

CHAPTER- ONE

INTRODUCTION

This study aims to examine the content validity of the annual exam paper of Sociolinguistics Eng. Ed . 518 in terms of content coverage and content weightage. This section includes the general background , review of related literature, objective of the study and significance of the study.

1.1 General Background

Testing is considered as a means to measure a person's ability or knowledge. It is used as a process of scrutinizing how far learners have learned what the teacher wishes them to learn.

Bachman(1998, p.20) defines testing as "... a measurement instrument designed to elicit a specific sample of an individual's behavior". Thus, it can be said that testing is an instrument designed to ensure that the student have achieved some or whole of what has been taught or to measure the specific sample of an individual's behavior.

Testing is used in the classroom or after the classroom teaching in order to ensure that the teaching is effective and if not, put more efforts to make it effective.

Thus, we can conclude that testing is the activity of examining somebody's knowledge or ability. It is the process of examining somebody in order to find out something. It is a means to find out what students have learnt and what is still remaining to be learnt.

1.1.1 Language Teaching and Language Testing

Teaching and Testing are taken as inseparable entities. In other words, teaching and testing are so closely interrelated that it is virtually impossible to work in either field without being concerned with the other. Testing, in a broad sense, has always been an inherent part of teaching. In this context Harrison (1991, p.1) says "Far from being divorced from each other, testing and teaching are closely interrelated". This definition emphasizes the relationship between teaching and testing.

Testing plays an important role in language teaching. From the time when teaching began, the teacher has always been keen to know the extent to which his teaching has been effective in making the learner understand what has been taught.

Testing provides goals for language teaching and it helps teachers to find out the difficulties of the students which help them to solve it. Testing always offers useful inputs to the teachers to be aware of the effect of his teaching and also provide some insights on whether he should continue the way he teaches or change it in order to make his teaching more effective. Testing helps to find out the strengths and weaknesses of the teaching process and help the teacher to improve it.

In this way, testing is a part of teaching. They are like the two sides of a same coin. They both can't work smoothly in absence of the other.

1.1.2 Types of Testing

Testing is administered for different purposes. The major purpose of any test is to elicit whether the learners have learnt the expected thing or not or to find out whether the teaching has been effective or not. Tests are either predictive or indicative of achievement of current level of knowledge.

Different scholars have classified test differently using various criteria.

According to Harrison (1983)

From the marking point of view all tests fall into one of two categories: objective or subjective. The objective test has only one correct answer, but the subjective test may result in a range of possible answers, some of which are more acceptable than others. It is not really the tests which are objective or subjective, but the system by which they are marked. (p.25)

1.1.2.1 Subjective Test

Subjective test is a test which is scored according to the personal judgement of the marker. So, in subjective test, scoring varies from one examiner to another. These tests usually require the examiner to do a fair amount of writing. The subjective item is the one that requires a constructed response.

"In subjective question, the examinee answers in his/her own words at an appropriate length. The number of test items in the subjective question is small" (Khaniya, 2005, p.94). Short/long answer questions, essays,

compositions, letters etc are the types of subjective test. Subjective questions are relatively easier to construct, but difficult to score.

1.1.2.2 Objective Test

In objective test a scorer scores the same mark no matter whoever and in whatever mood scores it. There is uniformity in score. A typical objective test item contains a stem that presents a problem which is followed by three or four choices out of which one must be the correct answer. The different types of objective questions are multiple choice, true-false, matching etc.

These types of test have more content coverage, are easier to mark and more reliable than subjective tests. In this type of test there is only one correct answer which is selected from the given alternatives so they can be scored mechanically without any subjective judgment of the examiner. But the most serious drawback of objective test is that it encourages guessing.

1.1.3 Qualities of a Good Test

Various scholars have mentioned various points as qualities of a good test. For example; Bachman and Palmer (1996, as cited in Khaniya 2005, pp.101-102) argue that test usefulness involves reliability, construct validity, authenticity, interactiveness, impact and practicality. In spite of being some variations in the points, there are some common points to all like validity, reliability and practicality. So, here we will deal with these three terms as the qualities of a good test.

1.1.3.1 Reliability

Reliability is the degree of sameness or exactness that a test demonstrates. It is prerequisite for a valid test. It is necessary but not sufficient condition for validity. That is, a test must be reliable for it to be valid, but a test can be reliable and still not be valid. Khaniya (2005, p.116) states, "Reliability is one of the essential qualities of a good test which refers to the consistency of scores or performance of the same or similar test administered within a reasonable time".

In Harrison's (1991, p.10) view, "The reliability of a test is its consistency". Thus, we can say that the reliability of test refers to the consistency of score obtained by the same individual on different occasions or with different sets of equivalent items.

1.1.3.2 Practicality

Generally, practicality involves the cost, ease of administration and scoring. Heaton's (1975, p.158) explanation of practicality is that the exam "must be fairly straight forward to administer".

Similarly Harrison (1991, p.12) views, "The main questions of *practicality* are administrative. Just as a teacher cannot be effective without some forward planning (if only to ensure that a cassette recorder will be available and in working order for his lesson), a test must be well organized in advance".

In order to develop a test with a reasonable degree of practicality, it is necessary to pay attention to issues like: human resource, material resource and time.

1.1.3.3 Validity

Validity is one of the important qualities of a good test. Harrison (1991, p.11) views, "The validity of a test is the extent to which the test measures what it is intended to measure". Similarly, Khaniya (2005, p.103) puts the view " The validity of a test is measured on the basis of how far the information it provides is accurate, concrete and representative in light of the purposes for which it is administered".

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 it is not valid, for example, to test writing ability with an essay question that requires specialist knowledge of history or biology- unless it is known that all students share this knowledge before they do the test".

Thus, in conclusion we can say that the validity of a test is the extent to which it measures what it is supposed to measure and nothing else.

1.1.4 Types of Validity

Regarding the types of validity there is no any uniformity among the various scholars. Different scholars have categorized validity into different types. Regarding Weir (1990, p.22) there are five types of validity.

1.1.4.1 Construct Validity

Construct validity refers to a kind of validity which is based on the degree to which the items in a test reflects the essential aspect of the theory on which the test is based. In other words, a test can be said to have construct validity if it measures just the ability which it is expected to measure and nothing else. If a test has construct validity it is capable of measuring certain specific characteristics in accordance with a theory of language behaviour or learning. Brown (1976, p.128) writes, "Construct validity is implied when one evaluates a test or other set of operations in light of the specified construct".

1.1.4.2 Face Validity

A test is said to have face validity if it looks as if it measures what it is supposed to measure. If a test item looks right to other testers, teachers, moderators and testees, it can be described as having face validity. According to Anastasi (1982, p.136 as cited in Weir, 1990, p.26) "Face validity is not validity in the technical sense, it refers, not to what the test actually measures, but to what it appears superficially to measure". A test which does not have face validity may not be accepted by candidates, teachers, education authorities or employees.

1.1.4.3 Wash back Validity

Wash back validity is an essential element for a good exam. An exam is bound to influence teaching and learning. According to Hughes (2003, p.1)

"Back wash is the effect of testing on teaching and learning process". It can be both negative and positive.

The possible reason for why the exam is influential on education should be seen in terms of its function. The functions of the exams can be summarized under its forward looking and backward looking purposes. The backward looking functions of the exam have to do with a sense of achievement and evaluation of the effectiveness of teaching. The forward looking functions are related with making decisions about the examinees, for example, selection and certification.

1.1.4.4 Criterion- related Validity

The validity of a test established by comparing with a set criterion measure is called criterion-related validity. This type of validity is established employing a process of comparing the results of a test with the results of some criteria already set or the subsequent performance of the students. Criterion-related validation procedures determined the efficacy of an examination in predicting the examinee's future performance in a pre-specified situation. Criterion-related validity is of two types: concurrent validity and predictive validity.

a. Concurrent Validity

The concurrent validity of a test refers to the process of determining the validity against the set criterion at the same time.

b. Predictive Validity

Predictive validity of a test is concerned with the extent to which the test can predict the future performance of the testees.

1.1.4.5 Content Validity

A test is said to have content validity if its items are considered to be a representative sample of the course objectives. Brown (1976, pp.122-123) views content validity as "Whether the items composing the test do, in fact, constitute a representative sample of the content domain of concern". Similarly Heaton (1988, p.10) says that "Content Validity depends on a careful analysis of language being tested and of the particular course objectives. The test should be so constructed as to contain a representative sample of the course, the relationship between the test items and the course objectives always being the apparent..." So, here content should go in accordance with objectives and test specification chart should be made in advance to maintain content validity. In the same way Richards et al. (1999) views

Content Validity is a form of validity which is based on the degree to which a test adequately and sufficiently measures the particular skills or behavior it sets out to measure. For example, a test of pronunciation skills in a language would have low content validity if it tested only some of the skills which are required for accurate pronunciation, such as a test which tests the ability to pronounce isolated sounds, but not stress intonation or the pronunciation of sounds within words. (p.81)

Likewise, Hughes (1989)

In order to judge whether or not a test has content validity, we need a

specification of the skills, structures etc. that it is meant to cover. Such specification should be made at a very early stage in test construction. It is not to be expected that everything in the specification will always appear in the test, there may simply be too many things for all of them to appear in a single test. But it will provide a test constructor with the basis for making a principled selection of elements for inclusion in the test. A comparison of test specification and test content is the basis for judgment as to content validity. (p.22)

Thus, from the above statements we can say that it is very difficult to include all the subject matters taught in a whole year in a test. So, before preparing any language test, the test writer has to prepare the table of the test specification, describing clearly about the particular skills and areas to be included in test which will help to maintain content validity. Content validity covers mainly two things: content coverage and content weightage. So, the test items that are prepared carrying the principles of content coverage and content weightage only have content validity.

a) Content Coverage (Content Representativeness)

Content coverage is the amount that the subject matter of the course covers an area. It is the extent to which the tasks required in the test adequately represent the behavioural domain in the question.

