

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 General Background**

Language is the universal medium through which human beings express things and make easy in their daily routine. Language is also taken as a social phenomenon which the whole community uses to express ideas and feelings by means of which the knot of social relationship is established.

There are different modes of communication and language is one of them. It is a human species specific property not possessed by other living beings. "Man has enormous advantage over other species in that, genetically, he transmits the capacity of language. This capacity resides in his intelligence on the one hand and capacity for certain muscular responses on the other. The human species has survived because of its environment which otherwise would have been disastrous, and its capacity for social organization, which has enabled it to put a collective defense against emergency. Both of these capacities depend upon language" (Le Page, 1964, p. 5). Similarly, Sapir says (1921, p. 8), "Language is a purely human and non instinctive method of communicating ideas, emotions and desires by means of voluntary produced symbols" (as cited in Lyons, 1981, p. 3). Hall (1568, p. 158) defines language as "The institution whereby humans communicate and interact with each other by means of habitually used oral - auditory arbitrary symbols". Similarly, Robins says (1991), "Language (is a) symbolic system ... based on pure or arbitrary convention ... infinitely extendable and modifiable according to the (hanging) needs and conditions of the speakers" (as cited in Varsheny, 2001, p. 1).

Language is mainly concerned with human beings and the distinctive sounds which are used for communication. It is a unique gift given which distinguishes

any human beings from animals. God is partial in providing this capacity only to human beings.

### **1.1.1 Examination and Test**

The term 'examination' is a usual word for a written or practical test at school or college, especially an important one that we need in order to earn a degree.

Examinations involve time, cost and efforts. They are administrated to serve certain purposes. The primary purpose of a final exam is to assess the current knowledge, achievement and skills of candidates. Examination is one of the major measurement devices of evaluation which can be used to measure someone's ability interest and attitude, personality, achievement and so on. The examination mainly covers two areas practical and theoretical and it can be classified on different basis. On the basis of medium, examinations are of two types: oral and written exam.

Examinations are concomitant of any educational system or any system in which a certain level of education is required. The first known examination system was that of China where the empirical examinations consisting of essays to be written on law, history and the classics were designed to recruit new members in the bureaucracy. Khaniya (2005) writes:

China is frequently referred to as the country which tried but failed to abolish examination during the Mao's time. China put back the examination system for selection within a decade of their abolishment.

The effect of absence of exam on educational achievement was so detrimental that the standards of education of China suffered lot. Having realized the importance of exam was resettled in China (p. 41).

This overtly shows the importance of examination on education. So, examination is the backbone of educational improvement.

Every country has its own examination system. Different scholars' have different opinions about examination. According to Agazzi (1967):

In every country, examinations represent the stamp of official approval set on the completion of pupil's school career. Besides marking the end of that career, they are indispensable for inciting adolescents to serious and sustained effort. When there is an examination ahead of them pupils and teachers can no longer behave as though they were at home, in an easy, casual way, with allowances made for good intentions, all must march in step and try to keep in line. Pupils pay more attention to their work and teachers make their lessons more accurate and concise. The examination must be passed at all costs (p. 40).

Likewise, Brereton (1969, cited in Tibble) defines examinations as,

a dynamic part of the whole educational process, involve with motivation and with defining the characteristics of the education in which the students are involved-a type of happening which incorporates many of the characteristics of human life itself - competition and revelry, purposeful activity directed towards a goal, the planning of a course of work and maintenance of standards. (p. 347).

Examinations vary greatly in structure, institution to institution and purposes for which they are used. There are different ways to examine the candidates.

Wikipedia writes:

In an academic or professional context, examinations (or exam for short) are the tests which aim to determine the ability of a student or prospective practitioner. Exams are usually written tests, although some may be practical or have practical components, and vary greatly in structure, context and difficulty depending on the subject, the age group of tested persons and the profession. A person who passes an examination receives a diploma, a driving or professional licence, depending upon the examinations' objectives ([www.answers.com/topic/examination](http://www.answers.com/topic/examination)).

On the other hand, test is something that the students might be given in addition to, or sometimes instead of regular exams to see how much they have learned. It is a means by which individuals are compared and judged. It is a procedure that ascertains effectiveness, value, proper function or other qualities of something or somebody.

Examination and test are the backbone for educational improvement. Davies (1977, p. 49) says "In testing literature, 'tests' and 'examinations' are often used synonymously, e.g. the Cambridge proficiency examination, the Michigan Test, the IELTS Test, etc" (as cited in Khaniya, 2005, p. 38). But there is not absolute synonymy in any language. So these two terms are also different. Khaniya (2005) says:

It seems important to make a distinction between the two terms in order to provide better understanding. The distinction will avoid confusion between

an assessment involving judgment about the adequacy of pupil's achievement (e.g. pass/fail decision) and an assessment involving remedial instruction (e.g. testing for teaching. However, to differentiate two terms is difficult. On the other hand, sometimes an exam seems to be included in a test in the sense that it can have different realizations- a class progress test, proficiency test, a summative test- and an exam is one of them. On the other hand, a test appears to be included in an exam in the sense that an exam can have different forms - a test, assessment of course work, interview- and a test is one of them (p. 38).

Examinations have become part of our lives and will remain as such until really workable alternatives are found.

### **1.1.2 Teaching and Testing**

Where there is teaching there is testing. Testing in a broad sense has always been an inherent part of teaching. Testing is as old as education itself. From the time when teaching began, the teacher has always been keen to know the extent to which his teaching has been effective in making the learner understand what has been taught. But the origin of language testing began after the World War Second. Before that there was not any difference between teaching and testing. Language testing has now become a discipline in itself. Heaton (1988) says:

A large number of examinations in the past have encouraged a tendency to separate testing from teaching. Both testing and teaching are so closely interrelated that it is visually impossible to work in either field without being constantly concerned with each other. Tests may be constructed

primarily as devices to reinforce learning and to motivate the students or primarily as a means of assessing the student's performance in the language. In the former case, the test is geared to the teaching that has taken place, whereas in the latter case the teaching is often geared largely to the test. Standardized tests and public examinations, in fact may exert such a considerable influence on the average teacher that they are often instrumental in determining the kind of teaching that takes place before the test (p.5).

This statement indicates that testing and teaching influence each other. It is widely accepted that testing offers useful inputs to the teacher to be aware of the effect of his teaching and also guidelines to continue teaching strategies which the teacher is following or to change teaching more effective. Even before testing was recognized as a very important part of the whole process of imparting education, testing was serving as an inherent part of teaching though the practicing teachers were not aware of the fact that they were using assessment as a technique for teaching. Even though the teacher did not have adequate knowledge about the theoretical and practical aspects of testing, somehow they made use of testing for making their teaching effective.

