

CHAPTER ONE

INTRODUCTION

1.1 General background

Language is a voluntary vocal system of human communication. It has been estimated there are 6912 languages in the world (Ethnology 2005). Among them, the English language is one of the major international languages; one of the six official languages of the United Nation and is the means of international communication. It is an important tool for the acceleration of science and technologies development our country. It has a significant place in our education system. It is taught as a compulsory subject from primary to graduate level. Most of the books, magazines, and periodicals are written in English. The signboards, advertisements, and the names of medicines are also written in English.

English can be described as a library language. Most of the publications in the field of science and technology are published in the English language. About one third of the world's publications, books news papers, and periodicals are published in English. The knowledge of English opens many doors including an easier access to a good job. So, English can also be viewed as a means of getting a better job for improving social status and for solving economic problems.

The history of English Language teaching (ELT) in Nepal is linked with the establishment of Durbar High School by Janga Bahadur Rana. He established the school in his palace in 1853 A.D. after returning from Britain. Another incident of English language teaching in Nepal at higher level is the opening of Tri-Chandra college in 1918 AD. Keeping the growing demand of English in mind, the government has prescribed

English as a compulsory subject from primary level to bachelor level in Nepal where it is also the medium of instruction at higher level and even in schools at present.

The general objectives of the present Compulsory English Curriculum of secondary level as stated by Curriculum Development Center (CDC) are to enable the students to:

- i. develop an understanding and competence in spoken English.
- ii. communicate fluently and accurately with other speakers of Nepal.
- iii. develop competence in understanding a variety of reading texts.
- iv. gain the skills necessary to suite English appropriately and effectively.
- v. develop an ability to use simple reference materials.
- vi. read, appreciate and enjoy literary texts.
- vii. develop an awareness of cultural and ethical values relevant to Nepal.

The present ELT situation in Nepal is not going on satisfactorily and effectively. Kansakar (1998:73) views that several essential inputs are missing in the school system e.g. curriculum content that matched the instructional objectives, trained teacher, effective methods, functional textbooks, manageable class size and effective evaluation techniques. Students continue to learn a very little English in classroom.

1.1.1 Language Teaching and Language Testing

Tests function as the measuring instruments in the education system that evaluates the extent how much the learners have achieved the objectives

and how successful and effective the teaching has become. Language testing is an integral part of language teaching, language learning and language testing comes within the framework of language education, so language education becomes incomplete in the absence of either of them. Testing has been serving both as an instrument for educational reform as well as the most important tool for research. Gaining insights from research, testing has become an instrument to contribute to change in the way teachers perform in the classroom and the way reform takes place in the whole system of education. The role of testing in research has been so effective that it has been constantly contributing to improve the process of education as a whole. One of the functions of testing is to look into the effectiveness of teaching. At the same time, it also offers some insights on how teaching can be made more effective. By nature, the process of testing reflects what is important in that particular course of learning, which ultimately provides clues to what is to be taught.

Generally, the important elements are tested by which it is implied that these are the elements that should be given adequate attention while teaching. In this connection, the relationship between teaching and testing appears to be very interesting. In the process of determining what is to be taught and what is to be tested, teaching helps testing and testing helps teaching. Heaton (1988:5) says, “A large number of examinations in the past have encouraged a tendency to separate testing from teaching. Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other.” That is to say language teaching and testing are mutually inclusive in the language education. Elaborating the relation between language teaching and language testing, Khaniya states

(2005:1) " testing in a broad sense has always been inherent part of teaching. Assessment of learning is as old as education itself. From the time when teaching began, the teacher has always been keen to know the extent to which his teaching has been effective in making the learners understand what has been taught. Testing is used as a process of scrutinizing how far learners have learned what the teacher wishes them to learn". He opines that testing is an integral part of teaching that functions as a true guide for teaching and checks how far the teaching has been effective in marking. Similarly, Mc.Graw (1996:60) views "teaching without testing is like painting in bad light"

On the whole, testing should not be diverted from teaching and it should be taken as an integral part of teaching in the sense that both of them co-exist within the framework of language education.

1.1.2 Washback Effect of Examination

Washback, also called backwash effect, is one of the qualities of good test. It has been widely used in language testing literature. All the tests have their impact on educational systems as well as upon the stakeholders involved within that system. It is an aspect of impact that has been of particular interest to both language testing researchers and practitioners what is referred as washback. "It has been defined as the effects of an examination on the teaching and learning of a foreign language and syllabus design" (Wilkinson, 1968:125 and Heaton, 1975:161). Khaniya (2005:74) takes it as the way in which an examination may influence in a backward direction. The term 'washback' has been taken differently through different stages.

Originally the term 'washback' had a negative connotation. Following Wiseman (1961:159), it was used to describe the deleterious effect of

examinations. One of the criteria for a good test at that time was not to have a washback effect on teaching (i.e. not to influence classroom activities).

The concept of washback got changed after some years and started to be used as a neutral term (i.e. neither negative nor positive); simply to refer to the effect of an examination on education (Wilkinson, 1968:125). For Nisbet (1969) whatever is done for the preparation of an examination is its washback effect. Pearson (1988:101) as mentioned in Khaniya(2005) looks at the washback effect of a test from the point of view of its potential negative and positive influences on teaching. According to him, washback effect of a test will be negative if it fails to reflect the learning principles, and/or course objectives to which it is supposedly related and it will be positive if the effects are beneficial and encourage the whole range of desired changes.

Washback can be analyzed into aspects of a curriculum that negative washback can affect and ways that positive washback can be fostered. Following Shiken (2002:13), negative washback can affect teaching course content, course characteristics and class time. On the other hand, positive washback can alter test design factors, change test content factors, adjust test logistics factors, modify test interpretation factors.

Many authors simply use the other terms for the same basic concept as washback and thereby avoid the term. For example, in the general education literature, this concept is sometimes referred to as backwash, while elsewhere it is referred to variously as test impact, test feedback, curriculum alignment and measurement driven construction. It means various authors may be using different terminology to discuss it. Washback, whether it is positive or negative, can be a potential boon or

threat to language teaching and curriculum because, through washback, a test can steer a curriculum in one direction or another (in terms of teaching course content, course characteristics and class time) either with or against the better judgment of the administrators, teachers, students, parents, etc.

From the point of view of testing, thinking about washback can help us think about test validity, washback becomes negative washback when there is a mismatch between the construct definition and the test, or between the content e.g. the materials/abilities being other simultaneous learning, puberty, family catastrophes.

Khaniya (1990:22) writes that whatever is done all along the way of examination preparation is the washback effect of the examination. This effect can influence the teaching and learning methods employed from very beginning to the end of a course if examinations require students to cover all what is entitled in the course objectives. He further writes, "it appears that the concept of washback which originally had negative connotations has emerged as washback validity which is considered to be one of the most important criteria for a good examination."

It is well accepted that examinations, which have extrinsic and intrinsic values, are very powerful. They are powerful in the sense that teachers and parents do all what they can and students work hard during the preparation of examination. Examinations play a very important role to shape up the futures of the students.

The SLC has major function to perform e.g. sense of achievement, license for the prestigious work and permit for higher education. The exam retains this power while it exists and examinations in general are most unlikely to vanish at least in Nepal. There is washback effect of

examination on teachers. As the examinations are very much powerful in Nepalese context, one of the responsibilities of the teachers is to enable their students to get good marks in the examinations. Not only this, in Nepalese context, teachers have to work very hard to prepare their students to secure good marks for the advertisement of private institutions. So, the teachers are in psychological pressure from parents, school management and also from the students to teach according to the model questions i.e. to prepare and revise for the examinations.

The washback effect on students is obvious. Students work harder when they know that examinations are approaching than at other times. The students start collecting notes, buying guide books, guess papers, etc. spending more times when the schedule of examination is given. It is always a tendency of the students that they, from the very beginning, start preparing for the examination. For example, they collect guides, books and find out the areas which are important and from where more questions are asked and emphasize their study on those areas. Khaniya (2005:25) quotes Alderson that "it is not surprising that students are vitally concerned with examination because it has serious consequences for their future lives" Thus, examinations have great washback effect on students as well.

