

CHAPTER- ONE

INTRODUCTION

1.1 General Background

Language, the species-specific property of homoloquens, (Sapir, 1921) has been used since antiquity in the human society. Though it is difficult to trace back the origin of language, it is assumed that the development of language is as old as human race (Yule,1985:1) Various scholars have tried to define language from one angle or the other but none of the definitions is complete in itself. However, various definitions provided by various scholars share some common characteristics. Language can be viewed as the voluntarily vocal system of human communication. It is a man made system and has rendered human beings superior to the other living creatures. It is meant to transmit and share our ideas thoughts, feelings, etc. However, there are other means of communication as well viz. olfactory, gustatory, tactile system of communication etc. In the past language was viewed as a set of rules and language teaching was considered as the teaching of those sets rules. Before the development of modern linguistics, students were given the rules of foreign language. Grammar translation method was used everywhere in the field of language teaching (Richards and Rodgers, 1986:2)

After the publication of the influential book of Ferdinand de Saussure (1916) on Linguistics, the view of language changed in the arena of Linguistics. Speech was given primacy over the traditional concept of written form of language as superior (Harris, 1969:9). The change of the view of language also brought about change in language teaching. As a result, Direct Method came into existence. The views put

forward by de Saussure were developed by Bloomfield. The heyday of structuralism brought into existence of contrastive analysis and audiolingualism in teaching. In 1957, Chomsky published his seminal book 'Syntactic Structure', which was a revolutionary, work in the field of Linguistics. In this book, he defined language as a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements (1957:13). This brought about a drastic change in the view of language and in the field of language teaching. Chomsky demonstrated that the current standard structural theories of language were incapable of accounting for the fundamental characteristics of language the creativity and uniqueness of sentences (Richards and Rodgers, 1986:64)

The sociolinguist like Hymes, Gumpertz, Labov etc saw language as a social phenomenon. When Hymes defined communicative competence, the emphasis was shifted to functional language teaching and communicative language teaching, though Hymes (Sthapit, 1988) coined the term communicative competence. It was elaborated and divided into three components: Grammatical, Sociolinguistic and strategic competencies by Canale and Swain (1980) and into four components: Linguistic, Sociolinguistic, discourse and strategic competencies by Canale (1983). In this classification, Sthapit (1988) pointed out a number of serious flaws and defined communicative competence having the following three components:

(i) **Extended Linguistic Competence:**

This extended linguistic competence is extended from linguistic competence in two dimensions: vertical and horizontal. Vertically, it is extended up to supra sentential levels, & horizontally, it is extended up to functional or communicative field.

(ii) **Extra – Linguistic Competence:**

Extra –linguistic competence covers five senses of hearing, seeing, smelling, tasting and feeling. These are also the main components of communication. These components of communication should also be taught if our main goal of language teaching is to achieve communicative competence.

(iii) **Pragmatic Competence:**

This is an ability to interpret language property and it is ability to use appropriately in a given context of situation. It also covers common sense of the speaker. This change of the view of language brought about change in language teaching as well. As a result, communicative approach came in to existence.

1.2 Language and its Types

Testing is the part of teaching. When we conduct teaching activities, testing is inevitable for we have to assess the achievement of the students as well as the effectiveness of the programme itself. The test results become inputs for improving teaching. Therefore, there is interdependence of teaching and testing. Language tests are important in language teaching activities. They are conducted for finding out the performance of the students for the purpose of comparison and selection. They are equally important for the teachers' effectiveness. They are also helpful to find out difficulties of the students. Tests also provide teachers with insights into evaluation of the effectiveness of the syllabus, methods and materials. In addition to all these, good tests can become motivating devices. Therefore, testing should be a part of teaching.

As the view of language changed the methods of language, teaching and testing were changed. Language testing, in the past was considered as a separate entity from teaching. However, both testing and

teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with each other (Heaton, 1975:1). Testing requires an exploitation of the theory of language, of language use and of language learning and in this way affects the teaching approach (Anderson, 1981 in Van Els et al. 1984:330). Tests may be constructed primarily as devices to reinforce learning and to motivate the students. In this case, the test is geared to the teaching that has taken place. Similarly, the relationship between teachings and testing was brought to focus by Harrison (1991:1) into a view that far from being divorced from each other, testing and teaching are closely interrelated. We can realize the importance of testing through the given statement, as “teaching without testing is like painting in bad light”. (Mc Graph: 1996:60). A good test not only measures the students’ performances but also provides an opportunity to show their ability to perform certain tasks in the language.

At present, many types of tests are being used as a means of educational measurement. According to Harrison (1983) from the marking point of view, all tests fall into one of two categories either objective or subjective. The objective test has only one correct answer, but the subjective test may result in a range of possible answers, some of which are more acceptable than others. It is not really the tests which are objectives or subjective, but the systems by which they are marked. Thus, objective marking is possible with multiple choice and true false items, but subjective through short / long question answer, essays etc.

a. Subjective Tests

A test, which is scored according to the personal judgment of the marker such as an essay examination, is subjective test. So scoring varies from one examiner to the other. These types of tests are short / long

question answers, essays, letters etc. The merits of these types of questions are easy to construct, useful to check the creativity and communication, wide range of freedom etc. However, they are difficult to score, less reliable and cannot cover the whole course.

b. Objective Tests

In objective tests a testee will score, the same mark no matter which examiner marks his / her paper. These tests have only one correct answer and they can be scored mechanically so with subjectivity. The merits of this type of questions are easy to mark, greater reliability and the whole course coverage. However, it is difficult to construct, and it cannot test creativity and guessing may happen.

Different kinds of objectives tests are:

- i. Fill in the blanks / gap items
- ii. True / False items
- iii. Multiple –choice item
- iv. Matching items

In the English for Mass Media exam at Bachelor in Education (B. Ed) level, both subjective and objective tests are considered important. The weightage of the subjective test is 68 marks. Eight short questions are asked carrying six marks for each question. Some optional questions are also asked in the form of short answer questions. In addition, two long answer questions carrying 10 marks each is asked in the examination. There is also a provision of asking one optional long answer question. The weightage of the objective test is 12 marks. Only multiple – choice items are administered for this purpose in the examination. 12 objective questions carrying 12 marks (i.e. 1 mark for each question) are asked in the objective test.

It is hoped that 12 objective questions, 8 subjective short answer questions and 2 subjective long answer questions can represent the whole course as well as their weighting suit according to its contents in English for Mass Media question papers. However, the researcher was curious to find out whether the question papers represented the whole course or not, and whether the weighting of the given questions were proportional to the weighting of the course contents or not. Did they measure what they were supposed to measure or not? In order to get answer to the questions answer, the researcher carried out this research work.

1.3 Introduction to Major English at B.ED. Level

The National Education Commission (NEC, 1992) of Nepal recommended phasing out of Proficiency Certificate Level programmed by adopting the Higher Secondary Level and three years Bachelor's (10+2+3) programme. In conformity with the recommendations and in view of the trends and practices taking place at different universities in other SAARC countries, Tribhuvan University (T.U.) introduced a three years Bachelor's Programme from the year 1996 in all faculties and institutes. The major objectives of the three years Bachelor's in Education (B.Ed) programme are:

- To provide professionally qualified teachers for the secondary school of Nepal.
- To prepare professionally trained and qualified manpower in the field of education, management and supervision .
- To ensure optimum quality of the programmes so that they come up to the standards prevailing in other SAARC countries.
- To provide appropriate knowledge, skills and attitudes in the area of specialization.

To achieve the above-mentioned objectives, T.U. introduced the new curriculum in the academic year 1996 for 3 years' B.Ed level. In B. Ed. Level there are altogether nine specialization subjects and English language Education / Major English is one of them.

1.3.1 Course Structure of the Major English in B.Ed.

There are altogether eight papers, each paper carries 100 marks and is divided in to two major groups. Group A for specialization and it carries six papers; and group B for Elective and it carries two papers. In elective group there are many papers offered as prescribed by the concerned Subject Committee in the campuses for teaching learning processes. The following tables present us a clear view of the two groups:

Table No. 1
Specialization

S. N.	Course Title No.	Subjects	Marks
1	Eng. Ed. 301	Fundamentals of Language and Linguistics	100
2	Eng. Ed. 302	English Sound and Structure	100
3	Eng. Ed.303	Communicative English	100
4	Eng. Ed.305	Writing Skills in English	100
5	Eng. Ed.390	ELT Theories and Methods	100
6	Eng. Ed.391	ELT Materials and Practices	100

Table No. 2

Electives

S.N.	Course Title No.	Subjects	Marks
1	Eng. Ed. 311	English for Mass Media	100
2	Eng. Ed. 313	Fundamentals of Language and Linguistics	100
3	Eng. Ed. 314	Writing Skills	100
4	Eng. Ed. 315	English for Business	100
5	Eng. Ed. 316	English for Science and Technology	100
6	Eng. Ed. 392	Teaching English Literature	100
7	Eng. Ed. 393	English Language Teaching Methods	100

Source: CDC,T.U.

From the above data and description, we come to know that at B.Ed. first year two specialization papers: Eng. Ed. 301(Fundamentals of language and linguistics) and Eng. Ed. 302 (English Sounds and Structures) are offered. In second year, 3 papers from the specialization group, Eng. Ed. 303 (Communicative English), Eng. Ed. 390 (ELT Theories and Methods), and Eng. Ed. 391 (ELT Materials and Practices) are offered. Similarly, in the third year, one paper from specialization group, Eng. Ed.305 (Writing Skills in English) and any two papers from the elective groups are offered.

Generally, in our testing system, written, oral and practical examinations are administered according to the nature of the course. In B. Ed. 3rd year written and oral tests are administered for 'English for Mass Media' to measure the students' understanding. The full marks of this subject is 100 and 35 is its pass marks. Subjective (short and long answer questions) objective (multiple – choice) questions and oral questions are administered in the test. 12 objective questions carrying 12 marks are

asked in the objective test. Similarly, in the case of subjective questions 8 short answer questions are asked carrying 6 marks each. In addition, 2 long answer questions carrying 10 marks each. It is hope that 12 objective questions, 8 subjective short answer questions and 2 subjective long answer questions can represent the whole course as well as their weighting suits according to its contents. 20 marks for (Interview) oral test. The researcher studied only subjective and objective questions papers not practical test for present purpose.

1.3.2 The Syllabus of English for Mass Media at B. Ed. 3rd Year

This course comprises six units altogether. The first four units are related to introduction to the mass media, print media, electronic media and introduction to journalism. The second two units are related to interviewing, advertising, and translation.

To study these six units the evaluation scheme provides guidelines that the first four units cover fifty percent of course and the second two units cover fifty percent of the course. To divide the marks proportionately the first four units (I, II, III &IV) cover 40 marks of the course and the second two units (V&VI) cover 40 marks as well. The interest of the researcher is just to see the written test not the practical one. Therefore, the coverage of the research is the written exam of this paper. This paper includes three types of questions, short answer type, long answer type and objective type questions. Thus, it covers 12 objective types of questions, 8 short answer type questions and 2 long answer type questions.

