

TESTING THE TEST INVESTIGATING THE
CONTENT VALIDITY OF LANGUAGE TESTING TEST
AT
M. ED. LEVEL

A Thesis Submitted to the Department of English
Education University Campus, Kirtipur
In Partial Fulfillment for Master's Degree in Education
(Specialization in English Education)

By

Him Lal Timsina

Faculty of Education
Tribhuvan, University
Kirtipur, Kathmandu, Nepal

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This is to certify that **Mr. Him Lal Timsina** has worked and completed his M. Ed dissertation entitled “**Testing the Test Investigating the Content Validity of Language Testing Test at M. Ed. Level**” under my guidance and supervision.

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DEDICATION

**To my parents who devoted their entire life to
make me what I am today.**

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Him Lal Timsina

ABSTRACT

This thesis entitled **“Testing the Test Investing the Content Validity of Language Testing Test at M. Ed. Level”** attempts to determine whether the language testing exam paper has content validity or not. The main objective of this research study was to examine the content validity of language testing exam paper at M. Ed. Level for this purpose the researcher has analyzed 5 years question papers from 2058 to 2062 B. S. of the language testing papers. He has used only secondary sources of data. The researcher has used two methodologies: ‘Coverage’ and ‘Weighting’. Test contents were compared with course contents in terms of coverage and weightage.

The major finding of this research interms of coverage/representativeness principle, the language testing tests have low content validity. It is because out of 95 language items in totality of the course, the test items have represented 42 language items i.e. 44.21 percent during 5 years (2058-2062). On the other hand, according to the weighting principle, the language testing tests have low content validity. It is because there was not following any norm or tendency in the distribution of marks in the test papers what it was given in the weighting schedule of the syllabus.

This study is divided into four main chapters. The first chapter deals with the introduction which consists of general background, language testing, the theory of foreign language testing, qualities of good tests, introduction to major English at M. Ed. Level, the syllabus of Language Testing at M. Ed. Second year it also includes the review of the related literature, objective of the study, significance of the study.

Chapter two deals with the methodology which consists of sources of data, tools for data collection, process of data collection, and limitation of the study. The researcher has made use of only secondary sources of data.

Chapter three deals with the analysis and interpretation of the data. The data have been analyzed and interpreted in terms of coverage and weighting to find out the content validity of the tests.

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

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ABBREVIATION

A. D.	Anno Domini
B. Ed.	Bachelor in Education
B. S.	Bikram Sambat
CDC	Curriculum Development Center
et. al.	and other people (Latin et alii/alia)
etc.	and the rest (for Latin, etcetra)
i.e.	that is (for Latin, id-est)
L	Long Question
M. Ed.	Master in Education
NELTA	Nepal English Language Teacher's Association
No./no	Numbers
S	Short Question
S. L. C.	School Leaving Certificate
S. L.	Subjective Long Question
S. S.	Subjective Short Question
T. U.	Tribhuvan University
Vol.	Volume
Vs.	Versus