

**CONTENT VALIDITY OF CLASS TWELVE  
OPTIONAL ENGLISH TESTS**

A Thesis Submitted to the Department of English Education  
Sukuna Multiple Campus Morang  
In Partial Fulfillment for the Master's Degree in Education

Submitted by  
Laxmi Prasad Chaulagain – 2013

Faculty of Education  
Sukuna Multiple Campus  
Morang, Nepal  
2013

**CONTENT VALIDITY OF CLASS TWELVE  
OPTIONAL ENGLISH TESTS**

A Thesis Submitted to the Department of English Education  
Sukuna Multiple Campus Morang  
In Partial Fulfillment for the Master's Degree in Education

Submitted by  
Laxmi Prasad Chaulagain - 2013

Faculty of Education  
Sukuna Multiple Campus  
Morang, Nepal  
2013

T.U. Regd.22202-89  
Second Year Examination  
Roll No: 2140499

Date of Approval of  
Thesis Proposal : 2068-03-32  
Date of Submission .....

## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Laxmi Prasad Chaulagain** has Prepared this thesis entitled '**Content Validity of class twelve Optional English Tests**' under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 2069-07-29

---

Mr. Durga Mani Sharma  
Lecturer  
Department of English  
Faculty of Education  
Sukuna Multiple Campus,  
Morang

## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **Research Guidance Committee.**

**Signature**

**Mr. Guru Prasad Adhikari**

Lecturer and Head

Department of English.

Sukuna Multiple Campus, Indrapur, Morang

.....  
Chairperson.

**Mr Pramod Niraula**

Asst. Lecturer

Department of English

Sukuna Multiple Campus, Morang

.....  
Member

**Mr. Durga Mani Sharma (Guide)**

Asst. Lecturer

Department of English

Sukuna Multipale Campus, Morang

.....  
Member

## EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following thesis  
“Evaluation and approval committee”.

### Signature

**Mr. Guru Prasad Adhikari**

Lecturer and Head

Department of English.

Sukuna Multiple Campus, Morang

.....  
Chairperson.

**Mr Shankar Dewan**

Asst. Lecturer

Department of English

Sukuna Multiple Campus, Morang

.....  
Member

**Mr. Durga Mani Sharma (Guide)**

Asst. Lecturer

Department of English

Sukuna Multipale Campus, Morang

.....  
Member

Date: - 2068-.....-.....

## **DECLARATION**

I hereby declare to the best of my knowledge that this thesis is original. No any part of it was earlier submitted for the candidature of research degree to any university.

Date: 2069-07-28

---

Laxmi Prasad Chaulagain

# **DEDICATION**

**To my Parents and brothers**

## ACKNOWLEDGEMENT

First of all, I would like to express my sincere gratitude to my guide and supervisor Durga Mani Sharma, lecturer of Department of English Language education, Sukuna Multiple Campus, Morang for his continues guidance, supervision, invaluable suggestion, encouragement and inspiration. This research work would never have been completed without his kind co-operation. So words are insufficient to express my gratitude to him.

I am grateful to guidance committee members Mr. Bashu Dev Dahal and Mr. Guru Prasad Adhikari Head Department of English Sukuna Multiple Campus, Morang for their scholarly guidance and invaluable inspiration. I am equally indebted to the persons in evaluation committee members. I express my sincere gratitude to the expert Dr. Chandreshwor Mishra, the professor of English Trivubhan University for his keen observation and suitable suggestion to this research study. I am equally grateful to the teacher's Mr. Nara Prasad Bhandari, Mr. Pramod Niraula, and all my respected Teacher's of the Department of English Education for their kind co-operation and suggestion for carrying out this research work. I am equally thankful to Mr. Mahendra Neupane and Shree Prasad Neupane who regularly helped and inspired me to complete this research work. I am very thankful to my wife Rupa Banskota and my Daughters Ayushma Chaulagain and Prapti Chaulagain for their continuous help and inspiration. I am equally thankful to my other family members who provided me with the great opportunity to improve my study. I could not finish this thesis without their support. Mr. Sisir Simkhada and Mr. Babin Neupane also deserve my sincere thanks for their computer work.

Laxmi Prasad Chaulagain



## ABSTRACT

This research entitled Content Validity of Class Twelve Optional English Tests is an attempt to examine the content validity of the test papers in terms of text content Coverage and content weighting in relevance with its objectives. For this purpose, The researcher has analyzed three test papers 2066 to 2068 of optional English of class twelve. He has used only secondary sources of data; they were three test papers of class twelve optional English and the text book prescribed for optional English viz. The Great Gatsby, Generations, Encounters and Plays in One Act, as well as optional English class twelve syllabus. The researcher also consulted book, Thesis, Articles, Journals etc related to the research work in order to facilitate the study. He has prepared a checklist as tools for data collection. After that he matched the contents of curriculum with the checklist. He also sorted out questions on different content areas and collected them on the basis of coverage. The major finding of this research work is that optional English tests do not have high content validity in term of text content coverage and weighting representation in relevance with its objectives.