On the whole, one must accept that the idea of how to get through the examination and how to help the students to get through examinations considerably influences what happens in the classroom. So, to achieve beneficial washback, the following suggestions are recommended by Luintel (2000:106):

- i. Testing the abilities whose development is wanted to be encouraged.

- ii. Using direct testing to test performance skills with texts and tasks as authentic as possible.
- iii. Marking testing criteria-referenced .
- iv. Marking achievement tests strictly based on the objectives.
- v. Ensuring that test is known and understood by students and teachers.

Thus, the term 'washback effect' which had negative connotation in the past has emerged as washback validity; one of the most important ingredients of a good examination. Khaniya says that a good test must also have the potential to exert a beneficial influence on teaching and learning. The way how to get through exams and how to help students get through the exams considerably influence what goes on in the classroom. It also influences students learning activities outside of the classroom. In this way, examinations have a very strong influence in inducing teachers and students to work.

1.2 Review of Related Literature

Gates (1995) washback is "the influence of testing on teaching and learning". For Meessick (1996) Washback is "the extent to which the introduction and use of a test influences language teachers and learners to do things they would not otherwise do that promotes or inhibit language learning"

Li Xioju (1989, as quoted in Khaniya 2005) assesses the washback effect of Matriculation English Test (MET) after four years of its implementation in China and describes the following as the positive effect of the MET.

- i. Teaching materials have been expanded to include greater use of imported and self- complied materials.

- ii. There have been changes in teacher's approaches to what is to be emphasized in teaching in the classroom.
- iii. Students have been found to be conscious of using their time and resources for learning English.
- iv. There has been change in the teacher's attitude about what to teach and how to teach.

So far as the research works carried out to analyze the washback effect of SLC examination in particular in Nepal are concerned they are very limited in terms of number. The researches that have been undertaken in this area are briefly summarized below:

Khaniya (1990) conducted a research "Examinations as Instruments for Educational Change: Investigating the Washback effect of Nepalese English Examination." He opines that SLC exam fails to assess the language skills that the SLC English course intends to develop communication skill because of its textbooks and previous exam paper oriented nature, it does not encourage students and teachers to focus on language skills entitled in the course objectives. The findings of the study includes:

- i. Washback is an inherent quality of exam,
- ii. Ingredients of the exam determine whether the washback is negative or positive,
- iii. Teaching for final exam is inevitable.

Kshetree (2001) has carried out a research on " A study on the washback effect of SLC examination". His study shows that the secondary level English teachers did not seem to be much informative. They were not found equipped with very simple materials like the package of the newly

implements course of English. Only 24 percent teacher used communicative method to teach English. English performance of the students was very poor. Neupane (2004) carried out a research study entitled Washback Effect of Examinations: A case of communicative English and stated that:

- i. student's participation in the class was very low,
- ii. lecture method was widely used to teach communicative English,
- iii. practical examination was just a formality and the tasks didn't resemble real life situation or lack of authenticity,
- iv. the present examination system did not follow course objectives and it lacked content relevance as well as course coverage.

Similarly, Poudel (2006) has carried out a research on “Washback effect of examination papers of ELT theories and methods of B.Ed second year”. She came up with the conclusion that;

- i. Examinations failed to require the students to develop true pedagogical skills.
- ii. Examinations encourage the students to guess the future questions to be asked more than to develop the pedagogical skills.
- iii. The examinations encourage the students to work for the exams than language learning.
- iv. Exams encourage teacher-centered teaching and there is no use of instructional materials.
- v. Course objectives, teaching methodologies and examinations do not match.

Regmi (2006) has carried out a research on "A study on washback effect of examination: A case of ELT Materials and Practices". Her major findings are as follow:

- i. Exams don't represent all the course objectives.
- ii. Content coverage of the theoretical exams has been found very low.
- iii. Since practical exams are not found practicable, there is danger of cheating.

Though, a number of studies have been conducted in washback effect of the examinations, nobody has carried out the research on the washback effects of the examinations of 'Send-up Exam'. Thus, the researcher is interested in carrying out this research.

1.3 Objective of the study

This study had the following objectives:

- i. To find out washback effect of SLC send-up examination.
- ii. To find out the content validity of the send-up examination.
- iii. To analyze the materials used by the teachers and students.
- iv. To suggest some pedagogical implications.

1.4 Significance of the Study

This study will be significant to those who are interested in language teaching and testing, particularly to those who are involved in English language teaching and testing. It will be a useful study for textbook writers, examination experts, curriculum designers, language teachers, trainers and students. The prospective researchers in the field of language testing will be also benefited by this study.

CHAPTER TWO

METHODOLOGY

This Chapter deals with the sources of data, tools for data collection, sample population and sampling procedures, process of data collection that had been used in the research and the limitation of the study.

2.1. Sources of Data

The researcher used both primary and secondary sources of data to accomplish the objectives of the study.

2.1.1 Primary Sources of Data

Primary sources of data for the study were 60 students of grade X of three different schools of Lalitpur district viz. Shree Harisiddhi Secondary School, Shree Bal Kumari Secondary School and Shree Sisnery Secondary School, 30 English Language teachers teaching at Secondary Level from different public Schools of Lalitpur district and 30 parents whose children were studying in grade X.

2.1.2 Secondary Sources of Data

The books related to language testing, questions papers of compulsory English of SLC Send-up examination, curriculum of secondary level compulsory English, textbooks, journals, theses and articles were the secondary sources of data.

2.2. Sampling Procedure:

Sample consisted of 60 students from class X who were involved in preparing themselves for S.L.C. Send-up examination. Three schools were selected. 20 students from each school were sampled from the random sampling procedure. 30 English teachers teaching at secondary

level and 30 parents whose children were studying in grade X were selected using snowball sampling procedure for the study.

2.3 Tools for Data Collection

Three sets of questionnaires were prepared for the data collection, one set for the students of grade X, one set for English teachers who were in teaching the course and one for the parents of grade X students. The questionnaires were prepared according to the level of the students. There were 15 questions for the students, 10 for the teachers to fill themselves and one set of the questionnaires for the parents was to interview.

2.4 Process of Data Collection

The researcher for the purpose of data collection developed three sets of questionnaires for the students, teachers and parents. She then collected of English question papers S.L.C. Send-Up test from 2060 to 2063.

In this process, the researcher went to the selected schools, consulted the headmasters and English teachers and clarified her purpose of the study. After that, she selected the required number of the students randomly and distributed the questionnaires by explaining the way they were supposed to do. Then, she collected the questionnaire back when students had finished answering and thanked them and left the classes.

In the case of teachers, she personally visited 30 teachers of different public schools of Lalitpur district and established friendly relationship and requested them to fill the questionnaires explaining her purpose of the study. She collected questionnaires back from the teachers after they finished responding to the questionnaires.

Furthermore, she also visited 30 parents of grade X students and explained the purpose of her visiting and asked them questions. Most of

the parents were unable to understand and reply the answers in English so, she translated English questions into Nepali while asking them and they replied in the Nepali language but she wrote the answers herself translating into English. At last, she thanked them for their kind help.

The researcher collected all the answer sheets and questionnaires and checked them carefully. Then, she started the table work where all the answers were gathered and tabulated the data obtained.