To divide the number of questions to different units, one unit should cover at least 2 objective questions and one short question. In this regard, the first four units should cover one long question and the last two units should cover another long question. The unit four and the unit five

cover two short questions because these two units deal with many more topics.

General Objective of the Course

The course is designed with a view to familiarizing the students with different types of mass media and their general features with special emphasis on the language used in these media. The course also aims in developing performance skills in various aspects of English for Mass Media.

Specific Objectives of the Course

On the completion of this course, the students will be acquainted with:

-) The general features of different types of mass media.
-) The specific type of language used in various kinds of media
-) The principles and art of interviewing and advertising
-) The concept and techniques of translation
-) In addition, they will be able to perform the following activities:
 -) Composes and edit news
 -) Read news
 -) Design and compose various advertisements/commercials
 -) Design and construct banners, posters, signboards brochures and pamphlets
 -) Translate from English to Nepali and vice versa
 -) Deliver speeches
 -) Make live commentaries

The contents of this paper can be divided into six units as follows:

Unit I: Introduction to Mass Media

Unit II: Introduction to Print Media

Unit III: Introduction to Electronic and other Media

Unit IV: Introduction to Journalism

Unit V: Interviewing and Advertising

Unit VI: Translation

This paper carries 100 full marks 35 is its pass marks. There are two types of exam system i.e. written exam and practical exam. Here, researcher researches only written examination that carries 80 full marks and 28 is its pass marks.

Table No. 3

Unit Wise Weighting and Time Allotment of this paper will be as follows:

Unit	Marks	Time %
I. Introduction to Mass Media	10	10
II. Print Media	10	10
III. Electronic and Other Media	10	10
IV. Introduction to Journalism	10	10
V. Interviewing and advertising	20	20
VI. Translation	20	20

1.4 Types of Test

On the basis of purpose tests serve various functions. Therefore, there are various types of tests, which are mentioned below.

1.4.1 Achievement Test

Achievement tests are formal tests, which are intended to measure the mastery of a particular syllabus. These tests are based on what the students are presumed to have learnt. Achievement tests are directly related to language courses, their purpose being to establish how successful individual students, groups of students or the courses themselves have been in achieving objectives (Hughes, 1989:10). A good achievement test should reflect the particular approach to learning and teaching that has previously been adopted (Heaton, 1975:172). The content of a final achievement test should be based directly on a detailed course syllabus or on the books and other materials used. Similarly, the content of test can be explicit about objectives. It will provide more accurate information about individual and group achievement, and it is likely to promote a more beneficial backwash effect on teaching. It makes possible to show just how far students have achieved those objectives.

1.4.2 Placement Test

A placement test is designed to sort new students in to teaching groups, so that they can start a course at approximately the same level as the other students in the class (Harrison, 1991:4). These tests are mainly used for putting the students in appropriate class according to their present ability. These tests try to distinguish degrees of proficiency so that examinee may be assigned to specific sections or activities based on their current level of competence (Harris, 1969:3). These tests are mainly used for putting the student in appropriate class according to their present ability.

1.4.3 Diagnostic Test

Diagnostic tests are used for finding out what the students know from taught courses and what they do not know. These are used to determine the strength and weakness of the students to determine the further remedial teaching. A diagnostic test checks on students' progress in learning particular elements of the course (Harrison, 1991:6). Sometimes, class progress test takes the form of diagnostic test. Generally, these tests are directed mainly to the point of difficulties.

1.4.4 Proficiency Test

Proficiency tests aim to assess the students' ability to apply in actual situations what they have learnt. Proficiency test is concerned with measuring not general attainment but specific skills in the light of the language demands made later on the study by a future course of study or job (Heaton, 1975:173). These tests are future need - oriented in the sense that the students are selected for some future course of action based on the result of proficiency test. The entrance tests are the proficiency test.

1.4.5 Aptitude / Prognostic Test

Aptitude involves intelligence, motivation, memory, psychological sensitivity and sensitivity to grammatical patterning (Khaniya, 2005:82). It predicts the students' probable strength and weakness in learning a foreign language. A language aptitude test is designed to measure the students' probable performance in a foreign language, which he or she has not started to learn (Heaton, 1975:173). Prognostic tests are those that test the learning potentialities of the students. It is defined as a measuring instrument to find out "the extent to which an individual possesses specific learning abilities" (Davies, et al 1999, in Shania, (2005).

1.4.6 Basic Characteristics of a Test

Any test, to be good test should have some common characteristics. Although the characteristics of a test differ from author to author, some common characteristics of good tests are mentioned below. These characteristics should be taken into consideration while writing a test otherwise it becomes "...just as it is impossible to play chess without knowing how a knight moves across the board, so it is pointless to write tests without a basic understanding of the principles behind them" (Harrison, 1991: 10). Here, the researcher's concern is validity. Therefore, validity is dealt with greater emphasis.

(I) Reliability:

"The reliability of a test is consistency" (Harrison, 1991: 10). It is "the extend to which a test is internally consistent and consistent over time" (Van Els et al. (1984:317). A test is unreliable if it provides very different results when administered to two different groups of equal ability. It is a necessary characteristic of any good test: for it to be valid at all, a test must first be reliable as a measuring instrument (Heaton, 1975: 162). It is the stability of test (Harris, 1964: 14). It is the first essential for any test: but kinds of language test may be very difficult to achieve (Davies in Weir, 1990: 32). No results are reliable unless they are stable. Validity is limited by reliability; no test or examination can be any more valid than it is reliable (Ingram, 1974). Three aspects of reliability are usually taken into account. The first concerns the consistency of scoring among different markers. The second concerns with the internal consistency of the sub-test, and the third concerns with the parallel forms of the test (Weir, 19990: 32)

(II) Validity

“The validity of a test is the extend to which it measures what it is supposed to measure and nothing else” (Heaton, 1975:159). If a test is found to be based upon a sound analysis of the skill or skills we wish to measure, and if there is sufficient evidence than test scores correlate fairly highly with actual ability in the skills area being tested, then we may feel reasonably safe in assuming that the test is ‘the extend to which the test measures what it is intended to measure’. Defining validity, Hughes (1981: 22) says ‘a test is said to be valid if it measures accurately what it is intended to measure’. Similarly, Robert, L. Ebel and David, A. Frisbie, (2004: 100) put their views that ‘the term validity, when applied to a set of test scores, refers to the consistency (accuracy) with which the scores measure a particular cognitive ability of interest. Thus, there are two aspects of validity: what it is measured and how consistently it is measured’.

These definitions show that reliability is necessary ingredient of validity but it is not sufficient to ensure validity. Unless the test scores measure, what the test user intends to measure the scores will not be very valid.

1.4.7 Types of Validity

The concept of validity can be approached from a number of perspectives and so are the types of validity. The main types are mentioned below.

- (a) Content validity
- (b) Construct validity
- (c) Face validity
- (d) Criterion-related validity
- (e) Wash back Validity

(a) Content Validity

Content validity depends on a careful analysis of the language being tested and of the particular course objectives (Heaton, 1975: 160). The test should be so constructed as to contain a representative sample of the course, the relationship between the test items and the course objectives always being apparent. A test is said to have content validity only if it included a proper sample of the relevant content. In order to judge whether a test has content validity, we need a specification of the skills or structures, etc. that it is meant to cover. The specification will provide the test constructor with the basis for making a principled selection of elements for inclusion in the test. A comparison of test specification and test content is the basis for judgments as to content validity. Ideally, these judgments should be made by people who are familiar with language teaching and testing but who are not directly concerned with the production of the test question. For content validity, it has to be demonstrated that the test measures a representative sample of the behavior of the content domain, which one wishes to measure. Content validation is usually based on human judgment. In curriculum-related tests, the criterion will be the content of this teaching programmed (Van Els et al. 1984: 318). If a test samples adequately the content of the subject, for instance, as defined by a syllabus or a textbook, it has content validity (Ingram, 1974). A test's content validity indicates the extent in which it yields an adequate measure of achievement or performance in certain specified areas (Freeman, 1962: 99). Content validity is related to content relevance and content coverage. For Kelley (1978) "content validity seems an almost completely overlapping concept with construct validity, and for Moller (1982 b) the distinction between construct and content validity in language testing is not always very marked, particularly for test of general language proficient" in (Weir, 1990: 24).

Anastasi, (1982 in Weir, 1990: 25) defines content validity as “essentially the systematic examination of the test content to determine whether it covers a representative sample of the behaviour domain to be measured”. She provides a set of useful guidelines for establishing content validity:

- a) The behaviour domain to be tested must be systematically analyzed to make certain that all major aspects are covered by the test items, and in the correct proportions.
- b) The domain under consideration should be fully described in advance, rather than being defined after a test has been prepared.
- c) Content validity depends on the relevance of the individual’s test responses to the behaviour area under consideration, rather than on the apparent relevance of the item content.

b) Construct Validity

Construct validity is the most important type of validity, which covers all types of validity. If a test fails to maintain construct validity, we cannot say that it is totally valid. In this regard, Anastasi 1982, in Weir (1990:22) says, content, criterion related and construct validation do not correspond to distinct or logically coordinate categories. A test is said to have construct validity if it can be demonstrated that it measures just the ability, which is supposed to measure (Hughes, 1989:26). In construct validation, a test is validated against a theory of the construct to be tested (Van Els et al. (1984:312). If a test has construct validity, it is capable of measuring behaviour and learning. This type of validity assumes the existence of certain learning theories or constructs underlying the acquisition of abilities and skills (Heaton; 1975:161).

(c) Face validity

A test is said to have face validity if it looks as if it measures what it is supposed to measure. A test, which does not have face validity, may not be accepted by candidates, teachers, education authorities or employers (Hughes, 1989:27) “...If a test item looks right to other testers, teachers, moderators and testees, it can be described as having at least face validity” (Heston, 1975:159).

(d) Criterion – related Validity

Criterion related validity is related to the interpretation of the test scores. It is sometimes called statistical or empirical validity (Heaton, 1975, Harris, 1969). If the test scores correlate with the subsequent behaviour of the testee or some other criterion at present then the test is said to have concurrent validity. On the other hand, if the test results correlate with the future behaviour or the performance of the testees then the test is said to have predictive validity.

(e) Washback Validity

The effect of testing on teaching is known as backwash. It can be harmful or beneficial (Hughes, 1989:1). Washback is an inherent quality of exams (Khaniya, 1990). Morrow (1986) terms the positive influence on teaching as ‘washback validity’ and considers this the most important criterion for a good test. Heaton (1975:170) calls the effects of tests in teaching the ‘backwash effect’ and emphasizes to achieve it. But sometimes, tests may have negative influence on teaching and learning in the sense that the ‘tail may wag the dog ‘However, test should have backwash validity because’ a test can be a very powerful instrument for effecting change in the language curriculum’(Weir, 1990:27).

