

CHAPTER ONE

INTRODUCTION

The first chapter presents a vivid panorama of this thesis work. Dealing with the general background, review of the related literature, objectives of this study, significance of the study, limitation of the study and the definition of specific terms.

1.1 General Background

This current era of rapid globalization has put forward the trend of learning language as a practice world wide. Owe to the globalization, one has to adopt the good cultural trends and has to adjust in the multicultural, multilingual environment. And, to adopt the culture and language is the prime factor. Since, the initiation of such adaptation starts with learning the language of that society or culture. For that language is the single, most remarkable human characteristics, common to all the human beings. It's the one, which truly sets human being apart from other creatures. Moreover, without language, we can't imagine a dumb advanced world.

The development of everything from music to warfare could have never come about in the absence of language.

Language is primarily a pragmatic phenomenon, a systematic – phonic instrument for the communicative purpose. Here are some definitions presented by various scholars:

Waren (1981 :) states – **“It is the universal medium alike for conveying the common facts and feelings of everyday life and philosophers searching after truth and all that lies between...”**

According to *OALD: sixth edition:-*

“Language is a system of signs, symbols, gestures etc. used for conveying information.”

Cambridge International Dictionary of English (1997:795):- **“A system of communication consisting of a set of rules which decide the ways in which these parts can be combined to produce messages that have meaning.”**

Talking particularly about the English language, in the present context, it has extended worldwide in such a drastic way and in a vague bound from that there is no way out to avoid using 'English' as a 'linguafranka' for all the people worldwide.

"English is a native language of about 350 million people in the world. English is used officially in more than 60 countries. Over 60 million children study English at the primary level, whereas in 1983, about 3, 37,000 foreign students registered in the U.S.A. to study English." (UNESCO, Baral, Ramesh Prasad: 2004).

Moreover, British councils and American Centers have started launching and focusing on the English language teaching programmes in many countries of the world. Besides, most of the countries now launch English language either as a compulsory subject or as elective one. This shows the position or status, English language occupies in this era.

In Nepalese context as well, English is undoubtedly of crucial importance for modernization process. Basically, its impact is remarkably noticeable in academic as well as other subsequent fields e.g. Tourism, industries and commerce, trade etc. So learning English is of vital importance to plunge into the depth of the knowledge and to explore the technologies. And, for the non-native speakers of English, the most widely practiced method to learn it, is through teaching English language.

1.1.1 Teaching:

Now, before dealing with what teaching English language is, it's equally important to know what teaching is.

Teaching activity is in existence quite from the age that existed beyond our counting, though its form and nature has surpassed different systems ranging from the Gurukula system to the date i.e., the existing education system. So, teaching is an old age phenomenon with the complications of several reforms and findings in the teaching trends.

There are various concepts towards the phenomenon of teaching, some take it as a two way process in which what the teacher gives, is received by the students. In other words, it is the jug and mug process in which teacher provides the knowledge from his vast collection and, the students get them in the amount like that of a mug. But nowadays, teaching is taken as facilitation in which the role of the teacher is that of a facilitator in which the teacher just facilitates students in learning.

So far, as teaching language is concerned, the history traces its starting point to be the world war second. " Furthermore, the need for the American Military, in connection with the ongoing war, to be able to understand local languages and

find local people to be able to understand English in a short span of time,. Put pressure on the Military to look for quick but effective ways to learn a foreign language. The effort made under such circumstances resulted in the development of various approaches of teaching English”.

“Yet the notion of what is to be taught in English language teaching is changing throughout the times.” *Khaniya, Tirth Raj. (2005) Examination for Enhanced Learning. Millennium Publication.*

English language teaching in Nepal hasn't got long history. If we are to trace the history of teaching English in Nepal, the credit of its initiation goes to Junga Bahadur Rana, the first Rana Prime minister of Nepal, after his return from Britain in 1910 B.S. But in the very beginning, it was just confined within their families, later, only after 32 years i.e. in 1942 B.S. Durbar School was opened for the public, through which, English language teaching happened to be adopted nationwide. Tri-Chandra College, along with its establishment in 1975 B.S. gave English the status of compulsory subject. Later, NESP (2028 B.S.) introduced English from the primary level, i.e. grade four. Now, it is the compulsory subject up to Bachelor level and optional subject at University level.

1.1.2 Testing:

And, relating, language testing with the teaching, testing has always been an inherent part of teaching. Testing is as old as teaching itself. Moreover, testing, in our regular activities, is so common that we hardly notice that it is being done. Knowingly or unknowingly, we're always indulged in testing in any action we perform; no matter weather it is academic or non-academic.

Generally, we test everyday, in virtually every cognitive effort we make. Moreover, no one can avoid the phenomenon of testing, weather one likes it or lumps it. Practically, everyone is exposed to one or the other kind of testing in life.

Besides, as mentioned earlier, testing is an integral part of teaching and inseparable. From the time, when teaching began, the teacher has always been keen interested to know the extent to which his teaching has been effective in making the learner understand what has been taught.

Testing is a process of scrutinizing how far learners have learned what the teacher wishes them to learn.

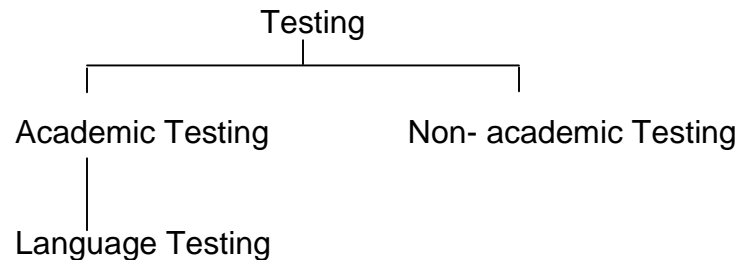
Test exerts an influential role; particularly in the education system as it works upon the value judgment of our academic performance. It is invariably associated with the making of decisions, a way of arriving at meaningful conclusion. And, standardized tests and public examinations, exert a considerable influence on the teacher, so that, they are often instrumental in determining the kind of

teaching that takes place before the test. Because of these, testing is criticized as exerting negative wash back to the test takers.

However, we have no alternatives throughout to check or evaluate ones performance and we're bound to administer it.

Types of Testing:

Testing ranges with its various types as shown in the diagram below:-



As the diagram shows, language testing is an academic testing. The origin of modern language testing is not so distant. Despite testing being so nicely interwoven in teaching ever since teaching began, it was only after the world war second, the idea of language testing appeared as a distinct activity.

Several factors have been contributory to the development of interest in systematized language testing after the war. Basically, the war time crisis of language in the foreign countries led the United States to initiate language programmes which needed evaluation for their effectiveness. The need for the American Military in connection with ongoing war, to be able to understand local languages and find local people to be able to understand English in short span of time put pressure on them to look for quick but effective ways to learn foreign language. The efforts made under such circumstances resulted in development of different approaches to language teaching and consequently language testing.

Though, it's remarkable that language testing is an independent discipline, the notion of what is to be tested in language is still under criticism and is changing throughout the times.

Initially, it was in focus that language can be taught through its grammar and translation and thus, the part to be tested in language is the grammar, which we mark as the pre-discrete, structuralist approach of language testing.

Later, it was criticized on the ground that it was traditional and conventional and that, language is not merely a collection of set of rules or grammar. It is in fact, something more beyond the firm statistical grammar i.e. the contexts and its facets.

So, the notion of Discrete point language testing came into existence, focusing that language is not merely grammar but a conjugation of other elements or aspects like- phonology, lexicon, grammar and syntax in a mechanistic way. So language test should test all these aspects of language.

Later, against this notion, came the approach of integrative testing. *John Ollar*, the proponent of this notion, argues that language elements interact with each other for meaning and, if language is broken into pieces, the crucial properties of language also lost. It focus that, integrative tests attempt to assess a learner's capacity to use many bits of language all to the same time, rather than bit by bit and once at a time.

Later, came the concept of communicative language testing which focuses that language tests should test one's communicative proficiency of competence. Yet, it is criticized, for a test can't create a real life situation in a language classroom and test.

However, we can simply derive to the point that, language testing is a complicated subject as language bears both the characteristics of the social and cultural contexts of its origin, whereas, testing is something quite statistical. So, a test to be a true language test, it should posses both the statistical (i.e. practicality, validity, reliability etc) and the particular situation and time in which the language is used.

“Successful communication is situation which simulates real life, is the best test of mastery of a language” *Heaten*, coated in his book *“Writing English language Test 1988, pg.7, ELBS, London”*.

It is truth that the construction of an ideal or somewhat genuine test should possess the socio-linguistic context, along with the statistical facets e.g. validity, reliability, practalicity, brevity and so on. And a test to possess all these facets or to maintain the degree of genuinely, can be constructed in the range none other than subjective tests and objective tests. So we don't have any other choices except these two.

Subjective type tests, also known as “essay type tests” are the one which seek a sort of opinion like or personal concept or understanding of something in which one is free to express. These are the types in which marking is as well subjective and its construction on the other hand, in rather easier. Though the subjective type of tests offer the examinees an open window to express their opinion, provide freedom to reflect on things so that, they are helpful to develop the genuine potentiality of learner in language.

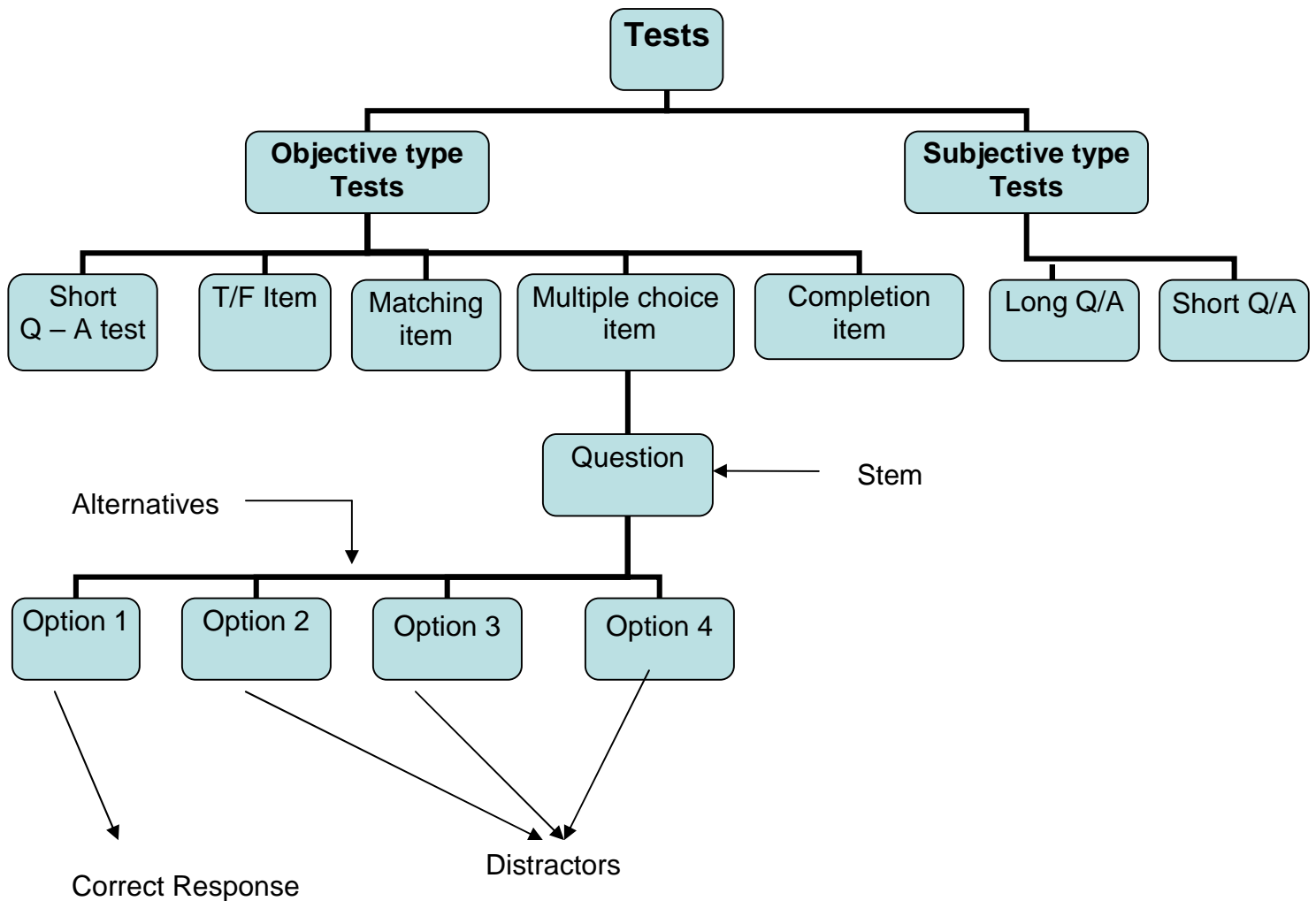
On the other hand, objective type tests, also termed as- ‘psychometric tests’, restrict the examinees on ready-made answer to be selected from the optioned offered, play no role in developing creativity, these are easy to store,

mechanically. Basically, multiple-choice test items, in objective tests, are the one, in which candidates have to weigh-up carefully all the alternatives and select the best one.

Objective type tests are popularly used nowadays in various famous testing including language testing and other fields e.g. TOFEL test, IELTS test, test of MBBS entrance, test of Public service commission and so on. They are comparatively good to achieve the statistical as well as socio-cultural aspects. Moreover they can be scored mechanically. They are the one requiring short and exact responses along with the brevity and are quite mechanical.

Here, as our study deals with the Distractors analysis, so it is vital to know what 'Distractors' mean

What Distractors Mean?



As shown in figure, objective type test ranges from True/ False items, completion items, multiple choice items and matching items.

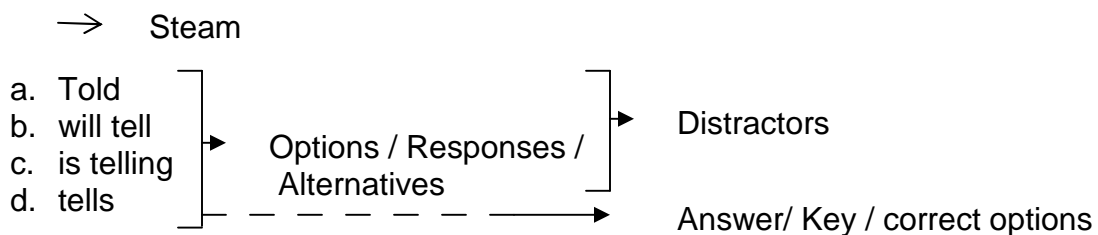
Here, Distractors are concerned with multiple choice items. As the name suggests, M-C items have several choices provided as answer and we have to find out and tick the best alternative. The M-C items are one of the most difficult and time consuming types of items to construct numerous poor tests now abound. **“The chief criticism of the M-C items, however is that, frequently, it doesn’t tend itself to the testing of language as communication. But they can prove useful in measuring students’ ability to recognize correct grammatical forms, etc. are to make important discriminations in the target language to identify the areas of difficulty.”** *Heaten, J.B. (1988Pg27), Writing English language test, EIBS, London.*

The optimum number of alternatives for each multiple choice item is five in most public test but four options are recommended for most class room tests.

Regarding Distractors in M-C items, the initial part of each M-C items is known as the stem. The stem may take the forms like complete statement, an incomplete statement or a question, the choice from which the students selects their answer are referred to as options/ responses/ alternatives. One option is the answer, that is, correct option or key. The correct option should be approximately the same length as the Distractors while the other options are Distractors. “The task of Distractors is to distract the majority of the poor students (i.e. those who don’t know the exact answer) from the correct option.” *Heten, J. B. (1988), writing English Language test,*

An example, here, makes it clear:-

Question: stay here until Mr. Short _____ you to come.



What is the function of Distractors?

Each distractor should be reasonably attractive and plausible. It must appear right to any testee who is unsure of the correct option. All the items should be constructed in such a way that students obtain the correct option by direct selection rather than by the elimination of obviously correct options.

For the most purposes, each distractor should be grammatically correct when it stands by itself: otherwise tastes will be exposed to incorrect forms.

According to *Heaton, J.B. (1980:32)* “Unless a distractor is attractive to the students who is not sure of the correct answer, its inclusion in a test item is superfluous. Plausible distractors are based on

- a. Mistakes in the students own written work.
- b. Their answer in previous tests.
- c. The teacher’s experience and
- d. A contrastive analysis between the native and target languages “

Distractors are mainly to create the confusion to the weak and other students mind but they should not be too difficult nor demand a higher proficiency in the language than the correct option. If they are too difficult, students who will succeeds only in distracting the good students who will be led into considering the correct option too easy.

Regarding correct option, it should appear in each position (e.g. A, B, C, D or E) approximately the same number of times in a test. This can usually be achieved if it is placed at random in a certain position or if all the options are placed in alphabetical order.

1.2 Review of Related Literature:

Language testing is in the stage of gradual but rich nourishment with a number of research studies carried by various teachers, examinees and research scholars. But, so far as the statistical interpretation of test scores is concerned, a few works have been conducted in this area.

Scholars like J.B. Heaton, Arthur Hughes etc. have focused in this area introductorily. And, emphasis is required so as to find out some other simple and practical methods applicable for the distractor analysis.

Baral (2004) carried out a study on ‘Item Analysis of M.C. Objective Questions’. His study included all the M.C. objective tests asked in the examinations of B.Ed. (English) programme. It deals with the analysis of all the items in terms of guessing, boys and girls and native and non-native Nepali students. But it lacks the concern of the implementation of the item analysis. This study just focuses on the weaknesses of the B.Ed. questions

Sharma (1999) carried out the study on ‘A study in marking an English answer book’. The study covers both subjective and objective questions of S.L.C. examination – vocabulary, series and intonation, free writing, guided writing are the focal points of the study. But here also, it has studied all these things only from the bird’s eye view, not its triggering details.

Khanal (1997), studied on the effectiveness of the close test over conventional objective test in testing reading comprehension in English. But it has no dealing or the required concern about its improved implications for a genuine result or conclusion.

This study differs from the above mentioned studies in the sense that it concentrates on the analysis of the power of Distractors of the multiple-choice objective tests of various boards and universities and the strategies and methods that can be effectively and practically implemented to analyze the Distractors in all levels for the standardization and improvement of the M.C. objective test items to get a genuine conclusion about the examines. Moreover, in our Nepalese context the M.C. test items are in the important tests of entrance for the selection of medical and engineering students like in MBBS and BE respectively and other related programs.

Similarly, the much important fact to be emphasized is that the exams conducted by the Public Service Commission for the selection of a profound, genuine and deserving candidates for the important and responsible posts of the government service, takes help of the M.C. item object tests of almost 50 percent. And, in handling such crucial issues, its really obvious to derive to the correct result or conclusion, otherwise the area will be affected. And for this the M.C. Test items should be carefully designed, taking help of the distractor analysis. So, this study is really important to find out the best and the easiest method of distractor analysis, so that, the genuine test can be conducted and the genuine conclusion can be derived. So this study will prove to be of crucial importance covering all the fields, so as to provide the genuine result for correct decision making.

1.3 Objectives of the study:

The objectives of the proposed study were as follows

1. To find out the quality of distractors used in the 3 years' B.Ed (English: Linguistics) Multiple – Choice test items of T.U. and Purbanchal University in the previous exams to find out: the power of Distractors of each of the Multiple-Choice objective questions.
2. To find out the measures implemented by the board of examinations of both the universities to improve M.C. objective test items.
3. To present an easy tool for improving the multiple-choice items through distractor analysis in a pattern easily adoptable by the professionals to the laymen.
4. To suggest some pedagogical implications.

1.4. Significance of the study:

1. This study is significant as it sheds light on how the M.C. objective test items can be made more effective and scientific.
2. As the study provides information about the students' performance in the M.C. test questions and the power of Distractors, the study will prove to be of utmost importance to the test designers as well as the language teachers.
3. It will be as well proved with the simple and practical measures of the distractor analysis which can be easily and equally applicable for all the test constructors ranging from the class tests to the board tests.
4. It will assist in improving the tests scientifically and systematically.

CHAPTER TWO

METHODOLOGY

Good preparation is half completion of the task to be done. It means the success of a work largely depends upon the way it is done. The process involved throughout the whole work need to be systematic for the achievement of the objectives. Since research is a scientific discipline, it needs much more attention on the part of the researcher. So that, a systematic study needs to follow a proper methodology to be successful in the predetermined objectives. Here, the researcher has tried to make the methodology as objective oriented as possible.

In this part, this chapter deals with the 'Sources of data', 'the population of the study', 'the sample population', 'the tools for data collection', 'process of data collection' and 'limitation of the study'.

2.1 The sources of Data:

To assist the study both the primary and the secondary sources of data were used.

2.1.1 Primary sources of data:

The primary sources of data were the students at M.Ed 1st year, majoring English, in Tribhuvan University (T.U.) and Purbanchal University (P.U.), who have just finished their B.Ed (English)

2.1.2. Secondary sources of data:

Various books on language testing, articles, journals, seminar paper and the research works related to the proposed study were consulted to facilitate the study, as he secondary sources. Similarly, the boards of examination (Both of T.U and P.U) by permission were asked to answer or responded to the questions provided to them in questionnaire.

2.2. Population of the study:

The population of the study consisted of the students of both the universities i.e. (T.U. and P.U.) of M.Ed (English) 1st year.

