

CHAPTER - ONE

INTRODUCTION

This study is about the content validity of M.Ed. examination based on phonetics and phonology question papers. This chapter consists of background of the study, statement of problem, objectives of the study, significance of the study, delimitations of study and operational definitions of the key terms.

1.1 Background of the Study

Language is an advanced means of communicating ideas, feelings and emotions. It can be taken as one of the social activities which play great role to establish the relation among the human beings. It is a powerful means by the absence of which present day world particularly the development of education, science and technology of world never have been possible. It is a vehicle which controls and preserves our culture and language. Language is a means which keeps mankind superior to other creatures in the universe. Without language the expression of all those aspects of human beings is impossible.

Richards and Rodgers (1999, p. 96) regards language as "the system of human communication which consists of the structured arrangement of sounds into larger units morphemes, words sentences, utterances.". Crystal (2007, p 7) believes that "language and tension as means of understanding ourselves and our society, and of resolving some of the problems that arises from human action".

Testing is an essential part of every teaching and learning field. A test is a measuring device or tool that is used to evaluate the learners ability or knowledge in a particular area. Validity is one of the most important qualities of good test in language testing. In simple words, validity is the measurement of what it is intend to measure if any test does not test what it is intended to test

is not said to be valid test. That is to say, test said to be valid "If it measure what it is intended to measure" Hughes (2010, p.26). For example, if a test is designed to measure the language function and it does the same that is what called the validity. Heaton believes that validity of a test is the extent to which it measures what it is supposed to measure and nothing else.

Content validity is a type of validity, if the test items included in the test are relevant to the objectives of the course, Syllabus, the test is said to have content validity. A test is said to have content validity if its content constitutes a representative sample of the language skills, structure etc with which it means to be concerned Hughes (2010, p. 26). If the items involved in the test are relevant to the objectives of the course syllabus, the test is said to have content validity. Here emphasis will be the coverage of the subject matter so the designer should specify what skills the test is designed to cover to have content validity the test must reflect not only the content of course but also demonstrate the balance of test items in term of weighting given of each unit or area.

Contents validity is most appropriately applied to the achievement test, aptitude test, intelligency test and personality test. Content validity is not essential and sometimes may be misleading index because the, content of those test have less intrinsic resemblance or similarity to the trait or behaviour they are attempting to sample than do the achievement test. According to Linn and Miller (2008, p. 73) content validity is "to determine the extent to which a set of assessment task provide an event and representative sample of domain of task about which interpretation assessment result made."

In this way we can say that to have a content validity if its test item are considered to be representative sample of the task can be such in the course objective.

1.2 Statement of Problem

Testing is believed to be the best tool to make the correctness of anything related to exam by falsifying incorrect ones. If such tests are found erroneous is really depressing for the students of language. I face many cases led me to carry out the research on that very field content validity. My interest to research on content validity arouse in my mind as I found question papers are not formulated according to prescribed syllabus and its content coverage. Testing conducted by T.U. lacking content validity. So that exam is cancelled many times in the history of T.U. which have been really depressing and frustrating both the students and test designers. Therefore I decided to carryout this research for improvement of such traditions in the field of phonetics and phonology.

There will not be any use of testing if it does not test what it is supposed to test. Test is an essential part of teaching, without, which teaching is incomplete and without teaching testing can not measure the actual knowledge. When exam papers lack validity it lacks something for which it actually made. Test designer as well as examinees will not entertain the test if it does not cover the area of content included in the syllabus. The relevance of test papers lies in its ability of testing of what it supposed to test but unlike the test paper have been set at the examination time, which is not test before. It is inevitable to raise the issue in this case as the form of research. Therefore decided to carry out this research in order to end the misleading trend in the field of testing specially in phonetics and phonology exam.

1.3 Objectives of the Study

The objectives of this research were as follows :

- (i) To examine the content validity of phonetics and phonology in terms of
 - (a) Content coverage and
 - (b) Content weightage

- (ii) To list some pedagogical implications.

1.4 Research questions

The research questions were designed on the basis of objectives. I used the following research questions in my study.

1. How much did the question paper carry specific content of the syllabus?
2. What is the status of each unit in terms of its coverage and weightage for the question papers?

1.5 Significance of the Study

The findings of the research will be beneficial to all those who are concerned with language learning specifically, phonetics and phonology. It will also be beneficial to those who have been working in the field of phonetics and phonology. Similarly, it is useful for curriculum designers, test designers and policy maker. In this way it will help to construct question paper merely valid.

1.6 Delimitations of the Study

This research had the following delimitations:

- a. The study was confined only to the content validity of phonetics and phonology question papers of M.Ed. Level.
- b. The study was limited to the question papers from the years 2066 to 2070 (asked in T.U. examination)
- c. The study was based on secondary sources
- d. Only tables and percentages were used as a statistical tools for data analysis.

1.7 Operational Definition of the Key Term

Validity : Validity is the measurement of what is intent to measure.

Content validity : Test in items include in the test are relevants to the objective of the course syllables.

Weightage: Distribution of marks.

Content coverage : Content representativeness.

Reliability : Consist result of the same or similar test administrated within a reasonable time.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Related Theoretical Literature

Testing is one of the integral parts of teaching and validity is one which makes the exam qualitative for the improvement of content validity of any exam. Testing specifies the course of contents or syllabus and specification chart mentioning the marks for setting the questions. Similarly, there should be complete correlation between syllabus and exam to maintain the content validity. In this topic, I have mainly explained the issue of language testing validity and its type, content relevance, content coverage, phonetics and phonology an introduction.

2.1.1 Language Teaching and Language testing

Language teaching and language testing are closely related to each other language testing is inherent part of teaching. Language teaching is not complete without testing. There is whole part relationship between language teaching and language testing.

Testing measures someone's language ability/ linguistic capability that serves as a valuable source of information about how effective the teaching learning activities. It is also serves as a valuable instrument for determining the effectiveness of different teaching approaches or techniques. It is widely accepted that testing offers useful input to the teachers to be aware of effect of his teaching and promotes his teaching to make more effective. Heaton (1988, p. 5) says "Both teaching and testing are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the others". This means language teaching and testing are likely two sides of the same coin. One would be meaningless and incomplete in the absence of the other.

Tests are used as a "process of scrutinizing how far learners have learned and what the teachers has expected them to learnt" (Khaniya 2005, p. 1). It is used directly or indirectly to bring about changes in what is to be tested and what is to be taught. Testing helps teachers to find out the difficulties of the students which help them to solve it. It also helps to diagnose strengths and weakness of teaching activities and help teachers to improve it.

Thus, teaching and testing are interwoven to each other. Testing without teaching is meaningless and teaching without testing does not guarantee the learning. There is a two-way relationship between teaching and testing. Testing affects teaching and vice versa.

2.1.2 Types of testing

Test is a method/technique of measuring a person's ability or knowledge in a particular area. Tests are administrated for different purposes. The main purpose of any test is to be obtain information from learners so that we can make decision whether they are processing toward expected direction or not. Hence the function of testing is not only to test learning achievement but also to provide feedback to the students. Different scholars have classified test differently using various criteria.

a. Objective Test

Objective test item is defined as the item that follows the following format multiple choices, true-false, matching item etc. In objective test can be answered by selecting a correct one out of some choices given in the test. The objective test is useful for coverage and reliability.

A typical objective test contains a stem that presents a problem followed by the two or three or four choices out of which one must be the correct answer.

According to Khaniya (2005, p. 93), the strength of the objective test is that wide coverage of a course of study is possible with in the short period of time of the learners." It means that objective tests may represent the whole course

and have high content validity because they are in relation to subjective questions. This type of test is useful in testing grammar, vocabulary, phonetics and phonology. In objective test items can be answered by selecting alternative given in the test.

b. Subjective Test

The test which required testees answer own their own is called subjective test. According to Hughes (2010, p. 22), "If judgement is called for the scoring is said to be subjective". It is a type of test which is scored according to the personal judgement of the scorer so in this type of test scoring varies from one examiner to another. "In subjective questions the examinee answer in his/her own words at an appropriate length" Khaniya (2005, p 94). In subjective test answer are general and long. The number of test items in subjective questions is in small number. The typical words used in subjective questions are compare, discuss, contrast, explain, describe. And emphasis on writing skill, subjective questions are relatively easier to construct useful to check the creativity and originality but difficult to score and maintain validity and reliability in scoring.

2.1.3 Qualities of a Good Test

The construction of test is itself a masterly, work. There are three constitutions of a good test, validity, reliability and practicality which are used to make the test efficient.

According to Bachman and Palmar (1996, p. 11), "Test usefulness involves reliability construct validity, authenticity, interactiveness, impact and practicability" (as cited in Khaniya, 2005, p. 102). A test is a good test when it follows certain procedures. In other words, a test will be good if it has the qualities they are validity, reliability and practicality. Quality of a good test should have the next page:

1. Validity

Validity is one of the most important qualities of good test. The measurement of appropriateness and relevancy of a test is regarded as validity of the test for Hughes (2010, p. 26). "A test is said to be valid if it measures accurately what it is intended to measure." Harmer (2001, p. 381) also puts his view on validity and says "A test is valid if it tests what it is supposed to test."

Thus, from the above definitions, validity is supposed to be a relative term and can be defined as a the degree of accuracy of test. A test is said to be valid if it measures accuracy of what it is intended to measure. A test designed to assess a particular skill cannot be said either absolutely valid or invalid. There are two aspects of validity what it is measured and how consistently it is measured.

Types of Validity

Validity has been categorised differently by different scholars the common classification is presented as follows:

a. Construct validity

Construct validity is defined as the extent to which a test represents an underlined theory of language learning. In other words a test can be said to have construct validity, if it measures the ability which it is expected to measure and nothing else.

b. Content validity

If the test items included in the test are relevant to the objectives of the course syllabus the test is said to have content validity. A test is said to have content validity if its content constitutes a representative sample of the language skill, structure with which it is meant to be concern Hughes, 2010, p. 26).

If the item involved in the test are relevant to the objectives of the course, syllabus is said to have content validity, Here the emphasis will be the coverage of the subject matter. So the test designer should specify what skill the test is designed to cover. To have the content validity, the test must reflect not only

the content of course but also demonstrate the balance of the test in terms of weighting given to each unit or area.

c. Face validity

Face validity is concerned with extent to which a test looks/like a good one. A test is said to have face validity if it looks as if it measures what it is supposed to measure. According to Anastasi (1982, p. 22), "Face validity is defined as what it appears superficially to measure" (as cited in Khaniya, 2005, p. 112). A test which does not have face validity may not be accepted by teachers, candidates, education authorities or employees. Face validity is hardly a scientific concept, yet it is very important. Thus if a test item looks right to other testers, teacher moderators, it can be described as having face validity.

d. Concurrent validity

The concurrent validity of the test refers to the process of determining the validity against the set criterion at the same time. Test tend to establish the validity of the new test by comparing the performance of the students on this test again their performance similar kind already established the correlation between the two tests is said to be the concurrent validity of the new test. The established test contain a form of either well known test or the rating of the teachers established concurrent validity of the new test. The established test can a form either well known test or the rating of the common. Most test developer would be interested to find out the extent to which the test correlates with some other standardized test.

e. Predictive Validity

Predictive validity, which is concerned with the extent to which the test can predict the future performance of the testee. This type of validity is established by comparing test 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 candidates have to perform in

real world. According to Weir 1988, p. 30) who argues for empirical validation of test. Whether the candidates future may be affected by its results. The proper measure of exam's predictive validity is thus the contribution to occur decision making Brown, 1976, p. 99) if the exam does this job effectively; It serves the practical purpose as well as provides evidence for predictive validity.

To establish the predictive validity of an exam some standard measure of performance must be pre-specified.

2. Reliability

Reliability refers to the consistency of scores or performance of the same or similar test administered within a reasonable time Singh, (2008, p. 55) defines "Reliability is the consistency of measurement". It is the degree of sameness or exactness that a test demonstrates. The degree of consistency of measurement is determined by carrying out some statistical analysis.

3. Practicability

It is also an important quality of a good test absence of this quality in a test will lead the test to be no use. Practicality is slightly different to other qualities as it relates to implementation of testing. Generally, It involves the cost, ease of administration and scoring.

Harrison (1991, p. 12), states "The main questions of practicality are administrative". Similarly, Heaton's (1975, p. 158). Explanation of practicality is that the exam "must be fairly straight forward to administer".

A test must be well organized in advance. It is necessary to pay attention to the following issue human resource, material and time.