Comparison between course contents 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 purposes of the assessment, and then draw up as a list known as a content specification". This means, to establish content validity the test makers should consider the purposes of the assessment and then draw up a content list.

Content validity is established in a test by considering the representative sample of the course. But no test can be fully valid and fully invalid. So, to obtain hundred per cent validity in the test is almost impossible. While evaluating the content validity of the test, if the test items represent fifty per cent of the course contents, it is believed to have average content validity. If it represent above fifty per cent of the course contents it is supposed to have nearer to content validity. On contrary, if the test items represent below fifty per cent of the course contents it is believed to have low content validity and if more than sixty per cent of the course contents are represented, then it is supposed to have high content validity. Thus a test is judged as having content validity when the test items represent the course contents and course objectives. The more test items are constructed, the more chances of having content validity. If all teaching units are covered in a test it is supposed to have content validity.

b) Content Weightage

Weightage is the distribution of marks according to the specified contents. Content validity can be found by comparing the course content weightage and test content weightage. In any syllabus, the unit wise weightage of the course is given. A test should strictly obey the scheduled weightage of the course contents in the test paper in order to get content validity. But if the

test paper does not follow the scheduled weightage or give much emphasis to some units and leave others then it lacks content validity.

1.1.5 Sociolinguistics: An Introduction

Sociolinguistics is often defined as the study of language in relation to society. It studies various forms and functions of a language used in various settings and situations within a society. Chambers (1995, p.Xvii, as cited in Wardhaugh, 2002, p.10) says “The correlation of dependent linguistic variables with independent social variables ... has been heart of Sociolinguistics ...” In other words it can be said that sociolinguistics is a branch of linguistics which studies all aspects of the relationships between language and society. It studies the matters such as the linguistic identity of social groups, social attitudes to language, language variations and so on.

According to Gumperz(1971, p.223,as cited in Wardhaugh, 2002,p.10),"Sociolinguistics is an attempts to find correlation between social structure and linguistics structure and to observe any changes that occur". Sociolinguistics studies the link between language and society, class, race, sex, religion, etc. It is the study of language in relation to social factors such as: social class, sex, educational level, etc.

Sociolinguistics studies how social and linguistic factors influence each other. Hudson (1996, p.3) expresses the difference between linguistics and sociolinguistics and presents sociolinguistics as “the study of language in relation to society”.

1.1.5.1 Sociolinguistics at M.Ed Level

The Department of English Education, Tribhuvan University, has introduced Eng.Ed.518 Sociolinguistics as a separate course from 2065B.S in M.Ed. first year with the full marks 50. Till then it was combined with Psycholinguistics and the subject was named as Psycholinguistics and Sociolinguistics which had 100 marks.

This course is divided into seven units. The units with their marks division are as follows:

Table No. 1

Units with their Marks Division

S.No.	Unit	Marks
1	Basic Concepts of Sociolinguistics	5
2	Sociolinguistics Methodology	5
3	Language Variation	5
4	Politeness and Faces	5
5	Bilingualism and Multilingualism	10
6	Current Issues in Sociolinguistics	15
7	Sociolinguistics and Education	5
	Total	50

1.2 Review of Related Literature

A number of studies have been carried out on content validity in the Department of English Education. Some researches nearer to the present topic are as follows:

Ojha (2005) carried out a research on "Content Validity of ELT theory and methods exam at B.Ed. Level." The main objective of his study was to examine the content validity of ELT Theories and Methods exam in terms of content coverage and content weighting. To fulfill the objective, he analyzed the test papers administered in the annual examination from 2057 to 2061 B.S. The findings of his research were that in terms of content coverage, the test papers have good content validity but in terms of content weighting the test papers lack content validity.

Similarly, 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 of 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.

Likewise, Nepal (2006) studied on "Content Validity of Examinations: A Case of Fundamentals of Language and Linguistics at B.Ed. Level." The objectives of the study were to examine the content validity of fundamentals of language and linguistics at B.Ed first year. For the study he used the question papers of this course administered during 2057 to 2062. He found that the content validity was high (80.28 per cent) in terms of content coverage but was low in terms of content weighting.

In the same way, Timsina (2006) conducted a research on "Testing the Test Investigating the Content Validity of Language Testing Test at M.Ed

Level". He analyzed the question papers of Language Testing from 2058 to 2062 B.S. The major finding of his research is that the language testing tests have low content validity in terms of coverage and according to the weighting principle also it has low content validity.

Similarly, Hamal (2007) conducted a research on "Content Validity of General English Test Items of B.Ed. Level: A case of Reading and Writing". The main objectives of his study was to examine the content validity of reading and writing test items at B.Ed level in terms of content coverage and content weighting. To fulfill the objective, he analyzed the test papers from the year 2059 to 2063 B.S. His study found that reading and writing test items have low content validity in terms of content coverage and high content validity in terms of content weighting.

Similarly, 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.

Likewise, Timilsina (2007) conducted a research on "Content Validity of Phonetics and Phonology Exam at M.Ed Level". The main objective of the study was to examine the content validity of the question papers of Phonetics and Phonology Exam at M.Ed. first year in terms of content

coverage and content weighting. The annual exam papers of Phonetics and Phonology from the year 2057 to 2062 B.S. were the main sources of data. To accomplish the objective, the researcher compared the test contents in relation to the course contents and concluded that according to the coverage principle the Phonetics and Phonology exams have high content validity because it represented 79.73 per cent of the course contents. But in terms of content weighting Phonetics and Phonology exams have low content validity.

Though a number of researches have been carried out to find the content validity of the exam paper of different subjects, none of the studies have tried to find out the content validity of annual exam paper of M.Ed. first year's paper *Sociolinguistics*. So, this will be the first work to find out the content validity of the exam paper of Sociolinguistics.

1.3 Objectives of the study

The objectives of the study were:

- i. To examine the content validity of the question papers of Sociolinguistics at M.Ed. first year in terms of :
 - a) content coverage and
 - b) content weightage
- ii. To suggest some pedagogical implications for the betterment of the test for future.

1.4 Significance of the study

This research work is a distinct work in the Department of English Education because no research has yet been done to find out the content

validity of exam paper of Sociolinguistics. So, it will be, most importantly, useful for the department. This study will provide information on whether the administered tests of Sociolinguistics have content validity or not. Its findings will be useful to all those who are concerned with sociolinguistics in terms of testing. In other words, it will provide some guidelines to the test designers to make a test valid more particularly the teachers and the test designers who are involved in the teaching and testing of sociolinguistics at M.Ed first year. It will also help to set valid question papers having content validity. If the teachers and test designers are familiar with constructing the test paper having content validity, they will be aware of different mistakes hidden in constructing test and try to minimize them. So, it will help to make any test more valid. As a whole this study will be beneficial for teachers, students, researchers, examination administrators and all others who are directly or indirectly involved in the field of teaching and testing.

CHAPTER - TWO

METHODOLOGY

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

2.1 Sources of Data

For the collection of data, I used only secondary sources of data.

2.1.1 Primary Sources of Data

For this study, I didn't use any primary sources of data.

2.1.2 Secondary Sources of Data

For this study I used the annual exam papers (both subjective and objective) of Sociolinguistics Eng.Ed.518 of M.Ed. first year. For this study I used three exam papers of sociolinguistics from 2066 B.S. to 2067B.S. (paper I and paper II). Apart from this, I also consulted the syllabus of M.Ed. (English), articles, journals, research papers, various books such as Harrison (1991), Weir (1990), Bachman (1998), Wardhaugh (2002), Khaniya (2005) and so on.

2.2 Tools for Data Collection

As only the secondary sources of data have been used, I used checklists as the main tool for document (question paper) analysis. I used these checklists to examine the content validity of the exam papers of Sociolinguistics Eng.Ed.518 in terms of content coverage and content weightage.

2.3 Process of Data Collection

I collected three question papers, (both subjective and objective) of the year 2066 and 2067 B.S. (paper I and paper II) and read it thoroughly. Then I prepared a checklist of course contents with their unit wise marks division and found out which contents have been covered in the question paper with how much marks and which are uncovered, which helped to examine the content coverage and content weightage of the exam paper to find its content validity.

2.4 Limitations of the Study

The study had the following limitations

- i. The study was limited only to examine the content validity of *Sociolinguistics* exam papers of M.Ed. first year.
- ii. The study was limited to only three question papers of the year 2066 and 2067 (paper I and paper II) designed in T.U.
- iii. The study was limited only to the secondary sources of data.
- iv. The analysis was done only in the theoretical basis.

CHAPTER- THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the raw data that have been collected. The main objective of this research is to find out the content validity of the annual exam papers of Sociolinguistics Eng.Ed.518 of M.Ed. first year. To accomplish this objective, this chapter has been divided into two parts. The first part deals with the analysis of content validity of Sociolinguistics exam papers in terms of coverage and the second part deals with the content validity of the same subject in terms of weightage.

