# CONTENT VALIDITY OF APPLIED LINGUISTICS QUESTION PAPERS

**A Thesis Submitted to the Department of English Education**

**In Partial Fulfillment for the Master of Education in English**

**Submitted by**

**Padam Chapagain**

**Faculty of Education**

**Tribhuvan University**

**Kirtipur, Kathmandu, Nepal**

**2015**

# A Research

## On

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# RECOMMENDATION FOR ACCCEPATANCE

This is to certify that **Mr. Padam Chapagain** has prepared this thesis entitled **Content Validity of Applied Linguistics Exam Papers** under my guidance and supervision.

I recommend this thesis for acceptance.

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# DECLARATION

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

Date:                                                      ---------------------

**Padam Chapagain**

# DEDICATION

Dedicated

to

My parents, Gurumas/Gurus and all those

Who have contributed directly or indirectly to bring me

Where I am

# ACKNOWLEDGEMENTS

# ABSTRACT

This research work entitled "Content Validity of Applied Linguistics Exam Papers at M.Ed. Level." is an attempt to find out the content validity of Applied linguistics papers. The questions for this research were selected by using non-random purposive sampling procedure. For this research study, the secondary data were collected from the questions of Applied Linguistics in the years 2067, 2068 and 2069 B.S. For the purpose of data collection I visited the central library of T.U. and got the questions. The collected data from the questions were analyzed and interpreted descriptively with the help of checklist. The major findings of the study are that all the exam papers do not posses enough content validity. I found the highest content coverage in the subjective question papers of 2069 B.S. and lowest content coverage in the subjectivequestion papers of 2067 B.S.

This thesis is divided into five different chapters. The first chapter deals with general background of the study, rationale of the study, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms. Similarly, the second chapter consists of the review of the theoretical literature, implications of the review of the study, and theoretical framework. The third chapter deals with the methodological aspect under which design of the study, sources of data, population and sample, sapling procedure, data collection tools, data collection procedures, and the data analysis and interpretation procedure. The fourth chapter focuses on the results and discussions. And the fifth chapter of the study consists of summary, conclusion and implications of the study in policy making level, practice level and with   some directions for the further research.

# TABLE OF CONTENTS

# List of Tables

# List of Symbols and Abbreviation

| | |
|---|---|
| S.N | Serial Number |
| In. | Included |
| Ex. | Excluded |
| Sub. | Subjective Questions |
| Obj. | Objective Question |
| Ch. | Chapters |
| No. | Number |

# CHAPTER-ONE
# INTRODUCTION

This is a research on Content Validity of Applied Linguistics question paper of M.Ed. Level. It subsumes five parts the first unit includes general background, statement of the problems, objectives of the study, research questions, significance of the study and delimitations of the study.

## 1.1 Background of the Study

Language is the most advance means of communicating the ideas, thoughts and emotions. It can be taken as one of the social activities which has a great role to play to establish the relation among the human beings. It is the language which makes mankind superior than other creatures in the universe. We cannot think of any social academic or artistic activity going on without the use of language.

Richards and Rodgers. (1999) regards language as "the system of human communication which consists of the structured arrangements of sounds into larger units , e.g. morphemes, words sentences utterances"(p.196). Crystal(2007) believes that "language and tension as means of understanding ourselves and our society, and of resolving some of the problems that arises from human interaction".(p.7)

In simple words, validity is the measurement of what it is intended to measure. If any test does not test what it is intended to test the test is not said to be valid test. That is to say, test is said to be valid, "if it measures what it is intended to measure." Hughes (2010, p.26). For example, if a test is designed to measure the language functions and it does the same that is what we called as validity. Heaton believes that the validity of a test is the extent to which it measures what it is supposed to measure and nothing else. Likewise, Lado (1961, p.187)

says, 'a test of pronunciation measures pronunciation and nothing else, it is a valid test of pronunciation'.

According to Hughes (2010), the validity are of the following types:

- Content validity
- Construct validity
- Criterion validity
- Face validity

**a. 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 skills, structures, etc with which it is meant 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, the emphasis will be mainly on the coverage of the subject matter. So, the test designer should specify what skills the test is designed to cover. To have a content validity, the test must reflect not only the content of course but also demonstrate the balance of test items in terms of weighting given to each unit or area.

**b. Construct Validity:**

Construct Validity is defined as the extent to which a test represents an underline 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.

**c. Criterion Validity:**

This type of validity is established by employing a process of comparing the results of a test with the result of criteria already set or the subsequent performance of the students.

**d. Face Validity:**

It is defined as what it appears superficially to measure. Even though face validity is often considered as fake pseudo-validity, it is believed that if the examinee does not consider an exam a valid one, the information collected from it may not be genuine. So, exam and validity, to some extent, are related to each other. Therefore, the main concern of validity is the coverage of content or subject matter which is asked in the examination.

Applied Linguistics is a practice driven discipline which mainly deals language based problems in real world. Generally it can be defined as the study of learning and teaching of foreign or second languages. Thus, Applied Linguistics, in its narrow sense, focuses attention on solving problems in the area of a foreign or second language learning teaching.

**1.2 Statement of the Problems**

There will not be any use of testing if it does not test what it supposed to measure. Testing is believed to be the best tool to make the correctness of anything related to exam by falsifying incorrect ones. If such tests itself are found erroneous is really depressing for the students of language testing which I encountered many cases led me to carry out the research on that very field – validity. My interest in language testing, especially validity, arose in my mind as I found some blunders (i.e. less coverage of syllabus ) related to validity in my own exam, on top of that,  on the subject Language Testing conducted by T.U. Moreover, Because of test papers lacking content validity, they have been torn down many times in the history of T.U. Which have been really frustrating

to both test designers and examinees. Therefore, I decided to carry out this research for the improvement of such traditions specifically in the field of Language Testing.