2.1.4 Content coverage

It is the extent to which the task required in the test adequately represent the behavioural domain in the questions. Comparison between course content and test content is the key to find out the content representativeness.

According to Harrison (1983, p. 11) "The content of a test should be decided by considering the purpose of the assessment and then draw up as a list known as content specification". This means, to establish content validity the test makers should consider the purpose of the assessment and then draw up a content list. In an achievement test the emphasis will mainly on the coverage of subject matter. Therefore the test designer must be clear on what skills the exam is designed to cover and he or she must be careful about the course content and course objectives having content validity.

2.1.5 Content Weightage

Content weightage is distribution of marks according to the specified content. Content validity can be found by comparing the course content weightage and test content weightage in any syllabus.

A test should strictly follow the scheduled weightage of the course contents in the test paper in order to get content validity. If test paper does not follow the content weightage then it lacks content validity.

2.1.6 Phonetics and Phonology: An Introduction

Phonetics is the scientific study of speech sound that occur in the language of the world. Phonetics is that general science which studies the production, transmission and perception of all the sounds of the world's language. It is concerned with the physical properties of speech sounds. It studies how the sounds are produced through the human vocal organs, how they are transmitted from the mouth of speakers to the ears of listeners and how they are perceived by the listeners. But phonetics does not study how the sound are organized with in a system of a language and whether sound are meaningful or not in particular content.

According to Cateford (1988, p. 1) opines "phonetics is systematic study of human speech sounds. It provides means of describing and classifying virtually all the sound that can be produced by human vocal tract. Similarly, Crystal (2003, p. 349), argues that "Phonetics is a science which studies the

characteristics of human sound used in speech and provides method for their description, classification and transmission." Thus from the above definition indicates the phonetics is a scientific study of human sounds is general.

Phonology refers to study of sound system i.e. the study of how speech sounds structure and function in a language. According to Ledefoged (2006, p. 33) opines "phonology is the description of th systems and patterns of sounds that occurs in language". Similarly Hyman, (1975, p. 1), "phonology in the study of sound system of a language". Crystal (2003, p. 350) defines phonology as a branches of linguistics which studies the sound system of language".

On the basis of aforementioned definitions we can say that phonology is a branch of linguistic which studies sound system of a particular language. It is concerned with only one language. It studies how the sounds are structured with in a system of the language and also studies whether the sounds are meaningful or not in a particular context.

2.2 Review of Empirical Literature

A number of studies have been carried out on the content validity in Department of English Education. Some researches which have been carried out related to the present study are reviewed as follow:

Ojha (2005) studied on 'Content validity of ELT theories and methods Exam at B.Ed. level" The objective of this research was to examine the content validity of ELT theories and methods question paper at B.Ed Second year in term of content coverage and content weightage. To fulfill the objectives, above mentioned, he selected five years question papers prepared checklist and analyzed the test papers administrated in the annual examination 2057-2061. His study showed that the ELT theories and methods tests had high content validity in terms of coverage but low content validity in term of weighting.

Luitel (2006) conducted a research on "The Content Validity of Class XI English Test 2062". The main objective of his study was to examine the content validity of English test paper of class XI Compulsory English of the year 2062

by HSEB. He prepared the check list on the basis of specification chart and consulted curriculum and compulsory English for data collection. The finding of his study was that only 16.66 per cent of total text was involved in the test paper and remaining 83.34 per cent of the text was untouched. Therefore, it has low content validity.

Khatri (2007) carried out a research on "The Content Validity of Translation: Theory and Practice Exam at M.Ed. Level." The main objective of his study was to examine the content validity of "Translation: Theory and Practice" exam at M.Ed. level in terms of content coverage and content weighting. For the study he analyzed six question papers from the year 2058 to 2063 B.S. and find out that according to the coverage principle, the "Translation: Theory and Practice" question papers have average (i.e. neither high nor low) content validity and according to the content weighting principle the question papers have low content validity.

Khaniya (1990, p. 255) conducted research on "Examination as instrument for Educational change investing the wash back effect of Nepalese exam" and come to the conclusion that SLC exam fail to assess the language skills that the SLC exam course intends to develop the students because of its test book and previous exam papers oriented nature, it does not encourage students and teachers to focus on language skill entailed in objectives. Finally he has conclude that washback is an inherent quality, ingredients of examination determine whether the wash back is negative or positive and test final exam is in heritable.

Sharma (2011) conducted research on "Content validity of Grade Eight question paper". The objective of his research work was to determine content validity of the district level examination of class eight of the Kathmandu valley. To fulfill the objectives he analyzed the question paper administrate in the annual examination from 2065-2066 (AD). His study show that 65% course content were covered by the question paper and 35% course content did not

cover, it shows that high content validity in terms of coverage low validity in terms of weightage.

Karki (2010) research conducted on "Content validity of General linguistic course of Grade Eleven" The objective of his research work was to examine the content validity of general linguistics paper exam of grade XI in term of content coverage and content weightage. To fulfill the objectives he analyze the question paper from 2065-2066. He has found that high content validity in terms of content coverage but low content validity in terms of weightage.

Although the studies mentioned above are related to content validity, the present study is new endeavor and different from other studies in the sense that it is concerned with the content validity of phonetics and phonology question paper in M.Ed. Level.

2.3 Implications of the Study

From the above discussion I have found that many research studies have been conducted on the issues of language testing related with content validity. From the content validity of Compulsory English Textbook for Grade eight (2005). Ojha (2005) Content Validity of ELT Theory and Methods, I found that content validity as a part of language testing, which has played great role while we see the testing from practical point of view. Reading different books, journals and theses, I got the practical importance of content validity i.e. how important role it plays for the coverage of content for setting the questions in the different examinations. Through it, I understood that only examination cannot do anything until and unless the tools of testing i.e. question papers are systematically selected. For this, we have to find out the content coverage of the question papers only then the tools of examination can be valid which, of course, helps to take the exam valid. This fact reveals that content validity of test papers improve the quality of question papers and examination.

It is the fact that no test can be fully valid and fully invalid. While evaluating the content validity of a test, if test represents above sixty percent course

content then it is supposed to have high content validity. Similarly if test represent above fifty percent of a course, then nearly to content validity and if test represent fifty percent then it is average validity but if test represent below fifty percent then it is low content validity.

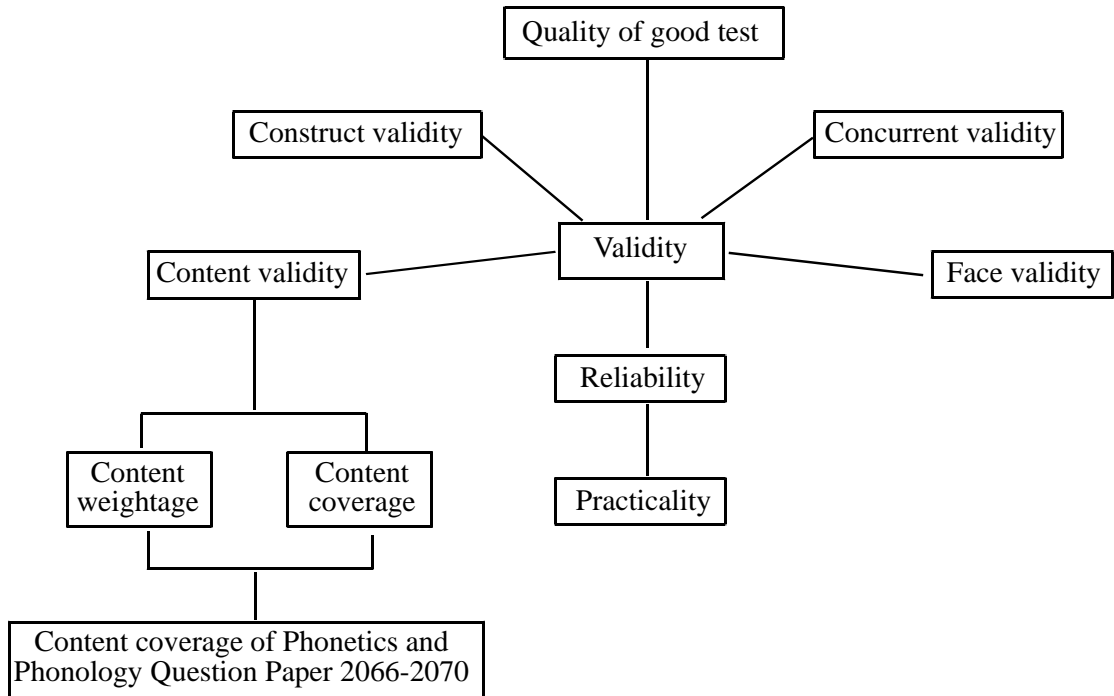
Thus, It is impossible to obtain hundred percent validity. If all the teaching units are covered in test it is supposed to have content validity. The more test items are constructed the more chances of having content validity.

In the same way review of empirical literature helps to find out the research gap i.e. what has not been investigated yet. Moreover, it also provides us an opportunity to investigate the way other people have conducted their studies and what they have found we can sometimes conduct a study in order to change their finding. However, the main purpose of empirical literature review is to find out the gap in the existing body of knowledge.

Therefore reviewing those research works I updated myself with research process, design and methodological tool which are very beneficial to my research work.

2.4 Conceptual Framework

Content validity of phonetics and phonology question paper was based on the following conceptual framework



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

I adopted the following methodology during my study in order to achieve the objectives specified:

3.1 Design and Method of the Study

The researcher used survey research design in this study. Survey is the kind of research which is mainly concerned with the research including larger population site it has wide and inclusive coverage Byram 1989 as cited in Sapkota, 2012, p. 138 defines survey research as.

Survey research entails the collection of data as a number of units and usually, at a single time with a view to collecting systematically a body of quantifiable data with respect to a number of variable which are examined to discern (differentiate) pattern of association.

In other words survey is type of research design for data collection of research which is taken to be economical and efficient covering the wide range of target population steps of the survey research according to Nunan (1992, p. 141) are as follows:

Step 1 : Define objectives

Step 2 : Identify target population

Step 3 : Literature review

Step 4 : Determine sample

Step 5 : Identify survey instrument

Step 6 : Design survey procedures

Step 7 : Determine reporting procedure

Survey research is very useful to carry out the research among the large group of people. It has wide and inclusive coverage and is economic as well. This

research design was appropriate to my research topic for achieving the objectives of research. Therefore I select this design.

3.2 Population, Sample and Sampling Strategy

Five subjective and five objective question papers of phonetics and phonology from 2066-2070 of M.Ed. Level in T.U. prepared by Tribhuvan University examination board were selected through purposive sampling.

3.3 Research Tools

The researcher prepared the checklist for data collection. In that checklist he prepared the area of contents on the basis of specification and syllabus of the given course five subjective and five objective question papers of the course used for analysis.

3.5 Source of Data

The researcher used only secondary source of data for the purpose of study.

3.5.1 Primary Sources of Data

In this present research, the researcher did not use any primary source.

3.5.2 Secondary Sources of Data

For this study the researcher used the question papers of phonetics and phonology M.Ed. level from 2066-2070 Apart from this he consult the syllabus of M.Ed. level, various books, articles, Journal and research report such as Heaton 1995 Well (1990) Richard (1993) Hughes (1989), Lado (1991), Khaniya (2005).

3.6 Data Collection Procedures

The following procedures of data collection were adopted for this study. The researcher collected question papers administrated in M.Ed. level examination of Phonetics and phonology from 2066-2070 and the syllabus. He categorized all the test item unit-wise based on the course content given in syllabus and prepared a checklist to find out content coverage of the course. He compared

the test item with the course content in the checklist and listed the instance of represented in the question paper and not represented in the question paper. And he counted them finally to find out content weightage, the prepare the checklist according to evaluation scheme chart and syllabus and match it. Then he observe test weightage and evaluation scheme to find out weightage.

3.7 Data Analysis and Interpretation Procedures

The collected data were analyzed and interpreted descriptively. The quantitative data were analyzed and interpreted using tables, percentage and statistical tool which were collected from secondary source.

3.8 Ethical Considerations

Ethical consideration is one of the most valuable ornament that a researcher should follow while conducting his or her research work. To accomplish the research work the research need to consider the ethical value so, the researcher conducted the survey researcher design by taking permission of the concern authority the researcher kept the data in a confidential way. The researcher ensured that all the ideas used in this research were his own ideas.

