

CHAPTER - ONE

INTRODUCTION

This is the first part of the study which includes topics such as general background, review of the related literature, objectives of the study and significance of the study.

1.1 General Background

Language is a means of human communication through which we express our feelings, thoughts, desires and so on. It is extremely complex and highly versatile code for human communication. It is the unique property which plays a vital role to differentiate human beings from other animals. It is the greatest accomplishment of human civilization. It is a means by which we can perform several things such as communication, thinking and solidarity, inter- linguistic conflict, nation building, control, creation and so on. We cannot think of any social, academic, and artistic activities going on without language. It is perhaps the most significant asset of human life.

Chomsky (1957) defines language as "A set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements" (p.13). Similarly, Richards et al. (1999) define language as "The system of human communication which consists of the structured arrangement of sounds for their written representation into larger units, e.g. morphemes, words, sentences, utterances" (p.196). This definition further clarifies that language is a channel of spoken or written form of symbols in terms of morphemes, words and sentences. Sapir, (1921) defines language as "A purely human and non- instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbol" (p.8). According to his definition, language is human specific and a means of communication using voluntarily produced auditory vocal symbols. According to Robins (1967) "Languages are symbol systems . . . based on pure or arbitrary convention . . . in-finitely extendable

and modifiable according to the changing needs of the speakers" (p.14). This definition tells us that language is a symbol system which can be produced voluntarily and can be modified and extended as per the need of the speakers.

From all the above definitions, we can draw the conclusion that language is species specific, the most valuable single possession of human race. It is a means of communication using voluntarily produced auditory vocal symbols. It is the structured arrangement of sounds to form larger units which consist of a set of small parts and a set of rules which are combined to produce meaningful message. In short, language can be defined as arbitrary, voluntary, vocal system of human communication.

1.1.1 Language Teaching and Language Testing

In the past, it was believed that teaching is enough to obtain the objectives of language education. Later, testing is taken as complementary to teaching. Language education is mathematically represented as language education = language teaching + language testing. However, a teacher used to neglect testing thinking it as time consuming task. According to Harrison (1991) "A test is seen as a natural extension of classroom work providing teacher and students with useful information that can serve each as a basis for improvement" (p.1). The usefulness of the information derived from a test will depend upon the amount of care that is taken as its preparation. In this process, teacher usually makes queries in the classroom during or after his teaching or administers an examination at the end of a lesson, a unit or a chapter or a course of study.

Khaniya (2005) says:

Testing is an inherent part of teaching, testing is important to know the extent to which teaching has been effective in making the learners understand what has been taught. Testing is used as a process of scrutinizing how far learners have learned what the teacher wishes them to learn. In order to ensure that the teaching is effective, and if not, put more efforts to make it effective,

testing is used in the classroom or after the classroom teaching.
(p2)

He means that testing offers useful inputs to the teacher to be aware of the effect of his teaching, and also some insights on whether he should continue the way he teaches or changes it in order to make his teaching more effective. So, in teaching and learning process testing comes as an integral part of the process. Teaching and testing are two sides of a coin. One would be meaningless in the absence of other.

Heaton (1988) says "Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other" (p.5). It means, in some situations test is geared to teaching i.e. to motivate the students and to reinforce learning and in some situations teaching is geared to the test i.e. to assess the student's performance.

To quote Van Els et al.(1984) "In the context of language teaching, tests do not only have the purpose of measuring the language behaviors of individuals, but they are also useful instruments for evaluating programmes by means of an analysis of the results of an entire group of learners". He means that testing not only measures the language ability but it also evaluates the whole language programme conducted by analyzing the learner's performance.

Davies (1968) has said that "The good test is an obedient servant since it follows and apes the teaching" (p.5) but Hughes (1995) does not agree this. He argues that "The proper relationship between teaching and testing is surely that of partnership" (p.2). It is true that if teaching is good and appropriate and testing is not; we are then likely to suffer from harmful backwash. But equally there may be occasions when teaching is poor or inappropriate and when testing is able to exert a beneficial influence we cannot expect testing only to follow teaching. It should be supportive to good teaching, and where necessary, exert a corrective influence on bad teaching.

From the above discussion we can say that teaching and testing are not separate entities. They are interrelated to each other. So we can say that testing is there if there is teaching and it is meaningful only if there is learning. They are mutually inclusive and complementary to each other. If testing always had a beneficial washback on teaching, it would have a much better reputation amongst teachers.

1.1.2 Qualities of a Good Test

Tests are administered for some purposes. In order to serve the purposes for which exams are conducted, they must be of good quality. The designer of the test, therefore, should know the purpose of the test and design it to achieve the purpose for which it is needed. It means, the quality of test is examined in the light of its usefulness. A test is used to elicit information for making a decision on the testes, and the information elicited through the test should be good enough to make a valid decision. Therefore, while designing a test, the usefulness of the test or the efficiency of the test must be considered.

Different experts have discussed the qualities of a good test. Lado (1993) points out the reliable, scorable, economical, and administrable as qualities of a good test. Harrison (1991) emphasized three key characteristics of the good test: validity, reliability and practicality. Similarly Hughes (1995) focuses on reliability and validity as good test. Though different experts have talked about different qualities of test, in general, the qualities of good tests are validity, reliability, practicality, economy, administrability, scorability and washback effect. But the researcher's main concern is only with washback effect which is described below.

1.1.3 Washback Effect

The terms 'washback' and 'backwash' are used interchangeably. Washback is one of the qualities of a good test. The washback effect of an exam is not a new concept in the testing literature. It can be defined as "The effect of a test on

teaching and learning. In other words, it is the way in which a test may influence in a backward direction" (Khaniya, 2000, p.31).

The use of the term 'washback' has passed through different stages over the years. At that time, a test was regarded as a good test if it had no washback effect on teaching. According to Alderson and Wall (1993), "The notion that testing influences teaching referred to as 'backwash' in general education circles, but it has come to be known as 'washback' in British applied linguistics" (as cited in Khaniya, 2005, p.50).

Washback is the impact of test on classroom teaching. Teaching may be influenced by student's knowledge about the methodology and content of lessons according to the demand of the teaching. Bachman (1989) talks about potential consequences both positive and negative of using a particular test. According to him "One consequence that has been discussed with respect to language testing, for example, is that of washback or the effect of testing on instruction. Positive washback would result when the testing procedures reflect the skills and abilities that are taught in course" (p.289). Though he has talked both positive and negative effects of examinations he has limited the effects only on instruction or has limited the effect only on instruction or methodology. He has not said anything about its effect on syllabus design on students' habits of reading and other related to this field. It gives a narrow sense of washback effect.

Talking about washback, Heaton (1988) raises the questions as:

How much influence do certain tests exert on the compilation of syllabuses and language teaching programmes? How far is such an influence harmful or actually desirable in certain situations? Again, what part does coaching play in the test situation? Is it possible to teach effectively by relying solely on some of the techniques used for testing? (p.170)

These are some of the questions forwarded by Heaton to address the role of a test in preparing syllabuses and teaching programmes in choosing and methodologies used by teachers as well. Heaton (ibid) writes...“we must guard against certain backwash effect of testing on the one hand, on the other hand testing has been one of the greatest single beneficial forces”. Here, he has clearly pointed out that a test has both negative and positive effects and we should guard against negative one.

Hughes (1995) says:

The effect of testing on teaching and learning is known as backwash. Backwash can be harmful or beneficial. If a test is regarded as important, then 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, then there is likely to be harmful backwash. (p.1)

It means test items should be in harmony with the objectives of the course otherwise washback would be harmful. This also gives wider perspectives because it includes both teaching and learning activities. Similarly, Richards et al (1999) have defined washback as "The effect of test on teaching" (p.31). It is very simple and widely used view of washback.

Khaniya (1990) concludes:

Washback is an inherent in an exam an exam is bound to influence teaching and learning. The idea of how to get through the exam and how to help students to go through the exam considerably influence what goes on in the classroom. It also influences student's learning activities to prepare students for the examination by giving them homework and students do exam preparation at home are not unaffected by examination. In this

way, examinations have a very strong influence in including teachers and students to work. (p.245)

To sum up, the washback effect of an examination affects the language teaching and learning as well as curriculum designing and implementation of the curriculum. It also affects directly and indirectly to all the stakeholders and practitioners involved in teaching and learning. Good exams have positive washback effect in teaching and learning. It would be wise to use exams in such a way that they contribute to enhance learning achievement.

1.1.4 Fundamentals of Language and Linguistics

As the researcher is interested to find out the washback effect of examination of the course Fundamentals of Language and Linguistics, prescribed for B.Ed. first year students majoring in English, it is worth to give a brief account of the course. This is introductory course in linguistics including its applications to language teaching. The course comprises six units. The first two units deal with the preliminaries and Fundamentals of Language and Linguistics. The next three units deal with the core areas of linguistics, viz. Phonetics and phonology, grammar and semantics. The course concludes with application of linguistics to language teaching which includes among other topics, contrastive analysis and error analysis.

The course aims at providing the teacher trainees with an insight into the nature and working of language through a brief but comprehensive treatment of the fundamental concepts and aspects of languages and linguistics.

The specific objectives of the course as mentioned in CDC (1996) are as follows:

-) To acquaint the students with the preliminaries of language and linguistics.
-) To acquaint them with basic dichotomies in language and linguistics.