Out of many facets, testing is one of the essential part and it cannot be fruitful if it has no validity then it becomes less useful. When exam papers lack validity it lacks something for which it actually is made. Test designers as well as examinees will not entertain the test if it does not cover the areas of content included in the syllabus. The relevance of test papers lies in its ability of testing of what it is supposed to test but unlike so test papers have been set in examinations which is a trend that leads a culture of valid examinations to disastrous end. It is inevitable to raise the issues in this case as the form of research therefore I decided to carry out this research in order to start a voice to put an end to the misleading trend in the field of language testing.

## 1.3 Objectives of the Study

The objectives of this research were as follows:

- To examine the content validity of Applied Linguistics exam paper at M.Ed. level in terms of content coverage.
- To suggest some pedagogical implications for the betterment of the test for future use.

## 1.4 Research Questions

Clear objectives are the basis of good research, the research questions should be designed on the basis of what objectives the research has. So, on the basis of objectives I used the following research questions in my study.

- Has the question paper covered the specified contents of the syllabus? If not to what extent?

- What is the ratio of the marks entertained by the particular question paper, and the marks ignored?
- What is the status of each unit in terms of its coverage 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, Applied Linguistics. It will also be beneficial to those who have been working in the field of Applied Linguistics. Similarly, policy makers, curriculum designers, test designers, will also be equally benefited by it. It will also be handy to minimize the errors made in question papers of T.U.

## 1.6 Delimitations of the Study

This research had the following delimitations:

- This study only focused the validity of the question papers.
- It was only limited to three years' question papers.
- It only found out content validity of Applied Linguistics paper.
- The study was limited to checklist to elicit the data.

# CHAPTER – TWO
# REVIEW OF RELATED LITERATURE AND
# CONCEPTUAL FRAMEWORK

Though content validity is not a new topic in the field of language testing, finding the content validity from content coverage point of view in the discipline Applied Linguistics is new study. In the process of making complete correlation between test papers and syllabus, this research can be handy. Through this study, I want to explore some issues regarding question setting and syllabus designing .In the field of language testing many researches have been carried out on content validity , therefore, for the review of literature purpose, I have made a survey of different researches related to it.

## 2.1 Review of Related Theoretical Literature

Testing is one of the integral part of teaching and validity is one which makes the exam qualitative. For the improvement of content validity of any exam, first of all, they should specify the course of contents or syllabus and specification chart mentioning the marks for setting the question. 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 types, content relevance content coverage and methods of examining content coverage

## 2.1.1 Content Relevance:

Validity is importantly a matter of relevance, that is to say, it judges how much the test items have relation with the subject matter, whether the test measures what it claims to measure or not. Lado (1999) states that, "validity is essentially a matter of relevance. Is the test relevant to what it claims to measure? Intelligence within the limits of normally is an irrelevant factor. For a test to be valid, we expect the content and condition to be relevant and that they should

be no irrelevant problems which are more difficult than problems being tested".
The investigation of content relevance requires the specification of the task or
domain. Content relevance involves the specification of the ability of the
domain and the test methods facets. The amount or the way that subjects matter
is closely related with the course is content relevance. The more test items are
constructed, the more content validity the test paper has. If most of the content
is covered in the test paper, there is an establishment of content relevance. If
we see the content relevance of applied linguistics exam paper of 2067 B.S, we
can't find the high content relevance as there are seven chapters out of which
almost all the chapters are similar in terms of marks but only five chapters are
involved to design the questions.

## 2.1.2 Content Coverage

It is the extent to which the task required in the test adequately represents the
behavioral domain in the questions. Content validity depends on how many of
the functions are tested in the components and how representative they are of
complete set of functions involved in the objectives. In part, evidence of
content coverage is based on judgment about "the adequacy in which the test
content represents the content domain". AERA and Webb (1999). As a whole,
the test comprises sets of items that sample the student's performance on the
intended domains. The expectation is that items cover the full range of intended
domain and there is sufficient number of items so that scores credibly represent
student's knowledge and skill in those areas. Without sufficient number of
items a potential threat to validity of a construct exists because the construct
may be under represented. Messick (1989)

Once the purpose of the test and intended constructs are determined, test
blueprints and specifications serve as the foundation of validity evidence for
determining the extent to which the test provides the sufficient content
coverage. Among other things, standard for educational and psychological
testing AERA and Webb (1999) suggest that specific action should define the

content of the test, the number of items on the test and the formats of those items". Test blueprint that includes this information are often released to educators.

## 2.1.3 Methods of Examining Content Coverage

Balance of representation of the content is the main objective of content coverage. There are many ways of examining the content coverage AERA and Webb (1999) provide overviews of procedures of examining the match between test specifications and the items that comprises the test. The procedure that tests developer follow in specifying and generating the test items should be well documented. In large scale assessment system where multiple forms of each tests are needed, item writing and reviewing may continue as an ongoing basis. Trained item reviewers with content area expertise may be given a set of items and asked to which standard the item matches. Comparisons would then be made between item reviewers' rating and the item classification initially made by the test developer. A critical consideration in collecting evidence related to content coverage is the standard upon which the assessment is based.

The most tenable judgment of content match will be made if items are compared to specific objectives under a content validity (i.e. the smallest unit of measurement of grain size) whether this match is further grade-level, modified or alternate achievement standard. The item in all forms of the alternate assessment need to be aligned with state grade-level standards. Evidence of content coverage also may come from methods for investigating the alignment of the standards and assessment. For instance, Webb's (1999) alignment criteria consider not only alignment at the item level but also statistical indicators about the degree to which the test, as a whole, matches the standards.

Similarly, Harrison (1991) claims that content validity is established by considering the purposes of assessment and then drawing up content list. A test

can't be judged as fully valid or invalid. A test, therefore, is judged as having content validity when the test items present the course content and cover the objectives.