CHAPTER FOUR

ANALYSIS OF DATA AND INTERPRETATION OF RESULT

This chapter deals with the analysis and interpretation of raw data that have been collected through checklist. The main objective of this research is to find out the content validity of phonetics and phonology in terms of content coverage and content weightage. To accomplish this objective, this chapter has been divided into two parts: the first part deals with the analysis in terms of coverage and second part deals with weightage. For this purpose five exam papers of phonetics and phonology of the year 2066 B.S. to 2070 B.S., in order to find out whether the test items had content validity or not.

4.1 Analysis and Interpretation of Content Coverage

This sub topic deals with the analysis and interpretation of content coverage of the exam papers of the year 2066 B.S. to 2070 B.S. Content coverage is the comparison between course contents and test contents. So, the test papers were examined in order to find out whether the test items are the representative sample of the course contents while evaluating the content validity of a test.

4.1.1 Representation of Test Items from Unit One

Table No. 1

Analysis of Content Coverage from Unit One

Unit	Course contents	Contents of the exam paper									
		2066		2067		2068		2069		2070	
		Sub	Obj	Sub	Obj	Sub	Obj	Sub	Obj	Sub	Obj
1.1	Definition of Phonetics, history and scope			1 (6) (alt)					1		
1.2	Process of Speech production	1 (6) 1 (6)	1	1 (12)	2			1 (12)			1
1.3	Production of consonants and vowels						1	1 (6)	1	1 (6)	1
1.4	Syllables and suprasegmental features	1 (12)					1				
	Total number of question asked from unit 1										

Note: The questions asked in examination are given in appendix IV

S = Subjective question

O = Objective question

Alt = Question in alternative

Figure in bracket: Total credit for test item

There are altogether four units in the course 'phonetic and phonology'. The first unit is General phonetic. This unit consists of four units which are spread over 1.1 to 1.4

If we see diachronically the most representative item is 1.2 (process of speech production) which was asked in all four (2066, 067, 069, 070) out of five years examination. Similarly, 1.3 (Recognition and production of consonant and vowel), is covered asked in three years (2068, 2069, 2070) out of five years examination. 1.1 Definition of phonetics, history and scope) is represented in only one year examination and 1.4 syllables and suprasegmental features is represented in two years (in 2066 and 2068) out of five year examination.

If we see synchronically, in 2066 B.S., three subjective questions and one objective questions were asked from unit one. One long subjective question was asked from 1.4 (syllables and suprasegmental features), and two short subjective questions were asked from 1.2 (process of speech production). Similarly, one objective question was asked from 1.2 (process of speech production).

In 2067 B.S. two subjective and two objective questions were asked from this unit. One long subjective question was asked from 1.2 (process of speech production), One short question was asked from 1.7 (Definition of phonetics, history and scope) and two objective question was asked from 1.2 (process of speech production).

In 2068 B.S. Two objective question were asked from unit one. One objective question was asked from 1.3 (Recognition and production of consonants and vowels) and another objective question was asked from 1.4 (Syllables and suprasegmental feature).

In 2069 B.S. Two subjective and two objective questions were asked from unit one. The long subjective question was asked from 1.2 (Process of speech production) and the short subjective question was asked from 1.3 (Recognition and production of consonants and vowels). Regarding the objective Question the first objective question was asked from 1.1 (Definition of phonetics history and scope) and the second objective question was asked from sub unit 1.3 (Recognition and production of consonants and vowels)

In 2070 B.S. Two objective questions were asked from unit one. Regarding objective question the first objective question was asked from sub unit 1.3 (Recognition and production of consonants and vowels) and second objective question was asked from the sub-unit 1.2 (process of speech production)

Here

Total area contents : 4

Covered contents : 4

Coverage contents in percentage $4/4 \times 100$

$$=100\%$$

From the above data and description. It is clear that there are altogether 4 items in unit one course content, all 4 items were represented in examination during five years examination. The data shows that the content coverage of this unit is 100%. This shows the unit one has high content validity because the test paper covered 100% course contents.

4.1.2 Representation of the contents in terms of course contents in unit two

Table 2

Analysis of Content Coverage from Unit Two

Unit	Course contents	Contents of the exam paper									
		2066		2067		2068		2069		2070	
		Sub	Obj	Sub	Obj	Sub	Obj	Sub	Obj	Sub	Obj
2.1	Definitions important of phonology			1 (12)							
2.2	Distribution between phonetics and phonology										
2.3	Classical and generative phonology		1			1 (12)	1		1		1
2.4	Phone phoneme and allophone							(12) 2 alt			
2.5	Different view of phoneme							1 (12)		1 (12) alt	
2.6	Phonological rule		1	1 (6)		1 (6)					
2.7	Phonemic observing										
2.8	Recent development in phonology	1 (12)	2		1		1	1 (18)			

The table above shows that in unit two, there are altogether 8 items/contents which are spread over 2 to 2.8.

If we see diachronically the most representation item is 2.3 (classical and generative phonology) and 2.8 (Recent development in phonology) which were

asked in all four years (2066, 2068, 2069, 2070) and (2066, 2067, 2068, 2070) out of five year examination respectively.

Similarly 2.5 (Different views of phoneme) and 2.6 (phonological rule) were represent in two (2069, 2070) and (2067, 2068) out of five year examination respectively. 2.1 (Definition and important of phonology) and 2.4 phone phoneme and allophone) were asked only one (2069) year's examination 2.2 (Distinction between phonetics and phonology) 2.3 (phonemic overlapping) were neglected.

If we see synchronically, in 2066 B.S. one long subjective question and four objective questions were asked from this unit. The subjective question L.S. (1) was asked from 2.8 (Recent development in phonology). Regarding the objective question the first objective question was asked from 2.3 (classical and generative phonology) second objective question was asked from 2.6 (Phonological rule) and final two objective question were asked from 2.8 (Recent development in Phonology)

In 2067 B.S. one subjective and one objective question were asked from this unit. The subjective question was asked from 2.1 (Definition and importance of phonology) the objective question was asked from 2.8 (Recent Development in Phonology)

In 2068 B.S. Two subjective and two objective questions were asked from this unit. Regarding the subjective question the first subjective question was asked from. 2.3 (Classical and Generative phonology) and second subjective question was asked from 2.6 (Phonological rule). Similarly, first objective question was asked from 2.3 (Classical and generative phonology) and second objective question was asked from 2.8 (Recent development in Phonology).

In 2069 B.S. four subjective question and one objective question were asked from unit one. Two long questions (in alternative position) were asked from sub-unit 2.4 (Phone, phoneme and Allophone) and another long question was asked from sub unit 2.5 (Different view of phonemes). The short subjective

question was asked from 2.8 (Recent development in phonology) and the objective question was asked from 2.3 (Classical and generative phonology)

In 2070 B.S. one long subjective question and one objective question were asked from this unit. The long subjective question was asked from sub unit 2.5 (different view of phoneme) and the objective question was asked from sub unit 2.3 (Classical and generative phonology)

Here,

Total area of content: 8

Covered content : 6

Covered content in percentage: $6/8 \times 100$

$$= 75\%$$

Uncovered content : 2

Uncovered content in percentage $2/8 \times 100 = 25\%$

From the above data the description, it is clear that there are altogether 8 sub units in unit two according to the course content, but only 6 sub units were represented in the examination during five years. However, 2 sub units were neglected while constructing test items. The data show that the content coverage of this unit is 75% percent while 25% content were not covered in the question papers. This shows that unit two has high content validity because the test paper covered 75% percent course contents.

4.1.3 Representation of the Test Contents in Terms of Course Contents

Table 3

Analysis of Content Coverage of Unit 3

Unit	Course contents	Contents of the exam paper									
		2066		2067		2068		2069		2070	
		Sub	Obj	Sub	Obj	Sub	Obj	Sub	Obj	Sub	Obj
3.1	The consonant phoneme of English				1	1 (6)			1	1 (6)	
3.2	Vowel system in English	1 (6) alt 1 (6)	1		1		2			1 (6)	1
3.3	Phonological feature the classification of English	2 (6) alt		1 (6) 1 (6) alt 1(6)	3	1 (12)	1	1(6) 1 (6)	3	1 (6)	2
3.4	Phonological feature the consonant system			1 (12) 1 (6) alt 1 (6)		2 (12) alt	1		1	1 (12)	2
3.5	Syllables	2 (6) 1 (12) alt	3	2 (6) alt 12	1	2 (6) alt 1 (12)	1	1 (6) 1 (12)	1	1 (6) 1 (12)	1
3.6	Word stress		2				1				
3.7	Phonetic Representations the realization of phoneme									1 (12)	
3.8	Phrases sentence and the phonology of connected speech				1					1 (6)	1

Note

alt: Question in alternative/optional position

The table above shown that in unit three are altogether 8 (sub units which are spread 3 to 3.8).

If we see diachronically, the most representative sub unit 3.3 (The phonological feature: The classification of English) and 3.5 (syllables) were represented in all five year examination respectively.

Similarly, 3.2 (Vowel system of English and 3.4 (Phonological features: The consonant system) were represented in four (2066, 2067, 2068, 2070) and (2067, 2068, 2070) out of five years examination 3.1 (The consonant phonemes of English) was represented in three (2068, 2069, 2070) out of five years' examination. Similarly 3.6 (Word stress) and 3.8 (Phrases/sentences and the phonology of connected speech) were represented in two (2068, 2070) out of five years examination) 3.7 (Phonetic representation: The realization of phonemes) was represented in only one (2070) out of five year examination.

If we see synchronically in 2066 B.S. Eight subjective and 6 objective questions were asked from unit three. One long and two short subjective questions were asked from sub unit 3.2 (vowel system in English) next two short subjective questions (in alternative position) were asked from 3.3 (phonological feature. The classification of English vowel). Likewise another long and two short (in alternative position) were asked from 3.1 (syllables), and the first objective question was asked from 3.2 (vowel system of English) and next three objective questions were asked from 3.5 (Syllables), two objective question were asked from 3.6 (word stress).

In 2067 B.S. Seven objective and six subjective questions were asked from this unit. The first subjective question was asked from 3.3 (Phonological feature) next three subjective questions (2 in alternative position) were asked from 3.4 (The phonology feature: The consonant system) and next two subjective

questions (in alternative position) were asked from 3.5 (syllables). Similarly, three objective questions were asked from 3.3 (Phonological feature). The classification of English vowel) one objective question was asked from 3.1 (The consonant phoneme of English) another two were asked from 3.2 (Vowel system of English) and 3.5 (Syllables) respectively.

In 2068 B.S. seven subjective and six objective questions were asked from this unit. The first short subjective question was asked from sub-unit 3.1 (The consonant phoneme of English) one long subjective question was asked from sub unit 3.3 (Phonological feature, the classification of English) Two long subjective questions (in alternative position) were asked from sub unit 3.4 (Phonological feature: The consonant system) next one long and two short subjective questions (in alternative position) were asked from 3.5 (Syllables). Regarding the objective question. The first two objective questions were asked from 3.2 (Vowel systems of English), one of objective question was asked from 3.3 (Phonological feature: the classification of English vowel), one objective question was asked from 3.4 (The phonological features: The consonant system) one objective question was asked from 3.5 (syllables) and one objective question was asked from 3.6 (word stress).

In 2069 B.S. six objectives and four subjective questions were asked in this chapter. The first objective question was asked from sub-unit 3.1 (The consonant phonemes of English), Three objective question were asked from sub-unit 3.3 (Phonological feature) one objective question was asked from sub unit 3.4 phonological feature: The consonant system) and one objective question was asked from sub unit 3.5 (syllables).

In 2070 B.S. seven objective and eight subjective questions were asked from this unit. The first objective question was asked from sub-unit 3.2 (Vowel system of English), Two objective questions were asked from 3.3 (Phonological feature : The classification of English vowel), Two objective questions were asked from sub-unit 3.4 (phonological feature: The consonant

system) one objective question was asked from sub-unit 3.5 (syllables) and one objective question was asked from sub-unit 3.8 (phrases, sentences and the phonology of connected speech). Regarding the subjective question. The first short subjective question was asked from sub-unit 3.1 (The consonant phonemes of English) second short subjective question was asked from sub-unit 3.2 (Vowel system of English) third short subjective question was asked from sub unit 3.3 (Phonological features: The classification of English vowel), fourth short subjective question was asked from sub unit 3.8 (phrases, sentences and the phonology of connected speech) and one long and one short subjective questions were asked from sub-unit 3.5 (syllables) and one long question was asked from 3.7 phonetic representation's the realization of phoneme)

Here,

Total area of content: 8

Covered content : 8

Covered content in percentage: $8/8 \times 100$

$$= 100\%$$

Uncovered content : 0

Uncovered content in percentage 0

From the above data and description, It is clear that there are altogether 8 language items in unit three according to course of content all 8 items were represented in the examination during five years. The data shows that the content coverage of this unit is 100% percent. This shows that units three has high content validity because the test paper covered 100% course contents.

