

**WASH BACK EFFECTS OF FINAL EXAMINATION:  
A CASE OF TEACHING AND LEARNING  
ENGLISH IN GRADE TEN**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfilment for the Master of Education in English**

**Submitted by  
Puspa Joshi**

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

**2016**

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2016**

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Ms. Puspa Joshi** has prepared this thesis entitled **Washback Effects of Final Examination: A Case of Teaching and Learning English in Grade Ten** under my guidance and supervision.

I recommend this thesis for acceptance.

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## **DECLARATION**

I hereby declare that to the best of my knowledge this thesis is original; no part of it was submitted for the candidature of research degree to any University.

**Date:** 18/07/2016

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**Puspa Joshi**

# **DEDICATION**

Dedicated to

My parents whose inspiration, encouragement and support lead me  
where I am today.

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**Puspa Joshi**

## **ABSTRACT**

This present thesis entitled ‘Washback Effects of Final Examination: A Case of Teaching and Learning English in Grade Ten’ aimed to find out washback effects of grade ten final English examination. Keeping the objective in consideration, three schools were selected purposively, and thirty grade eleven students and six teachers were selected as respondents through random sampling procedure. The main tool for data collection were questionnaires and test. The collected data from the respondents were analyzed and interpreted descriptively with the help of simple statistical tools such as frequency tabulation, bar graphs and percentile. The major finding of this study is that washback effect of grade ten English examination is found negative as students did not seem to be confident in English after examination.

The thesis has been divided into five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. Similarly, the second chapter consists of the review of the related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework for the study. The third chapter deals with the methodology and procedures of the study under which design and method of the study, population, sample and sampling procedure, study area/field, data collection tools and techniques, data collection procedures and data analysis and interpretation procedure have been included. The fourth chapter focuses on the analysis and interpretation of the results under which analysis of the data and summary of the findings have been included. And the fifth chapter of the study consists of conclusions and recommendations of the study under which implications of the study for policy related level, practice related level and further research related level have been included.

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## LIST OF ACRONYMS / ABBREVIATIONS

CUP	: Cambridge University Press
Dr.	: Doctor
e.g.	: for example ( example gratia)
Eds.	: Editors
ELT	: English Language Teaching
et al.	: and others
Fig.	: Figure
Hrs.	: Hours
i.e.	: that is
ibid.	: ibiden( that is just mentioned)
Ltd.	: Limited
M. Ed.	: Master of Education
Mr	: Mister
Mrs	: Mistress
Ms	: Miss
No.	: Number
OALD	: Oxford Advanced Learner's Dictionary
p.	: page
Ph. D	: Doctor of Philosophy
pp.	: pages
Prof.	: Professor
Regd.	: Registration
SLA	: Second Language Acquisition
T. U.	: Tribhuvan University
TOEFL	: Test of English as a Foreign Language
UNESCO	: United Nations Educational, Scientific and Cultural Organization
Viz.	: Namely
Vol.	: Volume
www	: World Wide Web
yr.	: Year

# **CHAPTER ONE**

## **INTRODUCTION**

The study is entitled 'Washback Effects of Final Examination: A Case of Teaching and Learning English in Grade Ten'. This part consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

### **1.1 Background of the Study**

Teaching and learning are quite different from testing though they are inseparable parts of language acquisition. Teaching and learning have theoretical part and testing has practical part, indeed. A test is seen as natural extension of classroom tasks. Actually, a test provides teachers and students with useful information which can serve as basis for improvement. In fact, testing is a main area to spend time of teachers and other education professionals.

The term language is defined variously by various linguists at various times. According to a survey by UNESCO, "More than 60 countries in the world use English as an official language about 160 million people listen to English radio programs and over 60 million children study English at the primary level" (as cited in Kandel, 2007, p. 2).

In this present scenario, Nepal can not be an exception i.e. English is widely taught and learnt as foreign language all over the state. According to Awasthi (2009):

English was first introduced in the Nepalese education system in 1854 by the then prime minister Janga Bahadur Rana. He established a high school in Kathmandu, however, it entered in higher education in 1918 when Tri-Chandra college, the first college in the kingdom was established.

Similarly, Bhattarai (2006) says:

After the government privatization policy in education, many private schools were established in response to public demands. They started teaching through English. No English medium schools have proliferated extensively for and wide to each and every corner of the nation.

From the aforementioned definition, we can conclude that language is used for human communication and communication is done for exchanging ideas, emotions and feelings via arbitrarily voluntarily vocal symbols. However, the growth of English has compelled us to accept that English is the most preferred international lingua franca and the most taught foreign language all over the world. By the end of the twentieth century English has already well on its way to becoming a genuine lingua franca, that is language used widely for communication between people who do not share the same first or second language.

## **1.2 Statement of the Problem**

Several research works have been carried out in the field of washback effect of exam. However, the washback effect of English exam of grade ten students of public school is found negative. This is to say, despite being the curriculum based content and trained teacher, English proficiency of students of public school is very low. The examination system of public school is not proper. They are only oriented to final exam. They do not conduct any unit test, class test and extra activities. But there are not enough research done aiming to find out the washback effect of final English examination in public schools. So, this present study entitled "Washback Effect of Final Examination: A Case of Teaching and Learning English in Grade Ten " tried to find out the negative impact of examination.

## **1.3 Objectives of the Study**

The objectives of this study were as follows:

- a) To find out the washback effect of final English examination in public schools of grade ten.

- b) To suggest some pedagogical implications.

## **1.4 Research Questions**

To examine the washback effect of grade ten final English examination, the study sought the answers of the following questions.

1. How do the students prepare for grade ten final English exam?
2. How do the teachers help students to prepare for grade ten English exam?
3. To what extent do the students preparation and teacher's help contribute to achieve the course objectives?
4. Do the public schools' students get desired achievement?

## **1.5 Significance of the Study**

The research will be significant and helpful for English teachers, test constructors, test takers, education administrators, policy makers, exam experts and those who are interested in carrying out research on different aspects of language testing in general and washback effect of exam in particular as it will provide ideas regarding the washback effects of examination that can be beneficial or harmful. It is equally fruitful for teacher, students and parents and those who are engaged in the realm of language teaching and testing.

## **1.6 Delimitations of the Study**

No study is without limitations because all the people, places and areas in a field cannot be included in small scale research like this. So, this study had also some limitations which are as follows:

- The research was only limited to thirty students of three schools and six teachers of three schools.
- It was limited to Kathmandu district.

- It was only concerned with washback effect of grade ten English examination.

## **1.7 Operational Definitions of the Key Terms**

**Washback Effect:** Effect of testing on teaching and learning is known as washback effect. In this study, washback effect refers to the effect of grade ten final English examination on students' learning.

**Positive Washback:** Test will have positive washback if its effects are beneficial and encourage the whole range of desired changes.

**Negative Washback:** Test will have negative washback if it fails to reflect the learning principles, and / or course objectives to which it supposedly relates.

**Exam/Test:** A test is a formal measurement of the students learning and commonly held at the end of term or session. In this study, test means grade ten final English exam.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

Testing is an integral part of teaching because testing can have various effects on teaching. So, I want to explore the washback effects of grade ten final English examination on teaching and learning. Therefore, for the purpose of literature review, I have made a survey of different theories related to language testing and washback effects of examination under this section.

#### **2.1 Review of Related Theoretical Literature**

Testing is the measure that measures students' abilities to perform certain tasks. Moreover, it is the way to see whether they can get or not. In the words of Hughes (2003), "Testing is just one term of assessment and other methods will often be more appropriate". Similarly, Lyle F. Bachman (1982, p. 20) defines testing as :

Language testing almost never takes place in isolation. It is along for a particular purpose and in a specific context. An objective of testing is thus to relate language testing to the contexts in which it takes place. Current research and development in language acquisition and language testing incorporates advances in several areas of research in language acquisition and language teaching.

##### **2.1.1 Language Testing: A Historical Overview**

Language testing, a sub-field within applied linguistics, has evolved and expanded in a number of ways in the past decades. During the 1970s, language testing techniques were heavily influenced by structural Linguistics. The analysis of language favored by behaviorist approaches led to discrete point testing. That is to say, tests were designed to assess learner's mastery of different areas of the linguistic system in isolation.

Bachman (1982, p.20) mentioned that language test design was based on the idea of skills (listening, speaking, reading and writing) and components (e.g. grammar, vocabulary, pronunciation). Language testing research was dominated largely by the hypothesis that language proficiency consisted of a single trait and required a quantitative statistical research methodology.

In 1979, at the first language testing colloquium, both the skills and components model and the unitary hypothesis of language proficiency came under considerable criticism, in light of the broadened view of language ability being espoused by the proponents of communicative competence. Richards (1990, P. 153) says, "Communicative theories were widely adopted among linguists and they began to focus on communicative proficiency rather than on mere mastery of structures in language teaching". Chomsky (1965), who first rejected such single trait approaches, proposed an underlying rule based knowledge system.

In the 1980s, language testing was further expanded. A theory of communicative competence was developed further by Canale and Swain (1980). Bachman (1982, P. 63) stated that language testing was expanded most importantly, perhaps under the influence of SLA research, which supported language testers to investigate not only a wide variety of factors such as aptitude, affect, field dependence academic discipline and discourse domains on language test performance, but also the strategies involved in the process of test-taking itself. In the 1990, there has been the increasing use of computer technology to the development and delivery of tests. Clearly, the history of language testing can be seen in the investigating of different trends or movements. The historical development of language testing can be presented as follows:

### **(a) The Pre-scientific Stage**

The pre- scientific stage is characterized by translation tests developed exclusively by the classroom teachers. Heaton (1975, P.4) mentioned that language testing has its root in pre scientific stage in which no special skill or expertise in testing is required; it lacks objectivity and reliability. It was basically subjective or intuitive era.

### **(b) The Scientific Stage**

In pre-scientific stage, there was provision of subjective tests only, it means lack of reliability. There was a strong need for a new-type that would be objective and fairer. Brown (1976) mentioned that tests needs objectivity, reliability and validity considered as an improvement on the testing practices of the pre-scientific movement. The development of measurement science and particularly, the growth of psychometric industry encouraged the use of objective testing techniques. Language could be broken down into sub-skills and could be evaluated scientifically bit by bit. Subjective written tests began to be replaced by objective tests. So, language testing is being standardized.

### **(c) The Communicative Stage**

Tests today are mainly concerned with evaluating real communication in the second language. It is recognized that tests should not only measure language skills but also communicative competence. Bachman (1982, P.296) mentioned that tests are capable of measuring a wide range of abilities generally associated with communicative competence or communicative language ability. It measures overall performance of learners.

Now, we come to know that before some decades language testing was considered as a part of applied linguistics but it has now become a discipline in itself. There are several universities which have awarded Ph.D. degree in language testing. Now, many universities have started teaching language testing as a separate subject with its own relevance and weightage. Various other journals in language testing have been published. Language testing has also been conceived as an independent subject for

study at M. Ed. level as the Department of English Education in Tribhuvan University has. Before giving it a separate status, language testing addressed the English Language Teaching (ELT) Methodology. Khaniya (2005, p.7) states that it is undoubtedly accepted that recognizing the need for a separate course on language testing is a significant step towards training prospective English teachers in Nepal.