COMPARISON BETWEEN COURSE CONTENTS AND TEST CONTENTS:

The tasks required in the test adequately represent the behavioral domain in the questions to the extent. Hughes (1989) views that content validity dependence on how many of the functions are tested in the components and how representative they are of the complete set of functions included in the objectives. Similarly, Heaton (1988) claims that content validity are established in a test by considering the representative sample of the course. Above 60 percent of the coverage of the course contents in the test items, it is believed that the test paper is nearer to content validity. If it is 60 percent, then it is supposed to lack content validity, thus, a test is judged as having content validity when the test items represent the course content and course objectives. The more test items are constructed, the more chances of having content validity. If all teaching units are covered in test, it is supposed to have content validity.

COMPARISON BETWEEN COURSE CONTENTS WEIGHTING AND THE TEST CONTENTS WEIGHTING:

Weighting is the distribution of marks according to the specified contents. It may vary according to the nature of the test. A test should be strictly follow the scheduled weightage of the course contents in the question papers to get content validity, otherwise question papers would not have content validity. For example, in the subject entitled '**English for Mass Media**' in B. Ed. 3rd year, there have been scheduled weighting of the course as:

Unit	Marks
I	10
II	10
III	10
IV	10
V	20
VI	20

When the **English for Mass Media** question papers follow the above presented course weighting in every years' question items strictly, then the test paper would get content validity otherwise it would not.

1.5 Literature Review

Although there are, some research works held in the field of language testing none of the researches are carried out to find out the content validity of B.ED level. This will be the first work to find out the content validity of the exam of the above-mentioned courses. Some researches carried out in the field of language testing are mentioned below.

Giri (1995) conducted a research entitled 'A survey into People's Attitudes Towards the Existing S.L.C. Examination in Nepal' and found out that the people's attitudes towards the appropriateness, practicality, privatization and the credibility of the S.L.C. examination were negative.

Khanal (1997) A Studied of Effectiveness of the Cloze Test over Conventional Objective Test in Testing Reading Comprehension. He found out that the cloze test was equally good as the objective tests. Moreover, the cloze test was easier to construct and administer. Because

of these additional advantages, it was recommended in school level English language teaching and learning situation in Nepal.

Dhakal (2000) carried out a research on the “Effectiveness of Discrete-point Test and Integrative Test as a measure of English Language Proficiency”. The study was an attempt to compare the outcomes of two types of test Discrete- point test and Integrative test. This was a cross-sectional study. He found out that both of these tests could be the effective measures of language proficiency test.

Batala (2004) studied on ‘The Content Validity of the SLC Examination English Question Papers.’ The main objective of the study was the predictive and content validity of the SLC English examination. The study concluded that the predictive validity of the SLC English examination was very low. On the other hand, in terms of representation, objectives and item wise analysis the SLC examination question papers have good content validity but in terms of weighting, the same question papers have low content validity.

Neupane (2005) as conducted a research on ‘The Content Validity of English Textbook for Grade Seven. He has found out that the textbook of grade seven has less content validity.

Aryal (2005) carried out a research work on “Quality of English Exam: A Study on Content Validity of Grade Twelve Compulsory Examination, 2061” He has analyzed the question papers from different angles. The study concluded that the rubric of the all question was simple, scientific except few items. The length of the question matches to the allotment of time for the examinees, the questions of English moderate

difficulty level, the questions related to Heritage of words lack content validity and unscientific.

1.6 Objectives of the Study

The objective of the study was as follows:

- i) To examine the content validity of English for Mass Media question papers at B.Ed. 3rd year in terms of:
 - a. Content coverage and
 - b. Content weighting
- ii) To compare the content validity during five years from 2058 to 2062.
- iii) To suggest some pedagogical implications for the betterment of the question papers for future use.

1.7 Significance of the Study

This study will provide insights into the test with the teachers, testers and those who are directly involved in the business of teaching and testing. It will be equally important for the policy makers and curriculum designers. No doubt, it will be helpful for the students. Particularly, it will be valuable for the test authority of the Controller of Examination T.U. It will help to set valid question papers, which is of good quality. If the teachers and the test designers are familiar with construction of the test papers having content validity, they will be aware of the variation and mistakes hidden in the sets and try to minimize them. Therefore, it helps to make any examination or test more valid.

1.8 Definitions of the Specific Terms

Achievement Tests: Formal devices that are intended to measure the mastery of a particular syllabus.

Aptitude tests: The test, which are designed to find out the future potentialities of the students.

Content Validity: A test is said to have content validity if its content constitutes a representative sample of the language skills, structures etc. with which it is meant to be concerned. (Hughes: 1995).

Coverage: The tasks required in the test adequately represent the behavioral domain in the questions to the extent.

Diagnostic Tests: The test that are designed to find out the strength and weakness of the students in the taught course.

Item: An individual question.

Placement Tests: The test that are designed to class the students in the appropriate groups.

Proficiency Tests: The tests, which measure how much of a language some one has learned. These are not based on any syllabus.

Reliability: A measure of the degree to which a test gives consistent results (Richards et al.1999).

Question Paper: The set of total questions asked in the examination.

Validity: The degree to which a test measures what it is supposed to measure.

Weightage: The marks contained by the question.

CHAPTER - TWO

METHODOLOGY

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

2.1 Sources of Data

In this study, only secondary sources data were used. The question papers of the B.Ed English for Mass Media for the years 2058 to 2062 were the main sources of data. Various textbooks on language testing and journal as well as the curriculum of B.Ed were also utilized as the additional sources of data.

2.2 Sampling Procedure

The question papers of English for Mass Media of B.Ed. Level covering 2058 to 2062 prepared by the Controller of Examination T.U. were selected through purposive sampling.

2.3 Tools of Data Collection

A checklist for data collection was prepared. In that checklist (Appendix-II), he prepared the areas of content based on specification chart and curriculum of the English for Mass Media of the B.Ed. Level.

2.4 Process of Data Collection

Question papers of English for Mass Media of B.Ed. Third year of Major English course from the years 2058 to 2062 were collected. The questions papers were administered by the T. U., which contained both subjective and objective questions. Then, the questions were analyzed

and judged in order to find out whether the test items contained content validity or not in terms of coverage and weightage. He also compared the content validity of 5 years test papers on the specified subject (English for Mass Media).

2.5 Limitations of the Study

The study was limited to the following:

- a. The area of the study was limited to only one aspect of language test namely, 'Content validity'.
- b. Content validity was analyzed on the basis of five years' (2058 to 2062) question papers which were administered by T.U. on entitled **English for Mass Media** at B.Ed. 3rd year.
- c. The statistical tools used for analyzing the data were tabulation and percentage.
- d. The study was limited to the testing of content validity of written test only.

CHAPTER –THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the raw data. The main concern of the present search work was to find out the content validity on English for Mass Media tests at B.Ed.3rd year. For this purpose, this chapter has been divided into two parts. The first part deals the analysis of the content validity of the English for Mass Media testing terms of coverage, and the second part deals with the content validity of the same subject tests in terms of weightage.

The question papers of the English for Mass Media of B.Ed. 3rd year administered in Tribhuvan University (T.U.) examination during 5 years (2058 to 2062) have been analyzed in terms of coverage.

3.1 Representative Content Coverage

Comparison between course contents and test contents:

For the purpose of the examining content validity of the English Mass Media at B. Ed. third year 2058 to 2062B.S. the researcher compared the question papers with course content. If the course coverage in the question is more than 50% than the question, papers contain the content validity. If it is below 50%, then it is supposed to lack content validity. The more test items are constructed, the more chances of having content validity. If more than 60 percent course contents are covered in a test then it is supposed to have high content validity. Therefore, to find out the content validity of a test in terms of course representation, the researcher analyzed the English for Mass Media question papers from the years 2058 to 2062, both subjective and objective questions. Whether the question papers have been represented according to course contents or not in terms of unit wise in the whole 5 years, are presented below.

3.1.1 Examining Representation of Unit – One in the Question

Table No. 4

Representation of Unit One contents in the Question

UNIT – I: INTRODUCTION TO MASS MEDIA

Content area of the text	Test Items Represented														
	2058			2059			2060			2061			2062		
	O	S	L	O	S	L	O	S	L	O	S	L	O	S	L
1.1 What is mass media?	10	1		3										1	
1.1.1 Definition of mass media															
1.1.2 Mass media as a register of language							(2)								
1.1.3 Characteristics of mass media				(1)			1								
1.2 Print media															
1.2.1 Books and manuals															
1.2.2 Newspapers, magazines and periodicals	2														
1.2.3 Brochures and prospectuses													6, 9		
1.2.4 Pamphlets, posters, banners, signboards, traffic signs and signals		4b 7													
1.2.5 Charts, graphs, diagrams, tables, caption writing, menus and bills														3a	
1.3 Electronic and other media				3, 5b									1		
1.3.1 Radio															
1.3.2 Television															
1.3.3 Cinema															
1.3.4 Live commentaries															
1.3.5 Public speaking															
1.4 Role of mass media in the present day world	12									8	8				
Total Questions:	3	3	-	1	2	-	-	2	-	1	1	-	3	2	-
TOTAL MARKS	3	14	-	1	8	-	-	12	-	1	6	-	3	8	-

(Note: O=objective question

S= Subjective short question

L= Subjective long question)

The table above indicates that in unit one, there are 17 language items from 1 to 1.4. If we see diachronically among these 17 language items, the most represented one is 1.1(what is mass media?), in the years 2058, 2059 and 2062 and 1.1.3 (characteristics of mass media) ,1.3 (electronic and other media) and 1.4 (Role of mass media in the present day world) have been represented in two years (2059& 2060), (2059&2062) and (2058 & 2061) respectively. 1.1.2 (Mass media as a register of language) 1.2.2 (Newspapers, magazines and periodicals) 1.2.3 (Brochures and prospectuses) 1.2.4 (Pamphlets, posters, banners, signboards, traffic signs and signals) 1.2.5 (Charts, graphs, diagrams, tables, caption writing, menus and bills) are represented only one year out. The language items / topics which were not represented at all are 1.2 (Print media), 1.2.1 (Books and manuals), 1.3.1 (Radio), 1.3.2 (Television), 1.3.3 (Cinema), 1.3.4 (Live commentaries) and 1.3.5 (Public speaking).