For this purpose, three exam papers of Sociolinguistics of the year 2066 B.S. and 2067 B.S.(paper I and paper II) were analyzed in terms of coverage and weightage in order to find out whether the test items had content validity or not.

3.1 Analysis and Interpretation of Content Coverage

This sub topic deals with the analysis and interpretation of content coverage of the exam papers of Sociolinguistics of the year 2066 and 2067 B.S. (paper I and paper II). 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 the test, if the test items represent fifty per cent of the course contents, it is believed to have average content validity. If it represents above fifty per cent of the course contents it is supposed to have nearer to content validity. On contrary, if the test items represent below fifty per cent of the course contents it is believed to have low content validity and if more than sixty per cent of the course contents are represented then it is supposed to have high content validity.

3.1.1 Analysis of Content Coverage from Unit One

Table No.2

Representation of test contents in terms of course content

Unit	Course Contents	Contents of Exam Papers		
1	Basic Concepts of Sociolinguistics	2066 B.S.	2067 B.S (I)	2067 B.S (II)
1.1	Defining sociolinguistics			O(1)
1.2	Social and linguistic variables			
1.3	Speech community		O(1) S.S(1)	
1.4	Communicative competence	O(1)	O(8)	S.S(1)
1.5	Domains of sociolinguistics			
1.6	Sociolinguistics universals	S.S(1)		
	Total number of question asked from unit 1	1S.S 1O	1S.S 2O	1S.S 1O
	Total marks	7	8	7

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

Where,

S.S = subjective short question

O = objective question

Figures in bracket = question number in the exam papers

The table above shows that in unit one there are altogether 6 items, which are spread over 1 to 1.6.

If we see diachronically the most representative item is 1.4 (Communicative competence) which was asked in all the three years' examination. Similarly, 1.1 (Defining sociolinguistics), 1.3 (Speech community) and 1.6 (Sociolinguistic universals) were represented in only one year's examination

while the items 1.2 (Social and linguistic variable) and 1.5 (Domains of sociolinguistics) were never represented.

If we see synchronically, in 2066 B.S. one short subjective question and one objective question were asked from unit one. The short subjective question was asked from 1.6 (Sociolinguistic universals). The objective question was asked from 1.4 (Communicative competence).

In 2067 B.S (I) two objectives and one short subjective question were asked from this unit. The subjective question was asked from the sub-unit 1.3 (Speech community). Regarding the objective questions the first objective question O (1) was asked from the same sub-unit 1.3 (Speech community) and the second objective question O (8) was asked from the sub-unit 1.4 (Communicative competence).

In 2067 B.S. (II) one objective and one short subjective question were asked from this unit. The objective question was asked from 1.1 (Defining sociolinguistics) and the short subjective question was asked from 1.4 (Communicative competence).

Here,

Total area of content = 6

Covered content = 4

Covered content in percentage = $4/6 \times 100$

$$= 66.66\%$$

Uncovered content in per cent = 33.33%

This can be presented in the form of pie chart as follows:

Here,

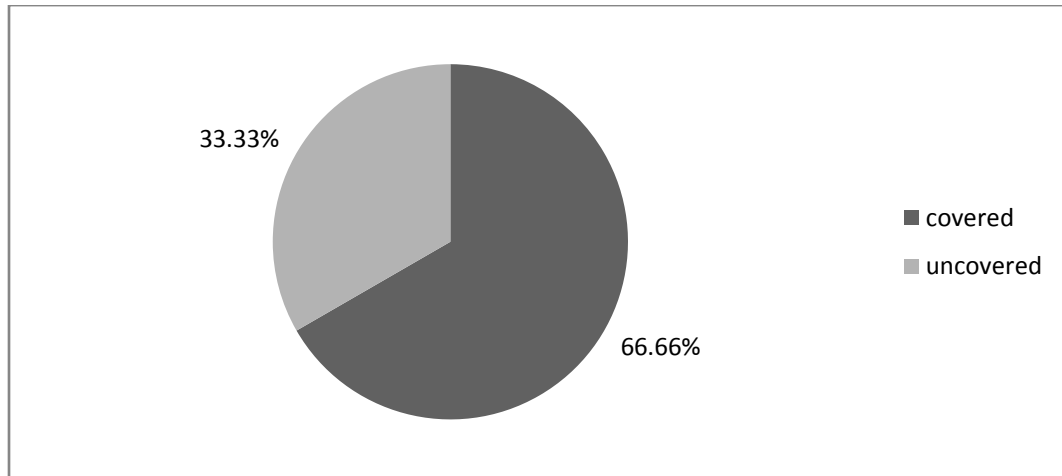
Covered content in degree = $66.66/100 \times 360^\circ$

$$= 239.97^\circ$$

Uncovered content in degree = 120.02°

Figure No. 1

Content Coverage from Unit One



From the above data and description, it is clear that there are altogether 6 sub-units in unit one according to the course content, but only 4 sub-units were represented in the examination during three years. However 2 sub units were neglected while constructing test items. The data shows that the content coverage of this unit is 66.66 per cent while 33.33 per cent contents were not covered in the question papers. This shows that unit one has high content validity because the test papers covered more than 60 per cent course contents.

3.1.2 Analysis of Content Coverage from Unit Two

Table No. 3

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

Unit	Course Contents	Contents of the Exam Papers		
2	Sociolinguistics Methodology	2066 B.S.	2067 B.S. (I)	2067 B.S. (II)
2.1	General Methodology	O(2) S.S(2)		O (2)
2.2	Components of sociolinguistics study		S.S (2)(alt)	
2.2.1	Social factors			
2.2.2	Social dimensions		O (2)	S.S(2)
2.2.3	Explanations			
2.3	Ethnography of speaking		S.S (2)(alt)	
	Total number of questions asked from unit 2	1 S.S 1 O	2 S.S (alt) 1 O	1 S.S 1 O
	Total marks	7	7	7

Note:

alt = question in alternative /optional position

The table above shows that in unit two there are altogether 6 sub-units, which are spread over 2 to 2.3

If we see diachronically the most representative sub-unit is 2.1 (General methodology). In 2066 B.S. both subjective and objective questions were asked from this sub-unit and in 2067 B.S. (II) one objective question was asked from this language item. The sub-unit 2.2.2 (Social dimensions) has been represented in two year's examination. Similarly the sub-units 2.2 (Component of sociolinguistics study) and 2.3 (Ethnography of speaking) were represented in only one year's examination. However, the sub-units 2.2.1 (Social factors) and 2.2.3 (Explanations) were never represented.

If we see synchronically, in 2066 B.S. one short subjective question and one objective question were asked from unit two. Both the subjective and objective questions were asked from the same sub-unit 2.1 (General methodology).

In 2067 B.S (I) two short subjective questions (in alternative position) and one objective question were asked from this unit. The first subjective question S.S (2) was asked from 2.2 (Components of sociolinguistic study) and the second question S.S (2) was asked from 2.3 (Ethnography of speaking) which were in alternative position. The objective question was asked from 2.2.2 (Social dimensions).

In 2067 B.S. (II) one objective and one subjective question were asked from this unit. The subjective question was asked from 2.2.2 (Social dimensions). The objective question was asked from 2.1 (General methodology).

Here,

Total area of content = 6

Covered content = 4

Covered content in percentage = $4/6 \times 100$
= 66.66%

Uncovered content in per cent = 33.33%

This can be presented in the form of pie chart as follows:

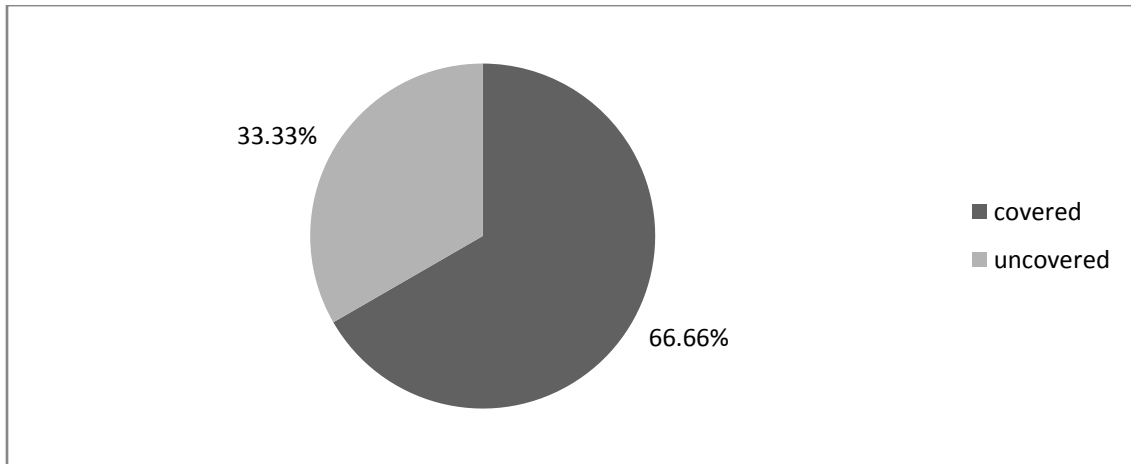
Here,

Covered content in degree = $66.66/100 \times 360^\circ$
= 239.97°

Uncovered content in degree = 120.02°

Figure No. 2

Content Coverage from Unit Two



From the above data the description, it is clear that there are altogether 6 sub-units in unit two according to the course content, but only 4 sub-units were represented in the examination during three years. However 2 sub-units were neglected while constructing test items. The data shows that the content coverage of this unit is 66.66 per cent while 33.33 per cent contents were not covered in the question papers. This shows that unit two has high content validity because the test papers covered more than 60 per cent course contents.

