

CHAPTER: ONE

INTRODUCTION

The present study on **Use and Importance of Test Specification Grid to Design SLC Question paper of English** consists of general background, literature review, objectives and significance of the study under Introduction. Then Methodology incorporates, population, sampling procedure and other components.

1.1 Background

Test is administered in order to gather information about test takers for making decisions on them. Before making decision, on the learners we have to collect the information about their language ability. In this regard Khaniya (2013, p. 156) writes “...we have to be clear about the purpose of the exam and whether exam is low stake or high stake... it is necessary to be clear about what it is that we want to test and for what purpose.”

If we want to design an ideal test then we have to follow the test specification grid. Test specification grid is an overall plan in which each and every aspects related to test like purpose, types, times, marks, rubrics, number of questions, method of test and so on have been included. Specification as a plan for the test is blue print which is based on the testers for constructing the test items. It is expected that test items have to be constructed on the basis of specification grid so it is said that specification is the way to enter into constructing the test.

Buck (2010, p. 580) has mentioned the following three statements to be included in good test specification which are useful to be seen in a test to measure the content validity of a test:

- i. A statement of the purpose of the test;
- ii. A statement or description of the listening construct to be assessed.

- iii. Details of how that construct will be operationalized in actual test items, including number of items, characteristics of tasks, texts layout and so forth.

In the context of Nepal, the first specification grid was developed in 1998 to design a test, that grid was implemented for one year. After that Ministry Of Education brought another grid in 1999. After the revision of secondary level curriculum in 2009 the specification grid was also changed. After the revision of specification, question of SLC has been expected to be designed following the same specification grid. Here, this study in this regard tries to attempt to find the use and importance of test specification grid to design SLC question paper of English.

1.2 Statement of the Problems

It is said that in the absence of test specification grid we cannot design even a single good test. Therefore, it is not possible to design a good test without using test specification grid. If somebody claims that I can design a good test even in the absence of test specification grid then that is just like the planning made by the foolish person to make the castle in the air. Most of the community schools in Nepal have received considerable efforts in the quality of their physical infrastructure and educational resources. Likewise, almost all of the community schoolteachers are trained and competent in the delivery of quality education services. But this is not all in all because, if we analyze the SLC result in general and the result of the English subject in particular, we find that it is decreasing day by day. What is the main reason behind this? Who is responsible for this? Whether question has been designed following specification grid or not and so on are the burning issues. Therefore, it is necessary to explore perception of teachers and ELT experts on the use and importance of the test specification grid in this present scenario to maximize the quality of education. So, the present study entitled “The use and importance of test specification grid to design SLC question paper of English” tries to explore this situation.

1.3 Rationale of the Study

The government of Nepal, the Ministry of Education (MOE), Department of Education (DEO), District Education Office (DEO) and even the parents are investing both materials and immaterial resources in the name of providing good, qualitative and scientific education to their children. So that, their children will be able to live in this world and run their life happily and smoothly. But the result of the SLC examination which is one of the important indicators of education is going down instead of increasing. If we do not become aware in this regard in time then we have to face so many challenges and critical situation in the near future. There might be many causes behind decreasing the result of examinations. Among them asking inappropriate, unsuitable, difficult and unnecessary questions is one. Question designers are expected to design a question using the test specification grid properly. Therefore, the main rationale of this study is to provide insight for the authoritative body regarding the use and importance of test specification grid to design the question paper so that, they can make right decision at the right time.

1.4 Objectives of the Study

The present study had the following objectives:

- i) to find out the use and importance of test specification grid 2009 to design SLC question paper of English,
- ii) to analyze the format of test specification grid 2009 and SLC question paper of English 2013,
- iii) to suggest some pedagogical implication,

1.5 Research Questions

The present study intended to answer the following research questions:

- I What is the use and importance of test specification grid to design question paper?
- II Whether the SLC question paper of English 2013 was based on the specification grid or not?

1.6 Significance of the Study

This study provides information on the teachers' and experts' perception towards the use and importance of test specification grid. It also shows to what extent the SLC English tests match with the specification grid. Therefore, the study will be beneficial to the curriculum designer to design new curriculum and thereby new specification grid in an effective way. Besides it, this study will be equally helpful to teachers, students, language trainers, planners as well as the other people who are involved in the process of materials designing.

1.7 Delimitations of the Study

The study had the following delimitations:

- a. The study population was confined within 35 secondary level English teachers of Kathmandu district and 5 education experts of the same district.
- b. The study was only focused on finding the use and importance of test specification grid 2009 to construct SLC question paper of English.
- c. The study was focused to analyze the format of test specification grid 2009 and SLC question papers of English 2013.

1.8 Operational definition of the key terms

Specification grid – specification grid refers to the blue print or framework of the questions to be asked in the examination. It shows the area and types

of questions. In this study the specification grid unless otherwise stated, refers to the secondary level English examination specification grid.

Skill – skill is the mode or manner in which language is used. Listening, speaking, reading and writing are four skills of language. In this research, skills refer to language skills.

Frequency – frequency is a mathematical term which shows how many times a particular item has been repeated.

Perception – perception refers to the attitude of a person towards some objects, process and items.

CHAPTER: TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

The present chapter explains the existing literature and research related to the present study for the purpose of finding out what had been already been studied and how those research works become helpful to this present study. The relevant literature, and thesis related to specification grid have been reviewed in this section.

2.1 Review of Related Theoretical Literature

Test is a means by which we find out the both ability and inability of the testees in the concern areas and recommend suggestions for them accordingly. According to Douglas (2010) “Language test is an instrument for measuring language ability.” In the same way, regarding language testing Alderson and Bachman (2010, p.3) write:

Language tests have become pervasive part of our education system and society. Scores from language tests are used to make inferences about individuals language ability and to inform decisions we make about those individuals. e.g. language test help us to identify the ability of the learners before making decisions, to place the learners in appropriate place, to provide them certificate, to make decisions about pass or fail, to select employees, to get them admitted and so on.

The term test is used interchangeably with evaluation, assessment and examination. However these terms do not indicate the same thing. To some extent they are similar with each other but not the same. Evaluation or assessment is a continuous process. It is a broad concept which covers overall

process of information collection. Testing and examination on the other hand, are one of the tools of evaluation.

Test and examination are also not the same thing. In Davies (as cited in Allen and Davies 1977, p.49) “The examination is more full dressed affair than the test.” Therefore, examination is more formal in comparison to test. In the context of Nepal, class test administered by class teacher is an example of test and SLC examination administered by SLC board of Nepal is an example of examination.

2.1.1 Historical Development of Language Testing

Testing never takes place in isolation. That is why; we can say that language testing took place at the same time when language teaching took place. Brown (1996, p.261) has talked the following three periods of historical development of language testing :

1. Pre-scientific period
2. Psychometric structuralist period
3. Integrative sociolinguistic period

1. Pre scientific period

The period before the early 1950s is regarded as pre-scientific period in the history of development of language testing. Brown (1996) states that, the pre-scientific period is characterized by translation tests developed exclusively by the classroom teachers. One of the problems which arise with these types of test is that they are relatively difficult to score objectively: thus, subjectivity becomes an important factor in the scoring of such tests.

Now, we understand that at that period no especial expertise was required for testing. It could be done by the teacher because good teachers were treated as good tester at that time. The testing items at that time were in the form of composition, grammatical items and translation.

2. *Psychometric structuralist period*

The period between the early 1950s and late 1960s, is called the period of psychometric structuralist period in the history of development of language testing. In this regard Brown (1996) states that language tests became increasingly scientific, reliable and precise with the onset of psychometric-structuralist period of language testing.

In that period various language elements like phonological, grammatical, and lexical were tested in the name of language testing. At that period knowledge of the elements of language is treated as the equivalent to the knowledge of language.

3. *Integrative – sociolinguistic period*

Brown (1996, P.58) states the period after the 1960s is identified as integrative sociolinguistic period. After the 1960s' language professionals began to believe that language is more than the sum of the discourse elements being tested during the psychometric structuralist period.

After this period language was thought to be something more than language elements and language testing is the test of overall language proficiency. In 1970s' functional approach came into existence and various language functions were started to test. In the same way, in 1980s' communicative approach came into existence and language testing was guided by the same approach. It means, communicative language ability of the learner was started to be tested.

In this way to some extent there is contribution of all these theories to bring language testing in the present stage.

Regarding the developmental history of language testing Khaniya (2005, p.6-7) states:

Until some decades ago language testing was regarded as a small part of applied linguistics and language teaching. It did not have

much role to play. Applied linguistics, especially after the establishment of the school of Applied linguistics at the university of Edinburgh in 1957, had acquired a major position in the development of language teaching methodology as well as materials. Later on language testing was recognized as a course of study in the Department of Applied Linguistics. Many universities have now started teaching language testing as a separate subject with greater weighting. Language testing has been developed in such a way that like any other area of study, it has become an independent discipline.

Similarly, regarding the historical development of language testing in the context of Nepal Khaniya (2005, p.7) states:

In Tribhuvan University (TU) also, language testing has recently been given a separate status as an independent subject with 50 full marks for study at M.Ed. level at the Department of English Education. Until then, language testing was confined to a unit under the English Language Teaching (ELT) methodology course, this is still the case with B.Ed. for more than a decade.

2.1.2 Language Teaching and Testing

Teaching is the process of making the people educated. Testing, on the other hand, is a means by which tester can know whether learner learns what they were supposed to learn or not. It is only the testing which provides input for the teacher regarding their teaching there by, they can make further decisions

about their teaching activities. Regarding the relationship between teaching and testing Khaniya, (2005, p. 1) states:

In order to ensure that the teaching is effective, and if not, put more efforts to make it effective, testing is used in the classroom teaching. In many classroom situations, thus teaching and testing are hardly separated.

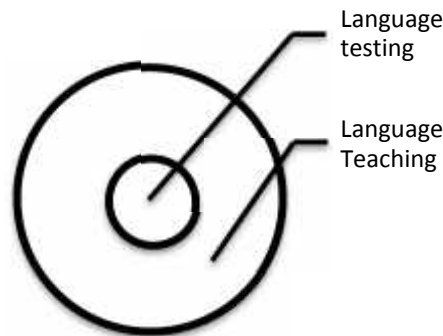
Now, we understand that teaching and testing are directly related to each other which cannot be separated from each other without affecting other.

Khaniya, (2005) further states that before the World War II there was no clear distinction between teaching and testing. It means only after the world war second the idea of language testing appeared as a distinct activity.

In the same way, regarding the relationship between teaching and testing Sharma (2012, p.4) states "... there is nail-muscle relationship between language teaching and testing. Testing without teaching is meaningless and teaching without testing does not guarantee the learning on the part of students." It indicates that to make a testing meaningful there is great role of teaching and at the same time to guarantee the learning on the part of learners there is great role of testing. Because of this fact, it is claimed that testing is an inherent part of teaching.

Relationship between teaching and testing can be presented in the diagram as follows:

Fig. 1. The relationship between language teaching and testing



Regarding the teaching and testing Heaton (1985) states that “both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with others.” (as cited in Yadav, R.N. and Yadav, S.K. 2011, p.6)

2.1.3 Qualities of Language Test

There are some important characteristics which determine the quality of language test. Here, I am going to discuss three main qualities of language test. They are:

- a) Validity
- b) Reliability
- c) Practicality

a) Validity: One of the important qualities of a test is validity. A test is said to be valid if it measures what is supposed to be measured.

Hughes, thinks (1995, p. 22) “A test is said to be valid if it measures accurately what is intended to measure.”

In the same way, Davies et al. write (1999) “A measure is valid if it does what it is intended to do...” (as cited in Khaniya, 2005, p. 103)

Regarding the term validity of language test Harmer, (2009, p.381) writes:

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 by specialist knowledge of history or biology – unless it is known that all students share this knowledge before they do the test.

b) Reliability: Reliability is another important characteristic of language test which determines the quality of test. A test is said to be reliable if there is consistency in the score of test no matter whoever, whenever and wherever administered and checked it.

Regarding the reliability of test Khaniya, (2005, p. 116) states “Reliability is another essential quality of a test which refers to the consistency of scores or performance of the same or similar test administered within a reasonable time.” It indicates that if there is consistency in the performance or scores obtained by the testee in the same or similar test while administering various time in a reasonable time gap then that test is said to be reliable. In the same way, Douglas, (2010, p.10) defines reliability as “the extent to which the tests we provide accurate measures of whatever abilities they are designed to measure.”

Highlighting the way of achieving reliability Harmer, (2009, p. 381) writes“...reliability is enhanced by making the test instructions absolutely clear, restricting the scope for variety in the answers and making sure that test conditions remain constant.”

On the basis of aforementioned discussion we can conclude that reliability is an important characteristic of test. This is responsible to determine the quality of language testing.

Now we understand that test needs to be both valid and reliable. According to Hughes (2003) reliability is the prerequisite for validity. If the test is not reliable then there is no chance of validity but again it doesn't mean that reliable tests are valid at all.

c) Practicality: It is another most important quality of language test. To some extent it is different from previous two. In the absent of this quality it is hardly possible to administer the test. No matter how far the test is reliable and valid, if it is not practicable in the context in which it is administered then the test has no meaning at all. If the test is suitable according to the socio-culture context of the institution then the test is said to be practicable. Khaniya, (2013, p. 146) states "...practicality involves the cost and ease of administration, and scoring." In the same way, in defining practicality of test Bachman, and Palmer, (1996, P. 36) states "the relationship between the resources that will be required in the design, development and use of the test, and the resources that will be available for these activities." If the test designer designs the test considering the socio-cultural context of the society in general and institutional context in the specific obviously, they will design a practicable test. In this regard Khaniya, (2013, p. 147) writes:

...in order to achieve the practicality of the exam, the designer must keep a close look at the situation which the exam is supported to fit into. Otherwise, the current literature based on sophisticated situations may lead the designer to be highly ambitious and to forget the practical problems which are likely to occur at the time of implementation.

He further states that to make the test as much practicable as possible, following issues need to be considered; human resource, material resource and time. Test designer, test writers, administrators, invigilators and other human support fall under the human resource. Space, equipment, and other technical support fall under the material support. In the same way, availability of the

time for the development, and implementation of test as well as the time given for students to perform the test task and so on fall under the time factor.

2.1.4 Designing Language Test

The main responsibility of test designing is of the testers. In order to find out the strengths and weaknesses of the learners, teacher has to design and administer the test. The term test design, test construction, test development are found to be used interchangeably. However, whatever is said to this the main idea is process of constructing test. In this regard Bachman and Palmer (1996, p. 85) states “Test development is entire process of creating and using a test.”

The task of designing test is not a joke, rather it is challenging job. It requires in-depth knowledge in the subject matter as well as in the area of language testing. Without sound knowledge of language testing one cannot design a good test.

Even in this scenario if we observe the context minutely we find that many school teachers design a difficult test in the name of showing them as a strict teacher. More interesting is that some of the teacher themselves do not have idea regarding the answer of some question in some cases.

Khaniya, (2013, P.153-154) in this regard, writes:

... most teachers do not follow a systematic approach to develop test item – like looking into the curriculum, going through the specifications, identifying the objectives of the course, finding weighting to the specific areas, dealing with the content load, areas that yield good items, examining them from validity, reliability and practicality perspectives etc.

Now, we understand that if the teacher does not put sufficient effort to determine what to test, why it is needed to test and what sorts of instruments

are required to develop to administer that test, they do not test what was supposed to test.

