is limited to questions asked within the period of 5 years i.e. from 2059 to 2063.
-) This study has been drawn only from secondary sources.
-) Only tabulation and percentage were used as statistical tools for analyzing the data.

CHAPTER-III

ANALYSIS AND INTERPRETATION OF DATA

3.1 ANALYSIS OF THE CONTENT VALIDITY

This chapter is related to the analysis and interpretation of the raw data which has been collected. The main objective of this research was to find out the content validity of 'Reading and Writing' test items at B. Ed first year. To accomplish this objective, the chapter has been divided into two parts among which first part deals with the analysis of content validity of the 'Reading and Writing' tests in terms of coverage and second part deals with the content validity in terms of weighting.

For this purpose, the test items of Compulsory English (reading and writing) asked in Tribhuvan University (T.U.) examinations during 5 years period (2059 to 2063) were analyzed in terms of coverage and weightage. Here, the researcher has tried to find out whether the test items had content validity or not.

This kind of validity depends on a careful analysis of the language being tested and of the particular course objectives, the test should be so constructed as to contain a representative sample of the course, the relationship between the test items and the course objectives always being apparent (Heaton, 1998). However, according to Heaton, there are two main components through which we can judge the test papers whether they have content validity or not. They are: course representative sample and weighting of the course. On the basis of Heaton's two main components, the researcher has tried to find out the content validity of the test administered. The two facts whether the test had representatives sample of the course or not and whether the test had strictly obeyed the weighting of the course have been tried to find out by analyzing the raw data which is described and analyzed in the following pages.

3.1.1 Representative Sample of Content Coverage Comparison between Course Contents and Test Contents

To find out the content validity of 'reading and writing' tests at B.Ed. level first year during the period of five years the researcher has compared the test contents in relation to course contents. That is to say, the researcher had examined whether the test contained a representative sample of the whole course or not. If the coverage of content is above 50% it is believed that that the test items are nearer to the content validity. To the contrary, if it is below 50% it is believed to have less content validity. The more the test items are constructed, the more chances of having content validity. If more than 60% of course contents are covered in a test, then it is supposed to have high content validity. This is the limitation made by the researcher himself.

Therefore, the researcher has analyzed and examined the reading and writing test items of the years 2059 to 2063 to find out the content validity in terms of coverage and weightage of the course content. For this purpose, the researcher has used only descriptive method and tabulation method to analyze the data.

3.1.2 Examining Course Contents in Unit Three (Reading)

Table No. 4

Representation of Test Contents in Terms of Course Contents in Unit III

S. No.	Course Contents	Test Contents				
	Course items	Test items represented				
Unit III	Reading	2059	2060	2061	2062	2063
3.1	Understanding words in context					
3.2	Determining co-references					
3.3	Matching things					
3.4	Understanding instructions					
3.5	Identifying words and things					
3.6	Unscrambling texts and anagrams					
3.7	Scanning: locating and extracting information	S.S.Q. 11 ^{a-h}	S.S.Q. 10 ^{a-h}	S.S.Q. 10 ^{a-h}	S.S.Q. 11 ^{a-h} / T.F.Q. 13	S.S.Q. 10 ^{a-h}
3.8	Skimming: finding out main points and central idea	P.Q. 12 ^{a-e}	P.Q. 11 ^{a-e}	P.Q. 11 ^{a-e}	P.Q. 12 ^{a-e}	P.Q. 11 ^{a-e}
3.9	Drawing inferences and implications					
3.10	Assessing opinions and attitudes					
3.11	Comprehending and interpreting Para orthographic text					
3.12	Solving problems and puzzles					

Note: S.S.Q. = Subjective Short questions

T.F.Q. = True-false questions

P.Q. = Passage questions

Q. = Questions

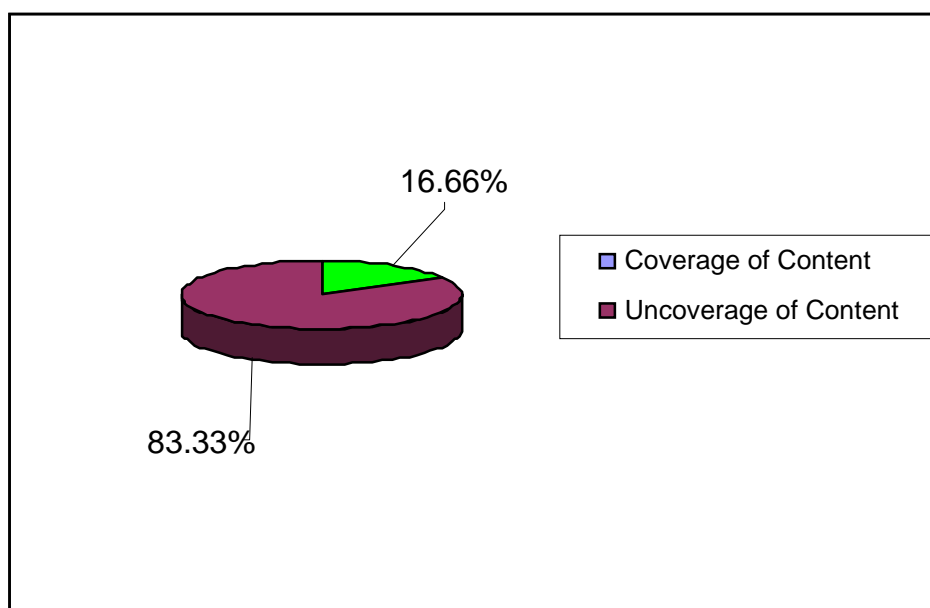
The above table indicates that under reading skill there are 12 sub-skills to be developed in the students. If we analyze diachronically, among these 12 sub-skills, only 2 sub-skills, that is 3.7 (scanning: locating and extracting information) and 3.8 (skimming: finding out main points and central idea) have been represented in the test items of all 5 years. However, the other language items such as 3.1 (Understanding words in context), 3.2 (Determining co-references), 3.3 (Matching things), 3.4 (Understanding instructions), 3.5 (Identifying words and things), 3.9 (Drawing inferences and implications), 3.10 (Assessing

opinions and attitudes), 3.11 (Comprehending and interpreting Para-orthographic text), 3.12 (Solving problems and puzzles) have never been asked in all these 5 years.

While analyzing vertically, 2 questions from unit-III was asked in the year 2059, which were from the reading sub-skills 3.7 (Scanning: locating and extracting information (i.e. S.S.Q No.11^{a-h}) and 3.8 (Skimming: finding out main points and central idea) i.e. S.S.Q. No. 12^{a-e}). This was the same case with all the rest 4 years questions because only these 2 sub-skills were represented in those 4 years. However, the serial numbers of questions being represented were different.

In conclusion, the above presented table and description can be shown in the pie-chart as follows:

Figure No. 1



According to the above table and description, the researcher found that there are 12 sub-skills of reading in unit-III which are supposed to be mastered, but only 2 sub-skills have been asked in the test items. That is to say, 10 sub-skills were totally neglected while constructing test items which prove that the represented test items have only covered 16.66% of the respected course whereas 83.33% of the course contents were not

covered in the test papers. This shows that unit-III has very low content validity because the test covers less than 50% of the designed course contents.