## 2.2 Review of the Related Empirical Literature

Although there are some research works conduced in the field of Applied Linguistics, none of the researches are carried out to find out the content validity of M.Ed. level Applied Linguistics exam papers. This was the first work in this field. Some of the researches that have been carried out to find out the content validity are summarized below:

Ojha (2005) Conducted research on 'Content validity of ELT Theory and Methods Exam at B.Ed. Level. The main objective of this research was to examine the content validity of ELT theories and methods exam in terms of content coverage and content weighting. To fulfill the above mentioned objective, he selected 5 years question papers, prepared checklist and analyzed the test papers administered in the annual examination from 2057 to 2061. B. S. By this he concluded that in terms content validity but in terms of content weighting the test papers lack content validity.

Luitel (2006) conducted 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 papers of class XI compulsory English of the year 2062 B.S.by HSEB. He prepared the checklist on the basis of specification chart and consulted curriculum of compulsory English for data collection. And the main finding of his study was that only 16.66 percent of total text was involved in the test papers and remaining 83.34 percent of the text was untouched .Therefore, it has low content validity.

Timsina (2006) conducted research on 'Testing the test: Investigating the content validity of Language Testing Test at M.Ed. Level'. His main objective was to find out the content validity of language testing in terms of content

coverage and content weighting. He analyzed the question papers of language testing with the help of specification chart and checklist from 2058 to 2062 B.S. He concluded that language testing test have low content validity in terms of coverage and according to the weighting principle.

Khatri (2007) conducted 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 in terms of content coverage and content weighting. He analyzed six question papers, with the help of tables and comparison, from the year 2058 to 2063 B.S. and found out that according to coverage principle, translation theory and practice exam papers have average,( i.e. neither high nor low) content validity and according to content weighting principle the question papers have low content validity.

Timilsina (2007) has also conducted research on 'Content Validity of Phonetics and Phonology Exam Paper at M.Ed. Level. His main objective was to examine the content validity of the question papers of phonetics and phonology exam at M.Ed. 1$^{st}$ year in terms of content coverage and content weighting. The main sources of data for his study were all the question papers of phonetics and phonology from the year 2057 to 2062 B.S. To accomplish the objective, the researcher compared test content in relation to the course contents by correlating data and concluded that according to the coverage principle the phonetics and phonology exams have high content validity because it represented 79.73 percent of the course contents, but in terms of content weighting phonetics and phonology exams have low content validity.

All the above mentioned researches are carried out the to find out the content validity of different test papers and books of different levels; yet nobody has conducted research on the question papers of Applied Linguistics. So, this is the first work on that very subject.

## 2.3 Implications of the Review for 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 for eg, Content validity of phonetics and Phonology by Timsina (2007), similarly Ojha(2005) also conducted about the Content Validity of ELT Theory and Methods from which 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 these different books, journals and dissertations, 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 validly. This fact reveals that content validity of test papers improve the quality of question papers and examinations.

## 2.4 Theoretical/Conceptual Framework

A theoretical framework is a kind of framework which shows how the researcher or writer of the report develops thoughts on what the possible answers could be, then these thoughts and theories are grouped together into themes that frame the subjects. It is the process of identifying a core set of connectors within the topic and how they fit together. It is developed after literature review. It shows the way of improving the mistakes while devising the questions especially in terms of its content coverage.

"Content validity of Applied Linguistics exam paper" was based on the following conceptual framework.

```
┌─────────────────────────┐
│     Content validity     │
└─────────────────────────┘
             │
┌─────────────────────────┐
│     Content Coverage     │
└─────────────────────────┘
             │
┌─────────────────────────────────┐
│   Content Coverage in Applied   │
│      linguistics Question       │
└─────────────────────────────────┘
```

| Question of 2067 B.S | Question of 2068 B.S | Question of 2069 B.S |
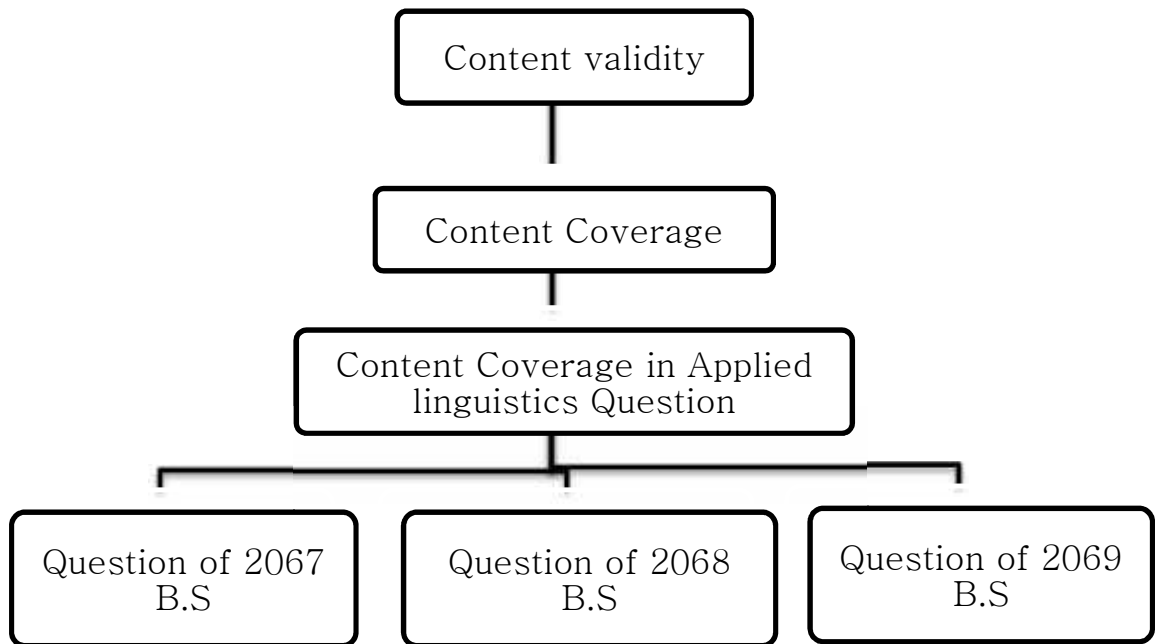
# CHAPTER THREE
# METHODS AND PROCEDURES OF THE STUDY

This heading deals with the methodological aspects of data collection during the field study. I adopted the following methodology in my research work.