Language test designing is a stepwise process which needs to be followed in a sequential order. The first and most important thing that need to attempt before designing a test is the preparation of test specification grid. In the case of Nepal MOE (2006) has prepared a test specification grid to design a test and teachers are supposed to design test on the basis of the same specification grid.

2.1.5 Test Specification Grid

Test specification grid is an outline in which each and every aspect related to the test has been included. According to Alderson, Clapham and Wall (1995, p. 9) “The specifications are the blueprint to be followed by test and item writers, and they are also essential in the establishment of the test’s construct validity.” Now, from this definition we understand that test specification is mandatory aspect needed to the test designer. In the same way, it is also an obligatory factor to establish the construct validity which is one of the most important validity of the test. According to Hughes (2010, p. 59) specification in testing refers to the “task of preparing a set of specifications like the specification of content, test structure, timing, medium/channel, techniques to be used, criterial levels of performance, and scoring procedures.” In the same way, Fulcher and Davidson (2007, p. 52) define specifications as “generative explanatory documents for the creation of test tasks.”

Regarding the term test specification grid Hughes (1989, p.89) states “The test specification is a cover term which includes information on content, weighting format and timing and scoring procedure.”

In the Nepalese context, education system of Nepal has adopted the clear direction after the National Education System Plan (1971). “Use of new evaluation tools and techniques” was the slogan throughout the Nation. The NESP was clear and emphasized the new evaluation tools and techniques, but they were not implemented fully or wholly though they were implemented to a

high percentage (Sharma, 2007). The reasons were: the lack of new evaluation tools and techniques, model objective questions, orientation program, trained teachers and others. But it was the first step which forces to improve the evaluation system of national education. The NESP has brought some changes in examination and evaluation, but there was no specification grid in practice as testing strategies. The first specification grid prepared to design a test in Nepal was in 1998, which was implemented only for one year. In 1999 CDC brought out new specification grid. Defining specification grid MOES (1999,p.54) states:

An examination specification grid reflects the assessment and evaluation part of the curriculum. It not only shows the marks allocated to different areas and skills to be measured as mentioned in the curriculum but also shows how the marks are divided according to questions.

Test specification grid is a blueprint to design a test. Regarding the test specification grid Hughes (1989) states “The test specification is a cover term which includes information on content, weighting, format, and timing and scoring procedure.”

In 1971 Bloom and Hastings developed the theory towards specification grid as: The table of specification serves as a general guide to the development of items, charts, checklists, rating scales and other devices to use appraising outcomes of instruction. It should be constructed so as to cover objectives of instruction, the full range of assessable behaviors related to the objectives and a fair sampling of all parts of the instructional programme.

In the context of Nepal MOE had prepared a specification grid of secondary level including English in 1998. This grid functioned only for one session and revised specification grid was introduced in 1999. That revised specification

grid was used up to 2005. Along with the change of secondary level curriculum specification grid was also changed in 2006. Till now the same specification grid has been in practice.

2.1.6 Purpose of Test Specification Grid

It is believed that in the absent of test specification grid teacher cannot design even a single question no matter to what extent s/he is competent in his/her subject. Therefore, the main purpose of test specification grid is to provide clear guidelines for the test designer regarding the process of test designing. So that, they (test designer) can design valid and reliable test.

In Bachman and Palmer's view (1996, p. 177)the purpose of test specifications are as follows:

- a) to permit the development of other tests or parallel forms of the test with the same characteristics.
- b) to evaluate the intentions of the test developers.
- c) to evaluate the correspondence between the test as developed and the blueprint from which it was developed.
- d) to evaluate the authenticity of a test.

Regarding the purpose of test specification grid Ministry of Education, Office of the Controller of Examination, Specification Grids for the Secondary Level Compulsory Subjects (2000,p.34) states:

The main purpose of the test specification grid is to help and guide teachers and question setters in constructing valid test items. It tells them the type and number of questions and test items needed to measure a particular skill or area. It not only shows them how to prepare the test items but also how to score them with the help of marking scheme. It's a document that gives complete information about the examination in a nutshell.

2.1.7 Importance of Test Specification Grid

Test specification grid is an obligatory tool of the test development. In order to design an ideal test, test designers need to follow the test specification grid.

In the absence of test specification grid also test developer may develop the test but it may not measure the actual level or performance of the testees.

Therefore, test specification is an inevitable aspect needed to design the good test. Regarding the importance of test specification grid Alderson, et al. (1995, p. 11) states:

...test specifications are a valuable source of information for publishers wishing to produce textbooks related to the test : textbook writers will wish to ensure that the practice tests they produce , for example, are of an appropriate level of difficulty with appropriate content, topics, tasks, and so on.

Likewise, regarding importance of test specification grid Douglas (2000, p.113) writes:

...test specification document is an indispensable part of test development process. It not only helps the test development team to focus on important considerations in test development , but also the process of producing the document requires the developers to be very precise about why they are producing the test and what it is they wish to measure.

The CDC SanothimiBhaktapur is an apex body and has taken authoritative responsibility in developing curriculum and specification grid in Nepal. Expressing the role and importance of specification grid, CDC has stated

The specification grid gives direction to the teacher and question setters to prepare test items that ensure higher degree of content validity. It reflects the curriculum intents in terms of assessment and evaluation, also shows the questions or items to be set related to the lower and higher abilities. The question setters are clearly guided as to what type and number of questions should be asked, and the danger of setting more question to assess knowledge and understanding level is minimized.

On the basis of aforementioned discussion it is concluded that test specification grid is an obligatory part to design formal, valid, reliable and meaningful test. In the absent of which it is impossible to come in the form of test. Similarly, test specification grid is really important for the teachers and paper designer i.e. question designer for producing good question papers maintaining good validity and high reliability. Finally, it helps to maintain positive wash back effect.

2.1.8 Users of Test Specification Grid

Test specification is useful for various people. To be more specific users of test specification can be discussed as follows:

Test constructors are the main user of the test specification grid. In order to design test only theoretical knowledge is not sufficient for them moreover, they need practical knowledge. With the help of test specification grid they (test constructors) can obtain practical knowledge. Finally it leads them to construct an ideal test.

Following Alderson et al. (1995) test constructor finds answers of the following questions by the help of test specification grid:

- a) What is the purpose of the test?

- b) What sort of learner will be taking the test?
- c) How many sections /papers should the test have?
- d) What target language situation is?
- e) What text types should be chosen?
- f) What language skills should be tested?
- g) What language elements should be tested?
- h) What sorts of tasks are required?
- i) How many items are required for each section?
- j) What test methods are to be used?
- k) What rubrics are to be used as instructions for candidates?
- l) Which criteria will be used for assessment by markers?

Now, if the test constructor has clear ideas in these questions, obviously, they will design a good test.

As the test designer, test specification grid is equally useful for test users as well. By the help of test specification grid test users can be prepared properly in the concern subject. It functions as a roadmap for them so that they can go ahead without any confusion.

In this regard Alderson et al. (1995, p. 21) state:

...candidates are given adequate information to enable them to know exactly what the test will look like: how long it will be, how difficult it is, what the test methods will be, and any other information that will familiarize them with the test in advance of taking it. Candidates are given enough information to enable them to perform to the best of their ability.

It makes us clear that test specification is useful not only for test constructors rather it is equally useful for test users or candidates.

In the same way, as the test constructor and test user test specification grid is equally useful for materials developer. The term materials here specially refer to textbook. Specification grid is really useful for materials developer in the sense that, as I already mentioned above in test specification grid each and every aspects related to test has been included. To appear in the test learners have to prepare or study. To study the subject matter they need text book. Now if the text book hasn't been designed in accordance with test specification grid the effort made by the learner may go in vain. So, undoubtedly, test specification grid is useful for materials developer as well.

2.1.9 Models of Test Specification Grid

There is no single model of test specification grid. Various scholars have provided their own model. Although, the model is not same, the idea provided by them is same. In this regard Douglas, (2010, p. 6) writes:

Specifications vary in their form and precision, but generally they indicate the purpose of the test, the number and sequence of test tasks, the format and content of the tasks, the time allowed for completion of the test, and procedures for scoring.

Test specification grid (2006) of compulsory English grade 10 designed by CDC contains only one page. Which is entirely based on language skills? In which 10, 15, 35, and 30 marks have allocated for listening, speaking, reading, and writing skills respectively. On the contrary, previous specification grid designed in 1999 contained 8, 12, 45, and 35 marks on listening, speaking, reading and writing skills respectively.

Time has been allocated based on the skills and weightage of marks. It means to say, 20 minutes, 10 minutes, 1:15 minutes and 1 hour have been allocated for listening, speaking, reading and writing skills respectively.

In this regard CDC (2006,p.15) states: Twenty five percentage weightage is given to the listening and speaking i.e. primary skills of language and these both skills are tested practically. However for students with visual, speech and hearing difficulties alternatives questions will be provided. On the other hand, 75 percentage weightage is given to the reading and writing skills.

Regarding the model of test specification grid CDC (2006, p.16) further states:

The Secondary Level Compulsory English Curriculum is entirely based on language skills. Unlike the grids of other core subjects, language skills are considered as different areas of learning. The examination specification grid of this course reflects assessment and evaluation part of curriculum. It assists test item developers to design valid test items that will measure the learning outcomes set in the curriculum. It also gives the type and number of test items required to measure a particular skill.

Test specification grid cannot be designed at a single night. It is a long term process. In the same way, it cannot be designed haphazardly. It is a systematic process. Therefore, various things need to be considered while designing it. The CDC (2006) has suggested following points to keep in mind while designing the model of test specification grid:

- a) General and specific objectives of curriculum.
- b) Areas and genres of content.
- c) Various levels of learning like: recall, comprehension, execute, analysis, synthesis etc.

- d) Weighting and width of content guided by curriculum.
- e) Types, level and quantity of question asked in exam as well as time allocation and marks allocation.
- f) Clear guidelines for the development of test.

In this way, to design the test, test designer has to follow the model of test specification grid and aforementioned points need to be mentioned in the model of test specification grid.

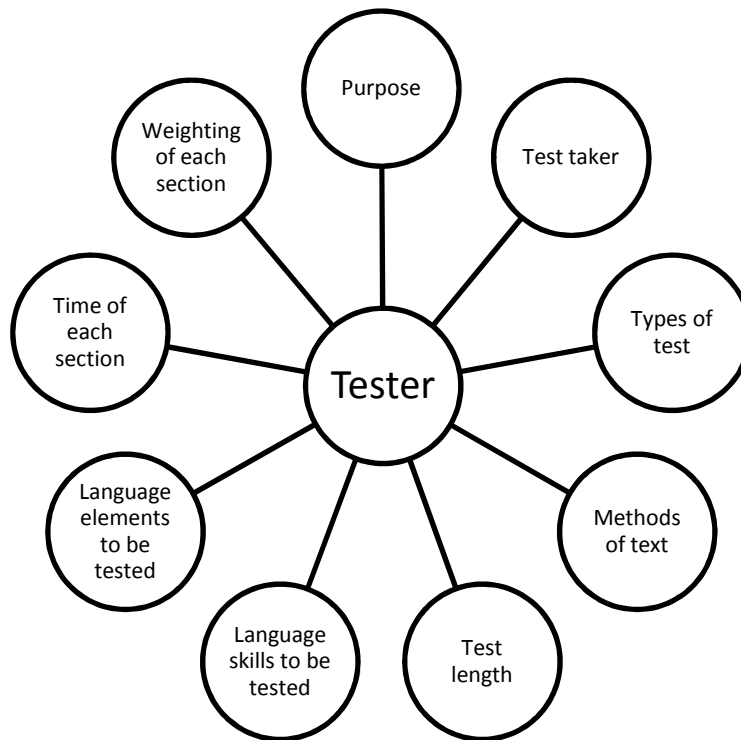
2.1.10 Relation between Test Design and Test Specification Grid

Designing test is the job of testers. Testers cannot design test in vacuum. To design a good test they (testers) should have the explicit knowledge of: purpose of test, test taker, types of test, method of text, text types, test length, language skills to be tested, language elements to be tested, time of each section, weighting for each section and so forth. It is the test specification grid in which these all aforementioned aspects have been included. It indicates that there is interwoven relationship between test specification grid and test designing. Testers should have test specification grid to design a test. Tester cannot design an ideal test in the absent of test specification grid.

In this regard Khaniya (2013) writes there is one to one relationship between test specification grid and test designing because it provides clear picture about what to test, how to test and what we intend to test. Adopting a test specification in order to develop test is a way of developing tests in a planned manner. Specification can give us detailed information about the nuts and bolts of how to construct test items or test tasks and how to design structure of test.

The relationship between test designing and test specification grid can be presented in the diagram as follows:

Fig. 1.2 The relationship between test design and test specification grid



The above figure shows that tester should have the knowledge of various aspects included in the test specification grid, in advance to design a test.

Regarding the relationship between test design and test specification grid MOE (2006) states: specification grid provides the guideline to maintain content validity of the question for both teacher and question designer. In test specification grid exam and evaluation system have reflected according to the objectives of curriculum. Test specification grid plays important role to make the test more standards, objective, and valid.

2.1.11 The SLC examination system

The SLC examination is a centralized examination for the whole of Nepal, which is conducted by the Office of Controller of Examination, a government office. The SLC examination was first conducted in Nepal in 1929 in

Kathmandu valley. In the initial years the examination was conducted by universities outside of Nepal. At first it was conducted by Calcutta University and later by Patan University. The Board of SLC Examination was established in 1934.

At the last time the secondary level curriculum was revised in 2006 with an aim to enable students to exchange ideas with people of any Nationality who speak or write English and the other is to expose them to the vast treasure of knowledge and pleasure available in written and spoken English. After revising the curriculum, Government announces that this year School Leaving Certificate (SLC) test papers would be limited only to grade 10 curriculum. Before this, the practice was to have questions from both grade 9 and 10.

Along with the revision of secondary curriculum, the specification grid was also changed in the same year. Since then question of SLC has been supposed to design based on the same specification grid.

2.2 Review of Related Empirical Literature

Some research works have been conducted regarding the test specification grid in the Department of English Education. Which are as follows:

Giri (1995) carried out a research study on “People’s Attitude toward the Existing SLC Examination in Nepal.” The population of the study consisted of five groups of people; administrators, headmasters, teachers, students, and guardians from Kathmandu and Morang districts. He used questionnaire as a tool of data collection. He found that 44.37% people had good attitude towards the SLC examination of Nepal while 55.63% people were not satisfied with it.

Bhandari (2004) carried out research on “A Descriptive and Attitudinal Study on SLC English Questions and Specification Grid 1999.” The population of the study consisted of 40 English teachers, twenty from Gulmi and Twenty from Rupandehi districts. The teachers included in his study represent male, female, private school and government school teachers. He used Likert- type

opinionnaire as a tool of data collection. He found that; teachers have positive attitude towards the majority elements of specification grid.

Kandel (2007) carried out research on “Validation of The SLC English Specification Grid 2006.” The population of study consisted of 25 secondary English teachers of Tanahun district and 15 education experts. He used two sets of closed ended types of questionnaire as a tool of data collection. He found that: the SLC specification grid of 2006 is more unscientific and insufficient. However, it was made valid since it was implemented by the government.

Sharma (2007) carried out research on “SLC English Examination Specification Grid: Comparison between 1999 and 2006. The population of study consisted of 5 education experts from Kathmandu district and 15 secondary English teachers from Morang and Sunsari districts. He used two sets of different questionnaire as a tool of data collection. He found that; there are many more similarities and differences between the two grids, 1999 and 2006.