3.1.3 Examining Course Representativeness in Unit-IV (Writing)

Table No. 5

Representation of Test Contents in Terms of Course Contents in Unit-IV

S. No.	Course Contents	Test Contents				
	Course items	Test items represented				
Unit IV	Writing	2059	2060	2061	2062	2063
4.1.1	Introducing and greeting people					
4.1.2	Giving instruction, direction, suggestions etc.					
4.1.3	Answering and making questions					
4.1.4	Describing, persons, objects, places and process	Q.13	Q.13	Q.13	Q.13	Q.13
4.1.5	Defining, classifying and explaining things					
4.1.6	Making comparisons and contrasts					
4.1.7	Expressing opinions and attitudes.					
4.2	Developing skills					
4.2.1	Rewriting: recombining, rephrasing, paraphrasing		Q.12	Q.12		
4.2.2	Parallel writing					
4.2.3	Completing text					
4.2.4	Organizing a text: sequencing, instructions, ordering information, connecting ideas					
4.2.5	Transforming information					
4.2.6	Completing, making charts, graphs, diagrams					
4.2.7	Making outlines and notes and developing them into cohesive and coherent passages					
4.2.8	Writing paragraphs					
4.2.9	Writing Summaries	Q.14				
4.2.10	Writing letters					Q.12
4.2.11	Writing essays	Q.14	Q.14	Q.14	Q.15	Q.14
4.2.12	Creative writing					

The given table shows that under writing skill there are 19 sub-skills to be developed in the students in unit-IV from 4.1.1 to 4.2.12. It

means the sub-skills to be developed in students are comparatively more in unit-IV than in unit-III.

Regarding analysis, if we analyze horizontally, we find that among these sub-skills some same sub-skills have been represented in the test items of the year 2059 to 2063 B.S. Because of this, most of the sub-skills remained untouched or never been asked in the question papers of all these respected years. The sub-skills 4.1.4 (Describing persons, objects, places and process) and 4.2.1 (Essays) have been represented in all these respected years. The sub-skills 4.2.1 (Rewriting: recombining, rephrasing, paraphrasing) has been represented only in 2 years out of 5 years. Similarly, the language items 4.2.9 (Writing summaries) and 4.2.10 (Writing letters) have been represented only once in these whole 5 years. As said already, the sub-skills 4.1.1 (Introducing and greeting people), 4.1.2 (Giving instructions, directions, directions, suggestions etc.), 4.1.3 (Answering and making questions), 4.1.5 (Defining, classifying and explaining things), 4.1.6 (Making comparisons and contrast), 4.1.7 (Expressing opinions and attitudes) 4.2.3. (Parallel writing), 4.2.3 completing a text) 4.2.4 (Organizing a text: squaring instructions, ordering information, connecting ideas) 4.2.5 (Transforming information), 4.2.6 (Completing/ making charts, graphs, tables and diagrams), 4.2.7 (Making outlines and notes and developing them into cohesive and coherent passages) and 4.2.8 (Writing paragraph) have never been represented in the test items of all these 5 years.

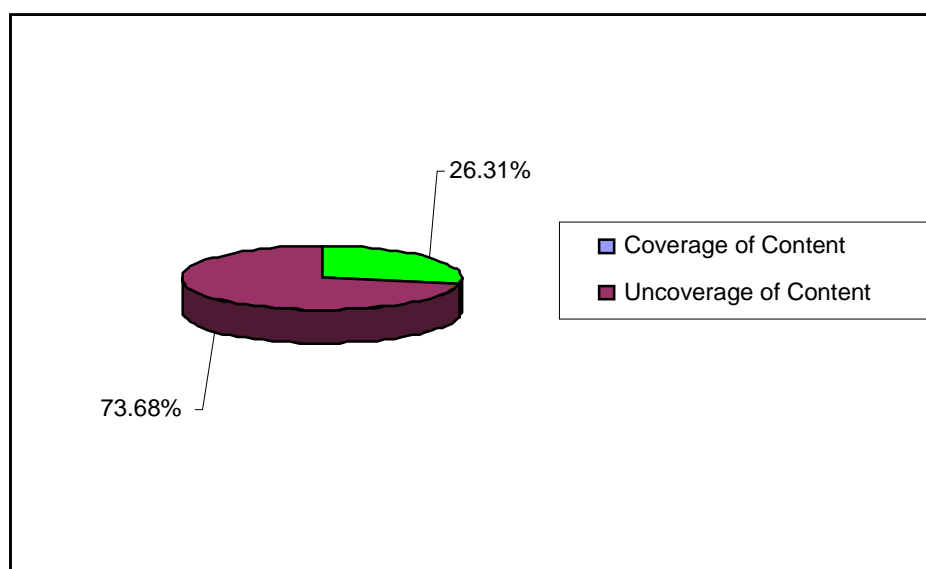
If we analyze vertically, in the year 2059, 3 questions were asked where Q.no.13 was asked from the writing sub-skills 4.1.4 (Describing persons, objects, places and processes) and Q.No.14 was from the language sub-skills 4.2.9 (Writing summaries) and 4.2.11 (Writing essays) as a OR question. However, the language sub-skills no. 4.1.1 (Introducing and greeting people), 4.1.2 (Giving instructions directions,

suggestions, etc), 4.1.3 (Answering and making questions), 4.1.5 (Defining, classifying and explaining things), 4.1.6 (Making comparisons and contrasts), 4.1.7 (Expressing opinions and attitudes), 4.2.1 (Rewriting: recombining, rephrasing, paragraphing), 4.2.2 (Parallel writing), 4.2.3 (Completing a text), 4.2.4 (Organizing a text: sequencing instructions, ordering information, connecting ideas), 4.2.5 (Transforming information), 4.2.6 (Completing/making charts, graphs, tables and diagrams), 4.2.7 (Making outlines and notes and developing them into cohesive and coherent passages) and 4.2.8 (Writing paragraphs) were not represented in the year 2059. It means only 3 sub-skills among 19 sub-skills were represented in the year 2059 B.S. Most of the sub-skills remained unasked.

In the year 2060, 2061 and 2063, three questions were asked in each year from this unit. In the years 2060 and 2061 same sub-skills 4.1.3 (Describing persons, objects, places and processes), 4.2 (Rewriting: recombining, rephrasing, para-phrasing) and 4.2.11 (Writing Essays) have been represented whereas all the rest sub-skills have not been represented. In the year 2062, only 2 sub-skills of writing, 4.1.3 (Describing persons, objects, places and processes) and 4.2.11 (Essays) have been represented whereas most of the other sub-skills have never been represented. Similarly, in the year 2063, 3 sub-skills of writing: 4.1.3 (Describing persons, objects, places and processes) 4.2.10 (Writing letters) and 4.2.11 (Essays) were represented. In addition, all the rest sub-skills of writing were never represented. Therefore, we come to know that least sub-skills of writing were represented in the test items of all these years and most of the sub-skills remained unrepresented.

In conclusion, the above presented table and description can be shown in the pie-chart as follows:

Figure No. 2



From the above table and description, the researcher found that there are altogether 19 sub-skills of writing to be developed in students in unit-IV of course contents but the representation of the test items is only of 5 sub-skills in the question papers. It means 14 sub-skills of writing were not taken into consideration while constructing test items. Therefore, we conclude that the coverage of course contents in test items in unit-IV is only 26.31 in percentage and 73.68% of the course were not covered in the question papers. Therefore, the researcher came to the point that the content validity of unit-IV is very low because the test papers convey less than the determined percent of course content which is minimum 50%.