3.1.3 Analysis of Content Coverage from Unit Three

Table No. 4

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

Unit	Course Contents	Contents of Exam Papers		
3	Language variation	2066 B.S.	2067 B.S. (I)	2067 B.S. (II)
3.1	Language vs. dialect	S.S(3) (alt)		
3.2	Register		O(3)	
3.3	Vernacular language and lingua franca			
3.4	Pidgin and creole	O(3)	S.S(3)	O(3)
3.5	World Englishes			S.S (3)(alt)
3.6	Standard language and standardization		O(7)	
	Total number of questions asked from unit 3	1 S.S (alt) 1 O	1 S.S 2 O	1 S.S (alt) 1 O
	Total marks	1 + (6)	8	1 + (6)

Note:

The figures in bracket in total marks = the marks of the questions in alternative position.

The figures without bracket in total marks = the marks of the questions in compulsory position.

The table above shows that in unit three there are altogether 6 language items which are spread from 3 to 3.6.

If we see diachronically, the most representative language item is 3.4 (Pidgin and Creole) which was represented in all the three years' examination. Similarly, 3.1 (Language vs. dialect), 3.2 (Register), 3.5 (World Englishes) and 3.6 (Standard language and standardization) were represented in only one year. While the language item 3.3 (Vernacular language and lingua franca) was never represented.

If we see synchronically, in 2066 B.S. one short subjective question (alternative) and one objective question were asked from unit three. The subjective question was asked from the language item 3.1 (Language vs. dialect) which was in optional position. The objective question was asked from the language item 3.4 (Pidgin and Creole).

In 2067 B.S (I) one short subjective question and two objective questions were asked from this unit. The subjective question was asked from the language item 3.4 (Pidgin and Creole). Regarding the objective question the first objective question O (3) was asked from 3.2 (Register) and the second objective question O (7) was asked from 3.6 (Standard language and standardization).

In 2067 B.S. (II) one short subjective question (alternative) and one objective question were asked from unit three. The subjective question was asked from the language item 3.5 (World Englishes) which was in optional position. The objective question was asked from the language item 3.4 (Pidgin and Creole).

Here,

Total area of content = 6

Covered content = 5

Covered content in percentage = $\frac{5}{6} \times 100$
= 83.33%

Uncovered content in per cent = 16.66%

This can be presented in the form of pie chart as follows:

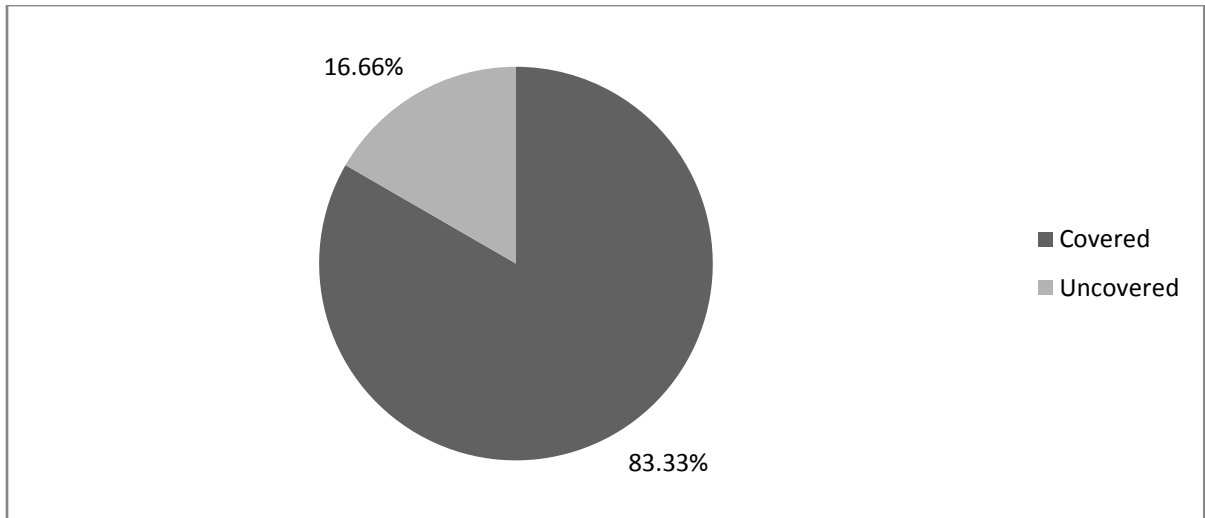
Here,

Covered content in degree = $\frac{83.33}{100} \times 360^\circ$
= 299.99°

Uncovered content in degree = 60.01°

Figure No. 3

Content Coverage from Unit Three



From the above data and description, it is clear that there are altogether 6 language items in unit three according to the course content and out of the 6 language items 5 items were represented in the examination during three years. While the language item 3.3 (Vernacular language and lingua franca) was totally neglected while constructing the test items. The data shows that the content coverage of this unit is 83.33 per cent while 16.66 per cent contents were not covered in the question papers. This shows that unit three has high content validity because the test papers covered more than 60 per cent course contents.

3.1.4 Analysis of Content Coverage from Unit Four

Table No. 5

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

Unit	Course Contents	Contents of Exam Papers		
4	Politeness and faces	2066 B.S.	2067 B.S. (I)	2067 B.S. (II)
4.1	Positive politeness and faces	O(4) S.S(3a)(P:alt)		S.S(3)(alt)
4.2	Negative politeness and faces			O(4)
4.3	Face threatening acts	S.S(3b)(P:alt)	O(4)	
4.4	Language and gender	S.S(3c)(P:alt)	S.S(4)	
	Total number of question asked from unit 4	1 S.S (alt) 1O	1 S.S 1O	1 S.S (alt) 1O
	Total Marks	1 + (6)	7	1 + (6)

Note:

P = Partial

alt = alternative

The table above shows that in unit four there are altogether 4 language items, which are spread over 4 to 4.4.

If we see diachronically, the language items 4.1 (Positive politeness and faces), 4.3 (Face threatening acts) and 4.4 (Language and gender) were represented in two year's examination while the language item 4.2 (Negative politeness and faces) was represented in only one year's examination.

If we see synchronically, in 2066 B.S. one objective and one short subjective question were asked from this unit. The objective question was asked from the language item 4.1 (Positive politeness and faces). In case of subjective short question, the question was a partial question collectively from 4.1 (Positive politeness and faces), 4.3 (Face threatening acts) and 4.4 (Language and gender) and was in alternative position.

In 2067 B.S. (I) one short subjective question and one objective question were asked from this unit. The objective question was asked from the language item 4.3 (Face threatening acts). The subjective question was asked from the language item 4.4 (Language and gender).

In 2067 B.S. (II) also one short subjective question and one objective question were asked from this unit. Regarding the objective question, it was asked from the sub-unit 4.2 (Negative politeness and faces) while in case of subjective question, it was asked from the sub-unit 4.1 (Positive politeness and faces) and was in alternative position.

Here,

Total area of content = 4

Covered content = 4

Covered content in percentage = $\frac{4}{4} \times 100$

=100%

Uncovered content in per cent = 0%

This can be presented in the form of pie chart as follows:

Here,

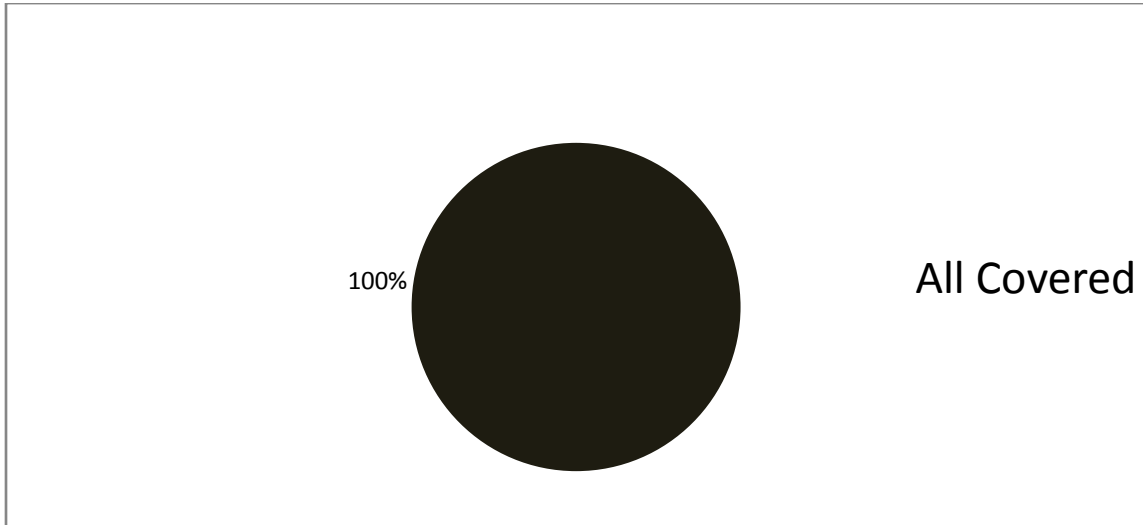
Covered content in degree = $\frac{100}{100} \times 360^\circ$

= 360°

Uncovered content in degree = 0°

Figure No. 4

Content Coverage from Unit Four



From the above data and description, it is clear that there are altogether 4 language items in unit four according to course content and all the language items were represented in the examination during three years which show that the content coverage of this unit is 100 per cent. This shows that unit four has very high content validity in terms of content coverage.