2.5 Limitations of the Study

The researcher carried out the study taking the following limitations into consideration:

- i. The population of the study consisted of only 60 students of grade X from three public schools of Lalitpur district.
- ii. Only 30 teachers teaching English at secondary level were selected to fill the questionnaires.
- iii. Only 30 parents whose children were studying in Grade X were interviewed according questionnaires.
- iv. The question papers of compulsory English of S.L.C. Send-Up examination from 2060 to 2063 were analyzed in terms of course objectives and content validity.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This is the central part of the study that deals with the interpretation and analysis of the data collected from both primary and secondary sources. The obtained data have been analyzed and interpreted according to the objectives of the study. The first section deals with the analysis of the questions asked in the previous examinations (from 2060 to 2063) in terms of objectives of the course. The second section deals with the analysis of the materials used by the teachers and students in teaching and learning the English language. The third section deals with the impact of the washback effect of the SLC send-up examination in teaching, learning as well as in parents.

3.1. Analysis of the question papers

This section is concentrated on the analysis of the questions asked in the SLC send-up examinations from 2060 to 2063, (Appendix –II) in terms of the specified objectives of the course. The questions asked in the examinations to fulfill the different objectives have been analyzed.

The general objectives of the present compulsory English curriculum are:

to enable the students to develop an understanding and competence in spoken English,

to communicate fluently and accurately with other speakers of Nepal, to develop competence in understanding a variety of reading texts,

to gain the skills necessary to write English appropriately and effectively,

to develop an ability to use simple reference materials, to read, appreciate and enjoy literary texts,

to develop an awareness of cultural and ethical values relevant to Nepal.

On the other hand, the specified objectives of teaching English at secondary level (grade 9 and 10) should be able to integrate receptive and productive work in the four major skills (listening, speaking, reading and writing) which are attached in appendix I.

The examinations held so far were geared to measure the theoretical knowledge (which they got from recitation) of the students. They didn't make any question to test the practical aspects in the real sense. There are altogether fifteen units in grade 10 textbook related to four language skills. Some units are same in class 9 and 10. Only the contents are different. Therefore, the researcher has analyzed the questions asked from different units in terms of the related course objectives, course curriculum and questions are attached in the appendices I and II respectively.

3.1.1 Analysis of the questions asked from unit 1 to 3

The objective of unit one to three is to make the students able to report the events and happenings using statements, questions and commands. These three units are focused on reported speech. The curriculum and question papers are attached in appendices I and II respectively and table showing the nature of the questions from 2060 -2063 is shown in appendix III.

But only letter writing and paragraph writing were given emphasis each year in long question according to the contents of the textbook. In short question, fill in the blanks type of questions were asked in grammar item. The nature of the questions was mostly explanatory and letter

writing type. The questions were of same types each year. The problem solving, task based and the questions that require some skills to think were not asked. The questions asked so far promote the tendency of rote learning, memorization and recitation rather than knowledge and skills development in second and foreign language teaching and learning.

3.1.2 Analysis of the questions asked from unit 4 and 5

The objective of these two units is to make the student able to give and withhold permission. These units are design to practice the students for giving and withholding polite permission. Only the fill in the blanks type of questions were asked each year. Essay writing types of questions were also asked according to the contents of the book but not according to the objectives of the curriculum. If we see the questions as in appendix III, They were mostly of descriptive and explanatory type (like essay writing) rather than task oriented and problem solving type, therefore, they only highlight rote learning rather than giving practical knowledge which is necessary in real life situation.

3.1.3 Analysis of the questions asked from unit 6 and 7

The objectives of these two units is to make the students able to express their feeling and ideas according to the situation using conditional sentences. These units focus on expressing feeling and ideas in some special situations. But the questions so far asked in the examinations were fill in the blank type of 2 marks in each year for example "if it rains, Meena -----to meet the head teacher (will not come, would not come, would not have come)". It shows that the questions were not able to test the ability to create the sentences according to the situation. Paragraph writing was also asked according to the book but not

according to the objective for example write a paragraph about 'Dashain festival'.

When we see the questions and objectives of the units, they don't match. They were not found to be interrelated.

3.1.4 Analysis of the questions asked form unit 8, 9 and 10

The objective of unit 8 to 10 is to make the students able to ask the questions using 'why' and to answer the question giving reasons according to the situations. The long questions were asked in 2061 and 2062. But in 2060 and 2063, no question was asked. The questions asked from unit 9, were in 2062, a poem was given and asked the students were to solve the comprehend questions reading the poem, in 2061, paragraph writing was asked which could be able to test the creativity of the students, in 2063 one essay writing was asked that is "write an essay on newspapers in about 200 words using the given clues".

If we see the questions as in appendix III, they were descriptive, explanatory and illustrative. Those questions asked from these units were found to be able to test the reading and writing skills of the students.

3.1.5 Analysis of the questions asked from unit 11, 12 and 13

The objective of unit 11 is overlapping with the objective of unit 5 that is to make the student able to give and withhold permission. The questions so far asked from this unit are reading passages in 2061; fill in the blank type of question was asked in 2063 but no question was asked in 2060 and 2062. A long question from unit 12 was asked each year. For example 'write a letter to the editor of newspaper', 'write a story

using the given clues". So the questions were almost of descriptive and explanatory types.

In case of unit 13, no question was asked in 2060, a long question was asked that in 2061, is 'read the given poem and answer the following questions' a fill in the blank type of question was asked. In 2063, a long question like in 2061 was asked in 2062.

It shows that repetition of the same type of question leads the students towards guessing.

3.1.6 Analysis of the questions asked from unit 14 to 15

The objective of unit 14 is to make the students able to express agreement and disagreement in a given situation. From this unit no question was asked in 2060, but dialogue writing was asked in 2061 and in 2062 and 2063 one story writing and one essay writing were asked respectively according to the course contents of the book but not according to the objectives of curriculum. So there is no one to one relation between the objective of the unit and questions asked in the examinations.

Unit fifteen deals with expressing of probability. From this unit, no long question was asked in any year, but every year fill in the blank type of grammatical items were asked.

In conclusion, the questions asked in 2060 to 2063 were almost of all the same types. Those questions focused mainly on memorization of learning and knowledge-oriented study but not the skill oriented study. Same types of essay writing, story writing, letter writing and report writing were asked to test the writing skill. So, students could guess and prepare for examination. They didn't design different type of questions to develop writing skill. In reading comprehension also, same type

reading texts were found to be asked for example 'read the following advertisement and answer these questions', 'read following poem and answer these questions' (same poem was asked many times) so, students could guess certain reading texts and prepare for the examination which do not help the students to develop reading habit and they could be poor in reading comprehension.

When we see the grammatical items asked in the examinations (2060-2063), it was found that only fill in the blank types of questions were asked . There are many grammatical items to teach and learn in curriculum but the questions asked in the examinations (2060-2063) mainly focused on certain items only such as conditional sentences, causative verbs, active passive, reported speech etc. It shows that students would not read all the grammatical items nicely. They could only focus on those items which could be asked in the examination by guessing.

The questions were not task oriented and communicative. All the objectives were not found to be evaluated. Some units were not touched and some were repeated again and again during four years so, the students were not seem to be evaluated in real practical ground. They could not use English to communicate in their daily life.

3.2 Analysis of the materials used by the teachers and students

This part concentrates on the analysis of the materials used by the teachers and students in teaching and learning English. For this purpose, the materials used by the students and teachers are recorded and simple statistical tool known as percentage is used to quantify the recorded data.

This section is further divided into three sub-sections i.e. materials used by the teachers, materials used by the students and teaching methods and techniques used by the teachers.

3.2.1 Analysis of the materials used by the teachers

Teaching materials play a vital role in teaching and learning. Different materials make the teaching more effective and interesting. Different teachers use different teaching materials while teaching which makes the teaching lively and attractive. The table shown below displays the different materials being used by the teachers, number of the teachers using different materials and a short description of the materials.

Table 1 : Materials used by the teachers

S.N.	Name of the materials	No. of teachers	Percentage	Remarks
1	Grade 9 and 10 textbooks	30	100%	
2	Audio/ video recorder	23	77%	
3	Magazines/ newspaper	20	67%	
4	Com. Eng. Curriculum	17	57%	
5	Computer	14	47%	
6	Model questions	12	40%	
7	Workbooks	10	33%	
8	OAL dictionary	8	27%	
9	Specification grid	8	27%	
10	Teacher's guide	8	27%	
11	Grammar books	6	20%	

3.2.11 Different Teaching Methods and Techniques in Practice

The table given below shows the percentage of teachers using different language teaching methods in their teaching activities.