Khaniya (2005) writes:

Testing is used as a process of scrutinizing how far learners have learned what the teacher wishes them learn. In this process, the teacher usually makes queries in the classroom during or after his teaching or administers

an examination at the end of a lesson, or a unit or a chapter on a course (p. 1).

Testing is mainly administered to look into the effectiveness of teaching. It also offers some insights on how teaching can be made more effective. The process of testing reflects what is important in that particular course of learning which ultimately provides clues to what is to be taught. Generally the important elements are tested which shows that the elements should be given adequate attention while teaching. In this connection, the relation between teaching and testing appears to be very interesting and testing is nicely interwoven in teaching ever since teaching began.

There is controversy whether language teaching governs language testing or vice-versa. Both arguments have their own proper ground for claim. Testing helps teaching and teaching helps testing. In fact, both teaching and testing work together complementing to each other. Without language teaching, the existence of testing is in danger and without testing the existence of language testing is also impossible. What the students have to learn constitutes the corpus of what we have to test.

### **1.1.3 English Language Teaching in Nepal**

Every normal human being speaks at least one language. It is very hard to imagine such significant social, intellectual or artistic activity taking place in absence of language. Though even in absence of language we can survive, we can not live. English is one of the dominant language which is spoken almost in every part of the world.

This is the only language with which the educated mass, intellectuals, freedom fighters and human right activities can hold their dialogue with the rest of the

world. By realizing the importance of the English language, Nepalese government has given permission to teach English as a compulsory subject from grade one to bachelor level.

English is an international language which is used to establish diplomatic relationship with the most of the countries in the world by some internationally recognized organizations like the United Nations Organization (UNO), South Asian Association for Regional Corporation (SAARC), etc. It is used as a lingua franca for international communication.

In Nepal English has a status of a foreign language. For years it has been used mostly for academic purposes and will remain so for years to come. There is no particular speech community which uses English for oral day to day communication. However, we can say that the new generation is developing almost bilingual and bicultural skills in English. There is no doubt that English is the passport to travel the whole world and thus has become an indispensable and excellent vehicle for the transmission of modern inventions and civilization in every corner of the world. Moreover, it is the storehouse of knowledge and plays the role of library language in all developed countries. So, it is the most appropriate international language in Nepal and a vital tool for all Nepalese to become successful in local, national and international communication. It is also very helpful to exchange culture and to grab the golden opportunities and it is also important in accelerating process of modernization in Nepal. Richards and Rodgers (2001) say:

It has been estimated that 60% of the today's world population is multilingual. Both from a contemporary and a historical perspective, bilingualism or multilingualism is the norm rather than exception. It is



fair then to say that through history foreign language learning has always been an important practical concern (p. 3).

There are different methods of language teaching. The history of language teaching is not so long. Richards and Rodgers (2001) say:

Language teaching came into its own as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of the twentieth century, as applied linguists and others sought to develop principles and procedures for the design of teaching methods and materials, drawing on the developing fields of linguistics and psychology to support a succession of proposals for what were thought to be more effective and theoretically sound teaching methods. Language teaching into the twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language teaching ideologies (p. 1).

The formal teaching and learning of English in Nepal does not have a long history. It was Jung Bahadur Rana, the Prime Minister, in 1910 B.S. who introduced English language teaching in Nepal. He opened a primary school at Dakhachock, Thapathali in 1910 B.S. This school was only open for Rana family. Later on from 1942 B.S. it was opened for public too. First it was affiliated to Kolkata University.

English language teaching in Nepal is facing lots of problems. There is a lack of sufficient trained teachers. This problem is compounded by the government's decision of introducing English from grade one from the educational session 2063

B.S. Even trained teachers are not getting refreshment training to update their knowledge. There is also a problem of adequate and appropriate materials for teachers and students both. Teachers mainly use the grammar translation method for teaching English. Upto few years ago, English teachers gave much emphasis on reading and writing. They almost neglected the listening and speaking skills. They forgot the fact that to be proficient in a language a person should equally develop four skills. They took language as a set of fragmented skills which rest on the theory that knowledge of the element of language is equivalent to the knowledge of language. The focus of English language teaching was mainly on 'language usage' not on 'language use' from elementary level to advanced level. But now the curriculums have clearly mentioned that method of teaching to be adopted should be communicative.

Communicative language teaching is the cry of modern era. The traditional methods like grammar translation, andiolingual method, lecture method, etc. are totally outdated and can not fulfil the demand of the time. To bring the intended objectives into effect there is need of communicative method. In communicative method of language teaching four major language skills are equally emphasized. Heaton (1988) Says:

The communicative approach to language testing sometimes linked to the integrative approach. However, although both approaches emphasize the importance of meaning of utterances rather than their form and structure, there are nevertheless fundamental differences between the two approaches. Communicative test are concerned primarily (if not totally) with how language is used in communication. Consequently, most aim to incorporate tasks which appropriate as closely as possible to those facing the students in

real life. Success is judged in terms of the effectiveness of the communication, which takes place rather than formal linguistics accuracy. Language 'use' is often emphasized to the exclusion of language usage'. "Use' is concerned with how people actually use language for multitude of different purposes while 'usage' concerns the formal patterns of language (p. 19)

The theory behind the communicative language teaching is 'language for communication'. To use language for communication, learners need to develop communicative ability. Kelly (1978) says:

To take part in communicative event is to produce and/or comprehend discourse in the context of situation and under the performance condition that obtain. It is the purpose of proficiency test to access whether or not candidates are indeed capable of participating in the typical communicative events from the specified communicative situations. According to him, a communicative test should be performance oriented (p.350).

The report of National Education commission 2049 suggested to change the then existing school level curriculum. According to its suggestion new curriculum was implemented from the educational session 2049/050 and finished implementing up to Grade eight in 2055/056. In this way, new curriculum was launched in Grade nine in 2056/057 and in ten in 2057/058 in consonance with the changed curriculum. The new secondary English Curriculum has clearly mentioned that the teaching method used in teaching English in Grade nine and ten should be communicative. The two-year English curriculum for Grade nine and ten has two

main purposes: one is to enable students to exchange ideas with people of any nationality who speak or write English or the other is to expose them to the vast treasure of knowledge and pleasure available in written and spoken English. This curriculum has been prepared in order to make grade nine and ten courses more applicable to society, both in Nepal and in the outside world. Language here is seen as a skill that allows one to get things done. The things that can be done through language are described as language functions such as expressing likes and dislikes, good wishes, etc. The English curriculum of grade nine and ten include 21 language functions to develop communicative competence and performance.