Table No.6

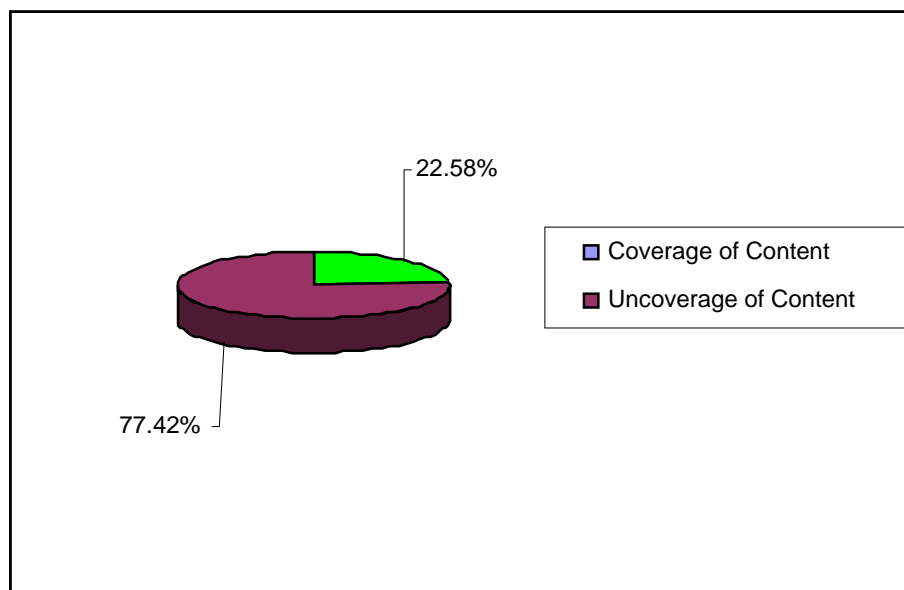
Examining Content Validity of the Test Papers Overall in Terms of Coverage

S.No.	Units	Course content language items	Test Content Language items	Test coverage in percentage
1	III	12	2	16.66
2	IV	19	5	26.31
Total		31	7	22.58

The above table shows that as a whole this course has two units: III and IV, where there are 31 sub-skills to be developed in the students as 'Reading and Writing' skills in the course book named 'A course in General English' at B.Ed. level 1st year. Out of 31 sub-skills the representation of the sub-skills is only of 7 sub-skills. Here, 24 sub-skills of reading and writing skills were neglected when constructing the test items. Viewing from the point of percentage only 22.58% of the course has been covered as a whole. 77.42% the course contents were not covered in the question papers.

In conclusion, the presented table and description can be shown in the pie-chart as follows:

Figure No. 3



Here, by the description the researcher concluded that the content validity of the reading and writing test paper is not satisfactory because it covers only 22.58% of the course contents which is much less than 50% of the course content i.e. the test items do not cover 77.42% of the course contents. And to have content validity, test items must cover 50% of the designed course contents. Same sub-skills of reading and writing skill

have been represented in almost all the respected years and because of this most of the sub-skills to be developed remained untouched which led the test items to have low content validity.

3.2 WEIGHTING PERCENTAGE

3.2.1 Comparison between Weighting of the Course Contents and Weighting of the Test Contents

This second part of the chapter deals with the analysis of the proportionality of weighting of the 'Reading and writing' test items. In other words, in order to find out the content validity of Reading and Writing tests at B. Ed. level first year the researcher has compared whether or not the marks weighting in the course contents according to the syllabus is proportional with the weighting of the test contents by analyzing the 5 years question papers of reading and writing tests.

Table No.7

Examining the content validity of the test papers on the Whole in terms of weighting

		Weighting of the Course Contents	Weighting of the test Papers				
S.No.	Units	Full weightage	2059	2060	2061	2062	2063
I	III	25	15+10	15+10	15+10	10+10+5	15+10
II	IV	25	10+10	5+10+15	5+10+15	10+15	5+10+15

Here, from the unit-III (Reading), in the years 2059, 2060, 2061 and 2063 (15+10=25) marks questions were asked where 15 marks was allotted for the short questions (5 comp +3 opt) carrying each question 3 marks and 10 marks was given for the comprehension passage. Hence, in these years, test items were constructed according to the weightage of the course contents and thus, have high content validity.

But in the year 2062, (10+10+5=25) marks questions were asked where 10 marks was allotted for subjective short questions (5 comp + 3 opt) carrying 2 marks each, 10 for passage questions and 5 for 'True and False' questions. Therefore, we can conclude that unit-III have high content validity in terms of both weighting of the course content and weighting of the test papers.

As already mentioned, the marks allotted for unit-IV is 25 but in the academic years 2060, 2061 and 2063, (5+10+15=30) was asked which was little overweightage but it was taken into consideration and said to have content validity. In the same way, in the year 2059 (10+10=20) marks was asked which was near to weightage of the course contents and in the year 2062 (10+15=25) marks was asked which was proportional to weightage of the course content. That is why; the researcher concluded that, reading and writing have the high content validity in terms of both weightage of the course contents and weightage of the test items. Finally, the researcher found that the test setters have tried to set the questions according to schedule given in the syllabus. So far, we have seen the course contents weighting and test weighting of language items, which is one aspect of content validity is much satisfactory.

Therefore, from the above data and description the researcher found that 'Reading and Writing' " test items have high content validity in terms of weightage of the course content when compared with coverage of the course content.

CHAPTER-IV

FINDINGS, PEDAGOGICAL IMPLICATIONS AND RECOMMENDATIONS

This topic is related with the most important question: What are the findings of the related study/research. Therefore, after the analysis of the questions papers (test items) from different perspectives, the researcher has found the following findings of the study:

4.1. FINDINGS

The major findings of the research are as follows:

Firstly, according to the coverage/representative principle 'Reading and Writing' tests have low content validity. Because there are altogether 31 sub-skills as prescribed in the syllabus to develop reading and writing skills. Among which only 7 sub-skills have been represented in the question papers of 5 academic years i.e. from 2059 to 2063.

Secondly, according to the weighting principle, this reading and writing tests have the required content validity as it has followed the norms and tendency in the distribution of marks in the test papers what it was given in the weighting schedule of the syllabus.

The unit specification findings of this research work are as follows:

1. The comparison of coverage/representativeness between course contents and test contents.

- i. Regarding reading skills in unit-III, out of 12 sub-skills prescribed in course content, test items represented only 2 sub-skills during 5 years (2059 to 2063). Ten sub-skills remained unasked. It means the coverage of course content is only 16.66%. Thus, reading and writing tests have low

content validity in Unit-III because tests contents have been represented less than 50% of course contents.

- ii. Regarding writing skills in unit-IV, out of 19 sub-skills of course content, test items represented only 5 sub-skills during whole five years (2059 to 2063). 14 sub-skills of writing were never represented in any of those respected years. In percentage, the coverage of course content was only 26.31% which proves that reading and writing test items have low content validity as representation of course content was less than 50%.

Therefore, taking units-III (reading) and IV (writing) as a whole, there are altogether 31 sub-skills to be developed in the students but only 7 sub-skills have been represented in the question papers of all these 5 academic years. 24 sub-skills have never been represented. The coverage of course content is only 22.58% in combination and left course content is 77.42%. This proves that test items represented for "Reading and Writing" test have low content validity as the coverage percentage of course content was less than 50%.

Our teaching learning process is more or less guided by the questions asked in the examination. On the basis of findings, it can be assumed that students were never guided to develop the unasked sub-skills of reading and writing skills.