-) To acquaint them with the techniques of analysis of speech sounds on articulatory terms i.e. to identify, describe and classify them.
-) To familiarize them with what makes the sound system of a given language.
-) To provide them with a comprehensive view of fundamental aspects of grammar.
-) To acquaint them with various kinds of sense relations between linguistic items.
-) To familiarize them with different applications of linguistics to language teaching including the concepts and techniques of contrastive analysis and error analysis.(p.31)

1.2 Review of the Related Literature

Masdemn (1976) discusses the school leaving examination in a large African state (which he does not name). There was severe criticism of the essay and precis in the exam for leading the teachers to spend most of the time on practicing exam techniques rather than on the English fundamentals which the students needed. The people concerned felt that something had to be done in that direction (As cited in Khaniya, 2005, p. 72).

Khaniya (1990) has conducted a research on "Examinations as Instruments for Educational Change: Investigating the Washback Effect of Nepalese English Exams. He discussed that SLC exam failed to assess the language skills that the SLC English course intends to develop in . . . because of its textbooks and previous exam oriented nature, it did not encourage students and teachers to focus on language skill entailed in the course objectives. He found that washback is an inherent quality of exam; ingredients of the exam determine whether the washback is negative or positive and teaching for final exam is not only inevitable but desirable as well.

Kshetree (2001) carried out a research on "A Study on the Washback Effect of SLC Examination". He found that the secondary level English teachers did not

seem to be much informative, they were not found equipped with very simple materials like the package of the newly implemented course of English, only 24 percent teachers used communicative method to teach new English, English performance of the students was very poor.

There have been different researches carried out on washback effect of examinations at B.Ed. level. Among them are Neupane (2004), Poudel (2006) and Regmi (2006). They carried out research on different papers of the same B.Ed examinations. Their findings are summarized as follows:

The examination of English did not seem to have promoted the communicative abilities of students. The examination had failed to encourage teachers and students to work to fulfill the course objectives. It was found that teaching was teacher centered, method to teach communicative English was lecture method, and use of teaching materials was very low. The most favorite technique for the preparation as well as theoretical examination was memorization of exponents. The examination failed to follow the genuine spirit of the course objectives. They had negative washback effect because they failed to require the students to develop true pedagogical skills; mostly they encouraged students to guess the future questions. So, these courses did not test what they should have tested. Since practical examination was not found practicable, there was danger of cheating in practical examination.

Though, numbers of researches have been carried out on washback effect of examinations, nobody has done a research on the washback effect of examinations of Fundamentals of Language and Linguistics. It is untouched area. The researcher may show his potentialities to this field by doing this research. So, he is interested in carrying out this research.

1.3 Objectives of the Study

The objectives of the present study were as follows:

- i) To find out the washback effect of examination of Fundamentals of Language and Linguistics.
- ii) To analyze the question papers asked in the examination from 2054 to 2063 in terms of objectives set for the course.
- iii) To suggest some pedagogical implications.

1.4 Significance of the Study

This study will be significant to all the stakeholders and practitioners involved in the field of language testing to obtain positive and beneficial washback effect of the examinations to be administered. It tells the teacher to construct the test items in such a way that all the items are equally emphasized. This study also provides some insight on how examinations influence on teaching and learning. It will also be significant to those who are involved in teaching and testing and particularly to those who are involved in teaching and testing of Fundamental of Language and Linguistics. Above all, this study will be significant to the concerned institution, researchers, teachers, students, course designers and textbook writers.

CHAPTER - TWO

METHODOLOGY

The researcher had followed the following methodology to obtain the objectives he pointed out above:

2.1 Sources of Data

The researcher had used both primary and secondary sources for data collection.

2.1.1 Primary Sources of Data

Primary sources of data for the study were the B.Ed first year students majoring in English and teachers teaching the course Fundamentals of Language and Linguistics.

2.1.2 Secondary Sources of Data

All the question papers of the subject asked from 2054 to 2063 were the secondary sources of data. Similarly, the researcher used different books related to the language testing, B. Ed. first year English curriculum, textbooks of the course and the other journals, theses, books and any materials which were relevant for this study as secondary sources of data. Some more useful secondary sources of this research were: Bachman (1989), Harrison (1991), Heaton (1978), Hughes (1995), Khaniya (1990, 2000, 2005), Kshetree (2000), Neupane (2004), Poudel (2006) and Regmi (2006).

2.2 Sampling Procedure

Sample of the study consisted of the 70 students of B.Ed. first year who were preparing themselves for examination and 10 teachers teaching this course currently. The students were selected from five different campuses of Kathmandu valley using simple random sampling procedure and the campuses and teachers were selected using judgmental sampling procedure.

2.3 Tools for Data Collection

The researcher used two sets of questionnaire to collect data: one for students of B. Ed first year and other for teachers teaching this course. Question papers of this course were collected for the purpose of data collection.

2.4 Process of Data Collection

The researcher first developed two sets of questionnaire. Then, he visited the selected campuses and established rapport with personalities related to this study. He used two sets of questionnaire, one for the students and another for the teachers. He distributed questionnaire to the students with instruction on what they were supposed to do. The researcher was there in the classroom while filling in the questionnaire by the students and helped at the time of need. Finally, he collected the questionnaire and left the class by thanking the students. He limited the time to fill the questionnaire.

To collect the data from the teachers of the selected campuses, the researcher did contact the teachers personally, explained the purpose and requested to fill in the questionnaire. There was no time bound for teachers.

2.5 Limitations of the Study

This study had the following limitations:

- i) This study focused only on washback effect of Fundamentals of Language and Linguistics.
- ii) The population of the study consisted of only 70 students from five different campuses of Kathmandu valley, 10 teachers teaching this course.
- iii) Only the questions asked from 2054-2063 examination and curriculum of the subject in question were analyzed in terms of the objectives of the course.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter is the central part of the study that deals with the analysis and interpretation of the data collected from both primary and secondary sources. The obtained data are analyzed and interpreted taking the objectives of the study into consideration. Here, the researcher analyses and interprets the data descriptively as well as by using the simple statistical tools like tables, diagrams, charts, and percentage wherever needed according to the nature of the data. This chapter consists of three different sections and different subsiding sections of each section. The first and second are related to the analysis of the information obtained by distributing the questionnaires to the students and teachers respectively. And the third section deals with the analysis of the questions asked in the previous examination (from 2054-2063) in terms of specified objectives of the course.

3.1 Analysis of the Responses from the Students

This section deals with the analysis of the responses from the B.Ed. first year students who were studying the course 'Fundamentals of Language and Linguistics'. The students were selected from five different campuses of Kathmandu valley viz. Manamohan Memorial College, Sorhukhatte; Mahendra Ratna Campus, Tahachal; Kathmandu Shiksha Campus, Ramshahpath; Pashupati Multiple Campus, Mitrapark; and Gramin Adarsa Multiple Campus, Nepaltar were selected as the sample and questionnaires were administered to the students of these five campuses respectively. The analysis of the responses is given in the following subsections.

3.1.1 Students Interest Towards the Course

The question was to find out student's interest about the course. Their responses are shown in the following table:

Table No. 1 Students Interest Towards the Course

Responses	No. of students	Percentage
Yes	70	100
No	0	0

Table 1 shows that all the students (i.e. 100 percent) liked the course Fundamentals of Language and Linguistics. None of the students disliked the course. It means that they were highly interested towards the course.

3.1.2 Coverage of the Course Objectives by Questions

The students were asked whether the examination fulfils the objectives of the course or not, the responses are shown in the following table:

Table No. 2 Coverage of the Course Objectives by Questions

Responses	No. of students	Percentage
Yes	26	37.2
No	44	62.8

Table 2 shows that only 37.2 percent of the students thought that questions fulfilled the objectives of the course. But most of the students (i.e.62.8 percent) viewed that the questions asked so far in the exam did not fulfill the objectives of the course. They further said that the questions were asked according to the preference of the teacher.

3.1.3 Students Satisfaction with the Present System of Asking Questions

The question was whether the students were satisfied with the present system of asking question or not. Their responses are presented in the following table:

Table No. 3 Students Satisfaction with the Present System of Asking Questions

Responses	No. of students	Percentage
Yes	24	34.2
No	46	64.8

Table 3 shows that most of the students were not satisfied with the present system of asking question. over sixty four percent of the students said that there was no any principle of asking questions. However, 34.2 percent of the students were satisfied with the present system of asking questions in the examinations.

3.1.4 Predictions of the Questions on the Basis of Previous Examination

It was the question to find out whether students could guess the questions of up coming examination on the basis of previously asked questions. The responses are shown in the following figure:

Figure No. 1: Predictions of the Questions on the Basis of Previous Examination

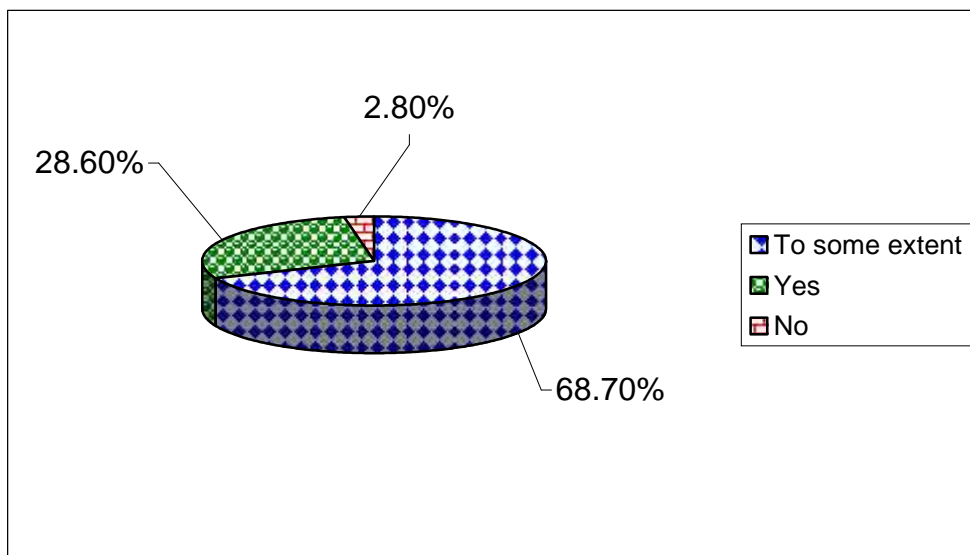


Figure 1 shows that 97.2 percent of the students said that they could guess the future questions to be asked from the previously asked questions in examination. Out of 97.2 percent, 28.6 percent of the students mentioned that they could predict the future questions fully and 68.7 percent of the students to some extent. Where 2.8 percent of the students were unable to predict the future questions by the help of previously asked questions. This shows that the tendency of guessing the questions is high. So that the students do not go through the whole course and washback effect may be harmful.