Table : 2 Methods and Techniques Used by the Teachers

S.N.	Methods and techniques	No. of teachers	Percentage	Remarks
1.	Communicative method	23	77	
2.	Discussion	14	47	
3.	Pair and group work	14	47	
4.	Inductive Method	12	40	
5.	GT Method	11	37	
6.	Question – answer	11	37	
7.	Deductive Method	9	30	
8.	OSS approach	9	30	
9.	Direct Method	8	27	
10	Role play	8	27	

Table 2 shows that out of 30 teachers, 23 teachers (i.e. 77%) were applying communicative method. While teaching, 47 percent teachers were applying discussion technique, and pair work and group work techniques. 40 percent teachers were applying inductive method and similarly 37 percent teachers were applying GT method and question-answer technique, 30 percent teachers were applying OSS approach and deductive method, 27 percent teachers were applying direct method and role play. But none of them responded that they were applying dictation technique which is very important for this level. Thus, the above table shows the level of popularity of different methods and techniques being used in the English language in schools under study.

3.2.12 Use of Nepali in English class

The following diagram shows the percentage of teachers using various percent of the Nepali language in teaching English which is shown in

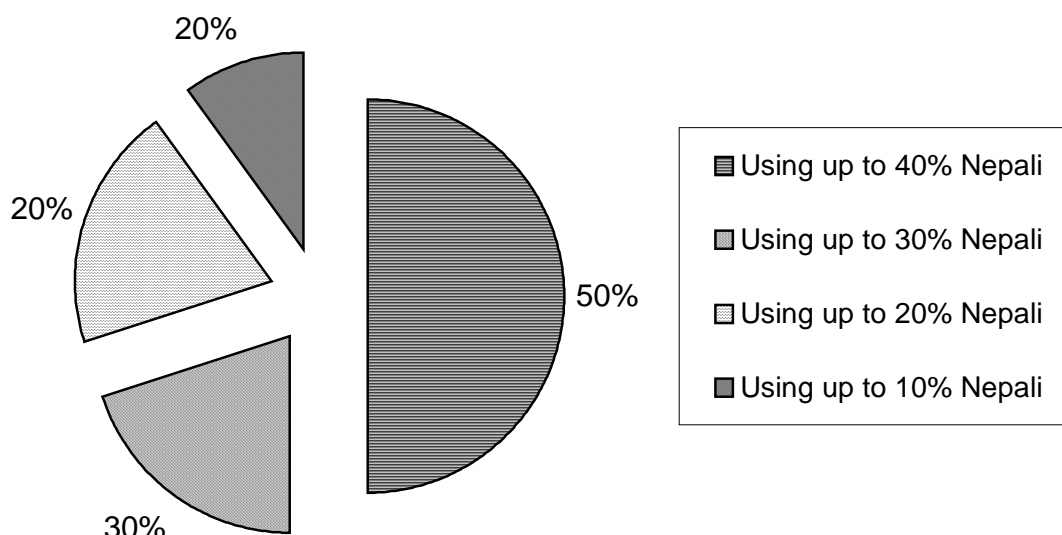
four categories viz. Nepali being used up to 10%, Nepali being used up to 20%, Nepali being used up to 30% and Nepali being used up to 40% according to the responses of the teachers.

Table no. 3 Use of Nepali

particulars	Percentage
Using up to 40% Nepali	50%
Using up to 30% Nepali	30%
Using up to 20% Nepali	20%
Using up to 10% Nepali	20%

The above information is also presented in the following pie chart.

Fig No. 1 Various degrees of use of Nepali in English Classes



3.2.2 Materials used by the students

This sub-section deals with the materials which are directly related to the learning of the English language and the materials and activities which are indirectly helpful in learning .

3.2.21 Directly Related Materials

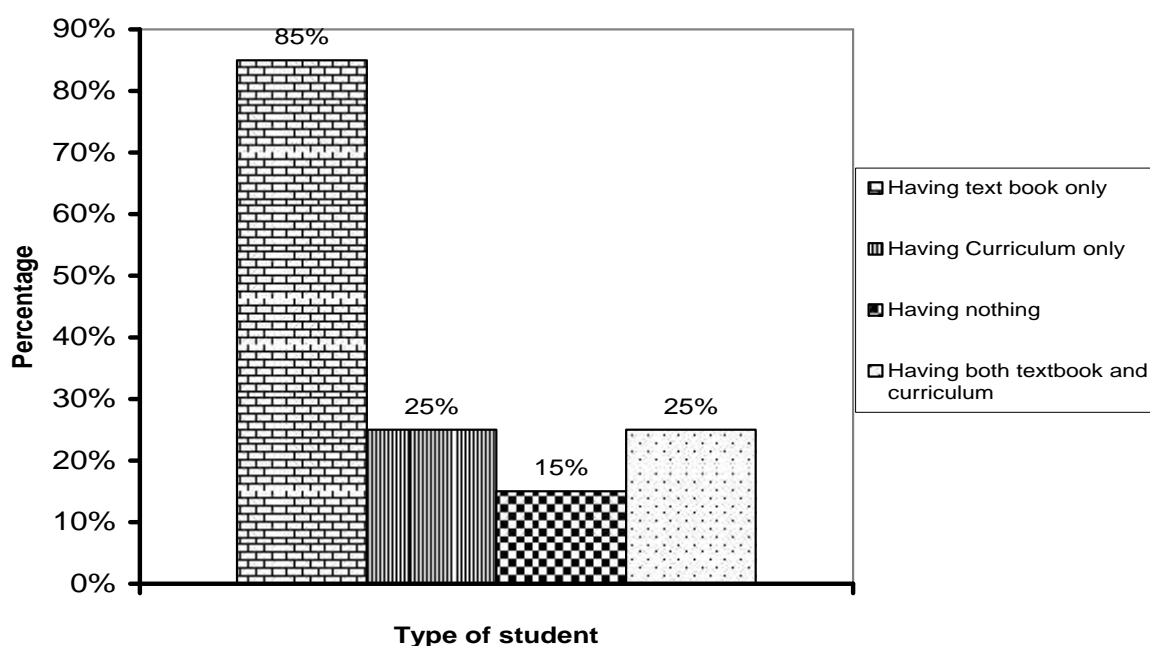
In this section, the researcher presents the status of the possession of the textbooks and curriculum by the students published by Curriculum Development Center (CDC) Baktapur Nepal. The following diagram shows the percentage of the students having textbook and curriculum, textbook only, curriculum only or none of these.

Table No. 4 Materials used by the students

particulars	Percentage
Having text book only	85%
Having Curriculum only	25%
Having nothing	15%
Having both textbook and curriculum	25%

This table shows that most of the students buy textbook only. The above information is also presented in the following diagram.

Fig No 2 Materials each student used.



It shows that most of the students have textbooks of English only and very few students have neither textbooks nor the curriculum.