This study is concerned with the communicative functions included in grade Nine curriculum. There are twenty one language functions. The content of the secondary English curriculum can be seen as a set of functions which are realized linguistically by grammatical structures and lexical items. The general objectives of teaching English in Secondary level are to enable students to:

- develop an understanding of an competence in spoken English
- communicate fluently and accurately with other speakers of English.
- develop competence in understanding a variety of reading texts.
- gain the skills necessary to write English appropriately and effectively
- develop an ability to use simple reference materials.
- read, appreciate and enjoy literacy texts
- develop an awareness of cultural and ethnical values relevant to Nepal.

#### **1.1.4 Washback Effect**

The words 'Washback' or 'backwash' are used interchangeably. It is related with examination. Washback is one of the qualities of a test. All the tests have their impact on society and education system as well as upon the individuals involved within those systems.

The 'washback' or backwash' effect of exam is not a new concept in the testing literature. The use of the term washback has passed through different stages over the years. Bachman et al. (1973, p. 30) says "Washback has been discussed in a language testing largely as the direct impact of testing on individuals and it is widely assumed to exist".

Similarly, Haughes (1995) defines:

Washback effect as 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, preparation of it can come to dominate all teaching and learning activities and if the test content and testing techniques are at variance with objectives of the course then there is likely to be harmful backwash effect (p. 1).

These both definitions indicate that wash back is the effect of testing on teaching, learning and individuals as well. Washback effect may be positive or negative.

Davies (1968) defines washback as:.

The 'washback' of an examination is the effect it has on teaching in the school taking it. All too often the effect has been bad; designed as testing devices examinations have become teaching devices; work is directed upon what are- in effect if not in fact-past examination papers, and consequently become narrow and uninspired (p. 125).

The washback effect on students is obvious. Students are the inevitable element of any examination. A common practice of students is to work harder when they

know that they are approaching the exam than when they do not. It is not surprising that students are vitally concerned with examinations because it has serious consequences for their future lives. Nisbet (1969) says:

Whatever is done for the preparations of an examination is its washback effect. He further writes young children are being tested constantly in the process of teaching, and the test is real and obvious; it is the test of their mastery of simple skills. Beyond a certain standard, practical achievement is less obvious, and assessment begins to take an artificial form. This artificiality of assessment comes to be reflected in artificiality in the student's preparation for examination- the 'washback' effect of examinations (as cited in Khaniya, 2005, p. 56).

There is washback effect of examination on teachers. Teachers are influenced by what they think their responsibilities are and what the parents expect of them. Teachers work very hard to prepare their students to secure good marks for their better achievement of schools or institutions. Moreover, the parents also like their children to obtain good marks in examination. so the teachers are in psychological pressure from parents, school, school management and also from the students according to the model questions i.e. to prepare for the examinations. Harrison (1983) finds "teachers anxious about information about marking system and the way they can prepare more students more successfully for the examinations" (p. 40) (as cited in Khaniya, 2005, p. 58).

## **1.2 Literature Review**

Examination is a must to record the progress of any institution. It is also a milestone in recording the progress of students and label them certain qualification

or degree as well. There are some studies done on the topic washback effect of examination.

Lixiaoju (1989) assesses the washback effect of the matriculation English test after four years of its implementation in China and describes the following as the positive effect of matriculation English test.

- i. Teaching materials have been expanded to include a greater use of important and self compiled materials.
- ii. There have been changes in teacher's approaches to what is to be emphasized in teaching in the classroom.
- iii. Students have been found to be conscious of using their time and resources.
- iv. There has been change in the teachers' approaches about what to teach and how to teach (as cited in Khaniya, 1990).

Khaniya (1990) has conducted a research on "Examination as Instruments for Educational Change Investigating the Washback Effect of Nepalese English Exam" and discusses that SLC exam fails to assess the language skills that the SLC English course intends to develop in students ..... because of its textbook and previous exam paper oriented nature, it does not encourage students and teachers to focus on language skills, entailed in the course objectives (p. 245). Finally he has concluded,

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

Kshetree (2001) carried out a research on "A Study on the Washback Effect of SLC Examination" and came up with the following conclusions.

- i. The secondary level English teachers were not much informative,

- ii. Only twenty four per cent teachers used communicative method to teach new English.
- iii. English performance of students was very poor (p. 47-49)

Neupane (2004) conducted a research on "A Study on Washback Effect of Examination: A Case of Communicative English" and she came up with the following findings:

- i. The students' participation in the class room is very low.
- ii. Teaching is teacher centred, lecture is mostly used technique to teach the course.
- iii. Use of teaching material is very low.
- iv. Practical examination has been just formality.
- v. Teachers feel the need of training. Examination does not seem to have promoted the abilities in the students.

Poudel (2006) carried out a research on "Washback Effect of Examination Papers of ELT Theories and Methods of B.Ed. Second Year" and he found that the examinations of ELT Theories and Methods course have negative washback on teaching and learning.

This study is different from these studies in that, it compares washback effect of examination between government aided and private schools.

### **1.3 Objectives of the study**

The study had the following objectives:

- a. To find out the washback effect of class Nine English examination.
- b. To compare the washback effect of class Nine English examination between government aided and private schools.
- c. To suggest some pedagogical implications based on the findings of the study.



## **1.4 Significance of the Study**

This study will mainly be significant for the students who are studying in secondary level. It will also be significant for the syllabus designers, test constructors, examiners, policy makers and all the people or institutions who are directly involved in operating examinations.

## **1.5 Definition of Specific Terms**

**Washback :** The effect of testing on teaching and learning is known as washback. Washback can be positive or negative.

**Function :** Here, function in language refers to the purpose for which utterance or unit of language is used.

**Communicative Function :** Communicative function refers to the ways in which a language is used in a community. For example, "good morning "is used for greeting, "I'm very sorry" as used for apologizing.

**Communicative Ability :** Communicative ability includes both the knowledge of communicative function as well as ability to use them.

**Communicative Competence :** Here, communicative competence means only the knowledge of communicative function. It refers to only the knowledge about communicative function.

**Communicative Performance :** In this context communicative performance means the ability to use communicative functions according to the context.

## **CHAPTER II**

### **METHODOLOGY**

The following strategies were adopted to fulfil the objectives of the study.

#### **2.1 Source of Data**

For the completion of this study, the researcher used primary sources while collecting data. He also consulted secondary sources for facilitation in carrying out the present study.