2.3. Sample population of the study:

Twenty students of M.Ed 1st year (Eng. Education) of T.U. and twenty students of M.Ed 1st year (Eng Education) of P.U. were randomly sampled through simple random sampling procedure. Altogether there were 40 students who had already completed their B.Ed (English). So, 20 students of T.U. and 20 students of P.U. studying M.Ed (English) with B.Ed (English) background were supposed to be the sample population but in case of T.U., one of them didn't return the question back. So, it was limited to 19 students only. So, finally we had altogether 39 students as the sample population of the study.

2.4. Tools for Data collection:

The tool for data collections was the B.Ed (Linguistics) questions of the multiple choice objective test items containing 20/20 questions for two years 10/10 of each year i.e. 2062 and 2063 of both of T.U. and P.U. Similarly, another tool was the questionnaire consisting of nine questions which the COE of both the T.U. and P.U. had to respond in written form.

2.5. Process of Data collection:

As mentioned earlier, we had two types of data to collect. I.e. firstly, the set of multiple choice objective type questions to be tested so as to find out the quality of Distractors, and a set of questionnaires designed for COE of both the universities regarding what practices they exercise for Distractors analysis so as to improve the M.C. type objective test items.

And, with regards to the first type of data to be collected. First of all 20 sets of Multiple choice objectives questions were distributed to 20 students randomly selected from the M.Ed 1st year English class under the witness of the lecturer who as well helped to collect the questions back, they're given 20 minutes time-span to tick the correct alternatives along with instructions only 19 students submitted the questions back where as one of them didn't return it back. The sample population of 20 students selected under T.U. was from the University Campus, Faculty of Education, Department of English,

Similarly, another 20 sets of M.C. objectives questions, designed for P.U., were distributed to 20 students randomly selected from the M.Ed 1st year English class under the witness of campus chiefs and the lecturers. They helped to provide the list of M.Ed 1st year English students and to distribute and collect the questions back. But, we had to choose two colleges under the P.U.'s affiliation i.e. Lumbini Sikshaya Campus of kawasoti, Nawalparasi, and Gograch Collage of Biratnagar, because Lumbini Shikshya Campus couldn't gather the required number of students and, in contest of collecting data from the COE of P.U.,

Gograha Collage was chosen for rest of the data to be collected. So, after all the test was administered in the active supervision if the researchers and the subject teacher of the concerned campuses.

At last with the help of the answer key (prepared before) the researcher marked the papers as accurately and systematically as possible to make the findings more objective. The scores obtained and tabulated and were utilized for the proposed objectives. The data were analyzed and interpreted descriptively and analytically by using statistical tools and diagrams so far.

Second type of data, both the controllers (COE) of P.U. and T.U. respectively in Biratnagar and Kathmandu. Were given the questionnaires with the necessary instructions and further descriptions as they required and, their responses were as well collected and analyzed and were used for the proposed objectives.

2.6. Limitation of the study:

The study had the following limitations

- A. The study was limited to carry out the Distracter analysis of the M.C. tests asked in B.Ed (English Linguistics).
- B. The study was limited to two universities only.
- C. The study was limited to compare the performance of the students of two universities only.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter gives us a detailed, analysis and interpretation of the data collected, in Course of the thesis work. The data were collected through questionnaire by giving the test of objective questions to the students. The responses of the informants were marked accurately and systematically so far as possible.

The score obtained by the informants are tabulated for analysis and interpretation of the data is illustrated by using the standard statistical tools and diagrams.

This part of the study, i.e. the analytical part of the study, has been divided into two sections:

The first section deals with, the score/ crux of the study, i.e. the analysis of the objective test (i.e. multiple choice items) from the view point of the power of Distractors, based on the students performance, and from the view point of the items not responded.

The second section of this chapter deals with the analysis of how the two universities analyze the Distractors, for the improvement of multiple- choice objective test items, i.e. their trends in this regard. And, the researcher has chosen the two universities, i.e. Tribhuvan University and Purbanchal University because T.U. is the oldest university of Nepal with its glorious history and prolonged practices and reforms in the field of examinations since we're concerned here with the examinations itself. Moreover, most of the Nepalese colleges in various parts of Nepal are run under the affiliation of this university. Similarly, the researcher has chosen Purbanchal University which represents basically the eastern part of Nepal. Since, Purbanchal University is the newly established university introducing the faculty of education from the very beginning. It is remarkably a good idea to choose this one. Moreover, other newly established universities don't run the faculty of Education and even if some of them run, they are quite recent with no practices of multiple- choice objective type questions for examinations.

Section I

Analysis of multiple- choice objective tests (2062-2063) in terms of:

- a) The power of Distractors
- b) The items not responded

In general, while examining the power of Distractors of the test, the frequency of ticked/ marked alternatives are presented and analysis is simply based on the ranges or distribution of marked alternatives in which, if there is a good proportion marked in the distribution of the ticked alternatives, then this items is considerably said to have the alternatives with good power of distracter and those with less ticking frequency or less distribution are considered to be of less standard having less powerful Distractors and, initially we'll go with this analysis of data received under the T. U., and collage under its affiliations.

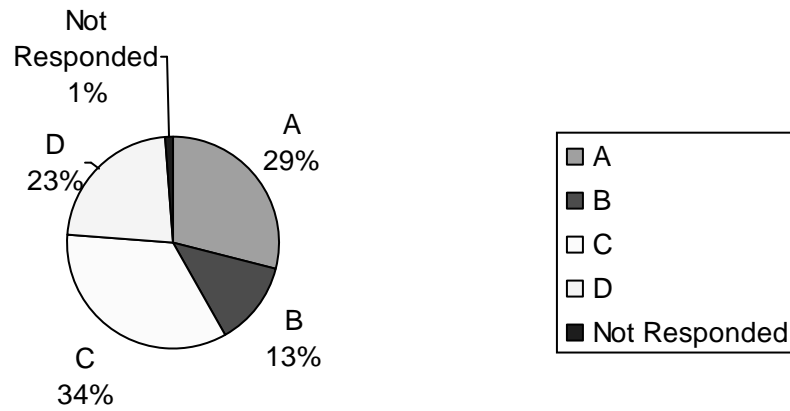
Compiled form the extended ' Analysis' of the power of Distractors, of retest result of the test items of B.Ed. (English) examination 2062 (referred back to Appendix -1) taken by 20 students, in which one of them didn't return the question back so that, the number is confined to 19 students only.

Table: 1

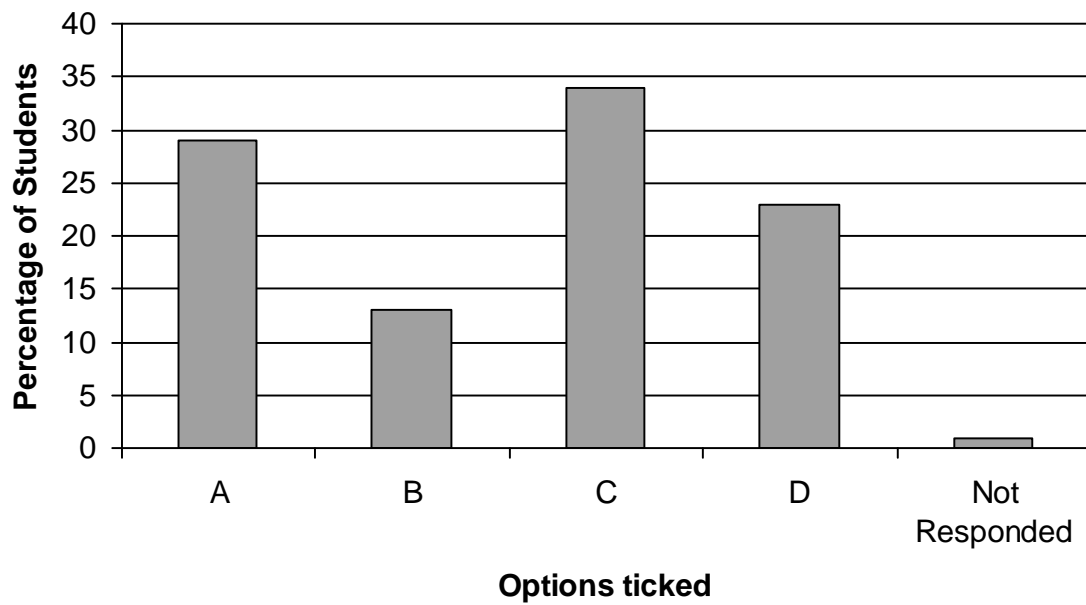
Q. NO	Power of Distractors				No Response
	A	B	C	D	
1.	0	1	18	0	-
2.	0	0	0	19	-
3.	18	0	1	0	-
4.	5	4	6	4	-
5.	1	2	13	1	2
6.	0	0	7	12	-
7.	7	3	3	6	-
8.	4	14	1	0	-
9.	3	1	14	1	-
10.	18	0	1	0	-

Here, total numbers of questions were 10 and every questions or items had four alternatives. All together, there were 40 alternatives. While distributing these 10 questions to the 19 students, there were 190 questions and 760 alternatives.

The above given table can be represented in the pie chart as:



This can be again represented in Bar-Diagram as:

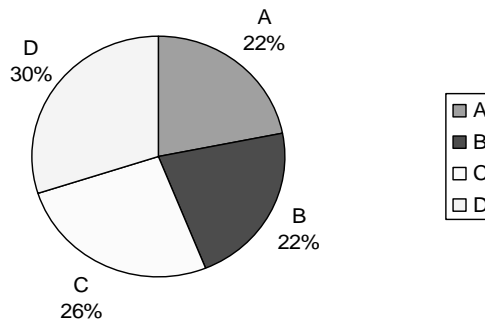


Compiled from the extended 'Analysis of the Power of Distractors of retest result of the test items of the B.Ed (English) examination 2063 (referred back to Appendix-I) taken by the same students.

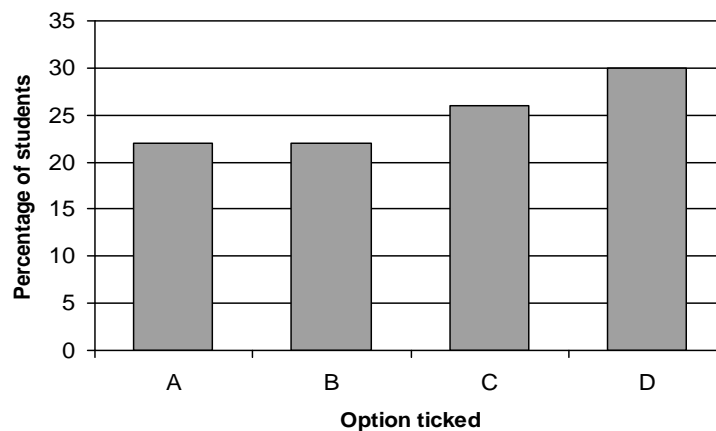
Table: 2

Q. NO	Power of Distractors				No Response
	A	B	C	D	
11.	1	9	1	8	-
12.	9	3	6	1	-
13.	0	2	11	6	-
14.	0	19	0	0	-
15.	0	0	0	19	-
16.	14	1	1	3	-
17.	7	0	3	9	-
18.	0	0	17	2	-
19.	6	4	5	6	-
20.	-	-	-	-	-

This also can be represented clearly and statistically in pie chart and bar-diagram as shown in the previous table no. one



This can be again represented in Bar-Diagram as:



Now, if we are to present the tables and data in a conjugated form, categorizing the power of Distractors of the M-C objective questions, we can, in general categorize them under the following five types based on the following criteria. The criteria are fixed on the basis of the proportion or percentage of power the alternatives cover. And, this criterial division is done in the limited case of M. C items with four Distractors only.

1. **Perfect Distractors:** all the options ticked equally are the proportion of 25%, +25%, +25%, +25%, in case of four alternatives is ranked as perfect Distractors.
2. **Good Distractors:** all the four alternatives ticked not exactly but near to the proportion of 25%, +25%, +25%, +25%, i.e. if all the Distractors can distract the students near to the proportion of 25%, +25%, +25%, +25%, then, they are ranked as Good Distractors.
3. **Moderate Distractors:** If all the alternatives are ticked not in equal proportion or near to the proportion but at least if Distractors can distract even if a single student i.e. even if a distracter is ticked only once, than those distracters are categorized under the moderate Distractors.
4. **Poor Distractors:** If only the two or three alternatives out of four are touched/ ticked and the remaining 1 or 2 not ticked at all then the Distractors having this proportion are categorized under the poor Distractors.
5. **Negative Distractors:** If only the single, best alternative is ticked and rest are left or If the students choose only the single best alternative out of four and the rest 3 left unticked then , they are categorized under the Negative Distractors. Such alternative follow the proportion as:-100%, +0%, +0%, +0

Now, let's depict all these in the combined table that follows:

Now the combined form of table-1 and table-2 is presented here along with the categorization of the power of Distractors:-

Table: 3

Q. NO	Power of Distractors				Not responded	Categorization of the Distractors
	A	B	C	D		
1.	0	1	18	0	-	Poor
2.	0	0	0	19	-	Negative
3.	18	0	1	0	-	Poor
4.	5	4	6	4	-	Good
5.	1	2	13	1	2	Moderate
6.	0	0	7	12	-	Poor
7.	7	3	3	6	-	Good
8.	4	14	1	0	-	Poor
9.	3	1	14	1	-	Moderate
10.	18	0	1	0	-	Poor
11.	1	9	1	8	-	Moderate
12.	9	3	6	1	-	Moderate
13.	0	2	11	6	-	Poor
14.	0	19	0	0	-	Negative
15.	0	0	0	19	-	Negative
16.	14	1	1	3	-	Moderate
17.	7	0	3	9	-	Poor
18.	0	0	17	2	-	Poor
19.	6	4	6	3	-	Good
20.	0	6	6	7	-	Poor

Poor - 9

Good -3

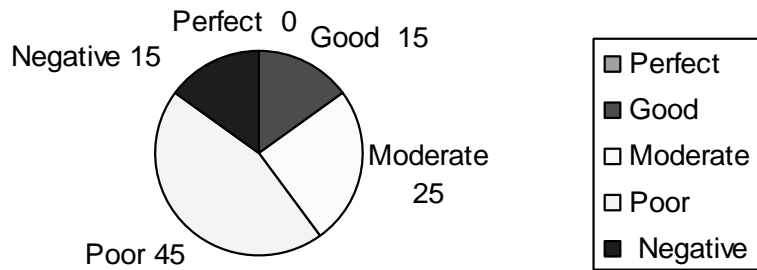
Negative-3

Modertate-5

The data revealed from the table in terms of the category of the power of Distractors can be best presented as: (Referring Back to Table-3)

Category of Distractors	No	Percentage (%)
Perfect Distractors	0	0 %
Good Distractors	3	15
Moderate	5	25
Poor	9	45
Negative	3	15

This data can be represented in the pie chart and bar-diagram as:



Here, the questions have 0% of perfect Distractors and we need to be down to earth and flexible enough in this regards, since, perfect Distractors are hard to manage all the time but good and moderate Distractors are not a big deal. We have 15% and 25% of good and moderate power Distractors, which is not considerably of good proportions.

This ratio gives ground to the fact that the Distractors of M-C objective test items asked and used for B. Ed. exams are of not so standard or are of low standard as they range from the negative Distractors to the good distracter. And, it is a commonly known fact that exam exerts an influential decisive role,

the message extended by the T.U. exams in general is not much reliable. So, such exams of T.U. are not standard and reliable.

Here, the question may arise on our part that how can we conclude an item to be the one with low power of Distractors, or with negative distractors or so on. So to establish these facts about these questions, I've managed further to analyze these power of Distractors individually, one by one, which will prove here, how they have fallen under the category, we have fixed.

Let's analyze the questions individually one by one: - (Let's see the proportion of question with Good Distractors as (refer back to table 3)

Group 'A'

Good Distractors = 15 %

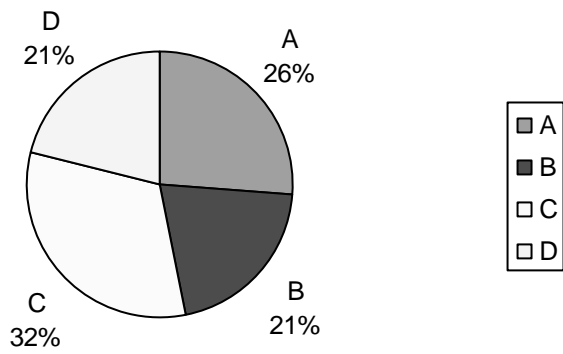
Question nos. = 4, 7, 9

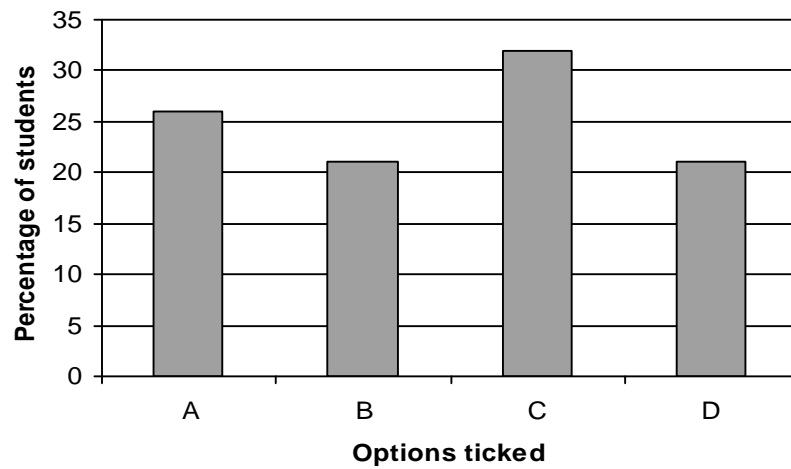
Question no. 4 which of the following branches of linguistics is concerned with the interdisciplinary areas like psycho-linguistics and socio-linguistics?

A	B	C	D
5	4	6	4

No of Ticked frequency, referring back to table no. 3

While presenting it in a pie- chart and bar- diagram, it looks as:

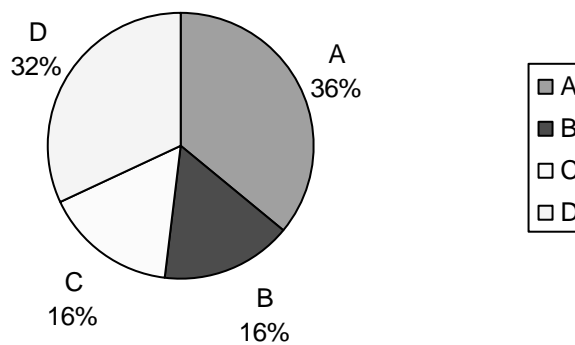


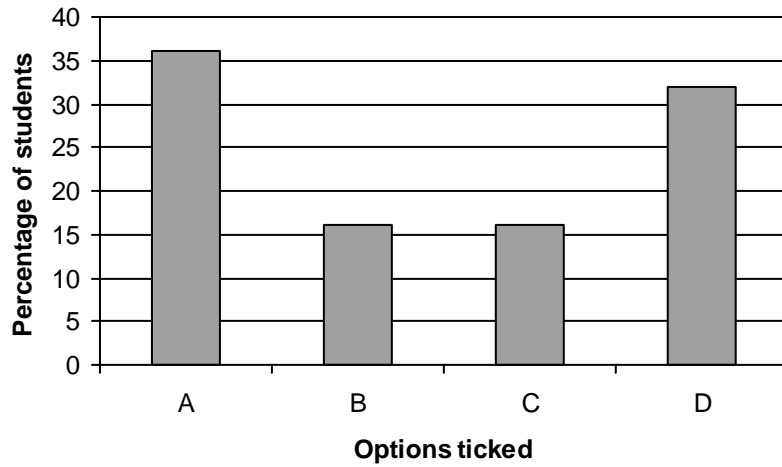


Question no. 7 In the word 'Unity' the morphemes

A	B	C	D
7	3	3	6

No of Ticked frequency, referring back to table no. 3





Question no. 19 which of the following words does the primary stress fall on the first syllable?