3.2.2.2 Helpful Materials and Activities

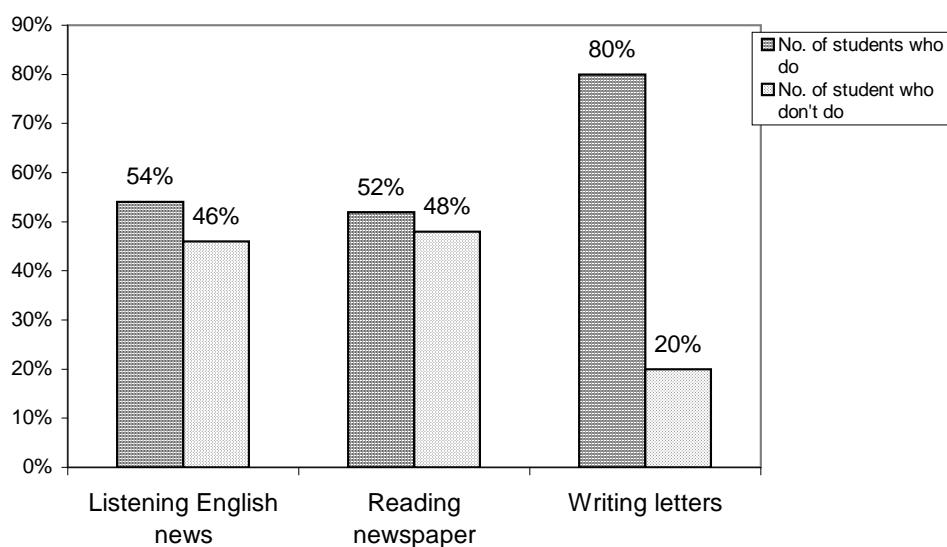
The additional materials and activities of the language learner which are helpful in learning English are included here. For examples, listening of English news on radio and television, reading newspapers and magazines are also of vital important in the learning of English likewise writing letters in English also helps to improve communicative skills. Thus, the following diagrams show the percentage of such materials and activities by the students for the sake of language learning and developing communicative competence.

Table No. 5 Materials and activities done by the students

Particulars	No. of students who do	No. of student who don't do
Listening English news	54%	48%
Reading newspaper	52%	48%
Writing letters	80%	20%

The above table shows that a very few students write letters in English in their real life. The information shown in the table is also presented in the following diagram.

Fig: 3 Materials and activities done by the students



The above bar diagrams show that only 46% Students listen to the English news on radio and television. They sometimes only listen to in but not regularly. 54% Students never listen the English news. It also shows that only 48% students read English newspaper sometimes but 52% students never read them. So, it shows that the students are not interested to listen to English news and to read English newspapers regularly. Likewise, the number of the Students who write letters in English in their real life situation is not satisfactory. Only 20% students sometimes write letter in English in their exam but 80% students never write letters in English.

3.2.23 Students' involvement in coaching/tuition classes

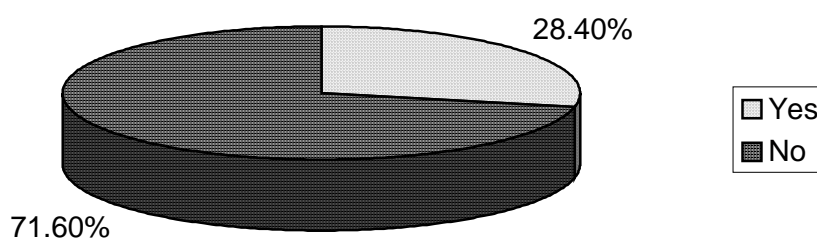
Different institutes and group of teachers run coaching classes. These are like the school classes but the only difference is that in such classes the teachers try to finish the courses in a short period of time and the students have to pay money to join these classes. The researcher also tried to know the view of the students as to why they join tuition centers. The following diagram shows the number of the students who joined the tuition centers.

Table no. 6: Students' involvement in coaching/tuition classes

Response	No. of Students	Percentage
Yes	17	28.4
No	43	71.6

The above table shows that out of 60 students, only 27 students were found to be involved in the tuition classes which can be shown in the following pie chart.

Fig: 4 Student's involvement in tuition



The above table and pie chart show that out of the 60 students, only 17 students were found to be involved in the tuition classes, it was 28.4%. On the other hand, 71.6% students were not involved in tuition or coaching classes for the preparation of examination. They were only found to rely on class notes and textbooks.

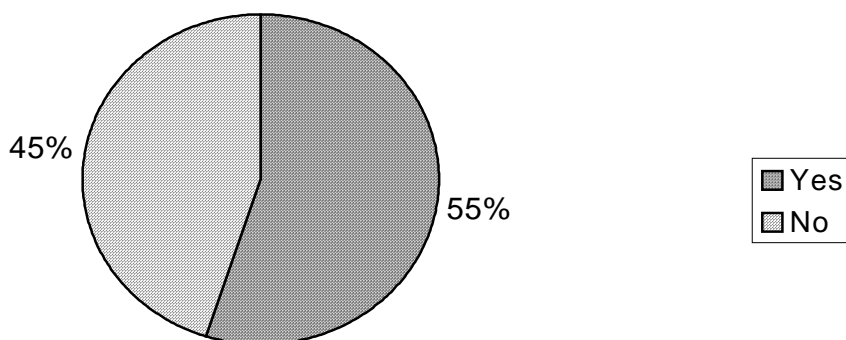
3.2.24 Buying Guides and Guess papers

Guide books use the Nepali language to explain the things given in the text, translate all the passages into the Nepali language, solve all the problems given in the textbook making it easier for the students to comprehend. The students can read them passively sitting at home. The researcher tried to find out the numbers of the students who bought such books for the preparation of examination. The following table and pie chart show the responses given by them.

Table no. 7 Students buying guide books

Response	No. of Students	Percentage
Yes	33	55%
No	27	45%

Fig: 5 Buying guides and guess papers



The above table pie chart show that out of 60 students, 33 Students (55%) were found to be involved in buying guides and guess papers for the preparation of exam. They were found to be worried about examination rather than developing four language skills because they had written that they brought guides and guess papers to get good marks in English. On the other hand, 27 students did not buy guides and guess papers. This shows that students are really worried about examination.

3.3 Analysis of the Washback Effect

This part of the analysis deals with the washback effect of S.L.C. send-up examination. The activities that are done for the preparation of examination are the washback effects. Here, these effects are analyzed in three major sections viz. analysis of the washback effect on teaching, analysis of washback effect on learning the English language and analysis of washback effect on parents. For this purpose, the researcher analyses the views of the teachers, students and parents using the simple statistical tool like percentage.

3.3.1. Washback Effect on Teaching

In this section, some very common things related to the washback effect of examination are analyzed and presented. The researcher presents three sub-sections under this section viz. teachers' belief in oral test, teacher's views regarding teaching and teachers' belief about S.L.C.; Send-up questions being asked according to the curriculum objectives.

3.3.1.1. Teachers' Belief in Oral Test

The Office of the Controller of the Examination, of S.L.C. Board administers an oral test of 20% marks. Different booths were established and some English teachers were trained by the experts of Curriculum Development Center (CDC). It is basically for listening and speaking test and the time expected to test these two skills was only four minutes for each student which seems rather inadequate.

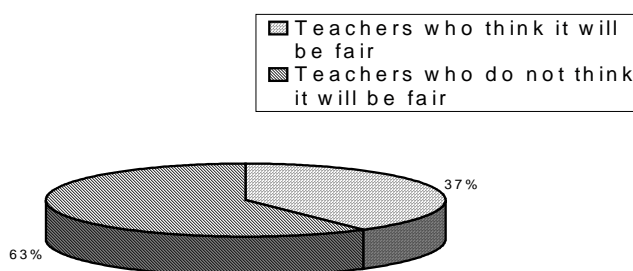
The researcher wanted to learn the views of the secondary level teachers concerned with the oral test. She asked the teachers if they believed in the fairness of the oral test. The responses given by the teachers are shown below.

Table no.8 Teacher's Belief in Oral Test

Particulars	Percentage
Teachers who think it will be fair	37%
Teachers who do not think it will be fair	63%

The above table show that most of the teachers did not believe in oral test which can be shown in the following pie chart.

Fig: 6 Teacher's Belief in Fairness of the Oral Test



It seems that 63% teachers do not believe in the fairness of the oral test and 40% teachers responded that they believe in fairness. The teachers who opposed the implementation of the oral test expressed their views that administering the test may have serious limitations like inadequacy of the time to test the students, lack of recording system, biasness or hello-effect etc.