2. In terms of weightage / weightage comparison between course contents weighting and the test contents weighting.

- i. In unit-III (Reading), out of 25 marks weightage according to the syllabus, the test papers carried different weightage as follows:

In the years 2059, 2060, 2061 and 2063(15+10+5=25) marks and in the year 2062, (10+10+5=25) marks were allotted

which were proportional to the weighting of its course contents. So, it can be said that reading and writing test papers have high content validity according to weightage of the course contents and test contents.

- ii. In unit-IV (Writing), out of 25 marks weightage according to the syllabus, the test papers carried different weightage as follows:

In the year 2062, (10+15=25) marks was asked which was almost proportionate to the weighting of the course contents. But in the year 2059, (10+10=20) marks was asked which was little underweightage and in the years 2060, 2061 and 2063 (5+10+15=30) marks was asked which was little overweightage to the weighting of the course contents. However, it was taken into consideration and said to have high content validity.

Thus, as a whole, reading and writing test items have high content validity in terms of weighting of the course contents in all the respected 5 academic years because the test papers administered during these years were proportional or nearly proportional to the weighting of its course contents.

- iii. It has been found that “Reading and Writing” tests have low content validity in terms of coverage or representation of the course contents and high content validity in terms of weighting of the course contents.
- iv. There is the repetition of the same sub-skills in all the above mentioned years. Because of this most of the sub-skills remained untouched. This led the test to have low content validity.

4.2 RECOMMENDATIONS

On the basis of the findings of the research work some of the following recommendations are made:

1. It has been found that 'Reading and Writing' test items have represented only 22.58% of the course contents as a whole which is low content validity in terms of representative principle. Thus, in order to have high content validity, related test items should cover/represent more than 60% of the course content.
2. Repetition of the same sub-skills in each and every year should be minimized.
3. Sub-skills of reading and writing skills should be emphasized equally while constructing question papers.
4. A test would have high content validity if it follows both representative principle and weighting principle. Thus, 'Reading and writing' test should follow both principles in setting a test with high content validity.
5. To have high content validity, the question setters have to have minute study on course objectives, course contents and weighting of the course contents before developing the question papers. The question papers have to be piloted if possible.
6. Finally, the office of the controller of examinations should have positive spirit and should play a vital role in improving the 'Reading and Writing' test. It should be cared about not only content validity of the test papers but also other types of validity as well. For this, the concerned authority should conduct some seminars, workshops and conferences.

REFERENCES

- Aryal, K. P. (2005), *A Study on Content Validity of Grade Twelve Compulsory English Examination 2061*. An Unpublished M. Ed. Thesis, Kathmandu: Tribhuvan University.
- Bachman, L. F. (1998), *Fundamental Considerations in Language Testing*, Oxford University Press.
- Batala, K. B. (2004), *Validation of the SLC English Examination*, An Unpublished M. Ed. Thesis, Kathmandu: Tribhuvan University.
- Bhattarai, A. (2006), 'Writing a Research Proposal', Journal of NELTA.6/1:45:51.
- Bhattarai, G.R. (2006), *A Thematic Analysis of Research Reports*, Kathmandu: Ratna Pustak Bhandar.
- Brown, D.H (1994), *Principles of Language Learning and Teaching*, London: Prentice Hall.
- Cambridge International Dictionary of English* (1975:795).
- Davies, A. (1968), *Language Testing Symposium: A Psycholinguistic Approach*, London: Oxford University Press.
- Harrison, A. (1991), *Language Testing Handbook*, London: ELTS. Longman.
- Hatch, E. & Farthady, H. (1982), *Research Design and Statistics for Applied Linguistics*. Rowley, Mass, Newbury House Publishers, Inc.
- Heaton, J. B. (1975), *Writing English Test*, A Practice.
- Heaton, J. B. (1998), *Writing English Language Tests*, London: Longman.
- Hughes, A. (1989), *Testing for Language Teachers*, Cambridge University Press.

- Khaniya, T. R. (2000), '*Washback: Emerging Validity*', Journal of NELTA. Vol.5, Kathmandu: NELTA.
- Khaniya, T. R. (2005), *Examinations for Enhanced Learners*, Lalitpur: Millennium Publication.
- Lado, R. (1961), *Language Testing: The Construction and Use of Foreign Language Tests*, London: Longman.
- Longman Dictionary of Language Teaching and Applied Linguistics* (1999).
- Ojha, D. R. (2005), *Content Validity of ELT Theories and Methods Exam at B.Ed Level*, An Unpublished M.Ed. Thesis, Kathmandu: Tribhuvan University.
- Timsina, H. L. (2006), *Testing the Test: Investigating the Content Validity of Language Testing Test at M.Ed. Level*, An Unpublished M.Ed. Thesis, Kathmandu: Trihuvan University.
- Weir, C. J. (1990), *Communicative Language Testing*, U.K. Longman www.google.com.

APPENDICES

APPENDIX-I

Tribhuvan University

2059

Bachelor Level (3 Yr.) Education/I Year

Full Marks:100

General English (Eng. Ed. 300)

Time: 3hrs.

Candidates are required to give their answers in their own words as far as practicable.

The figures in the margin indicate full marks.

Attempt all the questions:

1. Complete the sentences given below using one of the following: 5

I Apologies, I insist, I promise, recommend, I suggest

- a. It's a nice day we go out for a walk.
- b. I won't tell anybody what you said
- c. (In a restaurant) you must let me pay for the meal
- d. for what I said about you.
- e. The new restaurant in Hill Street is very good

2. Fill in the gaps with appropriate prepositions.0.5×10=5

Write × if no preposition is necessary.

Example: He told me to go home.

He told ×..... me to go home.

- a. Are you interested literature?
- b. Her mother died a heart attack.
- c. I'm fed up eating the same stuff every day.
- d. Don't forget to congratulate her her success.
- e. I look forward seeing you soon.
- f. His salary is very low. It is not enough to live

- g. The government should provide us the basic necessities of life.
- h. Look at this photograph. Who does he remind you?
- i. I can't hear you very well. Can you speak a bit?
- j. How are you getting along your studies?

3. Put the verbs in the correct forms, in the following sentences 5

- a. Five hundred people (employ) there. It's a big factory.
- b. Water (cover) most of the Earth's surface.
- c. Most of the Earth's surface (cover) by water.
- d. The park gates (lock) at 6:30 p.m. every evening.
- e. While I was on holiday, my camera (disappear) from my hotel room.

4. Put the verb (given in the brackets) into the correct form.

Use **to** infinitive or **ing** form: **5**

- a. It was a nice day, so we decided for a walk (go).
- b. I'm not in a hurry, I don't mind(wait).
- c. I wish that dog would stop (bark)
- d. We were hungry, so I suggested dinner early. (have)
- e. It's a nice day. Does anyone fancy for a walk? (go)

5. Make new sentences from the questions in brackets. 2

Example: (Where is the Post Office?)

Could you tell me where the Post Office is?

- a. (What time did they leave?) Do you know
- b. (What do you want?) Tell me
- c. (Who is that woman?) I've no idea
- d. (How far is it to the airport?) Can you tell me
- e. (Is Susan going out to night?) I don't know

6. Insert a/an or the in these sentences where necessary. 5

- a. Would you like apple?

- b. How often do you go to dentist?
- c. Excuse me, where is bus station, please?
- d. I've got problem. Can you help me?
- e. Have you finished with book I lent you?