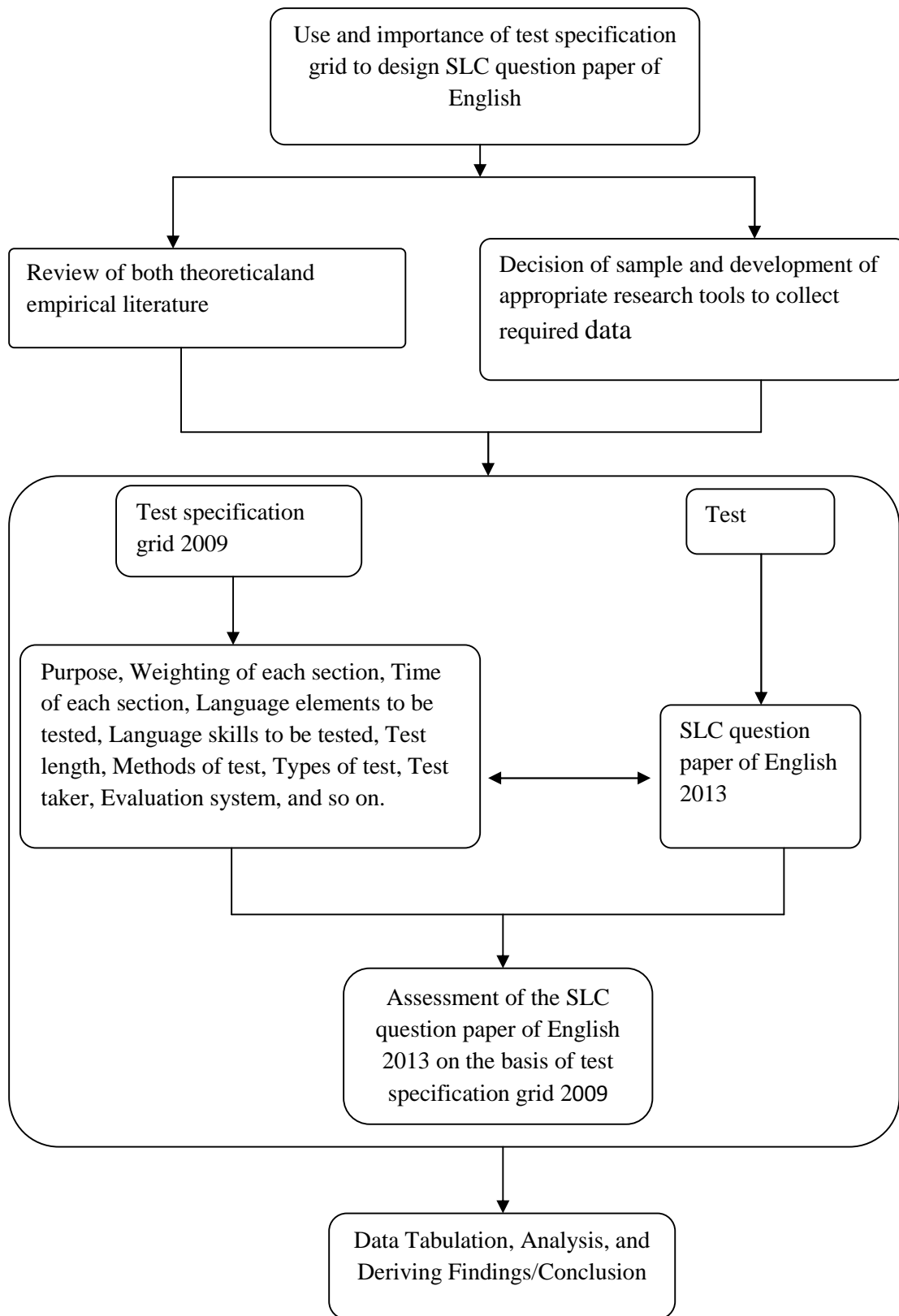
2.3 Implications of the Review for the Study

In the aforementioned topic I have reviewed altogether four different research works regarding the test specification grid in the Department of English Education. The above research works are similar to the present research in the sense that these works try to look into attitude of teachers towards specification grid of 1999, validity of specification grid 2006 and comparison of 1999 and 2006's specification grid. However, the present research work is different from the aforementioned reviewed research works in the sense that it is aimed to find out the use and importance of test specification grid (2006) to design SLC question paper of English along with this test specification grid (2006) of grade 10 English and question of English (2013) designed by Office of Controller of Examination (OCE) was analyzed.

Those research works are to some extent related to my study. After reviewing those literature I have got lots of ideas regarding the test specification grid e.g. what is test specification grid? History of test specification grid in the Nepalese context, importance of test specification grid, users of test specification grid and alike. In order to conduct those research they have used survey research design and I also followed the same i.e. survey research design. Therefore, after reviewing those research works, I got more ideas regarding the process of survey research design. Likewise, they have used questionnaire form as a tool of data collection and I have used opinionnaire form as a tool of data collection and I also used check list to analyze the format of test specification grid and SLC question paper of English. I got more ideas to design opinionnaire form by their questionnaire form. These were some of the implications of the literature that I reviewed in my study.

2.4 Conceptual Framework

The research was based on following conceptual framework:



CHAPTER: THREE

METHODS AND PROCEDURE OF THE STUDY

In order to study this research I used the following methods and procedures:

3.1 Research Design

In order to conduct this research I followed survey research design. Survey research is that sort of research which is carried out in a large number of populations in order to find out the public opinion on certain issues, to assess certain educational programme and to find out the behavior of certain professionals and other.

Cohen et al. (2010) write that survey research is that sort of research in which researcher gathers data at a particular point of time especially to describe the nature of existing situation or to identify more standard one against the existing situation. In the same way, regarding the survey research Nunan, (2010, p. 140) states: “surveys are widely used for collecting data in most areas of social inquiry, from politics to sociology, from educational to linguistics.”

According to Cohen and Manion, 1985. (as cited in Nunan, 2010, p.140)

Surveys are the most commonly used descriptive method in educational research, and may vary in scope from large scale governmental investigations through to small-scale studies carried out by single researcher. The purpose of survey research is generally to obtain a snapshot of condition ,attitudes, and/or events at a single point in time.

Now on the basis of abovementioned definitions of survey research we can say that survey research is one of the most important researches which can be carried out in educational sectors. In the same way, in this research there is the inclusion of various researchers if the scope is large and there is single

researcher in the small scale research. Similarly, aforementioned definitions make us clear that if the purpose of our research is to find out the conditions, attitudes or events at a single point of time then survey research is conducted.

In survey research triangulation approach is used for data collection. Following Cohen et al. (2010) Triangulation approach may be defined as the use of two or more methods of data collection in the study. Now we understand that in survey research different types of data collection tools can be used. e.g. to study behavior of the subject observation is an appropriate tool. In the same way, to find out the perception of population on certain issues interview or questionnaire is appropriate.

As we said that survey research is conducted in a large number of populations therefore, sampling is most important in this research. Sample is selected by using different sampling procedures after that data is collected from the sample. Finally, whatever data is obtained from sample is generalized in the whole population.

No matter what the type of research design is, we cannot conduct haphazardly. Instead to conduct the research, researcher has to follow the systematic process. Otherwise, there might be the possibility of obtaining fake data. As a result, all the effort made by researcher goes in vain.

Following Cohen, et al. (2010, p. 209) processes of survey research are as follows:

1. *Define the objectives.*

In order to conduct any type of research at first objectives of conducting research need to be defined. So is the case with survey research. If we conduct research without defining objectives it will lead us nowhere. Therefore, defining objectives is the first and important thing in survey research.

2. *Decide the kind of survey required (e.g. longitudinal, cross sectional, trend study, cohort study).*

After defining or formulating objectives we need to be clear regarding the types of research that we are going to conduct.e.g. longitudinal, cross sectional, cohort, trend study.

3. *Formulate research questions or hypotheses (if appropriate): the null hypothesis and alternative hypothesis.*

According Cohen et al. this is the third phase in survey research. In this phase/step researcher prepare research questions. More than this if s/he feels required then formulates hypothesis. In Kumar's view (1996, p.74) "...a hypothesis is a hunch, assumption, suspicion, assertion, the reliability or truth of which you do not know."

4. *Decide the issues on which to focus.*

Within one area there might be numerous issues. We cannot conduct research on all issues/areas at the same time. Therefore, we have to decide the single issue on which we are interested to conduct research.

5. *Decide the information that is needed to address the issues.*

After deciding the issue we have to decide whether we have sufficient data/information or not to address that issue. It means, in this phase we need to be clear regarding our study population.

6. *Decide the sampling required.*

In this phase we need to decide what kind of sampling procedure that we are going to use to select the study population. e.g. random sampling, non random sampling, or mixed sampling.

7. *Decide the instrumentation and the metrics required.*

Here, in this phase we as a researcher have to decide instruments and metrics that will be required to conduct the research.

8. *Generate the data collection instruments.*

In this phase we have to generate instruments required for data collection. e.g. questionnaire, opinionnaire form, test items and so on.

9. *Decide how the data will be collected (e.g. postal survey, interviews).*

After preparing the tools for data collection we have to decide the process the process/ways of data collection. It means to say, in this phase we need to be clear regarding the systematic process of data collection.

10. *Pilot the instruments and refine them.*

After preparing the instrument it is necessary to pilot it before it finally used. Piloting is necessary to be sure that the instrument does what is intended to do. After piloting the instrument in small scale population we can find its strengths and weaknesses and refine them accordingly.

11. *Train the interviewers (if appropriate).*

If the researcher is going to use interview as a tools of data collection he need to be trained. Otherwise, actual data may not be obtained.

12. *Collect the data.*

After doing these all aforementioned points researcher collects the data using various research tools as his/her plan.

13. *Analyze the data.*

Raw data themselves may not give any sense/information. Therefore, after collecting data we have to analyze it using appropriate statistical and descriptive tools like-mean, mode, median and so on.

14. Report the results.

Finally, after analyzing the data we have to prepare the report of our research

3.2 Population and Sample of the Study

All the secondary level English teachers of Kathmandu district and all education experts of the same district were the population of the study. And 35 secondary level English teachers and 5 education experts (school supervisor and resource person) of the Kathmandu district were the sample population of the study.

3.3 Sampling Procedures

I used purposive non- random sampling procedure to select the both thirty five secondary schools and 35 English teachers. In the same way, I used the same purposive non-random sampling procedure to select five education experts.

3.4 Data Collection tools

The main tool for the data collection in this study was an opinionnaire form. It consisted of 23 statements on the verbal axis and the five degrees of attitude; strongly agree, agree, undecided, disagree and strongly disagree on the horizontal axis. The opinionnaire was prepared to extract the attitude of the secondary level English teachers and experts (school supervisor and Resource person) on the use and importance of specification grid to design question paper of English. While preparing the opinionnaire form, need, skill, coverage, content and objectives of the grid were taken into consideration. Although the opinionnaire form was close ended by nature, some free comments and suggestions regarding the English specification grid were asked in it.

The English specification grid 2009 and 5 sets of SLC English questions of the year 2013 were collected from the CDC and OCE SanothimiBhaktapur for the analysis of the SLC questions in line with specification grid.

3.5 Data/Information Collection Procedures

In order to collect data at first I visited District Education Office (DEO) Kathmandu. I established rapport with authority; make them clear regarding the purpose of my visit, I requested authority for the permission to conduct research. I requested them to provide the list of running secondary level schools in Kathmandu district. I selected 35 secondary level schools by using purposive non-random sampling procedure. Those 35 schools were both private school and government school. I visited schools, clarify the purpose of visiting. I used purposive non-random sampling procedure to select the English teachers after that I provided them with opinionnaire to teachers, request them to fill up and return in specified time. Finally I thanked them.

In the same way, I selected five education experts and visited them, make my purpose of visiting them clear, provide them opinionnaire and ask them to return back after filling it up. Finally, I thanked them for their help and cooperation.

I also visited CDC to get test specification grid 2009 and OCE to receive SLC question paper of English. Finally, I thanked them for their help.

3.6 Data Analysis and Interpretation Procedure

Data were presented with the help of different tables. And they were analyzed and interpreted both descriptively and statistically. Mainly I used holistic and categorical discussion to analyze and interpret the data.

CHAPTER : FOUR

RESULTS AND DISCUSSION

This chapter especially deals with the results and discussion of the collected data. The main concern of the present research work was to find out the use and importance of test specification grid to design SLC question paper of English. In the same way analyzing the format of test specification grid 2009 and the SLC question paper of English 2013 was another important concern of this research study.

In order to collect the data and deriving findings regarding the use and importance of test specification grid 2009. I designed opinionnaire form and selected 35 secondary schools and five education experts using purposive non-random sampling procedures and visited the schools which have been selected. From those schools, I selected 35, one from each school secondary level English teachers, provided them opinionnaire form and requested them to fill it up. In the same way, I provided opinionnaire form to 5 education experts of the Kathmandu district, requested them to fill it up and return back. In the same way, to analyze the format of test specification grid and SLC question paper of English, 5 sets question of the year 2013 were collected. I used checklist to analyze the SLC English questions in terms of test specification grid. This chapter presents analyzed and interpreted data under the three main headings. They are:

4.1 Results

This sub-chapter deals with the results of the teachers' perception towards the use and importance of test specification grid to design SLC question paper of English. I have analyzed the 23 statements of the opinionnaire collected from the 35 secondary level English teachers of Kathmandu district. The generalization of the statements therefore, has been based on the perception of the 35 teachers.

The sample of this study i.e. 35 teachers have been asked to put a tick mark () against each statement in terms of their degrees of perception (strongly agree, agree, undecided, disagree and strongly disagree).

First strongly agreed numbers of teachers on each statement were counted. Similarly, agreed, undecided, disagreed and strongly disagreed teachers on each statement were counted. The number of teacher on the respective degree of perception against each statement has been shown in the table No. 1.