##### **2.1.1 Primary Sources**

The researcher used primary sources while carrying out this study. The primary sources of data for the study were class Ten students and teachers teaching English in secondary level from the Kathmandu district.

##### **2.1.2 Secondary Sources of Data**

The researcher consulted various books, journals, theses, reports, articles, secondary school curriculum, test papers, text book of grade nine, etc. as secondary sources. The main sources of secondary data which were used in this study were:

Davies, D. (1968)

Brumfit, C.J. and Jonson (1975)

Littlewood, W. (1981)

Harmer, J. (1987)

Heaton J. B. (1988)

Larsen Freeman (2000)

Khaniya, T.R. (2005)

## 2.2 Sample Population

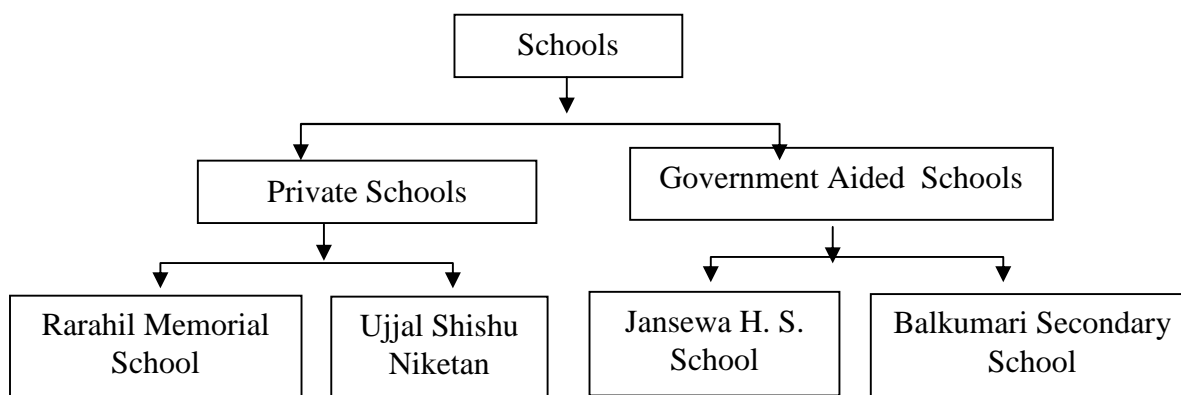
Sample population of the study were the students studying in grade ten and teachers teaching English in secondary level.

## 2.3 Sampling Procedure

The sample population of this study consisted of eighty students, forty from private and forty from government aided schools, and ten teachers, five from private and five from government aided schools. All the teachers and students were selected from the Kathmandu district. Equal number of girls (twenty from private and twenty from government aided) and boys (twenty from private and (twenty from government added school) were selected by using non-random sampling method. Teachers were also selected by using random sampling method.

Non-random sampling design is one of the types of sampling. In non-random sampling, the units are selected at the discretion of the researcher. It is used when the number of the population is either unknown or can not be individually identified.

The schools and teachers selected were as follows.



## 2.4 Tools for Data Collection

The main tool used while collecting data in this study was the questionnaire. The questionnaire contained only 15 questions. Closed ended and open ended

questions were asked to elicit the information from the respondents. Different questionnaires were used for students and teachers. The researcher also used the checklist to record the observation of English classes (See Appendix I for questionnaire for teachers, II for questionnaire for students, III for observation form).

## **2.5 Process of Data Collection**

First of all, the researcher prepared the questionnaires for teachers and students. He also prepared Checklist for keeping record while observing the class. After that he visited the selected schools and established relationships with the principals and clarified the purpose of visiting them. Then he selected the students by using non-random sampling method and distributed the questionnaires to them. He explained briefly what the students were supposed to do. He also described the questions where the students felt difficult. Then he collected the questionnaires and left the class by thanking the students.

Secondary level English teachers were also part of this research and served as a primary sources of data. For collecting data the researcher personally contacted the English teachers, explained the purpose of visiting them clearly and requested them to fill in the questionnaire in the selected ten schools.

The researcher also observed the English classes of grade Nine. For the purpose of observation, first of all, he randomly selected the four schools (two private schools and two government aided schools) from the Kathmandu district. Then, he went to the selected schools, clarified his purpose to concerned authorities and observed the two classes of each teacher alternatively. The observation was completely participatory.

## **2.6 Limitations of the Study**

The proposed study had the following limitations:

- i. The study was limited to find out the washback of class nine English examination.
- ii. The study was limited to four (two private and two government aided) schools only in the Kathmandu district.
- iii. The population of the study was limited to only eighty students and ten teachers teaching English in secondary level in the Kathmandu district.
- iv. The washback effect of class Nine English examination was only limited to the communicative aspect of the course.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter deals with the analysis and interpretation of the data collected from primary sources. The researcher has tabulated the information after collecting the questionnaires. Data were analyzed under three different headings.

- \* Analysis of responses from class ten students both from private and government aided schools.
- \* Analysis of responses from teachers teaching English in Secondary level.
- \* Analysis of class observation

#### **3.1 Analysis of Responses from Class Ten Students**

Under this topic the responses of class ten students have been analyzed. The subtopics analyzed here are as follows:

- Preference of communicative functions included in class Nine.
- Practice of communicative activities.
- Percentage of communicative function achieved by students.
- Suitability of communicative functions to the students level.
- Ability to speak English.
- Organization of communicative activities.
- Satisfaction of students with teaching techniques.
- Use of other materials except textbook by the students.
- Use of English outside classroom.
- Feeling difficulty which using communicative functions.
- Guessing on the basis of previous examination.
- Encouragement to students in participation in classroom activities.
- Use of instructional materials by teacher.

### 3.1.1 Preference of Communicative Functions Included in Class Nine

There are twenty one communicative functions included in grade Nine English. The following table shows whether the class Nine students liked them or not in private as well government aided schools.

**Table 1: Responses on Communicative Functions**

Responses	Number of Students			
	Private	Percentage	Government aided	Percent
<b>Yes</b>	36	90	34	85
<b>No</b>	4	10	6	15

This table shows that majority of the students i.e. 36 (90%) preferred the communicative functions in private schools. Only 4 (10%) students did not like them.

In government aided schools 34 (85%) students liked the communicative functions. They thought that they were benefited from them. Six of them (15%) said that they did not like them.

### 3.1.2 Practice of Communicative Activities

Practice is a must to use the communicative functions in real life. So the students should practise different kinds of communicative activities in classroom as well as outside classroom as if they were in particular content.