Note:

alt: question in alternative/optional position

The table above shows that in unit four there are altogether 10 sub-units which are spread over 4 to 4.10

If we see diachronically sub-unit 4.1 (why teach pronunciation) and 4.5 (Techniques activities of Teaching pronunciation) were represented in three (2067, 2069, 2070) out of five years examination similarly, 4.2 problem in Teaching English pronunciation) 4.6 (Role of Teachers in Teaching pronunciation) and 4.7 (Phonological process) were represented in two (2067, 2070, 2066, 2069 and 2068, 2070) out of five years examination. 4.3 (Factors that affects pronunciation (earning) was represented in only one (2068) out of five years examination. However, 4.4 (Aspect feature of pronunciation) 4.8 (Deletion), 4.9 neutralization and 4.10 (Recording) were never represented.

If we see synchronically in 2066 two subjective questions were asked from unit four. The first short subjective question was asked from sub-unit 4.5 (Techniques and activities of teaching pronunciation) and second short subjective question was asked form 4.6 (Role of teacher in teaching pronunciation). Regarding objective question no objective question was represented in 2066 B.S. examination.

In 2067, three objective and one subjective questions were asked from this unit. The first objective question was asked from sub-unit 4.1 (why teach pronunciation) the second objective question was asked from sub-unit 4.5 (Techniques and activities of teaching pronunciation) and third objective question was asked from sub-unit 4.7 (Phonological process) Similarly short subjective question was asked from 4.2 (Problem Teaching English pronunciation)

In 2068 B.S. Two subjective questions (In alternation were position) asked from this unit. The first short subjective question was asked from sub-unit 4.3

(Factor that affect pronunciation learnings) and the second short subjective question was asked from sub-unit 4.6 (Role of teacher in teaching pronunciation) No objective question was represented in this examination.

In 2069 B.S., two subjective and two objective questions were asked from this unit. The first short subjective question was asked from sub-unit 4.1 (why teach pronunciation), next short subject question was asked from sub unit 4.5 (Techniques and activities of teaching pronunciation). Similarly the first objective question was asked from sub-unit 4.1 (why teach pronunciation) next objective question was asked from sub unit 4.7 (phonological process)

In 2070 B.S. one subjective question was asked from this unit. Short subjective question was asked from sub-unit 4.2 (problem in Teaching English pronunciation).

Here,

Total area of content: 10

Covered content : 6

Covered content in percentage: $6/10 \times 100$

$$= 60\%$$

Uncovered content : 4

Uncovered content in percentage $4/10 \times 100 = 40\%$

From the table above data and description. It is clear that there are altogether 10 language items in unit four according to the course of content but only 6 items were represented in the examination during five years. The data shows that the content coverage of this unit is 60% while 40% of contents were not covered in the question papers. This shows that unit four has high content validity because the test paper covered 60% course contents.

4.1.5 Examination of Test Paper on Whole In terms of Coverage

Table 5
Unit-wise Content Coverage

S.N.	Unit	Course contents language items	Test contents language items	Test covered in percentage
1	1	4	4	100%
2	2	8	6	75%
3	3	8	8	100%
4	4	10	6	60%
Total	-	30	24	80%

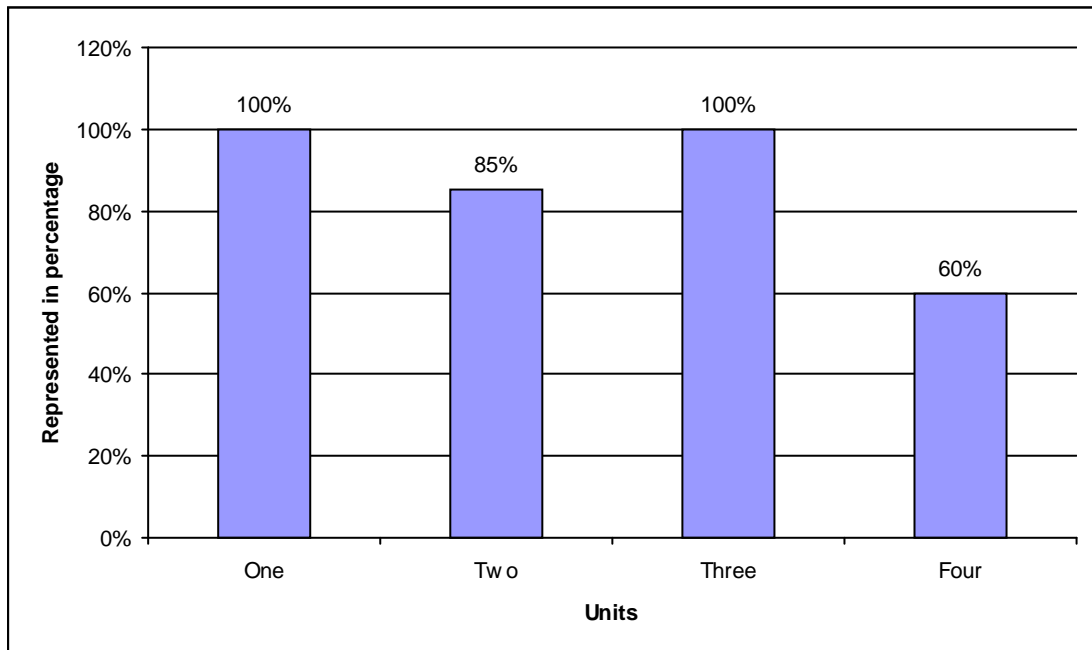
Table no. 5 given above shows that there are altogether 30 language items in phonetics and phonology course at MEd. level. Out of 30 language items, the representation of the test contents language items during five years (2066 to 2070) is 24 while 6 language items were neglected during designing the test items. It means the coverage of course content in test contents on the whole was 80% while 20% course content were not covered in the test papers.

After analyzing the table given above, it can be concluded that the content validity of the test papers and whole in terms of content coverage is good as it covers 80% percent of the course contents as a whole. In other words those test papers have really tested what they have claimed to on the part of the testees are the representative sample of the course contents. So the test papers of phonetics and phonology have good content validity in terms of coverage during five years (2066 to 2070).

4.1.6 Unit wise Comparison of Papers In terms of Content Coverage

Figure 1

Unitwise content coverage



The unit wise comparison of content representativeness shows that the most representative unit is unit one and unit three which represents 100 percent of the course contents. The second place occupied by unit two in the hierarchy of comparison from most to least representation represent 75% percent of the course contents. Similarly, unit four occupies 60 percent of the course contents.

4.2 Analysis and Interpretation of Content Weightage

This section examines content validity in terms of content weighting. The researcher have compared whether the marks allocated by the syllabus is proportional or not in comparison to the weightage of question papers of the year 2066 to 2070 B.S.)

4.2.1 Whole Content Validity In terms of Content Weightage

Table 6

Content Validity In terms of Content Weightage

Weightage of the course content			Weightage of the examination papers					Average weightage five years
SN	Unit	Full weightage	2066	2067	2068	2069	2070	
1	1	20	20+(5)	20	2	20	8	15%
2	2	13	120	19	19	19 (12)	13+ (12)	16.8%
3	3	57	54+ (24)	55+(12)	54 +(18)	36	73	55%
4	4	10	12	9	12+(6)	14	6	13.8%
			98+ (29)	97+(12)	87+(24)	90 + (12)	100 + (12)	
Total			100	100	100	100	100	

Note: The number without bracket is compulsory marks and number with bracket is optional.

The table shows that the full marks of phonetics and phonology course is 100. According to the unit wise allocation of marks given in syllabus unit one carries 20 marks. It means from unit one the test item carrying 20 marks (no more or less) can be asked in the examination in 2066 B.S. question paper carrying 25 marks this marks was over then the actual weightage specified in the syllabus similarly, in 2067 B.S. question paper carrying exactly 20 marks as suggested in syllabus but in 2068 B.S. questions of only 2 marks were asked from this unit. This is to say 18 marks less was asked in that year. Similarly in 2069 B.S. question paper carrying exactly 20 marks as suggested in syllabus but in 2070 B.S. questions of only 8 marks were asked from this units. This is

to say 12 marks less was asked in that year. The average weightage of five years examination is 15% after analyzing the above mentioned data and description. It can be concluded that unit one has less content validity in term of content weightage because 4% marks is less represented in five years examination.

In case unit two it carries 13 marks according to the allocation of marks specified in the syllabus. In 2066 B.S. question paper carrying 12 marks. This is to say one marks less was asked in that year. Similarly, in 2067 B.S. question papers carried 19 marks. It means 6 marks more than the allocated marks were asked in that year from this unit. In 2068 B.S. the question paper carried 19 marks which is 6 marks more then the allocated marks. In 2069 B.S. the question papers carried 19 marks (two alternative question), which is 6 marks more over then the allocated marks were asked in that years from this unit. In 2070 B.S. question papers carried exactly 13 marks and two alternative question) were asked from this unit after analyzing the above data and description, It can be concluded that the average weightage of unit two during five years 16.2% marks it means that 8.4 marks were more over represented than the actual weightage specified in the syllabus. So it can be concluded that unit two has less content validity in terms of content weightage.

In case of unit 3 : Unit three carried 57 marks according to the unit wise allocation of marks specified in the syllabus. The table above shows that in 2066 B.S. the test item carries 54 marks (one long and two short question in alternative position) were asked from this unit this is to say three marks less was asked in that year. Similarly in 2067 B.S. question paper carried 55 marks two short subjective questions (4 alternative position) Two marks less were asked in that years. In 2068 B.S. the question paper carried 54 marks with one long and one short subjective questions in alternative position) Three marks less were asked in that years. In 2069 B.S. The question paper carried 36 marks. 27 marks less were asked in that years. In 2070 B.S. the question paper

carried 73 marks. It means 16 marks more than the allocated marks. After analyzing above data and description, It can concluded that average weightage of unit three during five years was 65% marks. It means that 13.4 marks were over so it can be concluded that unit three has less content validity in terms of content weightage.

Unit four carries 10 marks according to the unit wise allocation of marks specified in the syllabus. The table above shows that in 2066 B.S. the test item carried 12 marks (Two short subjective questions) which is over by 2 marks than the marks specified in the syllabus. Similarly in 2067 B.S. test items carrying 9 marks (three in objectives one is short subjective) in which one marks is less than marks specified in the syllabus. Likewise in 2068 B.S. 12 marks (one short subjective question in alternative position) which is over by 2 marks than the marks specified in the syllabus: Similarly in 2069 B.S. the test item carrying 14 marks two short subjective and two objective question) which is over by 4 marks than the marks the allocated in the syllabus. And in 2070 B.S. the test item carrying 6 marks (one short subjective questions) in which 4 marks less than the marks allocated in the syllabus. It can be concluded that the average weightage of unit four during five years examination was 13.81 marks, which is over than the actual weightage specified in the syllabus by it 2% marks. So unit four has less content validity in terms of content weightage.

4.3 Comparison of content validity in terms of content coverage and weightage

After analyzing the various data presented above, it has been found that the exam paper of phonetic and phonology at M.Ed. first years during five years (2066- 2070 B.S.) has good content validity in terms of content coverage this is provided the fact that out of 30 sub-units 24 sub units were represented in the examination which is 80% percent the content representation above 60% percent is consider as good. It means, in terms of content coverage the test item have tested what they claim to test but same test have low content validity in

terms of weightage during five years. It is proved by the fact that the test content weightage of unit 1,2,3 and 4 in average 15%, 16.8%, 65% and 13.8% respectively. But syllabus has suggested that test weightage should be 20, 13, 57 and 10 respectively this shows that the weightage of the examination papers are over represented from all these units. Therefore, it can be concluded that the question papers of phonetics and phonology have good content validity in terms of content coverage but less validity in term of content weightage.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

On the basis of analysis of data and interpretation of the result, finding, conclusion with some recommendation has been suggested as follows:

5.1 Findings

This research works has the following findings:

1. It was found that the question papers of phonetics and phonology Eng. Ed. 516 have good content validity in terms of content coverage because out of 30 language items, 24 language items (i.e. 80%) were represented during five years (2066 to 2070).
2. According to the weightage principle, the question papers of phonetics and phonology Eng. Ed. 516 have low content validity in average the test content weightage was not proportional to the course content.
3. From unit one out of 4 sub-units 4 sub unit were represented in the examination for five years. It means the coverage of course contents in unit one is 100% percent therefore, unit one has very high content validity.
4. In unit two out of 8 sub-units 6 sub-units were represented in the examination for five years, which shows that the coverage of course contents in unit two is 75 percent therefore unit two has good content validity.
5. Unit three: There are altogether 8 language items out of which 8 language items represented for five years. It means the coverage of course contents in unit three is 100% unit three has very high content validity.
6. Unit 4, out of the 10, sub-units 6 sub-units were represented in the examination for five years which is 60% percent coverage of the course content. Therefore unit four has good content validity.

