

**ITEM ANALYSIS OF ELT THEORIES AND METHODS  
EXAM AT B.ED. LEVEL**

**A Thesis Submitted to the Department of English Education,  
University Campus, Kirtipur  
In partial fulfillment for the Master's Degree in Education  
(Specialization in English Language Education)**

**By  
Sujan Acharya**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal  
2006**

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that Mr. Sujan Acharya has worked and completed his M.Ed. dissertation entitled "Item Analysis of ELT Theories and Methods Exam at B.Ed. Level" under my guidance and supervision.

I recommend the dissertation for acceptance.

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## **RECOMMENDATION FOR EVALUATION**

This thesis has been recommended for evaluation by the following Research Guidance Committee.

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## **DEDICATION**

**To my parents who devoted their entire lives for  
making me what I am now.**

**- Sujan Acharya**

## ACKNOWLEDGEMENT

This thesis has been prepared for the partial fulfillment of M.Ed. Degree in English Education. I had a much rewarding experience while undertaking this study which would not have been completed without the careful guidance and inspiring encouragements that I have received from my respectable teachers. I owe my sincere debt to all of them.

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**Sujan Acharya**



## **ABSTRACT**

The main purpose of this dissertation was to analyze multiple-choice objective tests of B.Ed. 2<sup>nd</sup> year course "ELT Theories and Methods" in the years from 2055 to 2059 B.S.

For this purpose, the population of the study was 80 students of B.Ed. second year, studying in different campuses in Kathmandu valley. Two government colleges and two private colleges were selected and twenty students from each campus were chosen for the study. The researcher administered 100 multiple-choice objective test items of B.Ed. 2<sup>nd</sup> year course "ELT Theories and Methods" asked in the years from 2055 to 2059. The findings of the study are given below:

1. Too easy and too difficult items fail to discriminate between the testee. For example, facility value of the item no. 10 in the year 2055 was 0.81 but its discrimination power is 0.33, facility value of item no. 19 in the year 2058 was 30.57 but its discrimination power is 0.06.
2. Items with good facility value need not necessarily have good discrimination index. For example, facility value of item no. 17 in the year 2055 was 0.76 but its discrimination index was 0.33.
3. Perfect discrimination is impossible. The researcher did not find any item in which 100% testees at the upper level correct a

particular item and none of the testees at lower level correct the same item.

The study consists of four chapters.

The first chapter includes general background, review of related literature, objectives of the study and definition of the specific terms.

The second chapter deals with methodology. It includes the sources of data, population of the study, sample of the study, tools for data collection, process of data collection and limitations of the study.

The third chapter deals with the analysis and interpretation of the data. The obtained data were tabulated and analyzed by using simple statistical tools of percentage and using diagrams and tables.

The fourth chapter deals with findings and recommendations of the study. In the final section of the study appendices are included.

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### **REFERENCES**

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