When looked at synchronically, 6 questions (3 objective and 3 subjective short answer question) were asked from this unit in 2058. In the case of subjective short answer questions, 3 questions were compulsory from 1.1(what is mass media?) and 1.1.4 (Pamphlets, posters, banners, signboards, traffic signs and signals). In 2059, 4 questions (1 objective and 3 subjective answer questions) are asked from this unit. In the case of subjective question two were compulsory from 1.3 (Electronic and other media) in question No. 3 and 5b. Similarly,1 question is optional 1.1.3 (Characteristics of mass media) in question No. 1. In 2060, 2 questions (2 subjective) were asked from this unit. In the case of subjective questions, 1 question was compulsory from 1.1.3 (Characteristics of mass media) in question No. 1. Similarly, 1 question is optional from 1.1.2 (mass media as a register of language) in question no 2. Similarly, in the year 2061, 1 question was asked from this unit. No

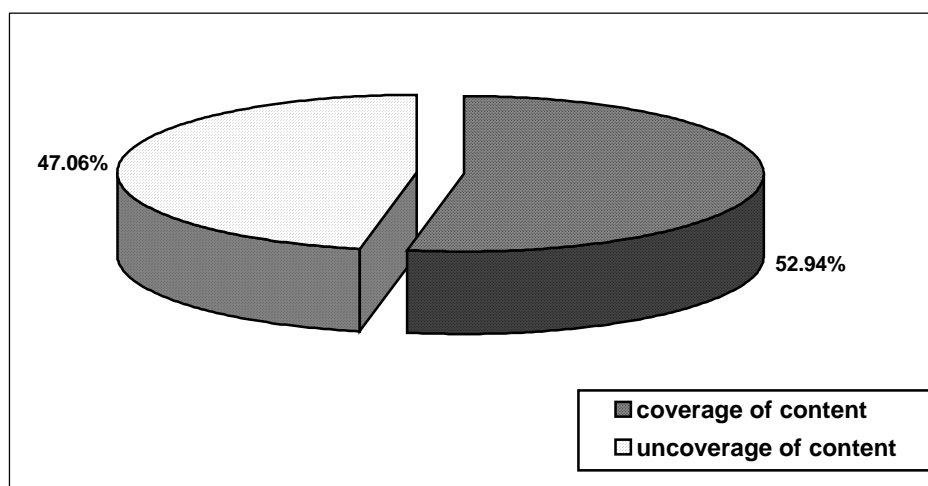
question was represented this year in the case of subjective question. However, in the case of objective question's only one question was represented in this year. In 2062, 5 questions (3 objective and 2 subjective questions) were asked from this unit. In 2059, 4 questions (1 objective question and 3 subjective questions) are asked from this unit. In the case of subjective question, 2 were compulsory from 1.3 (Electronic and other media) in question No. 3 and 5b. Similarly, 1 question is optional 1.1.3 (Characteristics of mass media) in question No. 1.

It is seen that there was no any representation of long questions from this unit during these 5 years.

Repeated Items

The researcher found that from unit one, within 5 years (2058-2062) 1 subjective question was repeated in the years 2058 and 2059 as questions 1 and 3 (subjective short answer question) regularly.

Figure No. 1



The figure above shows that there are 17 language items in unit one from 1 to 1.4 according to course contents but only nine items are represented in question papers. 8 language items were neglected while constructing question papers. It means the coverage of course contents in

the question papers in unit one is 52.94 per cent. Here, English for Mass Media has content validity according to unit one because it (test paper) covers over 50 per cent course contents.

3.1.2 Examining Representation of Unit - Two in the Question

Table No. 5

Representation of Unit –Two contents in the Question

UNIT- II: PRINT MEDA

Content area of the text	Test Items Represented														
	2058			2059			2060			2061			2062		
	O	S	L	O	S	L	O	S	L	O	S	L	O	S	L
(Books and manuals, newspapers, magazines and periodicals , brochures and prospectuses, pamphlets, posters, signboards and traffic signs)															
2.1 General features		(2)		5	2		1	4b			6b			(7)	
2.2 Purpose and function			9		5c			5 2							
2.3 Language		8	(9)				5				6c			8	
2.4 Practical activities											(8)			2	
Total Questions	-	2	2		2	-	2	3	-	-	3	-	-	3	-
TOTAL MARKS	-	12	10	1	8	-	2	14	-	-	10	-	-	18	-

The table above indicates that in unit two there are 4 language items from 2.1 to 2.4. If we see diachronically among these 4 topics or language items, the most repeated one is 2.1 (General feature) which is represented in each and every years' examination from 2058 to 2062. 2.3 (Language) has been represented in four years out of five years. Similarly, 2.2 (Purpose and function) has been represented in three years out of five years. In addition, 2.4 (Practical activities) has been

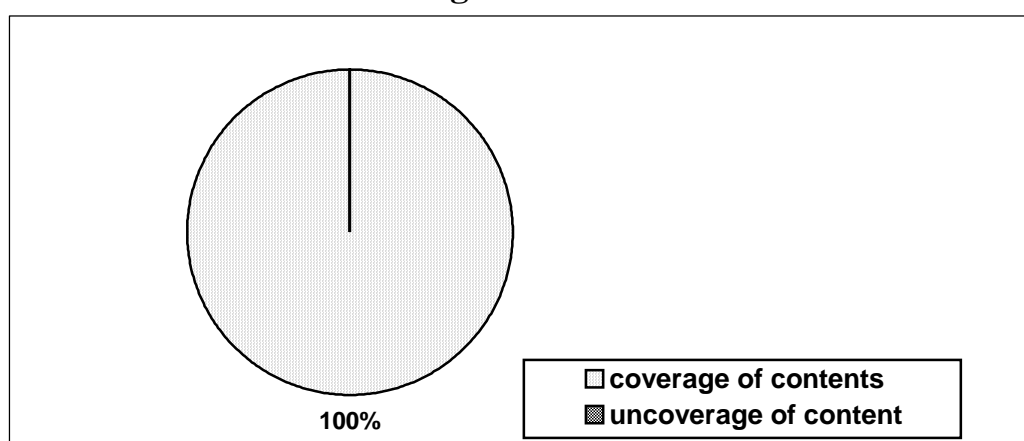
represented in two years out of five years. All the language items were represented from this unit.

Looking at the table synchronically, 4 questions (2 subjective short and 2 subjective long answer questions) were asked from this unit in 2058. In the case of short answer question, 1 short answer question, question no.8 from 2.3 (Language) was compulsory but on question no. 2 from 2.1 (General features) was optional. In the case of the long answer question, one long answer question was compulsory from 2.2 (Purpose and function) and one long answer question was optional from 2.3 (Language). In the case of objective question, no language item was represented this year. In 2059, 3 questions (1 objective and 2 subjective short answer questions) were asked from this unit. In the case of short questions, 2 were compulsory, question no. 2 from 2.1 (General feature) and question no. 5c from 2.2 (Purpose and function). In 2060, 5 questions (2 objective and 3 subject questions) were asked from this unit. In the case of subjective questions 2 short questions were compulsory from 2.1 (General features) and 2.2 (Purpose and functions) respectively. In 2061, 3 questions (3 subjective short questions) were asked from this unit. In the case of subjective questions, 2 short questions were compulsory, question no 6b from 2.1 (General features) and question no 6c from 2.3 (Language). 1 short question was optional (no 8) from 2.4 (Practical activities). The researcher found no representation of any objective and subjective long answer question in this year from this unit. In 2062, 3 questions (3 subjective short questions) were asked from this unit. In the case of subjective short questions, 2 questions were compulsory from language items 2.3 (Language) and 2.4 (Practical activities) but one subjective short question was optional from 2.1 (General feature). The researcher found no representation of any objective question and subjective long question in this year from this unit.

Repeated Items

It was found that from the Unit - 2 within the specified five years, no objective and subjective (short and long) answer questions were repeated exactly but language items were repeated. In the case of the objective question, question no. 5 (2059) and question no.1 (2060) represented from the language item 2.1 (General features). Similarly, in the case of subjective short answer question, question no. 2 optional (2058), question no. 2 (2059), question no. 4b (2060), question no. 6b (2061) and question no. 7 optional (2062) were asked from 2.1 (General features). Such as question no. 5 c (2059), question no. 2 and question no. 5 (2060) were asked from 2.2 (Purpose and function). Question no. 8 (2058), question no. 5 (2060), question no. 6c (2061) and question no. 8 (2062) were represented from 2.3 (Language). And one optional question no. 8 (2061) and question no. 2 (2062) were asked from 2.4 (Practical activities)

Figure No. 2



From the above description and figure, it is clear that there are 4 language items in unit two from 2.1 to 2.4 according to course contents. All language items were represented. From this unit none of the language items were neglected. It means the coverage of contents in unit 2 is 100 per cent.

3.1.3 Examining Representation of Unit –Three in the Question

Table No. 6

Representation of Unit Three contents in the Question

III: ELECTRONICS AND OTHER MEDA

Content area of the text	Test Items														
	2058			2059			2060			2061		2062			
	O	S	L	O	S	L	O	S	L	O	S	I	O	S	L
(Radio, television, cinema, public speaking															
3.1 General features				4											
3.2 Purpose and function	4					9									
3.3 Language				6	7					7					
3.4 News reading							12								
3.5 Live commentaries											6a			3b	
3.6 Public speaking		4c		12		(9)	7	3		6	3				(9)
3.7 Practical activities										10	8				
Total Questions	1	1	-	3	1	2	2	1	-	3	3	-	-	1	1
TOTAL MARKS	1	2	-	3	6	20	2	6	-	3	14	-	-	2	10

The table given above indicates that there are 7 language items from 3.1 to 3.7. If we see diachronically among these 7 language items, the most represented item is 3.6 (Public speaking) which was represented in each years' examinations from 2058 to 2062. 3.3 (Language) has been represented in 3 years. 3.2 (Purpose and function) 3.5 (Live commentaries) and 3.7 (Practical activities) have been represented in two

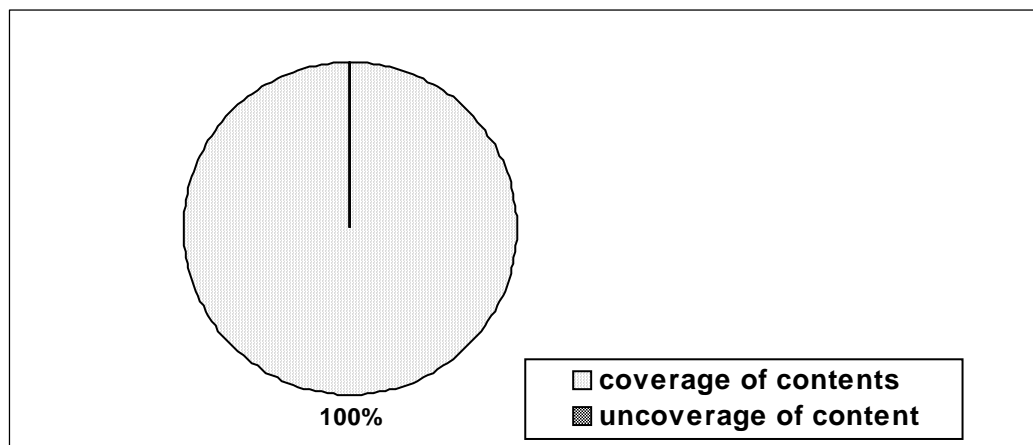
years. 3.1 (General feature) and 3.4 (News reading) have been represented only one year.