### **2.1.2 Language Testing and Assessment**

Assessment is a broad term used to refer to the overall process of collecting information for the measurement of the ability of a person or the quality or success of a teaching course in academic setting. But testing is a more specific term that refers to one of the tools or means of assessment. In the words of Hughes (2003), 'testing is not only the way in which information about people's language ability is gathered. It is just one form of assessment and other methods will often be more appropriate'. That is to say, assessment is an umbrella term for measuring the linguistic capacity of students whereas testing is one of the procedures of gathering information about the testees. Of course, there is no doubt about similarities between testing and assessment. They both are means of gathering information especially in language about what is taught, what is learnt, how far the method was appropriate, what can be actually performed by the testees and so forth. The validity theory is central to all educational assessment as well as language testing, in the words of Fulcher and Davidson (2007). They further add that validity theory has grown out of the practice of large-scale testing and assessment. They are formative and summative assessment. Hughes (2003, p. 26) mentioned the two forms of assessment. In his words, "Assessment is formative when teachers use it to check on the progress of their students, to see how far they have mastered, what they should have learned, and then use this information to modify their future teaching plans". Such type of assessment is very faithful to provide the feedback to the students. On the other hand, "summative assessment is used at the end of the term, semester, or year in order to measure, what has been achieved both by groups and individuals" in the words of Hughes (ibid.).

That is to say, assessment is systematic (i.e. designed and implemented clearly and potentially replicable) and substantively grounded (i.e. assessment must be based on widely accepted theory). It should be based on the nature of language ability, language used or language learning and prior research which are accepted in the current practice in a particular field.

From the aforementioned discussion, we come to conclude that test and assessment have whole and part relationship. Assessment is covering term for tests, measurement and evaluation. There can be number of tests under a single assessment. That means, many tests make a one assessment. Hughes (2003) has talked of the following three contributions to the improvement of testing:

- Writing of better tests own self;
- Enlightening other people who are involved in testing process;
- Putting pressure on professionals to improve tests.

#### **2.1.2.1 Kinds of Tests**

A test is a measuring device or tool which is used to evaluate the language learner. In fact, it is a means to measure the ability and skill of using language when needed in real linguistic context.

OALD (7<sup>th</sup> edition) defines test as, "an examination of some body's knowledge or ability, consisting of question for them to answer or activities for them to perform." That is to say, a test is an exam of linguistic competence. The test checks or weights that how much a person is capable to use language.

According to Hughes (2003, p. 11), "Test can be categorized according to the types of information they provide." Such types of categorization will prove useful both in deciding whether an existing test is suitable for a particular purpose and in writing appropriate new tests where these are necessary. The four types of test which he discussed are: proficiency tests, achievement tests, diagnostic tests, and placement tests.

## **1) Proficiency Tests**

Proficiency tests are designed to measure people's ability in a language, regardless of any training they may have had in that language. The content of test, therefore, is not based on the content or objectives of language courses that people taking the test may have followed rather it is based on a specification of what candidates have to be able to do in the language in order to be considered proficient.

In the case of some proficiency test, proficient means having sufficient command of the language for a particular purpose. There are some examples of proficiency test, i.e. TOEFL, ALTE, etc. Proficiency tests have washback effect. It may be beneficial or harmful. Hughes (2003, p.12) states that the effect of some widely used proficiency test is more harmful than beneficial. However, the teacher of students who take such test, and who work such from a harmful backwash effect, may be able to exercise more influence over the testing organizations concerned than they realize.

## **2) Achievement Tests**

In contrast to proficiency tests, 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 to achieving objectives. They are of two kinds: final achievement test and progress achievement test.

Final achievement tests are those which are administered at the end of a course of study. They may be written and administered by ministry of education, official examination board, or by members of teaching institutions. The content of those tests must be related to the courses with which they are concerned. Progress achievement test, as their name suggests, are intended to measure the progress that students are making. They contribute to formative assessment. Way of measuring progress would be repeatedly to administer final achievement tests, the increasing scores indicting the progress made.

### **3) Diagnostic Tests**

Diagnostic tests are used to identify learners' strengths and weaknesses. They are intended primarily to ascertain what learning still needs to take place. Diagnostic tests give the information about students both quantitatively and qualitatively. It talks of what the students know, why the particular student has a problem in listening or speaking or reading or writing, why the one could not understand the text, why the one could not make correct structure ?,etc. Many 'why' questions' answers are obtained through diagnostic test if a teacher follows it consciously.

### **4) Placement Tests**

Placement tests, as their name suggests, are intended to provide information that will help to place students at the stage of the teaching program more appropriate to their abilities. Typically they are used to assign students to classes at different levels.

Placement tests serve as a diagnostic test in a sense that the testee is required to perform communication skills in language learning and the tester tries to eliminate the weaknesses. This test is done to put the students in another class. That is the reason why placement tests are called goal based tests.

#### **2.1.2.2 Qualities of Good Tests**

There are some important characteristics that determine the qualities of a good. A test can either be good or bad because of its reliability, validity and practicality. That is to say, without these principles a test never becomes a good test. The test designer must be aware of these qualities otherwise its result will be in danger which produces misleading information on students. Hughes (2003, p. 26) presents qualities of good tests into two categories:

##### **a) Validity**

A test is valid if it tests what it is supposed to test. And a test is valid if it produces similar results to some other measures i.e. if we can show that test A gives similar results as test B has. A test is only valid, is there is validity in the way it is marked.

According to Hughes (2003, p. 26), "We create language test in order to measure such essentially theoretical constructs or reading ability, fluency in speaking and control of grammar". For this reason, in recent years, the term construct validity has been increasingly used to refer to the general overarching notion of validity. There are three types of validity which are given below:

### **(a) Content Validity**

Content validity is non-statistical type of validity that involves the systematic examination of the tests' sample of the behaviour domain to be measured. Content validity is concerned with what goes in to the test.

### **(b) Face Validity**

Face validity is an estimate to whether a test appeared to measure a certain criterion; it does not guarantee that the test actually measures phenomena in that domain.

Measures may have high validity, but when the test does not appear to be measuring what it is, it has low face validity.

For example, if a test taker wants to test speaking skill, the test should test only speaking skill but not other skills. It is also presumed that if the tester does not face valid exam, she or he could not collect the genuine information.

### **(c) Criterion-Oriented Validity**

Criterion-related test must agree with those provided by some independent and highly dependent abilities of candidates. The dependent measurement is measured which makes test valid. Regarding this, Fulcher and Davidson (2007, p. 94) says, "When considering criterion-oriented validity the tester is interested in the relationship between a particular test and criteria to which he make predictions."

There are different kinds of validity discussed under criterion - oriented validity. They are:

### **(i) Concurrent Validity**

Concurrent validity is a type of validity which is obtained by comparing a test with the criterion measure available at the same time. It is the most commonly used in language testing.

### **(ii) Predicative Validity**

Predictive validity is the term used when the test scores are used to predict some further criterion, such as academic success (Fulcher and Davidson, 2007). That is to say, predictive validity is obtained by comparing the test with other valid tests to be obtained validity in future.

## **2. Reliability**

Reliability refers to the consistency of a measure. A test is considered to be reliable if we get the same result repeatedly. For example, if a test is designed to measure a trait, then each time the test is administered to a subject. The result should be approximately the same. Unfortunately it is impossible to calculate reliability exactly that it can be estimated in a number of different ways.

Harmer (2007, p. 56) opines, "In practice, reliability is enhanced by making the test instruction absolutely clear, restructuring the scope for variety in the answer and making sure that the test conditions remains constant."

Simply, the term reliability refers to consistency. Here, reliability of a test refers to the internal and external consistency to be found in a test.

### **a) Methods of Determining Reliability**

Brown (1976) has discussed the approaches of estimating the reliability of an exam. They are examiner reliability and examinee reliability. The examiner reliability reports to how consistent the examiner is while assigning the scores. That means, there should be consistency in the mind of examiner for giving marks. On the other hand, the examinee must be constant to perform in the examination. These two

approaches can be viewed from both perspectives of tester and testees. The method of reliability depends on the nature and the purpose of an exam. There are various ways of stating methods of reliability according to the linguists or scholars. That is to say, reliability is determined by administering the test in different ways. Generally, the common methods of determining reliability are:

### **i) Test-Retest Method**

Test-retest method is one of the methods of determining reliability. In this method, the same form of the test is administered twice on the same testees. The time must be reasonable (that is, within a certain time frame where no short and no long time is taken). The two different administrations of the same test provide two scores. If two scores are correlated properly, the test is said to be reliable.

### **ii) Split-Half Method**

This method estimates a different kind of reliability from that estimated by test-retest method. Split-half method is based on the principle that, if an accurate measuring instrument were broken into two equal parts, the measurement obtained with one part would correspond exactly to those obtained with the other. The test is divided into two and the corresponding scores obtained the extent to which they correlate with each other governing the reliability of the test as a whole. One procedure widely used is to ascertain the correlation between the scores on the basis of odd and even number. Similarly, other procedures are also used.

### **iii) Parallel Form Method**

The two sets of tests are produced and administered on the same students of the same subjects in parallel from method. There must be the time interval a little longer. Then the students' answers are scored. The similar correlation of two sets of test functions as a tool of reliability.

#### **iv) Internal Consistency Method**

The internal consistency of the test items or parts is determined in this method. Kuder-Richardson's reliability coefficient method is used to estimate internal consistency of the tests. It is a kind of split half. In this method of determining reliability, a test is administered to a group of test and then it is marked by two or more markers. Finally, the scores awarded by different markers tally in order to see the consistently with each other.

#### **2.1.3 Washback Effect: A Concept**

Washback is sometimes referred to as backwash. It is, in fact, the effect of test on teaching and learning. It can be harmful or beneficial. In other words, effect of test and testing is called washback. According to Hughes (2003, p.53), "The effect of testing on teaching and learning is known as backwash". That is to say, washback is an effect of a test which can fall on the mind of testees. When a testee is inspired by the test, at the time the test creates beneficial washback in the mind of testees and when it discourages the testee then the test has harmful washback effect. Hughes (2003) argues that a test is regarded as important, if the stakes are high, preparation for it can come to dominate all teaching and learning activities. And if the test content and testing techniques are at variance with the objectives of the course, there is likely to be harmful backwash. The important things that are to be taken into consideration are that the content, the testing techniques and other testing activities can raise negative attitudes on testees. Thus, washback effect is the effect of testing on teaching and learning. It is very common phenomenon that there is direct and indirect effect of testing on the whole educational program. In the words of Heaton (1975), washback effect refers to the effect of an examination on the teaching and learning of a foreign language and syllabus design.

There is either positive or negative washback effect. Positive washback supports language learning and teaching but negative hinders the language learning and teaching. A test having good washback effect exerts a good influence on the teaching and learning which takes place before the administration of the test.

### **(a) Beneficial Wash back**

Washback, the effect of exam, is said to be positive or beneficial if the testees are encouraged towards learning and testing. A good test always gives space for students' creation which is very beneficial and creates sound environment for learning a language.

According to Hughes (2003, p. 34), 'The introduction of test in place of one which had been entirely multiple choices had an immediate effect on teaching. The syllabus was registered, new books were chosen and classes were conducted differently.'

### **(b) Harmful Washback**

A test does have harmful washback effect if it discourages the students' creativity and dominates all the teaching and learning activities. In the word of Hughes (2003), if the stakes are high and preparation dominates all teaching and learning at the time, washback is harmful. The test content and testing techniques are at variance. If the principles of learning are failed, then the rate of learning teaching is failed, and if the aims of education are not fulfilled, then the teaching learning is unsuccessful. From the aforementioned discussion, we come to conclude that positive washback supports the language teaching and learning and negative washback effect hinders the language teaching and learning.

### **2.1.4 Finding Washback Effect of Final Examination**

It is a world wide system that the students hunger is highly increased when they come to know about their schedule of examination. The students of any level do have great stress on them and they try to manage the time as much as possible and search the leading and reading materials as many as they can.

Wilkinson (1968) and Heaton (1975) define Washback as the effect in which an examination may influence. This influence may be either positive or negative both. 'Washback' or 'backwash' is the effect of on examination on education system of teaching and testing. Regarding the washback effects of Nepalese examination, the testees are of the two kinds - one does worry about exams. That means she or he is

waiting for an exam. On the other hand, the next one is phobic. She or he is very scared with exams. The one is very fearful with it. If testing leads to beneficial language learning activities, the test is said to have positive washback and if the effect is not beneficial then the test is said to have negative washback. As test developers, we should try to ensure that the washback is beneficial. This is a practical property.