A

B

C

D

6

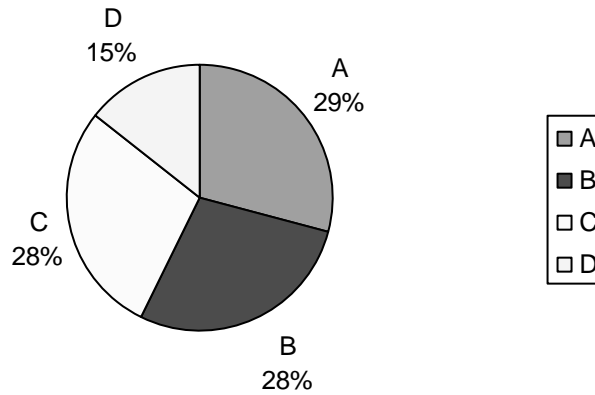
4

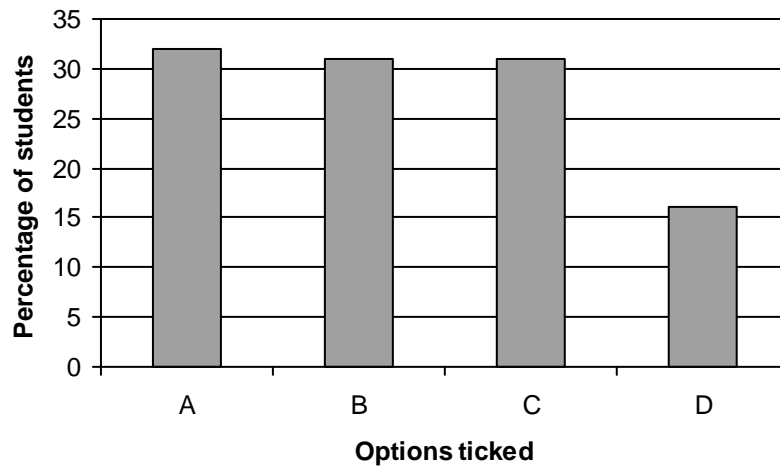
6

3



No of Ticked frequency, referring back to table no. 3





as shown by the above figures and charts the percentage of ticked frequently of the Distractors of question no 4, 7 and 19, they all fall under the tank of Good Distractors because the number of their ticked frequently, seem to follow about equal ranges of distribution ratio, though not 25% each. So, they fall under Good Distractors. And, from the performances of the T.U. students in the given questions were only 15% of good Distractors in total

We can analyze the proportion of questions with Moderate Distractors as refer back to table no. 3

Group 'B'

Moderate Distractors = 25 %

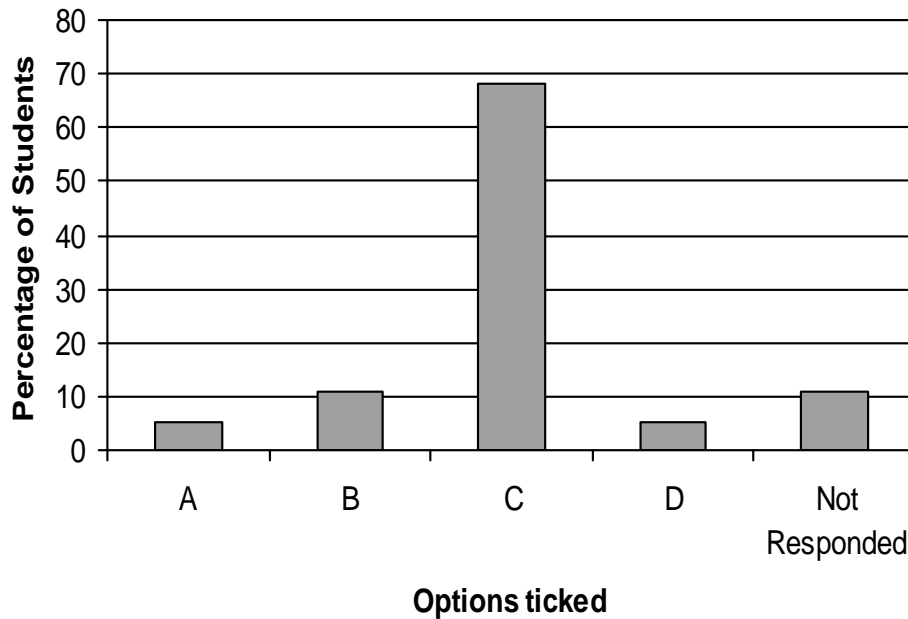
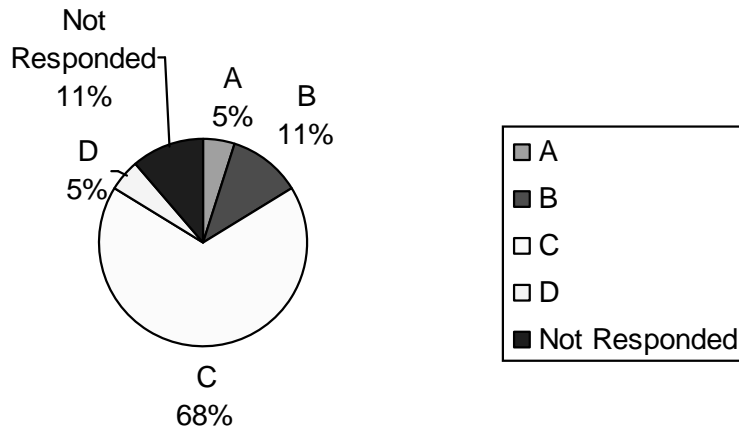
Question nos. = 5, 9, 11, 12, 16

Question no. 5 why should the students of linguistics have to study different dichotomies?

Options:

A	B	C	D	Not Respond
1	2	13	1	2

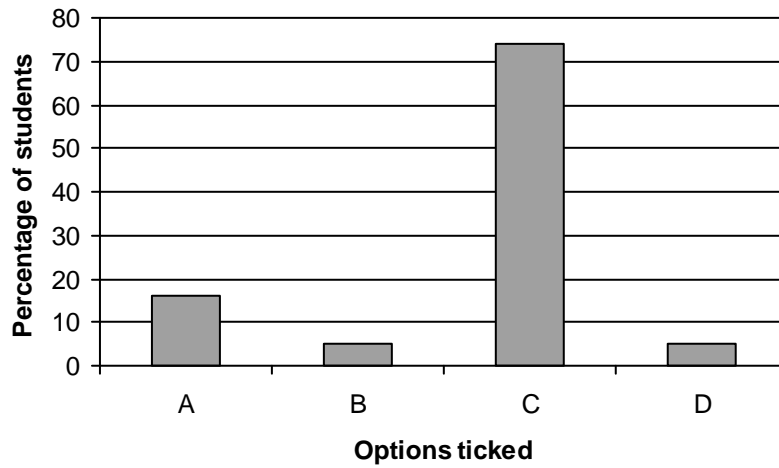
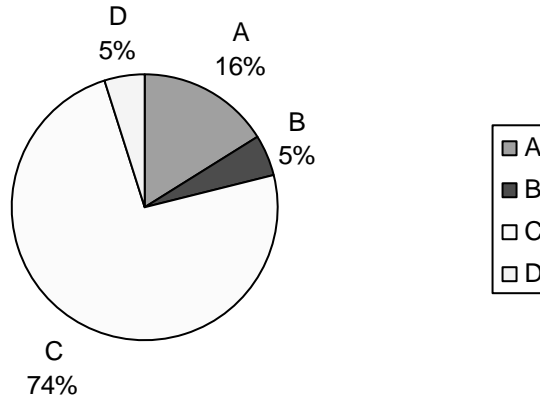
No of Ticked frequency, referring back to table no. 3



Question no. 9 Tense and aspect are recognized as:

A	B	C	D
3	1	14	1

No of Ticked frequency, referring back to table no. 3



Question no. 11 which of the following is also called historic linguistic?

A

B

C

D

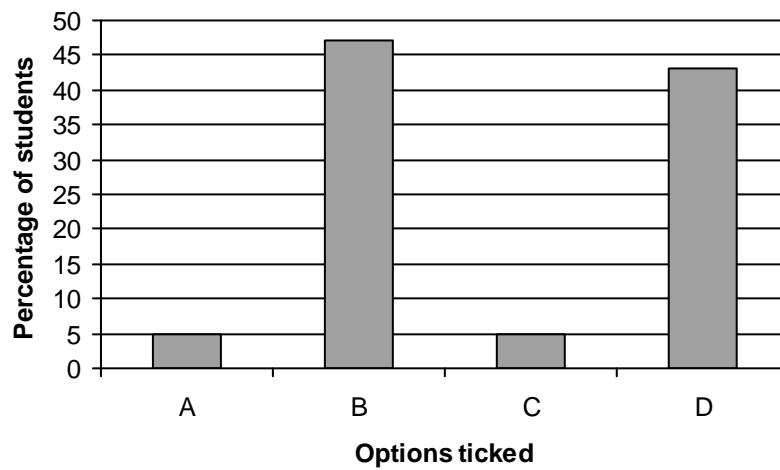
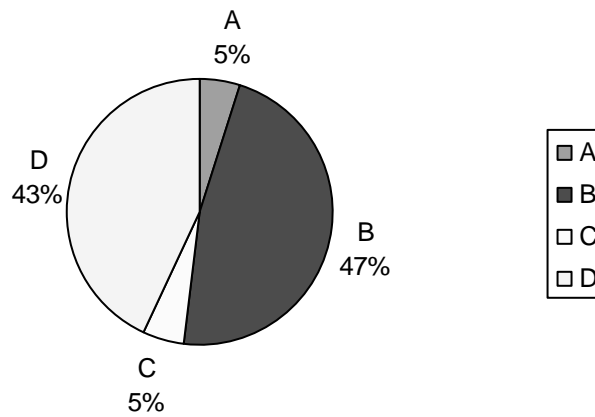
3

9

1

8

No of Ticked frequency, referring back to table no. 3



Question no. 12 which of the following statements is not true?

A

B

C

D

9

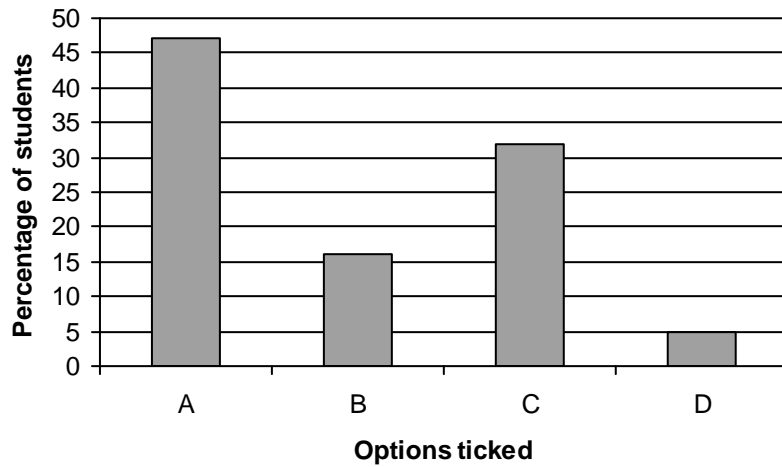
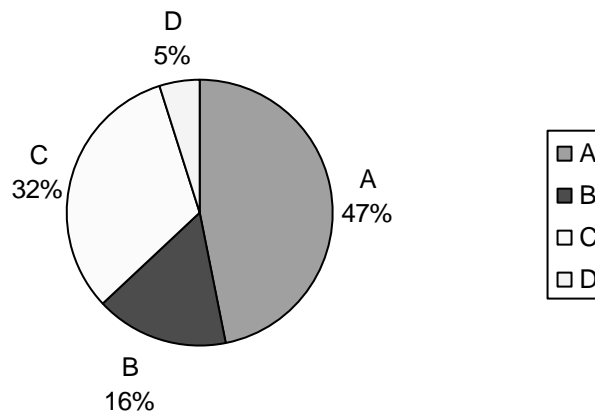
3

6

1



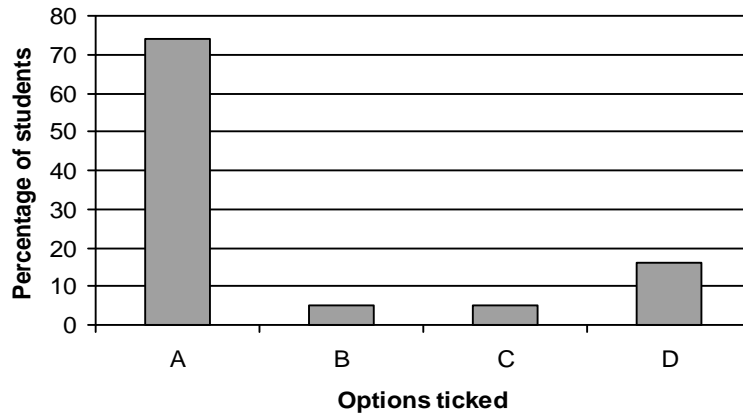
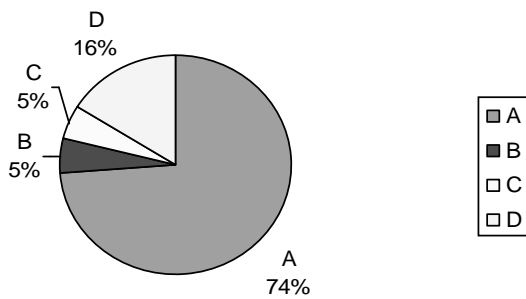
No of Ticked frequency, referring back to table no. 3



Question no. 16 the level at which linguistics accounts for the structure of the sentence is:-

A	B	C	D
14	1	1	3

No of Ticked frequency, referring back to table no. 3



Here, by observing the pie-charts and the tables the Distractors of the questions no. 5, 9, 11, 12 and 16 fall under the category of moderate Distractors, because, their Distractors are able to distract the students moderately i.e. a little bit rather than exactly or properly enough. And, only 25% of all questions seem to fall under the questions with Moderate type Distractors.

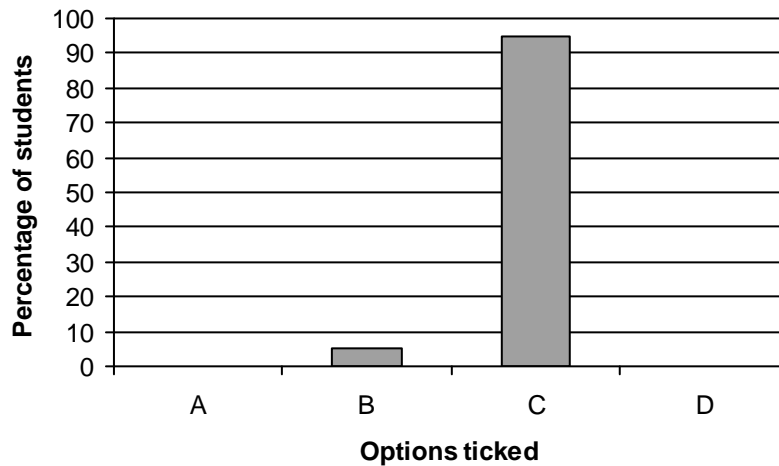
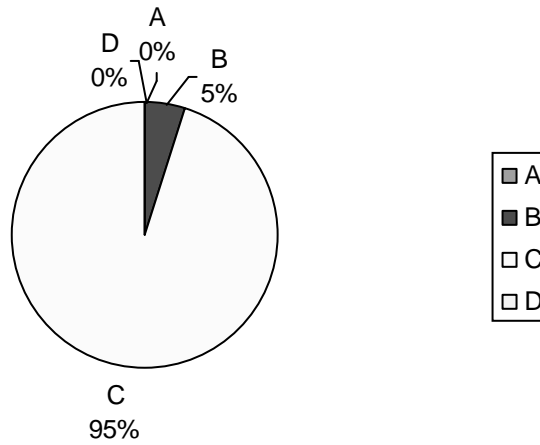
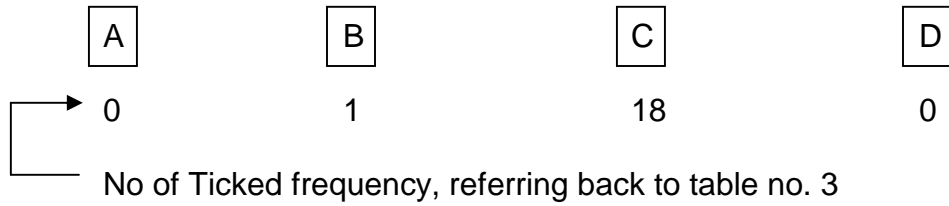
Let's see the proportion of question with poor Distractors (refer back to table 3)

Group 'C'

Poor Distractors = 45 %

Question nos. = 1, 3, 6, 8, 10, 13, 17, 18, 20

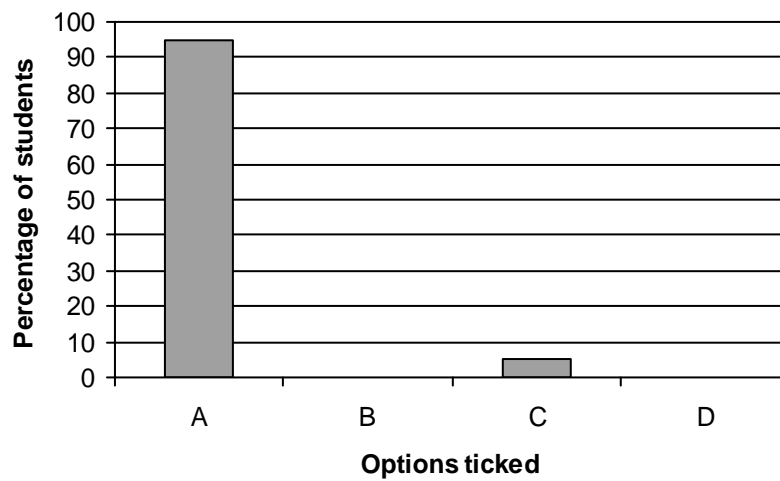
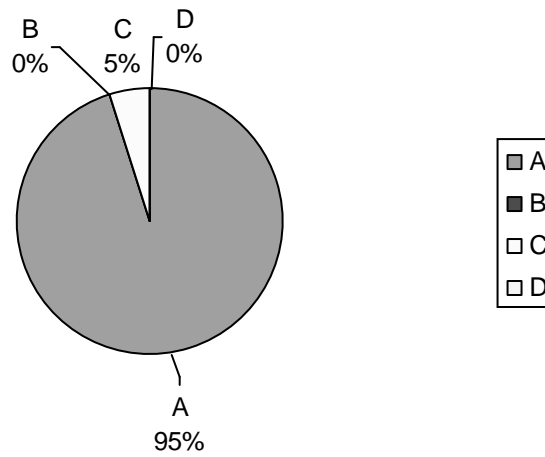
Question no. 1 Linguistic is defined as the scientific study of language because:



Question no. 3 Substance of language refers to the

A	B	C	D
18	0	1	0

No of Ticked frequency, referring back to table no. 3



Question no. 6 which of the active articulator in the production of sound /n/?

A

B

C

D

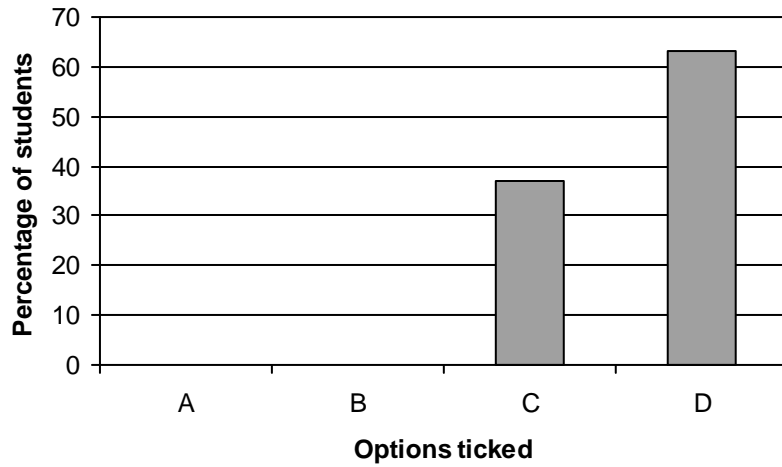
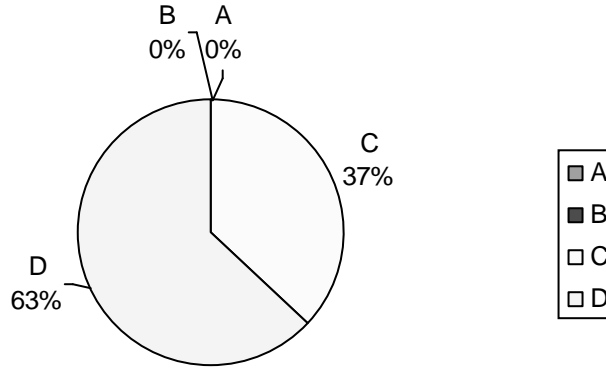
0

0

7

12

No of Ticked frequency, referring back to table no. 3



Question no. 8 what are the main grammatical functions in a sentence structure?