Looking at the table synchronically, 2 questions (1 objective and 1 subjective short answer question) were asked from this unit in 2058. In the case of subjective short answer question, question no. 4c from the language item 3.6 (Public speaking) was compulsory question. In 2059, 6 questions (3 objectives, 1 subjective and 2 subjective long answer question) were asked from this unit. In the case of subjective short answer question, no.7 was asked as a compulsory question from 3.3 (Language). There were 2 long answer questions from 3.2 (Purpose and function) as asked compulsory questions and 3.6 (Public speaking) as an optional question. In 2060, 3 questions (2 objective questions and 1 subjective short answer question) were asked from this unit. In the case of subjective short answer question, question no. 3 was asked as compulsory question from 3.6 (Public speaking) In 2061, 6 questions (3 objective and 2 subjective short answer questions) were asked from this unit. In the case of subjective short answer question, 3 questions were asked as a compulsory question in question no. 6a from 3.5 (Live commentaries) question no. 3 from 3.6 (Public speaking) and question no. 8 from 3.7 (Practical activities). Similarly, in the year 2062, 3 questions (2 subjective short and 1 subjective long answer question) were asked from this unit. In the case of subjective short answer question, 2 questions were compulsory from 3.3 (Language) in question no. 2 and from 3.5 (Live commentaries) in question no. 3b. On the other hand, 1 long answer question was from 3.6 (Public speaking) in question no. 9 as an optional question.

Repeated Items

The researcher also found that from unit 3, within 5 years (2058 to 2062) no objective and subjective questions were repeated exactly same. However, language items were repeated frequently.

Figure No. 3



The figure above shows that there are 7 language items in unit three from 3.1 to 3.7 according to course contents. All language items were represented. From this unit, no language items were neglected while constructing test items. It means the coverage of contents in unit 3 is 100 per cent.

3.1.4 Examining Representation of Unit- Four in the Question

Table No. 7

Representation of Unit –Four contents in the Question

UNIT- IV: INTRODUCTION TO JOURNALISM

Content area of the text	Test Items Represented														
	2058			2059			2060			2061			206 2		
	O	S	L	O	S	L	O	S	L	O	S	L	O	S	L
4.1 Defining journalism											1				
4.2 Principal of modern journalism								9		1	(1			3c	
4.3 The characteristics of a good newspaper .				7			2,					9	8		
4.4 The art of reporting and writing news	7,			1,			3,	(7		2,	4	(9)	2,		
	8			2,			1)		4			1		
				9			0						1		
4.5 Journalese: The journalistic writing	6,	(7			1			4a							
	1)													
	1														
4.6 Editing a newspaper					6			4c		5					
4.7 Proofreading	1	3		8,			1	8					1	(1	
	3			1			1						2)	
				1											
4.8 Practical activities			(9						(9						
))						
Total Questions	6	2	1	6	2	-	5	4	2	4	6	2	4	2	-
TOTAL MARKS	6	12	10	6	1	-	5	16	20	4	18	20	4	8	-

The table above indicates that in unit four there are 8 language items from 4.1 to 4.8. If we see diachronically these 8 language items, the most repeated one is 4.4 (the art of reporting and writing news) which was repeated in each and every year examination from 2058 to 2062. 4.3 (the characteristics of good newspaper) and 4.7 (proofreading) have been

repeated for four years. Similarly, 4.2 (principle of modern journalism), 4.5 (journalise the journalistic writing) and 4.6 (editing a newspaper) have been repeated for 3 years. 4.8 (practical activities) has been repeated for two years. The language items which was repeated for only one year is 4.1 (defining journalism)

Looking at the data synchronically, 9 questions (6 objective, 2 subjective short and one subjective long answer question) were asked from this unit in 2058. In the case of subjective short answer question one question was (optional) from 4.5 (journalise: the journalistic writing) as question no. 7 and one question was compulsory from 4.7 (proofreading) as question no. 3. In the case of long answer question one (optional) question was asked from the language items 4.8 (practical activities) as question no. 9. In the year 2059, 8 questions (6 objective and 2 subjective short questions) were asked from this unit. In case of subjective short answer question, 2 compulsory questions were asked from 4.5 (journalise: the journalistic writing) and 4.6 (editing a news paper) in question no.1 and question no. 6 respectively. There is no representation of any long answer question from this unit. In 2060, 11 questions, (5 objective, 4 subjective short and 2 subjective long answer questions) were asked from this unit. In case of subjective short answer question 1 question was (optional) from 4.4 (the art of reporting and writing news) in question no.7. Three questions were compulsory from 4.5 (journalise: the journalistic writing) in question no.4a from 4.6 (editing a newspaper) in question no.4c and from 4.7 (proofreading) in question no.8. In case of long answer question, 1 question was compulsory from 4.2 (principle of modern journalism) and from 4.8 (practical activities) in question no.9 as an optional question. In 2061, 10 questions (4 objectives, 3 subjective short and 2 subjective long answer questions) were asked from this unit.

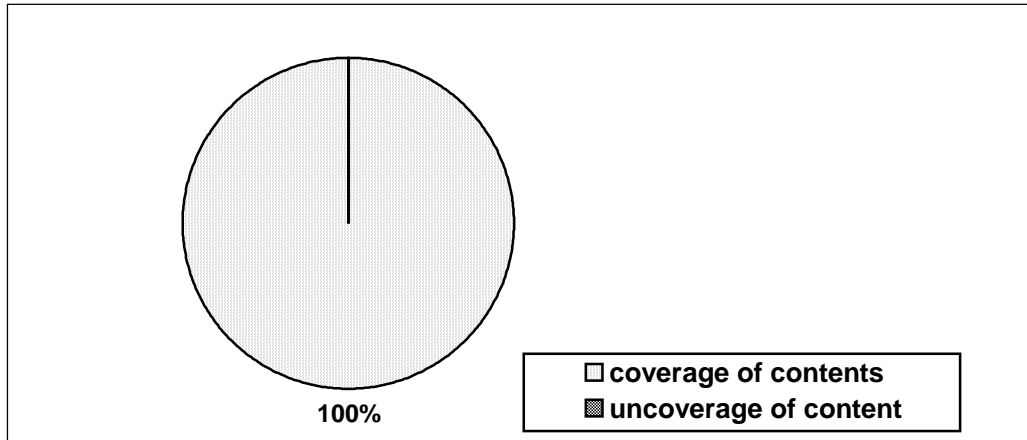
In case of subjective short answer question, 2 questions were compulsory from 4.1 (defining journalism) in question no.1 and from 4.4 (the art of reporting and writing news) in question no.4. Similarly, there were 2 (optional) questions from same language items 4.2 (principal of modern journalism) in question no.1 and question no.5. In case of long answer question, 1 question was compulsory from 4.3 (the characteristics of good news paper) in question no.9 and from 4.4 (the art of reporting and writing news) in question no.9 as an optional question. In 2062, 6 questions (4 objective and 2 subjective short answer questions were asked from this unit. In case of subjective short answer question, 1 question was compulsory from 4.2 (principle of modern journalism) in question no. 3a. On the other hand, one optional question was from 4.7 (proofreading) in question no.1. In case of long answer questions, no representation of any long answer question from this unit.

Repeated Items

It was also found that from this unit within five years (2058 to 2062) no question was repeated exactly same but only the language items were repeated in different years.

In case of objective questions from 4.3 (the characteristics of good newspaper) question no.7 (2059), question no.2 and question no.4 (2060), question no.8 (2062) were asked from this language item. From 4.4 (the art of reporting and writing news) question no.7 and question no. 8 (2058), question no.9 and question no. 12 (2059), question no.3 and question no.10 (2060), question no.2 and question no.4 (2061) and question no.2 and question no.11 were represented in 2062.

Figure No. 4



The description and the figure above show that there are 8 language items in unit four from 4.1 to 4.8 according to course contents. All language items were represented. From this unit any language items were not neglected while constructing test items. It means the coverage of contents in unit 4 is 100 per cent.

3.1.5 Examining Representation of Unit – Five in the Question

Table No. 8

Representation of Unit –Five contents in the Question

UNIT- V: INTERVIEWING AND ADVERTISING

Content area of the text	Test Items Represented														
	2058			2059			2060			2061			2062		
	O	S	L	O	S		O	S	L	O	S		O	S	L
5.1 Interviewing															
5.1.1 Principles and mechanisms of interviewing															
5.1.2 Kinds of interviews		2			8									4	
5.1.3 The art and procedure of interview											5		3		
5.1.4 The language of interview															
5.1.5 Do's and don't in interviews	9									1				7	
5.1.6 Press conference											(5)				
5.1.7 Practical activities															
5.2 Advertising													7		
5.2.1 Purpose and principles of advertising										3	7				
5.2.2 Types of advertisement		5		10			8						4		
5.2.3 Techniques and mechanics of advertising		6			(8)										9
5.2.4 The language of advertisement								6		11					
5.2.5 Practical activities											(7)			5	
Total Questions	1	3	-	1	2	-	1	1	-	3	4	-	3	3	1
TOTAL MARKS	1	18	-	1	12	-	1	6	-	3	24	-	3	18	10

The table above indicates that in unit five there are 14 language items from 5.1 to 5.2.5. If we see diachronically among these 14 language

items, no language items were represented in five years examination from 2058 to 2062. 5.1.2 (Types of advertisement has been represented in four years examination. 5.1.2 (kinds of interviews) 5.1.5 (Do's and do not in interviews) and 5.2.3 (techniques and mechanics of advertising) has been represented three years. similarly 5.1.3 (the art and procedure of interview) 5.2.4 (the language of advertisement) and 5.2.5 (practical activities) has been represented two years. The language items, which were represented in only one year is 3.1.6 (press conference), 5.2 (advertising) and 5.2.1 (purpose of principles of advertising). The language items which were not represented at all are 5.1 (interviewing), 5.1.1 principles and mechanism of interviewing), 5.1.4 (the language of interview) and 5.1.7 (practical activities).

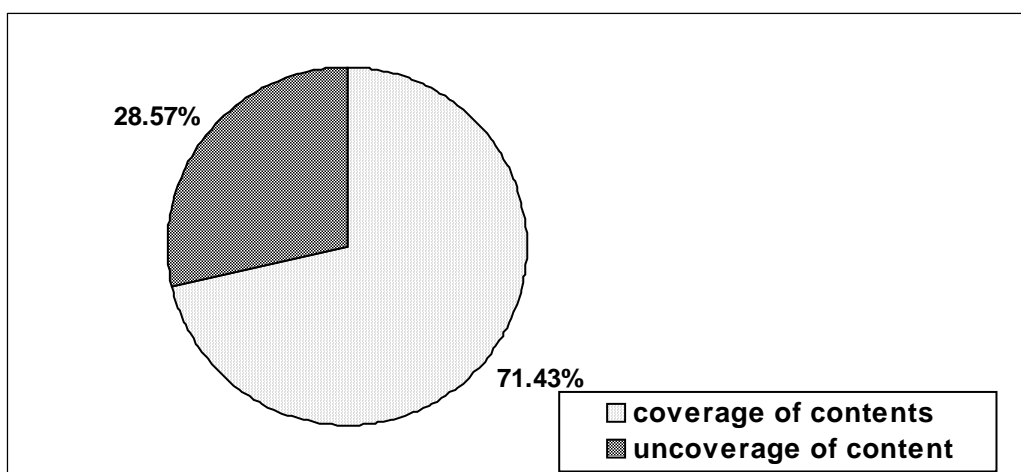
While inquiring in to the figure synchronically, 4 questions (1 objective and 3 subjective short answer questions) were asked from this unit in 2058. In case of subjective answer question, 3 questions were asked from this unit. From 5.1.2 (kind of interviews) in the question no.2, from 5.2.2 (type of advertisement) in question no.5 and from 4.2.3 (the techniques and mechanics of advertising) in question no.6. In 2059, 3 questions (1 objective and 2 subjective short answer questions) were asked from this unit. In case of subjective short answer question, from 5.1.2 (kind of interviews), in question no.8 was compulsory and from 5.2.3 (the techniques and mechanics of advertising) question, no. 8 was optional question. In 2060, 2 questions (1 objective and 1 subjective short answer question) were asked from this unit. In case of subjective short answer question, 1 question was compulsory from 5.2.4 (the language of advertisement) in question no.6. In case of subjective long answer question, no representation of long answer question from this unit. In 2061, 7 questions (3 objective and 4 subjective short answer questions) were asked from this unit. In case of subjective short answer questions, 2

questions were compulsory, question no.5 from 5.1.3 (the art and procedure of interviews) and question no.7 from 5.2.1 (purpose and principles of advertising). On the other hand, there were two optional questions in question no.5 from 5.1.6 (press conference) and question no.7 from 5.2.5 (practical activities) respectively. In the year 2062, 7 questions (3 objectives, 3 subjective short and 1 subjective long answer questions) were asked from this unit.