The argument can be stated that unless negative washback is traced, it is not possible to ask the test designer to take responsibility of the test for the negative washback. The examiner cannot design the tests without considering the washback of the tests in the classroom. They should also focus on interaction effect from test.

### **A. Washback Effects of Final Examination on Teachers**

A teacher, normally, designs and tests a test paper with full of authority. The teacher basically has a responsibility of accomplishing the exam smoothly. If she or he fails to handle the exam successfully, then she or he is regarded as the worst planner and the worst tester. The teachers' intension regarding examinations is scratched by Department of Education and Science- DES (1976 , cited in Richards, 1990, p. 56) as:

- (a) The desire to gain some for this school against the national standard.
- (b) The desire to do the best he can for his pupils.
- (c) The desire to satisfy the demands of those parents who are ambitious for their children

That is why we come to conclude that the teachers are highly influenced by the perceived notion of the appearance in the exam. There can be the washback effects of examination on teachers. Because of this, they can change their strategy of teaching or follow the same strategy according to the kind of effect they gained. It is determined by:

- (a) Materials used by teachers.
- (b) Teachers activeness in the classroom.
- (c) Methods and techniques used by them.
- (d) Attitude towards English course and exam.
- (e) Use of Nepali in English class.
- (f) Purpose of teaching English.

## **B. Wash back Effects of Final Examination on Students**

It is worldwide system that the students' hunger is highly increased when they come to know about their schedule of examination. The students of any levels do have great stress on them and they try to manage the time as much as possible and search the leading and reading materials as many as they can.

A student solely tries to do his or her best in the exam so that he or she could be the best examinee or the testee. The desire to become successful is always becomes stranger and stronger as the exam comes nearer and nearer. The examination has something hidden that has very serious consequences. These consequences shape the module of one's future. The one who is stranger waits for exam to expose his or her ability, and on the other hand, the one who is weak or waits for the next session or he or she may think about some strategies to get pleased in the upper class through any forceful effort. If students learning is supported by examination we can say examination has beneficial washback effect. It is determined by:

- (a) Materials used by students.
- (b) Tuition/coaching classes.
- (c) Students study hours for English.
- (d) Frequency of English use.
- (e) Attitudes towards English.

## **2.2 Review of Related Empirical Literature**

Since examination is associated with intrinsic and extrinsic values, which make the learners work hard and teachers to help students learn more and parents to help their children study well, it will certainly enhance learning which is commonly termed as 'wash back' in language testing literature. A number of research works have been carried out in the field of language testing in general and wash back effect of exam in particular in the department of English Education, T.U., Kirtipur and elsewhere. Some of the major research works related to wash back effect are reviewed below:

Khaniya (1990) conducted a research entitled "Examination as Instruments for Education Changes: Investigating the Wash back Effect of Nepalese English Exam" to find out the extent to which preparation for an English exam had an effect on learning

and concluded that "wash back is an inherent quality of an exam. Ingredients of the exam determine whether the wash back is negative or positive, and teaching as well." However, it was also found that " the English exam had not contributed to their language proficiency."

In similar line, 'Wash back Effect of Examination: A Case of Communicative English', a research work, conducted by Neupane (2004) has the objectives to find the washback effect of the examination. She used three sets of questionnaire and observation checklist as tools and fifty B.Ed. students, 30 M.Ed. students and five teachers as sample population and concluded that students' participation in the classroom was very low and lecture was the most widely used technique to teach communicative English. Furthermore what is important that the examination did not seem to have helped to promote the communicative abilities of the students. Hence, exam yielded negative wash back. That is to say, her findings support Khaniya's research work.

Basnet (2011) carried out a study on 'Wash back Effect of Speaking Test of Grade Eight' to find out the wash back effect of grade 8 speaking test on teaching and learning. Fifty students studying at grade nine, who took the exam of speaking test in last year and ten teachers currently teaching at grade eight were his sample population and textbook of grade eight and two sets of questionnaire were his research tools. He found that the examination of speaking of grade 8 had positive washback effect on teaching. However, it contrasts with other previous research works.

In the same way, Joshi (2012) carried out a research entitled 'Washback Effect in Terminal Examination.' The main purpose of this research was to find out the washback effect of terminal examination upon the students of private in comparison to the students of public schools. He used two separate sets of questionnaire, a set of English test and the school record marks secured by sample population as research tools and eighty students and twelve teachers were his sample population. Contrary to the previous research findings, he came to the conclusion that public schools have negative washback effect in comparison to private schools.

Likewise, Upreti (2013) conducted a research work on 'Wash back Effect of Annual Examination' to find out the wash back effect of annual examination of public and

private schools. Forty two students of six schools and twelve teacher of twelve schools were his sample population and questionnaire and question paper were his research tools. The washback effect of annual examination of private schools is positive in comparison to public schools.

Despite several research works on washback effect of various examinations, nobody has carried out any research work to look into washback effect of final examination regarding grade ten English of public schools yet. I am interested to identify the problem of public schools teaching, learning and examination system.

### **2.3 Implications of the Review for the Study**

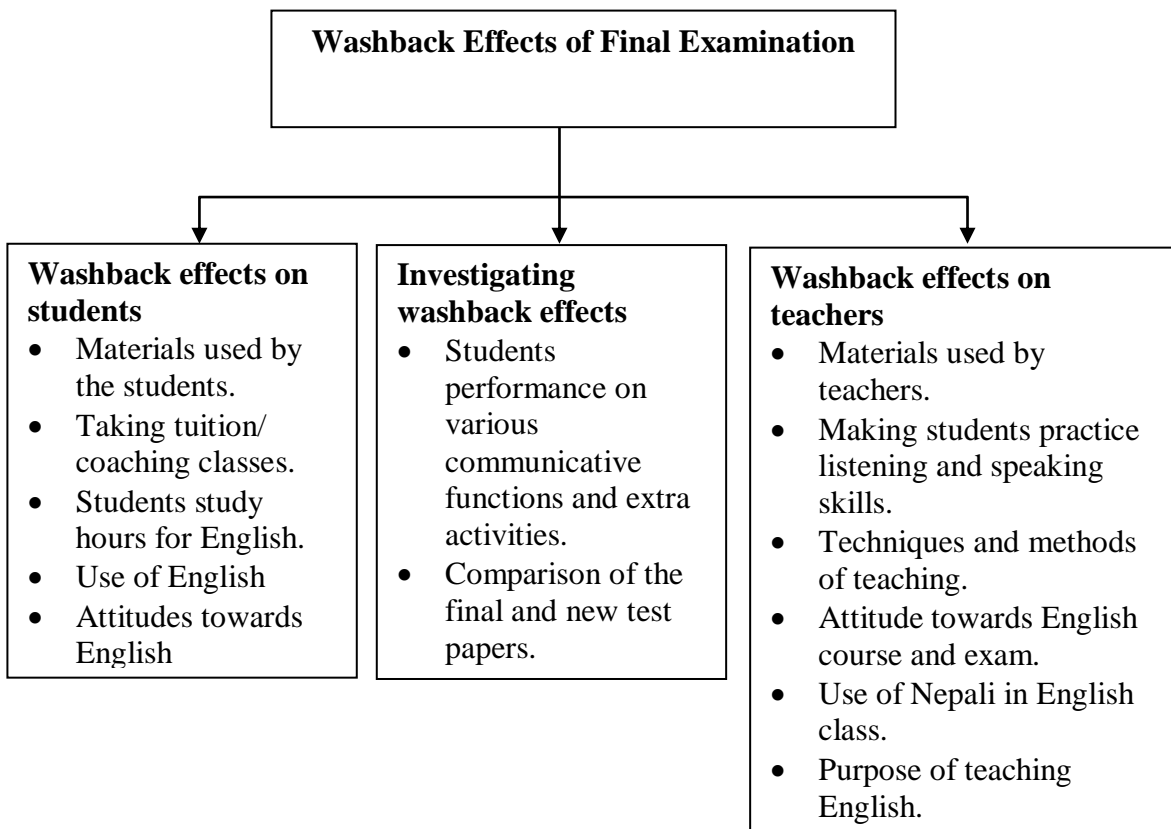
Language testing in general and washback effect of exam in particular is becoming the central area of study. The empirical research studies that I have reviewed provided me ideas regarding research methodology, sampling procedure, tools for data collection and so on. Furthermore, those studies made me eager to find out the washback effects of final english examination. To be specific, Khaniya(1990) found out that ingredients of exam were found determining whether the washback was positive or negative. In the same vein, Basnet(2011) found out that speaking exam had positive washback effect on teaching. Similarly, Joshi(2012) and Upreti(2013) found out that public schools had negative washback effects of examination in comparison to private schools. So far I have reviewed those research works, which have been carried out in the field of washback effect of exam, they have particularly shown that their results are not uniform. Previous research works concluded that washback effect of exam was negative. However, the washback effect of exam was found positive in newer research works.

All the above reviews have the conclusive remarks derived from the reviews done so far, which helped me to bring the clarity and focus on research problem, improve methodology and contextualize findings.

### **2.4 Conceptual Framework**

Conceptual framework is the visual representation of the ideas that constitutes a researcher's whole mental framework of the study. In this study, I have a conceptual framework that demonstrates how the exam affects teachers and students.

Whatever students and teachers do in the name of preparation for English exam and whatever they thought about English course and exam are clearly shown in the respective headings. To investigate whether the washback was positive or negative, students were asked to perform different communicative functions and extra activities. Similarly, marks secured in the final test and in the test administered by the researcher were compared to examine how strong or weak the washback was. The conceptual framework to conduct my research was as follows:



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

Methodology is a vital element of a research work. So, it is designed in such a way which helps to carry out the study systematically and scientifically. This chapter incorporates design and methods of the study, preparation, sample and sampling strategy, study area/field, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures.

#### **3.1 Design of the Study**

My research is quantitative or statistical in nature for which I adopted survey research design to conduct it. Quantitative research refers to the process of systematic and empirical investigation of phenomena through statistical mathematical or computational techniques. It is hypothetico-deductive in nature because the researcher starts collecting the data assuming something about the findings or may have formulated a hypothesis which he/she seeks to verify. According to Best and Kahn (1993), quantitative research is based on the logical positive paradigm (dominates educational research and is based on the assumption of the natural sciences) which utilizes experimental methodologies. Quantitative data is any data that has numerical forms such as statistics, percentages, etc. Based on the data the researcher generalizes the findings. According to Cohen, Manion and Morrison (2007, p. 205) says:

Survey gathers data at a particular point in time with the intention of describing the nature of existing conditions or identifying students against which existing conditions can be compared or determining the relationship that exist between specific event.

Survey is the most commonly used method of investigation in Educational research which can be carried out either by a group of researchers or by an individual. Data is collected only at a single point of time aiming to obtain overview of phenomenon,

event, issue or a situation. Sampling is the most important way to find out a representative sample population and the sample should be representative of the study population as a whole. The finding of survey is generalizable to the whole group. Survey is the best research design carried out to find out public opinion and attitudes of different professionals to access certain activities and study certain trends almost at a single point of time. It generally addresses a large group of population. Sampling is a must to carry out the investigation. Selection of a representative sample from the population as a whole is difficult but very important and sensitive task. Sampling is done to obtain the practicability of the study and finding will be generalizable to the whole group.

Here, I used statistical method to carry out my research study. Data were collected using questionnaire and test as research tools and were described and interpreted using statistical approaches.

### **3.2 Population, Sample and Sampling Procedure**

All the secondary schools' students and teachers across Kathmandu district were the population of the study.

Thirty students of grade eleven from public schools who had recently passed grade ten exam and six teachers from three public schools, who were teaching English in grade ten, were the sample of the study. As it was not possible to include all the population in the study because of the time and other constraints, thirty students and six teachers were selected by using simple random sampling through fish- bowl draw technique, but schools were purposively selected.