## 3.1 Research Designs and Method of the Study

Design of the study is a plan, structure and strategy of investigation in order to obtain answer to research questions or problems the plan is the complete scheme or framework of the study which includes an outline of what the investigator will do from writing the hypotheses and their operational implications to the final analysis of data. As a survey, it targets the large number of questions, sampling is most to carry out the investigation .In survey research, the structured tools are used to collect quantifiable data, and from the selection of the representative sample and data are prepared on the basis of two years' question papers.

A traditional research design is a blueprint or detailed plan for how a research study is to be completed-operational zing variables so they can be measured, selecting a sample of interest to study, collecting data to be used as a basis for testing hypotheses, and analyzing the results (Thyer 1993, p.94, as cited in Kumar ,2009, p. 84 )

According to Selltiz, Jahoda Mortan Deutsch and Cook. 'A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure'. (1961, as cited in Kumar, 2009, p. 84).

The above definitions suggest that a research design has two main important functions. The first relates to the identification and development of procedure and a logistical arrangement required to undertake a study, and second

emphasizes the importance of quality in these procedures to ensure their validity, objectivity and accuracy.

The study design is a part of research design. It is the design of the study, whereas the research design includes other details related to the carrying out of the study. So a research design is a procedural plan that is adopted by the researcher to answer the questions, validly, objectively, accurately, and economically. Through this research, I want to explore the validity of question papers for improving the mistakes that take place at the time of devising the questions. In this study, I used checklist as main tool for data collection.

## 3.2. Population Sample and Sampling Strategy

I selected the data by the process of purposive non-random sampling for my research. The population of the study consists of all questions asked in the final examination of Applied Linguistics. However, three years' subjective and objective question paper of applied linguistics of T.U. asked in 2067 to 2069 B.S. are the sample.

## 3.3 Data Collection Tools and Techniques

Checklist was the main tool for data collection. It shows the detailed description and analysis of all the question papers. Moreover, yearly analysis of subjective and objective questions was also the another techniques for this study.

## 3.4 Data Collection Procedure

I collected the data from the following procedure.

  i.    I prepared the content areas on the basis of the specification chart and curriculum.
 ii.    I matched the checklist with the specification chart.
iii.    I sorted out the questions.
 iv.    I collected them on the basis of its coverage.

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# CHAPTER -FOUR

# ANALYSIS AND INTERPRETATION OF RESULT

This chapter provides result and discussions regarding the content validity of Applied Linguistics papers of three years (2067, 2068 and 2069) B.S. The result and its discussion or interpretation has been carefully presented below.

## 4.1 Results

The major findings of the study are as follows:

1.  In 2067 B.S, low content validity was found in both subjective and objective questions as there was no complete correlation between syllabus and question papers.

2.  Some improvement was seen in 2068 B.S in subjective question but not in objective questions, for example, 2/2 chapters were left to design both subjective and objective question in 2067, but in 2068, only one chapter was left in designing subjective question, but in objective question, again two chapters were left.

3.  Objective questions were found to have more content coverage –content validity- than subjective questions.

4.  Sheer content coverage was found in the subjective question papers of 2069 B.S, i. e. all chapters were fully covered to design both subjective and objective questions.

5.  Content validity was increasing in subjective questions of respective years but there was fluctuation in objective questions, i.e. in 2067 two chapters were left to design subjective question and only one chapter was left in 2068, and no chapter was left in 2069 B.S, but which was not in objective question.

6.  Content validity of all three years was not satisfactory as in the year 2067, 2068 , no all chapters were covered to set subjective questions and

in 2069 all chapters were covered to set subjective questions but one chapter was not included to devise the objective questions.

## 4.2 Holistic Analysis of Content validity of Applied Linguistics from 2067 B.S. to 2069 B.S.

After the course revised of  Directons and Issues in Applied Linguistics, three times question has been set but all the times we can view the mistakes if we see from content coverage point of view.

If we analyze the content validity of 2067 B.S., we cannot find   the complete content coverage in both subjective and objective questions. Among the seven chapters, only five chapters had been used to devise the subjective questions whereas same process had been applied in devising the objective questions too but the chapters were different. Thus it was not fair to leave two important chapters from prescribed syllabus.

Similarly, if we analyze the question papers of 2068 B.S., we still cannot find the complete coverage of content though some improvement could be seen. This year also had left out one chapter i.e. chapter-six in subjective questions but in objective questions same mistake had been repeated like 2067 B.S. which was never expected by neither the students nor the respective subject teachers.

A lot of improvement could be seen if we saw the subjective question papers of 2069 B.S. as all the seven chapters were fully covered while setting the subjective question papers but which could not be found in objective questions of the same year though it was far better than the previous two years. Only one chapter was left to devise the objective questions of the same year.

The following table shows the summary of the data analysis. This section includes the summary of total number of questions which were asked in the exam of 2067 B.S., 2068 B.S. and 2069 B.S. and which were not asked too.