3.1.5 Possession of Curriculum or Course of Study

The questions queried whether students have got curriculum or only the collection of old questions, their responses are shown in the following figure:

Figure No. 2: Possessions of Curriculum or Question Collection

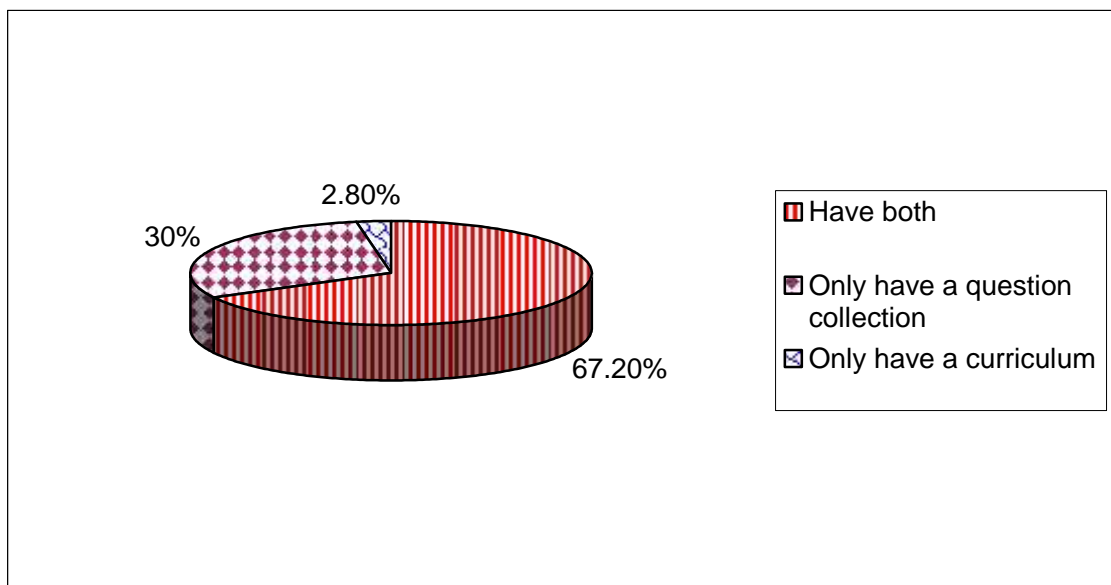


Figure 2 shows that 67.2 percent of the students have got both curriculum and question collection. Only 2.8 percent of the students have got curriculum only and not a question collection whereas 30 percent of the students have got question collection only and not a curriculum. It shows that most of the students are of the habit of using both curriculum and collection of old questions.

3.1.6 Teachers' Success to Address the Expectations of the students

The responses of the question whether the teachers succeed to address the expectation of the students are given in the following table:

Table No. 4 Teachers' Success to Address the Expectations of the students

Responses	No. of students	Percentage
Success to address the students expectations	39	55.7
Only imposes the subject matter	31	44.3

Table 4 shows that 55.7 percent of the students were in favor of the teachers teaching activities. They thought that teachers were able to address the expectation of the course. But other 44.3 percent of the students viewed that teachers only imposed the subject matter. They did not teach according to the student's level and interest.

3.1.7 Need of the Course for Trainee Teachers

This question was asked to find out whether the course in question is necessary to the students of B.Ed who are the trainee teachers. The responses are presented in the following table:

Table No. 5: Need of the Course for Trainee Teachers

Responses	No. of students	Percentage
Yes	66	94.3
No	4	5.7

Table 5 presents that 94.3 percent of the students thought that the course was essential to them. But only 5.7percent of the students thought that it was not essential for them. It shows that training is essential to them.

3.1.8 Students Study Hour During Examination

Basically, students read few hours before the exam. So, this question was asked to find out how much time did they spend to study near the exam. So, the responses of this question are clarified through the following figure.

Figure No. 3: Students Study Hour During Examination

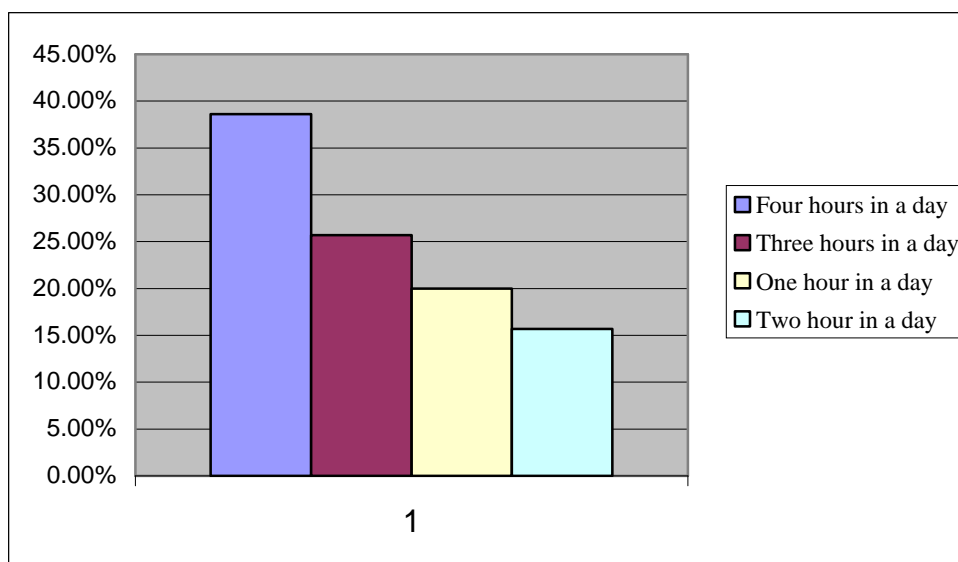


Figure 2 illustrates that 38.6 percent of the students studied the course two hours in a day for the exam preparation. 25.7 percent of students studied one hour in a day. Similarly, 20 percent of the students study three hours in a day. There were only 15.7 percent of the students who studied four hours in a day for the exam preparation. This clarifies that students labor more and spend much time during examination.

3.1.9 Students Satisfaction with the Teacher's Presentation

Regarding the teacher's presentation, the responses of the students are presented through the following table:

Table No. 6: Students Satisfaction with the Teacher's Presentation

Responses	No. of students	Percentage
Yes	50	71.5
No	20	28.5

Table 6 shows that 71.5 percent of the students were satisfied with the teachers' teaching in the classroom. Because of the examination- oriented system they were compelled to follow the teaching. But 28.5 percent of the students were not satisfied with the teacher teaching in the classroom. They thought that teachers could not show their skills while teaching.

3.1.10 Techniques used by the Teachers while Teaching this Course

The responses of the students regarding the techniques used by the teacher while teaching the course are presented through the following figure:

Figure No. 4: Techniques used by the Teachers While Teaching this Course

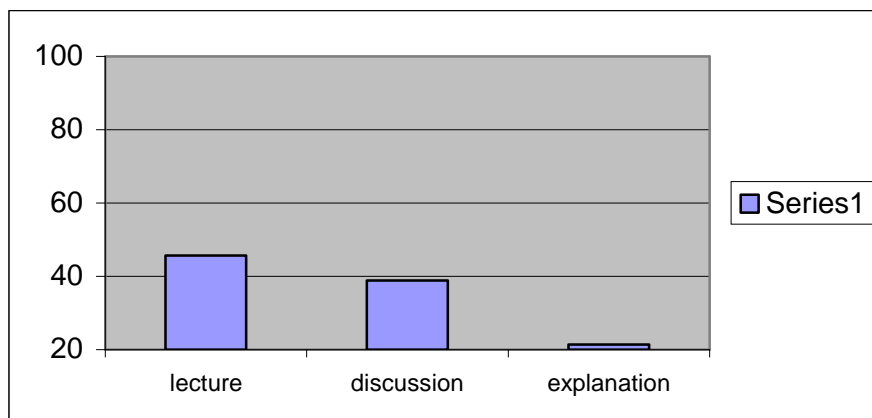


Figure 4 shows that 45.7 percent of the students viewed that most of the teachers used lecture technique while teaching the courses. They said that it was easy to cope with large students through lecture. Over forty percent of the students mentioned that teachers mostly used discussion while teaching. They

make students involved in problems and ask them to discuss the problems to come to the solution. Over twenty one percent of the students viewed that teacher used the explanation while teaching. But none of the students said that teachers used demonstration as a technique for teaching.