Repeated Items

It was found that in unit five, within five years 2 subjective short answer questions were repeated. In 2059, question no.8 and in 2062, question no.4, they were from 5.1.2 (kind of interviews). Similarly, 2 objective questions were repeated. In the year 2058, question no.9 and 2061, question no.1 from 5.1.5 (do's and don't in interviews). In case of objective question, question no.10 (2058), question no.8 (2060) and question no. 4 (2062) were repeated same language item from 5.2.2 (types of advertisement). Similarly, from 5.2.3 (techniques and mechanics of advertising) 1 subjective short answer question, question no. 6 (2058) and 1 subjective long answer question, question no.9 were asked from this language items in different years. From 5.2.4 (the language of advertisement) one subjective short answer question, question no.6 (2060) and objective question, question no.11 (2061) were asked, such as from 5.2.5 (practical activities) 1 subjective short answer question, question no.7 optional (2061) and subjective short question, question no.5 were from this language item.

Figure No. 5



The description and figure above shows that there are 14 language items in unit five from 5.1 to 5.2.5 according to course content but the representation of the test items are 10 language items, 4 language items were neglected while constructing question papers. It means the coverage of contents in unit-5 is 71.43 percent. Twenty-eight (28.57) percent contents were not covered in the question paper. That is to say, the content validity of the question papers in five is highly satisfactory.

3.1.6 Examining Representation of Unit – Six in the Question

Table No. 9

Representation of Unit-Six in the Question

UNIT- VI: TRANSLATION

Content area of the text	Test Items Represented														
	2058			2059			2060			2061			2062		
	O	S	L	O	S	L	O	S	L	O	S	L	O	S	L
6.1 What is translation?	5									9			5	6	
6.2 Translation and interpreting			10		4	10	9		10			10	10		10
6.3 Literal and interpretive translation		4a			5a		6								
6.4 Semantic overlapping and translational equivalence								7			2				
Total Questions	1	1	1	-	2	1	2	1	1	1	-	1	2	1	1
TOTAL MARKS	1	2	10	-	8	10	2	6	10	1	-	10	2	6	10

The table above indicates that in unit -VI there are 4 language items from 6.1 to 6.4. If we see diachronically among this 4 language items, the most represented one is 6.2 (translation and interpretation) which was repeated in each years' examination from 2058 to 2062. 6.1 (what is translation) and 6.3 (literal and interpretive translation) have been repeated in three years out of five years. Similarly, 6.4 (semantic overlapping and translational equivalence) has been represented only one year out of five years. All language items were represented from this unit.

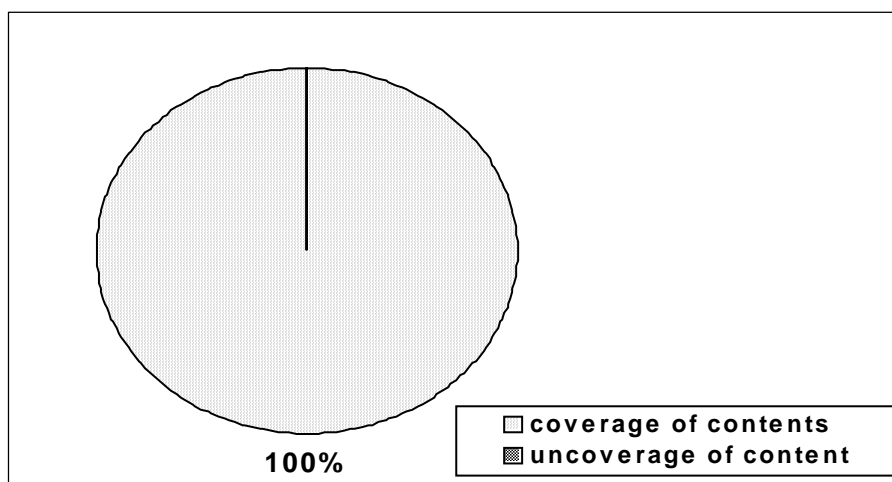
When looked at synchronically, 3 questions (1 objective, 1 subjective short and one subjective long answer question) were asked from this unit in 2058. In case of subjective short answer question 1 question was asked from 6.3 (literal and interpretive translation) in question no.4a. In addition, in case of long answer question, one long answer question was asked from 6.2 (translation and interpretation) in question no. 10. In the year 2059, 3 questions (2 subjective short and 1 subjective long answer question) were asked from this unit. In case of subjective, 1 question was asked from 6.2 (translation and interpretation) and other question was asked from 6.3 (literal and interpretive translation) in question no. 4 and 5a respectively. In case of long question, 1 compulsory question was asked from 6.2 (translation and interpretation) in question no. 10. In the year 2060, 4 questions (2 objective questions, 1 subjective short answer question, and 1 subjective long answer question) were asked from this unit. In case of subjective short answer question, 1 question was compulsory from 6.4 (semantic overlapping and translational equivalence) in question no.7 and in case of long question 1 compulsory long answer question was asked from 6.2 (translation and interpretation) in question no.10. In the year 2061, 3 questions (1 objective, 1 subjective short, and 1 subjective long answer

question) were asked from this unit. In case of subjective short answer question, 1 compulsory question was asked from 6.1 (what is translation?) in question no.6. Similarly, in case of subjective long answer question 1 compulsory long answer question was asked from 6.2 (translation and interpreting) in question no.10. In year 2062, 4 questions (2 objective questions, 1 subjective short, and 1 subjective long answer question) were asked from this unit. In case of subjective short answer question one question was compulsory from 6.1(what is translation?) in question no.6 and in case of subjective long answer question one subjective long answer question was asked from 6.2 (translation and interpreting) in question no.10.

Repeated items

It was also found that from unit - VI within 5 years 2 subjective questions were repeated but slightly different. In the year 2060 and 2061 subjective question no. 7 subjective short answer question no. 2 were similar respectively. They were 6.4 (semantic overlapping and translational equivalence). In the case of subjective long answer question no. 10 each year represented from 6.2 (translation and interpreting).

Figure No. 6



The description and figure given above shows that there are 4 language items in unit six from 6.1 to 6.4 prescribed in the syllabus. All language items were represented. From this unit no language item was neglected while constructing test items. It means the coverage of contents in unit 6 is 100 percent.

3.1.7 Examining Content Validity of the Question Papers Overall in Terms of Coverage

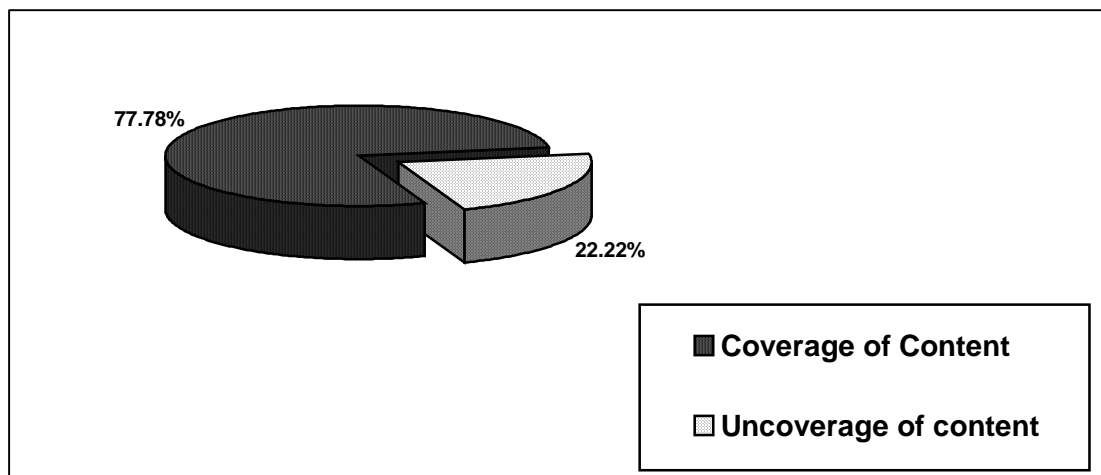
Table No. 10

Sn.	Unit	Course contents Language items	Test Contents Language Items	Test Coverage in Percentage
1	1	17	9	52.94%
2	2	4	4	100%
3	3	7	7	100%
4	4	8	8	100%
5	5	14	10	71.43%
6	6	4	4	100%
Total		54	42	77.78 %

The table above indicates on the whole in the six units there are 54 language items in the whole English for Mass Media course at B.Ed third year. Out of 54 language items, representations of the test contents are 42. Twelve (12) language items were not taken care of while constructing the test items. It means the coverage of contents in whole unit is 77.78 per cent. Twenty-two (22.22%) percent contents were not covered in the

question papers. In the conclusion, the table and description above can be shown in the pie chart as follows:

Figure No.7



The content validity of the question papers as a whole is highly satisfactory because it covers over then 50 per cent course content. We can also say that most of the units (2, 3, 4, & 6) were tested what they have claimed to test in the testees. Thus, English for Mass Media question papers have high content validity in terms of coverage.

WEIGHTAGE PERCENTAGE

Comparison between weighting of course contents and weighting of the question contents.

This is the second part of this chapter, which deals with an analysis of the proportionality of weighting of the English for Mass Media question papers. In other words, for examining content validity of the English for Mass Media question, the researcher compared whether or not the marks weighting given in course contents according to syllabus is proportional with the weighting of the question contents. For this, the researcher examined the question papers.