Table No. 1
Teachers Perception Towards the Use and Importance of Test Specification Grid

S.N.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	There is not any difference between test and evaluation	0(0%)	1(2.85%)	0(0%)	22 (62.85%)	12 (34.28%)
2	Good test helps to find out actual abilities of the learners.	22(62.85%)	13 (37.14%)	0(0%)	0(0%)	0(0%)
3	Asking question is easier than answering a question.	1(2.85%)	2(5.71%)	0(0%)	27 (77.14%)	5 (14.28%)
4	In order to show us as a good and strict teacher we have to design difficult question.	0(0%)	1(2.85%)	1 (2.85%)	25 (71.42%)	8 (22.85%)
5	We must follow test	15(42.28%)	20	0(0%)	0(0%)	0(0%)

	specification. grid to design good test.		(57.14%)			
6	Test specification grid assists teacher to design an ideal test.	5(14.28%)	30 (85.71%)	0(0%)	0(0%)	0(0%)
7	Test specification grid suggests teacher to distribute allotted marks to test items.	3(8.57%)	32 (91.42%)	0(0%)	0(0%)	0(0%)
8	There is not any difference between test specification grid and curriculum.	0(0%)	0(0%)	1(2.85%)	28(80%)	6(17.1%)
9	Test specification grid helps to achieve the objectives of curriculum.	7(20%)	28(80%)	0(0%)	0(0%)	0(0%)
10	Only inefficient teachers need test specification grid to design test.	0(0%)	2(5.71%)	0(0%)	22 (62.85%)	11 (31.42%)
11	In the absence of test specification grid also teacher can design good test.	0(0%)	8(22.85%)	2(5.71%)	23 (65.71%)	2(5.71%)
12	Test specification grid is useful only for test designer.	0(0%)	1(2.85%)	0(0%)	31 (82.85%)	3(8.57%)
13	We can design far more better test with the help of previous question sets (question bank) in comparison to test specification grid.	0(0%)	2(5.71%)	0(0%)	29 (82.85%)	4 (11.42%)
14	The SLC question paper of English 2013 is totally based on the specification grid.	1(2.85%)	31 (88.57%)	1(2.85%)	2(5.71%)	0(0%)
15	To achieve the objectives of grade 10 curriculum the present specification grid is sufficient.	0(0%)	6(17.14%)	5 (14.28%)	23 (65.71%)	1(2.85%)
16	Test specification grid is useful to	1(2.85%)	31(88.57%)	0(0%)	3(8.57%)	0(0%)

	reduce the learning loads on the part of learner.					
17	Test specification grid provides detail guide lines to design test in a planned manner.	21(60%)	13 (37.14%)	1(2.85%)	0(0%)	0(0%)
18	Time and weightage allocated for listening skill is sufficient to test learners' listening skill.	0(0%)	2 (5.71%)	2(5.71%)	28(80%)	3(8.57%)
19	Listening test of SLC 2013 has totally based on the specification grid.	0(0%)	23 (65.71%)	10 (28.57%)	2(5.71%)	0(0%)
20	Time and weightage allocated for speaking skill is sufficient to test learners' speaking ability.	0(0%)	4(11.42%)	1(2.85%)	27 (77.14%)	3(8.57%)
21	Reading texts asked in the SLC examination is based on the specification grid.	2(5.71%)	32(91%)	1(2.85%)	0(0%)	0(0%)
22	Test related to writing skill asked in SLC examination has based on the specification grid.	2(5.71%)	33 (94.28%)	0(0%)	0(0%)	0(0%)
23	For students with visual, speech and hearing difficulties alternatives questions are provided.	2(5.71%)	21(60%)	11 (31.42%)	0(0%)	1(2.85%)

s

ults which have been presented in the aforementioned table have been described in brief on the following sections.

4.2 Discussion

Here I have discussed the teachers' perception in terms of:

I. Holistic Discussion

II. Categorical Discussion

4.2.1 Holistic Discussion

Holistic discussion deals with the whole interpretation of 23 statements. I have exclusively presented the number and percentage of strongly agreed, agreed, undecided, disagreed and strongly disagreed teachers on each statements. The results and discussion of the total statements are as follows:

The first statement on the opinionnaire was “There is not any difference between test and evaluation.” Among 35 teachers, one teacher i.e.2.85% agreed with the statement, while 12 i.e. 34.28% teachers strongly disagreed the statement and 22 i.e. 62.85% teachers disagreed on it. The numbers of disagreed teachers were greater than strongly disagreed. It shows that teachers have known the differences between these two terms.

The second statement on the opinionnaire was “Good test helps to find out the actual abilities of the learners.” Twenty two (62.85%) teachers strongly agreed the statement whereas, 13 (37.14%) teachers agreed the statement. There was no teacher against this statement. The numbers of strongly agreed teachers were greater than agreed. From this we can conclude that teachers always intend to design good test.

Regarding the third statement “Asking question is easier than answering a question.” One teacher i.e. 2.85% strongly agreed the statement. Whereas, 2 i.e. 5.71% teachers agreed the statement. 27 i.e. 77.14% of the teachers disagreed the statement and 5 i.e. 14.28% of the teachers strongly disagreed the statement. It shows that asking question is not easy job so, we have to follow specification grid to design the question.

In response to the fourth statements “In order to show us as a strict teacher we have to design difficult question.” One i.e. 2.85% of the teacher agreed the statement, 25 i.e. 71.14% of the teachers disagreed the statement while 8 i.e.

22.85% of the teachers strongly disagreed the statement and 1 i.e. 2.85% of the teacher neither agreed nor disagreed the statement. There was not a single strongly agreed teacher on the statement. Therefore, we can say that it is not good to design difficult question without considering the students capability.

Strongly agreed and agreed teachers on the statement, “We must follow test specification grid to design good test were 15(42.85%) and 20(57.14%) respectively. On the basis of this fact we can come to know that approximately all teachers are aware regarding the importance of test specification grid to design question.

Regarding the sixth statement, “Test specification grid assists teacher to design an ideal test” 5 i.e. 14.28% of the teachers strongly agreed the statement, while 30 i.e. 85.71% of the teachers agreed the statement. And none of the teachers remained undecided, disagreed and strongly disagreed in this statement. It shows that teachers have known the significance of grid in the process of question designing.

The seventh statement on the opinionnaire was “Test specification grid assists teachers to distribute allotted marks to test items.” Only 3 (8.57%) teachers strongly agreed it. While 32 (91.42%) teachers agreed it. None of the teachers remained undecided, disagreed and strongly disagreed in this statement. From this we can conclude that to distribute the proper marks it is necessary to follow test specification grid.

The eighth statement on the opinionnaire was “There is not any difference between test specification grid and curriculum.” None of the teachers agreed this statement. 28 i.e. 80% of the teachers disagreed on it. 6 i.e. 17.1% of the teachers strongly disagreed the statement and one teacher neither agreed nor disagreed the statement. It reveals that specification grid and curriculum are two separate things.

The ninth statement on the opinionnaire was related to the present specification grid and objectives of the curriculum i.e. “Test specification grid helps to

achieve the objectives of curriculum.” Seven i.e. 20% of the teachers strongly agreed on it. While, 28 i.e. 80% of the teachers agreed the statement and none of the teachers go against the statement as well as none of the teacher remained undecided in this statement. Because of this fact we come to know that we must follow specification grid to achieve the objectives of curriculum.

The tenth statement “Only inefficient teachers need test specification grid to design test” agreed by 2 (5.71%) of the teachers, disagreed by 22 (62.85%) teachers and strongly disagreed by 11 (31.42%) teachers but none of the teachers strongly agreed and undecided on it. It shows that even the trained teachers also need specification grid to design a good test.

“In the absence of test specification grid also teacher can design good test” was the eleventh statement of the opinionnaire. In this regard 23 (65.71%) teachers disagreed the statement, 8 (22.85%) teachers agreed the statement and 2 (5.71%) teachers strongly disagreed, the same i.e. 2 (5.71%) teachers remained undecided but no teachers strongly agreed the statement. The number of disagreed teachers were greater in this statement. It indicates that even the trained teacher also need specification grid to design good test.

Regarding the twelfth statement “Test specification grid is useful only for test designer.” Majority of teachers i.e. 31 (88.57%) disagreed the statement, 3 (8.57%) teachers strongly disagreed on it while, 1 teacher agreed on the statement. So, we can say that test specification is useful for other like students and curriculum designer along with test designer.

In response to thirteenth statement “We can design far more better test with the help of previous question sets (question bank) in comparison to specification grid.” Twenty nine i.e. 82.85% disagree the statement. While, 4 i.e. 11.42% of the teachers strongly disagreed the statement and 2 i.e. 5.71% of the teachers agreed on it. None of the teacher remained undecided and no teacher strongly agreed on it. It shows that we must follow specification grid to design question rather than question bank.

The fourteenth statement on the opinionnaire was “The SLC question paper of English 2013 is totally based on the specification grid.” Among 35 teachers, 31 (88.57%) agreed the statement, 2 (5.71%) disagreed the statement, 1 teacher remained undecided and one teacher strongly agreed on it but no teacher strongly disagreed on it. From this we can conclude that SLC question paper of English 2013 was designed following the test specification grid.

“To achieve the objectives of grade 10 curriculum the present specification grid is sufficient.” This was the fifteenth statement presented to the sample population. No teacher strongly agreed on it. Six (17.14%) teachers agreed the statement. Five (14.28%) teachers remained undecided whereas, 23(65.71%) teachers disagreed on it and one teacher strongly disagreed the statement. In this statement the number of disagreed teacher is greater therefore; it shows that current specification grid is not sufficient enough to achieve the objectives of curriculum.

The sixteenth statement on the opinionnaire was “Test specification grid is useful to reduce the learning loads on the part of learner.” Among 35 secondary level English teachers, one teacher strongly agreed on it, majority of the teachers i.e. 31 (88.57%) teachers agreed on it and 3 i.e. 8.57% teachers disagreed on this statement. It indicates that test specification grid really helps to reduce learning loads on the part of language learner.

Regarding the seventeenth statement “Test specification grid provides detail guide lines to design test in a planned manner.” 21(60%) teachers strongly agreed on it while 13 (37.14%) teachers only agreed on it and one teacher remained undecided. No teacher goes against this statement. Therefore, in order to design test in planned manner we have to follow test specification grid.

On the eighteenth statement “Time and Weightage allocated for listening skill is sufficient to test learners’ listening skill” majority i.e. 28 (80%) teachers disagreed, 3 (8.57%) teachers strongly disagreed, 2 (5.71%) teachers agreed on

it, 2 (5.71%) teachers neither agreed nor disagreed. It shows that it is necessary to increase time and weightage of listening skills.

Most of the teachers i.e. 23(65.71%) agreed with the statement “Listening test of SLC 2013 has totally based on the specification grid.” Ten i.e. 28.57% of the teachers remained undecided and 2 i.e. 5.71% of the teachers disagreed the statement. So we can conclude that listening test of 2013 was based on the specification grid.

The twentieth statement on the opinionnaire was “Time and weightage allocated for speaking skill is sufficient to test learners’ speaking ability.” Majority of the teachers i.e. 27(77.14%) disagreed on it. While 3 i.e. 8.57% of the teachers strongly disagreed on the statement, 4 i.e. (11.42%) teachers agree on it. One teacher remained undecided and none of the teacher strongly agreed on it. It indicates that it is necessary to increase time and weightage of speaking skill.

Two i.e. 5.71% of the teachers strongly agreed and 32 i.e. 91.42% of the teachers only agreed to the statement “Reading texts asked in the SLC examination is based on the specification grid.” While 1 teacher remained undecided on it. It shows that reading text of SLC question 2013 was asked as specified in the grid.

The penultimate statement was “Test related to writing skill asked in SLC examination is based on the specification grid.” Thirty three (94.28%) teachers agreed on it and 2 (5.71%) teachers strongly agreed on it. Therefore, test related to writing skill also based on the specification grid.

The last statement on the opinionnaire was “For students with visual difficulties alternative questions are provided.”

4.2.2 Categorical Discussion

I have categorized and discussed the obtained data presented in the table No. 1 in terms of:

I. Attitudinal Scale

II. Positive and Negative Scale

4.2.2.1 Attitudinal Scale

The opinionnaire provided to the teachers consisted of five degree of perceptions against each statement. The five degree of perception presented to the teachers was Likert type of attitudinal scales: strongly agree, agree, undecided, disagree and strongly disagree. Therefore, under attitudinal scale data have been discussed in terms of:

-) Strongly agreed statements
-) Agreed statements
-) Undecided statements
-) Disagreed statements
-) Strongly disagreed statements

Here, I have discussed only five statements from each scale on the basis of the greater number of teachers' responses. The analysis and discussion is as follows:

Table No. 2
Strongly Agreed Statemetns

S.N.	Statements	No. of Respondents
1	Good test helps to find out the actual abilities of the learners	22 (62.85%)
2	Test specification grid provides detail guide lines to design test in a planned manner	21 (60%)
3	We must follow test specification grid to design good test.	15 (42.85%)
4	Test specification grid helps to achieve the objectives of curriculum	7 (20%)

5	Test specification grid assists teacher to design an ideal test.	5 (14.28%)
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Table No. 2 depicts five strongly agreed statements in the descending order. The most strongly agreed statement, among 23, was “Good test helps to find out the actual abilities of the learners.” Among 35 teachers, 22 i.e. 62.85% strongly agreed the statement. The second most strongly agreed statement was “Test specification grid provides detail guide lines to design test in a planned manner.” Out of 35 teachers, 21 i.e. 60% strongly agreed with the statement. The third most strongly agreed statement by 15 i.e. 42.85% of the teachers was “We must follow test specification grid to design good test.” The fourth most strongly agreed statement was “Test specification grid helps to achieve the objectives of curriculum.” Among 35 teachers 7 i.e. 20% of the teachers strongly agreed this statement. In the same way, the fifth strongly agreed statement was “Test specification grid assists teacher to design an ideal test.” This statement was strongly agreed by five i.e. 14.28% of the teachers among 35.

Table No. 3

Agreed Statements

S.N.	Statements	No. of Respondents
1	Test related to writing skill asked in SLC examination is based on the specification grid.	33 (94.28%)
2	Reading texts asked in the SLC examination is based on the	32 (91.42%)

	specification grid.	
3	The SLC question paper of English 2013 is totally based on the specification grid/Test specification grid is useful to reduce the learning loads on the part of learner.	31 (88.57%)
4	Test specification grid assists teacher to design an ideal test.	30 (85.71%)
5	Test specification grid helps to achieve the objectives of curriculum.	28 (80%)

Table 3 shows the most agreed statement in the descending order. Among 35 teachers, 33 i.e. 94.28% of teachers agreed to the statement “Test related to writing skill asked in SLC examination is based on the specification grid.” In the same way, 32 i.e. 91.42% of the teachers agreed the statement “Reading texts asked in the SLC examination is based on the specification grid.” There are two, third most agreed statement they are; “The SLC question paper of English 2013 is totally based on the specification grid/Test specification grid is useful to reduce the learning loads on the part of learner.” Out of 35 teachers, 31 i.e. 88.57% of the teachers agreed these two statements. The fourth most agreed statement was “Test specification grid assists teacher to design an ideal test.” The fifth most agreed statement was “Test specification grid helps to achieve the objectives of curriculum.” Among 35 teachers, 28 i.e. 80% of the teachers agreed to this statement.

Table No. 4

Undecided Statements

S.N.	Statemetns	No. of respondents
1	For students with visual, speech and hearing difficulties alternatives questions are provided.	11 (31.42%)
2	Listening test of SLC 2013 has totally based on the specification grid.	10 (28.57%)
3	To achieve the objectives of grade 10 curriculum the present specification grid is sufficient.	5 (14.28%)

4	Time and weightage allocated for listening skill is sufficient to test learners' listening skill.	2 (5.71%)
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Majority of teachers stated their view by putting tick marks on the columns strongly agrees, agree, disagree and strongly disagree. However, some teachers preferred to tick on the undecided column. Teachers preferred to tick on the column 'undecided' for the statement which were difficult to agree or disagree for them. The statement "For students with visual, speech and hearing difficulties alternatives questions are provided" made 11 i.e. 31.42% of the teachers undecided. Likewise, 10 i.e. 28.57% of the teachers were undecided to the statement "Listening test of SLC 2013 has totally based on the specification grid." In the same way, 5 i.e. 14.28% of the teachers undecided to the statements "To achieve the objectives of grade 10 curriculum the present specification grid is sufficient." In the same way, 2 (5.71%) teachers were undecided to the statements "Time and weightage allocated for listening skill is sufficient to test learners' listening skill."