### **3.3 Study Area/Field**

This study was carried out within Katmandu district since very broad area could not be maintained within this small scale study. Regarding the academic area, language testing was the focus of the study. More specifically, washback effects of examination were the study area of the study.

### **3.4 Data Collection Tools and Techniques**

The main tools for data collection were two separate sets of questionnaires: one for teachers and another for students. A set of English test for grade ten and school record of the score secured by sample in grade ten final English examination was used.

### **3.5 Data Collection Procedure**

In order to collect the data for the research work, I visited different public schools and established rapport with the principals. After that, I clarified the purpose of my visit and requested the authority for permission to collect data. Then, the questionnaire was distributed to the sample students and teachers. And then, English test of grade ten was administered for the newly enrolled eleventh grade students to examine how the washback was. Finally, I thanked the authority and the respondents.

### **3.6 Data Analysis and Interpretation Procedure**

After the collection of data, the researcher needs to organize and analyze them to come to a conclusion. The researcher decides to analyze the data as per his/her purpose, nature of the study and convenience. Generally, the data from qualitative research is analyzed using description and language and the data from quantitative research is analyzed using statistical tools. In this regard, Cohen, Manion and Morrison(2010, p.461) argue, “ There is no one single or correct way to analyze and present qualitative data how one does, it should abide by the issue of fitness for purposes”. So a research may also make use of both descriptive and statistical tools.

But, in this study, I used simple statistical tools to analyze the gained data.

## **CHAPTER FOUR**

### **ANALYSIS OF DATA AND INTERPRETATION OF RESULTS**

This chapter consists of detailed analysis and interpretation of the data collected from the respondents. Similarly, discussion and interpretation of the results based on the data is also the content of this chapter. Finally, summary of the finding is included here.

#### **4.1. Analysis of Data and Interpretation of the results**

The purpose of this study was to find out the washback effects of final English examination on public schools' students. According to the objective, data were collected, analyzed and interpreted using statistical tools. I have presented the data in frequency tabulation and diagrams as per their nature and need for the analysis.

This section includes the detailed presentation, analysis, and description of the gained raw data. This is mainly concerned with the analysis and interpretation of the collected data. The data collected from the respondents were analyzed, and interpreted to find out the washback effects of final English examination. The analysis has mainly been carried out on the basis of the responses gained from the respondents ( 30 students and 6 teachers) based on the questionnaires and a test for grade ten. For this study , I collected data through pre-formulated questionnaire and a test.

The whole analysis and interpretation has been grouped into the following three major thematic grounds:

1. Washback effects on the students
2. Washback effects on the teachers
3. Investigating washback effects

The analysis of the collected data has been carried as fairly as possible under these major headings using statistical methods.

#### 4.1.1 Washback Effects on Students

Examinations have profound educational effects on students. The students' learning is certainly influenced by examination requirements. In this study, students were asked to respond on how their examination affected them. Their responses are analyzed as follows:

##### (a) Materials Used by the Students

The table shows that various materials used by the tenth grade students of public schools for the preparation of grade ten final English examination.

**Table 1**  
**Material Used by the Students**

S.N.	Name of the material	Public school	
		No. of students	Percentage
1	Textbook	10	33.33%
2	Guide and guess paper	22	73.33%
3	Practice book	10	33.33%
4	Previous question paper	3	10%
5	Teachers notes	1	3.33%
6	Grammar book	11	36.66%
7	Dictionary	4	13.33%
8	Newspaper	-	-

As it can be seen from the table, 73.33% of the students, out of total 30, used guide and guess papers and the next most used material was grammar book ( 36.66%) in public schools. Textbook and practice book with 33.33% were the third and fourth most preferred materials respectively. Similarly, 13.33% of the students used dictionary while teachers notes and previous question paper users were insignificant, 3.33% for the former and 10% for the latter. Generally, the results indicated that the

minority of the students from public schools used textbook, practice book and grammar book for their English exam.

Dictionary, previous question papers and teacher's notes users were lower in public schools showed by low margin; 13.33%, 10% and 3.33%. Thus, most of the students from public schools preferred to use guide and guess papers for the preparation of English exam. They rarely used the dictionary, previous questions paper and teachers' notes. So, they were weak in English and they have negative washback.

### **(b) Additional Materials Used by the Students**

The materials which are not primarily used for teaching and learning activities, however, which are helpful in learning language are termed additional materials.

The following table shows the public schools' students' responses regarding the use of additional materials.

**Table 2**  
**Additional Materials Used by Public Schools' Students**

S.N.	Category	Frequently		Sometimes		Rarely		Never	
		No.	%	No.	%	No.	%	No.	%
1	Listening to English	2	6.66%	10	33.33%	5	16.66%	13	43.33%
2	Reading English newspaper	1	3.33%	6	20%	7	23.33%	16	53.33%
3	Watching English film	-	-	8	26.66%	7	23.33%	15	50%

The Table 2 presents the additional materials used by public schools' students. A very few of the students listened to English news and read English newspaper frequently. More than one third (i.e. 33.33%). 20% and 26.66% of them listened to English news, read English newspaper and watched English film respectively sometimes only. Similarly, 16.66% of them listed to English news, 23.33% of them read English newspapers and 23.33% of them watched English rarely. Quite a large percentage of

public school's students never listened to English news, read English newspaper and watched English film.

The above given table reveal that, most of the students of public schools never listened to English news, reading English newspaper and watched English film. The number of students who rarely listened to English news was few. They rarely read English newspaper and rarely watched English film.

**(c) Taking Tuition/Coaching Classes**

The table below shows the condition of taking tuition/coaching closed by public school's students.

**Table 3**  
**Taking Tuition/Coaching Classes**

S.N.	Category	Public school	
		No. of students	Percentage
1	Taking tuition/coaching class	30	100%

The table no. 3 vividly shows that 100% of the public schools' students attended paid tuition/coaching classes for the preparation of English exam. The result distinctly indicated that washback effect of English examination was negative on public school's students. They only depend on tuition and coaching classes. They did not had extra preparation classes.

**(d) Student's Study Hours for English**

**Table 4**  
**Student's Study Hours for English**

S.N.	Category	Public school
1	Average study hours during the exam time	11 hrs
2	Average study hours during the other time	5 hrs.

The above table 4 clarifies that public schools students spent 11 hrs. per were on average for English during exam time. Similarly, they spent 5 hrs per week on average respectively for English during the other time. It is clear from the above table that public schools' students increased their study hours during the exam time. They were not fully conscious before their exam. They did not do hard work.

**(e) Use of English Inside the English Classroom**

**Table 5**  
**Use of English Inside the English Classroom**

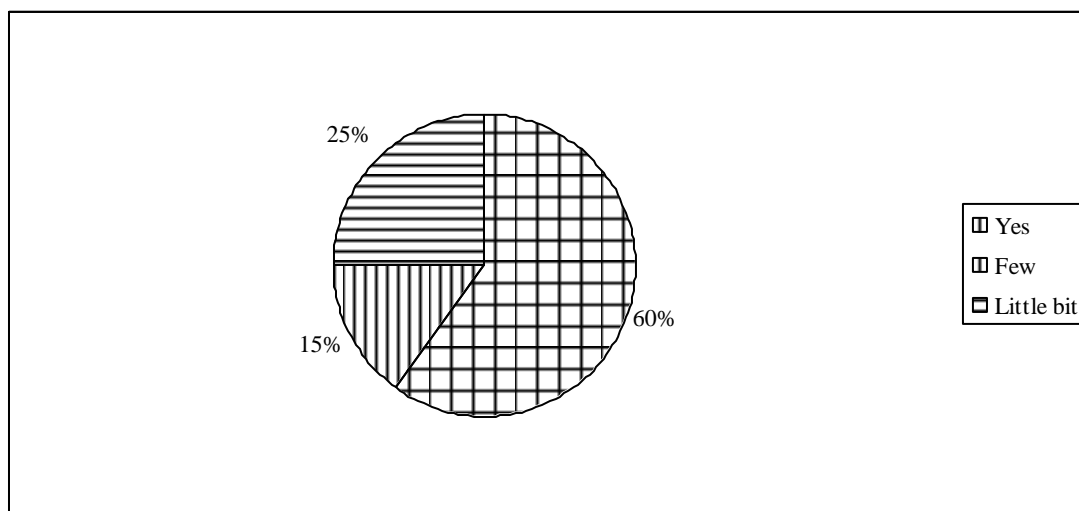
S.N.	Category	Public school	
		No. of student	Percentage
1	Yes	13	43.33%
2	No	17	56.66%

The Table 5 clearly presents that 43.33% of students from public schools responded that they had used English inside the English classroom and 56.66% responded that they had not used English inside the classroom.

#### (f) Students' Attitudes Towards English Course

The following pie chart shows the attitudes of students towards the grade ten English course from public schools. The students were asked whether the grade ten English course helped them improving English or not.

**Students' Attitudes Towards English Course**



**Figure 1**

Above figure depicts that most of the students (60%) from public schools opined that grade ten English course had improved their English. Similarly, a very few of (15%) and little bit (25%) of public schools' students said that English course helped in improving their English little bit only. None of the students from public schools responded that English course had not helped in improving their English at all.

#### **4.1.2 Washback Effects on Teachers**

This section deals with washback effect on teachers of English examination. For this purpose. Materials used and activities done by the teachers were recorded and analyzed. Similarly, their attitudes towards English course and present examination system were also interpretation.

### (a) Materials Used by the Teachers

The Table 6 shows the various materials used by public schools' teacher to teach grade ten English course.

**Table 6**  
**Materials Used by the Teachers**

S.N.	Category	Public school	
		No. of teachers	Percentages
1	Textbook	5	83.33%
2	Teachers guide	3	50.00%
3	English curriculum	4	66.67%
4	Grammar book	6	100%
5	Dictionary	2	33.33%
6	Practice book	6	100%
7	Previous asked question paper	3	50%
8	Tape recorder	1	16.66%

The table above shows that textbook grammar book and dictionary were the most used teaching materials by public schools. Similarly, 50% and 66.67% of public schools' teachers used teacher's guide and English curriculum respectively. Previous asked question paper and tape recorder were used by 50% and 16.66% of public schools students. Similarly, 100% of public school's teachers used grammar book and 33.33% and 100% of them used dictionary and practice book. The result showed that public schools' teachers did not prepare to use textbook, previously asked question paper and

tape recorder more. They only pretend to use practice book and grammar book more. Because of this public schools' result was not satisfactory.

**(b) Making Students Practice Listening and Speaking Skills**

The table below shows how often the teachers from public schools made their students practice listening and speaking skills.