3.1.8 Examining the Content Validity of the Question Papers Overall in Terms of Weightage.

Table No. 11

Weightage of course content			Weightage of the test papers				
S. n.	Unit	full weightage	2058	2059	2060	2061	2062
1	1	10	17	9+(6)	6+(6)	7	11
2	2	10	16+(12)	9	16	4+(6)	12+(6)
3	3	10	3	19+(10)	8	17	2+(10)
4	4	10	12+(16)	18	25+(16)	20+(22)	6+(6)
5	5	20	19	7+(6)	7	15+(12)	31
6	6	20	13	18	18	17	18
Total 80 marks			80+(28)	80+(22)	80+(22)	80+(40)	80+(22)
Total			80	80	80	80	80

The table above indicates that out of 80 marks of the whole course of English for Mass Media course at B.Ed level, unit one has carried 10 marks according to syllabus. While comparing weightage of the question papers, the researcher found that through unit one is said to be carrying 17 marks, it is not found to be followed in question papers because in 2058, there were 17 marks allotted as compulsory question marks (3 marks for 3 objective questions and 14 marks for subjective short answer questions). In the 2059, the weightage of the question papers from this unit was 9 (1mark for 1 objective question, 6 marks for 1 subjective short

answer question and 2 marks for note writing) which were from the same language items and 6 marks as 1 optional question. It seems that the question paper followed the syllabus weightage. In 2060, 6 marks as compulsory question for 1 subjective short question and 6 marks as optional question 1 marks for subjective short answer question. Similarly, in 2061, the weightage of the question paper is only 7 marks as compulsory question marks (1 marks for 1 objective question and 6 marks for 1 subjective short answer question). In 2062, the weightage of the question papers were 11 marks as compulsory marks (3 marks for 3 objective question, 6 marks for 1 subjective answer question and 2 marks for 1 short note). In the year 2062, the weightage of the question papers seem satisfactory. Thus, as a whole in unit-1, in most of the years the marks weightage in the question papers were not proportional to the weightage of course contents. This result shows that English for Mass Media question papers lack content validity.

Unit - 2 carries 10 marks according to syllabus but the question papers have been carried different weightage as follows:

In the year 2058, 16 marks were asked as compulsory question from this unit (6 marks for 1 subjective short , and 10 marks for 1 subjective long answer question) and 16 marks as optional question marks (6 marks for 1 subjective short and 10 marks for 1 subjective long answer question). In 2059, the weightage of the question papers from this unit was 9 marks (1 mark for 1 objective question, 6 marks for 1 subjective short answer question and 2 marks for subjective short note writing). Similarly, in 2060, the weightage of the question papers from this unit were 16 (2 marks for 2 objective question, 12 marks for 2 subjective short answer question, and 2 marks for 1 short note writing). In 2061, 4 marks for 2 subjective compulsory short note writing and 6 marks

for 1 subjective short answer question which was optional. Similarly, in the year 2062, 12 marks for 2 subjective compulsory short answer question and 6 marks for one optional subjective short answer question. As a whole, in unit two, it was found that most of the years the marks weightage in the question papers were not proportional to the weightage of its course contents because of over and under weightage in question papers. Thus, it shows that English for Mass Media question papers lack content validity

In the case of unit-3, 10 marks weightage according to the syllabus but the question papers have been carried out different weightage as follows:

In the year 2058, 3 marks as compulsory marks weightage where 1 marks for 1 objective question and 2 marks for 1 subjective short note writing. In 2059, 19 marks as compulsory and 10 marks as optional marks weightage where 3 marks for 3 objective questions, 6 marks for 1 subjective short and 10 marks for 1 subjective long answer question. In the year 2060, 8 marks, as compulsory questions, 2 marks for 2 objective questions and 6 marks for 1 subjective short answer question. In the year 2061, 17 marks for compulsory question, where 3 marks for 3 objective questions, 12 marks for 2 subjective short answer question and 2 marks for 1 subjective short note writing. In the year 2062, only 2 marks for compulsory question and 10 marks for optional question where 2 marks for 1 subjective short note writing and 10 marks for 1 optional subjective long answer question. In the year 2062, only 2 marks weightage has been given it was found that in most of the years the marks weightage in the question papers were not proportional to the weightage of its course contents it is under weightage in question paper. This unit shows that English for Mass Media question papers lack content validity.

Unit- 4 carries 10 marks weightage according to the syllabus but the question papers have been carried out different weightage as follows:

In the year 2058, 12 marks for 7 compulsory questions where 6 marks for 6 objective questions, 6 marks for 1 subjective short answer question. Similarly, 16 marks for 2 optional questions where 6 marks for 1 subjective short and 10 marks for 1 subjective long answer question. In the year 2059, 18 marks for compulsory question where 6 marks for 6 objective questions and 12 marks for 2 subjective short answer questions. Similarly, in the year 2060, 25 marks for 9 compulsory questions where 5 marks for 5 objective questions, 6 marks for 1 subjective short answer question, 4 marks for 2 subjective short questions (note writing) and 10 marks for 1 subjective long answer question and 16 marks for 2 optional questions where 6 marks for 1 subjective short and 10 marks for 1 subjective long answer question. In the year 2061, 20 marks for 6 compulsory questions where 4 marks for 4 objective questions, 6 marks for 1 subjective short answer question and 10 marks for 1 subjective long answer question and 22 marks for 3 optional questions where 12 marks for 2 subjective short and 10 marks for 1 subjective long answer question. In 2062, 6 marks for compulsory weightage where 4 marks for 4 objective questions and 2 marks for 1 subjective short note writing and 6 marks for 1 subjective optional short answer questions. As a whole, in unit four, it was found that there is not any norm or tendency in the distribution of marks in the question papers because of under and over weightage in different years. This shows that English for Mass Media question papers lack content validity.

In the case of unit - 5, it carries 20 marks weightage according to syllabus but the question papers have been carried different weightage as follows:

In the year 2058, 19 marks as compulsory weightage. 1 marks for 1 objective question and 18 marks for 3 subjective short answer questions. In the year 2059, 7 marks as compulsory marks weightage. 1 marks for 1 objective question and 6 marks for 1 subjective short answer question. In addition, 6 marks for 1 subjective short answer question as optional question. In the year 2060, 7 marks as compulsory weightage. 1 marks for 1 objective short question and 6 marks for 1 subjective short answer question. In the year 2061, 15 marks as compulsory weightage. 3 marks for 3 objective questions and 12 marks for 2 subjective short answer questions. 12 marks for 2 subjective short answer question as optional question marks. Similarly in 2062, 31 marks as compulsory marks weightage, 3 marks for 3 objective questions, 18 marks for 3 subjective short answer questions and 10 marks for 1 subjective long answer question. In unit five, the researcher found that in all the five years, the marks weightage in the question papers were not proportional to the weightage of its course contents because of its under and over weightage in its papers. Therefore, it shows that English for Mass Media test papers lack content validity.

In the case of unit - 6 it carries 20 marks weightage according to the syllabus but the test papers have been carried different weightage as follows:

In 2058, 13 marks as compulsory marks weightage, 1 marks for 1 objective question, 2 marks for 1 subjective short question note writing and 10 marks for 1 subjective long answer question. In 2059, 18 marks as

compulsory marks weightage, 6 marks for 1 subjective short answer question, 2 marks for 1 subjective short question note writing and 10 marks for 1 subjective long answer question. In 2060, 18 marks as compulsory marks weightage, 2 marks for 2 objective questions, 6 marks for 2 subjective short and 10 marks for 1 subjective long answer question. In 2061, 17 marks as compulsory marks weightage, 1 marks for 1 objective question, 6 marks for 1 subjective short and 10 marks for 1 subjective long answer question. In 2062, 18 marks as compulsory marks weightage. 2 marks for 2 objective questions, 6 marks for 1 subjective short and 10 marks for 1 subjective long answer question. It was found that in all the five years the marks weighting in the test papers were not proportional to the weightage of its contents because of over weightage in test papers. It shows English for Mass Media test papers lack content validity.

As a whole during 5 years (2058 to 2062) in English for Mass Media, question papers at B .Ed. 3rd year the researcher found that out of 80 full marks for English for Mass Media test. In 2058, there were asked 80 marks as compulsory question marks and 34 marks as optional question marks. In the same year, there were some optional questions but they were asked from the same language items. In 2059, there were asked 80 marks as compulsory question and 22 marks as optional marks. Similarly, in the year 2060, 80 marks for compulsory and 22 mark for optional question marks. In 2061, 80 mark for compulsory and 40 marks for optional question marks. In addition, in 2062, 80 mark for compulsory and 22 marks for optional question marks. From the data and description above, the researcher found that there was no specific norm or tendency of marks distribution in the question papers because it has under and over weightage in the same unit. It also shows the negligence in the part of

question setters, which may lead the lack of content validity and negative wash back as well. Though in each unit there is fixed course contents marking system but it is not found to be obeyed in setting the question papers.

So far, we have seen the course contents weightage and question weightage of language items, which is one aspect of content validity, there is no satisfactory finding. Some course language items are found to be over weightage and under weightage. It seems that there was no specific norm for asking questions. Thus, it seems that English for Mass Media question papers lacked content validity in terms of weightage of the course contents.

Examining the High Content Validity in Terms of Coverage vs. Low Content Validity in Terms of Weightage in the English for Mass Media Question Papers

It is visible that English for Mass Media at B.Ed. 3rd year has high content validity in terms of coverage or representation of the course contents. It is out of 54 language items, question papers represented 42 language items i.e. 77.78 per cent. However, the same question papers have low content validity in terms of weighting of the course contents / syllabus because test items did not follow the exact scheduled weighting marks. It shows that the question papers having high content validity in terms of coverage but low content validity in terms of weightage.

CHAPTER- FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the study. After the analysis of the question papers from different angles, the researcher has found the following findings.

4.1 Findings

a. The major findings of this research are as follows:

- i. According to the coverage principle, the English for Mass Media question papers have high content validity. It is because out of 54 language items in totality of the course, the question papers have represented 42 language items i.e. 77.78% (per cent) during 5 years (2058 to 2062).
- ii. On the other hand, according to the weightage principle, the English for Mass Media question papers have low content validity. It is because there was not following any norm or tendency in the distribution of marks in the question papers. For example, in 2062, unit - 5, carried 31 marks in the question papers, whereas its weightage is 20 marks according to the syllabus.

b. The unit specific findings of this research are as follows:

1. In terms of coverage

- a. In unit one, out of 17 language items of course contents, question papers represented 9 language items during 5 years (2058 to 2062), 8 language items were untouched. It means the coverage of course contents is 52.94 percent. Anyway, English for Mass Media

question papers have high content validity in unit one because test contents have been represented over 50 % course contents.

- b. In unit two, there are four language items and all language items are represented during five years. It means the coverage of course content is 100 percent. That is to say, the content validity of English for Mass Media question papers have high content validity.
- c. In unit three, there are seven language items. All language items have been represented during five years. It means the coverage of the course content is 100 percent. That is to say, the content validity of English for Mass Media questions have 100 per cent content validity.
- d. In unit four, there are eight language items in the course content. All language items have represented during five years. It means the coverage of course content is 100 percent. So that the content validity of English for Mass Media questions have 100 per cent content validity.
- e. In unit five, out of 14 language items of the course content question items represented 10 language items during five years and 4 language items were untouched. It means the coverage of course contents is 71.43 per cent. That is to say that the content validity of English for Mass Media questions have highly satisfactory.
- f. In unit six, there are four language items in the course contents. All language items have been represented during five years. It means the coverage of course contents is 100 per cent. That is to say, the content validity of English for Mass Media question papers have been 100 per cent.