Table No. 5

Disagreed Statements

S.N.	Statements	No. of Respondents
1	Test specification grid is useful only for test designer.	31 (88.57%)
2	We can design far more better test with the help of previous question sets (question bank) in comparison to test specification grid.	29 (82.85%)
3	There is not any difference between test specification grid and curriculum. And time and weightage allocated for listening skill is sufficient to test learners' listening skill.	28 (80%)
4	Time and weightage allocated for speaking skill is sufficient to test learners' speaking ability. And	27 (77.14%)

	Asking question is easier than answering a question.	
5	In order to show us as a good and strict teacher we have to design difficult question.	25 (71.42%)

Some teachers were found to disagree the statements included in the opinionnaire. Therefore, the teachers stated their view by putting tick marks on the column 'disagree' to some statements. The first most disagreed statement was "Test specification grid is useful only for test designer." Among 35 teachers, 31 i.e. 88.57% of the teachers showed their perception putting tick marks on the column disagreed. In the same way, the second disagreed statement was "We can design far more better test with the help of previous question sets (question bank) in comparison to test specification grid." Among 35 teachers, 29 (82.85%) teachers disagreed on this statement. The third most disagreed statements were two. They are: "There is not any difference between test specification grid and curriculum". And "Time and weightage allocated for listening skill is sufficient to test learners' listening skill." Out of 35 teachers, 28 (80%) put tick marks on these two statements. In the same way, the fourth disagreed statements were also two. They are: "Time and weightage allocated for speaking skill is sufficient to test learners' speaking ability". And "Asking question is easier than answering a question." 27 i.e. 77.14% of the teachers disagreed with these two statements among 35 teachers. "In order to show us as a good and strict teacher we have to design difficult question." Was the fifth most disagreed statement. Out of 35 teachers 25 i.e. 71.42% of the teachers disagreed on it.

Table No. 6

Strongly Disagreed Statement

S.N.	Statements	No. of Respondents
1	There is not any difference between test and evaluation	12 (34.28%)

2	Only inefficient teachers need test specification grid to design test.	11 (31.42%)
3	In order to show us as a good and strict teacher we have to design difficult question.	8 (22.85%)
4	There is not any difference between test specification grid and curriculum.	6 (17.1%)
5	Asking question is easier than answering a question.	5 (14.28)

Among 35 teachers, 12 i.e. (34.28%) teachers strongly disagreed to the statement “There is not any difference between test and evaluation.” In the same way, 11 (31.42%) teachers strongly disagreed to the statement “There is not any difference between test and evaluation.” “In order to show us as a good and strict teacher we have to design difficult question” was another strongly disagreed statement. Among 35 teachers, 8 i.e. 22.85% of the teachers strongly disagreed on it. Likewise, 6 i.e. 17.1% of the teachers strongly disagreed to the statement “There is not any difference between test specification grid and curriculum.” The fifth strongly disagreed statement was “Asking question is easier than answering a question.” Among 35 teachers, 5 i.e. 14.28% of the teachers strongly disagreed on this statement.

4.2.2.2 Positive and Negative Scale

In order to obtain the positive and negative perceptions of the teachers, the two columns: strongly agree and agree have been included in the ‘positive’ and disagree and strongly disagree have been included in the ‘negative’ perception. The undecided column is referred to here as ‘in between’. The table No. 7 shows the number of teachers and percentage of positive, in between and negative perceptions on the statements presented to them.

Table No. 7

Positive and Negative Perception of the Teachers

S.N.	Statements	Positive	In Between	Negative
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		(SA+A)		(D+SD)
1	There is not any difference between test and evaluation	1 (2.85%)	0 (0%)	34 (97.42%)
2	Good test helps to find out actual abilities of the learners.	35 (100%)	0 (0%)	0 (0%)
3	Asking question is easier than answering a question.	3 (8.56%)	0 (0%)	32 (91.42%)
4	In order to show us as a good and strict teacher we have to design difficult question.	1 (2.85%)	1 (2.85%)	33 (94.27%)
5	We must follow test specification grid to design good test.	35 (100%)	0 (0%)	0 (0%)
6	Test specification grid assists teacher to design an ideal test.	35 (100%)	0 (0%)	0 (0%)
7	Test specification grid suggests teacher to distribute allotted marks to test items.	35 (100%)	0 (0%)	0 (0%)
8	There is not any difference between test specification grid and curriculum.	0 (0%)	1 (2.85%)	34 (97.42%)
9	Test specification grid helps to achieve the objectives of curriculum.	35 (100%)	0 (0%)	0 (0%)
10	Only inefficient teachers need test specification grid to design test.	2 (5.71%)	0 (0%)	33 (94.27%)
11	In the absence of test specification grid also teacher can design good test.	8 (22.85%)	2 (5.71%)	25 (71.42%)
12	Test specification grid is useful only for test designer.	1 (2.85%)	0 (0%)	34 (97.42%)
13	We can design far more better test with the help of previous question sets (question bank) in comparison to test specification grid.	2 (5.71%)	0 (0%)	33 (94.27%)

14	The SLC question paper of English 2013 is totally based on the specification grid.	32 (91.42%)	1 (2.85%)	2 (5.71%)
15	To achieve the objectives of grade 10 curriculum the present specification grid is sufficient.	6 (17.14%)	5 (14.28%)	24 (68.56%)
16	Test specification grid is useful to reduce the learning loads on the part of learner.	32 (91.42%)	0 (0%)	3 (8.57%)
17	Test specification grid provides detail guide lines to design test in a planned manner.	34 (97.14%)	1 (2.85%)	0 (0%)
18	Time and weightage allocated for listening skill is sufficient to test learners' listening skill.	2 (5.71%)	2 (5.71%)	31 (88.57%)
19	Listening test of SLC 2013 has totally based on the specification grid.	23 (65.71%)	10 (28.57%)	2 (5.71%)
20	Time and weightage allocated for speaking skill is sufficient to test learners' speaking ability.	4 (11.42%)	1 (2.85%)	30 (85.71%)
21	Reading texts asked in the SLC examination is based on the specification grid.	34 (97.13%)	1 (2.85%)	0 (0%)
22	Test related to writing skill asked in SLC examination has based on the specification grid.	35 (100%)	0 (0%)	0 (0%)
23	For students with visual, speech and hearing difficulties alternatives questions are provided.	23 (65.71%)	11 (31.42%)	1 (2.85%)

The table No. 7 shows that 1 teacher i.e. 2.85% have positive perception towards the statement “There is not any difference between test and evaluation” while, 34 i.e. 97.42% teachers have negative perception towards this statement. It implies that test and evaluation are two separate concepts.

Regarding the statement “Good test helps to find out actual abilities of the learners.” 100% i.e. 35 teachers took it positively. It shows that good test is really important to find out the actual abilities of the learners. Towards the statement No. 3 “Asking question is easier than answering a question” more teachers showed negative attitude, 32 i.e. 91.42% took it negatively. And 3 i.e. 8.56% of the teachers took this statement positively.

The table No.7 shows the distribution of the teachers’ perceptions towards other statements ranging from 100% to 2.85% for positive perception and from 97.42% to 0% for negative statements.

The statement have been ranked from higher score to lower score for positive and negative perception respectively in table No. 8 and 9.

Table No. 8

Ranking of the Positive Perception of the Teachers

S.N.	Ranked Statements	Score %
1	Good test helps to find out actual abilities of the learners.	35 (100%)
2	We must follow test specification grid to design good test.	35 (100%)
3	Test specification grid assists teacher to design an ideal test.	35 (100%)
4	Test specification grid suggests teacher to distribute allotted marks to test items.	35 (100%)
5	Test specification grid helps to achieve the objectives of curriculum	35 (100%)
6	Test related to writing skill asked in SLC examination has based on the specification grid.	35 (100%)
7	Test specification grid provides detail guide lines to design test in a planned manner.	34 (97.42%)

8	Reading texts asked in the SLC examination is based on the specification grid	34 (97.42%)
9	The SLC question paper of English 2013 is totally based on the specification grid.	32 (91.42%)
10	Test specification grid is useful to reduce the learning loads on the part of learner.	32 (91.42%)
11	Listening test of SLC 2013 has totally based on the specification grid.	23 (65.71%)
12	For students with visual, speech and hearing difficulties alternatives questions are provided	23 (65.71%)
13	In the absence of test specification grid also teacher can design good test.	8 (22.85%)
14	To achieve the objectives of grade 10 curriculum the present specification grid is sufficient.	6 (17.14%)
15	Time and weightage allocated for speaking skill is sufficient to test learners' speaking ability	4 (11.42%)
16	Asking question is easier than answering a question	3 (8.56%)
17	Only inefficient teachers need test specification grid to design test	2 (5.71%)
18	We can design far more better test with the help of previous question sets (question bank) in comparison to test specification grid.	2 (5.71%)
19	Time and weightage allocated for listening skill is sufficient to test learners' listening skill	2 (5.71%)
20	There is not any difference between test and evaluation	1 (2.85%)
21	In order to show us as a good and strict teacher we have to design difficult question.	1 (2.85%)
22	Test specification grid is useful only for test designer.	1 (2.85%)

Table No. 8 shows that 35 i.e. 100% of the teachers have positive perception towards the 6 statements. They are: “Good test helps to find out actual abilities

of the learners”, “We must follow test specification grid to design good test”, “Test specification grid assists teacher to design an ideal test”, “Test specification grid suggests teacher to distribute allotted marks to test items”, “Test specification grid helps to achieve the objectives of curriculum” and “Test related to writing skill asked in SLC examination has based on the specification grid”. In the same way, 34 i.e. 97.42% of the teachers have positive perception towards the statement; “Test specification grid provides detail guide lines to design test in a planned manner” and “Reading texts asked in the SLC examination is based on the specification grid”. The statements; “The SLC question paper of English 2013 is totally based on the specification grid” and “Test specification grid is useful to reduce the learning loads on the part of learner” by 32 i.e. 91.42% of the teachers. In the same way, the statements; “Listening test of SLC 2013 has totally based on the specification grid” and “For students with visual, speech and hearing difficulties alternatives questions are provided” took positively by 23 i.e. 65.71% of the teachers. 8 i.e. 22.85% of the teachers took the statement; “In the absence of test specification grid also teacher can design good test” positively. Similarly among 35 teachers 6 i.e. 17.14% of the teachers took the statement “To achieve the objectives of grade 10 curriculum the present specification grid is sufficient” positively. The statement “Time and weightage allocated for speaking skill is sufficient to test learners’ speaking ability” was taken positively by 4 i.e. 11.42% of the teachers. By 3 i.e. 8.56% of the teachers taken the statement “Asking question is easier than answering a question” positively. In the same way, the statements “Only inefficient teachers need test specification grid to design test”, “We can design far more better test with the help of previous question sets (question bank) in comparison to test specification grid” and “Time and weightage allocated for listening skill is sufficient to test learners’ listening skill” were taken positively by 2 i.e. 8.56% of the teachers among 35. Finally, the statements “There is not any difference between test and evaluation”, “In order to show us as a good and strict teacher we have to design difficult question”

and “Test specification grid is useful only for test designer” were taken positively by only one teacher.

Table No. 9

Ranking the Negative Perception of the Teachers

S.N.	Ranked Statements	Score %
1	There is not any difference between test and evaluation	34 (97.42%)
2	There is not any difference between test specification grid and curriculum	34 (97.42%)
3	For students with visual, speech and hearing difficulties alternatives questions are provided	34 (97.42%)
4	In order to show us as a good and strict teacher we have to design difficult question	33 (94.27%)
5	Only inefficient teachers need test specification grid to design test	33 (94.27%)
6	We can design far more better test with the help of previous question sets (question bank) in comparison to test specification grid	33 (94.27%)
7	Asking question is easier than answering a question	32 (91.42%)
8	Time and weightage allocated for listening skill is sufficient to test learners’ listening skill	31 (88.57%)
9	Time and weightage allocated for speaking skill is sufficient to test learners’ speaking ability	30 (85.71%)
10	In the absence of test specification grid also teacher can design good test.	25 (71.42%)
11	To achieve the objectives of grade 10 curriculum the present specification grid is sufficient	24 (68.56%)
12	Test specification grid is useful to reduce the learning loads on the part of learner	3 (8.57%)
13	The SLC question paper of English 2013 is totally based on the specification grid. and Listening test of	2 (5.71%)

	SLC 2013 has totally based on the specification grid	
14	For students with visual, speech and hearing difficulties alternatives questions are provided	1 (2.85%)

Table 9 shows that 34 i.e. 97.42% of the teachers have negative perception towards the 3 statements they are; “There is not any difference between test and evaluation”, “There is not any difference between test specification grid and curriculum” and “For students with visual, speech and hearing difficulties alternatives questions are provided.” In the same way, 33 i.e. 97.42% of the teachers have negative perception towards the statement “In order to show us as a good and strict teacher we have to design difficult question”, “Only inefficient teachers need test specification grid to design test” and “We can design far more better test with the help of previous question sets (question bank) in comparison to test specification grid.” 32 i.e. 91.42% of the teachers showed their negative perception towards the statement “Asking question is

easier than answering a question.” Likewise, the statement “Time and weightage allocated for listening skill is sufficient to test learners’ listening skill” was taken negatively by 31 i.e. 88.57% of the teachers. Similarly, 30 i.e. 85.71% of the teachers showed their negative perception towards the statement “Time and weightage allocated for speaking skill is sufficient to test learners’ speaking ability.” Regarding the statement “In the absence of test specification grid also teacher can design good test” 71.42% i.e. 25 teachers disagreed. Among 35 teachers 24 showed their negative perception towards the statement “To achieve the objectives of grade 10 curriculum the present specification grid is sufficient.” Finally, 3, 2 and 1 teacher showed their negative perception towards the statement “Test specification grid is useful to reduce the learning loads on the part of learner”, “The SLC question paper of English 2013 is totally based on the specification grid”, “Listening test of SLC 2013 has totally based on the specification grid” and “For students with visual, speech and hearing difficulties alternatives questions are provided” respectively.

4.2.2.3 Some Valuable Suggestions Given by the Teachers

In the opinionnaire form teachers were asked to provide some suggestions regarding the specification grid. Some of the teachers had provided their valuable suggestions which are as follows:

- I. Emphasis should be given for listening and speaking by increasing the weightage.
- II. To achieve intended outcome the use of specification grid is the most.
- III. Equal priority should be given to all language skills.
- IV. Different subject matters related to texts should be provided.
- V. Teachers are still not familiar with specification grid so, they should be made familiar.
- VI. Test specification grid need to be made available.
- VII. It would be better if CDC prepared the specification grid of other classes as well.
- VIII. Grid should be followed in every class.

4.3 Results of the Education Experts Perception Towards the Use and Importance of Test Specification Grid

This sub chapter deals with the results and discussion of the experts' perception towards the use and importance of test specification grid. I have analyzed the statements of the opinionnaire collected from 5 education experts of Kathmandu district. The generalizations of the statements, therefore, have been based on the perception of five education experts. They are 3 school supervisions and two reassure person. The sample population of this study i.e.5 education experts have been asked to put tick mark () against each statement in terms of their degrees of perception strongly agree, agree, undecided, disagree and strongly disagree. The numbers of education experts on the respective degrees of perception against each statement have been shown in the table No. 10.