**Table 7**  
**Making Students Practice Listening and speaking**

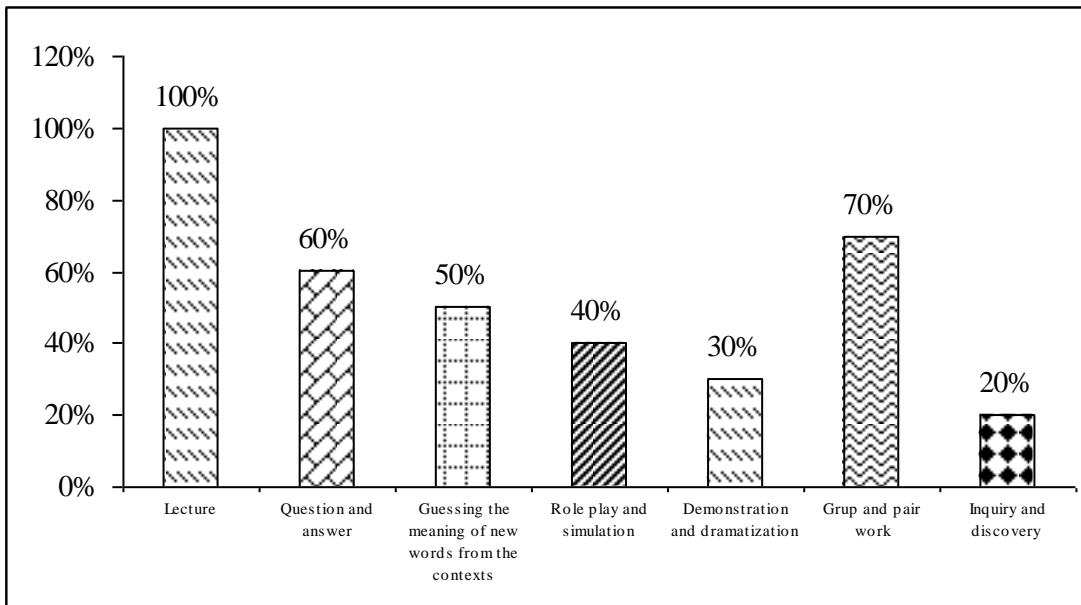
S.N.	Category	Frequently		Sometimes		Rarely		Never	
		No.	%	No.	%	No.	%	No.	%
1	Public school	2	33.33%	2	33.33%	2	33.33%	-	-

The Table 7 shows that percentage of public schools' teachers who made their students practice listening and speaking skills frequently. Sometimes and rarely were exactly equal. i.e. 33.33% for each category. This shows that public schools' teachers made their students practice those skills very less.

**(c)Methods and Techniques used by the public Schools’ Teachers**

Teachers were found using various methods and techniques. Their responses are presented in the following figure:

## Methods and Techniques used by the public Schools' Teachers



**Figure 2**

The above figure shows that there were remarkable differences in using the various techniques and methods of public schools' teachers. Lecture methods has excelled the other methods because 100% of public schools' teachers used this technique. The next techniques group work and pair work were used by 70% public schools' teachers followed by question and answer, which was used by 60% public Schools' teachers. Demonstration and dramatization was the next rarely used technique, which was used by 30% teachers.

Similarly, 50% of public schools' teachers used guessing the meaning of new words from the contexts and 30% of them used role play and simulation techniques. In the same way, 20% of teachers used 'inquiry and discovery' technique. The overall picture of analysis showed that public should teachers did not use the communicative method properly. They rarely used the communicative approach in their respective classrooms.

#### (d) Teachers' Attitudes Towards English Exam and Course

Teachers were found having following attitudes regarding English exam and course.

##### (i) Teachers' Attitudes towards English Exam

The Table 8 shows that the opinions and attitudes of the teachers as far as English exam and its effects are concerned.

**Table 8**  
**Teachers' Attitudes towards English Exam**

S.N.	Questions	Public school		
		Yes	No	Little bit
1	Is your teaching guided by examination ?	66.66%	-	33.33%
2	Do you think whatever you have done to help your students how to get through exam can contribute to achieve the course objectives?	50%	16.66%	33.33%
3	Are you satisfied with present examination system ?	50%	33.33%	16.66%
4	Do you think after passing the grade ten annual English exam our students will be able to do activities specified in the curriculum ?	50%	16.66%	33.33%

As indicated in the above table 66.66% of the public schools' teachers teaching was guided by examination. Most of the teachers (50%) opined that helping their students to get through exam could contribute to achieve the course objectives and 16.66% of them said 'no' and 33.33% of them said 'little bit'. Very few of them were satisfied

with present examination system. Similarly, the majority of them believed that after passing grade ten English exam their students would be able to do the activities specified in the curriculum and 16.66% of them said 'no'.

Generally, the result revealed that grade ten annual exam did not lead the students what the course wants them to learn.

### **(ii) Teachers' Attitudes Towards English Course**

The table below shows teachers' attitudes towards English course.

**Table 9**  
**Teachers' Attitudes towards English Course**

S.N.	Questions	Public school		
		Yes	No	Little bit
1	Do you think grader English course is helpful for improving students' English proficiency ?	66.66%	-	33.33%
2	Do your students feel uncomfortable in the examination hall ?	83.33%	-	16.66%
3	Do you teach your students how to improve their writing skills ?	66.66%	-	33.33%

The table above shows that 66.66% of public schools' teachers opined that grade ten English course was helpful for improving students' English proficiency. None of them said 'no' and 33.33% of them said 'little bit'.

Similarly, 83.33% of them said students felt comfortable in the examination hall, none of them said 'no' and 16.66% of them said 'little bit'. In the same way, most of the teachers (66.66%) of them said, they taught about writing skills, none of them said 'no' and (33.33%) of them said 'little bit'.

### (e) Use of Nepali in English Classroom

The table below shows the use of Nepali in English classroom by the teachers of public schools.

**Table 10**  
**Use of Nepali in English Classroom**

S.N.	Responses	Public school	
		No. of teachers	Percentage
1	Yes	5	83.33%
2	No	1	16.66%

The table above presents that 83.33% of public schools' teachers used Nepali in English classroom whereas 16.66% of them used English in their respective classroom. So, public schools' students were poor in speaking skill. They were also weak in pronunciation.

### (f) Purpose of Teaching English

The table below shows the purpose of teaching English by public schools' teachers.

**Table 11**  
**Purpose of Teaching English**

S.N.	Responses	Public school	
		No. of teachers	Percentage
1	To help students pass exam	3	50%
2	To help students learn English	2	33.33%
3	To remove their hesitation	1	16.66%
4	To make fluent in English	-	-

The table above show that 50% of public schools' teachers taught English to help students pass the exam. Other 33.33% teachers helped students learn English and a few of them i.e.16.66% help students to remove their hesitation. None of them done practice to make their students fluent in English. This showed the majority of the teachers from public schools' wanted their students to learn English to pass English exam. They didn't encourage them to practice in other activities. So, they have negative washback in their exam.

#### 4.1.3 Investigating Washback Effect

This section attempts to present the investigation of washback effect of grade ten final English examination on the two sub-sections viz. students' performance on communicative functions, extra activities and the comparison of the final and new text papers.

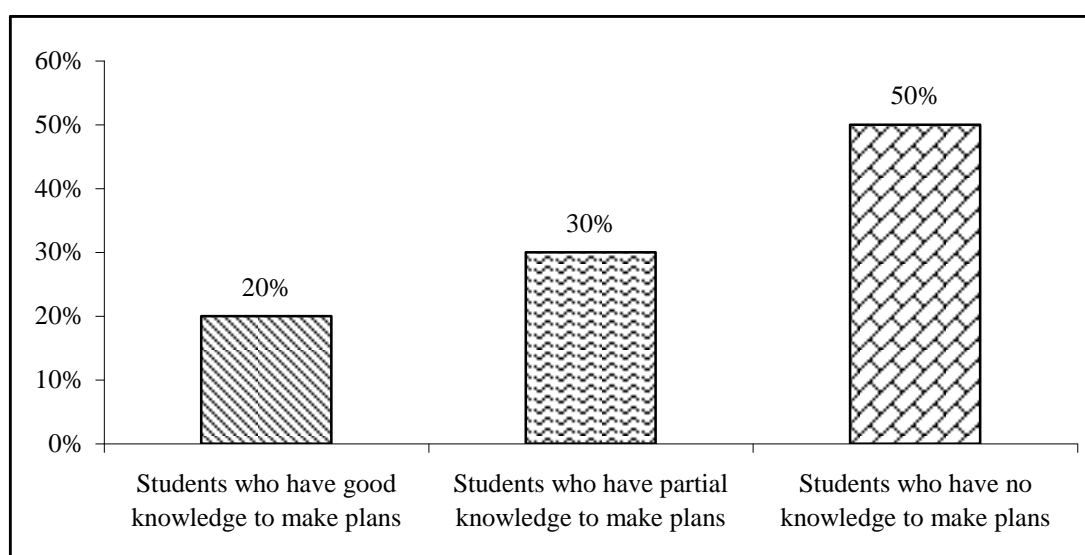
### **(a) Students' Performance on Various Communicative Functions**

This sub-section deals with students' performance on various communicative functions which are parts of grade ten English course. The students were asked to perform on three language functions: Making plans and expressing intentions, Suggesting and advising, and Making request.

#### **(i) Making Plans and Expressing Intentions**

The figure 3 shows the ability of the public schools' students' in making plans and expressing intentions.

**Making Plans and Expressing Intentions**



**Figure 3**

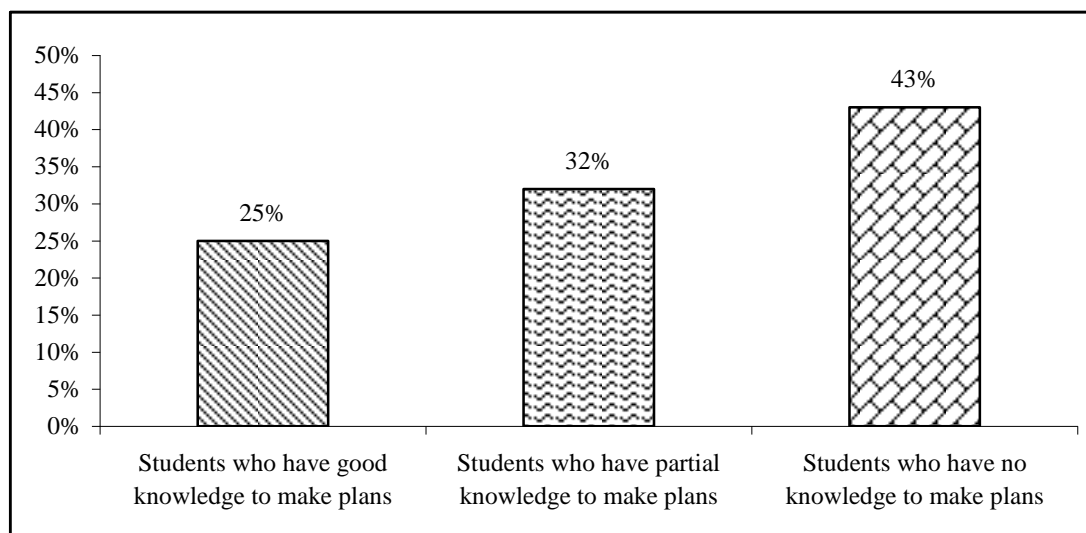
The graph above shows that only 20% of the public schools' students had good knowledge to make plans. Similarly, 30% and 50% of public schools' students had partial and 'no' knowledge to make plans and expressing intentions respectively.

This shows that most of the public schools' students were found poor in the language function 'making plans and expressing intentions'.

## (ii) Suggesting and Advising

The Figure 4 shows the ability of students in suggesting and advising.

### Suggesting and Advising



**Figure 4**

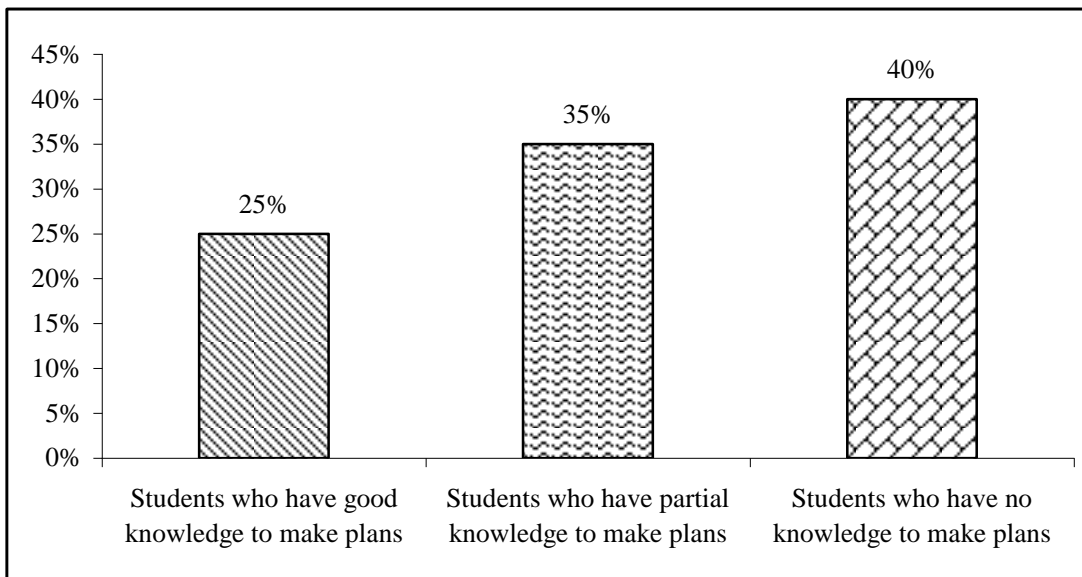
The graph above reveals that 25% of the public schools' students had good knowledge, 32% of them had partial and 43% of them had 'no' knowledge to suggest and advise.