**Table 2: Practice of Communicative Activities**

Responses	Number of Schools		Percentage	
	Private	Percentage	Government aided	Percentage
<b>Always</b>	8	20	10	25
<b>Sometimes</b>	28	70	22	55
<b>Never</b>	4	10	8	20

Here according to this table the number of students who practised communicative activities was 28 (70%). They practised them **sometimes**. Only 8 (20%) of the students **never** practiced them.

### 3.1.3 Communicative Functions Achieved by Students

Students should be able to achieve what is taught by the teacher. It is not worth teaching until and unless students achieve something. The following table makes clear what percentage of communicative functions were achieved by the students both in private and government aided schools.

**Table 3: Communicative Functions Achieved by Students**

Category in Percentage	Number of Students			
	Private	Percentage	Government aided	Percentage
<b>0-25%</b>	4	10	6	15
<b>25-50%</b>	10	25	16	40
<b>50-75%</b>	12	30	16	40
<b>75-100%</b>	14	35	2	5

This table above shows that most of the class nine students i.e. 14 (35%) from private schools thought that they have achieved 75-100 percent of the communicative functions. The number of students who thought they have learned 50-75 was 12 (30%), 25-50 percent were 10 (25%) and 0-25 percent 4 (10%), respectively.

But in government aided schools, the number of student who thought that they have learnt 75-100 percent were only 2 (5%). The number of students who thought that they have learned 50-75 percent and 25-50 percent was same 16 (40%). Six (15%) of the students thought that they have learned only 0-25 of the communicative functions.



### 3.1.4 Suitability of Communicative Functions to the Students Level

Textbook designers should be very careful in choosing the subject matter/content for any textbook. Content should be suitable to the students' level. The table given below shows whether the communicative functions included in class nine English were suitable to the students' level or not.

**Table 4: Suitability of Communicative Functions to the Students Level**

<b>Responses</b>	<b>Number of Students</b>			
	<b>Private</b>	<b>Percentage</b>	<b>Government aided</b>	<b>Percentage</b>
<b>Yes</b>	28	70	26	65
<b>No</b>	12	30	14	35

This table informs us that 28 (70%) students thought that the communicative functions were suitable to their level. Only 12 (30%) of them thought those communicative functions were unsuitable to their level in private schools.

In government aided schools, 26 (65%) students thought that the communicative functions were suitable to their level. The number of the students who thought them unsuitable was only 4 (30%).

### 3.1.5 Ability to Speak English

The specific objectives of secondary level curriculum is to make the students able to integrate receptive and productive work in the four major skills (listening, speaking, reading and writing). Speaking is also one of the major skills.

**Table 5: Students Speaking English**

<b>Responses</b>	<b>Number of Students</b>			
	<b>Private</b>	<b>Percentage</b>	<b>Government aided</b>	<b>Percentage</b>
<b>Fluently</b>	8	20	6	15
<b>Can manage</b>	26	65	22	55
<b>Not at all</b>	6	15	12	30

This figure makes us clear that in private schools majority of the students i.e. 26 (65%) could manage while speaking English. Only 8 (20%) students spoke English fluently. Six (15%) students did not speak at all.

In government aided school only 6 (15%) students spoke English **fluently** while talking. Majority of the students i.e. 22 (55%) **managed** and 30 percent did **not** speak **at all**. They felt it very difficult to talk in English.

### 3.1.6 Organization of Communicative Activities

Teachers should organize the different kinds of communicative activities while teaching communicative functions in classroom. Communicative activities help the students to use many practical communicative functions in real life situations. The following table shows the organization of communicative activities in private schools.

**Table 6: Picture of Communicative Activities (Private Schools)**

Activity	Time							
	Daily		Once a week		Sometimes		Never	
	F	%	F	%	F	%	F	%
<b>Pair Work</b>	6	15	10	25	20	50	4	10
<b>Group Work</b>	2	5	8	20	24	60	6	15
<b>Demonstration</b>	0	-	4	10	24	60	12	30
<b>Dramatization</b>	0	-	2	5	26	65	12	30
<b>Project work</b>	0	-	0	-	26	65	14	35
<b>Role Play</b>	0	-	0	-	22	55	18	45

Here, 6 students (15%) said that they used their pair work **daily**, 10 (25%) said that it has been used **once a week**, 20 (50%) said **sometimes** and 4 (10%) said that it has never been used.

Similarly, 2 (5%) students said that group work has been used **daily**, 8 (20%) students said that it has been used **once a week**. The majority of the students i.e.

24 (60%) said it has been used **sometimes** and 6 (15%) said that it has **never** been used.

Regarding demonstration, none of the students used pair work **daily**. Four (10%) students said that it has been used **once a week**, 24 (60%) said **sometimes** and 12 (30%) students said that it has **never** been used.

Dramatization was another activity about which even not a single student said it has been used **daily**, 2 (5%) students said that it has been used **once a week**, 26 (65%) said **sometimes** and 12 (30%) said that it has **never** been used at all.

Regarding project work none of the students said that it has been used **daily** and **once a week**. Majority of the students i.e. 26 (65%) said that it has been used **sometimes** and 14 (35%) said that it has **never** been used.

The following table gives information about the organization of communicative activities in government aided school.

**Table 7: Picture of Communicative Activities (Government Aided Schools)**

Activity	Time							
	Daily		Once a week		Sometimes		Never	
	F	%	F	%	F	%	F	%
<b>Pair Work</b>	6	15	12	30	22	55	0	-
<b>Group Work</b>	4	10	18	45	16	40	2	5
<b>Demonstration</b>	0	-	2	5	24	60	14	35
<b>Dramatization</b>	0	-	4	10	26	65	10	25
<b>Project work</b>	0	-	2	5	24	60	14	35
<b>Role Play</b>	0	-	4	10	30	75	6	15

This table shows that 6 (15%) students said that pair work has been used daily, 12 (30%) said **once a week**, 22 (55%) said **sometimes** and none of the students said it has **never** been used.

Similarly, 4 (10%) students said that group work has been used **daily**, 18 (45%) said once a week, 16 (40%) said **sometimes** and only 2 (5%) said that it has **never** been used.

Regarding demonstration there was not a single student who said it has been used **daily**, 2 (5%) students said that it has been used **once a week**, 24 (60%) said sometimes and 14 of them (30%) said it has **never** been used.

Likewise, not a single student said that dramatization has been used daily, 4 (10%) students said that it has been used **once a week**, 26 (65%) said **sometimes** and 10 (25%) said it has **never** been used.