A

B

C

D

4

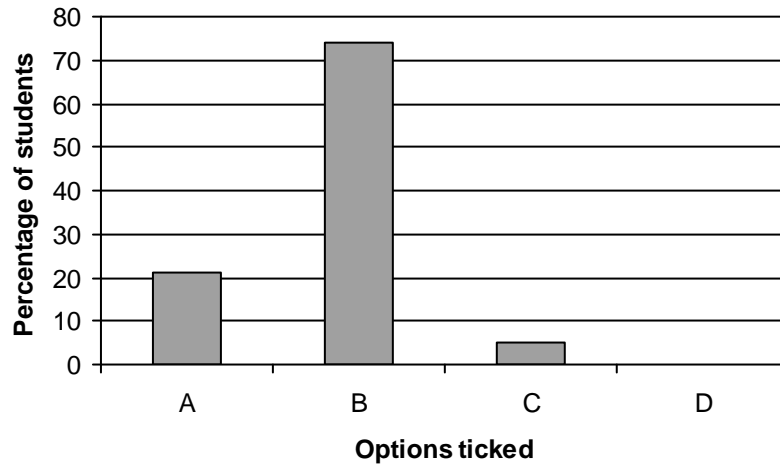
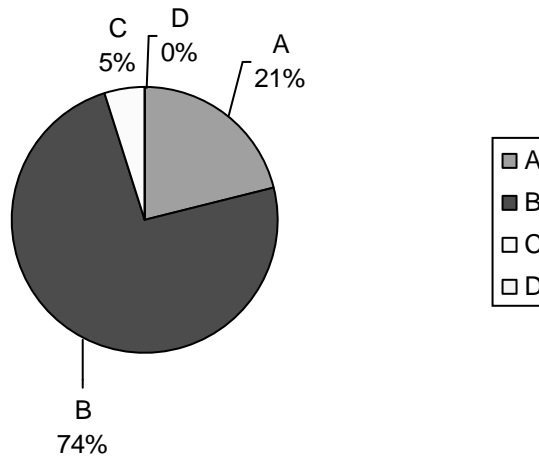
14

1

0



No of Ticked frequency, referring back to table no. 3



Question no. 10 When Nepali learners write past form of the verb 'put' as 'putted' the error is committed due to:

A

B

C

D

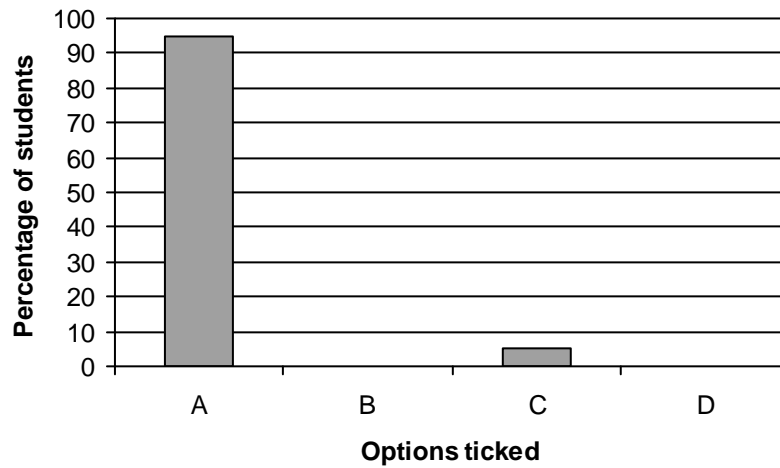
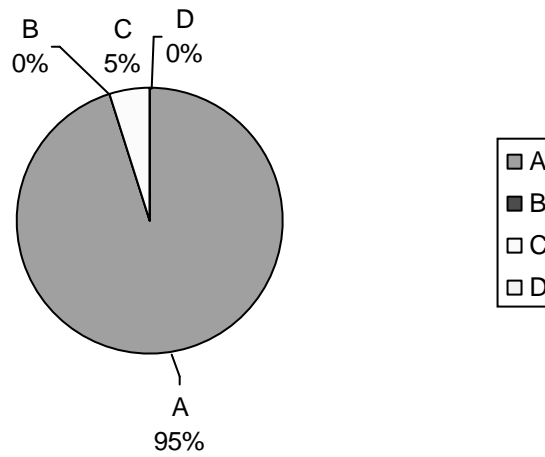
18

0

1

0

No of Ticked frequency, referring back to table no. 3



Question no. 13 which of the means of communication is closest to language?

A

B

C

D

0

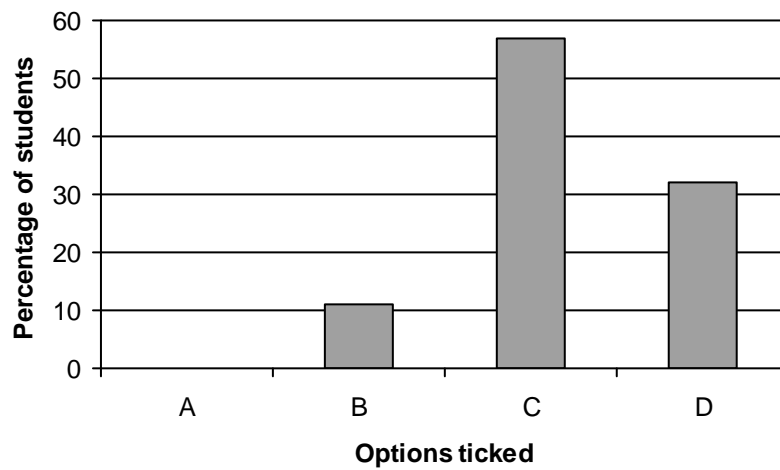
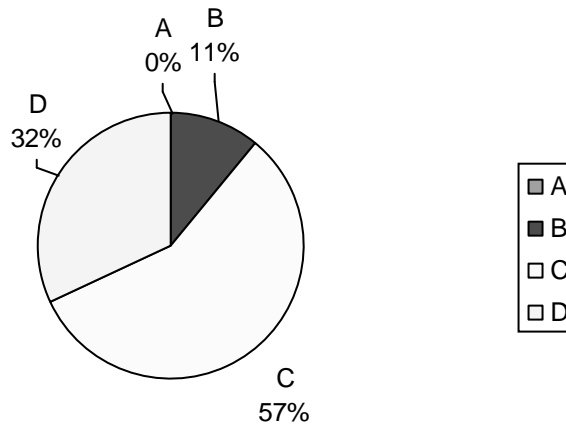
2

11

6



No of Ticked frequency, referring back to table no. 3



Question no. 17 the three term description of the initial sound of the word 'sure' is a

A

B

C

D

7

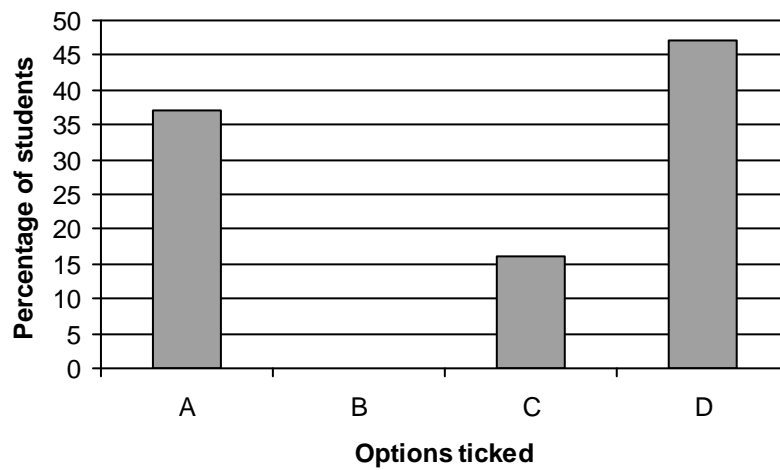
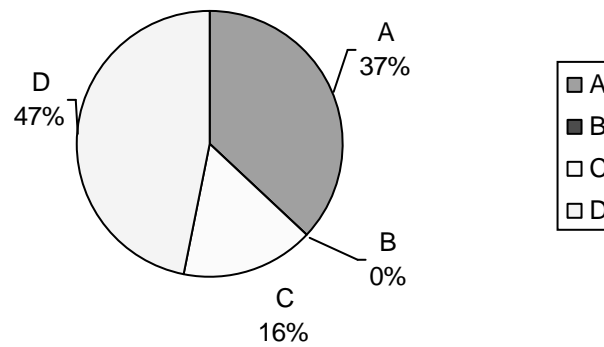
0

3

9



No of Ticked frequency, referring back to table no. 3



Question no.18 the word 'UNICEF' is an example word formed by:

A

B

C

D

0

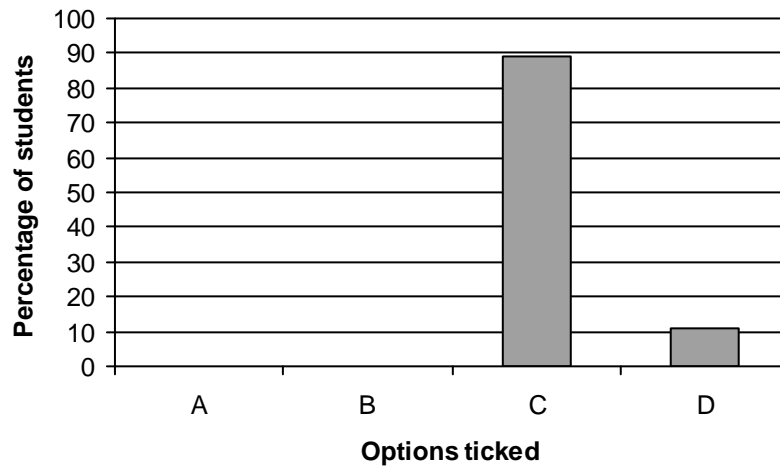
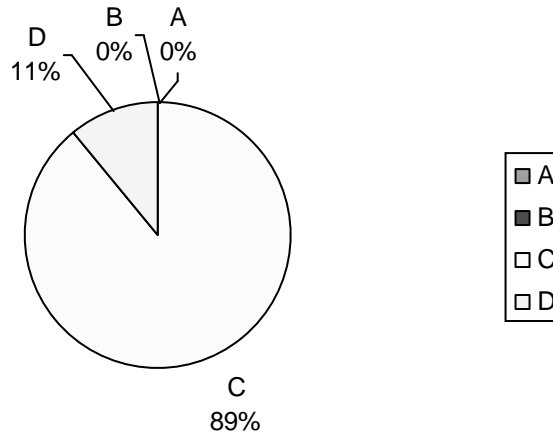
0

17

2



No of Ticked frequency, referring back to table no. 3



Question no.20 Linguistics doesn't provide:

A

B

C

D

0

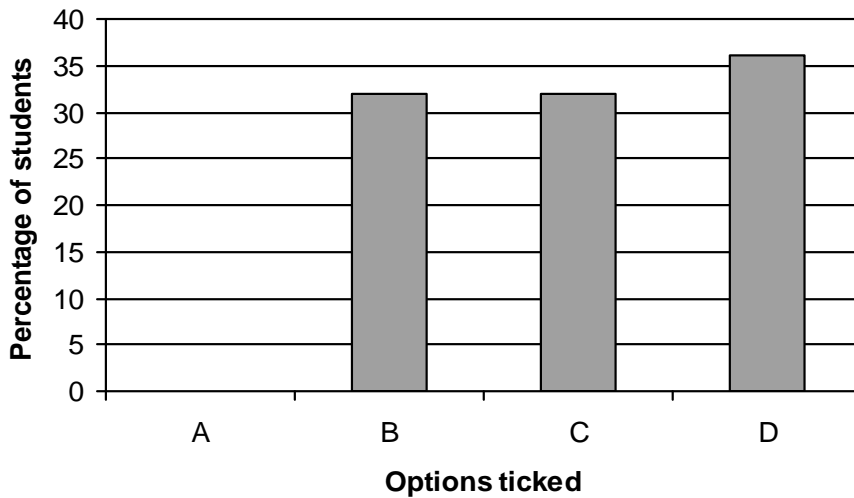
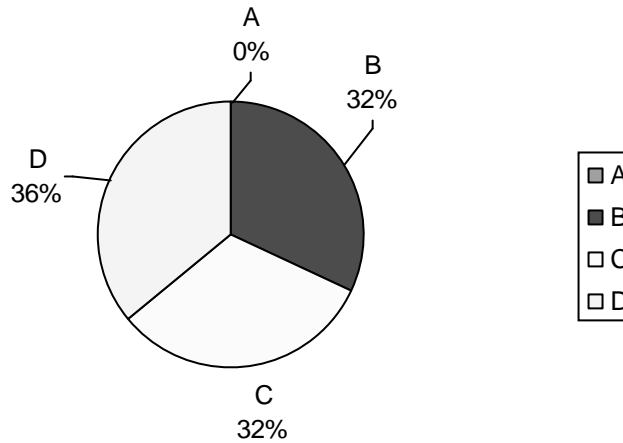
6

6

7



No of Ticked frequency, referring back to table no. 3



Here, the observation and analyses of the pie-charts and the table shows that the Distractors of questions no. 1, 3, 6, 8, 10, 13, 17, 18 and 20 fall under the category of poor Distractors since they show that the ranges of the frequency of the ticked Distractors somewhere an quite higher and somewhere totally null i.e. zero. And, among the total questions, we have the highest i.e. 45 % questions with poor Distractors

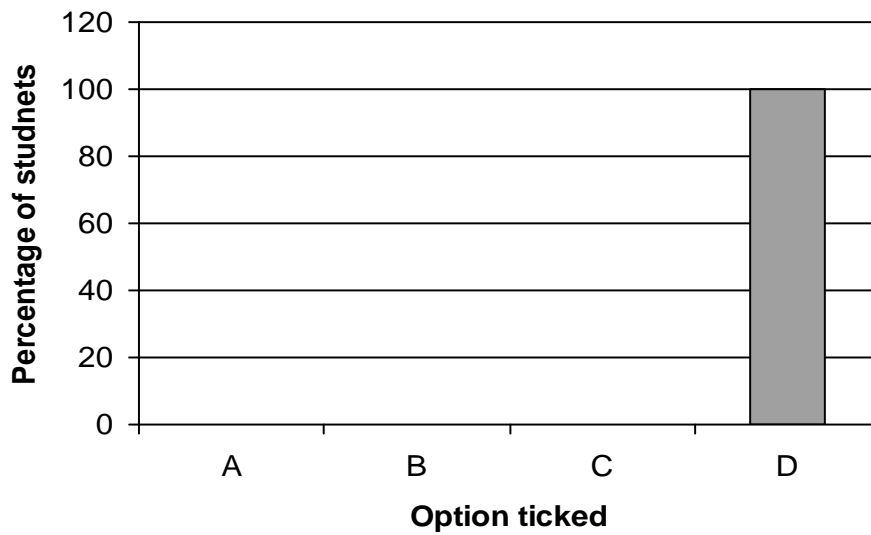
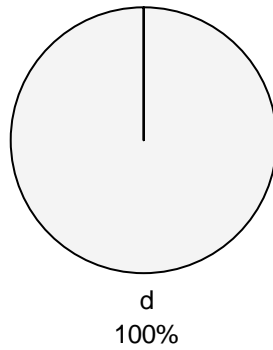
Now let's analysis the question with negative Distractors (refer Back to table no -3)

Group 'D': negative Distractors 15%

Q. No: 2, 14, 15

Question no 2: which of the following characteristics of human language emphasized on the fact that language is handed over to an individual by his/her community?

	A	B	C	D
No of Ticked frequency, referring back to table no. 3	0	0	0	19



Question no 14. The sentence 'Boys eat apples' has

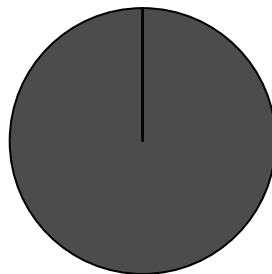
A

B

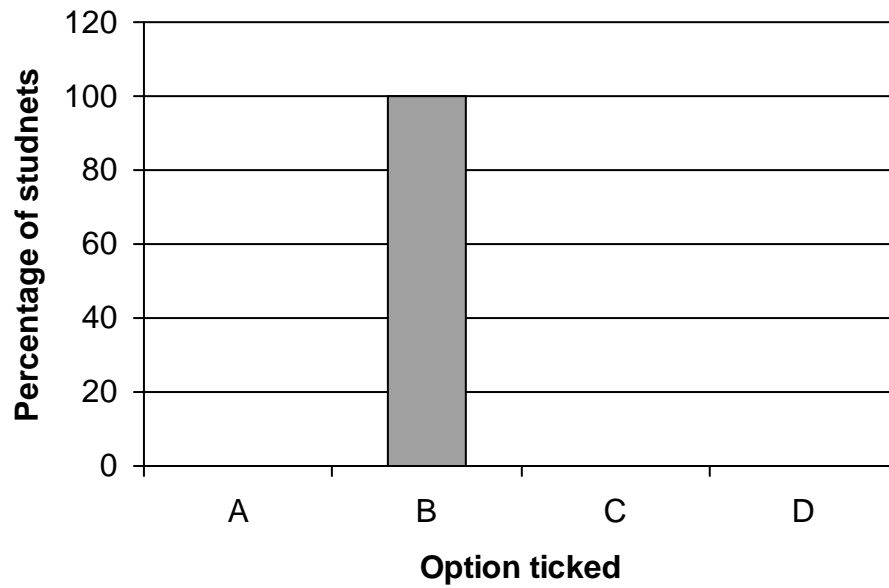
C

D

0 19 0 0
No of Ticked frequency, referring back to table no. 3



b
100%



Question no 15. A speech sound produced with friction is called:

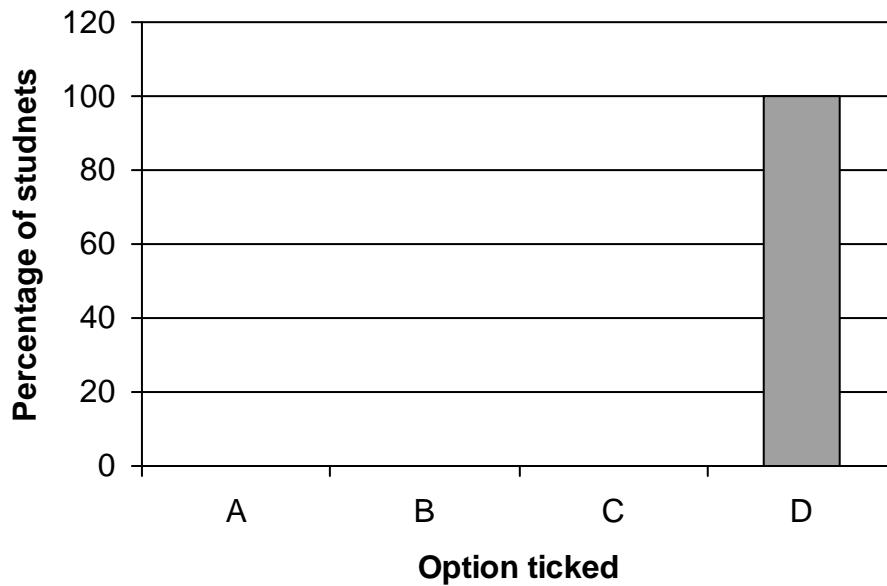
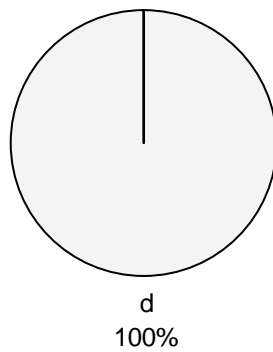
A

B

C

D

0 0 0 19
No of Ticked frequency, referring back to table no. 3



From the pie chart presented analytically, we find that we've 15% of questions with negative Distractors i.e. Q.No:- 2, 14, and 15. They fall under the question with negative Distractors because all the Distractors are totally

malfunctioning since the proportion and percentage of ticked frequency follows: -100%, + 0%, +0%, 0% which is not tolerable.

And now, this analysis will be carried out for the data collected from the other university, i.e. the Purbanchal University and the college under its affiliation.

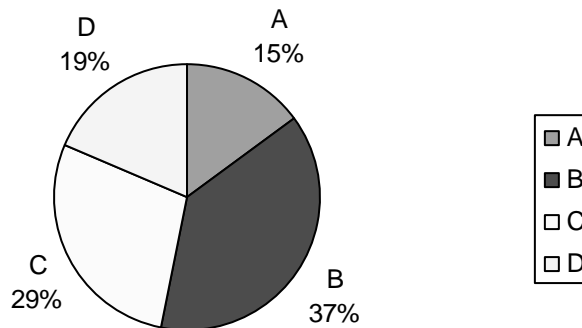
Compiled from the extended analysis of the frequency of ticked options of the retest result of the multiple choice test items of Purbanchal University asked in the year 2062:

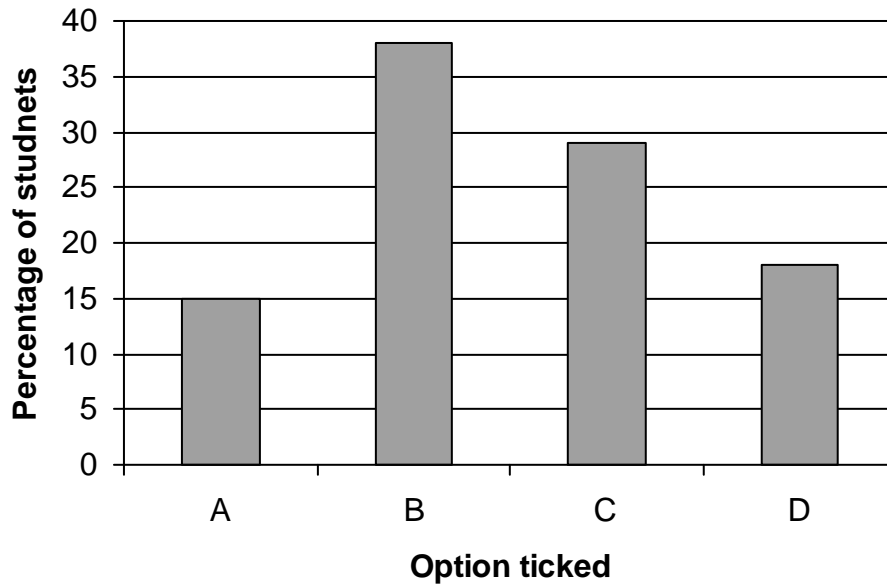
Table: 4

Q. NO	Correct Option	Power of Distractors				No Response
		A	B	C	D	
1.	B	1	18	1	0	-
2.	B	0	11	0	9	-
3.	C	9	3	6	2	-
4.	D	0	4	1	15	-
5.	D	3	6	8	3	-
6.	B	5	12	2	1	-
7.	C	2	1	16	1	-
8.	C	1	4	15	0	-
9.	D	7	8	2	3	-
10.	D	2	9	6	3	-

Now, we can present this table in a pie-chart and bar-diagram as:

The total no of responses in ticking: - 'A' = 30 = 15%
 The total no of responses in ticking: - 'B' = 76 = 38%
 The total no of responses in ticking: - 'C' = 57 = 29%
 The total no of responses in ticking: - 'D' = 37 = 18%