3.3.1.2 Teachers' View Point Regarding Teaching

The researcher asked some questions to the teachers to view point on teachers. The responses shows that 70% teachers teach according to the examination point of view and only 30% of them teach English for the sake of language learning.

3.3.13 Teachers' Belief in SLC Send-Up Questions

This section reflects the results of the analysis of the responses related to the belief of the teachers that the questions asked in the send-up examination were according to the objectives of the curriculum or not. For this purpose the researcher asked them, "Do you believe that the questions asked in the SLC send-up exam are according to curriculum objectives?"

Here 90% teachers answered provocatively. But one of the objectives of teaching English is to develop the students' communicative competence which cannot be easily fulfilled and tested by asking same questions. It shows that the teachers themselves are not clear about the objectives of the curriculum; they teach only for the sake of examination in order to make their students pass but they didn't teach for the sake of language learning.

3.3.2 The Washback Effect on Language Learning

This section consists of the analysis of the very common practices done by the students for the preparation of examinations. The researcher here tries to analyze the washback effect of the SLC send-up examination on the three sub-sections viz. the performance shown by the students, use of English by the students and causes and result of their hard labour in English language learning.

3.3.21 Performance Shown by the Students

This Sub-section presents the result of the analysis of the performance in various areas of functions of language which are the parts of the English for grade IX and X. The following four parts separately analyze the performance of the students on different areas of language functions.

3.3.211 Ability to express sympathy

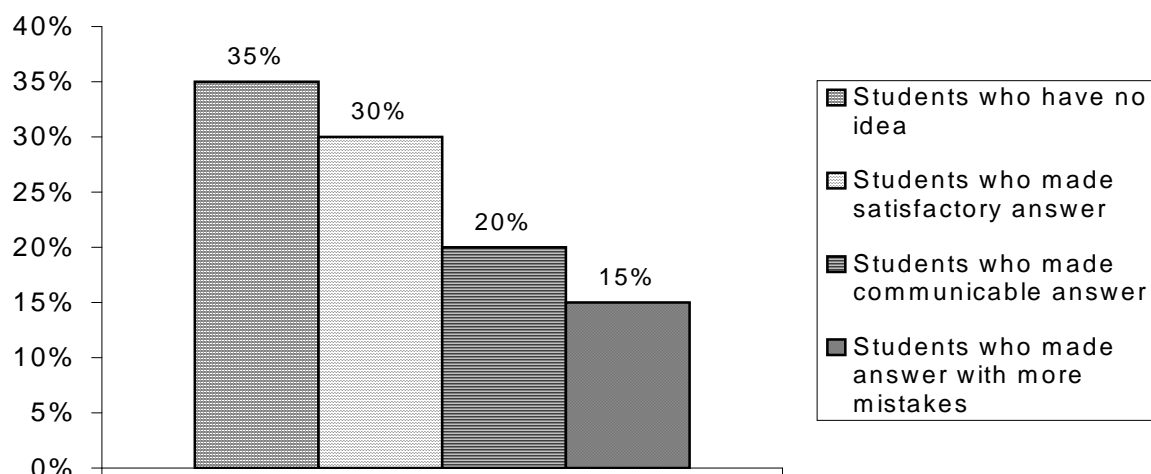
The result of the analysis of the responses made by the students for expressing sympathy to "their friend who had a snake bite yesterday" is presented here. The researcher asked them to express sympathy to their friends in three ways. When their responses were checked and analyzed, their performance seemed dissatisfactory. The diagram below shows who didn't have any idea to express sympathy, who have same idea but make a lot of mistakes, who made communicable answer and who made satisfactory answer.

Table no. 9 Ability to express sympathy

Particulars	Percentage
Students who have no idea	35 %
Students who made satisfactory answer	30%
Students who made communicable answer	20%
Students who made answer with more mistakes	15%

The above table shows that most of the students have no idea to express sympathy. The information shown in the table is also presented in the following diagram.

Fig: 7 Ability to express sympathy



3.3.212 Ability to Give Advice

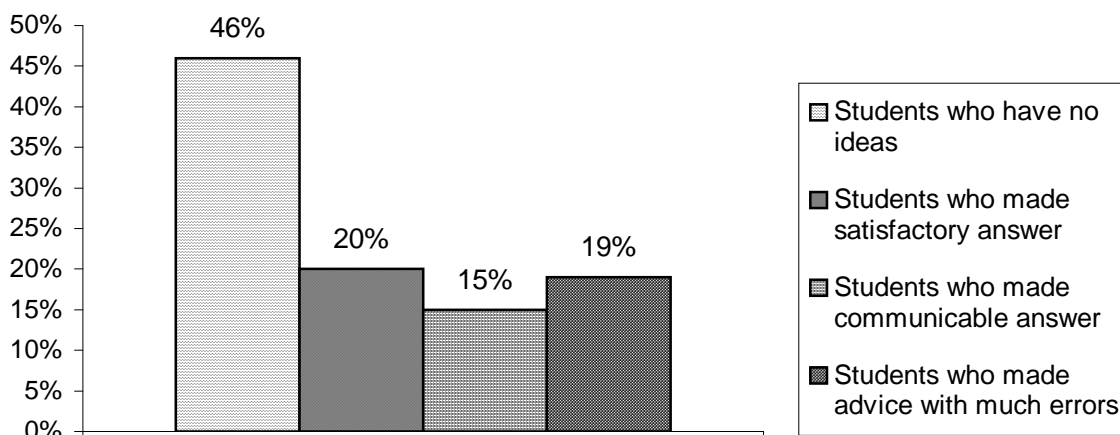
The researcher in this section presents the percentage of the students who were able to make satisfactory advice, who can make communicable advice, who have some ideas to make with much errors and percentage of the students who didn't have any idea to advise someone for doing something. The diagram below shows that 46% of the students have on idea to give advice; 19% of them can give communicable advice with much errors, 15% of them have some ideas but were unable to express it; only 20% of the students can give advice to someone satisfactorily.

Table no. 10 Ability to give advice

Particulars	Percentage
Students who have no ideas	46%
Students who gave satisfactory answer	20%
Students who gave communicable answer	15%
Students who gave advice with much errors	19%

The above table shows that most of the students do not have any idea to give advice. Only 20% students made satisfactory answer. The above information can be also shown in the following diagram.

Fig: 8 Student's ability to express advice



3.3.213 Ability to Describe

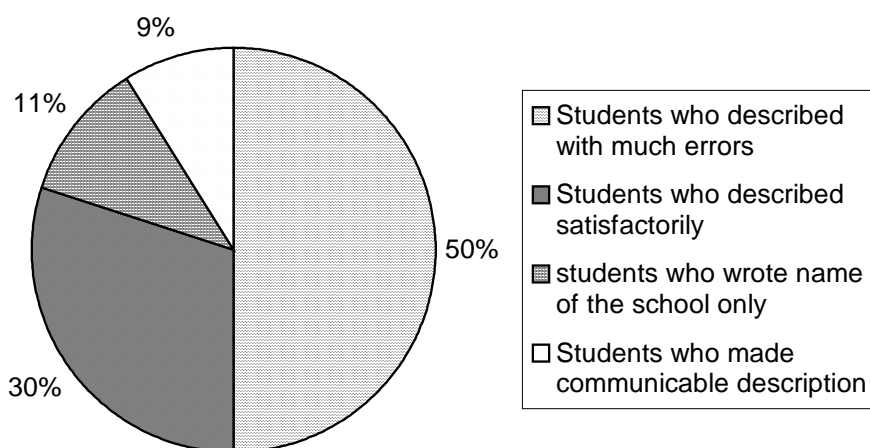
This section presents the percentage of the students who have different levels of describing place. The researcher asked them to describe their school and checked their responses. After the analysis of the responses, an unsatisfactory result came. The following diagram shows the percentage of the students who satisfactorily described their school, who tried and made description with much errors, who made communicable description and the students who wrote the name of the school only.