3.1.11 Students Hard Working to Pass the Exam

Regarding the students labor of the course to pass the exam the responses are shown through the following table:

Figure No. 5: Students Hard Working to Pass the Exam

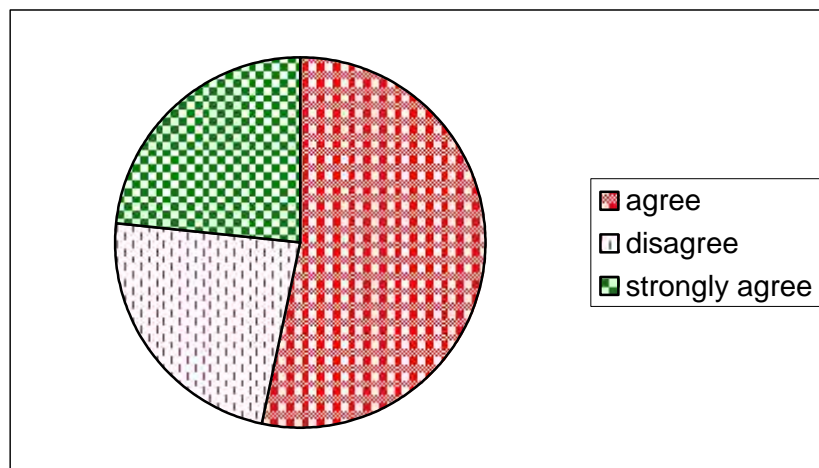


Figure 5 shows that the majority that is 54.2 percent of the students mention that they work hard to pass the exam. They think that without working hard it is very difficult to pass the exam. But 22.9 percent of the students disagree the fact. They think that with little effort they can pass the exam and 22.9 percent of the students strongly agree with this view.

3.1.12 Students Involvement in Tuition

Regarding the tuition the responses of the students are presented through following table:

Table No. 7: Students Involvement in Tuition

Responses	No. of students	Percentage
Yes	10	14.2
No	60	85.8

Table 7 shows that the overwhelming majority that is 85.8 percent of the students were not taking the tuition class for this course. They thought that they could handle the problems by working hard on their own. But 14.2 percent of the students were taking tuition classes. They thought that the course was totally new to them. To tackle the problems it was necessary for them to take extra class.

3.1.13 Materials Used by the Students to Study this Course

Regarding the materials used by the students the distribution of responses are mentioned through the following figure:

Figure 6 Materials Used by the Students to Study this Course

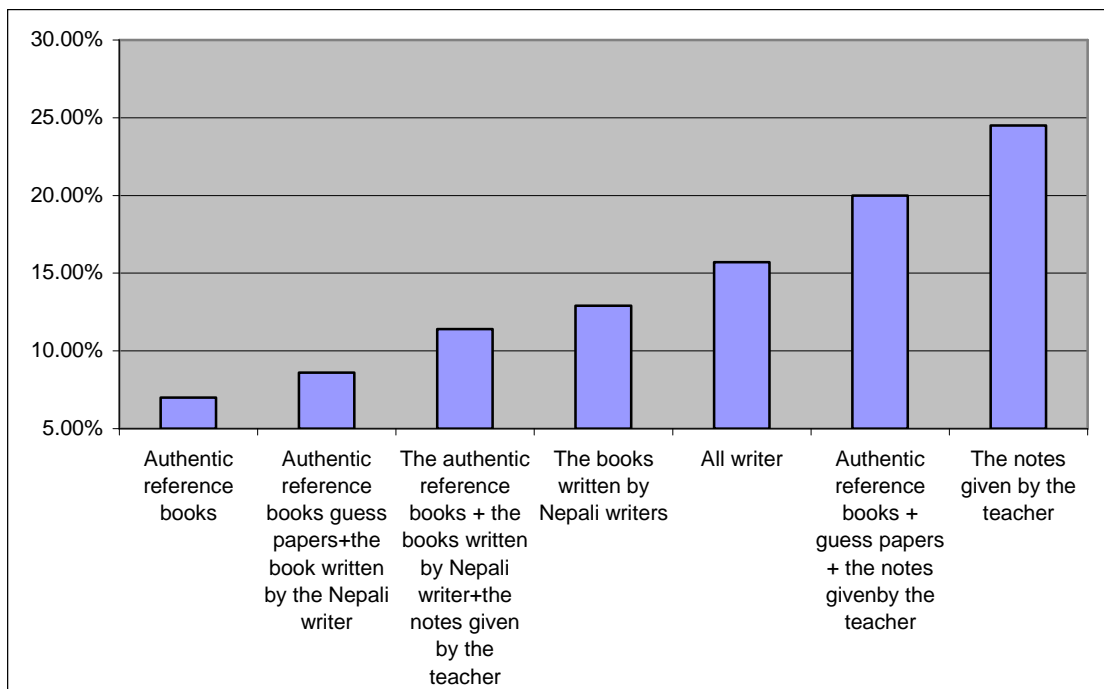


Figure 6 shows that 24.3 percent students used the teacher's notes as the main materials to study the course. Similarly, 15.7 percent of the students used the books written by Nepali writers to study the course neglecting other materials. And 7.1 percent of the students used only authentic reference books to study the course neglecting other materials. The researcher also found that some students used more than 2 materials to study. Among them 20 percent of the students were found to have used authentic reference books, guess papers and guides and the notes given by the teacher. The researcher also found that 12.9 percent of the students were found to use all the materials such as reference books, guess papers and guides, the books written by Nepali writers and notes given by the teachers to study the course. Likewise, 11.9 percent of the students were found to have used authentic reference books, the books written by Nepali writers and the notes given by the teachers to study the course where 8.6 percent of the students were found to use the authentic reference books, guess papers and guides and the books of Nepalese writers.

It shows that most of the students used the authentic reference books and the notes given by the teacher to study this course.

3.1.14 Capacity of the Final Examinations to Measure the I Students' Ability

Regarding the question whether the three- hour final written examination is sufficient or not the student's responses are presented through the following table:

Table No. 8: Capacity of the Final Examinations to Measure the Students Ability

Responses	No. of students	Percentage
Yes	4	5.7
No	43	61.9
Formative evaluation is necessary	23	32.9

Table 8 shows that most of the students (i.e. 61.4 percent) thought that the questions asked in the examinations could not measure the actual knowledge of the students. Over six percent of the students thought that it could measure the actual knowledge of the students. But there were also some students who thought that only 3 hour exam could not be sufficient to measure the actual knowledge of the students. There should be the system of formative evaluation which helps to measure the actual knowledge of the students. So, 32.9 percent of the student's thoughts that apart from 3 hour examination, formative evaluation is also necessary.

3.1.15 Students' view for the Improvement of the Present System

This was subjective question to the students. It was found that most of the students focused on the formative evaluation to improve the present system of examination. They also focused on the fact that examination should cover all the subject matters and objectives of the course. According to them, the three hours examination should be avoided and semester system should be managed to measure the actual knowledge of the students. Examination should be scientific and systematic. As a whole, they viewed that questions should be student- oriented not the teachers and examiner- oriented.

To sum up, the responses showed that most of the students liked the course very much. The questions asked in the examination did not fulfil the objectives of the course. Most of the students were not satisfied with the present system of asking questions. They thought that they could predict the questions on the basis of previously asked questions. They were also not satisfied with the techniques used by the teachers while teaching the course. They thought that the teacher only imposed the subject matter. The students realized the necessity of the course to the trainee-teachers to be professional teachers. Most of the teachers were found to have used the lecture technique to handle the class. Students found the course difficult and they worked hard to pass the exam. Majority of the students did not join the tuition classes and depend on the

textbooks, and class notes. It was found that most of the students read the books written by Nepali writers and notes given by the teachers and also guess papers and guides. This showed that students studied only for examination rather than getting knowledge. And finally, most of the students focused on the necessity of formative evaluation to measure the actual knowledge of students.

3.2 Analysis of the Teachers' Responses

A set of questionnaire was distributed to ten teachers who were teaching the course Fundamentals of Language and Linguistics at five different campuses of Kathmandu valley. They were consulted personally for their opinion about the course. Their opinion about examinations and teaching learning process in the classroom was mainly focused. The opinions of the teachers were analyzed descriptively and also using statistical tool like table.

3.2.1 Success of Examination in Evaluating all the Objectives of the Course

Regarding the correlation between examination and objectives the teacher's responses are given through the following table:

Table No. 9: Success of Examination in Evaluating all the Objectives of the Course

Responses	No. of teachers	Percentage
Yes	4	40
No	6	60

Table 9 shows that most of the teachers (i.e. 6 out of 10), said that the examination was not successful in evaluating all the objectives of the course. But 4 teachers said that it was successful to evaluate the objectives of the course.

3.2.2 Students Performance in the External Examination

The responses of the questions whether the students are able to perform well within three hours final written examination are presented through the following table.

Table No. 10: Students Performance in the External Examinations

Responses	No. of teachers	Percentage
Yes	1	10
No	2	20
To some extent	7	70

Table 10 shows that only 1 teacher out of 10 said that the students could perform well within the three- hour examination period where 2 teachers thought that they could not perform well within that period. And most of the teachers (i.e.70 percent) viewed that students could show their achievement to some extent within that period.

It shows that the existing examination is not enough to evaluate the student's full achievement of the course.

3.2.3 Course Enjoyment by Students from +2 Background

Regarding the question whether the course was enjoyers or bored for students the responses are presented through the following table:

Table No. 11: Course Enjoyment by Students from +2 Background

Responses	No. of teachers	Percentage
Yes	1	10
No	9	90

Table 11 shows that most of the teachers (i.e.90 percent) said that the students from +2 background did not enjoy the course. They viewed that it was new subject to them. Due to the lack of the technical knowledge of this course, they feel bored.