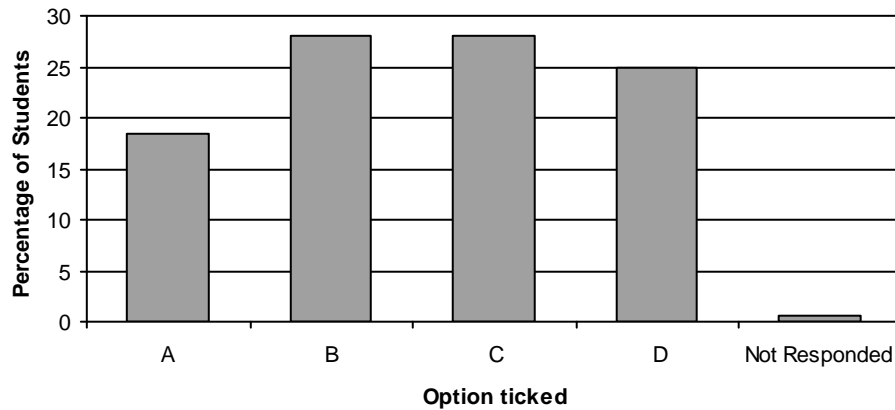
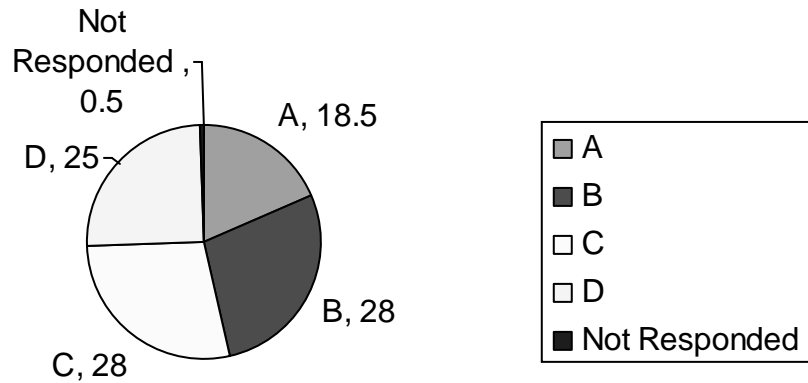
Compiled from the extended analysis of frequency of the ticked options of the retest of the multiple-choice test items of Purbanchal University asked in the year 2063:

Table: 5

Q. NO	Correct option	Power of Distractors				No Response
		A	B	C	D	
11.	C	7	5	6	2	-
12.	C	3	1	14	2	-
13.	D	3	2	2	13	-
14.	D	2	5	0	13	-
15.	A	9	9	2	0	-
16.	B	0	17	3	0	-
17.	D	0	0	4	15	1
18.	A	12	1	7	0	-
19.	B	0	10	6	4	-
20.	A	1	6	12	1	-

Here, we can present this table in a pie-chart and a bar-diagram as:

Option	Total ticked no	Percentage (%)
A	37	18.5
B	56	28
C	56	28
D	50	25
Item not responded	1	0.5



Here, as mentioned earlier, we've 5 categories of power of distractors of M.C. items, i.e.:

1. Perfect Distractors
2. Good Distractors
3. Moderate Distractors
4. Poor Distractors
5. Negative Distractors

(The basis of categorization is similar as the ones, mentioned in the earlier Page No.17)

Table: 6

Q. NO	Power of Distractors				Item not responded	Categorization of the power of Distractors
	A	B	C	D		
1.	0	20	0	0		Negative
2.	0	11	0	9		Poor
3.	9	3	6	2		Good
4.	0	4	1	15		Poor
5.	3	6	8	3		Good
6.	5	12	2	1		Moderate
7.	2	1	16	1		Moderate
8.	1	4	15	0		Poor
9.	7	8	2	3		Good
10.	2	9	6	3		Good
11.	7	5	6	2		Good
12.	3	1	14	2		Moderate
13.	3	2	2	13		Good
14.	2	5	0	13		Poor
15.	9	9	2	0		Poor
16.	0	17	3	0		Poor
17.	0	0	4	15	1	Poor
18.	12	1	7	0		Poor
19.	0	10	6	4		Poor
20.	1	6	12	1		Moderate

Representing the ratio or raw data gained from this conjugated table in a pie-chart and a bar diagram as:-

Combined ratio of the frequency of the ticked options as:

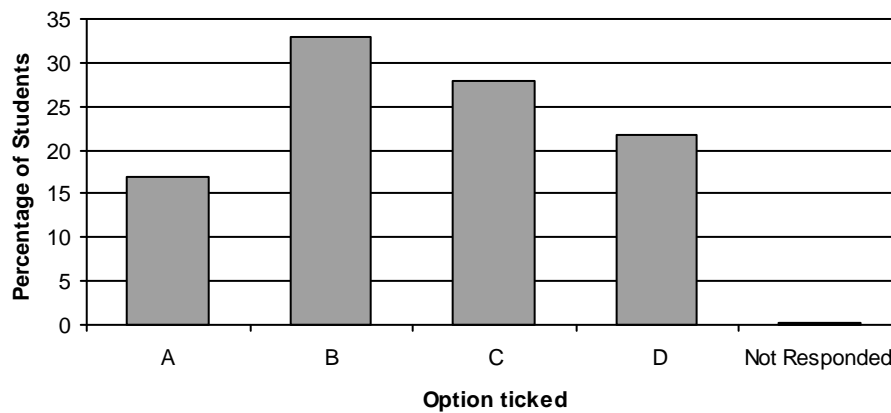
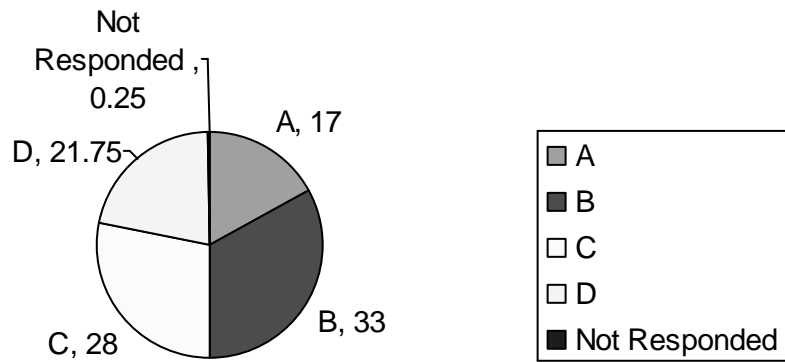
Total ticked 'A'= 67=17%

Total ticked 'B'= 132=33%

Total ticked 'C'= 113=28%

Total ticked 'D'= 87=21.75%

Item not responded=1=0.25%

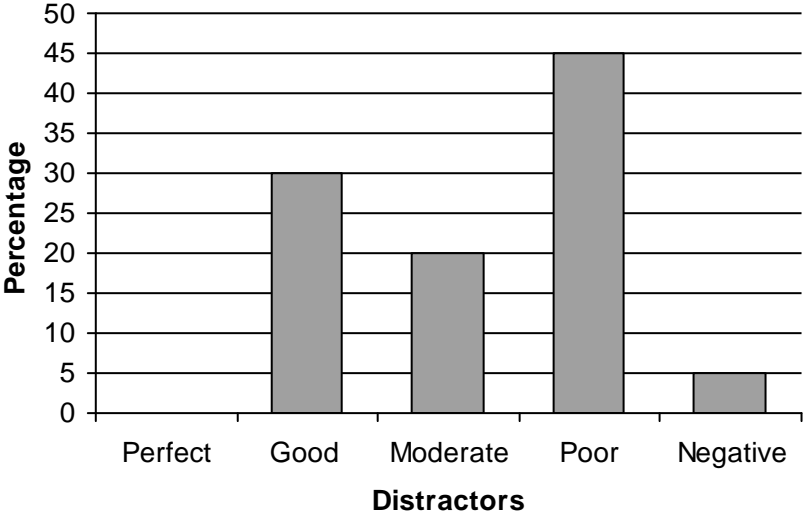
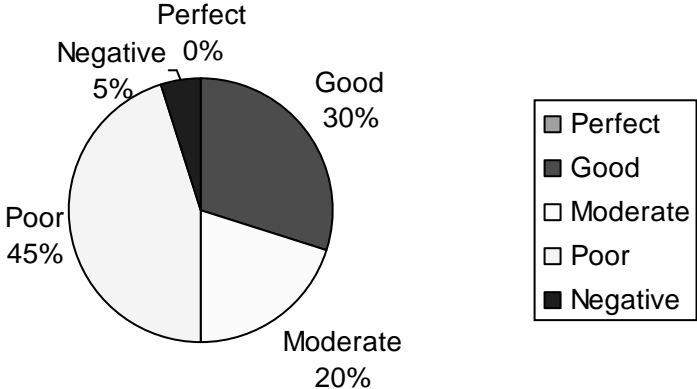


Now, while presenting all the categorical analysis of the questions (M.C. items) in terms of their Distractors, we get the following data: - (Referring back to the table no.6)

Power of Distractors:

Categories of Distractors	No	Percentage (%)
) Perfect Distractors	0	0%
) Good Distractors	6	30
) Moderate Distractors	4	20
) Poor Distractors	9	45
) Negative Distractors	1	5

We can better make it intelligible via. its pie-chart and bar diagram as:

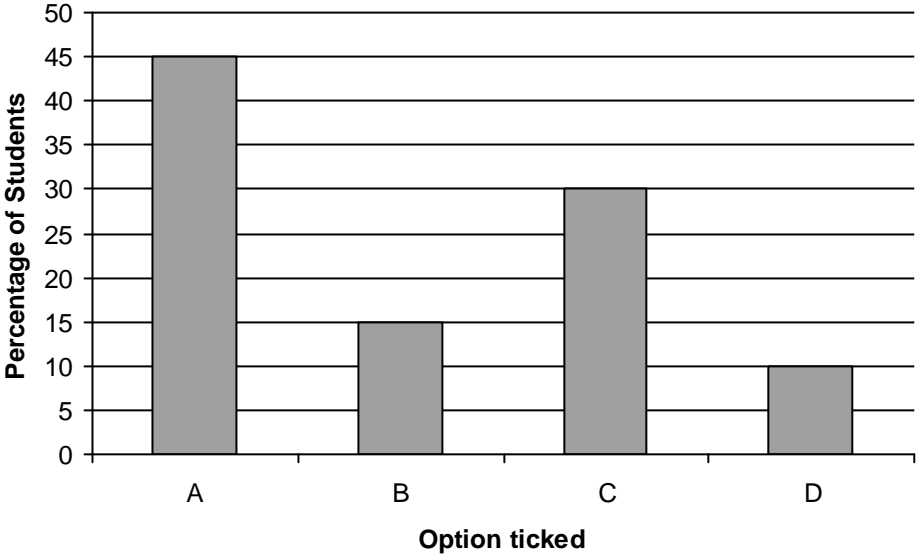
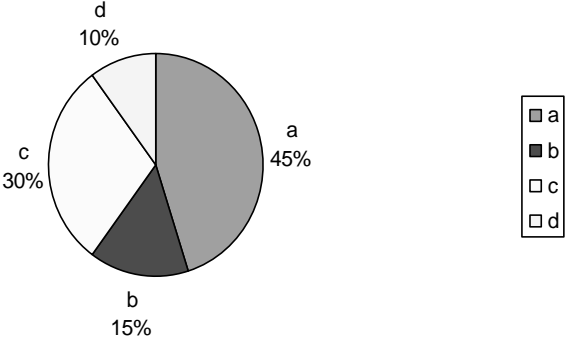
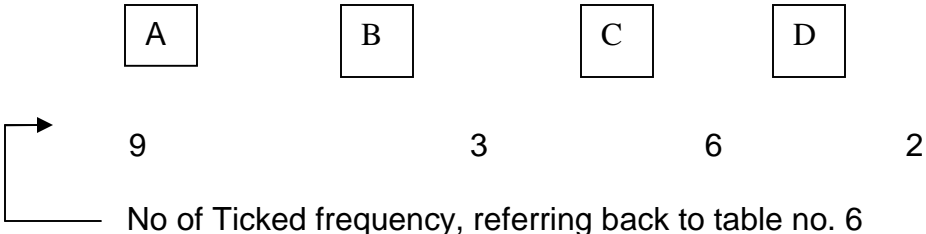


Here, as per our criteria, we found the percentage of perfect Distractors to be totally null. Yet, it is not a harassing or not much dissatisfying point since; we have already seen that, creating perfect Distractors, basically, in higher level, is almost impossible. Similarly, we have only 6 numbers or 30% of good and 20% of moderate Distractors which is not tolerable since, such Distractors should have occupied a bit bigger range of percentage rather than 30% and 20%. What is much harassing is the higher percentage of poor Distractors, i.e. 45% and the existence of negative Distractors with 5%

Now, let us see this distribution of percentage in detail, so as to analyze, how each sorts of Distractors occupied the above given percentage and categorization of occurrence or frequency:-
 First, let's see the good Distractors in pie-chart and bar-diagram:
 (referring back to table no.6)

Group 'A': Good Distractors
Q. No: 3, 5, 9, 10, 13

Question no 3: 'Apex is the:

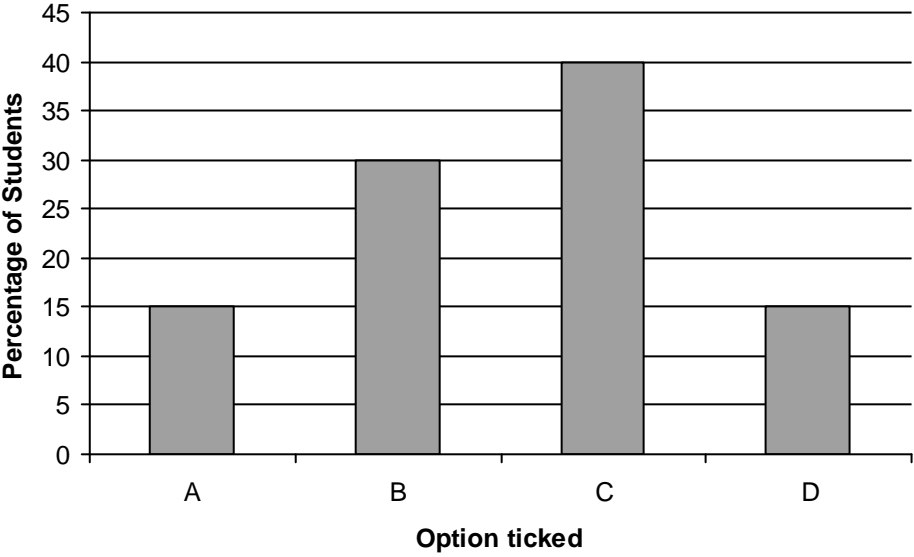
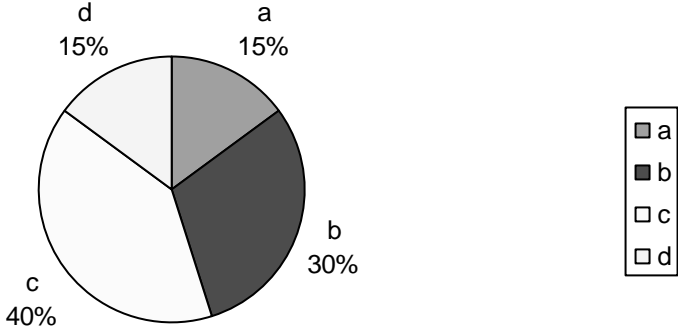


Question no5: Linguistics is not directly concerned with:

- A
- B
- C
- D

No of Ticked frequency, referring back to table no. 6

3	6	8	3
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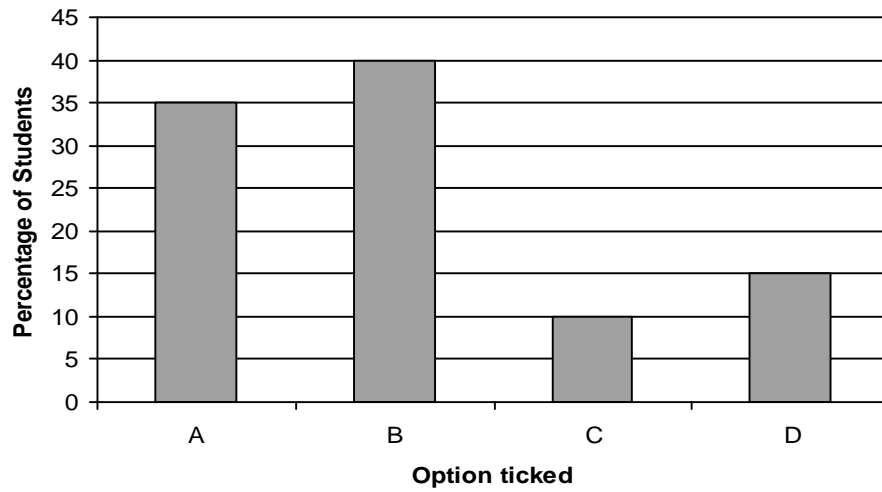
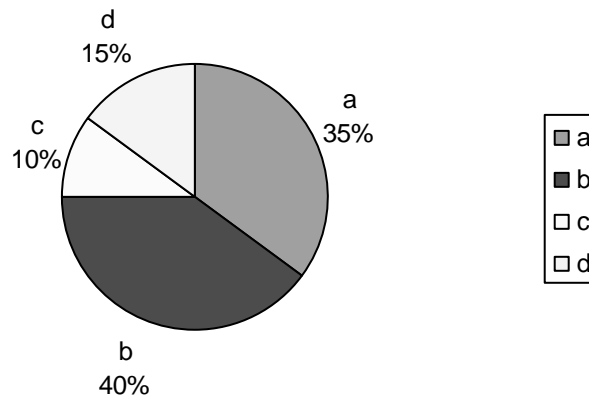


Question no 9: which one of the following pairs has the same pronunciations

A B C D

7 8 2 3

} No of Ticked frequency, referring back to table no. 6



Question no 10: in the word 'Work' the vowel sound is a

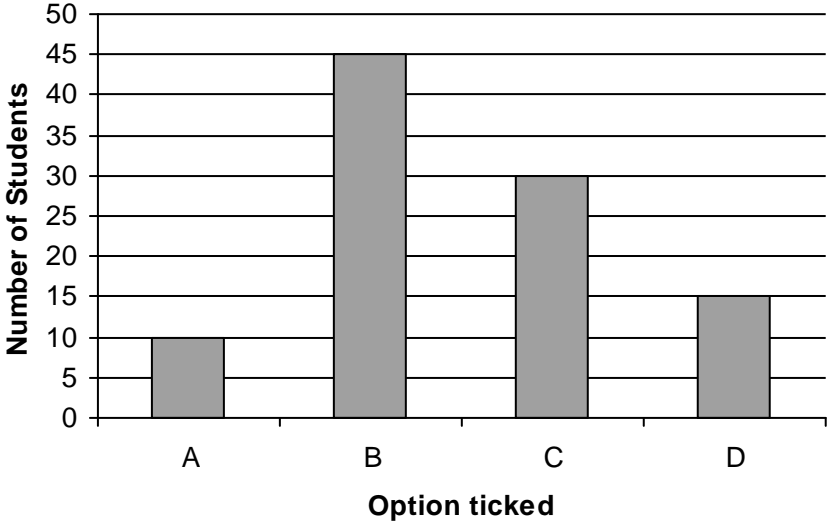
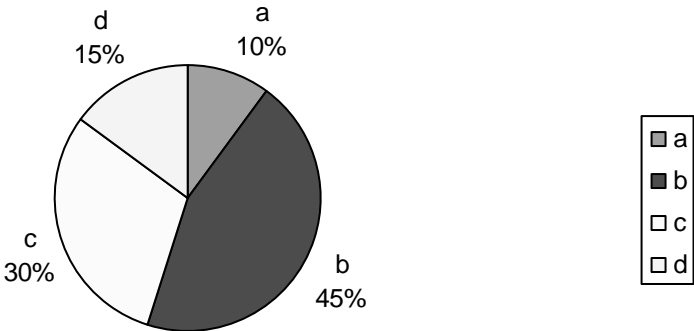
A

B

C

D

2 9 6 3
No of Ticked frequency, referring back to table no. 6



Question no 11. Language is:

A

B

C

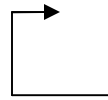
D

7

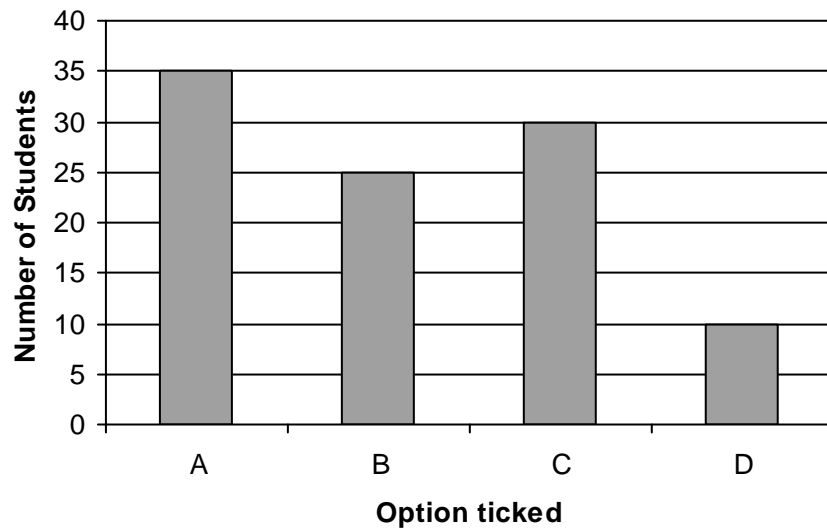
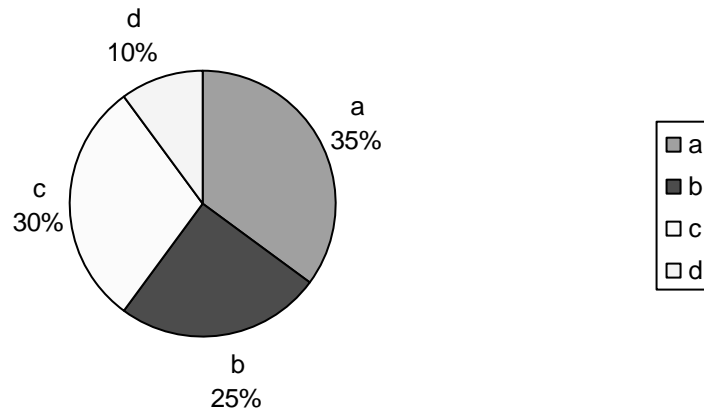
5