7. According to the unit-wise allocation of marks specified in the syllabus, unit one carries 20 marks, but it is not found to have been followed in designing the test as test items carrying 15 marks in average were asked from this unit for five years. The test papers have carried different weightage and the test content weightage is not proportional to the course content weightage. Therefore, unit one has low content validity in terms of content weightage.
8. According to the unit-wise allocation of marks specified in the syllabus unit two also carries 13 marks however it has not been found to be followed by the question designer. The average weightage of the question paper during five years is 16.8 marks. It means 3.8 marks were overrepresented. Therefore, unit two lacks content validity in terms of content weightage.
9. Unit three carries 57 marks according to the syllabus but it is not found to have been followed by the question designers. The average weightage of the question papers during five years is 65 marks which is 8 marks more than the allocated one so unit three lacks content validity in terms of content weightage.
10. Unit four carries 10 marks according to the unit wise allocation in the syllabus but it is also not found to be followed by the question designers. The average weightage of the paper during five years is 13.8 marks which is 3.8 marks, moreover than the allocated one so unit four also lacks content validity.

5.2 Conclusion

Content validity is important quality of a good test, the question papers of phonetics and phonology Eng.Ed. 516 during five years (2066 B.S. to 2070 B.S.) have good content validity in term of content coverage but low content validity in terms of content weightage. According to Singh (2008, p. 68) the coverage principle, "the test most cover at least sixty percent or more of test

content". So, it is found that more than sixty percent course content are represented in five years question paper. Therefore the question papers have good content validity in terms of content coverage.

Regarding content weightage, the test contents weightage must be proportional to the course contents weightage. But the average content weightage of phonetics and phonology question papers during five years are not strictly followed the weightage suggested in the syllabus. Out of 4 units two units i.e. (unit one and unit three) represented all the sub-unit in five years examinations. Therefore, it can be concluded that the question papers of phonetics and phonology at M.Ed. first year during 2066 B.S. to 2070 B.S. have good content validity in terms of content coverage but low content validity in terms of content weightage.

5.3 Recommendations

On the basis of the finding from the analysis and interpretation of data, some recommendations have been made. The recommendations of this research have been divided in to three level like policy level, practice level and further research related level. They are briefly discussed in the following sub-heading.

5.3.1 Policy Related

1. It was found that content coverage of question papers of phonetics and phonology Eng. Ed. 516 during five years was 60%. It is considered as good but not maximum level of representation therefore the test designers should design the tests ensuring more content validity.
2. It was found that the test papers of phonetics and phonology Eng Ed. 516 have less content validity in term of content weightage so the test designer should make rule to design the question strictly following the weightage specified in the syllabus.
3. There need to be fixed criteria about how many and what types of test items to be asked from each unit. For this purpose specification charts should be prepared before hand and must be followed.

4. All the units and language items should be given equal emphasis while designing the question papers to establish high content validity.
5. The question designers need to be highly educated, experienced and trained.
6. To enhance high content validity, the optional questions should be reduced.
7. The Office of Controller of Examinations T.U. has the sole authority in administrating examinations. So, it should play vita role to improving test items by organizing workshops and training programs.

5.3.2 Practice Related

1. It has been found that the test papers of phonetics and phonology have low content validity in terms of content weightage, so test designer should strictly follow the schedule weightage while designing test.
2. To enhance high content validity, the question designer should give equal emphasis to all units and language items.
3. To enhance high content validity the optional questions should be reduced and the given choice should be asked from the same unit.
4. To get high content validity, the test designer should study the course objectives course contents and content weightage before designing question papers.

5.3.3 Further Research Related

In further research level, this research study can be applied for the following purpose:

-) This research covers only five subjective and five objective question papers of phonetics and phonology.
-) My study was limited to the course phonetics and phonology of MEd. Level. Other researcher can compare phonetics and phonology in terms of content coverage and content weightage.
-) To carry out similar type of research at different level.
-) Other researcher can do research of T.U. and K.U. phonetics and phonology in terms of content coverage and convent weightage.

References

- Anastasi, A. (1982). *Psychological Testing*, Fifth Edition. New York: Macmillan Publishing Co. Inc.
- Brown F.G. (1976). *Principles of Educational and Psychological Testing*, New York: Holt Rinehart and Winston.
- Byram, M. (1989). *Routledge encyclopedia in language teaching and learning*. London: Routledge.
- Catford, J.C. (1988). *Fundamental problems in phonetics*. OUP: Edinburgh.
- Crystal, D. (2003). *A dictionary of linguistics and phonetics*. UK: Black Publishing.
- Crystal, D. (2007). *The Cambridge encyclopedia of language* (2n ed.), Cambridge : Cambridge University Press.
- Harmer, J. (2001). *The practice of English language teaching*. Longman.
- Harrison, A. (1983). *Language testing handbook*. Longman: Modern English Publication.
- Harrison, A. (1991). *A language testing handbook*, MEP.
- Heaton, J.B. (1975). *Writing English texts*. London: Longman.
- Heaton, J.B. (1988). *Writing English Language Test*, London: English Language Book Society, Longman Second Edition.
- Hughes, A. (1989). *Testing for Language Teachers*. Cambridge University Press.
- Hughes, A. (2010). *Testing for language teachers*. Cambridge: Cambridge University Press.
- Hyman, L.M. (1975). *Phonology theory and analysis*. NY: Holt Richard and Winston.
- Hymes, D. (1972). *On Communicative Competence*. London: Penguin.

- Karki, M. (2010). *Content validity of General Linguistics course of Grade Eleven*, An Unpublished M.Ed. Thesis, Kathmandu, T.U.
- Khaniya, T.R. (2005). Examination for Enhanced Learning Educational Development Service Centre (EDSC) Pvt. Ltd. Kathmandu.
- Khaniya, T.R. (2005). *Examination for enhanced learning*. Kathmandu : Millennium Publication.
- Khatri, R. (2007). *Content validity of translation theory of practice exam at M.Ed. Level*. An Unpublished M.Ed. Thesis, Kathmandu, T.U.
- Ledefoged, P. (2006). *A course in phonetics*. California.
- Lindquist, E.F. (1968). *Statistical Analysis in Educational Research*. New Delhi: Oxford and IBH Publishing Co.
- Linn, R. and Miller, M.D. (2008) *Measurement & Assessment in Teaching* (9th ed.) India: Dorling Kindersley.
- Luitel, D. (2006). *Content validity of class XI English test 2062*. An Unpublished M.Ed. Thesis, Kathmandu, T.U.
- Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge : CUP.
- Ojha, R. (2005). *Content Validity of ELT Theories and Method at B.Ed. level*. An Unpublished M.Ed. Thesis, Kathmandu, T.U.
- Richard, J.C. and Rodgers, T.S. (1999). *Dictionary of Language Teaching and Applied Linguistics*. Essex. Longman.
- Sharma, N. (2011). *Content validity of Grade Eight question paper*, An Unpublished M.Ed. Thesis, Kathmandu, T.U.
- Singh, A.K. (2008). *Test measurements and research methods in behavioural science*. Bhangalpur: Bharati Bhawan Publication.

Subedi, R. (2006). *Content Validity of B.Ed. Question: A case of English Sounds Structures (302)*, An Unpublished M.Ed. Thesis, Kathmandu, T.U.

Weir, C.J. (1983). *The Associated Examining Board's Test in English for Academic Purpose*. An exercise in content validation in Hughes and Porter (Eds.) (1993), 147-150.

Weir, C.J. (1988). *Communicating language testing*. New York: Prentice Hall.

Appendix I

Checklist for examining the content validity of the exam papers in terms of content coverage

	Course Content	Test Item Represented				
Unit	Course items	2066	2067	2068	2069	2070
1						
2						
3						
4						

Appendix II

Checklist for examining the content validity of the exam papers in term weightage

S.N.	Weightage of the course contents		Weightage of the test papers				
	Unit	Full Weightage	2066	2067	2068	2069	2070
1	I	20					
2	II	13					
3	III	57					
4	IV	10					
	Total Marks						

Appendix III

Syllabus of Phonetics and Phonology in M.Ed. Level

Course title: **Phonetics and Phonology**

Course No. : Eng. Ed. 516

Nature of course: Theory

Level: M. Ed.

Year: First

Full marks: 100

Pass marks: 40

Periods per week: 6

Total periods: 150

Time per period: 55 minutes

1. **Course Description**

This is a course on Phonetics and Phonology designed to equip the students with the knowledge and skills required to produce and analyze both segmental sounds and suprasegmental features of language in general and English in particular. The course consists of four units. Units one and two deal with phonetics and phonology in general. However, special emphasis is given to English phonetics and phonology. Unit three exclusively concentrates on English phonology. The last unit deals with the techniques and activities of teaching English pronunciation.

2. **General Objectives**

The general objectives of this course are as follows:

-) To make the students able to identify, describe, classify and produce the sounds of the languages including English.
-) To introduce the students to the major theories of phonology.
-) To make the students able to carry out phonemic and phonological analysis of the English language.
-) To equip the students with the techniques of teaching English pronunciation.

3. **Specific Objectives and Contents**

Specific objectives	Contents
) Define phonetics and state its history.	Unit I: General Phonetics (30)
) Explain the branches of phonetics.	1.1 Introduction
) Explain various processes of speech production.	1.1.1 Definition of phonetics and its history and scope
) Identify and produce International Phonetic Association (IPA) consonants and cardinal vowels.	1.1.2 Branches of phonetics <ul style="list-style-type: none">) Articulatory) Acoustic) Auditory
) Identify the syllables in the given words.	1.1.3 Organs of speech
) Speak English with proper stress and intonation.	1.2 Process of speech production
	1.2.1 Airstream mechanism
	1.2.2 The phonation process
	1.2.3 The oro-nasal process
	1.2.4 The articulatory process
	1.3 Production of consonants and vowels
	1.3.1 IPA consonants
	1.3.2 Cardinal vowels

	<p>1.4 Syllables and suprasegmental features</p> <p>1.4.1 Syllables, stress, length, rhythm, intonation and tone</p> <p>1.4.2 Stress, tone, and pitch, accent languages</p>
<p>) Define phonology and explain its importance.</p> <p>) Present an overview of classical and generative phonology.</p> <p>) State various views of the phoneme.</p> <p>) Formulate different phonological rules.</p> <p>) Explain in brief the recent development in phonology.</p>	<p>Unit II: General Phonology (20)</p> <p>2.1 Definition and importance of phonology</p> <p>2.2 Distinction between phonetics and phonology</p> <p>2.3 Classical and generative phonology</p> <p>2.4 Phone, phoneme and allophone</p> <p>2.5 Different views of the phoneme</p> <p>2.5.1 Phoneme as a phonetic reality</p> <p>2.5.2 Phoneme as a phonological reality</p> <p>2.5.3 Phoneme as psychological reality</p> <p>2.6 Phonological rules</p> <p>2.6.1 Formulization of rules (rule writing)</p> <p>2.6.2 Underlying representations</p> <p>2.6.3 Types of derivational rules</p> <p>2.6.4 Rule collapsing/combining rules</p> <p>2.6.5 Rule ordering</p> <p>2.7 Phonemic overlapping</p> <p>2.8 Recent developments in phonology</p>
<p>) Produce English consonants and give their three- term description.</p> <p>) Transcribe English consonants phonemically and phonetically.</p> <p>) Produce and describe English vowels and diphthongs.</p> <p>) Give the phonological features of English vowels and consonants.</p> <p>) Make phonemic analysis of English syllables and word stress.</p> <p>) Give various phonetic realizations of English phonemes.</p> <p>) Make phonological analysis of the connected speech.</p> <p>) State the phonological process in English.</p>	<p>Unit III: English Phonology (85)</p> <p>1.1 The consonant phonemes of English</p> <p>1.1.1 The basic inventory</p> <p>1.1.2 Articulation in detail</p> <p>) Place of articulation</p> <p>) Manners of articulation</p> <p>) Voicing</p> <p>1.1.3 Some regional modifications</p> <p>1.1.4 Phonemic transcription and information</p> <p>1.1.5 The phonetic content of phoneme</p> <p>1.2 Vowel systems of English</p> <p>1.2.1 Descriptions and Classifications of Monophthongs and Diphthongs</p> <p>1.2.2 A choice of reference accents</p> <p>1.2.3 Three inventories</p> <p>) The Southern British Standard vowel phonemes</p> <p>) The vowel phonemes of Scottish Standard English</p> <p>) The vowel phonemes of General American</p> <p>1.2.4 Vowels and /r/</p> <p>) Rhotic and nonrhotic accents</p> <p>) Scottish Standard English</p>