**Table No. 1: The Summary of Analysis of the Questions from 2067 to 2069 B.S**

| S.N. | Ch. | Years | | | | | | | | | | | |
| | | 2067 B.S. | | | | 2068 B.S. | | | | 2069 B.S. | | | |
| | | Sub. | | Obj. | | Sub. | | Obj. | | Sub. | | Obj. | |
| | | In. | Ex. | In. | Ex. | In. | Ex. | In. | Ex. | In. | Ex. | In. | Ex. |
| 1 | One | | | | | | | | | | | | |
| 2 | Two | | | | | | | | | | | | |
| 3 | Three | | | | | | | | | | | | |
| 4 | Four | | | | | | | | | | | | |
| 5 | Five | | | | | | | | | | | | |
| 6 | Six | | | | | | | | | | | | |
| 7 | Seven | | | | | | | | | | | | |

The Above table shows that there were seven chapters altogether in the book. In the year 2067 B.S. first five chapters were only included which is indicated by short form (In) in the table whereas in objective questions chapters one, two, three and, six and seven were included by excluding unit four and five. Similarly, in the year 2068 B.S. all the chapters were included except the sixth unit to design the subjective questions but $3^{rd}$ , $6^{th}$ and $7^{th}$ chapters were excluded to set the objective question papers in the same year. In the latest year some improvement was seen in both the type of questions, as no chapters were left to set the subjective question papers but in objective questions unit five was not included.

**4.2.1 Analysis of Question Paper of Applied Linguistics 2067**

This heading includes the analysis of subjective, objective and holistic analysis of the question papers which are asked in the year 2067 B. S.

### 4.2.1.1. Analysis of Subjective Questions

Applied linguistics consisted of seven chapters. Among which all are, more or less, equally important from examination or practical point of view. The first unit was introduction to applied linguistics with the weightage of seven marks Similarly the second unit was applied linguistics and language teaching with the weightage of fourteen periods. In the same way, third, fourth, fifth, were with the weighted of fourteen, fourteen, ten, seven and eight time periods respectively. Which clearly shows that unit one, five and seven were equally important from practical and examination point of view, in terms of content coverage for setting  the questions whereas unit second ,third and fourth also were equally important in terms of time allotted and amount of content present there. But, conversely, what it had to be was not entertained. That is to say, the questions were not set/ designed according to the syllabus point of view or allotted time. For example, unit six and seven consisted of six and eight marks which were similar to unit two and five were left while designing the subjective questions.

Thus, the content validity was found to be poor in the subjective question of 2067 B.S. which is summarized below.

**Table No. 2: The Summary of Subjective Questions of 2067 B.S.**

| S.N | Units | No. of Question Asked |
|-----|-------|----------------------|
| 1 | One | 2 |
| 2 | Two | 1 |
| 3 | Three | 1 |
| 4 | Four | 2 |
| 5 | Five | 2 |
| 6 | Six | 0 |
| 7 | Seven | 0 |

### 4.2.1.2. Analysis of Objective Questions

Like subjective questions, objective questions are also equally important for setting the question paper of every examination for the coverage of the content that is what we say the content validity. As I already mentioned the different units with time periods of different seven units. Like in subjective questions, due attention was not given by test designers while devising the objective question papers of applied linguistics in 2067 BS. Unit four and five were not selected for devising the question papers as both of them were equally important like unit one, six and seven from time periods in practical point of view, even more from content coverage point of view. The following table shows the distribution of chapters and questions asked in examinations.

**Table No. 3: Summary of Objective Questions of 2067 B.S.**

| S.N | Units | No. of Question Asked |
|-----|-------|----------------------|
| 1 | One | 1 |
| 2 | Two | 3 |
| 3 | Three | 2 |
| 4 | Four | 1 |
| 5 | Five | 0 |
| 6 | Six | 1 |
| 7 | Seven | 0 |

### 4.2.1.3 Holistic analysis of Subjective and objective question papers of applied Linguistics of 2067

The exam paper does not get validity until and unless it does not cover the contents and syllabuses designed in the course book. There is no correlation between exam papers and syllabus for many years which has been the real headache for the students who are studying M. Ed. majoring English and it has also been challenging to those teachers and test designers of related field i. e.

Directions and Issues in Applied Linguistics. In a conclusion, I found that, both the test types viz. subjective and objective set by not caring two chapters i.e. unit six and seven in subjective questions and unit four and five in objective questions as if the designers do not know any contents of the course book. This does not seem to be more valid from content coverage point of view. In total, both the question papers of 2067 BS lack the content validity.

### 4.2.2. Analysis of Question Paper of Applied Linguistics 2068

Under this heading, I have included the analysis of subjective and objective question which were asked in the year 2068. B. S.

### 4.2.2.1. Analysis of Subjective Questions

This was the second examination of applied linguistics paper after it was revised in 2067 BS to make it into 50 marks. As I already mentioned that this subject has seven units altogether among which all are equally important form syllabus and examination point of view. Among seven units second, third and fourth units have more time periods for teaching and more amount of contents too. And other left units have, more or less, same time periods. However, one/one question was devised from each unit. If we see the subjective question of 2068 BS unit six was completely ignored while devising question paper this does not contain the full content coverage which clearly compels us to say that the subjective question of 2068 BS does not have content coverage.

The following table shows the distribution of chapters and questions asked in examinations.

**Table No. 4: Summary of Subjective Questions of 2068 B.S.**

| S.N | Units | No. of Question Asked |
|-----|-------|------------------------|
| 1 | One | 1 |
| 2 | Two | 1 |
| 3 | Three | 2 |
| 4 | Four | 2 |
| 5 | Five | 1 |
| 6 | Six | 0 |
| 7 | Seven | 1 |

### 4.2.2.2. Analysis of objective Questions

Like subjective question, objective questions are also equally important for setting the question paper of any subject as it helps to cover the most of the contents of syllabus because we can make many questions of less mark. If there are objective test items in examinations such exam we have high content validity because no contents will be left out for setting the questions. However, some units have been left out to set the question papers of applied linguistics of 2068 BS. It was possible to set at least one objective question from each unit as all together there are seven units and number objective questions to be asked are also more than seven i.e. eight. But they were unable to cover all the units even in objective questions. Out of eight objective questions three questions were asked from unit one, two/two question were asked from unit two and four and one question was asked from unit five. This clearly shows that only four units were utilized to set the objective questions of applied linguistics exam in 2068 BS which obviously does not maintained the content validity of examination papers.

The following table shows the distribution of chapters and questions asked in examinations.