This shows that the majority of public schools' students were poor in suggesting and advising. They had not any practice in such skills. Public school's teachers only spent their time to teach textbook.

## (iii) Making Requests

The Figure 5 shows the ability of the students of public schools in making requests.

## Making Requests



**Figure 5**

As it can be seen from the graph, a very few of them from public schools i.e. 25% were able to make request confidently. Similarly, 35% of the students had partial knowledge and 40% students' in public schools had 'no' knowledge to make requests.

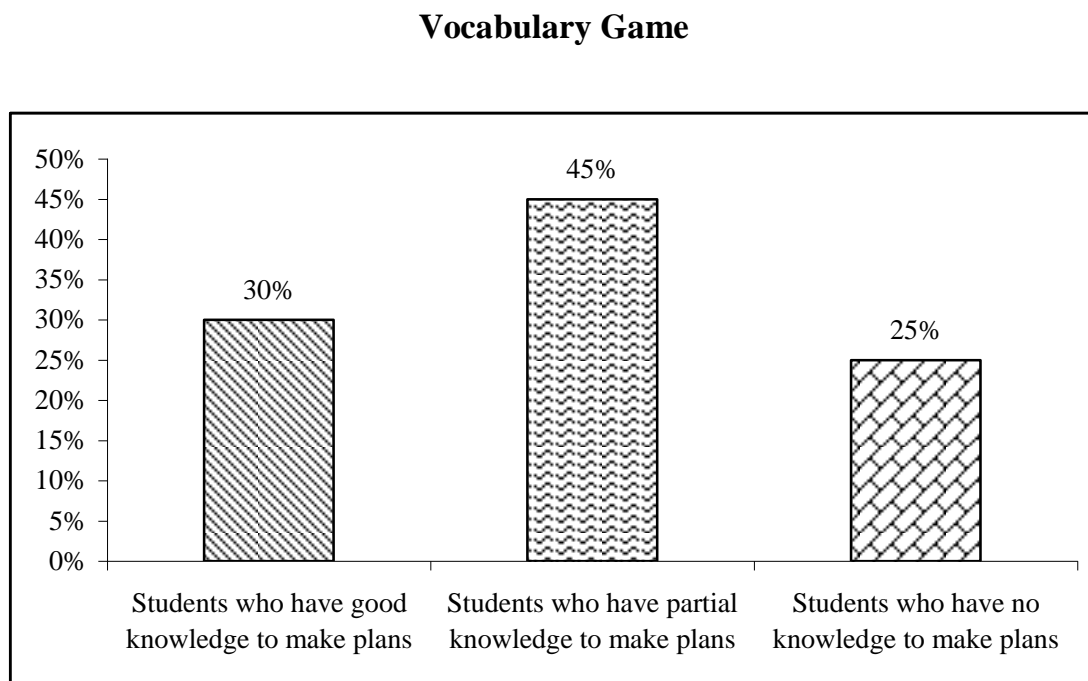
In conclusion, public schools students had very poor knowledge of language function i.e. making request.

### **(b) Extra Activities of Public Schools' Students**

This sub-section deals with students' performance on various communicative functions which are the parts of grade ten English course. The students were asked to perform on three extra activities. 'Vocabulary game', 'puzzle', and quiz contest' .

**(i) Vocabulary Game**

The Figure 6 shows the ability of the students of public schools in involving vocabulary game.



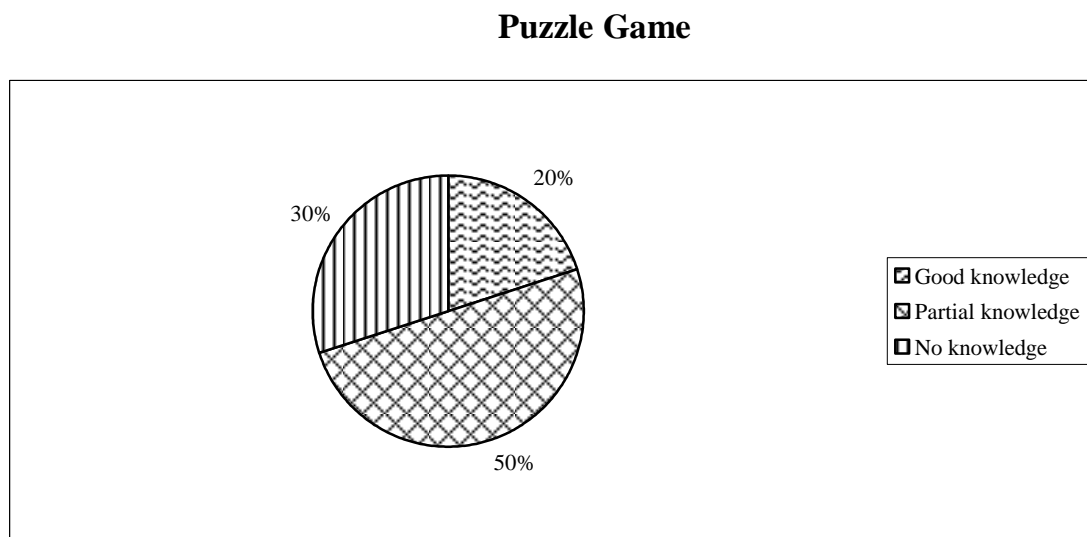
**Figure 6**

The graph above shows that public schools' students were very poor in involving in vocabulary game. Only 30% of them had good knowledge, 45% of them had partial knowledge and 25% of them had no knowledge to involve in vocabulary game.

In conclusion, it can be said that public schools' students were very poor in vocabulary. They have difficulties to recognize even simple words.

### (ii) Puzzle Game

This Pie Chart shows that ability of the student of public schools in solving the puzzle game.



**Figur**

**e 7**

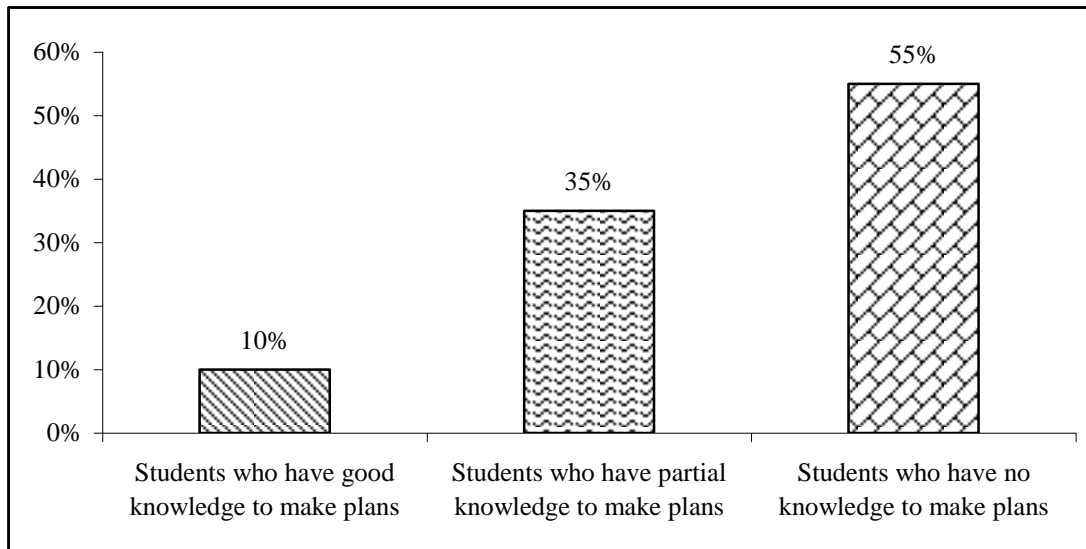
The chart above shows that public schools students were not found much confident in solving the puzzle game. Only 20% of them had good knowledge, 50% of them had partial knowledge and 30% of them had 'no' knowledge to solve the puzzle game.

From the above analysis, it is concluded that public schools' students were rarely involved in extra-curricular activities. They were not interested in such activities.

### (iii) Quiz Contest

The Figure eight shows the ability of the students of public schools involving in quiz contest.

## Quiz Contest



Figur

e 8

The figure above shows that public schools' students were very rarely participated in quiz contest. Only 10% of them had participated in the last of the week, 35% of them had participated in the last of the month and 55% of them had participated in the last of the year.

From this analysis , it can be concluded that low participation of the students was there in extra-curricular activities.

### (c) Comparison of the Marks

This section consists of the marks secured by public schools' students in two different tests: Schools' final test and test administrated by the researcher. The researcher administered the English test of grade ten to recently promoted 11th grade students and got the marks secured by the sample students in grade ten final English examination. The table below shows the comparison of the students' marks secured in the final test and the new test.

**Table 12**  
**Comparison of the Marks**

S.N.	Skills / Aspects of comparison	Students performance			
		Final test		New test	
		No. of students (below 50% marks)	No. of students (above 50% marks)	No. of students (below 50% marks)	No. of students (above 50% marks)
1	Listening	19	11	20	10
2	Speaking	17	13	18	12
3	Reading	18	12	22	8
4	Writing	14	16	13	17
5	Grammar	17	13	14	16

Above table shows that most of the students scored below 50% in new test and final test. As the table shows in each skill and aspect, most of the students are seen poor because they could not score more than 50% of the marks in the listening of new test and other remaining 10 students scored above 50% marks.

Similar case is found in final test as well (i.e. 19 students scored below 50% marks and only 11 students scored above 50% marks).

Regarding speaking, 18 students scored below 50% marks and 12 students scored above 50% marked in new test. Similarly, seventeen students scored below 50% marks and 13 students scored above 50% marks in final test. In the same way, regarding reading, 22 students scored below 50% marks and 8 students scored above 50% marks in new test. Similarly, 18 students scored below 50% marks and 12 students scored above 50% marks in final test.

In this way, regarding writing 13 students scored below 50% marks and 17 students scored above 50% marks in new test and 14 students scored below 50% marks in new test and 16 students scored above 50% in the final test.

In this way, in case of grammar, 14 students scored below 50% marks and 16 students scored above 50% marks in new test and 17 students scored 50% and 13 students scored above 50% in final test.

This all indicates that public schools' students have poor performance in all skills and aspects as the result of new test and final test shows above.

#### **4.2 Summary of the Findings**

The term 'Exam' refers to an assessment of students' achievement in a course of study. There are several types of examination based on the time and objectives. As this research concerned with final examination, the issues and the effects of final examination were discussed in this research. Generally, the primary purpose of final examination is to affect the current knowledge, achievement and skills of students and to upgrade them according to their level. This sort of examination certifies students' qualities and promote them to the next grade. Examination has several effects on students and teachers because they are affected by examination. Such effects of examination on teaching and learning is called washback effect of examination. As the objective of this research was to find out the washback effects of final grade ten English examination, data were collected from students' and teachers using separate questionnaire for teachers and students and a test. The gained data were analyzed and interpreted using mixed method approach. Based on the detailed analysis and interpretation, it is concluded that washback effect of final examination is negative in public schools.