7. Find the odd man out in he following sets of words: 5

- a. nice _____ eleven _____ thirteen _____ eighteen.
- b. passed _____ looked _____ listed _____ stopped
- c. fast _____ easy _____ night _____ dark.
- d. kinds _____ things _____ categories _____ types.
- e. single _____ verbal _____ visual _____ numerical

8. Write the word that fits each definition. The initial letter of the word is given: 5

- a. Lost of memory. A
- b. Morbid dread of fire. P.....
- c. One who cannot help stealing K.....
- d. Spend time in the country. R.....
- e. A doctor for skin diseases. D.....

9. Write 'true' or 'false' against each of the following statements: 5

- a. An acrophobe cannot resist height.
- b. To vegetate is to live on vegetables.
- c. The hypochondriac continually complains about imaginary ills.
- d. The natural attachment to one's mother is called Oedipus complex.
- e. A gynecologist looks after the diseases of women.

10. Make FIVE sentences of your own using any five of the following words and phrases: 5

asylum	lunacy	lay down	tapered in
by-product	To take refuse	third dimension	bizarre

11. Answer briefly any five of the following questions: 3×5=15

- a. English is a crazy language. Explain why? (The Crazy Language).
- b. Distinguish between a fridge and a freezer. (How to Enjoy Your Wine)
- c. In what four ways can AIDS spread? (AIDS).
- d. What has been a major development in the use of acupuncture recently? (Acupuncture).
- e. What is the difference between the pulse rate and the pulse rating? (Taking Your Pulse).
- f. Explain what you mean by a post dated cheque. (Cheques)
- g. What is a scripted speech? Is it good enough? (Speaking Easy).
- h. How is infertility looked upon in the Japanese society? (Babies For Sale).

12. Read the following passage and answer the questions that follow: 2×5=10

Never a very confident man, Hauley was happy to leave all the arrangements for the exhibition to his agent, a young man by the name of Greene, who had a talent for organization. Greene had been to his studio and, with the help of Hauley's wife, had selected the pictures for the pictures. Most important of all, he had seen to it that all the invitations went to the right people: critics, reporters and of course people with money to spend on paintings.

Questions:

- a. Who was Hauley? What kind of a man was he?
- b. Who was Greene? What did he do for Hauley?
- c. Who helped Greene in the selection of pictures?
- d. Why are rich people invited in the exhibitions?
- e. What was special about Greene?

13. Describe in about a hundred and fifty words a person or a place you are familiar with. 10

14. Write a summary of the passage 'Economics'. 10

OR

Write in about 250 words an essay on any one of the following:

- a. Democracy**
- b. Science and war**
- c. Population**

Tribhuvan University

2060

Bachelor Level (3 Yr.) Education/I Year

Full Marks:100

General English (Eng. Ed. 300)

Time: 3hrs.

Candidates are required to give their answers in their own words as far as practicable.

The figures in the margin indicate full marks.

Attempt all the questions:

- 1. Put in the correct preposition: 5**
- Three students were suspected _____at cheating in the examination.
 - Sally is often not well. She suffers _____ very bad headaches.
 - You know you can really _____ me if you ever need my help.
 - Are you going to apologies _____ what you did?
 - I complimented her _____ her English. She spoke fluently and made very few mistakes.
- 2. Complete the sentences using one of these verbs (in the correct form) + it/ them/ her/ you 5**
- They gave me a form and told me to _____.
 - If you make a mistake on the form, just _____.
 - The story she told you wasn't true. She _____.
 - I don't like people who borrow things and don't _____.
 - Katy is going to Australia tomorrow. I'm going to the airport to _____.
- 3. Make one sentence from two. Use the word (s) in brackets in your sentences: 5**
- Example: I couldn't sleep. I was tired. (despite)
I couldn't sleep despite being tired.
- They have very little money. They are happy. (in spite of)

- b. My foot was injured. I managed to walk to the nearest village. (although).
- c. I enjoyed the film. The story was silly. (in spite of)
- d. We live in the same street. We hardly ever see each other. (despite).
- e. I got very wet in the rain. I had an umbrella. (even though).

4. Are the underlined words in the right position? Correct the sentences that are wrong. 5

- a. Tom goes always to work by car.
- b. I have usually a shower when I get up.
- c. Steve gets hardly ever angry.
- d. Jane has always to hurry in the morning because she gets up so late.
- e. We all were tired so we all fell sleep.

5. Put in still, yet, already, any more in the underlined sentence (or part of a sentence). 5

- a. I'm hungry. Is dinner ready?
- b. I was hungry earlier but I'm not 'Shall I introduce you to him?' 'There's no need'. We've met.
- c. 'Shall I introduce you to Jim?' 'There's no need.' We've met.
- d. Do you live in the same house or have you moved?
- e. Do you want to join the club or are you a member?

6. Complete the following questions using a suitable verb.

Example: Why did you go to bed so early last night?

Because I was feeling very tired.

- i. Can you describe the woman you saw? What _____?
A red sweater and black jeans.
- ii. I'm sorry to keep you waiting _____ long?
No, only about 10 minutes.

iii. How long _____ you to get to work in the morning?

Usually about 45 minutes. It depends on the traffic.

iv. _____ with that newspaper yet?

No, I'm still reading it. I won't be long.

v. _____ to the United States?

No, never, but I went to Canada a few years ago.

7. Write the 'defined word' corresponding to definitions each of the following. The initial letter of the word is given. 5

- | | |
|---------------------------------|---|
| a. Out of place | I |
| b. Remedy for all diseases | P |
| c. Easily duped | G |
| d. Extremely talkative | L |
| e. A characteristic peculiarity | I |

8. Write 'true' or 'false' against each of the following statements: 5

- People full of energy are usually lethargic.
- In the spring the colour green may be said to be almost ubiquitous.
- Fear of closed spaces is claustrophobia.
- The somnambulist never sleeps.
- Gregarious people avoid social gatherings.

9. Use any five of the following words in sentences of your own: 5

Ignorant, aversion, procrastinate, bland, recklessly, restricted, fastidious, vindictive, dread, acute.

10. Answer briefly any five of the following questions: 15

- What is conservation of energy? (Energy)
- Science has enlarged the mechanism of war in three ways. Elucidate. (Science and War)
- What is jet lag? (The Secrets of Sleep)
- What are the determining factors of a blood group? (Blood Grouping Procedures)

- e. How did the experimenters manage to get admitted to mental hospitals? (Who's Crazy)
- f. Give four reasons why concrete are a very useful material. (Concrete)
- g. Why does a hypnotist sometimes use a bright object? (Hypnosis)
- h. Why is it said that Athens is a dying city? (A City is Dying)

11. Read the following text and answer the question that follows: 10

Biogas, a mixture of methane and carbon dioxide, is produced by the fermentation of organic matter such as cow dung. The process of anaerobic fermentation is a natural one, occurring whenever living matter decomposes. By containing the matter, and the process, in a digester or biogas plant, the combustible gas can be trapped and used as fuel for household lighting and cooling. The digested slurry that remains can be used on the land as a soil conditioner and fertilizer.

The production of biogas by fermentation of animal and vegetable wastes is a technology that has been developed in the developing countries. Only very recently have scientist in the industrialized nations begun to show an interest presumably because of the 'energy crisis.'

Family sized biogas plants first came into widespread use in Indian in the 1950s in an effort to make a cleaner and more efficient use of cattle dung. It has been calculated that the dung produced annually by all the cattle in India, if converted to biogas instead of being burned on open fires, could produce the energy equivalent of about 40 million tones of coal per year.