**Table No. 5:  Summary of Objective Questions of 2068 B.S.**

| S.N | Units | No. of Question Asked |
|-----|-------|----------------------|
| 1 | One | 3 |
| 2 | Two | 2 |
| 3 | Three | 0 |
| 4 | Four | 2 |
| 5 | Five | 1 |
| 6 | Six | 0 |
| 7 | Seven | 0 |

### 4.2.2.3. Holistic analysis of Subjective and Objective Questions of 2068

The examination can be considered as less valid as it had to be when the exam does not cover all the syllabus or course of contents designed by the syllabus designers. So, what could be the use of an exam if it does not cover all the contents of any subjects?

If there is no correlation between exam paper and syllabus there will be countless problem to the students and the subject teachers who teaches the respective subjects because of which the value of exam will decreases day by day.

If we see the detailed condition of applied linguistics exam papers, there is not a complete coverage of content in the examination of 2068 BS which has been really frustration or headache to the students and teachers. In nutshell, if we see the detail of examination of applied linguistics, six subjective question were asked form six different chapters, however, the exam papers were left out from unit six that had carried eight teaching periods like unit one. Similarly, the condition of objective questions was measurable because three chapters were

even not touched in some units were repeatedly asked e.g. unit one, two and four.

Thus, the condition of content coverage in 2068 B.S. was improving in subjective questions but decreasing in objective one.

### 4.2.3. Analysis of Question Paper of Applied Linguistics 2069 B.S.

This section includes the analysis of subjective and the objective questions which were asked in 2069 B.S.

### 4.2.3.1. Analysis of Subjective Questions

The examination of applied linguistics which was held in 2069 BS was the third examination after it had been revised and made to decrease in full marks. This is the only examination during three years which has fully covered the seven units (all of them) for designing the question papers. So, the examination of subjective questions has high content validity from content coverage point of view as it has covered all the chapters. The following table shows the distribution of chapters and questions asked in examinations.

**Table No. 6: Summary of Subjective Questions of 2069 B.S.**

| S.N | Units | No. of Question Asked |
|-----|-------|-----------------------|
| 1 | One | 1 |
| 2 | Two | 2 |
| 3 | Three | 1 |
| 4 | Four | 1 |
| 5 | Five | 1 |
| 6 | Six | 1 |
| 7 | Seven | 1 |

### 4.2.3.2. Analysis of Objective Questions

Objective questions are the best tools for the coverage of content while designing the test papers as more number of questions can be set for less number of marks. If we talk the examination of Applied Linguistics paper, it has seven units all together and totally there are eight questions to be set for examination. So, at least one question for each unit was possible to set which was expected as well but didn't happen so. Like other years' examination, this year had also left out one unit ; i.e. unit number five to set the exam paper which was held in 2069 B.S. that clearly showed that this exam was less valid from content coverage point of view .

The following table shows the distribution of chapters and number of questions asked in the examination of 2069 B.S.

**Table No. 7: Summary of Objective Questions of 2069 B.S.**

| S.N | Chapters | NO. Of Question Asked |
|-----|----------|-----------------------|
| 1 | One | 2 |
| 2 | Two | 2 |
| 3 | Three | 1 |
| 4 | Four | 1 |
| 5 | Five | 0 |
| 6 | Six | 1 |
| 7 | Seven | 1 |

### 4.2.3.3 Holistic analysis of Subjective and Objective Questions of 2069

An Examination is a tool to measure what students have achieved during a certain time. So until and unless examination cannot be fair, the labor of students, teachers and test designers goes in vain. So, not to let it happen test designers, to be specific, has to be very careful while designing the test papers.

That is to say, they should fulfill the contents of syllabus of prescribed textbook i.e. they must fulfill the content validity.

If there is no correlation between examination/test and syllabus, that arises countless problems to all who are concerned with syllabus and examination. To be specific, teachers, test designers, and mostly students. So, examination or test must be valid

If we see the condition of exam paper of Applied Linguistics paper, there is not complete coverage of content though there has been tremendous improvement in both of type of question papers, i.e. subjective and objective .Subjective questions have complete content coverage whereas objective question still could not maintain it. So in comparison to the examination of 2067 B.S. and 2068 B.S., the question of 2069 B.S. had high content validity.

# CHAPTER –FIVE
# SUMMARY, CONCLUSION AND RECOMENDATION

## 5.1 Summary

This thesis is divided into five different chapters. The first chapter deals with general background of the study, rationale of the study, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms. Similarly, the second chapter consists of the review of the theoretical literature, implication of the review of the study, and theoretical framework. The third chapter deals with the methodological aspect under which design of the study, sources of data, population and sample, sapling procedure, data collection tools, data collection procedures, and the data analysis and interpretation procedure. The fourth chapter focuses on the results and discussions. And the fifth chapter of the study consists of summary, conclusion and implications of the study in policy making level, practice level and with    some directions for the further research.

## 5.2. Conclusion

On the basis of analysis and interpretation of the data, the following conclusions have been drawn regarding the content validity of Applied Linguistics exam paper of 2067 B.S., 2068 B.S and 2069 B.S.:

1. In 2067 B.S, low content validity was found in both subjective and objective questions as there was no correlation between syllabus and question papers.
2. Some improvement was seen in 2068 B.S in subjective question but no change was found in objective questions.
3. Objective questions were found to have more content coverage – content validity- than subjective questions.

4. Sheer content coverage was found in the subjective question papers of 2069 B.S.

5. Content validity was increasing in subjective questions of respective years but there was fluctuation in objective questions.

6. Content validity of all three years was not satisfactory.

## 5.3. Recommendations

Practical uses of result of any study in different levels are known as implications. There are some researches conducted in the field of testing under the heading of validity for the improvement of exam papers. By the research, policy makers as well as question designers also get benefit for the improvement quality exam. Thus, we can point out some of the recommendations in policy practice level under the following sub headings:

### 5.3.1 policy level

The most determinant or important factor in any profession or office is policy made by the country. Examination is also one of the important factor of education of the country which is completely influenced by the policy made in examinations. So, to achieve the quality of exam proper policies should be formed. In this regard, I would like to point out some of the implications effective for the policy making level below:

1. Having seen the effect of question papers with low content validity, question setters can make necessary improvement to ensure the provision of establishing complete correlation between syllabus and question papers.