There was not a single student who said that project work has been used daily. Two students (5%) said that it has been used **once a week**, 24 (60%) said **sometimes** and 14 (35%) said it has **never** used.

Similarly, there was not single student who said that role play has been used daily. Four students (10%) said that it has been used once a week, 30 (75%) said sometimes and 6 (15%) said that it has **never** been used.

### 3.1.7 Satisfaction of Students with Teaching Techniques

Teachers use different teaching techniques in the classroom while teaching. Students should be satisfied with them. The table given below shows the satisfaction of students with the teaching techniques used by their teachers in private schools as well as government aided schools.

**Table 8: Responses with Teaching Techniques**

Responses	Number of Students			
	Private	Percentage	Government aided	Percentage
<b>Yes</b>	28	70	32	80
<b>No</b>	12	30	8	20

Here, in private schools, majority of the students i.e. 28 (70%) were satisfied with the ways their teachers taught the communicative functions to them. Only 12 (30%) students are found to be dissatisfied with the techniques or ways used while teaching communicative functions by their teachers.

In government aided schools, majority of the students i.e. 32 (80%) were satisfied with the techniques their teachers used while teaching communicative functions. Only 8 (20%) of them are found not to be satisfied with their teacher's teaching styles.

### **3.1.8 Use of Other Materials Except Textbooks by the Students**

Along with textbook other supporting materials are used while studying to enhance their study. The table given below discloses the use of other materials except textbook in private schools as well as government aided schools.

**Table 9: Use of Other Materials by the Students**

<b>Responses</b>	<b>Number of Students</b>			
	<b>Private</b>	<b>Percentage</b>	<b>Government aided</b>	<b>Percentage</b>
<b>Yes</b>	32	80	29	75
<b>No</b>	8	20	11	25

In private schools, majority of the students i.e. 32 (80%) used other materials except textbook to enhance their study. They mentioned that they used dictionary, grammar practice book, guide, essay book, etc. along with the textbook. Only 8 (20%) students said that they did not use anything except textbook.

In government aided schools, majority of the students i.e. 29 (75%) said that they used the other materials except textbook. Other materials they used were dictionary, grammar, essay books, practice book, etc Only 11 of them (25%) said that they did not use any materials except textbook.

### 3.1.9 Use of English Outside Classroom

To get mastery over any language, there must be exposure. Time exposure is one of the important factors that fosters their learning. Only 45 minutes is not sufficient in language learning in the classroom. So students should practise English outside classroom as much as possible. The following table makes clear whether the students practise English outside classroom or not both in private and government aided schools.

**Table 10: Use of English Outside Classroom**

Responses	Number of Students			
	Private	Percentage	Government aided	Percentage
<b>Very often</b>	10	25	2	5
<b>Sometimes</b>	22	55	30	75
<b>Rarely</b>	6	15	4	10
<b>Never</b>	2	5	4	10

This table shows that in private schools, majority of the students i.e. 22 (55%) were found to have used English outside the classroom **sometimes**. The number of students who used English outside their classroom **very often** was 10 (25%). Six students (15%) said that they **rarely** used English outside classroom and only 2 (5%) said that they **never** used English outside classroom.

In government aided schools, majority of the students i.e. 30 (75%) were found to have used the English outside classroom **sometimes**. Only 2 (5%) students are found to have used the English language **very often**. Four (10%) used **rarely** and the same number used English outside the classroom **never**.

### 3.1.10 Feeling of Difficulty While Using Communicative Functions

It is very difficult to learn to use communicative functions in practical life.

Different factors like, shyness, new context, hesitation, lack of practice, etc. cause difficulty while using those learnt communicative functions in practical life. The table given below shows whether the students feel difficulty while using those functions in real life or not in private schools as well as in government aided schools.

**Table 11: Difficulty Level while Using Communicative Functions**

Responses	Number of Students			
	Private	Percentage	Government aided	Percentage
<b>Yes</b>	18	45	26	65
<b>No</b>	22	55	14	35

This table shows that most of the students i.e. 22 (55%) in private schools did not feel difficulty while using the exponent of language functions. Only 18 (45%) students felt difficulty while using those exponents included in their textbook. Most of the students who were along with the difficulty level said that the main cause of this was the lack of practice.

But in government aided schools, majority of the students i.e. 26 (65%) felt difficulty while using the exponents of language functions. Most of the students who felt difficulty mentioned only one reason i.e. lack of practice. Only 14 (35%) students did not feel difficulty while using the communicative functions included in their textbooks.

### 3.1.11 Guessing on the Basis of Previous Examination

It is students' nature to guess on the basis of previous examination. Students become very sensitive while the exam is approaching and they start consulting

papers previously asked in the examination. The table given below shows whether students guess on the basis of previous examination or not both in private schools as well as in government aided schools.

**Table 12: Guessing in Previous Examination**

Responses	Number of Students			
	Private	Percentage	Government aided	Percentage
<b>Yes</b>	20	50	20	50
<b>To some extent</b>	18	45	12	30
<b>No</b>	2	5	8	20

This table informs that in private schools, 20 (50%) students totally guessed on the basis of previous examination. Twelve students (45%) guessed **to some extent** and only 2 students (5%) did not guess on the basis of the previous examination. So if the previous examination was not good they would not achieve what they had expected or desired to.

Twenty students (50%) in government aided schools guessed totally on the basis of previous examination. Twelve students (30%) guessed sometimes and only 5 students (20%) did not guess on the basis of the previous examination.

### **3.1.12 Encouragement to Students in Participation in Classroom Activities**

Teacher should encourage the students to participate in every classroom activities. Encouragement plays a vital role in learning and teaching.

**Table 13: Encouragement in Participation in Classroom Activities**

Responses	Number of Students			
	Private	Percentage	Government aided	Percentage
Yes	34	65	30	75
No	6	15	10	25



The majority of the students i.e. 34 (85%) in private schools were found encouraged by their teachers to take part in the classroom activities. Only 6 (15%) students were not encouraged by teachers. Some of the students were of shy nature and did not want to show their weaknesses to their friends and teachers as well.

Thirty students (75%) in government aided schools were found encouraged by their teachers while performing communicative activities in classroom .Only 10 students (25%) were not encouraged to perform communicative activities in the classroom by their teachers. Encouragement is vital tool to make students participate in classroom activities.

### 3.1.13 Use of Instructional Materials by Teachers

Instructional materials are of great importance in motivating students and making them participate in different classroom activities. The following table shows the use of materials in private schools.