6

2

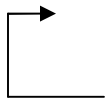


No of Ticked frequency, referring back to table no. 6

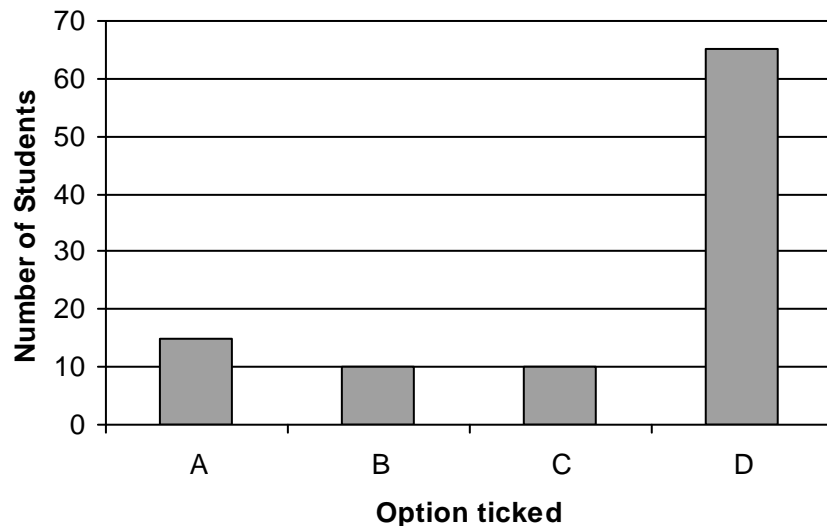
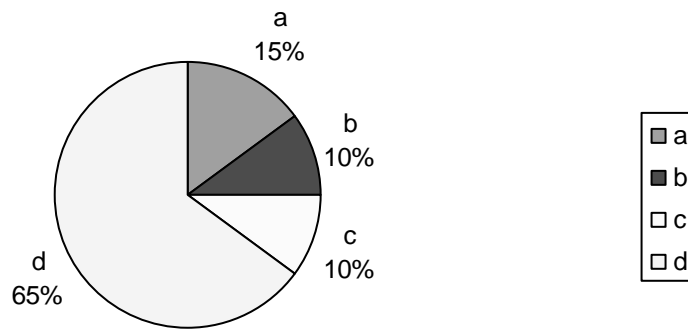


Question no 13. The major application of linguistic research today is in the field of:

- A
 B
 C
 D


3
2
2
13

No of Ticked frequency, referring back to table no. 6



Above figures and charts show that the Distractors of question no 3,5,9,10,11 and 13 fall under good Distractors because the number of their ticked frequency seem to follow about equal ranges of distribution, if not 25% each. So, we can keep them under good Distractors. And, we have 30% of questions with good Distractors.

Now, let's go to the moderate Distractors in pie-chart and bar-diagram form (referring back to table no.6): -

Group 'B': Moderate Distractors

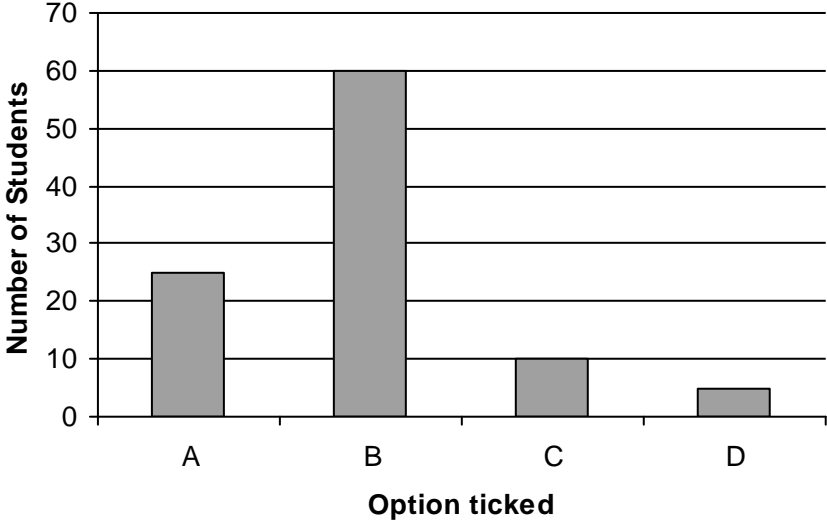
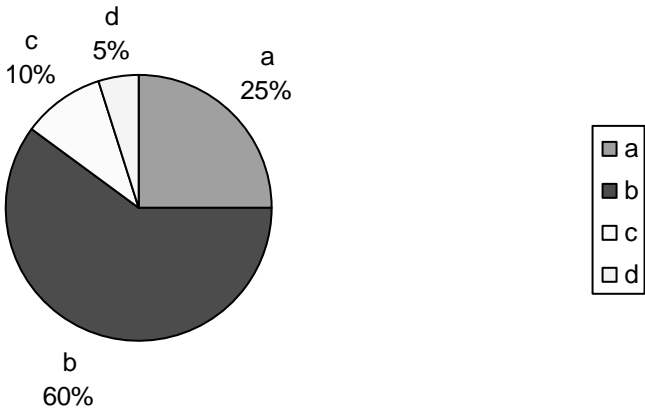
Q.No:6, 7, 12, 20,

Question no 6: The sentence 'We must not overstate the restrictions within a sentence' consist of

- A
- B
- C
- D

5
12
2
1

↖ No of Ticked frequency, referring back to table no. 6



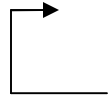
Question no 7. Which of the following words is the past tense ending pronounced differently from that of the rest?

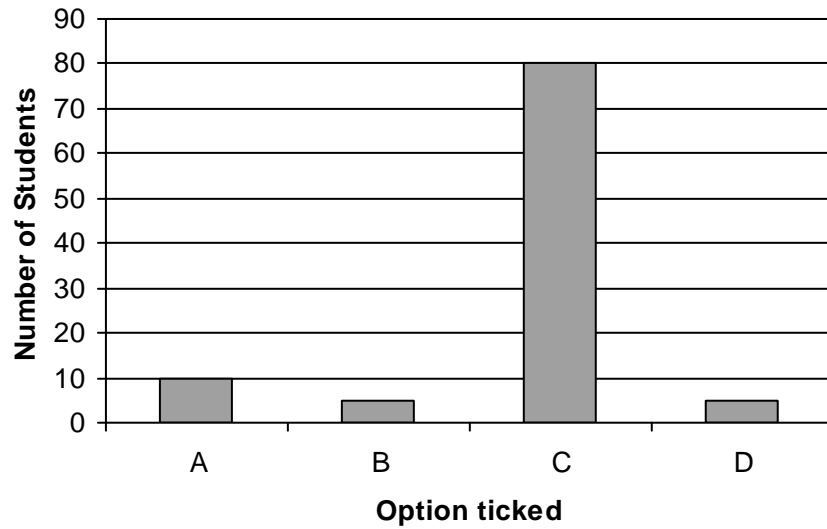
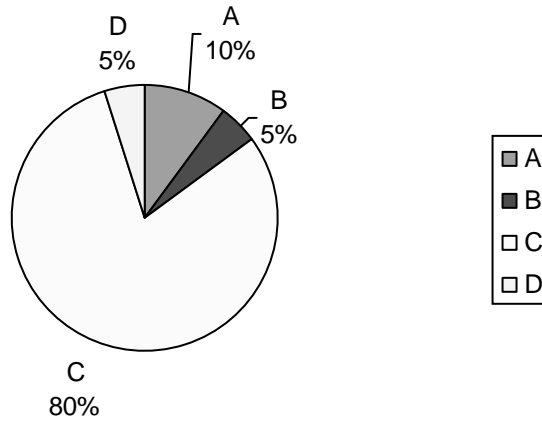
A

B

C

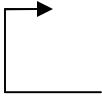
D

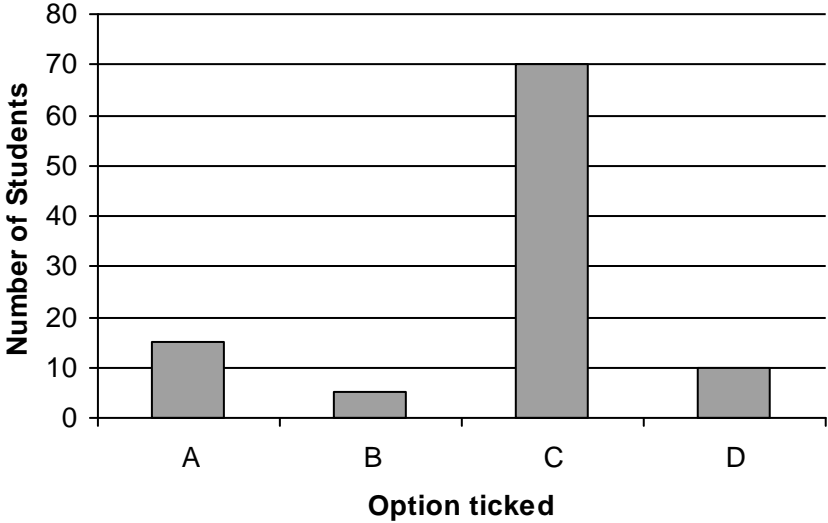
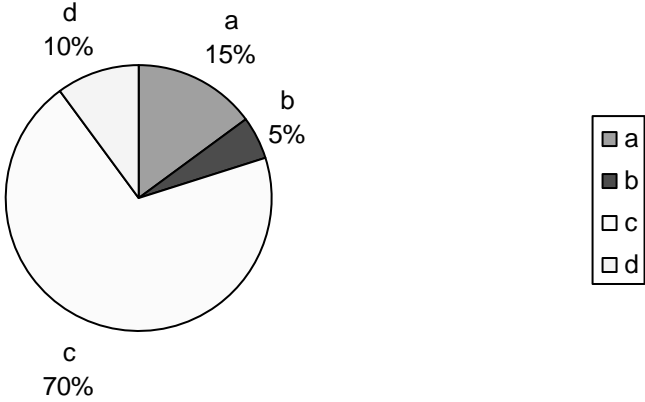

 2 1 16 1
 No of Ticked frequency, referring back to table no. 6



Question no 12. By Grammatical Function, we mean:-

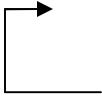
- A
- B
- C
- D

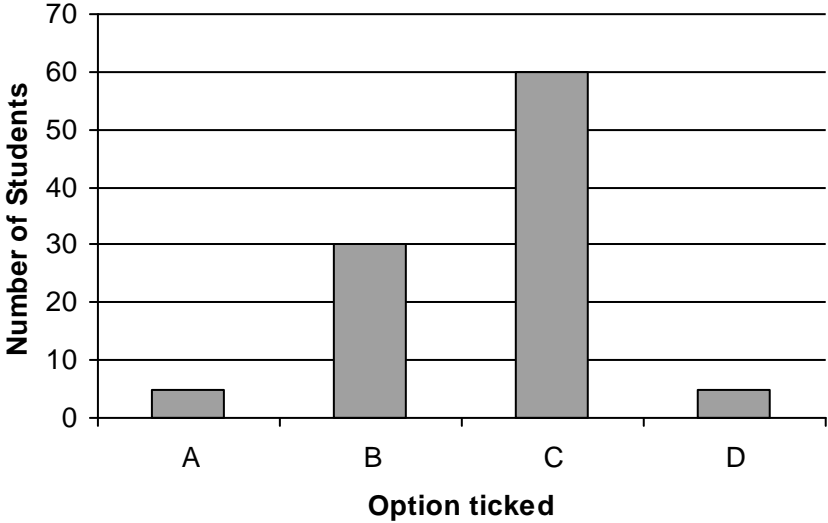
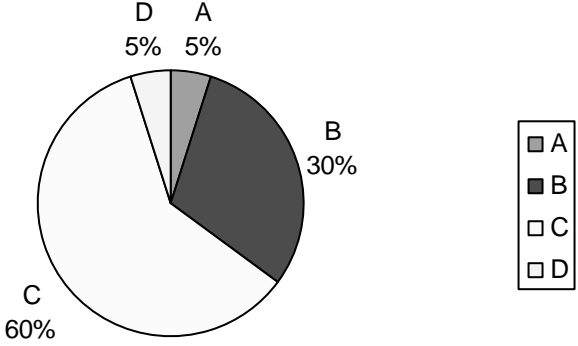

3
1
14
2
 No of Ticked frequency, referring back to table no. 6



Question no 20. in the word 'mark' the vowel sound is a:

- A
- B
- C
- D


1
6
12
1
 No of Ticked frequency, referring back to table no. 6



As shown by the above figures and the percentage of ticked frequency of Q.6,7,12 and 20, they all fall under the moderate Distractors type according to our above given category, since they are able to distract the students only a bit i.e. moderately, rather than exactly and, we've 20% of questions with moderate Distractors here.

Now let's go to the poor Distractors.

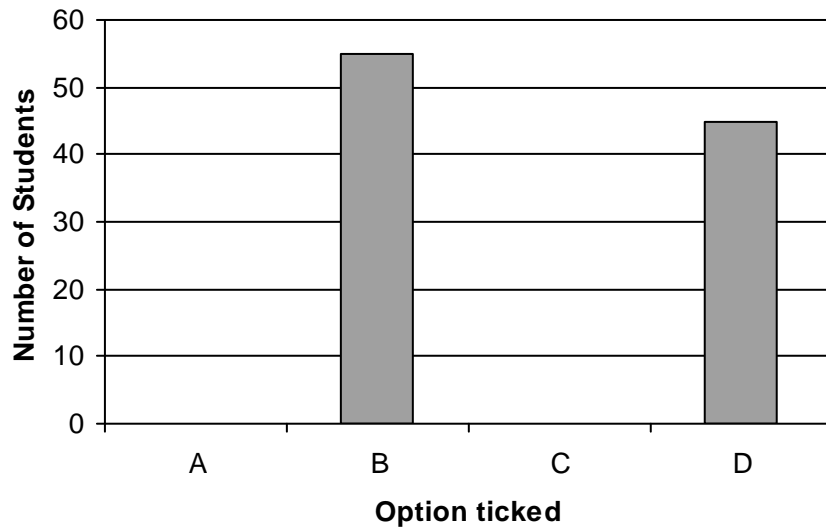
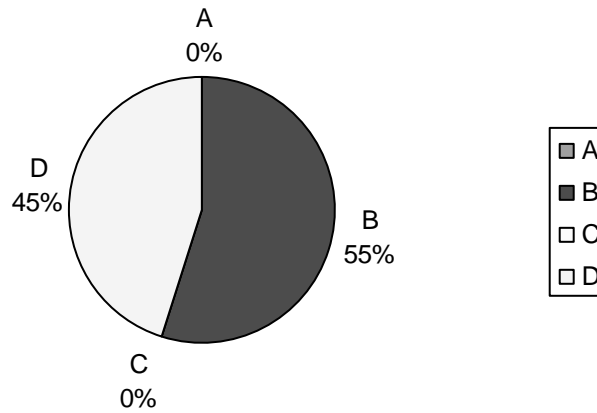
Group 'C': Poor Distractors

Question no: 2, 4, 8, 14, 15,16,17,18, and 19

Question no 2. which of the following has the second syllabus stressed?

A B C D

0 11 0 9
No of Ticked frequency, referring back to table no. 6



Question no 4. Which of the following words has the syllabus structure 'CCVCCC'?

A

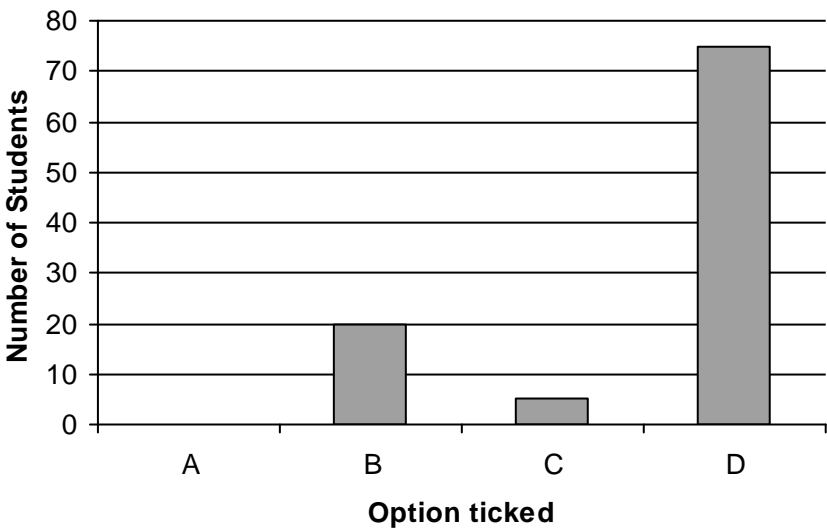
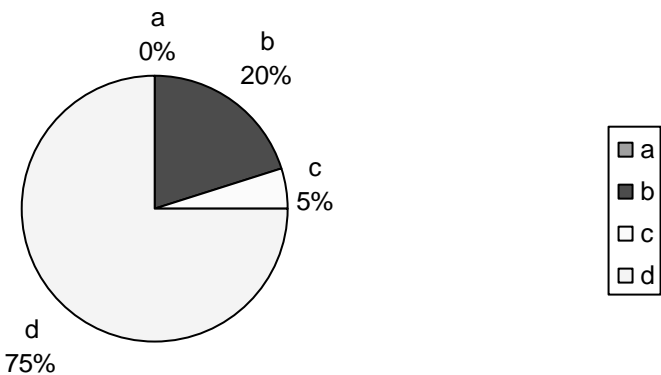
B

C

D

No of Ticked frequency, referring back to table no. 6

0	4	1	15
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Question no 8.Sounds made with a complete closure at some point in the mouth are called

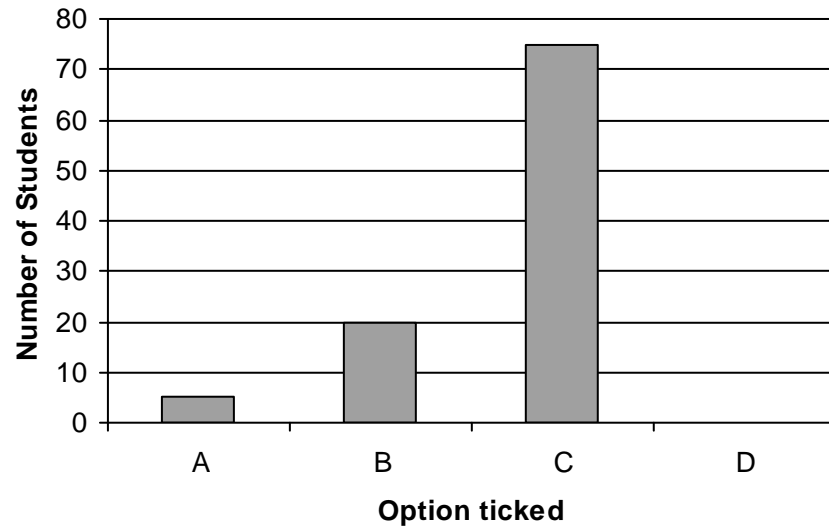
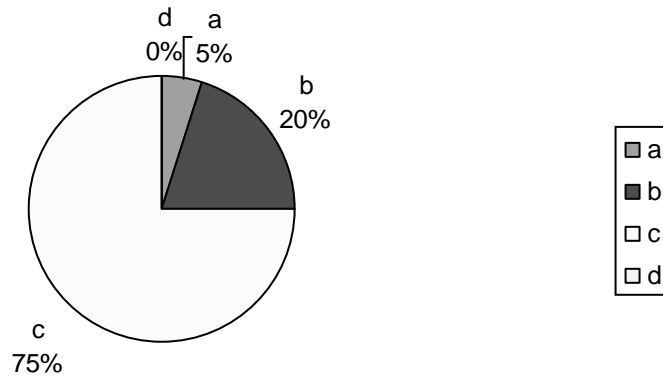
A

B

C

D

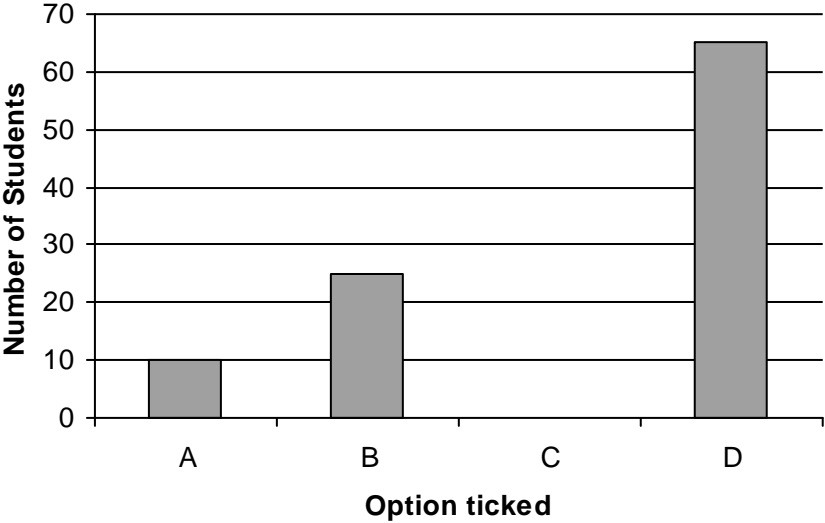
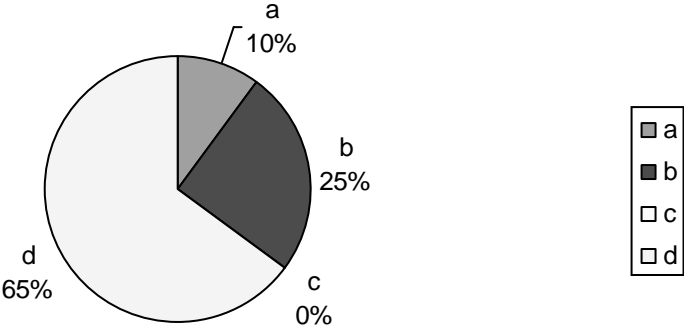
1 4 15 0
 No of Ticked frequency, referring back to table no. 6



Question no 14. Linguistics is not directly concerned with:

- A
- B
- C
- D

↪
2 5 0 13
No of Ticked frequency, referring back to table no. 6



Question no 15. What sound is produced when the back of the tongue makes a firm contact with the soft palate while the letter is raised and the vocal cords are held apart?