2. Policy makers can establish the criteria for the question setters to follow, in order to minimize the low coverage of syllabus in question.

### 5.3.2. Practice Level

To talk about the practice level, the first and important thing is implementation of what policy was made. This means who are the user should realize the importance of quality exam and the role of content validity in it .So, the implication in practice level can be pointed out below.

1. Question setters can realize the effect of low content validity and improve them while they do it next time.

2. Question setters can bring about changes in question based on the relationship between syllabus and question papers. For example, objective questions of 2068 and subjective question of 2067 B.S.

3. From the loopholes of question papers, question setters can learn not to repeat those errors which was found in most of the exams like in subjective questions of 2067 B.S. and objective questions of 2068 B.S.

### 5.3.3 Further Research

No research is final and complete in it. Various large scale qualitative and quantitative researches can be conducted in this field involving many years' question papers. This research did not include all subjects' validity of every year. If research started to be conducted of every subjects  yearly, quality of exam papers could, no doubt, be achieved.

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| Tribhuwan University | |
| --- | --- |
| **2067** | |
| Master Level/II year/ Education | Full Marks: 50 |
| Directions and Issues in Applied Linguistics (Eng.518) | Time: 3hrs. |

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

**The figures in the margin indicate full marks.**

**Attempt ALL the questions.**

Group "A"        1X8=8

**Tick the best answers.**

1. According to Simson (2004), which of the following is the purpose of Stylistics?

    i.      To explore creativity in language use

    ii.      To explore actual patterns of language use

    iii.      To explore the language which is used in everyday communication

    iv.      To develop strategies in teaching literature

2. In. 1953, the book called 'A General Service List of English Words' which includes the most useful 2000 words in English was published. This was the contribution of

    i.      Van Ek

    ii.      Karl Plotz

    iii.      Michael West

    iv.      Little wood

3. 'BAAL' and 'AAAL' are

    i.      Journals of Applied Linguistics

ii.        Colleges of Applied Linguistics

iii.      Books of Applied Linguistics

iv.      Association of Applied Linguistics

4. Of the three concentric circles of Kachru, 'Outer Circle' includes

   i.     ENL Countries

  ii.     EFL Countries

iii.     ESL Countries

iv.     ELF Countries

5. Mishearing is a

   i.     Substance error

  ii.     Text error

iii.     Discourse error

iv.     Pronunciation error

6. Which of the following function was not identified by Halliday?

   i.     Ideational

  ii.     Interpersonal

iii.     Textual

iv.     Temporal

7. Which of the following statements about corpora is not true?

   i.     Corpora have become a key tool in lexicography.

  ii.     Corpora have contributed in the development of most current learner dictionaries

iii.     Evidence from corpora has provided numerous insights into computing technology.

iv.     Evidence from corpora of spoken discourse has highlighted the difference between spoken and written discourse.

8. Which of the following is not a characteristic feature of an error?

   i.     Occurrence of the competence level

  ii.     Regularity of the occurrence

iii.     Predictability

iv.     Consequence of the non-linguistic reason

**Group "B"**                                          **5X6=30**

1. Discuss the role of ethnographic action research in appropriation methodology.

2. What sort of relationship exists between language and culture? Explain with reference to Jiang's study.

3. Distinguish between analytic and synthetic syllabus design.
   OR

4. Discuss briefly the various type of process-based syllabus.

5. Define "New Englishes". Explain their characteristics with examples.

6. Explain modernist and post-modernist views on applied linguistics.
   OR

7. Applied linguistic is a problem oriented discipline. Elucidate.


**Group "C"**                                          **1X12=12**

1. Define 'error'. Explain the possible causes of error with appropriate examples.

**Tribhuwan University**

**2068**

**Master Level/II year/ Education**        **Full Marks: 50**

**Directions and Issues in Applied Linguistics (Eng.518) Time: 3hrs.**

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

**The figures in the margin indicate full marks.**

**Attempt ALL the questions.**

                         **Group "A"**                      **1X8=8**

**Tick the best answers.**

1. 'Broad trawl' and 'Targeted elicitation' are the two steps used in
 i) Collecting errors
    ii) Classifying errors
    iii) Diagnosing errors
    iv) Evaluating errors

2. Which of the following statements about communicative language teaching (CLT) is not true?
 i. Teaching through tasks which requires students to tract information CLT focuses on learners' message and fluency
 ii. CLT emphasizes teaching through problem-solving activities.
 iii. CLT focuses on speakers' message and grammatical accuracy.
 iv. CLT emphasizes.

3. The aim of Jiang's study was
 i) To explore the relationship between language and culture.
 ii) To examine the role of culture in ELT
 iii) To highlight the role of a good teacher in language teaching

iv) To investigae the role of popular culture in Engish language teacher

4. In analytic designing

   i) The syllabus input is selected and graded according to grammatical notions of simplicity and complexity

   ii) The starting point for syllabus design will be grammatical system

   iii) The starting point for syllabus design will be communicative purpose for which language is used

   iv) It is assumed that language consists of a finite set of rules which can be combined in various ways to make meaning

5. Kachru's 'Expanding Circle' is believed to be

   i) Norm-providing

   ii) Norm-developing

   iii) Norm-dependent

   iv) Norm-evaluating

6. 'System', 'Language Learning' and 'Applied Linguistics' are

   i) Courses in applied linguistics

   ii) Journals for applied linguistics

   iii) Associations of applied linguistics

   iv) Centers for applied linguistics

7. In the process of appropriating methodology the first step would be

   i) Indentifying the problem

   ii) Conducting action research

   iii) Learning about the classroom

   iv) Producing appropriate methodology

8. Which of the following tasks has not been possible by corpus linguistics?

   i) Collection of ever larger language samples

   ii) Explorations of actual patterns of language use

   iii) Development of materials for classroom language instructions

   iv) Development of techniques for classroom language instructions

1. 'Applied linguistics is an academic discipline.' Elucidate.