The programme really took off with additional government support in the last 1970s, and today there any be as many as 100,000 plants. Most are in domestic use for cooking and lighting, but some larger units are

operated by co-operatives, government or industry. One Indian study has estimated that the value of the fertilizer obtained is in itself greater than the cost of producing the biogas. Thus the system is economically sound, in addition to other benefits such as a cleaner, healthier environment.

Questions:

- a. What are the two ways mentioned in the passage of using cow dung as a source of energy?
- b. How is the biogas produced?
- c. What is the major by – product of the biogas plants?
- d. What makes a biogas plant economically sound?
- e. Explain the phrase 'energy crisis'?

12. Rewrite the following text filling in the gaps with the appropriate words from the list given below: 5

Obvious, acute, onset, inflamed, marked, infections, causes, affects, infections, tract.

Bronchitis _____ the mucous membrane of the trachea and the bronchial tubes. It may be _____ or chronic and often follows _____ of the upper respiratory _____. Pneumonia is an infection of the lung. The alveoli become _____ and swollen. Pneumonia is usually caused by bacteria, although there may be other _____, _____ is often sudden and is _____ by chills, then high fever and chest pain. Tuberculosis is an _____ disease of the lungs caused by the tubercle bacillus. Since there are no _____ early signs of this infection, yearly checkups with a chest X-ray are important.

13. Describe a close friend of yours in about 150 words. 10

14. Write an essay in about 250 words on any one of the following topics. 15

- a. The Person I Admire Most.
- b. Death Penalty.
- c. Privatization in Education.

Tribhuvan University

2061

Bachelor Level (3 Yr.) Education/I Year

Full Marks:100

General English (Eng. Ed. 300)

Time: 3hrs.

Candidates are required to give their answers in their own words as far as practicable.

The figures in the margin indicate full marks.

Attempt all the questions:

1. Fill in the blanks with appropriate prepositions: 5

- a. I am going to Pokhara _____ a holiday.
- b. I congratulated him _____ passing the examination.
- c. They warned us _____ buying the car.
- d. I was accused _____ telling lies.
- e. What prevented him _____ coming to see us?

2. For each situation ask a question using the words in brackets: 5

Example: You have a friend who is learning Arabic.

You ask: (how long/ learn/ Arabic?).....

How long have you been learning Arabic?

- a. You have just arrived to meet a friend. She is waiting for you.
You ask: (how long/ wait?).....
- b. You see somebody fishing by the river. You ask: (how many fish/ catch?)
- c. Some friends of yours are having a party next week. You ask:
(how many people/ invite?).....
- d. A friend of yours is a teacher. You ask: (how long/ teach?).....
- e. You meet somebody who is a writer. You ask: (how many books/ write?)...

3. Write these sentences in another way. Use the underlined word in your sentences. 5

Example: It is expected that the weather will end soon.

The strike is expected to end soon.

- a. It is expected that the weather will be good tomorrow.
- b. It is believed that the thieves got in through the kitchen window.
- c. It is reported that many people are houseless after the floods.
- d. It is thought that the prisoner escaped by climbing over a wall.
- e. It is alleged that the man drove through the town at 90 miles an hour.

4. Complete the sentences with an auxiliary verb (do/ was/ could/ should etc.) Sometimes the verb must be negative. 5

Example : I like hot weather but Ann does not.

- a. She might phone later this evening but I don't think the?
- b. I don't know whether to apply for the job or not Do you think I?
- c. 'Please don't tell anybody what I said. 'Don't worry I
- d. 'Can you play a musical instrument?' 'No, but I wish I
- e. I help if I could but I am got good at it.

5. Complete the sentences using the phrasal verbs in the correct form 5

Clear up close down drop out move in turn up

broke down

- a. Sorry I'm late. The car _____ on the way here.
- b. I arranged to meet her after work last night but she didn't _____.
- c. 'We've bought a new house, 'Oh have you? When are you _____?'
- d. The weather is bad at the moment, isn't it? I hope it _____ later.
- e. I ran in a marathon last week but I wasn't fit enough. I _____ after 15km.

6. Complete the questions using a suitable verb:

5

Example : I'm looking for Paul. Have you seen him?

Yes, he was here a moment ago.

a. Why _____ to bed so early last night?

Because I was feeling very tired.

b. Where _____?

Just to the Post Office. I'll be back in a few minutes.

c. _____ television every evening?

No, only if there's a good programme on.

d. How was your holiday? _____ a nice time?

Yes thanks. It was great.

e. _____ with that newspaper yet?

No I'm still reading it. I won't be long.

7. Write the word for each of the following. The initial letter of the word is given.

5

a. Uncontrollable propensity to steal articles of little value K _____

b. This person has delusions of persecution P _____

c. State of apathy or indifference L _____

d. Liking to be with other G _____

e. One who does not believe in God A _____

8. Write 'true' or 'false' against each of the following statements. 5

a. One whose mind is turned inward is an introvert.

b. Strong hostility is animosity.

c. The Schizophrenic is a split or divided personality.

d. The Gynecologist specializes in disease peculiar to women.

e. The agnostic is deeply religious.

9. Use any FIVE of the following words in sentences of your own: 5

indispensable	skeptical	stubborn	deprive	incessant
pessimistic	decent	stimulating	facilitate	poignant

10. Answer briefly any Five of the following questions: 15

- a. What is a nuclear accident? What could be its consequence?
(Energy)
- b. What are the symptoms of Emphysema? (The Respiratory System).
- c. What does the writer mean by 'etymological fallacy'? (The Etymological Fallacy).
- d. What sorts of people are usually afflicted with the disease 'beriberi'? (Vitamins).
- e. Who do you think is the murderer? Why did he commit the murder and how did he do it? (Cruise into Murder).
- f. What is the attitude of the water towards Science? (Science and War)
- g. In which respects are capitalist and mixed economies similar?
(Economics)
- h. How does a refrigerator function? (Refrigeration and Refrigerators)

11. Read the following text and answer the question that follows: 10

Food contains proteins, fats, carbohydrates and vitamins which are vital to life. It should be fresh when we eat it. If it is bad, it can make us ill. There are two main agents which turn food bad – fungi (such as yeast and various moulds), and bacteria. These are micro-organisms which cannot make their own food and which live and grow on our food. Moulds, for example are often seen on old bread. Yeast can spoil fresh food, but it also has some very useful properties. For hundreds of years it has been used by man in the making of bread and wine. It acts as a catalyst in the process of fermentation.

In order to grow and multiply, all these micro-organisms need food, water, warmth and in some cases air. The methods used to preserve our food are intended to make conditions dry and very cold, unsuitable for the growth and multiplication of micro-organisms.

The great distances which often separate the producer of food from the consumer in the 20th century make effective food preservation vital. But in most preservation processes, many important vitamins and proteins are wholly or partially destroyed. One of the tasks of food technologies today is to find ways of preserving without losing these vital substances.

In hot countries, food is dried simply by the heat of the sun. The moisture level in most fruits can be reduced to between 5% and 15% which is low enough to inhibit the growth of micro organisms. Some other foods are subjects to a process known as dehydration. In this process a current of hot dry air is passed over the food to absorb as much moisture as possible. Tea and coffee are often dried in this way.

High temperatures kill micro organisms in food and most micro-organisms need air. That is why food is vacuum-sealed in cans and bottles and then heated up to a temperature of 100^oC (acidic foods) or 120^oC (non acidic foods) for about 10 minutes. The food will then keep for a long time provided that can or bottle remains airtight.

There are several other ways of preserving food. One of them is freezing. Two very old methods, salting and smoking are still used today.