The findings of this research are summarized in the following points:

1. Washback was found negative on public schools' students and it was weak also. As most of the students from public schools were not found using dictionary, previous question paper and teachers. They were found only using guided and guess paper for English exam. They also did not listen to English news, read English newspaper and watch English films.
2. Although public schools' students increased their study hour during the exam time but they did not get positive results. It was found that public schools' students memorized the text, composition and grammatical rules without proper understanding. This shows that they study English just to pass the exam.
3. Public school students spent and invested much more time and energy to prepare for English exam but it had not improve their language proficiency.
4. It was found that textbook, grammar book and dictionary were the less used teaching material by public schools' teachers. They preferred to use practice books and grammar books more.
5. Public schools' teachers did not make their students practice listening and speaking skills much more. They spent more time to teaching and writing skills.
6. Regarding the techniques and methods of teaching English is concerned. Public schools' teachers did not use 'question answer', 'guessing meaning from context', 'demonstration and dramatization' and 'group work and pair work' technique.
7. Most of the public schools' teachers responded that they were compelled to speak Nepali in English while teaching grammar lesson to clarify the different words because students were less proficient in English though they had positive attitudes towards grade ten English course and wanted their students to learn English.

8. Similarly, in the language function, the grade eleven students' performance was found poor.
9. The washback effect of grade ten English exam was negative on public schools' students in the sense that whatever they did in the name of the preparation for grade ten English exam. It did not contribute to achieve the course objectives. They more able to pass exam without learning. What the course wants them to learn.
10. In comparison of the two tests (i.e. new test and final test), most of the students scored below 50% in listening, speaking, reading and grammar in both tests. But in case of writing most of the students scored above 50%. This shows that most of the students are poor in listening, speaking, reading and grammar though most of them are good in writing as found in the results of both tests.

In short, this study was descriptive which made use of questionnaire and test. The detailed discussion of the responses from the respondents were included in the research with the major finding that washback effect of grade ten final examination was negative as it did not help to improve students learning and better performance. In this sense, this study explored that students of grade 10 of public schools are poor in English though they work hard.

## **CHAPTER - FIVE**

### **CONCLUSION AND RECOMMENDATION**

This chapter encapsulated all the major findings in precise form on the basis of analysis and interpretation of the data. It also deals with implication / recommendations which are made on the basis of summary and conclusions discovered from the study.

#### **5.1 Conclusion**

The exam increases stress level on students, teachers and parents, but it also pushed them to work hard and perform the best. Since exam is associated with intrinsic and extrinsic values, it makes the students work hard, teacher to help students prepare for exam and parents to support their children. Thus, we can exploit the strength and power of exam in such a way that they can contribute to achieve the desired results.

Despite public schools' students spent and invested much more time and energy to prepare for English exam, they were found very poor in both the annual test and the test administered by the researcher, and in using language functions. In other words, despite hard labour, most of them were unable to improve their language proficiency. This is to say, they were able to pass the exam without learning what the course wants them to learn. However, from the responses of public schools' teachers, it was found that English exam led the students to learn what the course wants them to learn. The majority of them opined that grade ten English course was helpful in improving students' English proficiency. The question were the public schools' English teachers should be asking themselves is "Why even after the students worked hard, course and exam were good, student were very poor in English ?" Most of the public schools' students did not perform confidently in all language functions and secured less score in both annual and new test.

It was very pity to see that the majority of public schools' students were found very poor in the test administered by the researcher. I was also found that the majority of public schools' students used memorization, technique, attended tuition/coaching classes, teachers used approximately 25%. Nepali even in English classroom. So, washback effect of grade ten annual English exam was negative or public schools' students in the sense that whatever the students did in the name of preparation for grade ten English exam had not contributed to achieve the course objectives.

To conclude, if we design the test which represented course objectives, working for such test will contribute to achieve the desired results.

## **5.2 Recommendations / Implications**

The effect of testing on teaching and learning is known as washback effect of examination. This study concluded that majority of the public students are not good in the test administered. It indicates that there is negative washback effect of examination on students. Students worked hard, took tuition classes but they are not scoring good makes in the examination. Here in this section, with respect to the results, findings and conclusions of the study, we can recommend some of the implications of policy, practice and further research level under the following sub-headings:

### **5.2.1 Policy Related**

The most determinant factor in any field is the policy implemented by the concerned authorities. According to the policies made by the authority, different institution and the people involved in these institutions conduct several programs. Regarding improving students' result and making the washback effect positive, I would like to point out of the implications effective for the policy making level below:

1. Examination, course objectives and course book should be in harmony to achieve the desired outcomes. There should be the provision of training for the course designer who can address the students burning needs.
2. The responsibility of government, educationists, course design, policy makers and teachers does not end up by designing the good course only. Most of the students failed to understand that promoting of the text to pass the exam is not knowing English in the real sense. In this context they should design such a test, which minimizes the memorization and guess work and encourages the students to use their creativity.
3. There should be the provision that medium of instruction of other subjects at public schools should be in English.
4. Most of the students use guides and guess papers to pass the exam. But the habit of using guides and guess paper is not educationally beneficial, which does not encourage the whole range of desired changes so, the concerned authorities should consider this fact genuinely and should develop such a test format in which guides and guess papers' answers cannot be supplied.
5. Most of the schools' students are very poor in English despite their hard labour. Teacher should be well trained to exploit their hard labour to achieve the desired outcomes.

### **5.2.2 Practice Related**

The thing mentioned in policy level does not work until it is implemented in practice level. Based on the results and conclusions of this study some of the implications effective for practice level are as follows:

1. Even though our objectives stress on making the students good at listening and speaking skills, teachers do a very few activities to achieve those objectives. Therefore, teachers should encourage the students to listen to English news,

and watch English films. Similarly, they should encourage the students to speak English inside and outside the English classroom and certain marks should be allocated for this.

2. Teacher should teach English as a language and not as any other subjects at schools. For this, various communicative activities: 'pair and group work', 'role-play and simulation', 'question and answer', etc. should be done regularly and all the students should get the opportunity to participate in those classroom activities.
3. Not only English course but other subjects as well shall be taught in English.
4. Most of the public schools' students study English just to pass exam and prefer not opting for English if it is made optional. In this context, teachers should make them realize that English has become the language of international communication and is indispensable for professional development.

### **5.2.3 Further Research Related**

This research study can be a valuable secondary source for the researcher who are willing to carry out research studies in the field related to washback effect. As no work is final and no research is complete in itself research interested in this area can investigate more about washback effect of examination of private schools as well taking response from the varied number of respondents using large sample.

It is important that a large scale research should be carried out involving maximum students and teachers one of the key limitation of the study was the sample size and it was not enough to find out the possible results from the limited sample.

Similarly, this study attempted to find the washback effect of final examination on grade 10 students of public school. So, researchers interested in this field can make use of the findings of this research study and carry out research studies to find out the washback effect of examination on private school students. Likewise, the study was

only limited to the students of public schools of Kathmandu district. The some study can be conducted among other students also outside Kathmandu district because not only in Kathmandu but students of outside Kathmandu are also seemed poor in English.

Thus further research studies can be focused on these issues related to washback effect of examination as this research study explores varied issues related to effects of examination and the areas for the further studies.

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## QUESTIONNAIRE FOR TEACHERS

Dear Sir/Madam

This questionnaire is a research tool for my research study entitled 'Washback Effects of Final Examination: A Case of Teaching and Learning English in Grade Ten'. This research work is being carried out under the supervision of Dr. Govinda Raj Bhattarai, Professor, Department of English Education, T.U. your co-operation in completing the questionnaire will be of great value to me. There is no right or wrong answer to the questions asked in this questionnaire. I'm only interested in your personal opinions. Please feel free to put your personal opinions asked in the questionnaire. I would appreciate your honest opinions and assure you that your response will be completely anonymous. The responses made by you will be exclusively used for the present study and will remain confidential. You can withdraw your participation from this study at any point of time if you feel to do so.

Researcher

Puspa Joshi

You are humbly requested to give the answer of the following questions

Personal Details:

Name (Optional):

Age:

Gender:

School's Name (Optional):

Qualification:

Institute/University (from where you earned pre-service teacher education):

Teacher appointment date:

Subjects teaching (workload):

Level (Teaching):

1. How often do you make your students practice listening and speaking skills ?  
(a) Frequently (b) Sometimes  
(c) Rarely (d) Never

2. Are you satisfied with the present examination system ?  
(a) Yes [ ] (b) No [ ] (c) Little bit [ ]

3. Do you speak Nepali in English classroom ?  
(a) Yes [ ] (b) No [ ]

4. Do you teach your students how to improve their writing skills ?  
(a) Yes [ ] (b) No [ ] (c) Little bit [ ]

5. What types of techniques do you use to teach grade ten English course ?  
.....  
.....  
.....  
.....

6. What are your main purposes for teaching English ? Mention any four.  
.....  
.....  
.....

7. How often do you teach the students using OHP?  
(a) Frequently (b) Sometimes  
(c) Never

8. Do your students feel uncomfortable in examination hall ?  
(a) Yes [ ] (b) No [ ]

If yes, what do you think the areas that create problem ?  
.....  
.....  
.....

9. Do you able to achieve your required objectives ?

(a) Yes [    ]

(b) No [    ]

If 'No', give your reason.

.....  
.....

10. How much time did you spend for English while taking extra classes for final examination ?

.....  
.....

11. Why most of public schools' students fail in English subject ? Give your reason.

.....  
.....

12. Do you apply appropriate teaching material in your class ?

(a) Yes [    ]

(b) No [    ]

If 'yes', why ?

.....  
.....

If 'no' why ?

.....  
.....  
.....

**Thanks for your co-operation !**

## QUESTIONNAIRE FOR STUDENTS

Dear Students,

This questionnaire is a research tool for my research study entitled 'Washback Effects of Final Examination: A Case of Teaching and Learning English in Grade Ten'. This research work is being carried out under the supervision of Dr. Govinda Raj Bhattarai, Professor, Department of English Education, T.U. your co-operation in completing the questionnaire will be of great value to me. There is no right or wrong answer to the questions asked in this questionnaire. I'm only interested in your personal opinions. Please feel free to put your personal opinions asked in the questionnaire. I would appreciate your honest opinions and assure you that your response will be completely anonymous. The responses made by you will be exclusively used for the present study and will remain confidential. You can withdraw your participation from this study at any point of time if you feel to do so.

Researcher  
Puspa Joshi

Name:

Roll:

School:

Subject:

Class:

1. How often did your teacher do the following activities?

Activities/Time	Daily	One week	Sometimes	Never
Pair work				
Group work				
Demonstration				
Project work				
Role play				

2. Are you satisfied with the ways that the teachers teach the textbook ?

(a) Yes [   ]

(b) No [   ]

3. Do you feel comfortable when you sit for English exam ?

- (a) Yes [ ] (b) No [ ]

4. Do you use any other materials except textbook ?

- (a) Yes [ ] (b) No [ ]

If 'yes' please mention some of them.

.....  
.....  
.....  
.....

5. How often do you use English outside the classroom ?

- (a) Very [ ] (b) Sometimes [ ]  
(c) Rarely [ ] (d) Never [ ]

6. You have studied twenty communicative functions in class ten. Do you feel difficulty in using those functions ?

- (a) Yes [ ] (b) No [ ]

If 'yes' why do you think this happens ?

.....  
.....  
.....  
.....

7. Do you guess on the basis of what has been already asked in the exam ?

- (a) Yes [ ] (b) No [ ]

8. Do you feel any difficulties in examination hall?

- (a) Yes [ ] (b) No [ ]

If 'yes' why do you feel so?

.....  
.....

.....