2. In Terms of weightage

- a. In unit one, out of 10 marks weightage according to syllabus, the question papers of different years have been carried out in different weightage as follows:

In 2058, 17 marks were as compulsory. In 2059, 9 marks were as compulsory and 6 marks were as optional. In 2060, 6 marks were as compulsory and 6 marks were as optional. In 2061, 7 marks were as compulsory and in 2062, 11 marks were as compulsory. Thus, as a whole in unit one, it is found that in the years except 2062, the marks weighting in the question papers were not proportional to the weighting of its course contents and they were under weightage except the year 2058. This shows that English for Mass Media question papers have lack content validity in unit one.

- a. In unit two, out of 10 marks weightage of course contents were as follows:

In 2058, 16 marks were as compulsory and 16 marks were as optional. In 2059, 9 marks were as compulsory. In 2060, 16 marks were as compulsory. In 2061, 4 marks were as compulsory and 6 marks were as optional. In 2062, 12 marks were as compulsory and 12 marks were as optional marks. Thus, as a whole in unit two it is found that in all the years' marks weighting in the question papers were not proportional to the weighting of its course contents because it is over weighting in the question papers. Thus, this shows that the English for Mass Media question papers lack content validity in unit two.

- b. In unit three, out of 10 marks weightage of course contents, the weightage of the questions were as follows:

In 2058, 3 marks were as compulsory marks. In 2059, 19 marks were as compulsory and 10 marks were as optional marks. In 2060, 8 marks were as compulsory. In 2061, 17 marks were as compulsory and in 2062, 2 marks were as compulsory and 10 marks as optional marks. Thus, as a whole in unit three, it is found that, in all the years the marks weighting in the question papers were not proportional to the weighting of its course contents because it is under and over weighting in question papers. This shows that the English for Mass Media question papers lack content validity in unit three.

- c. In unit four, out of 10 marks weightage of course contents, the weighting of the questions were as follows:

In 2058, 12 marks were as compulsory and 12 marks as optional. In 2059, 18 marks were as compulsory marks. In 2060, 25 marks were as compulsory and 16 marks as optional marks. In 2061, 20 marks were as compulsory and 22 marks as optional and in 2062, 6 marks as compulsory and 6 marks as optional marks. Thus, as a whole in unit four it is found that in all the years, the marks weighting were not proportional to the weighting of the course contents and they were under and over weighting as well. This shows that the English for Mass Media question papers lack content validity in unit four.

- d. In unit five, out of 20 marks weightage of course content, the weighting of the questions were as follows:

In the year, 2058, 19 marks were as compulsory marks. In 2059, 7 marks were as compulsory and 6 marks as optional marks. In 2060, 7 marks as compulsory marks. In 2061, 15 mark as compulsory and 12 marks were as optional and in 2062, 31 marks were as compulsory marks. Thus as a whole in unit five it is found

that in all the years the marks weighting of the test papers were not proportional to the weighting of the course contents and they were under and over weighting. This shows that the English for Mass Media question papers lack content validity in unit five.

- e. In unit six, out of 20 marks weightage according to syllabus, the question papers have been carried out different weightage as follows:

In 2058, 13 marks were as compulsory marks. In 2059, 18 marks were as compulsory marks. In 2060, 18 marks were as compulsory marks. In 2061, 17 marks were as compulsory marks and in 2062, 18 marks were as compulsory marks. Thus as a whole in unit six, it is found that in all the years marks weighting in the question papers were not proportional to the weighting of its course contents and they were over and under weighting. This shows that the English for Mass Media test papers lack content validity in unit six.

3. It has been found that the English for Mass Media question papers have high content validity in terms of coverage but low content validity in terms of weightage of the course contents. This shows that the question papers have high content validity in terms of coverage.
4. According to the coverage of the course contents, the English for Mass Media questions have really tested what it has been supposed to test in the testees because the items represented more than 77 per cent course items.
5. According to the weightage of the course contents, it is argued that the English for Mass Media questions have not tested what it has been supposed to test in the testees because the question setters

have not followed any weighting system of the course contents in the test contents.

6. More variation is found in asking questions in the types of questions (objective, subjective short and subjective long questions) in the different years in same unit as well. For example, in the unit one, there was asked only objective and subjective short question but there was not asked any long question during five years.
7. Few language items were represented in different years in the English for Mass Media tests. In unit one, within five years two subjective short questions were repeated. In unit five, within five years, two subjective questions (2059 question no. 8 and 2062, question no. 2) were repeated. Similarly, two objective questions were repeated from the same unit. In unit six, two subjective short questions were repeated (question no. 7, 2060 and question no. 2, 2061) In the case of subjective long question, in unit six within five years, subjective long question repeated each and every year from the same language item. In units two, three and four, there were no repetitions of any question items.

4.2 Recommendations

Based on findings of the research work and the researcher's own intuition some recommendations are made which are listed below:

1. A test would have high content validity, if it follows not only representative principle but also weighting principle. Thus, English for Mass Media tests should follow both principles: representative and weighting to get the test high content validity.
2. Some fixed criteria should be prepared e.g. Specification table for asking the different question types (objective, subjective short

question and subjective long question) in different units. By asking different types of questions differently in different years creates harmful effects on the validity of the question papers as well as to the testees. Thus, English for Mass Media test should follow fixed criteria about how many and which types of questions will be asked from each unit in each year.

3. While constructing the questions all the units should be given equal proportion.
4. While comparing the course contents and test contents in English for Mass Media, it does not have sample in unit five; it should represent like other unit.
5. To get a language test with high content validity, the question setters must make a minute study of the course contents before developing the question papers. The questions should be piloted from the trained and experienced teachers.
6. It has found that English for Mass Media question papers have not been followed scheduled weightage of the course content. They should be followed strictly.
7. The Office of the Controller of Examinations should take initiatives towards improving the English for Mass Media questions as a whole. It should take care of not only the content validity of the question papers but also other types of validity. For this, the concerned authority should conduct occasional seminars, workshops and conferences. So as to develop a uniform and standard approach to framing and developing question papers of English for Mass Media.

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APPENDIX – I

Specification Chart

English for Mass Media

B.Ed. 3rd Year

Full Marks: 100

Teaching hours: 150

Introduction

This course comprises six units altogether. The first four units are related to introduction to mass media, print media, electronic media and introduction to journalism. The second two units are related to the, interviewing & advertising and translation.

To study these six units the evaluation scheme provides guidelines that the first four units cover fifty percent of course and the second two units cover fifty percent of the course. To divide the marks proportionately the first four units (I, II, III & IV) cover 40 marks of the course and the second two units (V & VI) cover 40 marks of the course. The interest of the researcher is just to see the written test not the practical one. Therefore the coverage of the research is the written exam of this paper.

This paper includes three types of questions, short answer type questions, long answer type questions and objective type questions. Thus, it covers 12 objective types of questions, 8 short answer type questions and two long answer type questions.

To divide the number of questions to different units, one unit should cover at least 2 objective questions and one short question. In this regard, the first four units should cover one long question and the last two units should cover another long question. The unit four and the unit five cover two short questions because these two units deal with many more topics.

General Objective of the course:

The course is designed with a view to familiarizing the students with different types of mass media and their general features with special emphasis on the language used in these media. The course also aims in developing performance skills in various aspects of Mass Media.

Specific Objectives of the course:

On the completion of this course, the students will be acquainted with:

-) The general features of different types of mass media.
-) The specific type of language used in various kinds of media
-) The principles and art of interviewing and advertising
-) The concept and techniques of translation
-) In addition , they will be able to perform the following activities
:
 -) Composes and edit news
 -) Read news
 -) Design and compose various advertisements/commercials
 -) Design and construct banners, posters, signboards brochures and pamphlets
 -) Translate from English to Nepali and vice versa
 -) Deliver speeches
 -) Make live commentaries

APPENDIX –II

Checklist

Content area of the text	2058			2059			2060			2061			2062		
	O	S	L	O	S	L	O	S	L	O	S	L	O	S	L
Unit I: Introduction to Mass Media															
1.1 What is mass media?	10	1		3										1	
1.1.1 Definition of mass media															
1.1.2 Mass media as a register of language								(2)							
1.1.3 Characteristics of mass media					(1)			1							
1.2 Print media															
1.2.1 Books and manuals															
1.2.2 Newspapers , magazines and periodicals	2														
1.2.3 Brochures and prospectuses													6,9		
1.2.4 Pamphlets, posters, banners, signboards, traffic signs and signals		4b,7													
1.2.5 Charts, graphs, diagrams, tables, caption writing, menus and bills														3a	
1.3 Electronic & other media					3,5b									1	
1.3.1 Radio															
1.3.2 Television															
1.3.3 Cinema															
1.3.4 Live commentaries															
1.3.5 Public speaking															
1.4 Role of mass media in the present day world	12									8	8				
Unit–II: Print Media															
2.1 General feature		(2)		5	2		1	4b			6b			(7)	
2.2 Purpose and function			9		5c			5 2							
2.3 Language		8	(9)				5				6c			8	
2.4 Practical activities											(8)			2	
Unit–III: Electronics and other media															
3.1 General features				4											
3.2 Purpose and function	4					9									
3.3 Language				6	7					7					
3.4 News reading							12								
3.5 Live commentaries											6a			3b	
3.6 Public speaking		4c		12		(9)	7	3		6	3				(9)
3.7 Practical										10	8				
Unit – IV: Introduction to Journalism															
4.1 Defining journalism											1				
4.2 Principles of modern journalism									9	12	(1)			3c	
4.3 The characteristics of good newspaper				7			2,4					9	8		
4.4 The art of reporting and	7,8			1,2,			3,10	(7)		2,4	4	(9)	2,11		

writing news				9										
4.5 Journalese: the journalistic writing	6,11	(7)			1			4a						
4.6 Editing a newspaper					6			4c		5				
4.7 Proofreading,	1,3	3		8,11			11	8					12	(1)
4.8 Practical activities			(9)						(9)					
Unit V: Interviewing and Advertising														
5.1 Interviewing														
5.1.1 Principles and mechanisms of interviewing														
5.1.2 Kinds of interviews		2			8									4
5.1.3 The art and procedure of interview										5			3	
5.1.4 The language of interview														
5.1.5 Do's and don'ts in interview	9									1				7
5.1.6 Press conference										(5)				
5.1.7 Practical activities														
5.2 Advertising													7	
5.2.1 Purpose and principles of advertising										3	7			
5.2.2 Types of advertisement		5		10			8				4			
5.2.3 Techniques and mechanics of advertising		6			(8)									9
5.2.4 The language of advertisement								6		11				
5.2.5 Practical activities											(7)			5
Unit VI: Translation														
6.1 What is translation?	5									9			5	6
6.2 Translation and interpretation			10		4	10	9		10			10	10	10
6.3 Literal and interpretive translation		4a			5a		6							
6.4 Semantic overlapping and translational equivalence								7			2			