A concentration of 5% or more salt in food inhibits the growth of most microorganisms. Smoking causes partial dehydration. Certain acids and chemicals are useful preservers as they stop the action of the enzymes produced by microorganisms. Vinegar, for instance is used to preserve onions and other vegetables. One of the newest methods is radiation. It is especially effective because it kills not only micro organisms, but also their spores, thus stopping their reproduction.

- a. What have yeast and mould in common?
- b. What is the principle behind all food preservation?
- c. How effective is the drying of fruits in the sun?
- d. Why is radiation more effective than the other methods of preserving food?
- e. What have the processes of canning and boiling in common?

12. Rewrite the following text filling in the gaps with the appropriate words from the list given below: 5

natural	slurry	termination	soil	mixture
combustible	trapped	organic	containing	living

Biogas, a _____ of methane and carbon dioxide, is produced by the _____ of _____ matter such as cow dung. The process of anaerobic fermentation is a _____ one, occurring whenever _____ matter decomposes. By _____ the matter, and the process, in a digester or biogas plant, the _____ gas can be _____ and used as fuel for household lighting and cooking. The digested _____ that remains can be used on the land as a _____ conditioner and fertilizer..

13. Describe in about 150 words a place you have recently visited. 10

14. Write an essay in about 250 words on any one of the following topics. 15

- a. Energy
- b. Noise pollution
- c. Terrorism

Tribhuvan University

2062

Bachelor Level (3 Yr.) Education/I Year

Full Marks:100

General English (Eng. Ed. 300)

Time: 3hrs.

Candidates are required to give their answers in their own words as far as practicable.

The figures in the margin indicate full marks.

Attempt all the questions

- 1. Read the situations given below and then write new sentences using the words given in brackets. 5**

Example: Ten minutes ago Tom lost key. Now he has it his hand.

(lose/ find)

Answer: Tom lost his key but now he has found it.

- a. She went to Australia but now she is back in Britain again. (go/ come back).
 - b. Last year Kevin bought a car. Now it belongs to someone else. (buy/ sell)
 - c. The police arrested the man but now he is at home again. (arrest/ release)
 - d. Bill cut his hair. Now it is long again. (cut/ grow)
 - e. The prisoner escaped from the prison. Now he is back in prison. (escape/ be caught)
- 2. Fill in the blanks with any one of a, an and the. 5**
- i. Could you closedoor, please?
 - ii. Have you finished with book I lent you last week?
 - iii. This is a nice house. Has it got garden?
 - iv. It was warm and sunny, so we decided to sit in garden.
 - v. This morning I have boiled egg and toast, for breakfast.

- vi. I saw accident this morning car crashed into
..... wall driver of car wash not hurt.

3. Read the sentences given below and then write new sentences which give the same meaning **5**

Example: You must study more or you won't pass the examination.

Answer: You won't pass the examination unless you study hard.

- i. You must listen carefully or you won't know what to do.
- ii. We must hurry or we will miss the train.
- iii. You must speak very slowly or he won't be able to understand you.
- iv. My salary must be increased or I'll look for another job.
- v. She must apologise to me or I won't forgive her.

4. Read the following sentences, decide whether the verbs in these sentences are right or wrong and then correct those which are wrong. **5**

Example: I don't know your telephone number : Right

Answer: Please don't make so much noise.

I study. Wrong: am studying.

- i. Look! The man tries to open the door of your car : _____
- ii. The moon goes round the sun. _____
- iii. Are you believing in God?
- iv. Can you hear those people? What do they talk about? _____
- v. I'm usually going to work by car. _____

5. Fill in the blanks with the correct forms of the verbs, which are given in brackets. **5**

Example: If I found £ 100 in the street, I _____ (keep) it.

If I found £ 100 in the street, I would keep it.

- i. If I was offered the job, I think I _____ (take) it.

- ii. What would happen if you _____ (not/ go) to work tomorrow.
- iii. Ann gave me this ring. She _____ (be) terribly upset if I lost it.
- iv. If she sold her car, she _____ (not/ get) much money for it.
- v. Many people would be out of work if that factory _____
(close) down.

6. Fill in the gaps with appropriate prepositions: 5

- i. They are lawyers, they specialize _____ company law.
- ii. She complimented him _____ French. He spoke fluently and made very few mistakes.
- iii. How much money does he spend _____ food each month?
- iv. They are suspected _____ cheating in the examination.
- v. Take this bottle and fill it _____ water.
- vi. I look forward _____ seeing you soon.
- vii. It was so nice _____ you to come.
- viii. Our house is _____ theirs.
- ix. They weren't very impressed _____ his appearance.
- x. He said he was sorry _____ being late.

7. Put the adjectives in brackets in the correct order. 5

Example: a black bag (plastic, small)

Answer: a small black plastic bag.

- i. a/ an intelligent man (young).
- ii. a/ an cotton shirt (while, old)
- iii. a/ an old song (Russian)
- iv. a round table (beautiful, large)
- v. a nice day (sunny).

8. Write the word for each of the following meaning. The initial letter of each word is given. 5

a.	Have control over	D
b.	Make easier	F
c.	Make gestures or motions to convey meanings	G.....
d.	Non-believer in God	A
e.	He lives only for himself, he is an	E.....
f.	He bootlicks the rich and powerful, he is a	S
g.	To find a worthier motive for	R
h.	A characteristics peculiarity	I.....
i.	Narrow – minded, uncultured	P
j.	Cheat	M

9. Read the following questions focusing on the underlined words. If your answer is positive write Yes, if negative write No at the end of each question:

- i. Is nostalgia a yearning for the past?
- ii. Do you feel antipathy to people you like?
- iii. Do kindly people often feel benevolent?
- iv. When you haven't eaten for a long time, do you feel satiated?
- v. Is frustration an unpleasant feeling?
- vi. Does a misanthrope hate everyone?
- vii. Does a supercilious person usually feel superior to others?
- viii. Does a vindictive person forgive easily?
- ix. When you have a feeling of lethargy, are you full of bounce, pep and ambition?
- x. Is living vicariously less fulfilling than direct experience?

10. Make FIVE sentences of your own using any five of the following or phrases: 5

paradox, linger over, deficiency, baffled, skyscraper, vacuum, trifle, persistent.

11. Answer briefly any five of the following questions. 2×5=10

- a. What is the difference between the pulse rate and pulse rating?
(Taking your pulse)
- b. Recently, what has been a major development in the use of acupuncture? (Acupuncture).
- c. What sorts of casual contacts do not spread AIDS? (AIDS).
- d. What does the writer mean when he says "Public speaking is not a gift?" (Speaking Easy)
- e. How does a kidney machine remove waste products from the blood?
(Spare Parts for the Human Body)
- f. What does a hypnotist sometime use a bright object? (Hypnosis)
- g. Why does a hypnotist sometimes use a bright object? (Hypnosis)
- h. In what two main ways does a computer differ from a human being? (Computer).

12. Read the following text and answer the questions that follow: 10

The Japanese won't American, unless it is human babies. The latest controversy to hit the headlines is the sale of Asian – American babies to Japan. New York, City's Infertility Center, which finds surrogate mothers for infertile couples, is now doing business with Japanese couples. Infertility carries a big stigma among the Japanese, adoption is frowned upon, and clinics are banned from providing surrogate mothers. So now the center is seeking Asians – Americans women for artificial inseminations by Japanese men. Says Noel Keane, the center's founder, "The mothers don't have to be Japanese American. We're only looking for the Asian quality particularly the eyes." Accordingly ads have been placed in Korean language newspapers in the US. The woman's fee: between \$10,000 and \$25,000. Already one baby has been delivered, and 15 more Japanese couples are on the waiting list.