**Table 14: Use of Instructional Materials (Private Schools)**

Name of Materials	Time							
	Daily		Once a week		Sometimes		Never	
	F	%	F	%	F	%	F	%
<b>Cassette player</b>	2	5	22	55	16	40	0	-
<b>Newspaper</b>	0	-	6	15	22	55	12	30
<b>Picture</b>	0	-	2	5	24	60	14	35
<b>Real object</b>	0	-	0	-	22	55	18	45
<b>Magazine</b>	0	-	0	-	28	70	12	30

Table 14 shows that only 2 (5%) students said that their teachers used cassette players **daily**, 22 (55%) said **once a week**, 16 (40%) said **sometimes** and there was not even a single student who said it was **never** used.

There was not even a single student who said that their teachers used newspaper daily. Six students (15%) said that newspapers were used **once a week**, 22 (55%) said **sometimes** and 12 (30%) said that their teachers **never** used it.

Similarly, none of the students said that their teachers use pictures daily. Two students (5%) said that their teachers used pictures **once a week**, 24 (60%) said sometimes and 14 (35%) said that their teachers **never** used pictures.

Regarding real objects, none of the students said their teachers used it **daily**. Majority of the students i.e. 22 (55%) said that they used it **sometimes** and 18 (45%) said that they **never** used it.

There is not even a single student who said that their teachers used magazine daily and once a week. Majority of the students i.e. 28 (70%) said that their teachers used magazine **sometimes** and 12 (30%) said that their teacher **never** used it.

Table below informs us the use of instructional materials in government aided schools.

**Table 15: Use of Instructional Materials (Government Aided Schools)**

Name of Materials	Time							
	Daily		Once a week		Sometimes		Never	
	F	%	F	%	F	%	F	%
<b>Cassette player</b>	2	5	20	50	18	45	0	-
<b>Newspaper</b>	2	5	8	20	26	65	4	10
<b>Picture</b>	0	-	6	15	24	60	10	25
<b>Real object</b>	2	5	4	10	22	55	12	30
<b>Magazine</b>	0	-	0	-	26	65	14	35

Here, only 2 students (5%) said that their teachers used cassette players **daily**, 20 (50%) said **once a week**, 18 (45%) said **sometimes** and there was not even a single student who said that there teacher **never used** cassette player.

Similarly, 2 (5%) students said that their teachers used newspapers **daily**, 8 (20%) said **once a week**, 26 (65%) said **sometimes** and 4 (10%) said that they **never** used the newspapers in the classroom.

There was not even a single student who said that their teachers used picture daily. Six (15%) said **once a week**, 24 (60%) said **sometimes** and 10 (25%) said their teachers **never** used picture in the classroom.

Similarly, 2 (5%) students said that they got chance to use real object **daily**, 4 (10%) said **once a week**, 22 (55%) said **sometimes** and 12 (30%) said that they **never** got chance to use real objects in the classroom.

There is not a single student who said that their teachers used magazines daily and once a week, 26 (65%) said sometimes and 14 (35%) said that their teachers never used magazine.

### **3.2 Analysis of the Responses of Teachers**

The researcher also prepared separate set of questionnaires for teachers teaching English in secondary level. Only ten teachers, five from private and five from government aided schools were consulted. The following sub topics are analysed under this topic.

- Coverage of objectives by examination.
- Achievement of communicative function by students.
- Provision of equal time to enhance four major language skills.
- Proficiency in using four major language skills.
- Teaching guided by examination.
- Frequency of communicative activities in classroom.
- Use of communicative techniques.
- Use of teaching materials to teach the text book.
- Achievement of goals specified in the curriculum.

### 3.2.1 Coverage of Objectives by Examination

The test items should match with the objectives of the course. The table given below shows the coverage of objectives by examination in private schools as well in government schools.

**Table 16: Coverage of Objectives by Examination**

<b>Category in Percentage</b>	<b>Number of Private Schools</b>	<b>Number of Government aided Schools</b>
<b>0-25</b>	-	-
<b>25-50</b>	-	3
<b>50-75</b>	4	2
<b>75-100</b>	1	-

Here, among five teachers, four teachers of private schools thought that the coverage of objectives by the test items asked in the examination was covered upto 50-75 percent. One teacher accepted that the coverage was 75-100 percent.

In government aided schools, three teachers thought that the exam only covered 25-50 percent of the objectives whereas only two teachers said that the coverage of objectives by examination was 50-75 percent.

### 3.2.2 Achievement of Communicative Functions by Students

The following table shows the achievement of communicative functions included in class nine in private schools as well as in government aided schools.

**Table 17: Achievement of Communicative Functions**

<b>Category in Percentage</b>	<b>Number of Private Schools</b>	<b>Number of Government aided Schools</b>
<b>0-25</b>	-	1
<b>25-50</b>	-	1
<b>50-75</b>	4	3
<b>75-100</b>	1	-

Here, in private schools among five, four of the teachers said that their students have achieved 50-75 percent of communicative functions. One teacher said that his students have achieved 75-100 percent of them.

But in government aided schools, among five, three of the teachers said that their students have achieved 50-75 percent. One teacher said that his students have achieved 25-50 percent and one said the achievement was 0-25 percent.

### **3.2.3 Provision of Equal Time to Enhance Four Major Language Skills**

Communicative method of language teaching equally emphasize the four major language skills. Students get perfect mastery over any language when they become proficient in using the four language skills. So teachers should provide equal amount of time to all those language skills. The table given below shows the provision of equal amount of time in the major skills both in private schools and in government aided schools.

**Table 18: Provision of Equal Time to Enhance Language Skills**

<b>Responses</b>	<b>Number of Teachers</b>			
	<b>Private</b>	<b>Percentage</b>	<b>Government Aided</b>	<b>Percentage</b>
<b>Yes</b>	2	40	1	20
<b>No</b>	1	20	-	-
<b>To some extent</b>	2	40	4	80

Here, in private schools, among five, two teachers said that they provided equal time to enhance four language skills completely, two teachers said to some extent and one teacher said he was unable to provide equal time.

In government aided schools, majority of the teachers i.e. 4 (80%) said that they provided equal time to enhance one teacher (20%) said that he was able to provide equal time to develop the four major language skills.

### 3.2.4 Proficiency in Using Four Major Language Skills

There are four major language skills- listening, speaking, reading and writing. Students should be equally proficient in using those language skills in their practical life.

**Table 19: Proficiency in Using Language Skills**

Responses	Number of Teachers			
	Private	Percentage	Government Aided	Percentage
<b>Yes</b>	1	20	-	-
<b>No</b>	1	20	-	-
<b>To some extent</b>	3	60	5	100

This table shows the proficiency of students in using the major language skill in private schools. Among five teachers, one (20%) teacher said that his students were totally proficient, one (20%) said proficient whereas 3 (60%) teachers said that their students proficient in using the major language skills.