3.2.4 Most Difficult Unit for Students

This question tried to find out which unit was most difficult for the teachers to teach, so the responses are presented in the following table:

Table No. 12: The Most Difficult Unit for Students

Responses	No. of teachers	Percentage
semantics	-	-
grammar	-	-
phonetics	10	100
application of linguistics to language teaching	-	-

Table 12 shows that all the teachers 10 out of 10 viewed that phonetic is the most difficult topic for the students. They further said that it deals with some technical topics such as sound and their production. So, students feel this unit most tough.

3.2.5 Teachers Satisfaction Towards the Weightage to Each Unit

The responses of the teachers towards the question whether the weightage given to the each unit is satisfactory or not is presented through the following table:

Table No. 13: Teachers Satisfaction Towards the Weightage to Each Unit

Responses	No. of teachers	Percentage
Yes	4	40
No	6	60

Table 13 shows that the majority (i.e.60 percent) of the teachers were not satisfied with the weightage given to each unit. They said that there was no logic behind giving the weightage to the units. They further said there should be some logic or nature behind it. But 40 percent of the teachers were satisfied with the weightage given to the each unit.

3.2.6 Students Request to the Teachers

The responses of the teachers whether the students request their teaching to focus on the exam or not is presented through the following table:

Table No. 14: Students Request to the Teachers

Responses	No. of teachers	Percentage
Request to focus on the exam	9	90
Want to learn more about the subject matter	1	10

Table 14 shows that 90 percent of the teachers said that all the students requested them to focus their teaching on the exam. It means they always focused their teaching on exam- oriented point of view. But one teacher, out of ten said that the students requested him not to focus his teaching on examination instead they wanted to learn language.

3.2.7 Materials Suggest to the Students

The distributions of responses regarding the question which materials the teachers suggested to the students are shown in the following table:

Table No. 15: Materials Suggest to the Students

Responses	No. of teachers	Percentage
Authentic reference books	10	100
The books written by Nepal written	-	-
Give notes	1	-

Table 15 shows that all the teachers suggest their students to read the authentic reference books. Beside this, one teacher also mentioned that his students read the notes given the teachers. One teacher also said that he suggested his students to consult the dictionary with proper use. This shows that teachers suggest only the limited materials in the classroom to study the subject.

3.2.8 Teachers Suggestion for Students about Tuition

Regarding the question whether the teachers suggest their students for tuition class or not the responses are presented through following table:

Table No. 16: Teachers Suggestion for Students about Tuition

Responses	No. of teachers	Percentage
Yes	-	-
No	10	100

Table 16 shows that all the ten teachers were found not to suggest their students to join the tuition classes. They said that the classroom teaching of the course is sufficient to prepare for the examinations.

3.2.9 Availability of Instructional Materials in the Campus

The responses of the teachers regarding the availability of instructional materials are presented through the following table:

Table No. 17: Availability of Instructional Materials in the Campus

Responses	No. of teachers	Percentage
Cassette player	4	40
VCR		
OHP	1	10
Multimedia		
Not any	5	50

Table No. 17 shows that 40 percent of the teachers replied that their campuses have got cassette player as a instructional materials. But they did not have other materials such as VCR, OHP, and Multimedia etc. And 1 teacher replied that his campus has got OHP but not others whereas other five teachers replied that their campuses did not have any of these materials.

This shows that most of the campuses are lack of instructional materials and in the time of teaching some practical topics they faced many difficulties.

3.2.10 Methods Used by the Teachers

It was found that most of the teachers used the lecture method for teaching learning activities. They also used the G.T. method though it is traditional method. They said that due to the weaknesses of the students they are compelled to use this method. They further said that some times they also use direct method.

3.2.11 Need of Training to Teach the Course

Regarding the training to teach the course, the responses are shown through the following table:

Table No. 18: Need of Training to Teach the Course

Responses	No. of teachers	Percentage
Yes	8	80
No	2	20

Table 18 shows that 80 percent of the teachers felt the need of training to teach the course. Because of the inherent difficulties of some topics such as phonetics and phonology they need training to tackle the problems occurring while teaching. But 20 percent of the teachers said that they did not need any kinds of training to teach the course.

3.2.12 Problems While Teaching the Course

Regarding the problems, most of the teachers said that lack of instructional materials was one of the great problems while teaching. Similarly, some teachers focused on the student's weak language proficiency as a problem because it makes the student difficult to learn some specific topics e.g. phonetics and phonology. And some teachers said that students' inactiveness in learning is also one of the problems.

3.2.13 Solutions to Overcome These Problems

Regarding the solution, the researcher got varieties of solutions given by the teachers. As a whole, the solutions given by the teachers are as follows:

- Instructional materials should be properly used.
- Linguistics should be put in the +2 level.
- CDC should produce the materials and make them easily available.
- Background knowledge of the items should be taught clearly.
- While teaching all the teachers should focus on the interests and level of the students.

3.2.14 Opinions of the Teacher for the Improvement of Teaching-learning process

The researcher got varieties of opinions of the teachers to improve the present scenario of teaching learning this course. He collected all the opinions and generalized them. So, here, some of the opinions of these teachers are given as a point:

- Classroom should be student-oriented.
- Teacher's guide should be published with clear instruction about syllabus and curriculum.
- The subject committee of TU should publish the books covering all the contents as soon as possible.

- Politics should be avoided in campuses.
- The research work and short term workshop should be conducted time to time.

To sum up, the whole section was devoted to analyze the teachers' response who was teaching the course. The responses showed that the examination was not successful in evaluating all the objectives of the course. The examination was not enough to evaluate the students' full achievement of the course within three hours external examinations. The students of +2 background faced difficulty in learning the course. Among all the topics most of the teachers faced phonetics as a difficult one. The weightage given to the unit was not satisfactory. Teaching was focused on the exam- oriented view but not to develop the knowledge of the subject matter. Only the limited numbers of books were emphasized by the teachers to learn the course. There was only the cassette player as instructional materials in the campus. Most of the teachers used the lecture technique as a way of teaching..

3.3 Analysis of the Question Papers

This section is concentrated on the analysis of the questions asked in the examinations from 2054 to 2063 in term of the specified objectives of the course under study. Here, the subjective types of questions asked in the examinations to fulfill the different objectives have been analyzed. The purpose in most of the examinations is to test how much a student knows his/her subject at the end of an academic year. After the course has been taught for a given period, the students were tested on the given course. The questions are analyzed unit wise in detail.

3.3.1 Analysis of the Questions Asked from Unit One

The objective specified for this unit is to acquaint the students with the preliminaries of language and linguistics. So, this unit is mainly designed for providing students with the knowledge about definition of linguistics, defining language, characteristics of language, language and animal communication,

language as a system of system, level of language, varieties of language, and branches of linguistics. The curriculum and question papers are given in appendices I and II respectively.

After analyzing the question, it was found that in 2054 one short and one long question were asked from this unit. The long question was asked from 1.1 (definition of linguistics). One short question was an optional one asked from the unit. The first one was asked from 1.4 (language and animal communication) and another one was asked from 1.3 (characteristics of language). In 2055, two short questions were asked, one is from 1.6 (levels of language) and another from 1.4 (language and animal communication). In 2056 one short optional question was asked from the unit where the first one was asked from 1.3 (characteristics of language) and next was from 1.4 (language and animal communication). In 2057, three short questions were asked from this unit. The first was from 1.1 (definition of linguistics), the second one was from 1.4 language and animal communication and the last one was from 1.7.1 (Dialects). In 2058, two short questions were asked from this unit. The first question was partially from 1.2 (definition of language) and 1.6 levels of language). The second question was from 1.4.1 (animal communication). In 2059, one short question and one long question were asked from this unit. The short question was an optional question from the unit where the first one was asked from 1.3 (characteristics of language-arbitrary) and another was asked from 1.7 (varieties of language dialect and register). The long question was asked from 1.8 (branches of linguistics). In 2060, three short and one long question were asked from this unit. The first short question was from 1.5 (language as system of system), the second was from 1.7.1 (Dialects) and was an optional question across the unit and asked from 1.8.1 (theoretical and applied linguistics). The long question was an optional question across the unit and asked from 1.1 (definition of linguistics). In 2061 three short questions were asked from this unit. The first one was from 1.5 (language as system of systems), the second one was an optional questions from 1.7.2 (Register) and

the third question was from 1.8.3 (General and descriptive linguistics). In 2062, four short and one long question were asked from this unit. The first question was a partial question asked from 1.1 (definition of linguistics). The second was from 1.3 (Characteristics of language) the third was an optional question from 1.4 (language and animal communication) and the fourth was from 1.7.1 (Dialects). The long question was from 1.2 (definition of language). In the year 2063, only one short question was asked from 1.4 language and animal communication.

Here, the questions were mostly elucidating, explaining, discussing, defining, justifying, etc. After analyzing these questions of ten years (2054-2063), the researcher found that most of the language items were repeated. For example, the language item 1.4 language and animal communication was repeated 6 times (in 2054, 55, 56, 57, 62, 63) within ten years. Similarly, other items such as definition of linguistics, characteristics of language were repeated four times. Like wise 1.7.1 dialects was repeated three times. Definition of language and levels of languages were also repeated twice. So, all the items of unit one were found in the examinations, however, only focusing the some language items many times and neglecting others encouraged the students to give the focus only to the repeated items and they hardly study other item. So, it leads somehow to negative washback to the students and also to the course.