3.1.5 Analysis of Content Coverage from Unit Five

Table No. 6

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

Unit	Course Contents	Contents of the Exam Papers		
5	Bilingualism and Multilingualism	2066 B.S	2067 B.S. (I)	2067 B.S. (II)
5.1	Bilingualism			S.S(4)(P)
5.1.1	Relativity and types of bilingualism	O(5)		O(5) S.S(4) (P)
5.1.2	Diglossia		O(5) S.S(5)(alt)	
5.1.3	Code-switching			
5.2	Multilingualism	S.S(4) (P)		
5.2.1	Multilingual's choice of language			
5.2.2	Consequences of multilingualism	S.S(4) (P)		
5.2.2.1	Language contact and conflict			
5.2.2.2	Language shift and maintenance			S.S(5)(alt)
5.2.3	Language change and its causes	O(6)		
5.2.3.1	Sociolinguistic			
5.2.3.2	Inherent			
5.2.3.3	Therapeutic and			
5.2.3.4	Chain reaction		O(6)	
5.2.4	Sociolinguistic situation of Nepal			O(6)
	Total no.of question asked from unit 5	1 S.S 2O	1 S.S (alt) 2 O	2S.S(1alt) 2 O
	Total marks	8	2 + (6)	8 + (6)

The above table shows that there are altogether 15 language items, which are spread over 5 to 5.2.4.

If we see diachronically, no any single language item was represented in all the three years' examination. The language item 5.1.1 (Relativity and types of bilingualism) was represented in two years' examination. Similarly, the language items 5.1 (Bilingualism), 5.1.2 (Diglossia), 5.2 (Multilingualism), 5.2.2 (Consequences of multilingualism), 5.2.2.2 (Language shift and maintenance), 5.2.3 (Language change and its causes), 5.2.3.4 (Chain reaction) and 5.2.4 (Sociolinguistic situation of Nepal) were represented in only one year's examination. While the rest 6 items were never represented.

If we see synchronically, in 2066 B.S. one short subjective question and two objective questions were asked from unit five. Regarding the subjective question, it was a partial question collectively from 5.2 (Multilingualism) and 5.2.2 (Consequences of multilingualism). In case of objective questions, the first objective question O (5) was asked from 5.1.1 (Relativity and types of bilingualism). The second objective question O (6) was asked from 5.2.3 (Language change and its causes).

In 2067 B.S. (I) one short subjective question (alternative) and two objective questions were asked from this unit. The subjective question was asked from 5.1.2 (Diglossia) and this question was asked in alternative position. Likewise the first objective question O (5) was asked from the same sub-unit 5.1.2 (Diglossia). The second objective question O (6) was asked from 5.2.3.4 (Chain reaction).

In 2067 B.S. (II) two short subjective questions (one alternative) and two objective questions were asked from this unit. Regarding the subjective questions, the first subjective question S.S (4) was a partial question collectively from 5.1 (Bilingualism) and 5.1.1 (Relativity and types of bilingualism). The second subjective question S.S (5) was asked from 5.2.2.2 (Language shift and maintenance) and the question was in alternative position. In case of objective questions, the first objective question O (5) was asked from 5.1.1 (Relativity and types of bilingualism) and the second objective question O (6) was asked from 5.2.4 (Sociolinguistic situation of Nepal).

Here,

Total area of content = 15

Covered content = 9

Covered content in percentage = $9/15 \times 100$
= 60%

Uncovered content in per cent = 40%

This can be presented in the form of pie chart as follows:

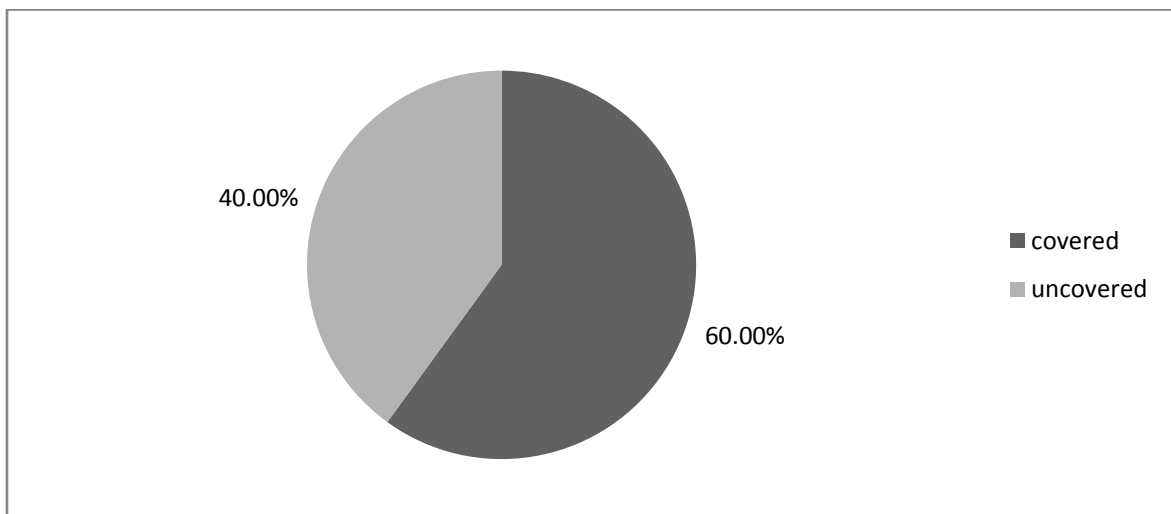
Here,

Covered content in degree = $60/100 \times 360^\circ$
= 216°

Uncovered content in degree = 144°

Figure No. 5

Content Coverage from Unit Five



From the above data and description, it is clear that there are altogether 15 language items in unit five according to the course content. Among these 15 language items 9 items were represented in examination during three years. However 5 items were neglected while constructing test items. The data

shows that the content coverage of this unit is 60 per cent while 40 per cent content were not covered in the question papers. This shows that unit five has good content validity because the test papers covered 60 per cent course contents.

3.1.6 Analysis of Content Coverage from Unit Six

Table No. 7

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

Unit	Course Contents	Contents of the Exam Papers		
6	Current Issues in Sociolinguistics	2066 B.S	2067 B.S (I)	2067 B.S (II)
6.1	Linguistic imperialism	O(8)	S.L(6)(P)	
6.2	Aspect of linguistic imperialism		S.L(6)(P)	
6.2.1	Language dominance, hegemony & power			
6.2.2	English in core and periphery			
6.2.3	Language promotion			
6.2.4	Linguistic imperialism and ELT			
6.3	Language and identity			
6.3.1	Ethnic, national and social identity			
6.3.2	Multilingual identity			
6.4	Language and politics			
6.4.1	Language planning and policy	S.L(6)		S.L(6) (P) O(7)
6.4.2	Language and power	S.S(5)(alt)		S.L(6) (P)
6.5	Language endangerment, language death and revitalization			
	Total number of question asked from unit 6	1S.S (alt) 1 S.L 1O	1 S.L	1 S.L 1O
	Total Marks	13 + (6)	12	13

Note:

S.L. = Subjective long question

P = Partial question

alt = question in alternative position

The table above shows that there are altogether 13 language items, which are spread over 6 to 6.5.

If we see diachronically, no any single language item was represented in all the three years' examination. The language items 6.1 (Linguistic imperialism), 6.4.1 (Language planning and policy) and 6.4.2 (Language and power) were represented in two years' examinations. Similarly, the language item 6.2 (Aspect of linguistic imperialism) was represented in only one year's exam. While the rest 9 items were never represented.

If we see synchronically, in 2066 B.S. one short subjective question (alternative), one long subjective question and one objective question were asked from unit six. The short subjective question was asked from 6.4.2 (Language and power) and this question was in alternative position. Regarding the long subjective question it was asked from 6.4.1 (Language planning and policy). In case of the objective question, it was asked from 6.1 (Linguistic imperialism).

In 2067 B.S. (I) one long subjective question was asked from this unit. The question was collectively asked from the language items 6.1 (Linguistic imperialism) and 6.2 (Aspect of linguistic imperialism).

In 2067 B.S. (II) one long subjective question and one objective question were asked from unit six. Regarding the subjective question, it was asked collectively from 6.4.1 (Language planning and policy) and 6.4.2 (Language and power). In case of the objective question, it was asked from 6.4.1 (Language planning and policy).