Table No. 10

Education Experts Perception Towards the Use and Importance of Test Specification Grid to Design Question

S.N.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	There is not any difference between test and evaluation	0 (0%)	0 (0%)	0 (0%)	3 (60%)	2 (40%)
2	Good test helps to find out actual abilities of the learners.	2 (40%)	3 (60%)	0 (0%)	0 (0%)	0 (0%)
3	Asking question is easier than answering a question.	0 (0%)	1 (20%)	0 (0%)	4 (80%)	0 (0%)
4	In order to show us as a good and strict teacher we have to design difficult question.	0 (0%)	0 (0%)	0 (0%)	4 (80%)	1 (20%)

5	We must follow test specification grid to design good test.	0 (0%)	5 (100%)	0 (0%)	0 (0%)	0 (0%)
6	Test specification grid assists teacher to design an ideal test.	0 (0%)	5 (100%)	0 (0%)	0 (0%)	0 (0%)
7	Test specification grid suggests teacher to distribute allotted marks to test items.	0 (0%)	5 (100%)	0 (0%)	0 (0%)	0 (0%)
8	There is not any difference between test specification grid and curriculum.	0 (0%)	0 (0%)	0 (0%)	5 (100%)	0 (0%)
9	Test specification grid helps to achieve the objectives of curriculum.	0 (0%)	5 (100%)	0 (0%)	0 (0%)	0 (0%)
10	Only inefficient teachers need test specification grid to design test.	0 (0%)	0 (0%)	0 (0%)	3 (60%)	2 (40%)
11	In the absence of test specification grid also teacher can design good test	0 (0%)	0 (0%)	1 (20%)	4 (80%)	0 (0%)
12	Test specification grid is useful only for test designer.	0 (0%)	0 (0%)	0 (0%)	5 (100%)	0 (0%)
13	We can design far more better test with the help of previous question sets (question bank) in comparison to test specification grid.	0 (0%)	1 (20%)	0 (0%)	3 (60%)	1 (20%)
14	The SLC question paper of English 2013 is totally based on the specification grid.	0 (0%)	5 (100%)	0 (0%)	0 (0%)	0 (0%)
15	To achieve the objectives of grade 10 curriculum the present specification grid is sufficient.	0 (0%)	0 (0%)	1 (20%)	4 (80%)	0 (0%)

16	Test specification grid is useful to reduce the learning loads on the part of learner.	0 (0%)	5 (100%)	0 (0%)	0 (0%)	0 (0%)
17	Test specification grid provides detail guide lines to design test in a planned manner.	5 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
18	Time and weightage allocated for listening skill is sufficient to test learners' listening skill.	0 (0%)	0 (0%)	0 (0%)	4 (80%)	1 (20%)
19	Listening test of SLC 2013 has totally based on the specification grid.	0 (0%)	4 (80%)	0 (0%)	1 (20%)	0 (0%)
20	Time and weightage allocated for speaking skill is sufficient to test learners' speaking ability.	0 (0%)	1 (20%)	0 (0%)	4 (80%)	0 (0%)
21	Reading texts asked in the SLC examination is based on the specification grid.	0 (0%)	5 (100%)	0 (0%)	0 (0%)	0 (0%)
22	Test related to writing skill asked in SLC examination has based on the specification grid.	0 (0%)	5 (100%)	0 (0%)	0 (0%)	0 (0%)
23	For students with visual, speech and hearing difficulties alternatives questions are provided.	0 (0%)	5 (100%)	0 (0%)	0 (0%)	0 (0%)

4.4 Discussion of the Education Expert's Perception towards the Use and Importance of Test Specification Grid

I have discussed the experts' perception regarding the use and importance of test specification grid in terms of:

- I. Holistic discussion
- II. Categorical discussion

4.4.1 Holistic Discussion

Holistic discussion deals with the whole discussion of the statements. The discussion of the whole statement is as follows:

The first statement on the opinionnaire was “There is not any difference between test and evaluation” Among 5 experts, 3 i.e. 60% disagreed on it and 2 i.e. 40% strongly disagreed on it. The second statement on the opinionnaire was “Good test helps to find out actual abilities of the learners” 40% i.e. 2 teachers strongly agreed on this statement and 60% i.e. 3 teachers agreed on this statement. Among 5 education experts, 1 teacher agreed while 4 i.e. 80% disagreed on the statement “Asking question is easier than answering a question.” In the same way, 4 i.e.80% of the experts disagreed and 1 i.e. 20% strongly disagreed the statement “In order to show us as a good and strict teacher we have to design difficult question.” Regarding the statement “We must follow test specification grid to design good test” all 5 i.e. 100% of the experts agreed on it. Similarly, all i.e. 100% of the experts agreed on the statement “Test specification grid assists teacher to design an ideal test” and “Test specification grid suggests teacher to distribute allotted marks to test items.” In the responses of the statement “There is not any difference between test specification grid and curriculum” 100% experts disagreed. All 5 i.e. 100% experts agreed on the statement “Test specification grid helps to achieve the objectives of curriculum.”

The tenth statement on the opinionnaire was “Only inefficient teachers need test specification grid to design test” as a response to this statement 3 i.e. 60% experts disagreed and 2 i.e. 40% experts strongly disagreed. It implies that even the efficient teachers need specification grid to design test. Regarding the statement “In the absence of test specification grid also teacher can design good test” 4 i.e. 80% experts disagreed and 1 expert remained undecided. 100% experts disagreed the statement “Test specification grid is useful only for test designer.” 1 i.e 20% expert agreed, 3 i.e.60% disagreed and 1 i.e. 20% experts strongly disagreed the statement “We can design far more better test

with the help of previous question sets (question bank) in comparison to test specification grid.” Among five experts all i.e. 100% agreed the statement “The SLC question paper of English 2013 is totally based on the specification grid.” Similarly, 1 expert remained undecided and 4 i.e. 80% experts disagreed the statement “To achieve the objectives of grade 10 curriculum the present specification grid is sufficient.” Almost all i.e. 100% experts agreed the statement “Test specification grid is useful to reduce the learning loads on the part of learner.” In the same way all i.e. 100% experts strongly agreed the statement “Test specification grid provides detail guide lines to design test in a planned manner.” The eighteenth statement on the opinionnaire was “Time and weightage allocated for listening skill is sufficient to test learners’ listening skill” among five sample population 4 i.e. 80% disagreed and 1 i.e. 20% strongly disagreed on it. 4 i.e. 80% of the experts agreed and 1 i.e. 20% disagreed on the statement “Listening test of SLC 2013 has totally based on the specification grid.” In the same way, the statement “Time and weightage allocated for speaking skill is sufficient to test learners’ speaking ability” was agreed by 1 and disagreed by 4 i.e. 80% of the experts. Regarding the statement “Reading texts asked in the SLC examination is based on the specification grid” 100% of the experts agreed. The penultimate statement on the opinionnaire was “Test related to writing skill asked in SLC examination has based on the specification grid” in this regard all i.e. 100% of the experts agreed. Similarly, 100% experts agreed on the last statement “For students with visual, speech and hearing difficulties alternatives questions are provided.”

4.4.2 Categorical Discussion

Along with holistic discussion I have categorized and discussed the obtained data presented in the table No. 10 in terms of:

- a) Attitudinal scales
- b) Positive and Negative scales

4.4.2.1 Attitudinal Scales

The opinionnaire presented to the 5 experts consisted of five degree of perceptions against each statement. The five degree of perceptions presented to the experts were Likert type attitudinal scales: strongly agree, agree, undecided, disagree and strongly disagree. Therefore, attitudinal scale data have been analyzed in terms of:

- a. Strongly agreed statements
- b. Agreed statements
- c. Undecided statements
- d. Disagreed statements
- e. Strongly disagreed statements

Some statements from each scale have been discussed on the basis of the greater number of responses. The analysis and discussion are as follows:

Table No. 11

Strongly Agreed Statements

S.N.	Statements	No. of Respondents
1	Test specification grid provides detail guide lines to design test in a planned manner	5 (100%)
2	Good test helps to find out actual abilities of the learners	2 (40%)

Table No. 11 shows the most strongly agreed statements. The most strongly agreed statement among 23 statements was “Test specification grid provides detail guide lines to design test in a planned manner” 100% of the experts strongly supported this statement. In the same way, another most strongly agreed statement was “Good test helps to find out actual abilities of the learners” among 5 experts, 2 i.e. 40% strongly agreed on it.

Table No. 12
Agreed Statements

S.N.	Statements	No. of Respondents
1	We must follow test specification grid to design good test.	5 (100%)
2	Test specification grid assists teacher to design an ideal test.	5 (100%)
3	Test specification grid suggests teacher to distribute allotted marks to test items.	5 (100%)
4	Test specification grid helps to achieve the objectives of curriculum	5 (100%)
5	The SLC question paper of English 2013 is totally based on the specification grid	5 (100%)
6	Test specification grid is useful to reduce the learning loads on the part of learner	5 (100%)
7	Reading texts asked in the SLC examination is based on the specification grid.	5 (100%)
8	Test related to writing skill asked in SLC examination has based on the specification grid.	5 (100%)
9	For students with visual, speech and hearing difficulties alternatives questions are provided.	5 (100%)
10	Listening test of SLC 2013 has totally based on the specification grid.	4 (80%)

Table No. 12 depicts the most ten agreed statements. Among five education experts almost all i.e. 100 percent experts agreed 9 statements which have been shown in the above table. In the same way, the statement which was agreed by 4 i.e. 80% expert was “Listening test of SLC 2013 has totally based on the specification grid.”

Table No. 13

Undecided Statements

S.N.	Statements	No. of Respondents
1	In the absence of test specification grid also teacher can design good test	1 (20%)
2	To achieve the objectives of grade 10 curriculum the present specification grid is sufficient	1 (20%)

Majority of experts stated their view by putting tick marks on the columns: strongly agree, agree, disagree, and strongly disagree. However, some experts preferred to tick on the column 'undecided' for the statements which were difficult to agree or disagree for them. 20 percent i.e. 1 expert undecided the statement "In the absence of test specification grid also teacher can design good test." In the same way, 1 expert undecided to the statement "To achieve the objectives of grade 10 curriculum the present specification grid is sufficient."

Table No. 14

Disagreed Statements

S.N.	Statements	No. of Respondents
1	There is not any difference between test specification grid and curriculum	5 (100%)
2	Test specification grid is useful only for test designer	5 (100%)
3	Asking question is easier than answering a question	4 (80%)
4	In order to show us as a good and strict teacher we have to design difficult question	4 (80%)
5	In the absence of test specification grid also teacher can design good test	4 (80%)
6	To achieve the objectives of grade 10 curriculum the present specification grid is sufficient	4 (80%)

7	Time and weightage allocated for listening skill is sufficient to test learners' listening skill	4 (80%)
8	Time and weightage allocated for speaking skill is sufficient to test learners' speaking ability.	4 (80%)
9	There is not any difference between test and evaluation	3 (60%)
10	Only inefficient teachers need test specification grid to design test	3 (60%)

Table No. 14 depicts the most ten disagreed statements. Among five education experts, all i.e. 100% of the experts disagreed to the statements “There is not any difference between test specification grid and curriculum”, “Test specification grid is useful only for test designer”. In the same way, 4 i.e. 80% of the experts disagreed to altogether 6 statements that I have shown in the table No.14. Likewise, the statements “There is not any difference between test and evaluation” and “Only inefficient teachers need test specification grid to design test” was disagreed by the 3 i.e. 60% experts.

Table No. 15

Strongly Disagreed

S.N.	Statements	No. of Respondents
1	There is not any difference between test and evaluation	2 (40%)
2	Only inefficient teachers need test specification grid to design test	2 (40%)
3	In order to show us as a good and strict teacher we have to design difficult question	1 (20%)
4	We can design far more better test with the help of previous question sets (question bank) in comparison to test specification grid	1 (20%)
5	Time and weightage allocated for listening skill is sufficient to test learners' listening skill	1 (20%)

Above table No. 15 depicts that among 5 education experts, 2 i.e. 40% strongly disagreed to the statements “There is not any difference between test and evaluation” and “Only inefficient teachers need test specification grid to design test”. In the same way, 20% of the experts strongly disagreed to the statements “In order to show us as a good and strict teacher we have to design difficult question”, “We can design far more better test with the help of previous question sets (question bank) in comparison to test specification grid” and “Time and weightage allocated for listening skill is sufficient to test learners’ listening skill”.

4.4.2.2 Positive and Negative Scale

For obtaining the positive and negative perceptions of the education experts the two columns strongly agree and agree have been included in the positive scale and strongly disagree and disagree column have been included in the negative scale. The undecided column is referred here as ‘in between’. Table No. 16 shows the number of experts of positive, in between and negative perceptions.

Table No. 16

Positive and Negative Scale

S.N.	Statements	Positive (SA+A)	In Between	Negative (D+SD)
1	There is not any difference between test and evaluation	0 (0%)	0 (0%)	5(100%)
2	Good test helps to find out actual abilities of the learners.	5 (100%)	0 (0%)	0 (0%)
3	Asking question is easier than answering a question.	1 (20%)	0 (0%)	4 (80%)
4	In order to show us as a good and strict teacher we have to design difficult question.	(0%)	0 (0%)	5(100%)
5	We must follow test specification grid to design good test.	5 (100%)	0 (0%)	0 (0%)

6	Test specification grid assists teacher to design an ideal test.	5 (100%)	0 (0%)	0 (0%)
7	Test specification grid suggests teacher to distribute allotted marks to test items.	5 (100%)	0 (0%)	0 (0%)
8	There is not any difference between test specification grid and curriculum.	0 (0%)	0 (0%)	5 (100%)
9	Test specification grid helps to achieve the objectives of curriculum.	5 (100%)	0 (0%)	0 (0%)
10	Only inefficient teachers need test specification grid to design test.	0 (0%)	0 (0%)	5(100%)
11	In the absence of test specification grid also teacher can design good test.	0 (0%)	1 (20%)	4 (80%)
12	Test specification grid is useful only for test designer.	0 (0%)	0 (0%)	5 (100%)
13	We can design far more better test with the help of previous question sets (question bank) in comparison to test specification grid.	1 (20%)	0 (0%)	4 (80%)
14	The SLC question paper of English 2013 is totally based on the specification grid.	5 (100%)	0 (0%)	0 (0%)
15	To achieve the objectives of grade 10 curriculum the present specification grid is sufficient.	0 (0%)	1 (20%)	4 (80%)
16	Test specification grid is useful to reduce the learning loads on the part of learner.	5 (100%)	0 (0%)	0 (0%)
17	Test specification grid provides detail guide lines to design test in a planned	5 (100%)	0 (0%)	0 (0%)

	manner.			
18	Time and weightage allocated for listening skill is sufficient to test learners' listening skill.	0 (0%)	0 (0%)	5 (100%)
19	Listening test of SLC 2013 has totally based on the specification grid.	4 (80%)	0 (0%)	1 (20%)
20	Time and weightage allocated for speaking skill is sufficient to test learners' speaking ability.	1 (20%)	0 (0%)	4 (80%)
21	Reading texts asked in the SLC examination is based on the specification grid.	5 (100%)	0 (0%)	0 (0%)
22	Test related to writing skill asked in SLC examination has based on the specification grid.	5 (100%)	0 (0%)	0 (0%)
23	For students with visual, speech and hearing difficulties alternatives questions are provided.	5 (100%)	0 (0%)	0 (0%)

Above table No. 16 shows that 100% experts have negative perception towards the statement "There is not any difference between test and evaluation." From this we can generalize that test and evaluation are two separate concepts. 5 i.e. 100% experts have positive perception towards the statement "Good test helps to find out actual abilities of the learners."

The table No. 17 and 18 respectively shows the distribution of the experts' perception towards other statements ranging from 100% to 00 for positive perception and from 100% to 0% for negative perception. The statements have been ranked from higher to lower scope for positive and negative perceptions.