	<ul style="list-style-type: none">) General American English) Received Pronunciation
1.2.5	Phonemic symbols and phonetic content
1.3	Phonological features: the classification of English vowel phonemes
1.3.1	The role of features in phonology
1.3.2	Phonological features and the basic vowel system
	<ul style="list-style-type: none">) Major classes: [Sonorant], [Continuant] and [Consonantal]) Pairs of vowels revisited: the feature [Tense]) Tenseness and length) Tongue-body features: [Back], [High] and [Low]) The feature [Round], and more on redundancy
1.4	Phonological features : the consonant system
1.4.1	Why new features?
	<ul style="list-style-type: none">) Excess of features) ‘Vowel features’ and ‘consonant features’
1.4.2	Replacing place features: [Anterior], [Coronal] and [Strident]
1.4.3	[Round], [High], [Low] and [Back] revisited
1.4.4	Pairs of obstruents: [Voice] and [Tense]
1.4.5	[Nasal] and [Lateral]
1.5	Syllables
1.5.1	Phonetic and phonological units
1.5.2	The structure of monosyllabic words
	<ul style="list-style-type: none">) The onset) The coda) The peak) The rhyme
1.5.3	The syllable templates and phonotactics
	<ul style="list-style-type: none">) Onset phonotactics) Rhyme phonotactics) The peak: vowels and consonants revisited
1.5.4	The syllabification of polysyllabic words
1.6	Word stress
1.6.1	On the nature of stress
1.6.2	Stress and syllable structure

	)	Final stress
	)	Nonfinal stress
1.6.3		Stress and nonphonological structure
1.6.4		Stress and phonological structure: Metrical phonology
	)	The notation
	)	Some generalizations
	)	The (non-) predictability of English word stress
1.7		Phonetic representations: the realizations of phonemes
1.7.1		The phonetic level of representation
1.7.2		Allophony: the principles
	)	Complementary distribution of allophones: clear and dark [l]
	)	Assimilation: optionality versus nonbinarity, and natural classes
	)	Parallel distribution of allophones: unreleased stops
1.7.3		Allophony in the obstruent system
	)	The allophony of voiceless stops: aspiration and glottalisation
	)	Allophony of voiced obstruents: devoicing
	)	Phonetic correlates of the voicing opposition
	)	Glottal stops, taps and some problems
1.7.4		Rules, phonetic representations and binary features
	)	The non-binarity of phonetic representations
	)	Rules, features and natural classes
1.8		Phrases, sentences and the phonology of connected speech
1.8.1		Stress beyond the single word
	)	Phrasal stress
	)	Compound stress
1.8.2		The phonology of rhythm
	)	Stress-timing in English
	)	Metrical structure and the foot
	)	Eurhythmy: the rhythmic adjustment of stress patterns
1.8.3		Syllables in the connected speech

	<ul style="list-style-type: none">) Liaison) Effects of liaison
	1.8.4 Structure simplification in the connected speech <ul style="list-style-type: none">) Vowel reduction and weak forms) Reduction, elision, assimilation
	1.9 Phonological process in English <ul style="list-style-type: none"> 1.9.1 Assimilation 1.9.2 Addition 1.9.3 Deletion 1.9.4 Neutralization 1.9.5 Reordering
) Teach English pronunciation using appropriate activities.	Unit IV: Teaching English Pronunciation (15) <ul style="list-style-type: none"> 4.1 Why pronunciation teaching 4.2 Problems in teaching English pronunciation 4.3 Techniques and activities of teaching pronunciation

Note: The figures in the parentheses indicate the approximate periods for the respective units.

4. Instructional Techniques

The instructional techniques for this course are divided into two groups. The first group consists of general instructional techniques applicable to most of the units. The second group consists of specific instructional techniques applicable to specific units.

4.1 General Instructional Techniques

-) Lecture/ Discussion
-) Explanation
-) Demonstration

4.2 Specific Instructional Techniques

Unit II & III: Project work
Unit IV: Micro-teaching
Unit I & III: Practical work

5. Evaluation

This is a theoretical course. Hence, the learning of the students will be assessed through the annual examination held by the Office of the Controller of Examinations. The types and number of questions in the annual examination paper are given in the following table:

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	16 questions	16 x 1 mark	16
Group B: Short answer	8 with 3 'or'	8 x 6 marks	48

questions	questions		
Group C: Long answer questions	3 with 1 'or' question	3 x 8 marks	24

2. Recommended Books and References

Recommended Books

- Clark, J. Y. C. & Fletcher, J. (2006). *An introduction to phonetics and phonology*. Cornwall: Blackwell. (For units I & II)
- Giegerich, H. J. (2009). *English phonology: An introduction*. Cambridge: Cambridge University Press. (For unit III)
- Hyman, L. M. (1975). *Phonology: Theory and practice*. New York: Holt, Rinehart and Winston. (For unit II)
- Ladefoged, P. (2006). *A course in phonetics*. Boston: Thomson Wadsworth. (For unit I)
- Lass, R. (1985). *Phonology: An introduction to basic concepts*. Cambridge: CUP. (For unit III)
- Schane, S. A. (1973). *Generative phonology*. New Jersey: Prentice-Hall. (For unit II)

References

- Ashby, M. & Maidment, J. (2005). *Introducing phonetic science*. Cambridge: CUP.
- Celce-Murcia, M. C. , [Brinton](#), D. & Goodwin, J. (1996). *Teaching pronunciation: A course for teachers of English to speakers of other languages*. Cambridge: CUP.
- Collins, B. S. & Mees, I. M. (2008). *Practical phonetics and phonology: A resource book for students*. London: Routledge.
- Gussmann, E. (2002). *Phonology: An analysis and theory*. Cambridge: CUP.
- Kelly, G. (2000). *How to teach pronunciation*. London: Longman.
- Kenworthy, J. (1987). *Teaching English pronunciation*. London : Longman.
- McMahon, A. (2001). *An introduction to English phonology*. Edinburgh: Edinburgh University Press.
- Odden, D. (2005). *Introducing phonology*. Cambridge: CUP.
- Ur, P. (2005). *A Course in language teaching*. Cambridge: CUP.

Appendix IV

PHONETICS AND PHONOLOGY

TRIBHUVAN UNIVERSITY

2066

Master Level/I Year/EDUCATION

Full Marks: 100

Phonetics & Phonology (Eng. Ed. 516)

Time: 4 hrs.

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

The figures in the margin indicate full marks.

Group “A”

1×16=16

Attempt ALL the questions.

Tick (✓) the best answers.

1. The sentence I'd like a cup of herbal tea uttered with the stress on the word 'cup' means
 - a. A simple request
 - b. not a mug
 - c. Not any sort of tea
 - d. only tea
2. Ambisyllabicity has the effect of making
Which of the following best completes the above statement?
 - a. unstressed syllables heavy that would otherwise be light
 - b. stressed syllables light that would otherwise be heavy
 - c. stressed syllables heavy that would otherwise be light
 - d. unstressed syllables heavy that would otherwise be heavy
3. Which of the following is not true with generative phonology?
 - a. It deals with the relationship between the phonemes and their actual phonetic realization
 - b. It deals with both the underlying phonological and actual phonetic representations into actual phonetic representations.

- c. It concerns with transformation of the underlying representation into actual pronunciation
 - d. It deals with the phonological rules involved in the phonological processes
4. By the labels S and W in the metrical phonology relationally defined is meant that
- a. They form a unit together
 - b. S means 'stronger than W' and W 'weaker than S'
 - c. S can be interpreted alone even in the absence of a sister – W
 - d. W can be interpreted alone even in the absence of a sister – S
5. The upward movement of the diaphragm pushing the air out results
- a. plosive sounds
 - b. implosives
 - c. clicks
 - d. ejectives
6. Which of the following is not usual?
- a. The favor of CV over VC syllable is a universal fact
 - b. Every time, syllabification produces (C)V. CV. CV(C)structure
 - c. Syllable boundaries occur before a sonority trough
 - d. Each onset contains as few consonants as possible
7. The view that asserts phoneme as a physical phonetic reality is meant
- a. To distinguish meanings
 - b. To share important phonetic properties
 - c. To describe phonemes according to their function
 - d. To oppose to something articulated or produced
8. In one of the examples of anticipatory assimilation, /n/|_⊆ [n[̃]] such as in tenth , in theory, one thing. Here,
- a. The subscript 'bridge' in [n[̃]]denotes nasalization
 - b. The subscript 'bridge' in [n[̃]] indicates dentalisation
 - c. The subscript 'bridge' in [n[̃]] denotes a labiodental nasal
 - d. The subscript 'bridge' in [n[̃]] indicates fronting
9. The one and the only vowel that can occur in unstressed syllables is
- a. / ə / as in but
 - b. /ʌ/ as in bit
 - c. / φ / as in bitter
 - d. /ψ / as in good
10. Which one of the following statements is not true?

- a. Lexical phonology is a recent progress in phonology
 - b. Lexical phonology gives central attention to lexicon
 - c. Lexical phonology concerns with handling stress phenomena
 - d. Phonology operates together with word formation rules.
11. Which of the following combinations of [High] and [Low] is impossible in English?
- | | |
|----------|----------|
| a. +high | b. -high |
| -low | -low |
| c. -high | d. +high |
| +low | +low |
12. In bread and butter [br b̄m b̄≡t̄φ],
- a. there is reduction resulting in the loss of segments
 - b. there is reduction resulting in the spread of features onto a neighbouring segment
 - c. there is reduction resulting in the loss of vowel segments
 - d. there is reduction resulting in the loss of consonant segments
13. The dive or the falling – rising intonation is used
- a. if the statement is a correction of what someone else has said
 - b. if the statement is a grumble
 - c. if the statement is intended to be encouraging
 - d. for the expression like real gratitude
14. Anterior sounds are produced with an obstruction
- a. that is located in front of the palato-alveolar region of the mouth
 - b. that is produced with the tip or blade of the tongue raised above its neutral position
 - c. that is produced with lateral (side)airflow around a central constriction
 - d. that is produced with high-frequency fricative noise
15. Liaison is best known as
- a. the segments occurring in two syllables at once
 - b. the maximisation of syllable onsets in connected speech

- c. the processing of most words in sentences without problems
 - d. the regular alternation of weak and strong syllables within /above the foot
16. In the instance of the compound noun e.g. black bird,
- a. The second word bears the main stress and the first one a lesser stress
 - b. The first word bears the main stress and the second one a lesser stress
 - c. Both words bear equal prominence and therefore stressed
 - d. There is not main stress other than the first one prominent there.

Group “B”

8×6 = 48

1. What is phonation process? Describe different states of the glottis.
2. What are phonological features? Discuss in brief the place features with examples.

OR

Vowels as well as /j, w/ are [-consonantal], all other sounds are [+consonantal]. Explain with plus/minus specifications.

3. Briefly discuss the techniques or activities of teaching pronunciation.
4. Write brief notes on the following:

OR

Discuss briefly the Southern British Standard vowel phonemes with the examples of their occurrence in closed and open syllables.

5. What is meant by articulatory process? Discuss how different kinds of sounds are produced by the combination of the upper and lower articulators in concern.
6. Discuss with illustrations different contexts that allow linking /r/ and intrusive /r/ briefly.
7. How are syllables closed and open? Discuss with illustrations.

OR

Show with example illustrations how onset is different from a rhyme.

8. Give the IPA symbols for the following:

Group “C”

3×12=36

9. What is auto- segmental phonology? Discuss salient features of auto segmental phonology.
10. Distinguish between segmental and supra- segmental features. Briefly present different types of supra- segmental features.
11. Discuss how ambisyllabicity is the association of a consonant with two syllables at the same time. Illustrate your answer with the example word ‘city’.