Here,

Total area of content = 13

Covered content = 4

Covered content in percentage = $4/13 \times 100$

$$=30.76\%$$

Uncovered content in per cent = 69.23%

This can be presented in the form of pie chart as follows:

Here,

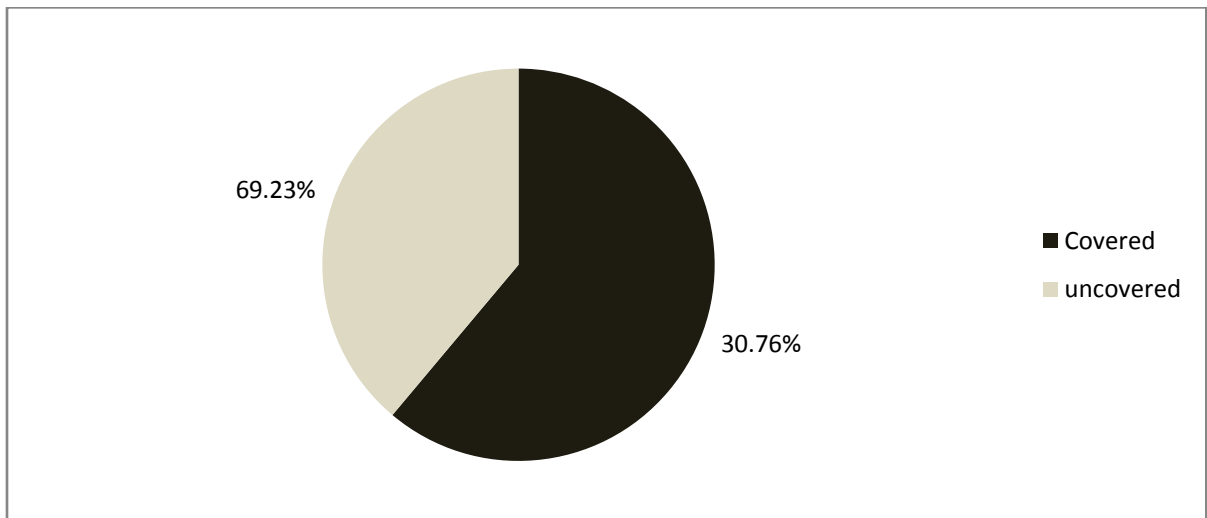
Covered content in degree = $30.76/100 \times 360^\circ$

$$= 110.73^\circ$$

Uncovered content in degree = 249.27°

Figure No. 6

Content Coverage from Unit Six



From the above data and description, it is clear that there are altogether 13 language items in unit six according to the course content. Among these 13 language items 4 items were represented in the examination during three years. However 9 items were neglected while constructing test items. The data shows that the content coverage of this unit is 30.76 per cent while 69.23 per cent content were not covered in the question papers. This shows that unit six has poor content validity because the test papers covered only 30.76 per cent course contents.

3.1.7 Analysis of Content Coverage from Unit Seven

Table No. 8

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

Unit	Course contents	Contents of the Exam Papers		
7	Sociolinguistics and Education	2066 B.S.	2067 B.S (I)	2067 B.S. (II)
7.1	Mother tongue education			S.S(5)(alt)
7.2	Bilingual education	O(7)	S.S(5)(alt)	
7.3	Bernstein's restricted & elaborated codes	S.S(5)(alt)		O(8)
7.4	Sociolinguistics & language teaching			
	Total no. of questions asked from unit 7	1S.S (alt) 1O	1S.S (alt)	1S.S (alt) 1O
	Total Marks	1 + (6)	(6)	1 + (6)

The above table shows that in unit seven there are altogether 4 language items which are spread over 7 to 7.4.

If we see diachronically, the sub-units 7.2 (Bilingual education) and 7.3 (Bernstein's restricted & elaborated codes) were represented in two years' examination. The sub- unit 7.1 (Mother tongue education) was represented in only one years' exam while the sub-unit 7.4 (Sociolinguistics & language teaching) was never represented.

If we see synchronically, in 2066 B.S. one short subjective question (alternative) and one objective question were asked from unit seven. The subjective question was asked from 7.3 (Bernstein's restricted & elaborated codes) which was in alternative position. The objective question was asked from 7.2 (Bilingual education).

In 2067(I) only one short subjective question in alternative position was asked from this unit. The question was asked from the sub-unit 7.2(Bilingual education)

In 2067 B.S. (II) one short subjective question and one objective question were asked from this unit. The subjective question was asked from the sub-unit 7.1 (Mother tongue education). This question was in alternative position. Regarding the objective question, it was asked from the sub-unit 7.3 (Bernstein's restricted & elaborated codes).

Here,

Total area of content = 4

Covered content = 3

Covered content in percentage = $\frac{3}{4} \times 100$
= 75%

Uncovered content in per cent = 25%

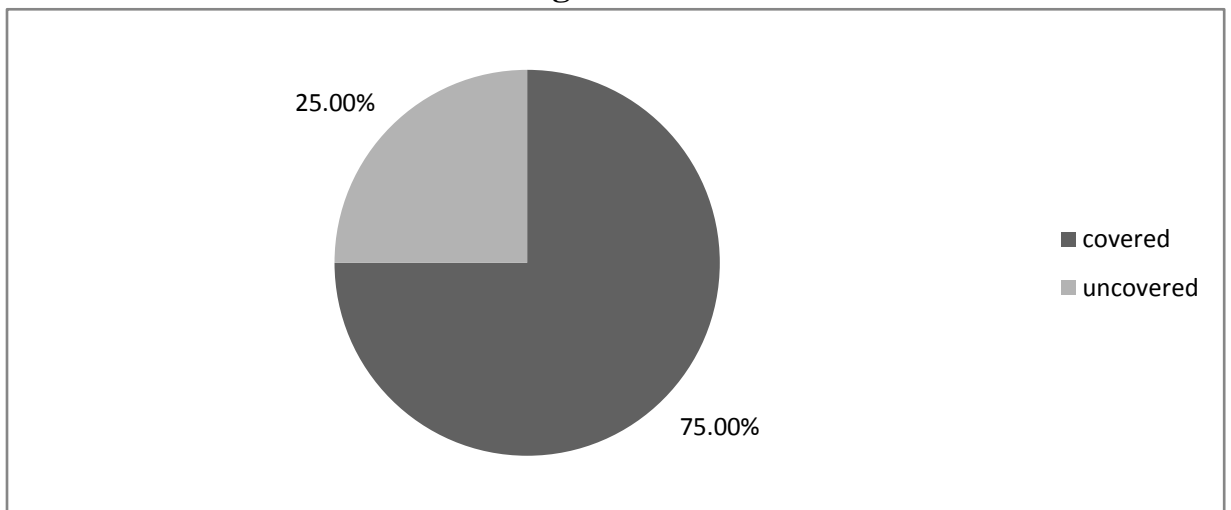
This can be presented in the form of pie chart as follows:

Covered content in degree = $\frac{75}{100} \times 360^\circ$
= 270°

Uncovered content in degree = 90°

Figure No. 7

Content Coverage from Unit Seven



From the above data and description it is clear that there are altogether 4 language items in unit seven according to the course content and out of 4 language items 3 items were represented in the examination during three years. However one item was neglected while constructing test items. The data shows that the content coverage of this unit is 75 per cent while 25 per cent content were not covered in the question papers. This shows that unit seven has high content validity because the test papers covered more than 60 per cent course contents.

3.1. 8 Examining Content Validity of the Test Papers on the Whole in Terms of Coverage.

Table No. 9

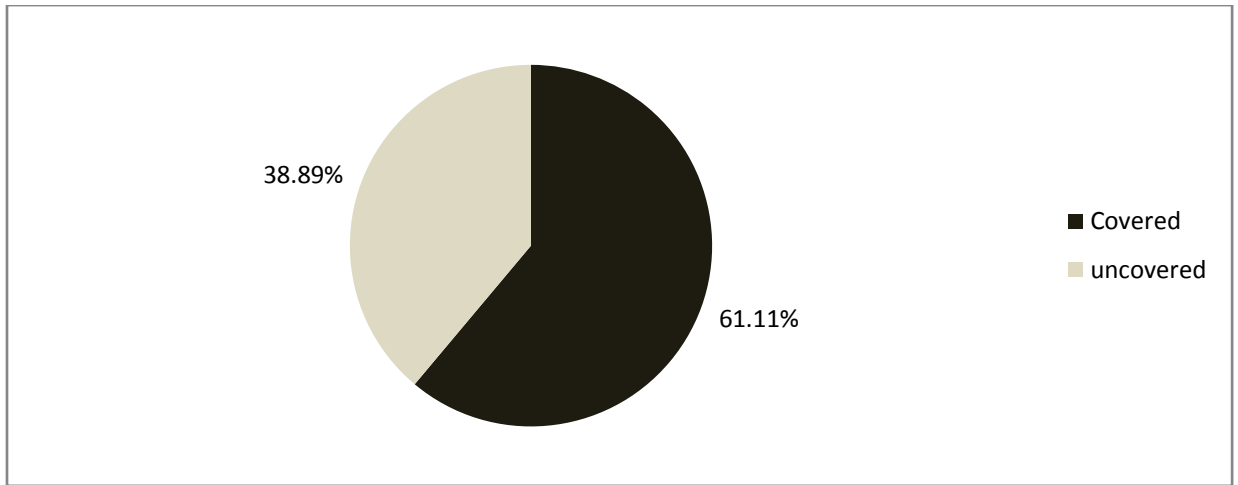
S.N.	Units	Course Contents Language Items	Test Contents Language Items	Test Coverage in Percentage
1	1	6	4	66.66
2	2	6	4	66.66
3	3	6	5	83.33
4	4	4	4	100
5	5	15	9	60
6	6	13	4	30.76
7	7	4	3	75
Total		54	33	61.11

The table given above shows that there are altogether 54 language items / sub- units in the sociolinguistics course at M.Ed. first year. Out of 54 language items, the representation of the test contents language items during three years [2066 to 2067(I) and (II)] are 33 while 21 language items were neglected during designing the test items. It means the coverage of course contents in test contents on the whole was 61.11 per cent while 38.89 per cent of course contents were not covered in the test papers.