- a. What center is Noel Keane the founder of and where is it located?
- b. How is infertility looked upon in the Japanese society?
- c. What quality of the baby do they look for?
- d. What do you understand by surrogate mothers?
- e. What does woman's fee refer to?

13. Write True or False against each of the following statements: 5

- a. Involuntary actions like throbbing of the heart do not require or spend energy. (Energy)
- b. Science is responsible for the incidence of war (Science and War).
- c. Research into sleep has been facilitated by the invention of the EEG. (The Secrets of Sleep).
- d. Red blood cells always contain antigens. (Blood Grouping Procedures)
- e. There are two or more wives in a polygynous home. (Kinship and Family)
- f. Not all varieties of smoking reduce the longevity of life. (Smoking and Cancer).
- g. Good mothering is important only after the child has learned to speak. (Our First Words).
- h. The success rate in liver transplant is greater than that in heart transplant. (Spare Parts for the Human Body).
- i. Seatbelts may trap you and kill you. (Seatbelts).
- j. Any gas can be used as a cooling agent in a refrigerator. (Refrigeration and Refrigerator).

14. Describe a picnic spot of your choice. 10

15. Write an essay on any one of the following topics: 15

- a) Smoking and Cancer b) Global Terrorism c) Peace Talks in Nepal

Tribhuvan University

2063

Bachelor Level (3 Yr.) Education/I Year

Full Marks:100

General English (Eng. Ed. 300)

Time: 3hrs.

Candidates are required to give their answers in their own words as far as practicable.

The figures in the margin indicate full marks.

Attempt all the questions:

1. Read the situations given below and then write new sentences using the words given in brackets. 1×5=5

Example : I can't find George anywhere.

I wonder where he is. (he might / go / shopping).

Answer : He might have gone shopping.

- a. Look! She is going out. I wonder where she's going. (she may/' go / to the theatre).
- b. Why didn't Tom answer the doorbell? I'm sure he was in the house at the time. (he might not/ hear/ the bell).
- c. How do you think the fire started? (someone may/ drop a cigarette)
- d. I wonder where Tom was going when you saw him. (he might/ go / to work).
- e. George didn't come to the party. I wonder why not. (he might/ have/ to go somewhere else).

2. Complete the following sentences using the correct preposition and writing the correct form of the verb given in brackets. 1×5=5

Example : Jack insisted _____ out by himself. (go)

Answer : Jack insisted on going out by himself.

- a. I don't feel _____ today. (study)
- b. The cold water didn't stop her _____ a swim. (have)

- c. Have you ever been accused _____ a swim? (have)
- d. She apologized _____ so rude to me. (be)
- e. The arrested man was suspected _____ into a house. (break)

3. Join the sentences below with a relative clause and make necessary changes. 5

Example: Jack has three brothers. All of them are married.

Answer : Jack has three brothers, all of whom are married.

- a. They gave us a lot of information. Most of it was useless.
- b. There were a lot of people at the party. I had met only a few of them before.
- c. I have sent him two letters. Neither of them has arrived.
- d. Ten people applied for the job. None of them were suitable.
- e. Tom made a number of suggestions. Most of them were very helpful.

4. Rewrite the following sentences crossing out the wrong word underlined in these sentences. 1×5=5

Example: The dinner smells good/ well.

Answer : The dinner smells good.

- a. Please shut the door quiet/ quietly.
- b. Can you be quit/ quietly.
- c. Don't go up that ladder. It doesn't look safe/ safely.
- d. Do you feel nervous/ nervously before examinations?
- e. He looked at me angry/ angrily when I interrupted him.

5. Read the following sentences and write new ones with the same meanings. 1×5=5

Example : We can solve the problem.

Answer : The problem can be solved.

- a. People should send their complaints to the head office.
- b. They had to postpone the meeting because of illness.

- c. An electrical fault could have caused the fire.
- d. They are going to hold next year's congress in San Francisco.
- e. They shouldn't have played the football match in such bad weather.

6. Fill in the blanks in the following sentences with 'a', 'an' and 'some' where necessary: 0.5×10=5

- a. Have you got _____ camera?
- b. Tom always gives Ann _____ flowers on her birthday.
- c. Those are _____ really nice.
- d. What _____ beautiful garden!
- e. I've seen _____ good films recently.
- f. Would you like to be _____ actor?
- g. Jack has got _____ very long legs, so he's _____ fast runner.
- h. Jane is _____ teacher.

7. Write down the context in which 'must' and 'can't' are generally used Supply examples. 5

8. Write the word that fits each definition. Initial letters of the words are provided. 0.5×10=5

- a. Continued gloom and depression _____ M....
- b. Loss of memory _____ A
- c. Responsive to beauty _____ E
- d. Easily duped _____ G
- e. Polished in manner _____ S
- f. Self satisfied _____ C
- g. Remedy for all diseases _____ E
- h. The social group considered to be the best _____ E.....
- i. Bubbly and sparkling in personality _____ E
- j. Idealistic but impractical _____ Q

9. Make FIVE sentences of your own using any five of the following words or phrases: $1 \times 5 = 5$

insane, syndrome, absurd, lay out, dwarf, inhibit, hostility, expel.

10. Answer briefly any FIVE of the following questions: $5 \times 3 = 15$

- a. What are the symptoms of hostility? (Hostility).
- b. How is infertility looked upon in the Japanese society? (Babies for Sale)
- c. What special importance does the closing of a speech have? (Speaking Easy).
- d. Why is food spoiled if it is frozen gradually? (Refrigeration and Refrigerators).
- e. When does most snoring take place and why? (Snore No More)
- f. What happens to the body if the kidneys stop working? (Spare Parts for the Human Body).
- g. Why is it said that Athens is a dying city? (A City is Dying)
- h. What are the determining factors of a blood group? (Blood Grouping Procedures).

11. Read the following text and answer the questions that follow: $5 \times 2 = 10$

The best index of how hard the heart muscle is exercising is the pulse rate and you will have to learn how to monitor your pulse. To take your pulse, turn the palm of the hand towards the ceiling with the wrist bared. Lightly place the first three fingers to the left hand just above the heel of the right thumb. Count off the beats on wrist watch for 15 seconds then, multiply by four to give the rate per minutes.

Broadly speaking, the speed at which the heart beats depends on the oxygen content of the blood. If the oxygen level of the blood falls, the heart beats faster. Therefore, if we exercise the large muscle groups in the trunk, arms and legs, which use up a great deal of oxygen, this will raise the pulse rate. But how high should we raise the pulse, and for how long?

The answer to this question lies in your personal pulse rating. You find this by subtracting your age from 200, then subtracting a further handicap of 40 for unfitness.

Questions:

- a. How do you find out how hard the heart muscle is exercising?
- b. What does it mean if your pulse rate goes up higher than it should be?
- c. What must you do if your pulse rate goes up higher than it should be?
- d. How does your heart beat correlate with the oxygen level?
- e. What kind of person must subtract a handicap of 40 when calculating his personal pulse rating?

12. Write a letter to your friend who wants to discontinue his study.

Suggest to him not to take any decision in haste and point out the value of education.

5

13. Describe the most memorable event you witnessed in your life. 10

14. Write an essay in about 250 words on any one of the following: 15

- a. Democracy
- b. Trafficking
- c. Pollution