OR

Of the quality and quantity features, discuss with illustrations which one is treated as the ‘more basic’ and phonemically relevant in our three reference accents.

2067

Group ‘A’

1×16 = 16

Attempt ALL the questions

Tick () the best answers.

1. The stop sounds produced by ingressive glottalic airstream mechanism are called:
 - a. Plosives
 - b. Ejectives
 - c. Clicks
 - d. Implsoives
2. The voiceless counterpart of the voiced uvular fricative [] is:
 - a. [ɰ]
 - b. []
 - c. [δ]
 - d. [ʁ]
3. A typical phonological rule may be written as: P Q/R – S; the symbols R and S stands for:
 - a. The input elements
 - b. The output elements
 - c. The relevant environment
 - d. The changed environment

4. In generative phonology, 'phonemic representation' refers to:
 - a. Phonetic representation
 - b. Actual realization
 - c. Allophonic representation
 - d. Underlying representation
5. Which one of the following consonants does not occur in word final position in English?
 - a. /p/ b. /r/ c. /j/ d. /w/
6. Oral stops are defined as:
 - a. [- continuant, + sonorant]
 - b. [- continuant, - sonorant]
 - c. [+ continuant, - sonorant]
 - d. [+ continuant, + sonorant]
7. The regional modification of English consonant phoneme characterized by the addition of the phoneme /r/ is associated with the region(s):
 - a. Canada b. England
 - c. USA d. All of the above
8. A monosyllabic word can be analyzed into three specific parts:
 - a. Onset, rhyme and coda
 - b. Onset, peak and rhyme
 - c. Onset, peak and Coda
 - d. Peak, rhyme and coda
9. Which of the following classes of phonemes can be characterised as [+back, + tense] ?
 - a. /i, e/ b. /u, o, ɛ, ɔ/
 - c. /ʌ, ɪ, ɜ/ d. /ɹ, ɻ, ʒ, ʃ, ʒ, ʃ/
10. The set of consonants: /k, ɡ, x, ɸ, p/ can be characterised as:
 - a. [- coronal, + anterior]
 - b. [+ coronal, + anterior]
 - c. [- coronal, - anterior]
 - d. [+ coronal, - anterior]

11. Which of the following prominence patterns represents the compound word home word processing machine?
- a. [[AB] [CD]] b. [[A[BC]]D]
- c. [[AB] [CD]] d. [[A[BC]]D]
12. Pronouncing 'blind man' as [blɪn mən] is an example of:
- a. deletion b. syncope
- c. cluster reduction d. assimilation
13. Which of the following sounds is strident?
- a. /s/ b. /ʃ/ c. /b/ d. /ɹ/
14. The word 'syllable' is phonemically transcribed as:
- a. /sɪləbəl/ b. /sɪləbəl/
- c. /sɪləbəl/ d. /sɪləbəl/
15. Teaching of pronunciation does not help in:
- a. communication of intention
- b. communication of meaning
- c. communication of function
- d. communication of mood and attitude
16. Which of the following is the most widely used technique for teaching pronunciation?
- a. drilling b. minimal pairs
- c. diagrams d. phonemic symbols

Group 'B'

8×6=48

Attempt ALL the questions

1. Explain the scope of phonetics in brief.

OR

List and explain the three branches of phonetics.

2. How do you expand the following rule schema into sequences of rules?
- a) $x \subseteq y / - (C(D))F$
- b) $x \subseteq y / - (D) E (F) G$

3. How can you define the feature [Round]? In what respect does this feature differ from [Long]?

OR

Giegerich (2009) has regarded the quality (tenseness) as more basic than quantity or length. Why?

4. What is redundancy? How can the redundancy of any phonological feature be expressed through redundancy rules? Give examples.
5. What is ambisyllabicity? Explain with examples.

OR

What is syllable template? Describe with example.

6. What do you mean by enclisis? Explain with example.
7. What are the different kinds of problems that occur in teaching and learning English pronunciation? Explain them.
8. Present a brief lesson for teaching any two similar but not same consonant sounds in English and Nepali

Group 'C'

3×12 = 36

9. What is phonation process? Describe the various types of phonation processes involved in the production of speech sounds.
10. What is phonology? What is its importance? Explain
11. What is the structure of a monosyllabic word? Define the onset, coda, peak and rhyme of a syllable.

OR

What do you mean by phonological process? What are the types of phonological processes in English prescribed in your course? Define and describe them with examples.

2067 (II)

Group 'A'

1×16 = 16

Attempt ALL the questions

Tick () the best answers.

1. [ɹ] is a short, lax, unrounded vowel
 - a. which is a little higher than the cardinal vowel [ʒ].
 - b. which is a little higher than the cardinal vowel [ɪ].
 - c. which is a little higher than the cardinal vowel [u].
 - d. which is a little higher than the cardinal vowel [].
2. Which speaking, opening and closing of the vocal cords is repeated regularly averaging roughly between _____ times per seconds in a woman's voice.
 - a. 200 to 300
 - b. 100 to 200
 - c. 50 to 100
 - d. 100 to 150
3. Which of the following is not true?
 - a. Daniel Jones developed cardinal vowel system
 - b. Gimson contributed in the study of speech sounds.
 - c. J. Ellis developed alphabets notably Glossic and Palaeotype.
 - d. William Salesbury described the organs of speech.
4. Which of the following sees phonology as comprising several tiers and the association of those?
 - a. lexical phonology
 - b. generative phonology
 - c. autosegmental phonology
 - d. metrical phonology
5. Which two of the following vowels are produced with a maximally open mouth?
 - a. [i] and [u]
 - b. [u] and [a]
 - c. [a] and [ɣ]
 - d. [a] and [i]
6. Which of the following is not true?
 - a. stops and continuants are mutually exclusive.
 - b. any sound that is not a stop is a continuant.

- c. any sound that is a stop is not a continuant.
 - d. in continuants, the airstream is blocked in the oral cavity.
7. If successive occurrences of a sound under the same contexts are assigned sometimes to phoneme 'A' and sometimes to phoneme 'B', this sort of overlapping is possible only in:
- a. partial phonemic overlapping.
 - b. complete phonemic overlapping.
 - c. double articulations.
 - d. exerscence.
8. The example such as 'grand piano /grandpiano/ [grmpjan]'
- a. displays epenthesis, elision as well as assimilation at the same time.
 - b. displays reduction, elision as well as assimilation at the same time.
 - c. displays addition, elision as well as assimilation at the same time.
 - d. displays prothesis, elision as well as assimilation at the same time.
9. Which of the following is the main feature of pronunciation?
- a. phonemes and morphemes.
 - b. phonemes and suprasegmental features.
 - c. phonemes and syllable.
 - d. segmental and suprasegmental features.
10. In the instance of the syntactic phrase. e.g. black bird
- a. the second word bears the main stress and the first one a lesser stress.
 - b. the first word bears the main stress and the second one a lesser stress.
 - c. both words bear equal prominence and therefore stressed.
 - d. there is no main stress other than the second one prominent there.
11. Metrical theory has now invaded the territory of:
- a. autosegmental phonology
 - b. natural phonology
 - c. lexical phonology
 - d. generative phonology

12. The word 'wind' pronounced either /wʌnd/ or /waʌnd/ is best associated with:
- homophones
 - homographs
 - synonyms
 - complementarity
13. The length of vowels is predictable in all three reference accents in a way
- that sets GA apart from SSE and RP.
 - that sets RP apart from GA and SSE.
 - that sets SSE apart from GA and RP.
 - that sets GA and SSE apart from RP.
14. Most noticeably, the phrase little tent consists of three syllables
- the first and third of which are stressed.
 - the second and third of which are stressed
 - only the first syllable of which is stressed.
 - only the third syllable of which is stressed.
15. Which of the following is not usual?
- the favour of CV over VC syllable is a universal fact about the languages of the world.
 - every time, syllabification produces (C) V. CV. CV (C) rather than * (C) VC. VC. V (C).
 - syllable boundaries occur immediately before the consonant that constitutes a sonority trough.
 - syllable boundaries are placed in such a way that each onset contains as few consonant as possible.
16. The word Kangaroo has two feet. By this the speaker means to say that:
- the first is stressed syllable and the second unstressed.
 - the first syllable is weaker, therefore it is subordinate to the second.
 - the first syllable of the first foot and the second syllable are stressed.
 - one can stress on any of the two syllables—first or third.

Group 'B'

8×6 =48

1. 'The distribution of clear [l] and dark [ɫ] in RP constitutes a showpiece of an allophonic rule': Briefly discuss how it is so.

2. Write brief notes on the following
 - (a) The centring diphthongs:
 - (b) Rhotic and nonrhotic accents
3. Briefly discuss the different techniques of teaching pronunciation.

OR

What are the problems of teaching pronunciation in the Nepalese context? Briefly discuss.

4. How do you work out the English speech sounds as belonging to the following four combinations:
 - a. [+sonorant + continuant]
 - b. [-sonorant + continuant]
 - c. [+sonorant - continuant]
 - d. [-sonorant - continuant]
5. How are stress-neutral suffixes different from stress-shifting class? Explain.

OR

Explain foot assignment in nouns with illustrations.

6. Distinguish between
 - (a) Stress language and tone language
 - (b) Pulmonic airstream mechanism and glottalic airstream mechanism
7. Distinguish between primary and secondary cardinal vowels with illustration.

OR

What are the salient features of metrical phonology? Briefly discuss.

8. Give the formulaic representation of the following prose description of the phonological rules:
 - a. The sound /h/ is deleted when it occurs in intervocalic position
 - b. The sounds /t/ and /d/ become alveolar tap [ɾ] when they occur in intervocalic position.
 - c. Voiceless stops in English are aspirated when they occur in word initial position.
 - d. A voiced consonant becomes a nasal after a nasal sound.

Group C

3×12 = 36

9. Write down a picture of vowel systems of reference accents of GA, RP and SSE. Briefly discuss with example words the common vowels found in all the three accents.
10. What is phonotactics? Explain with illustrations onset phonotactics and rhyme phonotactics.
11. What are the recent developments in phonology? Briefly discuss.

OR

Present a brief history or scope of phonetics.

2068

Group "A"

1×16=16

Attempt All the questions

1. Metrical phonology is an approach originally proposed in a doctoral dissertation by Liberman in 1979:
 - a. to handle the notion of tonal phenomenon
 - b. to find something new in phonology
 - c. to handle stress phenomena
 - d. to recognize abstract underlying forms.
2. Japanese language, often known as pitch-accent language, is :
 - a. in some ways between a stress language and a tone language
 - b. invariably realized as a low pitch accent
 - c. the type of language in which stress difference is contrastive
 - d. in a way the meaning is affected by the pitch.
3. Which of the following is not true with classical phonology?
 - a. It focuses on determining the number of phonemes in a given language.
 - b. It describes the distributions of phonemes and their significant limitations.

- c. It is a study between the phonemes and their actual phonetic realizations
 - d. It deals with both the underlying phonological representation and actual phonetic representation.
4. Which of the following combinations of [High] and [Low] is impossible in English?
- a. +High
-Low
 - b. -High
-Low
 - c. -High
+Low
 - d. +High
+Low
5. In SSE, the tense vowels are realised long:
- a. before voiced fricatives, /w/ and word boundaries and short elsewhere.
 - b. before voiced fricatives, /r/ and word boundaries and short elsewhere.
 - c. before voiced fricatives, /l/ and word boundaries and short elsewhere.
 - d. before voiced fricatives, /j/ and word boundaries and short elsewhere.
6. Which of the following is not a 'Vowel-Length Rule' of RP and GA?
- a. Associate a [-tense] vowel with one x-position.
 - b. Associate a [+tense] vowel with two x-positions.
 - c. Associate each element of a dip thong with one x-position
 - d. Associate a lax vowel with two X-positions in certain contexts
7. The phonemes of English-/p t k/- that are subject to aspiration are not random:
- a. but rather constitute a clearly defined natural class of oral stops.
 - b. but rather constitute a clearly defined natural class of voiceless stops.
 - c. but rather constitute a clearly defined natural class of fortis series.
 - d. but rather constitute a clearly defined natural class of aspiration.
8. Which of the following is not true?
- a. Stops and continuants are mutually exclusive.
 - b. Stops and continuants characterise similar manners.