Table No. 17**Ranking of the Positive Perception of the Experts**

S.N.	Ranked Statements	Score%
1	Good test helps to find out actual abilities of the learners	5 (100%)
2	We must follow test specification grid to design good test	5 (100%)
3	Test specification grid assists teacher to design an ideal test	5 (100%)
4	Test specification grid suggests teacher to distribute allotted marks to test items	5 (100%)
5	Test specification grid helps to achieve the objectives of curriculum	5 (100%)
6	The SLC question paper of English 2013 is totally based on the specification grid	5 (100%)
7	Test specification grid is useful to reduce the learning loads on the part of learner	5 (100%)
8	Test specification grid provides detail guide lines to design test in a planned manner	5 (100%)
9	Reading texts asked in the SLC examination is based on the specification grid.	5 (100%)
10	Test related to writing skill asked in SLC examination has based on the specification grid.	5 (100%)
11	For students with visual, speech and hearing difficulties alternatives questions are provided.	5 (100%)
12	Listening test of SLC 2013 has totally based on the specification grid	4 (80%)
13	Asking question is easier than answering a question	1 (20%)
14	We can design far more better test with the help of previous question sets (question bank) in comparison to test specification grid	1 (20%)
15	Time and weightage allocated for speaking skill is sufficient to test learners' speaking ability	1 (20%)
16	There is not any difference between test and evaluation	0 (0%)
17	In order to show us as a good and strict teacher we have to design difficult question	0 (0%)
18	There is not any difference between test specification grid and curriculum	0 (0%)
19	Only inefficient teachers need test specification grid to design test.	0 (0%)

20	In the absence of test specification grid also teacher can design good test.	0 (0%)
21	Test specification grid is useful only for test designer.	0 (0%)
22	To achieve the objectives of grade 10 curriculum the present specification grid is sufficient	0 (0%)
23	Time and weightage allocated for listening skill is sufficient to test learners' listening skill	0 (0%)

Table No. 17 shows that 100% experts have the positive perception towards the 11 statements among 23. Regarding the statement “Listening test of SLC 2013 has totally based on the specification grid” 4 (80%) experts have positive perception. In the same way, 20% experts have the positive responses towards the 3 statements and none of the experts have positive responses towards the 8 statements which have been shown clearly in the table No. 17.

Table No. 18

Ranking of the Negative Perception of the Experts

S.N.	Ranked Statements	Score%
1	There is not any difference between test and evaluation	5 (100%)
2	In order to show us as a good and strict teacher we have to design difficult question	5 (100%)
3	There is not any difference between test specification grid and curriculum	5 (100%)
4	Only inefficient teachers need test specification grid to design test	5 (100%)
5	Test specification grid is useful only for test designer	5 (100%)
6	Time and weightage allocated for listening skill is sufficient to test learners' listening skill	5 (100%)
7	Asking question is easier than answering a question	4 (80%)
8	In the absence of test specification grid also teacher can design good test	4 (80%)
9	We can design far more better test with the help of previous question sets (question bank) in comparison to test specification grid	4 (80%)

10	To achieve the objectives of grade 10 curriculum the present specification grid is sufficient	4 (80%)
11	Time and weightage allocated for speaking skill is sufficient to test learners' speaking ability	4 (80%)
12	Listening test of SLC 2013 has totally based on the specification grid	1 (20%)
13	Good test helps to find out actual abilities of the learners	0 (0%)
14	We must follow test specification grid to design good test	0 (0%)
15	Test specification grid assists teacher to design an ideal test	0 (0%)
16	Test specification grid suggests teacher to distribute allotted marks to test items	0 (0%)
17	Test specification grid helps to achieve the objectives of curriculum	0 (0%)
18	The SLC question paper of English 2013 is totally based on the specification grid	0 (0%)
19	Test specification grid is useful to reduce the learning loads on the part of learner	0 (0%)
20	Test specification grid provides detail guide lines to design test in a planned manner	0 (0%)
21	Reading texts asked in the SLC examination is based on the specification grid.	0 (0%)
22	Test related to writing skill asked in SLC examination has based on the specification grid.	0 (0%)
23	For students with visual, speech and hearing difficulties alternatives questions are provided.	0 (0%)

Above table No. 18 shows that 100% teachers have negative perception towards the 6 statements. In the same way, 4 i.e. 80% of the teachers have negative perception towards the 5 statements. In the same way, 20% of the teachers have negative perception towards the statement "Listening test of SLC 2013 has totally based on the specification grid." Likewise, none of the teachers have negative perception towards the 11 statements which have shown in the table No. 18 very clearly.

4.5 Analysis of SLC Question Paper of English 2013 Based on the Format of Test Specification Grid 2009

Specification grid of SLC English contains only one page. The grid is divided into two levels to be assessed in the examinations. They are competence level and performance level. The term competence is defined as one's underlying knowledge of a system, event or fact and non-observable ability to do something. On the contrary, concrete and observational manifestation of competence is performance. It is said that competence and performance are two separate things. The learners who have good competence may not have good performance. Therefore, it is required to test both competence and performance of the learners. But the problem is that till now that sort of devices have not been developed which we can use to test the competency of the learners. It means to say, no separate examination is administered to test competence of the learners. It is thus; on the basis of performance of the learners we hypothesize their competence.

The specification grid for the English has provided framework/guideline to design the SLC question paper of English. The analysis of the SLC questions has been made under the following four main headings:

4.5.1 Questions for Listening Skill

Listening skill falls under the receptive skill because learners are involved in receiving messages/information. Listening is the primary skill of language. According to specification grid 2009 listening skill carries 10 marks and the time allocated for testing listening skill is 20 minutes. Specification grid provides altogether five types of question for testing listening skill. Among five, only two types of question are asked and each type of question carries 5 marks. Types of question asked for testing listening skill of the secondary level students are as follows:

- I. Multiple choice
- II. Fill in the gaps

- III. True/false
- IV. Tick the correct pictures/answers
- V. Ordering

Among these five types of question any two are asked for testing listening skill.

Table No: 19
Types of question asked for testing listening skill

Sets →	Year 2013				
Contents ↓	A	B	C	D	E
Multiple choice questions					
Fill in the gaps					
True/false					
Tick the correct pictures/answers					
ordering					

Above table shows the of question asked in SLC for testing listening skill in the year 2013 which are ‘fill in the gaps’ and ‘true/false’ in all i.e. five development region. It is based on the specification grid.

Following the grid 2009 to expose the listening text to the learners teacher can use cassette or monitor’s voice. Grid has also been specified that for students with speech and hearing difficulties the following types of questions can be asked:

- Paragraph writing (picture describing or expanding given clues or constructing a readable story from the given outline). This question carries 10 marks.
- For students with visual difficulties, listening questions designed for all students will be provided.

Due to this provision, not only the normal students but also the abnormal students get chance to be assessed.

4.5.2 Questions for Speaking Skill

Speaking skill falls under the productive skill because it requires language users to produce the language orally and graphically. According to test specification grid 2009 speaking skill carries 15 marks and the time allocated for testing speaking is 10 minutes. Specification grid provides four types of question for testing speaking skill. They are:

- I. Interview/conversation
- II. Cued situation
- III. Story telling
- IV. Describing pictures, charts, maps and sequence of events

Among these four any three can be asked for testing speaking skill.

Table No. 20

Types of question asked for testing speaking skill in SLC in 2013

Sets →	year-2013				
Topics ↓	A	B	C	D	E
1. Interview/conversation					
2. Cued situation					
3. Story telling					
4. Describing pictures/charts/maps and a sequence of events					

The above table exhibits that types of question asked in SLC in the year of 2013 for testing speaking skill of the learners were interview/conversation/cued situation and describing pictures, charts/maps and sequence of event these questions carry 3, 4 and 8 marks respectively.

Questions which are designed for normal students may not be useful for abnormal students. Therefore, students having problems should be asked alternative questions.

According to specification grid following types of questions can be asked for students with speech and hearing difficulties:

- Unseen comprehension passage -15 marks

In the same way, for the students with visual difficulties following types of question can be asked:

- a. Interview (minimum 3 questions)-3 marks
- b. Verbal responses on a given situation. E.g. what would you do if you won a lottery of rs. 50,000?-4 marks
- c. Speak on a given topic. E.g. My family, My favorite food, My school etc-8 marks

Because of this provision even the students with hearing and visual difficulties also are assessed in an effective way.

4.5.3 Questions for Reading Texts

Specification grid 2009 directs that altogether four texts will be asked in the SLC examination of English. Among them two texts carry 15 marks. They are seen texts and they will be asked from the textbook of grade 10. Other two texts carry 25 marks. They are unseen texts and will be asked from other authentic texts. Under the both seen and unseen text types of questions directed by specification grid are as follows:

- a) Short answer questions
- b) Cloze
- c) Ordering
- d) Multiple choice
- e) True/false
- f) Fill in the space

g) Vocabulary

h) Matching

In this context, the SLC questions of the year 2013 have been analyzed on the basis of test specification grid 2009 designed by Curriculum Development Centre (CDC) Sanothimi Bhaktapur.

Table No. 21, Seen Text from Grade 10

Grade	Sets →	2013				
	Seen text ↓	A	B	C	D	E
10	1					
	2					

In the above table, 5 sets of questions of SLC 2013 have been shown in the horizontal axis, on the contrary, text 1 and text 2 of grade 10 has been shown on the vertical axis. The table shows all texts (5×2), have been asked from the text book of grade 10 so the texts were already seen by the students.

Table No: 22, SLC question-materials for seen text (1) (2)

Text	sets →	2013					
	Areas ↓	A	B	C	D	E	Frequency
1	Prose						
	Poems						5
2	Prose						5
	Poems						

The above table shows that 100% materials for the seen text No. 1 include poem. Prose has not been given as seen text No.1 in the SLC examinations of years 2013. On the other hand, 100% materials for the seen text No. 2 include prose. It means to say no poems have been given as seen text No. 2 in the SLC examination of the year 2013. The frequency percent for the seen text No.1 is 100 and the frequency percent of prose for seen text No.2 is also 100.

Table No: 23 Types of question asked for seen text (1) (2)

Text	Sets →	2013					
	Types of question ↓	A	B	C	D	E	Fre.
1.	Short answer question						3
	Cloze						0
	Ordering						0
	Mcqs.						2
	True/false						4
	Fill in the space						0
	Vocabulary						1
	Matching						0
2.	Short answer question						5
	Cloze						0
	Ordering						3
	Multiple choice questions						0
	True/false						1
	Fill in the space						2
	Vocabulary						4
	Matching						0

Above table shows that types of question asked for the seen text No. 1 includes: Multiple choice questions, true/false, short answer questions and vocabulary. In the same way, types of question asked for the seen text No. 2 includes: short answer question, ordering, true/false, fill in the space and vocabulary.

Table No: 24 SLC question materials for unseen text (1)

Sets →	Year 2013					
Topics ↓	A	B	C	D	E	Fre.
Charts						0
Graphs						0
Tables						0
Passages						5
Advertisements						0
Stories						0
Notices						0
Letters						0

The table 24 shows the topics asked for unseen text on vertical axis and the examination year along with the 5 sets of SLC questions on horizontal axis. Altogether 8 topics have been specified by the specification grid 2009. Among the topics only passages have been asked. I.e. 5 texts for seen text No. 1 have been asked from the text ‘passages’. 100 % texts for seen passage No. 1 comprises of the passage.

Table: 26 Materials for unseen text (2)

Sets →	Year 2013					
Topics ↓	A	B	C	D	E	Fre.
Charts						0
Graphs						0
Tables						0
Passages						0
Advertisements						5
Stories						0
Notices						0
Letters						0

Table No.25 shows that all materials for unseen text No.2 have been chosen from advertisement i.e. ‘vacancy announcement’ and ‘wanted’. 100% materials for unseen text No. 2 comprises of advertisements.

Table: 27 Types of question asked for unseen text (1) (2)

Text	Sets →	2013					
	Types of question ↓	A	B	C	D	E	Fre.
1.	Short answer question						5
	Cloze						0
	Ordering						0
	Mcqs.						0
	True/false						4
	Fill in the space						3
	vocabulary						2
Matching						1	
2.	Short answer question						5

	Cloze						2
	Ordering						0
	Mcqs.						0
	True/false						1
	Fill in the space						3
	vocabulary						2
	Matching						2

Above table No. 8 shows that types of question asked for unseen text (1) include: short answer question, true/false, fill in the space, vocabulary and matching. In the same way unseen text (2) include: short answer question, cloze, true/false, fill in the space, vocabulary and matching.

4.5.4 Questions for writing texts

According to grid 2009 writing text for the SLC English carries 35 marks. The writing test consists of three types of questions. They are:

-) Guided writing
-) Free writing
-) Grammar

4.5.4.1 Guided writing

Under the guided writing two questions each carrying 6 marks are asked in SLC examination to assess the writing ability of students through guided writing. The specification grid 2009 has outlined the following types of questions to assess the writing ability of students through guided writing:

- a) Interpreting charts diagrams and pictures
- b) Broken dialogues
- c) Paragraphs
- d) News stories
- e) Rules and regulations
- f) Narrating a sequence of events arguments
- g) Completing a skeleton story

The types of question for guided writing asked in the SLC examination 2013 is shown in table 9 as follows:

Table No: 27 SLC questions types for guided writing

Sets →	Year 2013					
Topics ↓	A	B	C	D	E	Fre.
Interpreting charts diagrams and pictures						0
Broken dialogues						5
Paragraphs						0
News stories						0
Rules and regulations						0
Narrating sequence of events, arguments						0
Completing a skeleton story						5

Specification grid 2009 maintains that guided writing should include, interpreting chart, and diagrams and pictures; broken dialogues ; paragraphs; news stories; rules and regulations; narrating sequence of events, arguments; and completing a skeleton story. Aforementioned table depicts that out of ten questions (5×2) all i.e. 10 questions have been found to have followed specification grid 2009. It presents that under guided writing questions have been asked from the areas specified by the specification grid. The widely used question type in broken dialogues that covers 50% and completing skeleton story that covers 50%.

4.5.4.2 Free Writing

According to specification grid 2009 free writing carries 12 marks in SLC examination. Test specification grid 2009 has presented the following types of questions to assess the writing ability of students through writing free writing:

- a) Letters
- b) Essays
- c) Newspaper articles

Types of question for free writing asked in the SLC examination 2013 are presented in the table as follows:

Table No: 28 SLC question types for free writing

sets →	2013					
Topics ↓	A	B	C	D	E	Fre.
Letters						5
Essays						0
Newspaper articles						0

Specification grid 2009 maintains that free writing should include any one among letters, essays and newspapers articles. Aforementioned table shows that out of 5 (5×1) questions all i.e. 5 questions have been found to have followed test specification grid 2009. It shows that under the free writing 100% questions have been asked from the areas specified by the specification grid. In all i.e. 5 sets, students were asked to write a letter to their friends. The framework of the specification grid 2009, matches with the questions for free writing as asked in the SLC examination.

4.5.4.3 Grammar

In order to test grammatical ability of the learner two types of questions are asked. They are; ‘multiple choice questions’ and the other is ‘fill in the gaps with the grammar items in a contextual passage.’ These two types of question carry 6 and 5 marks respectively. In this way, altogether 11 marks have been

allocated for grammar. According to test specification grid 2009 in order to test grammatical ability of the learners' questions should be asked from the following areas under the type 1 question i.e. multiple choice.

Table No: 29 Contents/Areas of Grammar for type one; Number of Questions and Marks Specified in Specification Grid 2009

Contents	No. of questions	Marks
Articles	1	0.5
Prepositions	1	0.5
Tags	1	0.5
Concord	1	0.5
Transformation	2	1
Tense	1	0.5
Reported speech	1	0.5
Voice	1	0.5
Connections	1	0.5
Conditional	1	0.5
Causative verb	1	0.5
Total No. of questions	12	6

The above table depicts that contents of grammar for type 1 questions are; articles, preposition, tags, concord, transformation, tense, reported speech, voice, connections, conditional, causative verb. From each of this content one question is asked except transformation. It means to say, from the transformation two questions are asked and from other 10 contents one question from each is asked. Regarding the marks each question contains 0.5 marks. Altogether for type 1 question 11 contents are specified from which 12 questions are asked which carry 6 marks.