3.3.2 Analysis of the Questions Asked from Unit Two

The specific objective of this unit is to acquaint with basic dichotomies in language and linguistics. This unit is designed to give the basic distinction between langue and parole, competence and performance, form and substance, form and meaning, form and function, speech and writing, orthographic writing and phonetic writing, broad transcription and narrow transcription, descriptive grammar and prescriptive grammar, syntagmatic and paradigmatic relation, content words and function words, open class and closed class, lexical meaning

and grammatical meaning, lexical homonymy and grammatical homonymy, syllable timed language and stress timed language, etc.

After analyzing the question papers, it was found that in 2054, two short questions were asked from this unit. The first was an optional question and asked from 2.10 (syntagmatic and paradigmatic relation) and the second was from 2.4 (form and meaning). In 2055, two short questions were asked. The first was from 2.1 (langue and parole) and second was an optional question from the unit where the first one was asked from 2.9 (descriptive and prescriptive grammar) and the second was from 2.7 (orthographic writing and phonetic writing). In 2056, one short optional question was asked from the unit where the first one was asked from 2.1 (langue and parole) and the second was from 2.2 (competence and performance). In 2057, two short questions were asked from this unit. The first was asked from 2.6 (speech and writing). The second was a partial question collectively from 2.7 (orthographic writing and phonetic writing) and 2.11 (content words and function words). In 2058, two short questions were asked from this unit. The first question was a partial question collectively from 2.1 (langue and parole) and 2.2 (competence and performance). The second question was asked from 2.6 (speech and writing). In 2059, two short questions were asked from this unit. The first was from 2.9 (descriptive and prescriptive grammar) and the second question was from 2.10 (syntagmatic and paradigmatic relation). In 2060, two short questions were asked from this unit. The first question was a partial question and collectively asked from 2.3 (form and substance) and 2.5 (form and function). The second question was an optional question across the units where the question of the unit was asked from 2.10 syntagmatic and paradigmatic relation). In 2061, three short questions were asked from this unit. The first question was asked from 2.1 (langue and parole), the second was an optional question across the unit in which the question of this unit was asked from 2.8 (broad transcription and narrow transcription). In 2062, two short questions were asked from this unit. The first was asked from 2.2 (competence and performance). The second

was an optional question across the units where the question of this unit was asked from 2.4 (form and meaning). In 2063, only one short partial question was asked collectively from 2.8 (syntagmatic and paradigmatic relations) and 2.14 (lexical homonymy and grammatical homonymy).

Here, the questions were mostly distinguishing, illustrating, discussing, elucidating, explaining, etc. After analyzing the question of ten years (2054-2063), the researcher found that most of the language items were repeated time and again and some were untouched. For example, langue and parole was repeated four times in (2055, 56, 57, 58). Similarly, syntagmatic and paradigmatic relation and competence and performance were repeated three items. The language items which were repeated twice were form and meaning, descriptive and prescriptive grammar and orthographic writing and phonetic writing. But untouched language items were open class and closed class, lexical meaning and grammatical and syllable timed language and stress timed language. So, it is very difficult to match the objectives of the course through those items which were not asked in the examinations even a single time. The student did not pay any attention to those items due to not being asked in the examinations. So, it lacks content validity and caused negative washback effect.

3.3.3 Analysis of the Questions Asked from Unit Three

There are two objectives specified for this unit. They are: to acquaint them with the techniques of analysis of speech sounds as articulatory terms, i.e. to identify, describe and classify. And next objective is to familiarize them with what makes the sound system of a given language. It is the most important unit because it carries 25 percent marks in the examination. This unit gives the knowledge about organs of speech, speech sounds, vowels and consonants, description of vowels, description of consonants, suprasegmentals, speech units, phonology.

After analyzing the questions, it was found that in 2054, two short questions and one long question were asked from this unit. The first short question was asked from 3.7.8 (significant distribution limitations of allophone) Another short question was asked from 3.4 (description of constants/k,m,z,f,r,dz/). The long question was an optional question from the unit where the first one was asked from 3.7.1 (distinction between phonetics and phonology) and another one was from 3.3 (description of vowels sounds). In 2055, three short questions were asked from this unit. The first question was an optional question from the unit whereas one was asked from 3.2 (consonants and vowels) and another one was from 3.4 (description of consonants sounds). Another question was asked from 3.5 (suprasegmental features: stress). The third question was asked from 3.1 (organs of speech). In 2056, three short and one long question were asked from this unit. The first question was asked from 3.4 (description of consonts: l, m, r, f, p,ts). Another short question was from 3.1 (the organs of speech) and third short question was an optional because out of four only two had to be answered. They were from 3.7.2 (allophone), 3.5.1 (stress), 3.5.4 (intonation) and transcriptions. One long question was asked from 3.3 (description of vowel sounds). In 2057, four short questions were asked from this unit the first was a partial question collectively asked from 3.1 (the organs of speech) and 3.4.3 (stop and nasal). The second was also a partial question collectively asked from 3.3.3 (tongue position), 3.3.4 (lip position), 3.4.2(biliable, labiodental, palatoalvealar), 3.4.3 (stop, fricative and semivowel). The third question was an optional question with in unit where the first was asked from 3.5 (suprasegmentals) and next was from 3.7.2(phone, phoneme, allophone). The fourth question was asked from 3.7.6 consonant clusters. In 2058, also four short questions were asked from this unit. The first question was an optional question from the unit where the first was partially asked from 3.3.3 (tongue position), 3.4.2 (dental and velar) and 3.4.3 (stop and fricative) and the another one was from 3.3.1 (diphthongs) 3.7.6 (vowel sequences) and 3.4.3 (nasal). The second question was from 3.4 (description of consonants). The third question was a partial question asked from 3.5.2 (stress) and 3.5.4 (intonation). The

fourth question was from 3.7.8 (significant distributional limitations). In 2059, three short questions were asked from this unit. The first was from 3.4.2 (velar). The second was from 3.5 (suprasegmentals: rhythm). It was out question because it was not included in the syllabus. The third question was asked from 3.7.1 (distinction between phonetics and phonology). In 2060, three short questions and one long were asked from this unit. The first short question was asked from 3.3.1 (diphthongs) and the second question was an optional across the unit which was asked from 3.4 (description of consonants: voicing, place of articulation). The third question was a partial question asked from 3.7.2 (phoneme). One long question was asked from 3.3 (description of vowels). In 2061 two short questions were asked from this unit. The first short question was asked from 3.7.5 (description of allophone of each phoneme) and the second was from 3.7.8 (significant distributional limitations). In 2062, two short questions were asked from this unit. The first was a partial question collectively asked from 3.1 (the organs of speech) and 3.4.3 (nasal). The second was an optional question from the unit where the first was asked from 3.7.1 (distinction between phonetics and phonology) and another was from 3.3 (monophthongs). In the year 2063, two short questions and one long were asked from this unit. The first short question was asked from 3.7.5 (description of allophones of each phoneme). The second question was an optional question from the unit where the first was from 3.5 (suprasegmental features) and the next was from 3.7.8 (significant distributional limitations). One long question was asked from 3.4 (description of consonants).

Here, the questions were mostly explanation, describing, classifying, discussing, drawing, exemplifying, differentiating, transcribing, distinguishing, illustrating, elucidating. After analyzing the questions of ten years (2054-2063), the researcher found that most of the items were asked in the examination excluding phone, syllable, stress unit, tone unit, tempo, and juncture and inventory phonemes. However, most of the questions were also repeated. The language item, description of consonants was asked six times in (2054, 55, 56,

58, 60, 63). The language items which were asked five times were stop and nasal. Similarly, description of vowels, significant distributional limitations, suprasegmental features, the organs of speech were asked four times. Likewise, distinction between phonetics and phonology, phone, phoneme allophone, bilabial, labiodental and palatoalveolar were asked three times. The language items which were asked twice were intonation, tongue position, consonant clusters and description of allophone of each phoneme. This showed that the students gave more focus to those items which were repeated and did not pay any attention to those which were not asked in the examination. Though this unit untouched few items it also led to the negative washback due to repeated items.

3.3.4 Analysis of the Question Asked from Unit Four

The specific objective of this unit is: to provide them with a comprehensive view of fundamental aspects of grammar. This unit also carries 25 percent marks in the examination. It deals with some basic concepts of grammar such as: grammatical units, grammatical structures, grammatical functions, grammatical categories, grammatical transformation, grammatical operations, morphology and syntax.