Table no. 11 Students' ability to describe

Particulars	Value
Students who described with much errors	50%
Students who described satisfactorily	30%
students who wrote name of the school only	11%
Students who gave communicable description	9%

The above table shows that 50% students have the ability to describe with much errors. Only 30% students described their school satisfactorily. This can be also shown in the following pie chart:

Fig No. 9 Ability to describe



3.3.214 Ability of Giving Instruction

The researcher made a query as how to give instructions to make a cup of tea. The researcher asked the students to write a short instruction for making a cup of tea. After checking and analyzing the responses made by the students, she found that very few students were able to give instructions satisfactorily which is perhaps because of the way of teaching and learning a language. The diagram below shows the percentage of the students who were able to give instructions, who had

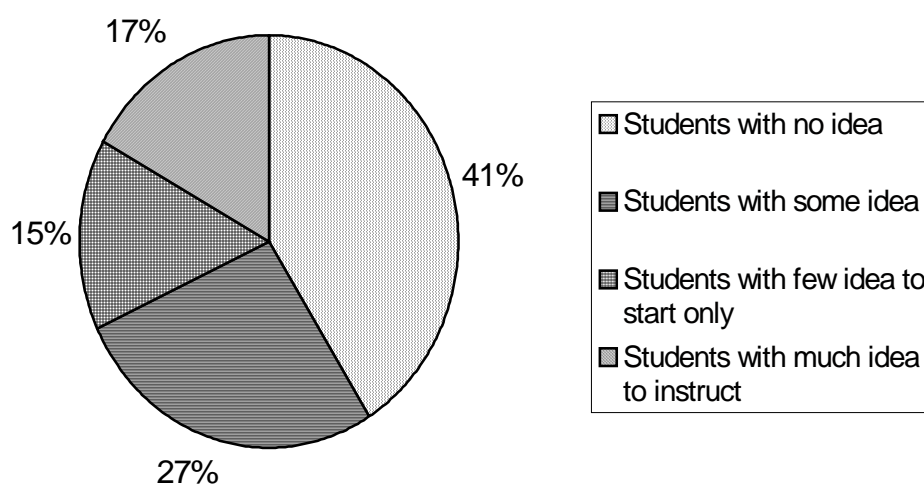
some ideas but couldn't express properly, who had a few ideas to start only and those who did not have any idea to give instructions.

Table no.12 Ability of giving instruction

Particulars	Value
Students with no idea	41%
Students with some idea	27%
Students with a few ideas to start only	15%
Students with much idea to instruct	17%

The above table shows that 41% students have no idea to give instructions for making a cup of tea and only 17% students were able to write instruction satisfactorily. This can be also shown in the following pie chart.

Fig No.10 Ability of giving instruction



3.3.2.2. Use of the English language by Students

This part deals with use of the English language for various purposes. Language learning does not actually mean to pass certain type of examinations. The researcher here tried to analyze the situation of language used by the language learners. She asked some questions to the

students like if they asked question in English class and how often they talk in English with their friends.

The researcher found that many students had at least asked some questions in English in their class. Another more important factor is the use of English in the class while talking among friends. In this respect, the researcher found that a very few students frequently used English while talking among friends, many students sometimes used English, some rarely used and some students were found never using English while talking with friends.

3.3.2.3. Causes and Results of Hard Labour

This part of the research presents result of the analysis of the causes of hard labour in English and the results obtained after the students' hard labour. In fact, the students invested much of their time in English and not only this but also work very hard; they learn by heart many things, they buy guide books and guess papers, make notes but still the result seems very poor.

The researcher asked for the cause of doing such activities and investment of their time on it. To her surprise almost all the students (99%) replied that they do all those things to pass the exam or get good marks. None expressed any idea related to language learning. This shows that the students worked hard when the examination is near and they just spent a little time at other times. The students are mostly concerned with examination rather than learning. This shows that the students worked hard when the examination is near and they just spent a little time at other times. The students are mostly concerned with examination rather than learning language.

3.3.3 The Washback Effect on parents

In this section, the researcher tried to analyze and present the impact of examination on parents. The feelings and activities done by the parents for the study of their children were analyzed and presented here.

The researcher wanted to learn the views of the related parents whose children are studying in grade X. For this purpose, the researcher has divided their views on the following sub-sections.

3.3.31 Parents' Views in Sending Tuition/Coaching Classes

Individual teacher and different institutes run registered and non-registered tuition centers. In these tuition centers, there is a personal care with the students as there are less students in group. The researcher asked the parents whether they sent their children to the tuition and coaching classes or not and if they sent for what did so. Most of the parents answered that they sent them to coaching and tuition classes to make them pass in English subject with good grades good marks in examinations.

The following table shows the number and percentage of parents who send their children in tuition and coaching centers.

Table no. 13 Parents sending their children in tuition

Response	No. of the parents	Percentage
Yes	21	70%
No	9	30%

The figure shows that 70% parents were found to send their children to tuition centers to make them pass in the examinations. Only 30% of the parents didn't send them to coaching and tuition centers. They suggested to conduct different types of the activities in the school to improve their children's English.

3.3.32 Guiding Parents at Home

In our country, most of the parents could not guide their children at home because they do not know English. The researcher asked the parents how often they guided their children in study. Most of the parents replied that they guided them sometimes in other subjects but they could not guided them in English so they had bought its guide books and guess papers to make them pass and get good marks and they also sent them to the tuition centers when examination was at hand.

3.3.33 Parents Buying English Newspapers and Magazines

Except teaching and learning in the classes, additional materials like newspapers, magazines, periodicals etc are very helpful for learning English and for building communicative habit in it.

The researcher asked the parents whether they bought any English newspaper, magazines and periodicals or not. The following table shows the number and percentage of the parents who bought English newspaper and magazines and who don't buy them for their children

Table no. 14 Parents buying English newspapers

Response	No. of the parents	Percentage
Yes	12	40%
No	18	60%

The above table shows that 60% parents do not buy any English newspaper and magazine for their children. Only 40% parents sometimes buy English newspapers (The Himalayan Times) but they do not buy it regularly.

In conclusion, it was found that parents were not aware of learning the English language but they were fully worried about examination and the result of the examination. So, the parents are also affected by the washback effect of examination.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the findings and recommendations of the study. The findings and recommendation are listed out as follows:

4.1. Findings

- i. Examinations failed to require the students to develop communicative competence. Though the course is practical in nature and aims to enable the students to develop an understanding and competence in spoken English, the questions asked in the examinations could not test practical knowledge of the students because they were mainly the descriptive, explanatory and knowledge-oriented.
- ii. The questions were asked from the course contents but nature of the questions was not according to the course objectives which could not develop all the language skills equally, so, the examinations are seemed to be guided by bad principles and lacked true construct validity and beneficial washback validity as well.
- iii. The examinations encouraged the students to guess the future questions to be asked more than to develop the communicative competence. While analyzing the question papers of the previous examinations, the researcher found that most of the contents were untouched in the exams and some of them were asked many times. So, the examinations encouraged the students to work more for the examinations than language learning.

- iv. The teachers were not using the sufficient instructional materials. All the teachers have textbooks of grade 9 and 10. 33% teachers only use workbooks, 27% teachers use specification grid and OAL dictionary. So, they were found to be mainly depended on textbooks. Though they have audio/video recorder and computer in their schools, they do not use them frequently in the classroom teaching. They mainly use them in the examinations.
- v. The textbooks, the most important tool of studying English in Nepalese context, was found to be with 85% students; 25% students had curriculum. The materials and activities which are supposed to be helpful in language learning like listening to English news on radio and television was done by 45% students, writing letters in English to their friends and relatives was done by 20% students and 48% of the students sometimes read English, newspaper specially 'The Himalayan Times'; 55% students were found to be involved in using guess papers and guide books for the preparation of the exam.
- vi. Course objectives, teaching methodologies and examination do not match. The course objectives require the student-oriented teaching specially to involve the students in group works, question answer, dictation etc. but the teachers rather used lecture method and grammar translation method while teaching practical aspects of language as well. Similarly, in the case of send-up examination 90% teachers said that they believed in the questions asked according to the curriculum but the nature of the questions and their views are not found to be similar.