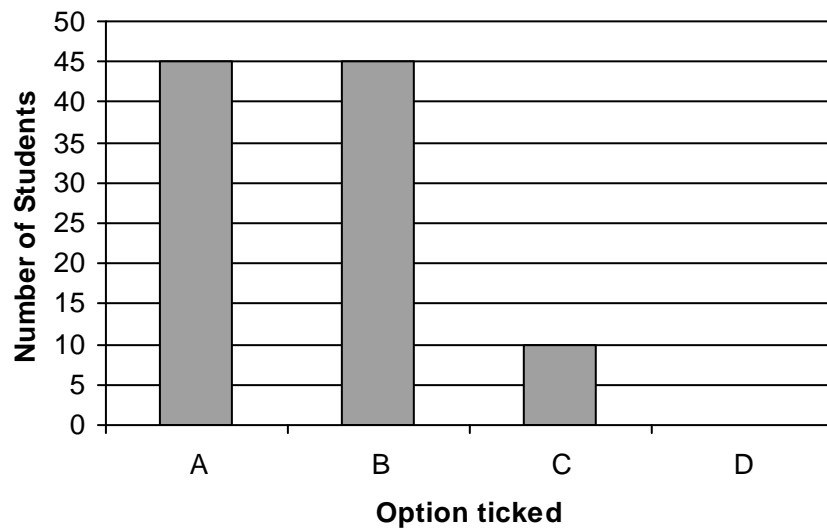
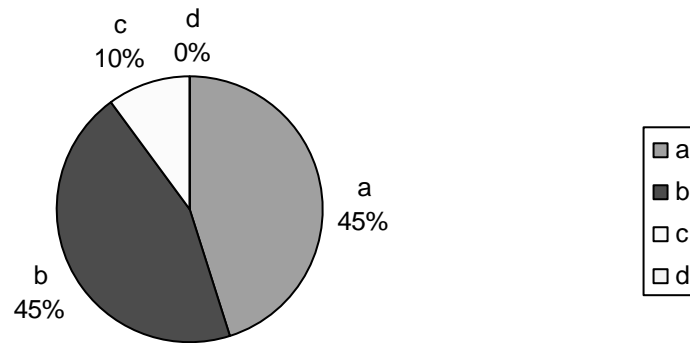
A

B

C

D

9 9 2 0
 No of Ticked frequency, referring back to table no. 6



Question no 16. In which of the following words is the suffix-'s' pronounced as/z/?

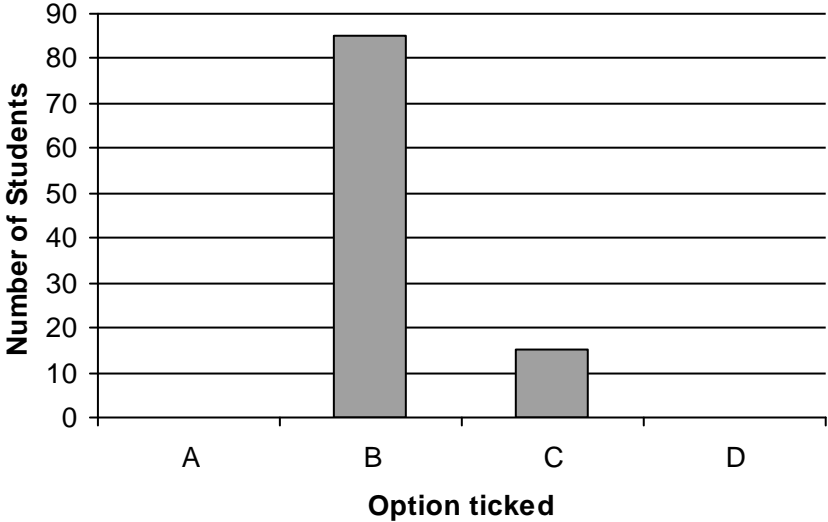
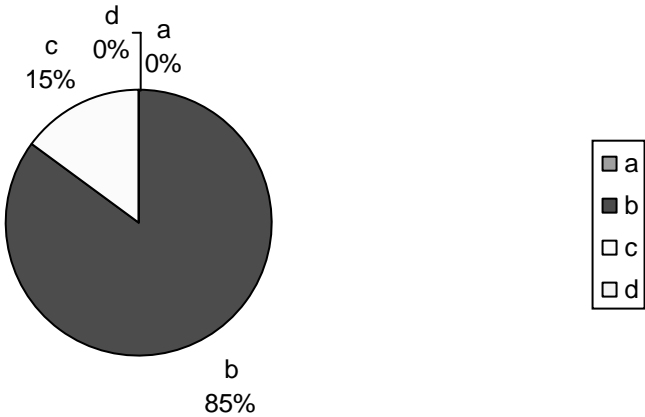
A

B

C

D

No of Ticked frequency, referring back to table no. 6



Question no 17. Which one of the followings is not a branch of linguistics?

A

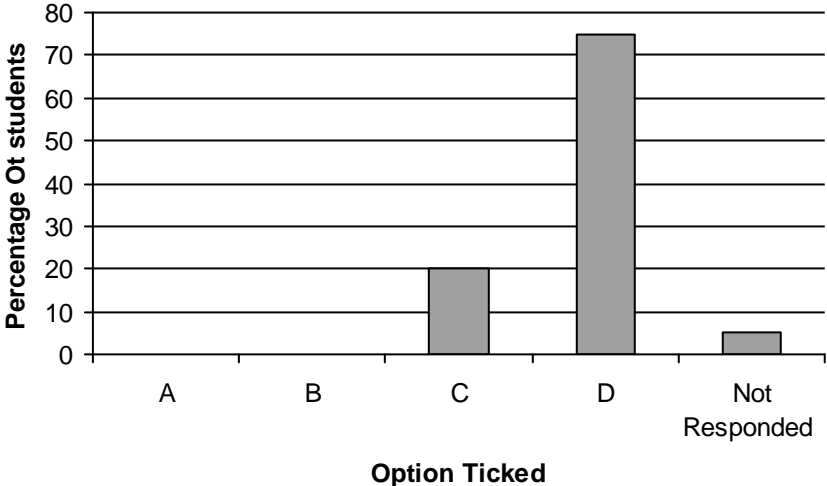
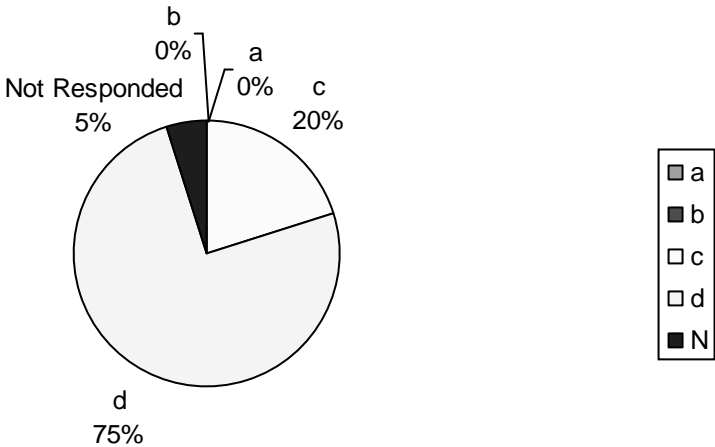
B

C

D

Not Responded

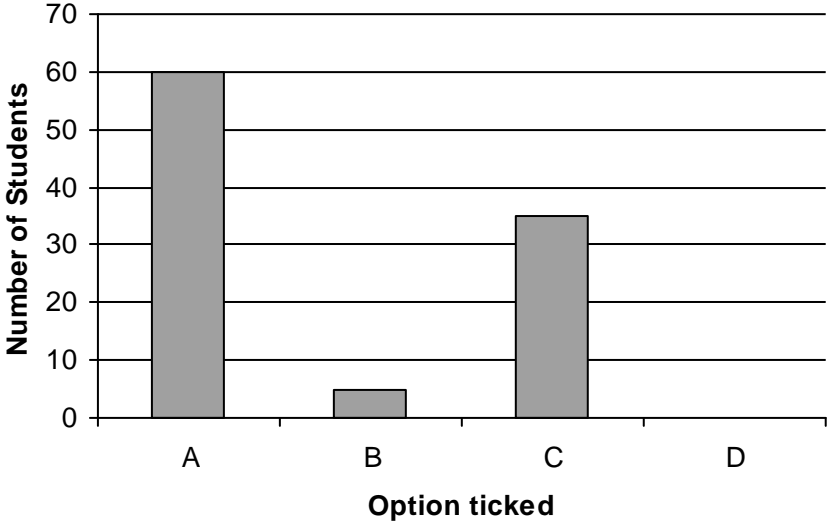
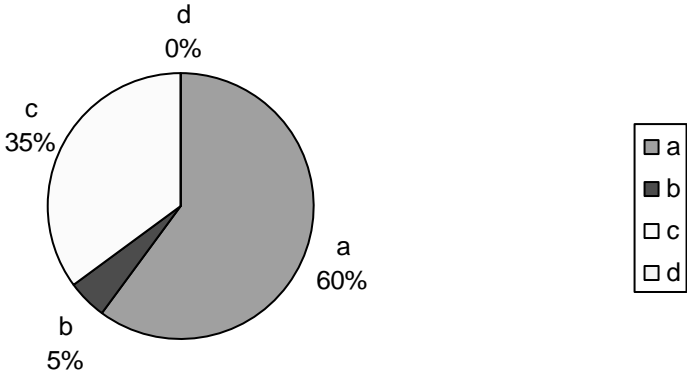
No of Ticked frequency, referring back to table no. 6



Question no 18. Which of the following words contains fricative sound?

- A
- B
- C
- D

12 1 7 0
No of Ticked frequency, referring back to table no. 6

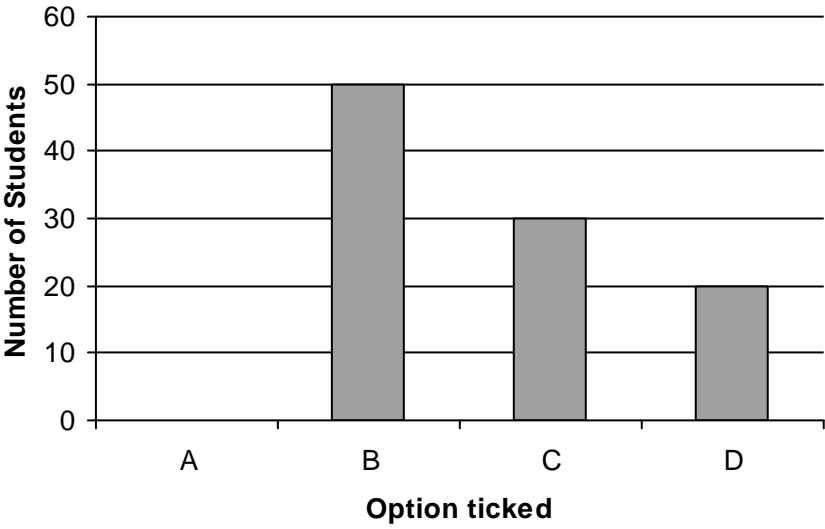
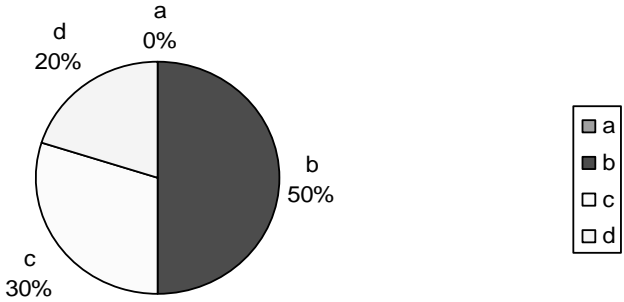


Question no 19. Which of the following pairs has the same vowel sound?

A
B
C
D

0
10
6
4

No of Ticked frequency, referring back to table no. 6



Here, all the above given nine examples or the figures show that the percentage of frequency of the ticked Distractors of Q.2,4,8,14,15,16,17,18 and 19 fall under the poor Distractors because they show that, the range of frequency of the Distractors somewhere are quite higher and somewhere totally null. I.e. zero. We have 45% of questions with poor Distractors here.

Now let's see the negative Distractors

Group 'D': Negative Distractors

Question No: 1

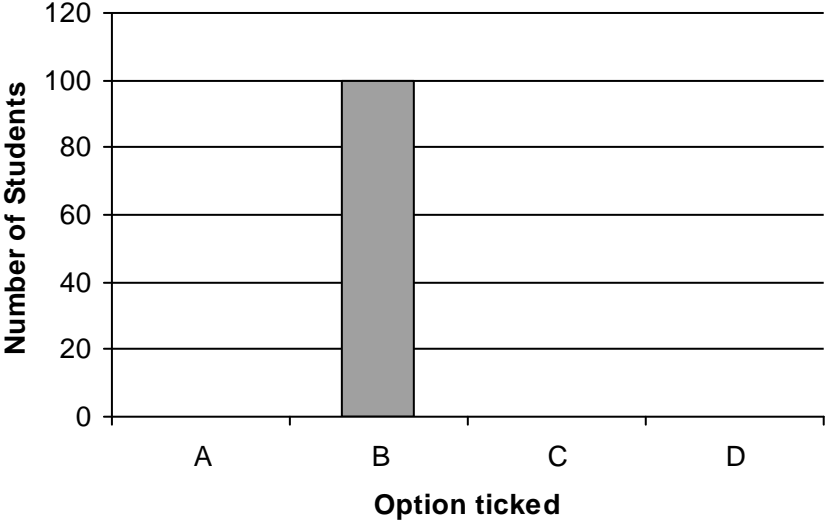
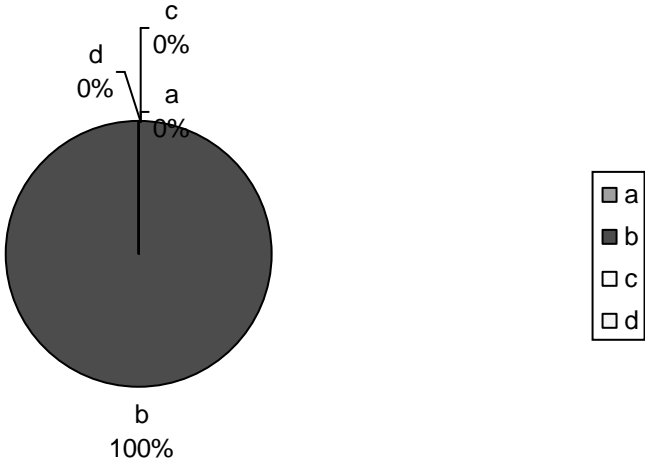
Question no 1. The word 'bye bye' is an example of

- A
- B
- C
- D

0 20 0 0

↖ ↖ ↖ ↖

No of Ticked frequency, referring back to table no. 6

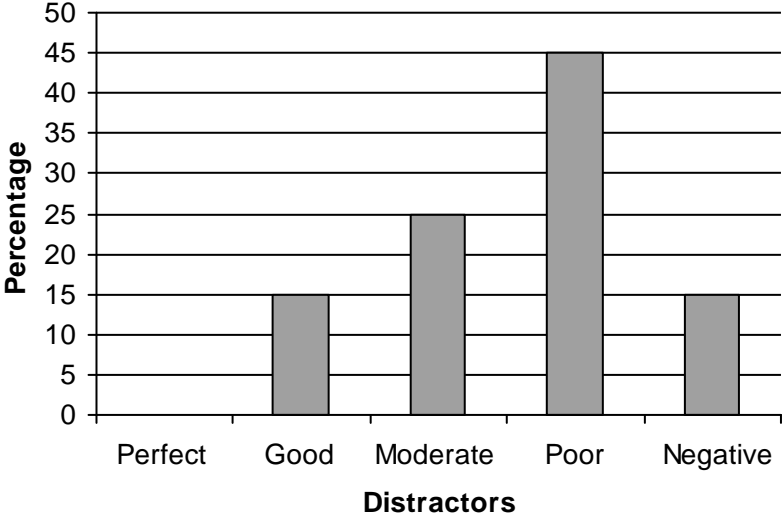
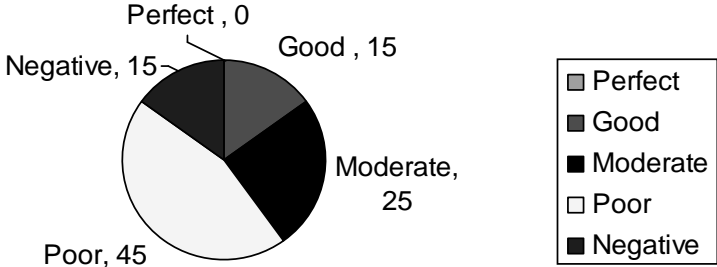


Here, in Q.1 all 20 students have ticked the option 'B' but none of them ticked any other options. So, the Distractors (A, B, C) are not working at all. So, these are the negative Distractors and it covers 5% of total questions.

Now, if we're to present the complete but brief comparative analysis of the power of Distractors of the M.C. objectives items of T.U. and P.U. as a whole, then we find it as:

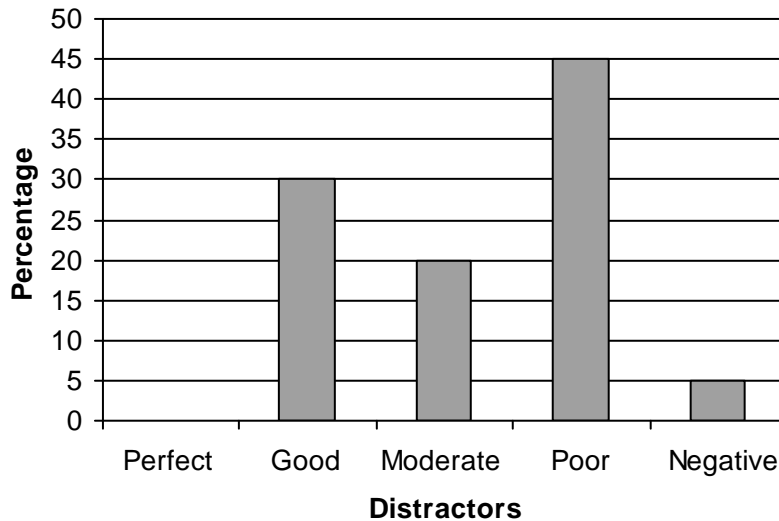
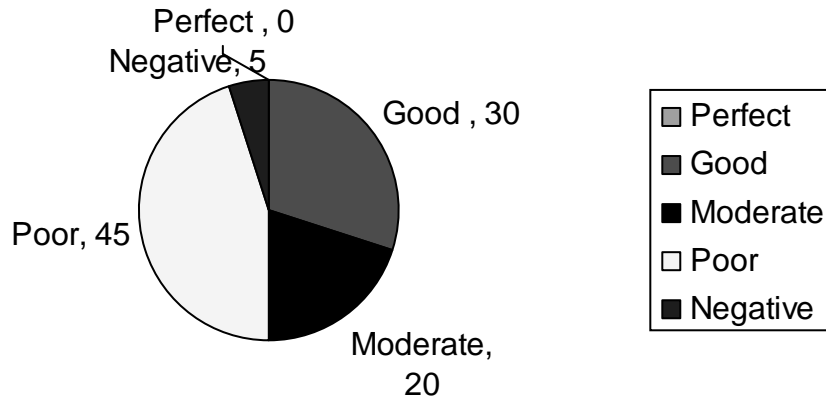
Power of Distractors of T.U questions (M.C objective type)

- Perfect Distractors – 0%
- Good Distractors- 15%
- Moderate Distractors- 25%
- Poor Distractors-45%
- Negative Distractors-15%



Power of Distractors of P.U. questions (M.C Objectives type)

Perfect Distractors – 0%
Good Distractors- 30%
Moderate Distractors- 20%
Poor Distractors-45%
Negative Distractors-5%



Comparatively, no universities set the M.C. objective questions with perfect Distractors since, both of their data represent the null i.e.0% of perfect Distractors and, this indicates the fact that' perfect Distractors are almost impossible. Similarly, the percentage of negative Distractors

here, have a vast difference as P.U. only has 5% of negative Distractors where as T.U.'s percentage of negative Distractors is 15% i.e. 10% more than that of P.U. So, T.U seems to work more to improve in this condition, as revealed by the data. Similarly, the percentage of good distractors maintained by P.U. is remarkable with 30% whereas, T.U. maintains only 15% of good Distractors i.e. totally half of P.U. which indicates P.U. to be performing rather better. Similarly, moderate Distractors maintained by T.U. is rather higher i.e. 25% in comparison to P.U. Since P.U. has limited itself with just 20% of moderate Distractors. Moreover, the percentage of both P.U. and T.U. in regards to poor Distractors is 45%.