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

Figure No. 8

The Whole Content Validity in Terms of Content Coverage



After analyzing the table given above, it can be concluded that the content validity of the test papers on the whole in terms of content coverage is good as it covers 61.11 per cent of the course contents as a whole. In other words, those test papers have really tested what they have claimed to test on the part of the testees and are the representative sample of the course contents. So, the test papers of Sociolinguistics have good content validity in terms of coverage during three years [2066 to 2067 (I) and (II)].

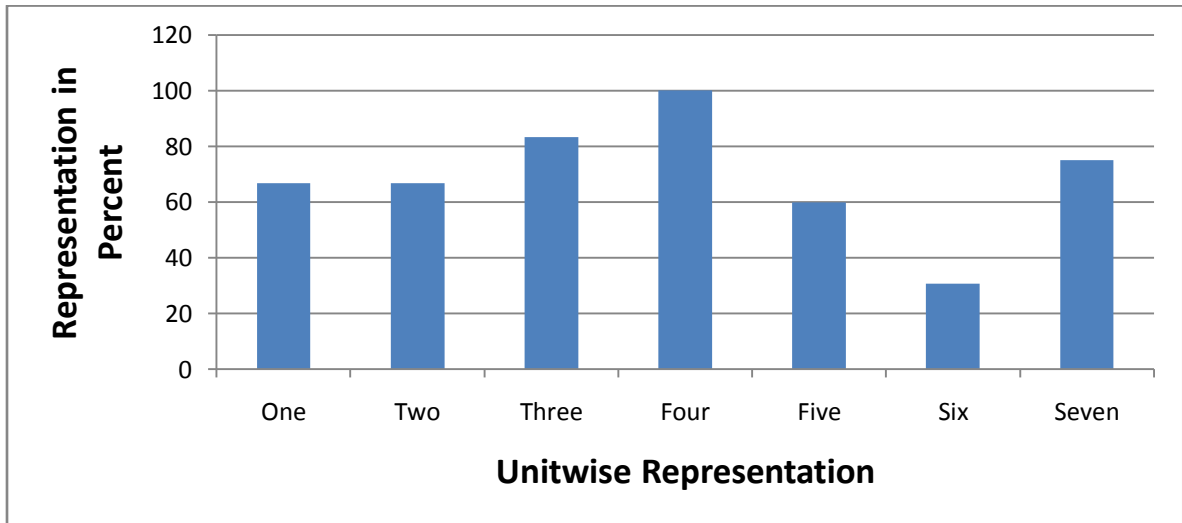
3.1.9 Unit wise Comparison of the Test Papers in Terms of Content Coverage.

The unit wise comparison of content representativeness shows that the most representative unit is unit four which represents 100 per cent of the course contents. The second place is occupied by unit three in the hierarchy of comparison from most to least representation, which represented 83.33 per cent of the course contents. Unit seven occupies the third place in the hierarchy because it covers 75 per cent of the course contents. Similarly unit one and two both occupy fourth place in the hierarchy as both the units cover 66.66 per cent of the course contents. In the same way unit five comes in the fifth position as it covers 60 per cent of the course contents. Finally unit six comes in the last position of the hierarchy since it covers only 30.76

per cent of the course contents. This can be presented with the help of the bar diagram as follows:

Figure No. 9

Unit wise Content Coverage



3.2 Content Weightage

This is the second part of the chapter which deals with content weightage. Content weightage is the comparison between weightage of the test contents and the weightage of the course contents. Here, for the purpose of examining content validity of Sociolinguistics exams in terms of content weightage, I (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 2067 (I) and (II).

3.2.1 The Whole Content Validity in Terms of Content Weightage.

Table No. 10

The Whole Content Validity in Terms of Content Weightage

Weightage of the Course Content			Weightage of the Examination Papers			
S.N.	Units	Full Weightage	2066 B.S.	2067 B.S.(I)	2067 B.S. (II)	Average Weightage of 3 Years
1	1	5	7	8	7	7.3
2	2	5	7	7+(6)	7	9
3	3	5	1+(6)	8	1+(6)	7.33
4	4	5	1+(6)	7	1+(6)	7
5	5	10	8	2+(6)	8+(6)	10
6	6	15	13+(6)	12	13	14.66
7	7	5	1+(6)	(6)	1+(6)	6.66
			38+(24)	44+(18)	38+(24)	
Total Marks		50	50	50	50	

Note:

The number without bracket is compulsory marks

The number with bracket is optional / alternative marks

The table above shows that the full marks of 'Sociolinguistics' course is 50. According to the unit wise allocation of marks given in the syllabus, unit one carries 5 marks. It means that from unit one the test items carrying 5 marks (no more and less) can be asked in the examination. However, in 2066 B.S., the question paper carried 7 marks which is 2 marks more than the allocated marks. In 2067 B.S. (I), the question paper carried 8 marks. It means 2 marks more than the allocated marks were asked in that year from this unit. In 2067 B.S.(II), the weightage of the test paper was 7 marks. That is to say, 2 more marks were asked in that year. After analyzing the above data and description, it can be concluded that the average weightage of unit one

during three years was 7.3 marks. It means that 2.3 marks were over represented than the actual weightage specified in the syllabus. So it can be concluded that unit one has less content validity in terms of content weightage.

In case of unit two, it carries 5 marks according to the allocation of marks specified in the syllabus. During three years, more weightage was given to this unit almost in all years. In 2066 B.S. test items carrying 7 marks were asked from this unit. In other words 2 more marks were asked in that year. In 2067 B.S. (I), test items carrying 13 marks (7 marks as compulsory and 6 marks as optional) were asked from this unit which is near to the triple of the content weightage specified in the syllabus. The marks was over by 8 marks that the allocated one. Similarly, in 2067 B.S. (II), the test items carried 7 marks from this unit which is over by 2 marks than the marks specified in the syllabus. During three years, the weightage of unit two fluctuated from 7 to 13. It shows that the average weightage of unit two during three years is 9 and it is over by 4 marks 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.

Unit three carries 5 marks according to the unit wise allocation of marks specified in the syllabus. The table above shows that in 2066 B.S. the test items carried 7 marks (1 mark as compulsory and 6 marks as alternative/ optional) which is over by 2 marks than the marks specified in the syllabus. Similarly in 2067 B.S. (I), test items carrying 8 marks were asked from this unit. It means the weightage of the question paper was over by 3 marks than the allocated one. Likewise in 2067 B.S. (II), the test items carrying 7 marks (1 mark as compulsory and 6 marks as alternative) were asked. This mark was more than the actual specified one in the syllabus by 2 marks. After analyzing the above data and description, it can be concluded that the average weightage of unit three during three years' examination was 7.33 marks which is over than the actual weightage specified in the syllabus by 2.33 marks. So unit three has less content validity in terms of content weightage.

In case of unit four it carries 5 marks according to the allocation of marks specified in the syllabus. In 2066 B.S., the test items carried 7 marks (1 mark as compulsory and 6 marks as alternative). In other words, test items carrying 2 more marks were asked from this unit in that year. In 2067 B.S. (I) test items carrying 7 marks were asked which was also over by 2 marks than the allocated weightage in the syllabus. Likewise in 2067 B.S. (II) also the test items carried 7 marks (1 mark as compulsory and 6 marks as optional). That is to say, it was also over by 2 marks than the specified marks in the syllabus. After analyzing the above data and description, it was found that the average weightage of unit four during three years' examination was 7 marks which is more than the actual weightage specified in the syllabus by 2 marks. So, it can be concluded that unit four has less content validity in terms of content weightage.

Unit five carries 10 marks according to the unit wise allocation of marks specified in the syllabus. In 2066 B.S., test items carrying 8 marks were asked from this unit. In other words, 2 less marks were asked in that year. Similarly in 2067 B.S. (I), the test items carried 8 marks which was also less by 2 marks than the specified marks in the syllabus. In 2067 B.S. (II), the test items carried 14 marks (8 marks as compulsory and 6 marks as optional) which was over by 4 marks than the allocated marks in the syllabus. It was found that during three years the weightage of the test papers of unit five fluctuated from 8 to 14. And the average weightage of unit five during three years was exactly 10, the actual weightage specified in the syllabus. So, it can be concluded that though there are different weightage of test items during three years, in average, unit five has perfect content validity in terms of content weightage.

Unit six carries 15 marks according to the unit wise allocation of marks specified in the syllabus. In 2066 B.S., test items carrying 19 marks (13 marks as compulsory and 6 marks as optional) were asked from this unit which is 4 marks more than the allocated weightage in the syllabus. In 2067 B.S. (I) test items carrying 12 marks were asked. It means the weightage of the question paper was under represented by 3 marks. Finally, in 2067 B.S. (II), the test items carried 13 marks which was also under represented by 2 marks. It was found that during three years the average weightage of the test

papers of unit six was 14.66 which was very close to the allocated weightage in the syllabus. So, it can be concluded that though there are different weightage of test items during three years, in average, unit six has good content validity in terms of content weightage.