- c. Any sound that is a stop is a continuant
 - d. Any sound that is a stop is not a continuant
9. The words tie and sue, both begin with a consonant characterised as voiceless, oral and alveolar, differ in:
- a. place of articulation
 - b. manner of articulation
 - c. voicing
 - d. tenseness
10. Penultimate syllables in nouns are stressed if they are heavy. Which of the following words serves as the examples to this stress rule?
- a. aroma, horizon, decathlon
 - b. nightingale, cavalcade, finance
 - c. bamboo, champagne, finance
 - d. July, balloon, finance
11. In terms of phonetic description of consonants, [+anterior] is a cover term:
- a. for post- alveolar, palato- alveolar, palatal, velar and glottal sounds
 - b. for bilabial, labiodental, dental and alveolar places of articulation
 - c. for [+sonorant], [+continuant] and [+consonantal] manners of articulation.
 - d. for [-sonorant], [-continuant] and [+consonantal] manners of articulation.
12. An upward movement of the closed glottis moves the air out of the mouth resulting:
- a. glottalic ingressive sounds
 - b. pulmonic sounds
 - c. velar sounds
 - d. glottalic egressive sounds
13. Which of the following is the basic function of the larynx?
- a. to involve in different phonation process
 - b. to work as a valve in the respiratory system
 - c. to act an air passage for respiration
 - d. to pass the air to the oral cavity.
14. Which of the following definitions comes under 'phoneme as a physical reality'?
- a. phonemes are defined in terms of oppositions in phonological system.
 - b. Phonemes can be defined as the intention of the speaker

- c. A phoneme is a sound unit which can distinguish meanings.
 - d. The phoneme can be defined as a class of sounds.
15. Juncture is described as:
- a. the pattern of pitch- changes in a sentence.
 - b. the significant variation in pitch from one part of utterance to another.
 - c. a matter of musical features or speech tunes or melodies.
 - d. the transition from one unit to another unit.
16. Which of the following best defines a core syllable?
- a. core syllable= core onset+ core peak
 - b. core syllable= core onset+ core coda
 - c. core syllable = core onset + core rhyme
 - d. core syllable= core onset+ x-positions

Group "B"

8x6=48

1. Write brief notes on the following:
 - a. English central vowels
 - b. Ambisyllabicity
2. What is ambisyllabicity? In what contexts are the consonants ambisyllabic? Show by means of tree diagram how consonants are ambisyllabic.

OR

Discuss with illustration the roles of x positions associated with segments of sounds.

3. Briefly discuss chief English consonantal articulations that characterise place of articulation
4. What are the features of pronunciation? Explain briefly.

OR

Discuss different roles of teacher in teaching pronunciation in a classroom.

5. It is only the tense vowels that are realized long before voiced fricatives, /r/ and word boundaries and short elsewhere. Illustrate.

6. The two sounds which are in complementary distribution are mutually exclusive. Illustrate.

OR

Discuss and illustrate the following aspiration rule for the voiceless stops:

/p/ [p^h]
 /t/ [t^h] / . _____
 /k/ [k^h]

7. How does velaric air stream mechanism differ from glottalic air stream mechanism? Given the IPA symbols of the stops produced by these two mechanisms
8. Give the three term description of the following IPA symbols each.
 (I) [∴] (II) [K'] (III) [m] (IV) [L] (V) [R] (VI) [N]

Group "C"

3×12=36

9. How is a [Sonorant] different from [Continuant]?
 Discuss with example the four possible combinations of these two binary features that express major classes of sounds with examples.

OR

What are phonological features? Briefly discuss the various manner, place and vowel features with examples.

10. Define phonology. Discuss how classical phonology is different from generative phonology.
11. Syllable has been defined variously by various scholars from different perspectives. Discuss these different angles of syllable definitions

2069

Group "A"

16

1. The study of speech sounds from the point of view of their productions is called
- a. acoustic phonetics b. auditory phonetics
 c. articulatory phonetics d. instrumental phonetics
2. Which of the following is a rounded cardinal vowel?
- a. •Y' b. •3' c. •9' d. •O'

3. Classical phonology aims at
 - a. finding the phonemes of a language
 - b. finding all the human speech sounds
 - c. establishing a series of universal phonological rules
 - d. Classifying the phonemes of a language
4. Which of the following parts of words form a minimal pair?
 - a. rate and rat
 - b. ask and mask
 - c. mit and seat
 - d. met and make
5. Which of the following words does not exist in English due to accidental gap?
 - a. tkroot
 - b. ngoo
 - c. leeb
 - d. rtop
6. English nasal stops sounds are defined as
 - a. •-continuant, +sonorant'
 - b. •-continuant, -sonorant'
 - c. •+continuant, -sonorant'
 - d. •+continuant, +sonorant'
7. The total number of vowel phonemes in RP, GA and SSE respectively are
 - a. 20, 13 and 16
 - b. 20, 16 and 13
 - c. 20, 17 and 13
 - d. 20, 16 and 12
8. Which of the following classes of phonemes can be characterized as • +back, -tense'?
 - a. /i, e/
 - b. /u, o, ɛ, a/
 - c. /ɪ, ɨ, a/
 - d. /u, o, ɔ/
9. The set of sounds: /p, f, v, m/ can be characterized as:
 - a. •-coronal, +anterior'
 - b. •+coronal, +anterior'
 - c. •-coronal, -anterior'
 - d. •+coronal, -anterior'
10. The internal structure and prominence pattern of the compound word 'greenhouse effect' can be indicated as
 - a. •A•BC''
 - b. ••AB'C'
 - c. •A•B'C''
 - d. ••A'B'C'
11. If the sound changes because of the influence of the following sounds, then the phonological process is termed as
 - a. progressive assimilation
 - b. regressive assimilation
 - c. partial assimilation
 - d. complete assimilation

12. The suffix in penniless is
 - a. derivational and stress-neutral
 - b. inflectional and stress-neutral
 - c. derivational and stress-shifting
 - d. inflectional and stress-shifting
13. Phonemically voiced obstruents are realized as fully voiced only when they occur
 - a. in fully voiced environment
 - b. after silence
 - c. before silence
 - d. next to voiceless sound
14. The vowel sounds of the words 'book' and 'bird' are respectively
 - a. •u' & •o'
 - b. •ó & •I'
 - c. •u:' & •| ' 3:'
 - d. •ó & •
15. Which one of the following sets of words has stress on their second syllable?
 - a. police, cargo, canteen
 - b. unique coffee, polite
 - c. cartoon, thousand, hotel
 - d. police, unique, cartoon
16. Teaching of pronunciation does not help in
 - a. successful communication
 - b. improving language skills
 - c. developing linguistic awareness
 - d. achieving accuracy in language use

Group "B"

8×6=48

1. Describe in brief the history of phonetics.

OR

Give the IPA symbols for

- a. Palatal nasal
- b. Alveolar trill
- c. Cardinal vowel no. 16
- d. Velar implosive
- e. Voiceless uvular stop

- f. Voiceless retroflex plosive
2. Collapse the following rules into a single rule schema:
- (a) A | B/-F
 A | B/-CF
 A | B/-CDF
 A | B/-CEF
- (b) A | B/C-D
 A | B/-D
 A | B/C-E
 A | B/-E
3. What do you mean by natural class? Explain with examples.
 OR
 Phonemic contrast of voicing is not necessarily manifested in the same terms on the phonetic surface, Elucidate.
4. What are the three functions that a set of phonological features perform following Giegerich (2009) ? Explain in brief.
 OR
 Briefly describe the recent developments in phonology.
5. Giegerich (2009) has talked or only one tongue-body feature [Back] to specify the part of the tongue which is raised, and of two features [High] and [Low] to specify the degree of height to which it is raised. It is the only feature [Back] sufficient to specify the part of the tongues which is raised? Justify your answer.
6. What do you mean by metrical structure? Present a word-level metrical structure of the world' nightingale'.
7. What do you think is the importance of teaching pronunciation? Explain.
8. Mention and explain any three techniques or activities for teaching pronunciation of English.

Group "C"

3×12 = 36

9. What are the four processes involved in the production of speech sounds? Explains any two of them in detail.

10. What are the three different views of the phonemes? Discuss them in detail.
11. What two solutions are provided by Giegerich (2009) to solve the problem of failure of exhaustive adjoining of syllables to feet? Explain with examples.

OR

What is allophony? What are the characteristics of allophonic rules according to Giegerich (2009)?

2070

Group "A"

16

1. The stop sounds produced by velaric airstream mechanism are called
 - a. plosives
 - b. ejectives
 - c. clicks
 - d. implosives
2. The voiced counterpart of the voiceless uvular fricative [χ] is
 - a. [ʁ]
 - b. [ʁ̥]
 - c. [ʁ̥]
 - d. [ʁ̥]
3. A typical phonological rule may be written as: X → Y/A-B; the symbols A and B stand for
 - a. the input elements
 - b. the output elements
 - c. the relevant environment
 - d. the changed environment
4. In generative phonology, 'underlying representation' refers to
 - a. phonetic representation
 - b. actual realization
 - c. allophonic representation
 - d. phonemic representation
5. Which of the following pairs of words form a minimal pair?
 - a. fat and vat
 - b. ask and mask
 - c. meat and sit
 - d. met and make

6. Nasal stops are defined as
- [-continuant, +sonorant]
 - [-continuant, -sonorant]
 - [+continuant, -sonorant]
 - [+continuant, +sonorant]
7. The regional modification of English consonant phonemes characterized by the addition of the phoneme /X/ is associated with the region(s):
- Canada
 - Scotland
 - USA
 - England
8. The rules: [+tense] [+long] and [-tense] [long] indicate that
- [+long] is redundant
 - [-long] is redundant
 - the feature [Tense] is redundant
 - the feature [Long] is redundant
9. Which of the following classes of phonemes can be characterized as [-back, -tense]?
- /i, e/
 - /u, o, ɘ, ɚ/
 - /ʌ, ɪ, a/
 - /ʊ, ɪ, ɛ/
10. The consonants: /ç/ and /s/ are characterized as:
- [-sonorant, +continuant, +anterior, +coronal]
 - [+sonorant, +continuant, -anterior, -coronal]
 - [-sonorant, +continuant, -anterior, -coronal]
 - [-sonorant, +continuant, -anterior, +coronal]
11. Which one of the following prominence patterns represents the compound word, 'schools liaison committee meeting'?
- [[AB] [CD]]
 - [[A[BC]]D]
 - [[AB] [CD]]
 - [[A[BC]]D]
12. When /ps/ becomes /sp/ at the end of a word, the phonological process is known as
- epenthesis
 - deletion
 - metathesis
 - coalescence
13. Which of the following sounds is non-strident?
- /s/
 - /ʃ/
 - /f/
 - /t/

14. Phonemically voiced obstruents are realized as fully voiced only when they occur
 - a. in a fully voiced environment
 - b. after silence
 - c. before silence
 - d. next to voiceless sound
15. Which one of the following sets of words has stress on their second syllable?
 - a. police, cargo, canteen
 - b. unique, coffee, polite
 - c. cartoon, thousand, hotel
 - d. police, unique, cartoon
16. Teaching of pronunciation does not help in
 - a. communication of intention
 - b. communication of meaning
 - c. communication of function
 - d. communication of mood and attitude

Group "B"

8×6=48

1. What are the problems that occur in teaching and learning of English pronunciation? Explain them.

OR

Mention and explain different techniques of teaching pronunciation.

2. Collapse the following rules into a single rule schema:

- | | |
|-----------|-------------|
| a. A B/-F | b. A B/ C-D |
| A B/-CF | A B/-D |
| A B/-CDF | A B/C-E |
| A B/-CEF | A B/-E |

3. What are the phonological features associated with the major manners of articulation of English consonants? Explain briefly.

OR

What is the difference between rhotic and nonrhotic accents of English? Explain with examples.

4. What are the modified inventories of English consonant phonemes? Explain with illustrations.
5. What is ambisyllabicity? Explain with examples.

OR

What is sonority? How is it related to syllable? Explain with examples.

6. Give the three term description of the sounds represented by the following IPA symbols:
1. [] 2. [∇] 3. [ə] 4. [L] 5. [ɹ] 6. [·:]
7. What do you mean by metrical structure? Present a word-level metrical structure of the word 'nightingale'.
8. Describe in brief the history of phonetics.

Group 'C'

3×12=36

9. What is phonation process? Describe the various types of phonation processes involved in the production of speech sounds.
10. What are the three different views of the phoneme? Discuss them in detail.
11. What is the structure of a monosyllabic word? Define the onset, coda, peak and rhyme of a syllable.

OR

What is allophony? What are the characteristics of allophonic rules following Giegerich (2009)?