Section II

Now, moving to section two, that is, the analysis of data collected through the questionnaire from the COE of both T.U and P.U., the researcher will analyze it in terms of the trends and practices carried out, the efforts made and methods applied to standardize the M.C. objective type test items in terms of distractor analysis. We'll find it as per the controller's response to the questionnaires presented, Purbanchal University (A miniature of Tribhuvan University) the university, certainly is accustomed to producing the multiple choice-objective type of question form the very beginning for the examinations it runs. And it is only the faculty of educations (FOE) of P.U., for which the M.C. type objective type questions are aimed. But, some years back, from the time of its establishment the M.C. type objectives questions were also used for other faculties like commerce etc. and, this trend is no more in practice now in any other faculties, except the faculty of education

And, the questions setter are almost professional and they're not changing, for there's a subject-committee for all the subjects, which is constituted or formed of some 5 or 6 subject professionals or subject experts called-Roster and all the experts take turn to design question and then its final form is prepared. And, so far as the concern in the standardization of such questions is concerned, there's no attempts made by CEO to analyze the weaknesses of M.C. items on the basis of students' performance. They don't observe the performance of the students for the necessary improvement in such question items. Instead, there's a moderation Board/Committee which does the necessary improvement according to its own conscience not any scientific background or basis for the improvement or moderation.

So, Its obvious that, there's no special method or technique in practice to analyze the strength or weakness of the M.c. objective test items. So, in case of M.C. items there's no strategy or nothing in particular to be applied by the COE or the question designers for the improvements of the M.C. item on the part of the distracter analysis. Item on the part of the distracter analysis and the CEO is said to be just in the preparing phase for the required analysis for its improvement.

Comparison

While comparing the trends of Distractors analysis used by T.U. (CEO) and P.U. for the testing point of view is clear that none of the universities exercise the analysis of Distractors (of the M.C. objectives type items) but T.U. serves the M.C. objective for most of the faculties including Education in the university degree levels i.e. bachelors and Masters. But, P.U., though it serves the M.C. objectives type items for most of the faculties in the very beginning but now this practice is confined only on the Education faculty. So, in case of P.U., it is remarkable that the exercise of distracter analysis is limited than that of T.U. and, moreover, P.U. has not that long history than T.U. as P.U. is the newly established one.

Now, talking about the Trends of Distractors analysis of both the universities both T.U. and P.U. do not have any trends of Distracter analysis and not even of item analysis.

But, T.U., in particular has a subject committee comprising of 4 to 7 subject experts and a head and all of them prepare sets of questions for examination out of which the head randomly selects one of them and the necessary moderation is done by the experts in that set and than is finally fixed for the exam. So, there's no question of analyzing Distractors in particular. Moreover, even after the completion of examinations, they don't have any particular program for the necessary improvement or standardization of the M.C. question items in terms of Distractors analysis. So, there's no attempt made and thus no method or process to analyze the Distractors.

Similarly, P.U., on the other hand, too has a subject committee comprising of subject head with 3 to 5 subjects experts. But here they designed questions are moderated by the moderation committee. So, obviously, even here in P.U., there's no particular system to analyze the question in terms of Distractors so as to do the necessary improvements or standardization of the questions. As indicated earlier, it doesn't even carry out item analysis. So, there's no question of any

method or procedure to carry out any effort in particular for the standardization process of the tests of examinations. Instead, like T.U., it only does moderation via moderation board. So, both the universities, no matter whether old or new seem to have no concern or seriousness in carrying out some steps for the standardization of multiple-choice test items.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This study was an attempt to discover the facts about the power of Distractors of the M.C. objective tests practiced by most of the universities and academic institutions for testing. After the intensive study of the power of Distractors of the M.C. objectives type tests on the basis of its performance and the response and information obtained from the COE regarding the process of setting such questions and standardizing or improving them, the researcher has come to derive the following judgments/Findings:

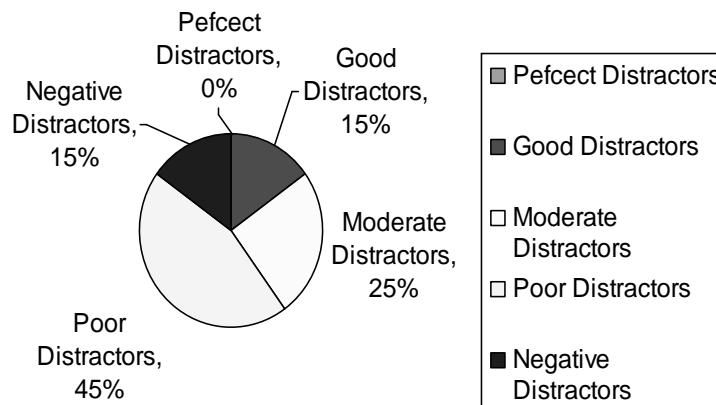
4.1. Specific Findings (University Specific)

4.1.1. Tribhuvan University

Regarding the tests Power of Distractors of the tests the researchers found that:

- None of the M.C objective type test items had perfect Distractors with the proportion of 25% +25% +25% +25%.
- 15% of the M.C. the M.C. objective type test items had good Distractors.
- 25% of the M.C. objective type test items had moderate Distractors.
- 45% of them had poor Distractors i.e. the highest one.
- 15% of them had Negative Distractors.

This is better conculed in a pie chart as:



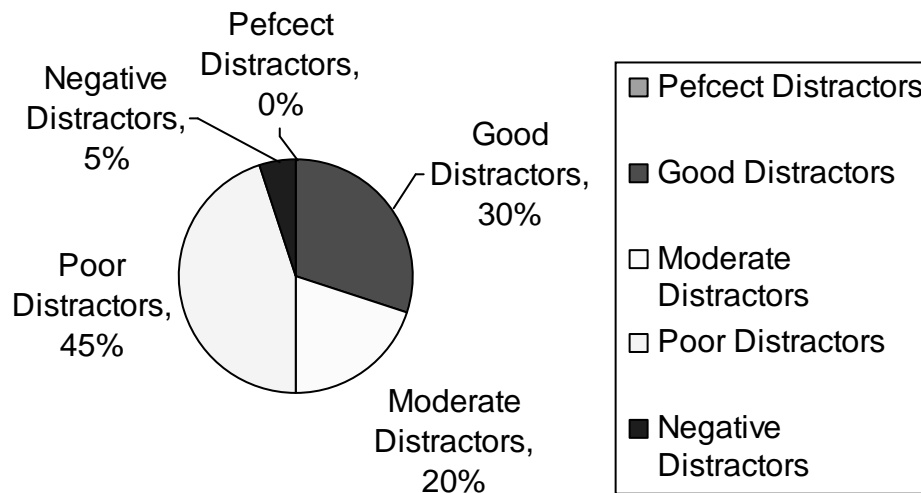
Test Analysis Procedure (COE's):

Similarly, regarding the method adopted by T.U., so as to analyze the power of Distractors of the M.C. type objective test items they set, there's nothing or no method in particular for its analysis, so as to judge and improve the weakness of such test items. Instead only the moderation is done. This shows that, despite being the oldest university and bearing the chances to carry out researches and new findings to adopt some scientific ness for standardization of such tests, it has not adopted or exercised any scientific ness in the questions to meet or obtain standard.

4.1.2. Purbanchal University:

Regarding the power of Distractors of the M.C. type test items of, P.U., the researchers found that:

- None of the M.C. type test items had perfect Distractors, with the proportion of 25%+25%+25%+25%.
- 30% of the M.C. type test items had Good Distractors.
- 20% of the M.C. type test items had Moderate Distractors.
- 45% of them had Poor Distractors which is the highest of all.
- 5% of them had Negative Distractors. This can be better concluded in a pie-chat that follows.



Tests Analysis Procedure (COE's)

Similarly, regarding the method adopted by P.U., so as to analyze the power of Distractors of the M.C. objective type test items they set they don't adopt or had not developed any special method for their analysis, so, as to judge and improve the weakness of such tests. It had not adopted or exercised any scientific ness in the question to obtain standard.

4.2. General Findings:

As the researcher put the first objective to find out the quality of distractor used in the 3 years B. Ed. (English Linguistics) M-C test items of T.U. and P.U. in the previous exams to find out: the power of distractors of each of the M-C objective questions.

The research study showed the result as:

- a. Perfect distractors with proportion of 25% + 25% + 25% + 25% are null in both the universities.
- b. Good distractors with near to the proportion of 25% + 25% + 25% + 25% are 15% in TU and 30% in PU.
- c. Moderate distractors with not in equal proportion but at least able to distract a single student are 25% in TU and 20% in PU.
- d. Poor distractors with only the two or three alternatives are ticked are 45% in both the universities.
- e. Negative distractos with only the single best alternative is ticked and rest are left are 15% in TU and 5% in PU.

These are the testimonies to prove that a single multiple choice objective type test items with perfect distractors with the proportion of 25% + 25% + 25% + 25% unable to design in those two years. While analyzing from the practical point of view it is really difficult to maintain the perfect distractors though it is not the impossible task.

Multiple choice objective type test items with the higher percentage of Good and Moderate distractors can considered standard type but the higher percentage of poor and negative distractors can be ranked to be of low standard. So that the result and decision presented by the scaring of M.C. Choice items with low standard can't be reliable.

Regarding the second objective of the research i.e. to find out the measures implemented by the board of examinations of both the universities to improve M.C. objective test items, it is quite miserable and out of our expectations because both the universities do not adopt any method to standardize such test items. Not only that, they have even not introduced any technique to evaluate the power of distractors. "Here is not any evaluation from our side to

check the power or quality of distractors but if it is done, it goes to the university and subject committee but we don't know about it. I have not listened such project in my period" said Binod Raj Pathak, the Deputy Controller of Examination Board of T.U. Same was the case in P.U.

According to them the M.C. objective type test are of minor importance i.e. just as only a part of the test covering 20% or less than that. So, these all show that, they hardly have the concept of standard distractors of M.C. type objective tests.

Why these all happen in such universities? The researcher put this question to Prof. Dr. Tirth Raj Khaniya, the first and single professor of the discipline 'Language Testing' in Nepal.

According to him: - there is no effort to improve the existing examination in our education system.

-) Regarding the improvement of the exam the scrutiny board does not pay enough attention.
-) While preparing and selecting the distractors for M.C. test, there is no concern about the distractors. If there is no concern then piloting is always far from us. If there is no piloting how can it be evaluated whether it is good or not.
-) No piloting means no experiments and that means no research before and after the examination. This clearly shows that, there is always lack of professionalism. He again emphasized that, those who are in examination board, don't know enough what examination is. How the questions should be prepared and how to launch the exam. A person who did Mastery in banking is appointed in examination board is a question setter.

4.3. Recommendations

On the basis of the findings derived from the study, the researcher had made the following recommendations, basically some for COE and the other of Test Setters.

4.3.1. Recommendations for COEs

It is not wise and reliable enough to judge one's performance on the basis of his/her responses to the M.C. objective test items only which our universities give/construct, since, they hardly manage or undergo any standardization

process or improvement in the Distractors and thus, in the M.C. objective test items. So, there're following recommendations for COE, since COE can do these on its part for the improvements:-

- a. M.C. objective test items should be treated as the important ones since they are of the types, which are used in most of the important exams like MBBS entrance, other entrances, Public Service Commission exam etc; in our context, which decide our future career.
- b. COE should make the necessary attempts to standardize them through the standardization of Distractors.
- c. COE should develop certain format of analyzing the standard of Distractors of M.C. test items which can be rather scientific, flexible and short enough.
- d. Before giving the question for its final administration it should be piloted in a choose group and, then the results should be analyzed using the format and finally, should be given its finalized and standardized form.
- e. and, for Distractors analysis, I here, would like to present the new concept of format as:

Q. No.	Selected Options/ticked frequency				Comments	Decisions
	A	B	C	D		
1.						
2.						
3.						
4.						

Earlier, while analyzing the power of Distractors of M.C. objectives type test items, (refer back to table no 3 and 6) we found it rather time consuming, since, we've analyzed then without any format. But, with the adaptation of this format, we can easily find out the area of improvements, quite exactly. This format not

only helps to find out the performance, standard and power of the Distractors but also helps to point out the comments and then give space for the decision as well. Let's reanalyze them with this format:

Table: 7

Q. No.	Selected Options/ticked frequency				Comments	Decisions
	A	B	C	D		
1.	0	1	18	0	'A' & 'D' Mal functioning	Improved A and D
2.	0	0	0	19	All the Distractors malfunctioning	Change all
3.	18	0	1	0	Option B and D Malfunctioning	Change all
4.	5	4	6	4	Strong Options	

4.3.2. Recommendations for test setters:

- a. It would be injustice to rely on the judgments given by the results of the performance of M.C. objectives test items until they are piloted.
- b. Power of Distractors should be designed or chosen to appropriately to meet the nearest scientifically standard proportions of 25%, +25%, +25%, +25% (in terms of 4 options).
- c. Distractors should be unambiguous, avoiding the use of double negatives.
- d. More powerful pretested Distractors should replace the malfunctioning and weak Distractors.

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APPENDICES

I. Questionnaires for COEs of TU and PU

Answer these questions in written form.

1. Does this controller of examination produce the M.C. objective questions for the examinations?

2. If then, what are the faculties for which M.C. objectives types questions are produced?

3. From how long, this practice (of M.C. type objective questions) is in exercise in the faculty of education?

4. Are the question setters professional to work on this or are always changing?

5. Is there any attempt made by the COE to analyze the weaknesses of the M.C. items on the basis of the students' performance?

6. If then, what processes and methods are used to analyze them?

7. Particularly, what method or technique is in practice to analyze the strength or weakness of the M.C. objective test items?

8. Is the result of the analysis used in improving the test? Provide with some factual examples that the COE has done.

9. What model does the COE apply for the distractor analysis? Present briefly.

II. Questions for students of TU and PU (M.Ed 1st year Majoring in English)

EDUCATION / 3 Years B. Ed. / English 1st Year (Eng.301)

Fundamental of Language and Linguistics

Time: 20 mins.

Full Marks: 20

[Group-A: Objective Types Questions]

TU

Exam Roll no :

Tick () the Best answer.

[20 x1= 20]

1. Linguistic is defined as the scientific study of language because
 - a. the content of science is incorporated in it
 - b. it is one of the branches of science
 - c. it emphasizes on the scientific process of analysis
 - d. science is the centre of all types of knowledge

2. Which of the following characteristics of human language emphasizes on the fact that language is handed over to an individual by his/her community?
 - a. Displacement
 - b. Patterning
 - c. Creativity
 - d. Cultural transmission

3. Substance of language refers to the
 - a. individual sound units and letters
 - b. individual punctuation marks
 - c. individual phrases and clauses
 - d. individual sentences

4. Which of the following branches of linguistics is concerned with the interdisciplinary areas like psycholinguistics and socio-linguistics?
 - a. macro-linguistics
 - b. historical linguistics
 - c. descriptive linguistics
 - d. diachronic linguistics

5. Why should the students of linguistics have to study different dichotomies?
 - a. To select any one of the two opposites
 - b. To be familiar with all of them
 - c. To widen the insight into the nature of language and linguistics
 - d. To be able to memorize all the dichotomies in this discipline

6. Which is the active articulator in the production of sound /n/?
 - a. Tip of the tongue
 - b. Blade of the tongue
 - c. Hard plate
 - d. Alveolar ridge

7. In the word 'unify' the morphemes
- | | |
|----------------|-----------------|
| a. free, free | b. bound, free |
| c. free, bound | d. bound, bound |
8. What are the main grammatical functions in a sentence structure?
- Noun phrase, verb phrase, adjective, adverb
 - Subject, predictor, object, complement
 - Gender, case, number, mood
 - Passive, interrogative, negative
9. Tense and aspect are recognized as
- grammatical units
 - grammatical transformation
 - grammatical categories
 - grammatical operations
10. When Nepali learners write past forms of the verb put as '**putted**' the error is committed due to
- | | |
|-------------------------------|--------------------------|
| a. over-generalization | b. hypercorrection |
| c. mother tongue interference | d. incomplete competence |
11. Which of the following is also called historical linguistics?
- | | |
|-------------------------|---------------------------|
| a. Describe linguistics | b. Synchronic linguistics |
| c. Micro- linguistics | d. Diachronic linguistics |
12. Which of the following statements is not true?
- Language is a skilled habitual behavior
 - Language is a system of voluntary, vowel sounds
 - Some languages are inherently more difficult than others
 - Language and cultures are closely related
13. Which of the following means of communication is closest to language?
- Communication through touch signals
 - Communication through visual signals
 - Communication through vocal signals
 - Communication through sound signals
14. The sentence '**Boys eat apples**' has
- | | |
|--------------------|-----------------------|
| a. three morphemes | b. five morphemes |
| c. two morphemes | d. thirteen morphemes |

15. A speech sound produced with friction is called
- a. lateral
 - b. nasal
 - c. stop
 - d. fricative
16. The level at which linguists accounts for the structure of the sentence is
- a. syntax
 - b. semantics
 - c. pragmatics
 - d. morphology
17. The three-term description of the initial sound of the word '**sure**' is a
- a. voiceless palato-alveolar fricative
 - b. voiced alveolar fricative
 - c. voiced palato-alveolar fricative
 - d. voiceless alveolar fricative
18. The word '**UNICEF**' is an example of word formed by
- a. derivation
 - b. reduplication
 - c. acronymy
 - d. coinage
19. Which of the following words does the primary stress fall on the first syllable?
- a. visibility
 - b. necessary
 - c. entertain
 - d. police
20. Linguistics does not provide
- a. description of language
 - b. prediction of difficult areas in second language learning
 - c. insight into the working of language
 - d. language teaching methods

**EDUCATION / 3 Years B. Ed. / 1st Year / Major English / Paper-I
General and English Linguistics-I**

Time: 20 mins.

Full Marks: 20

**[Group-A: Objective Types Questions]
PU**

Exam Roll no:

Tick(✓) the Best answer.

[20 ×1= 20]

- 1) The word '**bye-bye**' is an example of
 - a. compounding
 - b. reduplication
 - c. derivation
 - d. modification

- 2) Which of the following has the second syllable stressed?
 - a. canny
 - b. canonical
 - c. canon
 - d. canonize

- 3) '**Apex**' is the
 - a. front of the tongue
 - b. back of the tongue
 - c. tip of the tongue
 - d. blade of the tongue

- 4) Which of the following words has the syllable structure '**ccvccc**'?
 - a. ramps
 - b. sixths
 - c. plate
 - d. crafts

- 5) Linguistics is not directly concerned with
 - a. analysis of languages
 - b. historical development of language
 - c. description of languages
 - d. pedagogical aspects of languages

- 6) The sentence '**We must not overstate the restrictions within a sentence**' consists of
 - a. 13 morphemes
 - b. 14 morphemes
 - c. 12 morphemes
 - d. 11 morphemes

- 7) Which of the following words is the past tense ending pronounced differently from that of the rest?
 - a. slammed
 - b. mailed
 - c. jumped
 - d. moved

- 8) Sounds made with a complete closure at some point in the mouth are called
 - a. fricatives
 - b. laterals
 - c. plosives
 - d. semi-vowels

- 9) Which one of the following pairs has the same pronunciation?
a. hare and here b. sale and sell
c. hair and hear d. one and won
- 10) In the word 'work' the vowel sound is a
a. back vowel b. front vowel
c. central vowel d. rounded vowel
- 11) Language is _____
a. instinctive b. semantics
c. pragmatics d. morphology
- 12) By grammatical function, we mean _____
a. noun, verb, adjective, adverb b. morpheme, word, phrase, sentence
c. subject, object, complement, adjunct d. gender, number, person, case
- 13) The major application of linguistic research today is in the field of _____
a. Speech therapy
b. Computer analysis
c. Communication engineering
d. teaching foreign Language
- 14) Linguistics is not directly concerned with _____
a. analysis of language
b. description of language
c. historical development of language
d. pedagogical aspect of language
- 15) What sound is produced when the back of the tongue makes a firm contact with the soft palate while the latter is raised and the vocal cords are held apart?
a. a voiceless velar stop b. a voiced velar stop
c. a voiceless velar fricative d. a voiced velar nasal
- 16) In which of the following word is the suffix-'s' pronounced as /z/ ?
a. cat b. girls
c. houses d. books
- 17) Which one of the following is not a branch of linguistics?
a. psycholinguistics b. sociolinguistics
c. stylistics d. genetics
- 18) Which of the following words contains a fricative sound?
a. truth b. yield
c. watch d. king

19) Which of the following pairs has the same vowel sound?

a. pair, tea

b. hut, nut

c. sit, seat

d. salt, mark

20) In which word 'mark' the vowel sound is a _____

a. back vowel

b. front vowel

c. central vowel

d. rounded vowel

III. Answer Sheets Given by COEs of TU and PU

IV. Answer Sheets of students of TU and PU