2. Critically examine the effects of global spread of English in English language teaching.

3. Define contrastive analysis. Discuss it from historical perspectives.

   OR

4. Explain how 'errors' are described and classified. Give examples.

5. What do you understand by 'critical pedagogies? Explain with reference language teaching.

6. What is intercultural competence? Describe the role of a language teacher in intercultural communication.

   OR

7. What are the prerequisites of an appropriate methodology?

**Group "C"**                                    1X12=12

1. Explain various types of product based and process-based syllabuses. Among them which one do you think is the best one and why do you think so?

**Tribhuwan University**

**2069**

**Master Level/II year/ Education**                    **Full Marks: 50**

**Directions and Issues in Applied Linguistics (Eng.518) Time: 3hrs.**

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

**The figures in the margin indicate full marks.**

**Attempt ALL the questions.**


**Group "A"**                    **1 x 8 = 8**

**Tick the best answer**

1. Applied linguistics is necessarily an interdisciplinary field for
   a. Knowledge resource of linguistics is not adequate enough to address language issues
   b. Applied linguistics is able to address language problems on its own
   c. Knowledge resource of various disciplines is needed to address? Practical language implicated issue in real world contexts
   d. It aims to address practical problems in various disciplines involved

2. Owing to the linguistic manifestation of nativization….. of English have been often considered defiant models
   a. Native varieties
   b. Non-native varieties
   c. Americanized varieties
   d. Standardized varieties

3. A variety of English which depends neither on childhood acquisition nor on cultural identity and is often used in communication in which no native speaker is involved is referred to as….
    a. English as a foreign language
    b. English as a native language
    c. English as a lingua franca
    d. English as non-standard English
4. ……..is a linguistic enterprise aimed at producing inverted two valued typologies and founded on the assumption that languages can be compared
    a. Error analysis
    b. Contrastive analysis
    c. Discourse analysis
    d. Linguistic analysis
5. A critical educator is like a transformative intellectual since….
    a. They are supposed to educate their learners about theories of criticism
    b. Their pedagogical practices are concerned with the suffering and struggles of the disadvantaged and oppressed
    c. They have the responsibility or transforming the profession of intellectualism
    d. They are involved in highly intellectual and critical exercises
6. Errors in the gray area of the English language such as presentation or articles may be said to have occurred due to
    a. Overgeneralization
    b. Mother tongue interference
    c. Hypercorrection
    d. Inherent difficulty in the language itself
7. The discipline of stylistics aims at
    a. Exploring creativity in language use
    b. Addressing problems associated with language styles

c. Finding out styles in current fashion

d. Studying style related variations in language

8. Which of the following approach assumes the ability to function in another culture while maintaining one's own identity is important?

    a. Multicultural approach

    b. Intercultural approach

    c. Interlingual approach

    d. Interdisciplinary approach

**Group "B"**          6 x 5 = 30

1. Applied linguistics is 'linguistics in action and interaction'. Elucidate the statement.

2. Do you think the global spread of English pose problems for teachers of English? Give your reasons to support your answer.

OR

Do you think the nativised variety e. g. Nepalese English should be promoted? How do you think it can be done? What implication will it have in Nepalese ELT?

3. 'Errors in English language learning should be corrected'. Argue for or against the statement. What implications does it have for ELT?

4. Stylistics is ailing; it is on the wane; and its heyday, alongside that of structuralism, has faded to but a distant memory. What argument could you give to attest or refute this claim by a scholar?

OR

In the present post method setting, ELT has become increasingly sensitive to the issue of culture. Why do you think it has happened? Do you find relevance of culture sensitive approach to Nepalese ELT?

5. There are various types of syllabus available in language teaching. Against the backdrop of recent paradigm shifts in ELT. Which one do you think better suits for the higher secondary level in Nepalese context? Supply reasons behind your motivation towards it.

**Group "C"**                    **1 x 12 = 12**

6.  How do you interpret the phrase 'critical pedagogy'? What are the
    different principles of critical pedagogy? What roles should a critical
    educator play? Do you think critical pedagogy is the call of the time in
    Nepalese education? Give reasons to support your perspective.

# Appendix –IV

**Check List**

| S.N. | Ch. | Years | | | | | | | | | | | |
|------|------|-------|---|---|---|---|---|---|---|---|---|---|---|
| | | 2067 B.S. | | | | 2068 B.S. | | | | 2069 B.S. | | | |
| | | Sub. | | Obj. | | Sub. | | Obj. | | Sub. | | Obj. | |
| | | In. | Ex. | In. | Ex. | In. | Ex. | In. | Ex. | In. | Ex. | In. | Ex. |
| 1 | One | | | | | | | | | | | | |
| 2 | Two | | | | | | | | | | | | |
| 3 | Three | | | | | | | | | | | | |
| 4 | Four | | | | | | | | | | | | |
| 5 | Five | | | | | | | | | | | | |
| 6 | Six | | | | | | | | | | | | |
| 7 | Seven | | | | | | | | | | | | |

# Appendix – V

Specification Chart and Course of Contets

| S.N | Units | Topics | Marks Alloted |
|-----|-------|--------|---------------|
| 1 | One | Introduction to Applied Lingistics | 7 |
| 2 | Two | Applied Linguistics and Language Teaching | 8 |
| 3 | Three | Contrastive Analysis and Error Analysis | 9 |
| 4 | Four | Culture and Language Teaching | 6 |
| 5 | Five | Language Syllabus Design | 6 |
| 6 | Six | Stylistics | 6 |
| 7 | Seven | Critical Pedagogies and Language Learning | 8 |