After analyzing the question, it was found that in 2054, three short questions were asked from this unit. The first question was asked from 4.6.4 (the basic pattern of the simple English sentences). The second question was from 4.3.3 (word formation). The third question was an optional question from the unit where the first was asked from 4.1.6 (grammatical operations) and another one was asked from 4.1.2 (structure of phrase). In 2055, two short questions and one long question were asked from this unit. The first question was partial question and asked from 4.3.7 (morphological, lexical and semantic words). The second question was asked from 4.6.3 (formal classification of sentences). Long question was asked from 4.4(grammatical transformations: negation and passivization). In 2056, only one short question was asked from 4.1.1

(grammatical units). In 2057, two short questions and one long question were asked from this unit. The first short question was an optional question across the units whereas the question of this unit was asked from 4.3.2 (word classes). The second short question was partial question and collectively asked from 4.3.3 (word formation), 4.4.1 (types of phrases) and 4.4.2 (functions of phrases). One long question was an optional question across the units and the question of this unit was asked from 4.1.4(grammatical categories: gender, number and tense). In 2058, two short questions and one long question were asked from this unit. The first short question was an optional question from the unit whereas the first was from 4.2.3 (free and bound morpheme) and another was from 4.3.1 (morphological and lexical words). The second question was from 4.6.4 (the basic pattern of the simple English sentences). In 2059, two short and one long question were asked from this unit. The first short question was asked from 4.3.4 (derivation and inflection). The second was an optional question from the unit where the first was asked from 4.5.2(function of subordinate clauses) and another was from 4.4.2(function of phrases). The long question was an optional from the unit where the first was a partial question and collectively from 4.6.1 (definition of sentences), 4.6.2 (functional classification of sentences) and 4.6.3 (formal classification of sentences) and another was from 4.3.1 (definition of word: orthographic, morphological, lexical and semantic). In 2060, three short questions and one long question were asked from this unit. The first short question was an optional question from the unit whereas one was partially from 4.1.4 (grammatical categories: gender, number, person, case, tense, aspect, mood) and another was from 4.1.6 (grammatical operation: deletion, substitution and transposition). The second short question was asked from 4.2.3(free and bound morpheme). The third short question was an optional question across the units where the question of this unit was from 4.6.3 (formal classification of sentences). The long question was an optional question across the unit which was asked from 4.3.3 (word formation). In 2061, one short and one long question were asked from this unit. The short question was an optional question across the units where the question

of this unit was from 4.1.3 (grammatical functions). The long question was an optional question from the unit where the first question was asked from 4.6.2 (functional classification of sentences) and another was asked from 4.5.1 (types of clauses). In 2062, two short questions and one long question were asked from this unit. The first short question was asked from 4.1.3 (grammatical functions: subject, predicate, object, complement and adjunct). The second question was asked from 4.3.3 (word formation). The long question was an optional question across the units where the question of this unit was asked from 4.1.5 (grammatical transformations: negation, contraction and passivization). In the year 2063, two short and one long question were asked from this unit. The first short question was asked from 4.6.4 (the basic pattern of simple English sentences). The second was an optional question with from the unit whereas one was asked from 4.1.3 (grammatical function) and another was asked from 4.3.13 (co-ordination). The long question was an optional question across the units whereas the question of this unit was asked collectively from 4.4 definition of phrase, 4.4.1 types of phrase and 4.4.2 (function of phrase).

Here, the questions were mostly listing, describing, exemplifying, identifying, discussing, distinguishing, explaining, illustrating, etc. After analyzing the questions of ten years (2054-2063), the researcher found that like other units many items were repeated. At the same time many items were also untouched in course. The untouched areas were grammatical structures and types of clauses. These untouched areas lead the students not to read the items. Because the students paid more attention to those items which were repeated. So, it had low content validity and may cause negative washback effect. The most representative item of this unit was word formation which was asked four times. Similarly, the basic pattern of simple English sentences, formal classification of sentences, functions of phrase, and grammatical function were asked three years. Likewise, grammatical operation, grammatical transformations, grammatical categories, free and bound morphemes,

morphological and lexical words and functional classification of sentences were asked two times. So, these were the most focused areas of unit four and students only focused to these items neglecting other which was the result of negative washback effect.

3.3.5 Analysis of the Questions Asked from Unit Five

The specific objective of this unit is: to acquaint them with various kinds of sense relations between linguistic items. To fulfil this objective it includes such other sub- units such as: synonymy, antonymy, Hyponymy, Homophony and homography, Homonymy and polysemy, idioms and phrasal verbs.

After analyzing the questions asked (from 2054 to 2063), it was found that in 2054, only one short question was asked from this unit which was from 5.5 (Homonymy and polysemy). In 2055, one short optional question was asked from the unit whereas the first was from 5.1 (sense relations) and another was from 5.3 (hyponymy). In 2056, one short optional question was asked across the units where the question of this unit was asked from 5.5(homonymy and polysemy). In 2057, one long question was asked from this unit. The long question was an optional question across the units where the question of this unit was a partial and collectively asked from 5.1 (synonymy) and 5.2.3 (antonymy: converseness). In 2058, one long optional question was asked across the units. The question of this unit was a partial question which was from 5.1 (synonymy) and 5.2.3 (antonymy: conversenes). In 2059, one short optional question was asked from the unit whereas the first was a partial question collectively from 5.2.2 (complementarity) and 5.2.3 (converseness) and the second was also a partial question asked from 5.4 (homophony) and 5.6 (homonymy). In 2060, one short optional question was asked across the units whereas the question of this unit was partially from 5.6 (homonymy) and 5.7 (polysemy). In 2061, one short optional question was asked across the units whereas the question of this unit was asked partially from 5.4 (homophony) and 5.7 (polysemy). In 2062, one short optional question was asked from the

unit whereas the first was asked partially from 5.4 (homophony) and 5.5 (homography) and second was from 5.2 (antonymy: gradable, complementarily and converseness). In the year 2063, two short questions were asked from this unit. The first question was from 5.2 (antonym: gradable, complementarity, converseness). Another question was asked from 5.6 (idioms and phrasal verbs).

Here, the questions were mostly: distinguishing, illustrating, describing, explaining, pointing out and discussing, etc. After analyzing the question of ten years (2054-2063) the researcher found that there was no problem with content validity of unit five. It means all the items were equally emphasized and asked in the examinations. So, most representative language items were homonymy and polysemy, antonymy; converseness, idioms and phrasal verbs which were asked three times. Similarly, antonym, homophony and polysemy were asked two times. However it neglected the synonymy. So, students did not pay their attention to these items. Though this unit was most representative to the course objectives it also led to negative washback.

3.3.6 Analysis of the Question Asked from Unit Six

The specific objective of this unit is: to familiarize them with different applications of linguistics to language teaching including the concept and techniques of contrastive analysis and error analysis.

After analyzing the questions asked (from 2054 to 2063), it was found that in 2054, one short optional question was asked from the unit whereas the first question was from 6.2.2 (CA hypothesis) and another question was from 6.1 (general application of linguistics). In 2055, one long question was asked from this unit. It was an optional question from unit whereas the first was from 6.1 (general applications of linguistics) and second was from 6.2.2 (CA hypothesis). In 2056, two short questions and two long questions were asked from this unit. The first question was from 6.2.3 (practical work) and another short question was from 6.3 (error analysis). The first long question was asked from 6.1 (applications of linguistics to language teaching). The second long

question was an optional question across the units where the question of this unit was asked from 6.2.2 (CA hypothesis). In 2057, one long question was asked partially from 6.3 (error analysis) and 6.3.1 (recognition of errors). In 2058, one long question was asked from 6.3 (error analysis: recognition, description and explanation of errors). In 2059, one short optional question was asked from the unit whereas both of the questions were asked from 6.3.1 (recognition of errors). In 2060, one short partial question was asked collectively from 6.3 (error analysis) and 6.3.1 (recognition of errors). In 2061, two short questions and one long were asked from this unit. The first short question was asked from 6.1 (application of linguistics to language teaching). The second was asked from 6.3.2 (description of errors). One long question was partially asked from 6.2 (contrastive analysis: introduction) and 6.2.1 (CA hypothesis: transfer theory). In 2062, one short and one long question were asked from this unit. The short question was a partial question across the units which was partially from unit one and partially from this unit, more specifically from 6.1 (application of linguistics to language teaching). The long question was an optional question across the unit which was asked from 6.3 (error analysis). In 2063, two short questions were asked from this unit. The first short question was asked from 6.1 (application of linguistics to language teaching). The second question was an optional question from the unit where the first one was asked from 6.2.2 (CA hypothesis) and second was from 6.3 (error analysis).

Here, the questions were mostly discussing, explaining, arguing, elucidating, defining, mentioning, describing, evaluating, etc. After analyzing the question of ten years of (2054-2063), the researcher found that all the items were touched in the examinations. But some items were highly repeated and some were repeated only two and some only once. The most representative items were application of linguistics to language teaching and error analysis which were asked six times within ten years. Similarly, CA hypothesis was asked four times. The language items which were asked three times were recognition of

errors neglecting description and explanation of errors. It easily helped the students to predict the questions which will be asked in the examination on the basis of previous questions. So they did not labor hard and did not study all the items of the course. So, it also leads to the negative washback effect.

To sum up, the most of the languages items were repeated every year and some items were not touched even a single year. So, the questions which were not asked in the examination made difficult to match the objective of the course.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the findings that have been derived from the analysis of data and some recommendations are made on the basis of the findings of the research.

4.1 Findings

The findings of the study are as follows:

1. Teaching was focused on exam oriented view

After analyzing the responses from both students and teachers, the researcher found that teaching was exam oriented. Most of the students asked the teacher to teach on the basis of probable question to be asked in the examinations. So, the teacher focused their teaching relating to the exam.

2. Lecture was highly popular technique

After analyzing the responses both from teacher and students the researcher found that lecture was highly popular technique to teach the course. Due to the lack of instructional materials such as OHP, Multimedia, VCR other techniques such as explanation and illustration were rarely used. It was also found that lecture was easy way to tackle the large students.

3. Class notes of teachers was only the main materials for students

Most of the students requested the teachers give notes. Students said that reference books were difficult to understand. So, they requested the teachers to write or dictate the notes. So, class notes were only materials used by the students. Though the students use some other materials such as guess papers and guides they fully rely on teacher's notes.

4. The questions asked in the examinations did not fulfill the objectives of the course.

After analyzing the question of 10 years (2054-2063), it was found that the questions were not asked on the basis of the course objectives. If the students

read and drill the items many times without understanding they can easily pass the exam. Similarly, among 70 students, 62.8 percent of the students viewed the examination did not fulfill the objectives of the course. It is because the questions were asked not on the basis of course objectives but according to the preference of the teacher.