Table No.30 Contents of Grammar for type two, Number of Questions and Marks for Type-2 Questions Specified in Specification Grid

Contents	No. of questions	Marks
Articles	1	0.5
Prepositions	1	0.5
Tags	1	0.5
Concord	1	0.5
Tense	1	0.5
Reported speech	1	0.5
Voice	1	0.5
Connectives	1	0.5
Conditional	1	0.5
Causative verb	1	0.5
Total No. of questions	10	5

Above table shows that contents of grammar for type 2 questions are articles, prepositions, tags, concord, tense, reported speech, voice, connectives, conditional and causative verb. Each of these contents contains one problem which carries 0.5 marks. Altogether for type 2 question 10 contents are specified from which 10 questions are asked which carries 5 marks.

Table No: 31 Types of Questions Asked for type 1 Multiple Choice Question

Sets →	Year 2013				
Contents ↓	A	B	C	D	E
Articles					
Prepositions					
Tags					
Concord					
Transformation					
Tense					
Reported speech					
Voice					
Connectives					
Conditional					
Causative verb					

Specification grid 2009 specified 11 areas for the type 1 question for the grammar. According to grid two questions should be asked from transformation and ten questions from other ten contents including one from each. Above table shows that two questions have been asked from the content concord in eastern, central, and min –western central Development Region instead of the content transformation. Rests of the others are based on the specification grid.

**Table No: 32
Types of Questions Asked for type 2 Questions**

Sets →	Year 2013				
Contents ↓	A	B	C	D	E
Articles					
Prepositions					
Tags					
Concord					
Tense					
Reported speech					
Voice					
Connectives					
Conditional					
Causative verbs					

Above table shows that one question was asked from each content. Specification grid has specified 10 contents for type 2 question under the grammar. Above table also depicts that type 2 question of grammar of 2013 is totally based on the specification grid 2009.

CHAPTER: FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

5.1 Summary

The main purposes of this research work were to find out the use and importance of test specification grid to design SLC question paper of English and to analyze the question paper of English 2013, in line with the specification grid 2009. Therefore, after getting my proposal approved, as the process of data collection specified in the proposal I visited 35 schools and elicited data from the secondary level English teachers. In the same way, I also visited DEO Kathmandu, met school supervisors and recourse person, provided them opinionnaire form, requested them to fill it up and return back. In this way, I collected data from both secondary level English teachers and education experts. Similarly, as mentioned in the proposal I visited CDC Sanothimi Bhaktapur to get specification grid and OCE to get question papers of SLC English. After collecting required data I analyzed the data. And after analyzing the collected data I have presented the results on the table and the results have also been discussion.

Teaching and testing go side by side. It means to say, teaching has no meaning without testing and testing has no any sense without teaching. The main purpose of testing is eliciting information about the test takers to make decision for them. To make the good decisions of the learners it is required to design good test. In order to design good test we have to follow test specification grid. If we do not follow the test specification grid to design question the subject matter or contents specified by the curriculum cannot be represented in the question, finally it does not yield positive result. Therefore, the main purpose of this study was to provide insight for the authoritative body regarding the use and importance of test specification grid to design the question paper which helps them to make right decisions on right time.

One of the effective device of finding out ability and inability of the learners in the concern areas are test. In other words, with the help of various kinds of testing devices we can explore the capability of every student in the given contents. The term test is used interchangeably with evaluation, assessment and examination but if we study these from worm eye view we find them as a separate matter. Testing and teaching go side by side.

Therefore, we can conclude that language testing took place at the same time when language teaching started. To

be a good test it should have some qualities like: validity, reliability, practicality etc. Designing effective test in fact is not a joke rather it is complicated task. It requires in-depth knowledge in the subject matter as well as in the area of language testing. In the same way, test designers should have the explicit knowledge of test specification grid. No doubt even in the absence of test specification grid test developer may develop the test but problem is that it may not measure and evaluate the actual level or performance of the learners. In our country Nepal the CDC Sanothimi Bhaktapur is an apex body and has taken the authoritative responsibility in the process of developing curriculum and specification grid. Test specification grid (2006) of compulsory English grade 10 designed by CDC contains only one page. Which is entirely based on language skills. In which 10, 15, 35 and 30 marks have been allocated for listening, speaking, reading and writing skill respectively.

Without having explicit knowledge on the subject matter it is really difficult and challenging to conduct research work. Therefore, to obtain basic information regarding the specification grid and other subject matter numerous theoretical literatures were reviewed in the same way 4 different empirical literature were reviewed to elicit the required information. These literature provided me basic information in my research area and subject matter.

To conduct the research I followed survey research design. 35 secondary level English teachers and 5 education experts (school supervisor and resource person) of the Kathmandu district were the sample population of the study. Purposive non-random sampling procedure was used to select the both 35 secondary schools and English teachers. In the same way, same procedure i.e. purposive non random sampling procedure was used to select five education experts.

5.2 Conclusions

The present study investigated the use and importance of test specification grid to design SLC question paper of English. In this study especially, I explored the use of test specification grid 2009 to design SLC question paper of English 2013. Along with this I tried to survey the teachers and education experts' perception towards the use and importance of the specification grid to design question paper.

After the analyses and discussion of the study results in chapter four, the summary of the main findings have been presented in the chapter five. On the basis of those findings regarding the use and importance of test specification grid to design question paper of English it can be concluded that test specification grid 2009 has been implemented to design the SLC question paper of English 2013. After analyzing the 5 sets of SLC English questions 2013 I found that approximately all questions have been asked from the areas specified in the specification grid. After analysis and discussion of the data obtained from the teachers and education experts it is

found that there is the vital role of test specification grid to design question. No matter how competent teachers are and how experienced they are, have to follow the specification grid if they desire to design an ideal test in a planned way. Knowing the importance of specification grid in the process of question designing some teachers still argue that they have long experiences of designing questions so, they do not need anything to design the question. Yes, they may design the questions without concerning any materials but problem is that they cannot design a good test. Therefore, in any cost we cannot lessen the role of specification grid in question designing.

After the analyses and discussions of the study results in chapter four, the summary of the main findings is presented in this section in accordance with the three research objectives and two research questions brought up in chapter one.

5.1.1 From the analysis and discussion of the teachers' perception towards the use and importance of test specification grid the following findings have been drawn:

- a. Teachers had positive perception towards the statement related to the use and importance of test specification grid to design SLC question paper of English. Like: Good test helps to find out actual abilities of the learners, we must follow test specification grid to design good test, test specification grid assists teachers to design an ideal test, test specification grid suggests teachers to distribute allotted marks to test items, test specification grid helps to achieve the objectives of curriculum and test related to writing skill asked in the SLC examination has based on the specification grid 2009. These statements received 100% positive responses. This implies that there is an immense role of test specification grid to design SLC question paper of English and most of the teachers have been aware in this regard.
- b. It was found from the study that, teacher are aware of the fact that test specification grid provides detailed guidelines to design test in a planned manner.
- c. It was found that the present specification grid 2009 really reduces the learning loads on the part of learners. 91.42% of the teachers had positive responses on it. It shows that if the specification grid is designed properly then it has positive wash back effect.
- d. From the study it was found that test specification grid is useful not only for test designer. Moreover, it is equally useful for curriculum designer, materials writer, teacher and even for the students.
- e. More than, 85% of the teacher opined that time and weightage allotted for listening skill and speaking skill is not sufficient to test learners' listening and speaking skill.

- f. More than, 94% of the teachers viewed their negative attitude towards the statement only inefficient teachers need test specification grid to design test. From this we can generalize that even the more competent teacher also need test specification grid to design test.

5.1.2 From the analysis and discussion of the education experts' perception towards the use and importance of test specification grid the following findings have been drawn:

- a. As the teachers, most of the experts have positive perceptions towards the statement related to the use and importance of test specification grid to design SLC question paper of English. Like; good test helps to find out the actual abilities of the learners, we must follow test specification grid to design question paper, test specification grid assists teachers to design an ideal test, test specification grid suggests teacher to distribute allotted marks to test items, test specification grid helps to achieve the objectives of curriculum, the SLC question papers of English 2013 is totally based on the specification grid, test specification grid is useful to reduce the learning loads on the part of learners, test specification grid provides detail guide lines to design test in a planned manner and so on. These statements received 100% positive responses. From these we can generalize that there is a crucial role of test specification grid to design question paper of English.
- b. Hundred percent of the experts have positive perception towards the statement "Good test helps to find out the actual abilities of the learners" this implies that if we want to find out actual abilities of the learners then we have to design good test. If we design the test haphazardly without concerning the specification grid then that test cannot measure the actual abilities of the learners.
- c. While analyzing the question of SLC English 2013 in line with specification grid 2009 it was found that approximately all questions have been asked from the areas specified in the specification grid. In the same way 100% experts agreed to the statement "The SLC question paper of English 2013 is totally based on the specification grid." From this what we can say is that experts have updated regularly.
- d. From the discussion of the education experts' responses it was found that test specification grid is useful for curriculum designer, materials writer, and teachers and even for the students.
- e. Hundred percent of the experts strongly agreed to the statement "Test specification grid provides detail guide lines to design test in a planned manner." It implies that in order to design an ideal test it is essential to follow specification grid.

- f. Hundred percent of the experts have negative perceptions toward the statement only inefficient teachers need test specification grid to design test. It shows that even the expert needs specification grid to design the question paper.

5.1.3 From the analysis of the 5 sets of English questions of SLC examination 2013, the following findings have been drawn:

- a. Specification grid 2009 has provided 5 types of question: multiple choices fill in the space, true/false, tick the correct pictures/answers and ordering. Among these five types any two will be asked in the examination according to grid. In all i.e. five sets of question fill in the space and true/false have been asked in the year 2013. The specification grid has been found to have been properly used in this regard.
- b. To test the speaking ability of the learners, test specification grid 2009 has provided 4 types of question. They are: interview/conversation, cued situation, storytelling, describing pictures, maps, and a sequence of events. Among these four, three will be asked in the examination according to grid. In the year 2013 in all 5 sets question; interview/conversation, cued situation, describing pictures, charts, maps and a sequence of events have been asked. It shows that specification grid 2009 has been found to have been properly implemented in this regard.
- c. The specification grid directs examiners to ask two seen texts from grade 10 text books, the question setters of the SLC examinations have fulfilled this. For seen text No. 1 no prose has been given in the SLC examinations. This implies that poem is always asked for seen text No. 1 in the SLC examinations. Similarly, prose has been asked for seen text No. 2.
- d. The specification grid directs examiners to ask two unseen authentic texts. For unseen texts the specification grid 2009 has provided the list of topics; charts, graphs, tables, passages, advertisements, stories, notices and letters. Among these, the topics 'passages' have been found to have the frequency of 100% for unseen text 1 and 'advertisements' have been found to have the frequency of 100% for unseen text 2. It also found that except passages other topics have not been included in the SLC question of 2013 for unseen text No. 1 and except advertisement other topics have not been included for unseen text 2.
- e. Specification grid has provided the list of question types for both seen and unseen text they are: short answer questions, cloze, ordering, multiple choice, true/false, fill in the spaces, vocabulary and matching. Specification grid directs examiners except short answer questions not to repeat other types of question in

seen text comprehension 1 & 2 as well as unseen text 1 & 2. The question setters of the SLC examination have fulfilled this.

- f. Specification grid has provided the list of topics for the questions to be asked under the guided writing: interpreting charts and diagrams, pictures; broken dialogues; paragraphs; news stories; rules and regulations; narrating sequence of events, arguments; completing a skeleton story are the areas specified by the specification grid. Among these areas 'broken dialogues' and 'completing a skeleton story' have been focused for guided writing in all 5 sets of question in the academic year 2013. The questions for guided writing have been found to have been asked from the areas specified by the specification grid.
- g. Specification grid has provided the list of topics to be asked under free writing. They are: letters, essays and newspaper articles. Among these three, specification grid has directed to ask any one question. In the SLC examination of 2013 in all 5 sets, the topics 'letters' have been focused for free writing. In this respect, the SLC questions for writing have been found to have been followed the intention of the specification grid 2009.
- h. Specification grid 2009 specified 11 areas for the type 1 question for the grammar. According to grid, 2 questions should be asked from the topic 'transformation' and 10 questions should be asked from the other areas including one from each. But I found that two questions have been asked from the topic 'concord' in the eastern, central and mid- western development region. In this context SLC questions of 2013 relating to grammar type 1 have violated the norms of the specification grid to some extent. Type 2 questions for the grammar have been found to have followed the intention of the specification grid 2009.

Approximately all teachers, who are from the faculty of education, have known the importance of specification grid. However still some teachers are in dilemma regarding the role, use and importance of specification grid, so that authoritative body has to organize some sorts of awareness programme specifically to make the teachers aware regarding the importance of specification grid to design the question.

5.3 Implications

Based on the major findings of the present study, the following suggestions and implications for different levels are proposed as follows:

5.3.1 Policy level

- a. Principally, the grid should reflect the curriculum and test materials should reflect the grid but present grid does not reflect the spirit of curriculum. The present specification grid is more concerned with the text book evaluation rather than curriculum. So the government should make a wide discussion before launching the new specification grid.
- b. There is not uniformity regarding the questions of other grades due to the lacking of specification grid. So, CDC should prepare the specification grid of other classes along with SLC.
- c. Present specification grid contains only one page which was found not to have been detailed enough. So, concern body has to design detailed grid including clear instructions.
- d. Time and weightage allocated for testing listening and speaking skill is not sufficient. So, it would be required to allocate sufficient.

5.3.2 Practice level

- a. Discussion on the relevancy of the specification grid should be held in all districts, and the specification grid should be modified to in accordance with their valuable advice.
- b. The specification grid has included the question types to be asked in the SLC examinations for all skills. There are options and varieties of questions type. But in the examination same varieties were found to have been asked in all development regions. It means some varieties are frequently asked and some are totally neglected. In this respect different varieties of the questions should be asked in different development regions. It ensures the wider coverage of the specification grid.
- c. The exercises developed for testing both listening and speaking ability are not enough. e.g. the question types ‘cued situation’ needs to be specified in the sense that examiners should be instructed to use at least 3/4 cued situations to assess students achievement. To administer this test type more than one student can be included for the role playing.
- d. Under the title free writing, it was found that only personal letter writing was asked. So, it is suggested to include some more other types of letter writing such as; letter of invitation, letter of sympathy, job application and so on.

5.3.3 Further Research

This study was only limited to the 35 secondary level English teachers and 5 education experts of the Kathmandu district. Therefore, I do not claim that it is complete in itself. This is mono-directional study. A multi-directional study involving the greater number of teachers, experts, parents, students etc. should be carried out in this area therefore, for further research in the future here, I have tried to provide some suggestions and related areas:

First, the sample population of the study should be larger so that, there will be the high chance of obtaining real information. It is suggested that more informants should be included to investigate the use, importance, validation, comparison, analysis, etc. of the specification grid. Therefore, valid and reliable results regarding these topics will be derived. To be clearer, with a larger number of participants the results and findings of the study can be more representative and more reasonably be generalize to the whole population.

Second, it is suggested that the future researchers pay more attention to find out the attitudes or perceptions of the teachers of the other districts regarding the importance of specification grid to design question paper. In the same way, they (further researcher) can analyze the question paper of other academic year in line with specification grid.

Thirdly, more studies could be conducted to find out the attitudes and perceptions of the college level teachers' towards the specification grid. They can also explore the use of specification grid to design the question of higher levels'.

In the same way, they can also conduct research to explore the ways of making specification grid more practical, effective and scientific.