In case of unit seven, it carries 5 marks according to the unit wise allocation of marks specified in the syllabus. In 2066 B.S., test items carrying 7 marks (1 mark as compulsory and 6 marks as alternative) were asked from this unit. It means the weightage of the question paper was over represented by 2 marks. Similarly in 2067 B.S. (I), test items carrying 6 marks (in alternative position) was asked which was over represented by 1 marks. Finally, in 2067 B.S. (II), the test items carrying 7 marks (1 mark as compulsory and 6 marks as optional) were asked. It means 2 marks over was asked in that year from this unit. After analyzing the above data and description, it can be concluded that the average weightage of unit seven during three years was 6.66 marks which is 1.66 marks more than the actual weightage specified in the syllabus. So, unit seven was less valid in terms of content weightage.

3.3 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 'Sociolinguistics' at M.Ed first year during three years [2066 B.S. to 2067 B.S. (I) and (II)] has good content validity in terms of content coverage. This is proved by the fact that out of 54 sub-units, 33 sub-units were represented in the examination during three years which is 61.11 per cent. The content representation above 60 per cent is considered as good. It means, in terms of content coverage the test items have tested what they had to test. But the same tests (except unit 5 and unit 6) have low content validity in terms of weightage during three years. It is proved by the fact that the test content weightage of unit 1,2,3,4 and 7 in average are 7.3, 9, 7.33, 7 and 6.66 respectively but the course content weightage of all those units are 5 marks each. 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 'Sociolinguistics' have good content validity in terms of content coverage but less validity in terms of content weightage.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

This is the final chapter of this research report which deals with the findings and recommendations made by the researcher after analyzing the data. This chapter is divided into two parts, where the first part deals with the findings made by the researcher after analyzing the data and the second part deals with the recommendations made on the basis of the collected and analyzed data and the findings.

4.1 Findings

This research work has the following findings:

1. It was found that the question papers of Sociolinguistics Eng.Ed.518 have good content validity in terms of content coverage because out of 54 language items in totality of the course, 33 language items (i.e. 61.11%) were represented during three years [2066 to 2067 (I) and 2067 (II)].

2. According to the weightage principle, the question papers of Sociolinguistics Eng.Ed.518 have low content validity in average because the test content weightage was not proportional to the course content weightage.

3. From unit one out of 6 sub-units, 4 sub-units were represented in the examination during three years. It means the coverage of course contents in unit one is 66.66 per cent. Therefore, unit one has good content validity.

4. In unit two also there are 6 sub-units, out of which 4 sub-units were represented in the examination during three years which shows that the coverage of course contents in unit two is 66.66 per cent. Therefore, unit two has good content validity.

5. In unit three, there are altogether 6 language items out of which 5 language items were represented during three years. It means the coverage of course contents in unit three is 83.33 per cent. Therefore, unit three has high content validity.

6. From unit four, out of the 4 sub-units all the sub-units were represented in the examination during three years which is 100 per cent coverage of the course content. Therefore, unit four has very high content validity in terms of content coverage.
7. From unit five, 9 sub-units were represented out of 15 in the examination during three years. It means the average coverage of course content is 60 per cent. Therefore, this unit has good content validity in terms of content coverage.
8. Regarding unit six, there are altogether 13 language items out of which only 4 language items were represented during three years. It means only 30.76 per cent of course contents were represented. Therefore, unit six has poor content validity in terms of content coverage.
9. From unit seven, 3 sub-units were represented out of 4 in the examination during three years. It means the average coverage of course content is 75 per cent. Therefore, this unit has good content validity.
10. According to the unit wise allocation of marks specified in the syllabus, unit one carries 5 marks but it is not found to have been followed in designing the tests as test items carrying 7.3 marks in average were asked from this unit during three years. Within three years, the test papers have carried different weightage and the test content weightage is not proportional to the course content weightage. Therefore, unit one lacks content validity in terms of content weightage.
11. According to the unit wise allocation of marks specified in the syllabus, unit two also carries 5 marks. However it has not been found to be followed by the question designer. The average weightage of the question paper during three years is 9. It means 4 marks were overrepresented. Therefore, unit two lacks content validity in terms of content weightage.
12. Unit three carries 5 marks according to the allocation of marks in the syllabus but it is not found to have been followed by the question designers. The average weightage of the question papers during three years is 7.33

which is 2.33 marks more than the allocated one. So, unit three also lacks content validity in terms of content weightage.

13. Unit four also carries 5 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 question paper during three years is 7 marks which is 2 marks over than the allocated one. So, unit four also lacks content validity.

14. According to the unit wise allocation of marks specified in the syllabus, unit five carries 10 marks and it is found to be followed in designing the tests as test items carrying exactly 10 marks in average were asked from this unit during three years. Though within three years the test papers carried different weightage, in average the test content weightage is proportional to the course content weightage. Therefore, this unit has good content validity in terms of weightage.

15. According to the unit wise allocation of marks specified in the syllabus, unit six carries 15 marks and it is found to be followed by question designers as the test items carrying 14.66 marks in average were asked from this unit during three years which is very near to the marks allocated in the syllabus. Thus, unit six also has good content validity in terms of content weightage.

16. Unit seven carries 5 marks according to the unit wise allocation of marks in the syllabus but it is not found to be followed by the question designers. The average weightage of the question paper during three years is 6.66 marks which is 1.66 marks over than the allocated one. So, unit seven lacks content validity in terms of weightage.

17. It was found that some language items were represented in all the three years' examination e.g. 1.4 (Communicative competence), 3.4 (Pidgin and Creole) while some language items were totally neglected. e.g. 1.2 (social and linguistic variable), 1.5 (Domains of Sociolinguistics) etc.

18. It was found that all subjective long questions were asked from unit six.

4.2 Recommendations

Some recommendations made on the basis of the analyzed data are as follows:

1. It was found that the content coverage of question papers of Sociolinguistics Eng.Ed.518 during three years was 61.11 per cent. It is considered as good but not the maximum level of representation. Therefore, the test designers should design the tests ensuring more content representation.
2. It was found that the test papers of Sociolinguistics Eng.Ed.518 have less content validity in terms of content weightage. So, the test designers should strictly follow the scheduled weightage while designing the test.
3. All the units and language items should be given equal emphasis while designing the question papers to establish high content validity.
4. 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 chart should be prepared before hand and must be followed.
5. The question designers need to be highly educated, experienced and trained.
6. Many test items should be constructed having low weightage so that it can represent maximum contents of the syllabus.
7. To enhance high content validity, the optional questions should be reduced and the given choice should be asked from the same unit/language items.
8. To get high content validity, the test designers should minutely study the course objectives, course contents and content weightage before designing the question papers. If possible, the question papers have to be piloted.
9. The office of the controller of examination, T.U. has the sole authority in conducting examination. So, it would be better if the concerned authorities improve the testing system by organizing workshops and training programs.

References

- Bachman, L.F. (1998). *Fundamental considerations in language testing*. Oxford: Oxford University Press.
- Bachman, L. & Palmer, A. (1996). *Language testing in practice*. Oxford: Oxford University Press.
- Brown, F. G. (1976). *Principles of educational and psychological testing*. New York: Halt, Rinehart and Winston.
- Hamal, R. (2007). *Content validity of general English test items at B.Ed. level*. An unpublished M.Ed. thesis. Kathmandu: T.U.
- Harmer, J. (2001). *The practice of English language teaching*. London: Longman.
- Harrison, A. (1991). *A language testing handbook*. London: ELTS. Longman.
- Heaton, J.B. (1991). *Writing English language tests*. London: Longman.
- Hudson, R. A. (1996). *Sociolinguistics*. Cambridge: Cambridge University Press.
- Hughes, A. (1989). *Testing for language teachers*. Cambridge. Cambridge University Press.
- Khaniya, T.R. (2005). *Examination for enhanced learning*. Lalitpur: Millennium Publication.
- Khatri, R. (2007). *The content validity of translation: Theory and practice exam at M.Ed. level*. An unpublished M.Ed.thesis. Kathmandu: T.U.

- Kumar, R. (2006). *Research methodology*. Australia: Pearson Education.
- Luitel, D. (2005). *Content validity of class XI English test 2062*. An unpublished M.Ed. thesis, Katmandu: T.U.
- Nepal, P. (2006). *Content validity of examination: A case of fundamentals of language and linguistics at B.Ed. Level*. An unpublished M.Ed. thesis. Kathmandu: T.U.
- Ojha, D.R. (2005). *Content validity of ELT theories and methods exam at B.Ed. level*. An unpublished M.Ed. thesis. Kathmandu: T.U.
- Richards, J.C., et al. (1999). *Longman dictionary of language teaching and applied linguistics*. London: Longman.
- Timsina, H.L. (2006). *Testing the test investigating the content validity of language testing test at M.Ed. level*. An unpublished M.Ed. thesis. Kathmandu: T.U.
- Timilsina, T.P. (2007). *Content validity of phonetics and phonology exam at M.Ed. level*. An unpublished M.Ed. thesis. Kathmandu: T.U.
- Wardhaugh, R. (2002). *Introduction to sociolinguistics*. New York: Basil Blackwell.
- Weir, C.J. (1990). *Communicative language testing*. New York: Prentice Hall.

Appendix I

Checklist

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

	Course Content	Test Contents Test Items Represented		
Unit	Course Items	2066	2067 (I)	2067 (II)
1				
2				
3				
4				
5				
6				
7				

Appendix II

Checklist for examining the content validity of the exam papers in terms of weightage.

Weightage of the Course Contents		Weightage of the Test Papers		
Units	Full weightage	2066	2067 (I)	2067 (II)
1	5			
2	5			
3	5			
4	5			
5	10			
6	15			
7	5			
Total marks				