5. Students were not satisfied with the present system of asking questions

Most of the students were not satisfied with the present system of asking questions. There was no use of specification chart while constructing the test. And most of the questions were repeated time and again. There was also problem in mark distribution to the language items.

6. Students can guess the questions on the basis of previously asked questions

While analyzing the question papers of the previous exams, the researcher found that most of the contents were untouched in the exam from 2054-2063 and some of them were asked repeatedly, For example, language and animal communication from unit one was asked six times within ten years, similar in the case of description of consonants, applications of linguistics to language teaching and error analysis. Like wise, as the students were asked whether the previous exam questions help them to guess the questions to be asked in the coming exam 97.2 percent of the students said that the previous questions help them to guess the questions fully or to some extent.

7. Training is necessary

After the analysis of the responses of both students and teacher the researcher found that training is necessary for the teachers to teach some particular unit such as phonetics and phonology. Only rote learning does not help the teachers to make the students understand these topics. So, it needs special skills.

8. Phonetics was most difficult topic

After analyzing the responses from both students and teacher, the researcher found that phonetics was the most difficult unit. It is because of the mathematical nature. Teacher also realized that this topic was especially

difficult for those students who were from +2 backgrounds because they did not have any background knowledge of the course.

So, at last, the overall analysis of the research shows that the examination of Fundamentals of Language and Linguistics seems to have negative washback effect on teaching and learning. It does not meet the objectives of the course. There was also no co-relation between the weightage given in the curriculum and questions asked in the examinations.

4.2 Recommendations

The Findings show that there is negative wash back effect of examinations of Fundamentals of Language and Linguistics. So, to have beneficial washback effect of the exams the following suggestions are given:

1. Teachers should focus their teaching to make the students understand the course rather than the exam-oriented one.
2. Teachers should use many more techniques such as demonstration, illustration, and explanation except lecture.
3. Teachers should not only give the class notes to the students. But they should encourage the students to read the reference books except guess papers and guides. So, it helps the students to broaden their knowledge and checks only from relying to teachers notes.
4. The main problem is the mismatch between course objectives and examinations. So, the course objectives, curriculum and examinations should be in harmony with each other. It means the questions should be constructed in such way it fulfills what the course objectives demand.
5. The questions should not be asked on the basis of teacher's preference. It should be asked on the basis of student's levels and interests. There should also be a system of internal assessment along with final written examinations.
6. The model of asking questions should be changed time to time so that the students do not rely on guessing the questions from the previously asked questions.

7. There are some technical topics such as phonetics and phonology. So, it needs some special skills to deal with. Thus, training should be given to the teachers to handle these problems.
8. Teachers should be much informative and should encourage active participation of the students in the classroom..

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The overall analysis of the research shows that the examinations of Fundamentals of Language and Linguistics shows the negative washback effect on teaching and learning. It does not meet with objectives of the course.

Though some questions asked in the examinations tried to meet the objectives of the course most of the other questions are not related with the objectives of the course. Similarly, there is no co-relation between the weightage given in the curriculum and the natural the questions asked in the examination. Some of the findings of the research are clarified on the following points.

1 Negative Wash back effect of Examinations of Fundamentals of Language and Linguistics.

The system of asking question is not logical. Some questions are repeated time and again and others are not touched once. So it makes the students not to give any attentions to the topic which are not asked in the examination. So, the topics which are not asked in the examinations do not give any value and leads to the negative wash back.

2) The Examinations Encourage the Students to work for the exams rather than language learning.

As the certificate is given most priority the students do not want to learn language. They just want to pass in the exam. So, they ask the teachers to focus his teaching on the basis of questions asked in the examinations. So, they just want to know how to pass the exam but do not focus on how to learn language.

3) Lecturer is highly popular technique to teach the course

After analyzing the responses both from teachers and students the researcher found that lecture is highly popular technique to teach the course. Due to the lack of instructional materials other techniques are rarely used. It is also found that lecture is easy way to tackle to the large students.

4) Need of Training for Teachers

After analyzing the teacher's responses the researcher found that training is necessary for the teachers to teach the course. There are some inherent difficulties in the topics so it needs special skills to overcome such difficulties. There are some topics with practical problems which will be difficult to tackle without trainings. So, training is necessary to both experienced and novice teachers also.

5) The Examinations Encourage the Students to guess the Future Questions to be Asked

After analyzing the question papers of the previous exams, the researcher found that some of the contents were untouched in the exams from 2054-2063 and some of them were asked repeatedly for example language and animal communication were asked most of the years. Similar in the case of CA hypothesis, Synonyms, recognition of error and so on. As the students were asked whether the previous exam questions help them to guess the questions to be asked in the coming exams, 97.2 percent students said that the previous questions help them to guess the questions fully or to some extent.

6) Course Objectives and Examinations do not Match

After analyzing the questions the researcher found that there is a mismatch between course objectives and examinations. The course objective requires the students oriented teaching. It also helps the students to be active to solve the problems. It means, it needs practical work. But the teacher used the lecture most of the time while teaching practical aspect as well. Similarly, questions were also asked in a theory based nature. If the students drill the questions many times without knowing what they mean, they easily pass the exam. It means questions focused on rote learning rather than understanding.

Like wise most of the students said that they were not satisfied with the present system of asking questions in the exams of this subject and gave the reason that

the question were mostly theoretical and subjective, based on rote learning and mechanical exercise whereas the course objectives require practical skills and abilities to be developed.

Recommendation

- Examination should be conducted according to the stipulated time and question should be asked according to the level and interest of the examinations.
- Besides the three hours external examinations formative evaluation such as internal assessment should be conducted.
- The models of asking questions should be changed time to time so that the students do not rely on guessing the questions from the previously asked questions.
- All the items should be asked in the examinations so that students equally give attention to each unit and submit.
- There should be semester system and examination should be both theoretical and practical.
- Teachers should be much informative and should make students active participation in the classroom bringing varieties about the course.
- Examinations should be scientific and systematic and also training should be given to the teachers.
- Teachers should use many more techniques such as demonstration, illustration, explanation except lecture.
- Teachers should follow scientific way of language teaching to make the trainee teachers perfect in teaching.

- The campus should be well equipped with the technological device such as OHP, cassette playe, VCR, multimedia, and language laboratory. And teachers should get training to teach the operations, maintenance and use of these devices in the classroom.

Course objectives, curriculum and examinations should be in harmony with each other.

Instructional material should be provided and appropriate materials should be used in the classroom.

- Proper training must be provided to the untrained teachers.

Questionnaire to the Teachers

Name of the Teacher:-

Name of Campus:-

Please give your opinion to these questions.

1. As you know the objectives of the course 'Fundamental of Language and Linguistics', is the present examination really successful in evaluating all of them?
a) Yes b) No
2. Do the students show their full achievement of the course within the three hours in final written examination?
a) Yes b) No c) To some extent
3. Do the students who are from +2 background enjoy the course Language and Linguistics?
a) Yes b) No
4. Which of the following units do the students feel most tough?
a) Semantics b) Grammar c) Phonetics
d) Application of linguistics to language teaching.
5. Is the weightage given to each unit satisfactory?
a) Yes b) No
6. Do the students request you to focus your teaching on the examinations or they want to learn subject matter rather than worrying about the exam in the classroom?
a) Request to focus on the exam.
b) Want to learn subject matter.
7. What materials do you suggest the students to read for this subject? Please tick more than one if you do so.
a) Authentic reference books.
b) The books written by Nepali author c) Give notes
d) Any other.....

8. Do you suggest your students to join the tuition classes for the preparation of final exam?

a) Yes

b) No

9. Does your campus have following instructional materials?

a) Cassette player

b) VCR

c) OHP

d) Multimedia

10. Please mention some of the methods which you usually use to teach the course?

a).....

b).....

c).....

11. Do you feel the need of training to teach this course?

a) Yes

b) No

12. What problems do you usually face during teaching this subject?

a)

b)

c)

13. Please suggest some solutions to overcome these problems which you are facing?

a)

b)

c)

14. In your opinion, what should be done to improve the present scenario of teaching-learning of this course? Write your opinion in few words.

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Thank you for your kind co-operations.

Researcher
Mahesh Prasad Adhikari.

Researcher's Guide
Mrs. Madhu Neupane.
Lecturer
Department of English Education.

8. As the examination is nearing, how much time do you spend to study this subject in time of examination?

- a) 1 hour
- b) 2 hours
- c) 3 hours
- d) 4 hours

9. Are you satisfied with the ways that the teacher teaches you this course?

- a) Yes
- b) No

10. While teaching, which technique does your teacher follow mostly?

- a) Lecture
- b) Discussion
- c) Explanation
- d) Demonstration

11. Mostly the students are afraid of failing in this subject and they work hard to pass the exam, do you agree?

- a) Agree
- b) Disagree
- c) Strongly agree

12. Are you taking the tuition class for this course?

- a) Yes
- b) No

13. What type of materials do you use for this course?

Please feel free to tick more than one option if you use more than one.

- a) Authentic reference books
- b) The books written by the Nepali writer.
- c) Guess papers and guides
- d) The notes given by the teacher.
- e) Any other.

14. Do you think only the questions asked in the final exams can measure the whole knowledge of this course?

- a) Yes
- b) No
- c) Formative evaluation is necessary

15. In your view, what should be needed to improve the present examination system? Mention your own view

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Researcher

Mahesh Prasad Adhikari.

Researcher's Guide

Mrs. Madhu Neupane.

Lecturer

Department of English Education.