- vii. Though the students practised and invested much time in learning English, the performance was found to be very poor. Only 30% of the students were able to express sympathy satisfactorily, 20% of them were able to advise in English, 30% of the students were able to describe their school.
- viii. Even the listening test for send-up examinations could not represent the objectives of the curriculum. The researcher asked the teachers about the fairness of the listening test. 63% teachers answered that they did not believe in it and gave the reason that no student failed in listening test and time allocated to listening test was insufficient.
- ix Most of the parents were not found to be able to guide their students in English at home. 70% of the parents sent their children to tuition and coaching center to make them pass in English, 40% parents bought guide books and guess papers for their children.

4.2 Recommendations

The following recommendations are made on the basis of the above findings:

- i) The teachers should be trained to teach the practical portions of the course. For this purpose internal assessments should be conducted besides the final exam.
- ii) The model of asking questions should be changed every year so that the teachers teach giving equal emphasis on all the chapters and the students do not rely on guessing the questions from the previous questions.
- iii) Certain marks should be allocated to classroom practice of the students participation actively in the classroom activities.
- iv) The questions should be designed in such a way that they require to perform certain tasks on the part of the student so that the true knowledge, skills and ability can be evaluated.
- v) The students should be active in the class. For this the teachers should use the learner-centered method rather than teacher-center method.
- vi) Appropriate instructional materials such as newspapers, magazines, cutouts, pictures audio/video recorders, language laboratory and computer should be used while teaching as well.
- vii) Examinations, objectives of the curriculum should be in harmony with each other.
- viii) The school inspectors, subject experts and educationists should be mobilized to evaluate and suggest the English language teachers in the schools.

- ix) The government, educationists, policy makers, social workers, teachers and parents should try to change the concept of studying i.e. they should try to establish the fact that the study should be done for gaining knowledge and showing performance in real life situation not for the sake of degree of marks.
- x) School's should conduct different types of programs to make the parents aware of their children's study. For example parents - teacher meeting, parents' day etc. should be conducted time to time.

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Appendix I

Examination Questions of Compulsory English of Secondary Level asked in SLC Send-up Examination (From 2060 to 2063)

Appendix V

QUESTIONNAIRE FOR THE STUDENTS

Appendix VI

QUESTIONNAIRE FOR THE TEACHERS

Appendix VII

QUESTIONNAIRE FOR THE PARENTS

Appendix II

Course Curriculum of Compulsory English of Secondary Level

Publish by:

His Majesty's Government

Ministry of Education and Sports

Curriculum Development

Centre

Sanothimi, Bhaktpur

The general objectives of compulsory English Course at secondary level

Nepal The general objectives of the present compulsory English Course as stated by curriculum development center (CDC) are: to enable the students to develop an understanding and competence in spoken English, Communicate fluently and accurately with other speakers of Nepal, develop competence in understanding a variety of reading texts, gain the skills necessary to write English appropriately and effectively, develop an ability to use simple reference materials, read, appreciate and enjoy literary texts, develop an awareness of cultural and ethical values relevant to Nepal.

The specific objective

The specified objectives of teaching English at Secondary level (grade 9 and 10) should be able to integrate receptive and productive work in the four, major skills (listening, speaking, reading and writing).

1. Listening :

Students should be able to show understanding of a variety of authentic listening texts, specially, they should be able to :

L₁ listen to spoken text, understand the gist and retrieve specific information from it.

L₂ record in note or summary form the main points of spoken message.

L₃ respond appropriately to spoken direction or instructions.

2. Speaking :

Students should be able to speak fluently and accurately in a variety of authentic situations specially, they should be able to :

S₁ speak intelligibly within the structural and lexical levels of the secondary curriculum.

S₂ engage effectively in informal spoken discourse, using appropriate discourse devices (e.g. pauses, tags, questions, hedges etc).

S₃ communicate appropriately in a variety of formal and informal situations.

S₄ engage in group discussions, expressing opinion and arguing a point of view effectively.

S₅ narrate a sequence of events.

S₆ describe an object or a process.

S₇ convey simple message effectively.

S₈ produce and respond to different question types (e.g. closed, open, alternatives).

S₉ express a range of emotions using the appropriate phonological features.

3. Reading :

Students should be able to apply different silent reading techniques in order to comprehend a variety of authentic text.

Specially, they should be able to:

- R₁ read short texts intensively for detailed understanding.
- R₂ read longer texts extensively for general understanding.
- R₃ show understanding of the underlying themes and ideas of the texts.
- R₄ show understanding of an argument.
- R₅ retrieve specific information from texts by means of a variety of reading techniques e.g. skimming, scanning and synthesizing.
- R₆ recognize the structure and organization of paragraph and longer texts through developing an awareness of cohesive devices .
- R₇ anticipate the likely continuation of interrupted text.
- R₈ appreciate literary text of an appropriate level.
- R₉ deduce the meaning of unfamiliar lexical items by means of contextual, syntactic and semantic clues.
- R₁₀ use an appropriate English- English dictionary effectively.
- R₁₁ Understand and interpret information presented in diagrammatic form.

4. Writing:

Students should be able to produce a variety of written texts: cues for the production of these texts will range from controlled to free specifically students should be able to:

- W₁ express ideas in clear and grammatically correct English, using appropriate punctuation.

- W₂ Plan, organize and develop an argument.
- W₃ describe an object or process.
- W₄ narrate a sequence of events.
- W₅ use a variety of styles appropriate to different texts.
- W₆ transfer information from diagram to prose and vice versa.
- W₇ produce a variety of authentic text types (e.g. postcards, questionnaires, phone message, letters, C.V.C., biodata, job application, notices, advertisements etc.)
- W₈ make notes on a variety of texts.
- W₉ produce summaries based on such notes.
- W₁₀ write creatively about personal experience.

Appendix III
Course Contents and Their Questions (From 060-063)

Contents	Years			
Units	2060	2061	2062	2063
<u>Unit 1</u> Reading: Story Writing: Letter to the editor Speaking: Expressing degree of Probability Listening: Conversation Grammar : Modal verbs		L.Q.		L.Q. S.Q.
<u>Unit -2</u> Reading : Poem Procures Writing : Letter to a friend Speaking : Agreeing and disagreeing Listening : Conversation Grammar : Neither, So	S.Q.	L.Q.	L.Q.	S.Q.
<u>Unit - 3</u> Reading : Drama Writing : Paragraphs Speaking : Talking about the past Listening : Personal Grammar : Past Simple and Past Perfect	L.Q.			S.Q. S.Q.
<u>Unit - 4</u> Reading : Memoir Writing : Letter to a friend				

Speaking : Talking about the past Listening : Personal experience Grammar : Past Perfect Continuous	S.Q.		S.Q.	
<u>Unit -5</u> Reading : Essay Writing : Making charts and diagrams Speaking : Interpreting chart and diagrams Listening : Conversation Grammar : Simple Present	L.Q.	L.Q.	L.Q.	L.Q.
<u>Unit -6</u> Reading : Letter Writing : A Letter from nephew, dialogue Speaking : asking for and giving reasons Listening : Conversation Grammar : Questions with why and because		L.Q.	L.Q.	
<u>Unit -7</u> Reading : Case Study Writing : Narrating a sequence of events Speaking : Criticizing Listening : Conversation Grammar : Present Perfect tense with should	L.Q.			L.Q.
<u>Unit -8</u> Reading : Carton Captions Writing : Paragraph Speaking : Expressing preference Listening : Conversation				

Grammar : Simple Present, Passive		S.Q.		S.Q.
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