9. How often did your teacher use the following instructional materials in classroom to teach the textbook ?

Materials /time	Daily	One week	Sometimes	Never
Cassette player				
Newspaper				
Picture				
Real object				
Magazine				

10. How often do you listen to English news on radio and TV ?

(a) Frequently [ ] (b) Sometimes [ ]

(c) Never [ ]

11. How much time did you spend for English when you are approaching annual examination per week ?

.....hours.

12. What is your purpose of studying English in grade ten ?

.....

.....

13 . Your partner wants to leave but it is raining. Now advice your partner in two different ways.

(a).....

(b).....

14. Make two different polite request using the clue given – pass salt.

(a).....

(b).....

**Thanks for your co-operation !**

## **Compulsory English**

### **Class: 10**

#### **A) Test items to test listening skill (10 marks)**

Listen to the tape and do the following activities:

#### **Tape script**

Cancer is a class of disease characterized by out of control cell growth. There are over 100 different types of cancer, and each is classified by the type of cell that is initially affected. Cancer harms the body when damaged cells divide uncontrollably to form masses of tissue called tumors. Tumors can grow and interfere with the digestive, nervous, and circulatory systems. Tumors that stay in one spot and demonstrate limited growth are generally considered to be not serious. When a tumor successfully spreads to other parts of the body and grows, it destroys other healthy tissues. The result is a serious condition that is very difficult to treat. In 2007, cancer claimed the lives of about 7.6 million people in the world. Physicians and researchers who specialize in the study, diagnosis, treatment, and prevention of cancer are called oncologists.

- 1) Write 'True' or 'False' against the following statements:
  - a. There are nearly 100 different types of cancer.
  - b. Uncontrollable cell division contributes to form tumors.
  - c. Tumors with limited growth are very serious.
  - d. 7.6 million people in the world died of cancer in 2007.
  - e. Cancer cells continue to grow and divide.
- 2) Fill in the blanks with correct words:
  - a. Cancer is a class of ..... characterized by out of control cell growth.
  - b. Damaged cells divide to form..... of tissue.
  - c. Tumors interfere with digestive, and..... System.
  - d. Tumor destroys other ..... tissues.
  - e. Cancer is the result of cells that grow and do not.....

#### **B) Test items to test speaking skill (15 marks)**

1. Interview

- a. Please, give me your introduction.
  - b. Will you tell me something about your family?
2. Describing pictures/maps
- a. Look at the pictures and describe what is happening (use present continuous tense).
  - b. Look at the map and tell the way:
    - From buspark to the Supreme Court
    - From cinema to the Hospital

**C) Test items to test reading skill and vocabulary (40 marks)**

**1. Read the following poem and do the activities that follow.**

Breathes there the man, with soul so dead,  
 Who never to himself hath said,  
 "This is my own, my native land!"  
 Whose heart hath never within him buried ?  
 As home his foot steps he bath turn'd.  
 From wandering on a foreign stand!  
 If such there breathe, go mark him well;  
 For him no minstrel raptures swell,  
  
 High though his title, proud his name  
 Boundless his wealth as wish can claim.  
 Despite those titles, power and pelf.  
 The wretch concentrated all in self,  
 Living, shall forfeit fair renown,  
  
 And doubly dying shall go down.  
 To the vile dust from where he sprung,  
 Unwept, unhonour'd and unsung.                      - Sir Walter Scott

**A. Answer the following questions.**

**(1×3=3)**

- (i) Who does the poet want to mark well ?
- (ii) What is far better than heaven ?

(iii) Who has composed this poem ?

**2. Read the following passage and do *the* activities that follow.**

Seconds before Neha entered into her bedroom when, suddenly, she heard an outcry from below. "It's all over". She thought as she stiffened and sank down on the stairs. It was then that the baby-boy had slid through the hole, hit the second-floor window shade and landed heavily on Vikram's chest. His strong arms closed tightly around Kanhaiya. Vikram lost his balance and fell back.

Looking out through her bedroom window grille, sobbing Neha, noticed that the crowd had dispersed-even Kanhaiya was not there. She rushed down and a man on the ground floor told her that her son was safe and had been taken to a nearby clinic.

Kanhaiya was being treated for minor bruises who grabbed and clung to her when she approached him. Standing by him was a young stranger who was the savior of her beloved son. "I have no words to express my gratefulness to you" she kept on telling the stranger. I was only doing what I had to do", said) Vikram, "but I wish nobody's leave small children near windows."

**A. Complete the following sentences by choosing the correct answer. (1x3=3)**

- (i) When Neha was about to enter into the bedroom, she  
(a) heard a loud noise (b) didn't hear anything (c) could feel silence
- (ii) Vikram lost his balance when the baby boy  
(a) pushed him away (b) landed on him (c) embraced him
- (iii) The word 'approached' in the above text means  
(a) left (b) came near (c) applied

**B. Rewrite the following sentences in the correct order. (0.5x4=2)**

- (i) A man told her that Kanhaiya was safe and had been taken to the clinic.  
(ii) She didn't see her son or the crowd below.  
(iii) Neha got into her bedroom and looked through the window.  
(iv) She rushed downstairs.

**C. Answer the following questions. (1x5=5)**

- (i) How did the baby boy fall down ?

- (ii) What happened to Neha when she heard an outcry ?
- (iii) Why did Vikram fall back ?
- (iv) What did the baby do when his mother reached near him ?
- (v) Why was Neha grateful to Vikram ?

**D. Read the following text and do the activities that follow. (10)**

Burma, now known as Myanmar was a free country. But in 1962 the army took control of the country. Ever since then, Myanmar has had a harsh military government. However many people have struggled to bring freedom back to Myanmar. For her part in the struggle Aung San Suu Kyi was given the Nobel Peace Prize in 1991. In 1988 Aung San Suu Kyi became the leader of the National League for Democracy, a party that opposes Myanmar's military government. She made speeches against the government and organized protests. In July 1989, Suu Kyi was sentenced to house arrest. Although she remained under house arrest until 1995 she continued her struggle for freedom. Protests in Myanmar and around the world forced the military government to have an election but the: military government ignored the results.

Aung San Suu Kyi was given the Nobel Peace Prize because of her peaceful struggle and her bravery. Soldiers have threatened to shoot her, and many of her followers have been sent to jail or killed. However Suu Kyi has never stopped speaking against the government. She has also argued against violence. Instead of fighting with the government, her protests have always been peaceful. Today, Suu Kyi's struggle goes on, and her support around the world continues to grow.

**A. Find words/phrases from the passage that are similar in meanings to the following words. (0.5× 4 = 2)**

- (a) dominated (b) goes up against (c) objection (d) bloodshed

**B. State whether the following statements are true or false. (0.5× 4 = 2)**

- (i) Myanmar is another name of Burma.
- (ii) Aung San Suu Kyi was awarded the Nobel Peace Prize in 1962.
- (iii) The military government accepted the results of an election.
- (iv) Suu Kyi's struggle to free Burma from the military government is on.

**C. Answer the following questions. (2×3 = 6)**

- (i) Why was Aung San Suu Kyi awarded the Nobel Peace Prize ?
- (ii) What made the military government hold an election?
- (iii) How is Suu Kyi struggling for Burma's freedom ?

**4. Read the advertisement and answer the following questions:**

A well established Finance company requires dynamic, energetic and managerial skilled personnel for Birgunj and Hetauda office. Interested person may apply showing expected salary and benefits with latest curriculum vitae. Copies of certificates of academic qualification, copy of citizenship certificate and experience letter with recent passport size photo in closed enveloped should be submitted to the address given below by 8th April, 2008. Post Box No.: 805 Makwanpur, Nepal

Requirements for Managerial level:

**Qualification:** Preferably MBA or Master's Degree in Management/Business/Finance/Economics from a reputed university.

**Experience :** At least 3 years experience as officer/Junior officer in bank and finance company's credit and marketing field. Good command in command operation is must.

**Age :** Not exceeding 35 years on the closing date.

**Salary and Benefits :** Negotiable.

**A. Choose the right answer form the given alternatives:(1×3 = 3)**

- a. The word 'personnel' means . (staff, officer, employer)
- b. To expect is to ..... (give, want, hope)
- c. The word 'reputed' is similar in meaning to the word .....(known, famous, prestigious)

**B. Complete the following sentences supplying appropriate word/phrases from the text: (1×4=4)**

- (a) The employer is .....

- (b) Candidates should submit their applications on or before
- (c) Besides the academic qualifications skills is also must.
- (d) The candidate should not be over years.

**C. Answer the following questions: 6**

- (a) What things should be submitted along with the application ?
- (b) What is the required qualification for a candidate ?
- (c) How much salary is the company offering ?
- (d) What type of experience should the candidate have ?

**D) Test items to test writing skill (35 marks)**

**1. Complete the following dialogue with the appropriate sentences in given below:**

**6**

Receptionist : .....

Tourist : Good evening

Receptionist: Yes, madam, what type of room do you want?

Tourist: I want one single in the ground floor.

Receptionist: I am sorry, madam

Tourist: What about on the first floor ?

Receptionist: Yes, madam.

Tourist: What facilities do you provide here ?

Receptionist: .....

Tourist: Well, I want to book a room for a week.

- a. There is no single room lying vacant at the moment on the ground floor.
- b. Of course ! Here is a brochure giving all information about the hotel.
- c. Good evening. Can I help you, madam ?
- d. O. K. Thank you, madam.
- e. Have you any room vacant ?
- f. We have one on the first floor.
- g. Do I have to pay only in advance ?
- h. Could I book one of the rooms for you in advance, madam ?

**2. Construct a readable story with the help of outlines given in the box below: 6**

A poor village boy walking door to door for job ..... finds a wallet containing a large amount of money.....an identity card of the owner in the wallet .... the boy returns the wallet to the owner ..... the owner pleased .... praised his honesty... .gives him a good job.

**3. Write an essay on 'A School Excursion', in about 200 words. Use the following clues. 12**

The purpose of the excursion .... preparation for it... the members of the party ... the journey .... arrival at the destination .... how the day was spent there .... pleasure derived from the trip... conclusion

**E) Test items to test grammar**

**1. Rewrite the following sentences choosing the best alternative given in the brackets (0.05×12 =6)**

- a. Rabina found ..... one rupee coin on the way. (a, an, the)
- b. These students are obedient ..... their teachers. (at, to, for)
- c. I am a student, .....?(aren't I, am I, don't I)
- d. The police ..... recently caught the criminals. (has, have, had)
- e. Prem doesn't like it but Rina ..... (like, likes, liked)
- f. 'Does it have any sense ?'The statement of this question is ..... (It have some sense, It has any sense, It has some sense)
- g. Bandana ..... her key. She still can't enter the house. (lost, has lost, loses)
- h. My father asked us .... (what he wants, what did he want, what we wanted)
- i. Someone has stolen my pen. My pen .... (is stolen, has been stolen, has stolen)
- j ..... his intelligence, he failed the exam. (in spite of, because of, although)
- k. Unless you invite her, she ..... come. (would, wouldn't, won't)
- l. The people ..... the leaders keep their words. (has, get, make)

**2. Choose the correct word from the brackets to complete the passage below:**

One morning ..... (in/ on/ at) early April, I ..... (woke/ wake/ awake) up to see my friend Sherlock Holmes standing by my bedside. I blinked at him in surprise. "..... Watson (I was sorry to wake you up/ I am sorry to wake you up/ I have been sorry to wake you up) he said, " ..... (but/because/ and) we have a client waiting in the sitting room. She is a young lady. It seems she ..... (has/have/had) something *very* urgent to communicate. You would be interested in hearing what she has to say, ..... ? (wouldn't you/ won't you/ didn't you) ?" "Of course I would, my dear fellow," I said. I dressed quickly and left for the sitting room.

..... (A/ An/The) client was a young lady dressed in black. She looked pale and frightened. "You must not be afraid." said Holmes soothingly. Things (will be put/ is put/ are put) right by us, I assure you. Please tell us everything about your problem, Madam," said Holmes. "

**The End**

**GOOD LUCK !**