This thesis comprises four chapters. Chapter one deals with the introduction that consists of general background, Significance of the Study, Objectives of the Study, An Introduction to the Optional English of 10+2 level, Syllabus of Optional English at Grade Twelve, Literature Review, Content Validity, Validity, Economy, Administrability, Scorability, Reliability, Quality of Good Test, An Introduction of Higher Secondary Education Board, Language Testing, The Historical Background of Teaching English in Nepal. Chapter two introduces methodology which comprises of Sources of Data, Sampling, Limitation of the Study, Tools of Data Collection, The Process of Data Collection. Chapter three is devoted to the interpretation and analysis of the data collection. The data have been analyzed and interpreted in terms of the variables identified in the objectives of the study. Chapter four consists of

findings and recommendations of the study. The findings have been outlined on the basis of the analysis and interpretation of the data and appropriate recommendations and pedagogical implications have been made.

## TABLE OF CONTENTS

	<b>Page No.</b>
Declaration	i
Recommendation for Acceptance	ii
Recommendation for Evaluation	iii
Evaluation and Approval	iv
Dedication	v
Acknowledgements	vi
Abstract	vii
Tables of Contents	ix-xi
List of Tables	xii
List of Figures	xiii
List of Abbreviation	xvi-xvi
<b>CHAPTER ONE</b>	<b>1-17</b>
1. INTRODUCTION	
1.1 General Background	1
1.1.1 The Historical Background of Teaching English in Nepal	3
1.1.2 Language Testing	4
1.1.3 An Introduction of Higher Secondary Education Board	6
1.1.3 Qualities of Good Test	8
1.1.4.1 Reliability	8
1.1.4.2 Scorability	8
1.1.4.3 Administrability	9
1.1.4.4 Economy	9
1.1.4.5 Validity	9

1.1.4.6	Content Validity	9
1.1.5	An Introduction to the Optional English of 10+2 level	11
1.1.6	Syllabus of Optional English at Grade Twelve	13
1.2	Review of Related Literature	15
1.3	Objective of the study	17
1.4	Significance of the study	17
<b>CHAPTER TWO</b>		<b>18-20</b>
2.	METHODOLOGY	
2.1	Sources of Data	18
2.2	Sampling Procedure	18
2.3	Tools for Data Collection	19
2.4	Process of Data Collection	19
2.5	Limitations of the Study	20
<b>CHAPTER-THREE</b>		<b>21-43</b>
ANALYSIS AND INTERPRETATION OF THE DATA		
3.	Analysis of the Content Validity	21
3.1	Text-wise Content Coverage of Test Paper	21
3.1.1	Examining Course Representation on ‘Plays in One Act’	22
3.1.1.1	Examining Course Representation on ‘Plays in One Act’ in Three Text Papers during Three Years	22
3.1.2	Examining Course Representation on Generations	24
3.1.2.1	Examining Course Representation on Generations in Three Test Papers during Three Years	25
3.1.3	Examining Course Representation on Encounters	27
3.1.3.1	Examining Course Representation on Encounters in Three Test Papers in Three Years (066,067,068) Administered by HSEB	28
3.1.4	Examining Course Representation on ‘The Great Gatsby’	30

3.1.5	Examining Content Validity of the Test Papers in Terms of Content Coverage as a Whole in Three Test Papers During Three Years	31
3.2	Examining the Content Validity of the Test Papers in Term of Text Wise Weighting Representation in Relevance with its Objectives during Three Years	33
3.2.1	Weighting Representation of the Test Paper of ‘Plays in One Act’ in Term of Course Objectives	33
3.2.2	Weighting Representation of the Test Paper of ‘Generation’ in term of Course Objectives	35
3.2.3	Weighting Representation of the Test Paper of Encounters in Term of Course Objectives	37
3.2.4	Weighting Representation of the Test Papers of the ‘Great Gatsby’ in Term of Course Objectives	39
3.2.5	Weighting Representation of the Test Papers of the Whole Optional English in Term of Course Objectives	40

## **CHAPTER FOUR**

### **FINDING AND RECOMMENDATIONS**

4.1 finding	42
4.2 Recommendations and Pedagogical Implications	47
REFERENCES	49
APPENDICES	50

## LIST OF TABLES

	<b>Page No.</b>
Table No. 1 Test contents in term of course contents of 'Plays in One Act'.	22
Table No.2 Test contents in term of course contents of Generations.	25
Table No.3 Representation of test contents in term of course contents of Encounters in three test papers of three years administered by HSE	28
Table No.4 Representation of test contents in term of course contents of 'The Great Gatsby'	30
Table No.5 Test contents in term of course contents as the whole courses.	31
Table No.6 Weighting Representation of test contents in term of course objectives on 'Plays in One Act'	33
Table No.7 Weighting Representation of test contents in term of course objectives on Generations	35
Table No.8 Weighting Representation of test contents in term of course objectives on Encounters	37
Table No.9 Weighting Representation of test contents in term of course objectives on 'The Great Gatsby' .	39
Table No.10 Test contents in term of course objectives on whole optional English	40

## TITLE OF THE FIGURES

Figures	Page No
Figure No. 1	24
Figure No. 2	27
Figure No. 3	30
Figure No. 4	31
Figure No. 5	32

## LIST OF ABBREVIATIONS

B.S.	Bikram Sambat
CA	Contrastive Analysis
CBS	Central Bureau of Statistics
e.g.	For example
et al.	and other people.(Latin et alii/ alia)
i.e.	That is to say (Latin id est)
L <sub>1</sub>	First language
L <sub>2</sub>	Second language
M.Ed.	Master in Education
NM	Negative Marker
NP	Noun Phrase
QP	Question Particle
SOV	Subject Object Verb
SVO	Subject Verb Object
USA	United States of America
VDC	Village Development Committee
Viz.	That is to say (Latin videlicet)