But in government aided schools, all the five teachers (100%) said that their students were proficient in using the major language skills to some **extent only**.

### 3.2.5 Teaching Guided by Examination

Where there is teaching there is testing. Testing in broad sense has always been an inherent part of teaching. So there is no doubt teaching is always guided by

examination. The following table shows whether examination guides teaching or not in both private schools and government aided schools.

**Table 20: Teaching Guided by Examination**

<b>Category in Percentage</b>	<b>Number of Private Schools</b>	<b>Number of Government aided Schools</b>
<b>0-25</b>	-	-
<b>25-50</b>	-	-
<b>50-75</b>	5	4
<b>75-100</b>	-	1

Here, in private schools all teachers (100%) said that 50-75 percent of their teaching was guided by examination. In government aided schools, among five teachers, four of them said that 50-75 percent of their teaching was guided by examination. One teacher said that 75-100 percent of his teaching was guided by examination.

### **3.2.6 Frequency of Communicative Activities in Classroom**

Teachers should conduct communicative activities frequently. The following table informs about frequency of communicative activities in classroom in both private schools and government aided schools.

**Table 21: Frequency of Communicative Activities in Classroom**

<b>Frequency</b>	<b>Number of Teachers</b>	
	<b>Private</b>	<b>Government Aided</b>
<b>Daily</b>	3	2
<b>Once a Week</b>	1	2
<b>Sometime</b>	1	1
<b>Never</b>	-	-

Here, in private schools among five teachers, three of them said that they conducted communicative activities in the classroom **daily**, one teacher said **once a week** while one said that he conducted communicative activities **sometimes**.

In government aided schools, among five teachers two of them said that they conducted communicative activities **daily**, two teachers said **once a week**, whereas one teacher said that they conducted communicative activities only **sometimes**.

### 3.2.7 Use of Communicative Techniques

The following table informs us about the use of communicative techniques in private schools.

**Table 22: Use of Communicative Techniques (Private Schools)**

Techniques	Frequency			
	Daily	Once a week	Sometimes	Never
<b>Pair work</b>	-	4	1	-
<b>Group work</b>	-	4	1	-
<b>Drawing from description</b>	-	1	4	-
<b>debate</b>	-	2	3	-
<b>Role play</b>	-	2	3	-
<b>Project work</b>	-	-	4	1
<b>Demonstration</b>	-	1	3	1

Here, none of the teachers said that they used the communicative techniques **daily**. Regarding pair work and group work, four teachers said that they used them **once a week** whereas one teacher said that he used them **sometimes**.

Similarly, about drawing from description techniques four teachers said that they used it **once a week**. Whereas one teacher said that he used it **sometimes** only.



Debate is another technique about which two teachers said that they used it **once a week** while three teachers said that they used it **sometimes**. Regarding role play techniques, there was similar case like debate.

Likewise, about project work four teachers said that they used it **sometimes** while one teacher said that they **never** used it.

Demonstration is another technique about which one teacher said that he used it **once a week**, three teachers said **sometimes** whereas one teacher said that he never used it.

**Table 23: Use of Communicative Techniques (Government Aided Schools)**

Techniques	Frequency			
	Daily	Once a week	Sometimes	Never
<b>Pair work</b>	1	4		
<b>Group work</b>		4	1	
<b>Drawing from description</b>			5	
<b>Debate</b>		2	3	
<b>Role play</b>	1	2	2	
<b>Project work</b>			4	1
<b>Demonstration</b>	1	1	3	

The table above shows the use of communicative techniques in government aided schools. Among five teachers one teacher said that he used pair work technique **daily** while four teachers said that they used it **once a week**.

Regarding group work four teachers said that they used it **once a week** whereas one teacher said that he used it only **sometimes**. Drawing from description is other technique about which all the teachers said that they used it **sometimes**.

About debate two teachers said that they used it **once a week** whereas three teachers said that they used it **sometimes**.

Likewise, about role play one teacher said that he used it **daily**, two teachers said they used it **once a week**, while two teachers said that they used it **sometimes**. Regarding project work four teachers said that they used it sometimes while one teacher said that he **never** used it.

Demonstration is another technique about which one teacher said that he used it **daily** three teachers said that they used it **sometimes** whereas one teacher said that he used it **once a week**.

### **3.2.8 Use of Teaching Materials**

Teaching materials are of great importance in motivating students and making things easier to learn. Among five teachers, all said that they used newspapers, cassette player, real pictures, but they said that they did not use overhead projector.

Regarding government aided schools the use of instructional materials is same as in private schools. All five teachers said that they used cassette player, newspapers, real pictures but they accepted that they didn't have overhead projector. All the teachers from private and government aided schools accepted that if they used the above mentioned materials properly, their students' performance would be better.

### **3.2.9 Achievement of Goals Specified in the Curriculum**

Regarding the achievement of the objectives specified in the secondary level curriculum, all the teachers from private and government aided school thought that their students would be able to achieve them. They all said that there was match between goals and the way of teaching and evaluation.

### 3.3 Analysis of Class Observation

The researcher also observed eight classes in the four schools, two private and two government aided schools to support the information collected from teachers and students through questionnaire. He used the observation form to record the things that went on inside the classroom. The analysis of the class observation was as follows.

#### 3.3.1 Use of Instructional Materials

The researcher observed four classes in two private school, Rarahil Memorial and Ujjwal Shiwshu Niketan. Instructional materials play important role in supporting the students learning. The use of instructional materials by the teachers in the classroom in private schools is as follows.

**Table 24: Use of Instructional Materials (Private Schools)**

<b>Instructional Materials</b>	<b>Yes</b>	<b>No</b>
<b>Cassette player</b>	3	1
<b>Newspaper</b>	1	3
<b>Magazine</b>	-	4
<b>Poster</b>	2	2
<b>Real object</b>	-	4

Here, the researcher observed four classes in two private schools: Rarahil Memorial and Ujjal Shishu Niketan Academy. The researcher found the less use of teaching materials. Among four classes he found the use of cassette player in three classes, use of newspaper in one class and use of poster in two classes. He did not find the use of magazine and real objects even in a single class. This shows the insufficient use of instructional materials while teaching communicative functions.

The researcher also observed four class in two government aided schools. Balkumari Ma. Vi. and Jana Sewa Higher Secondary School. The following table shows the use of instructional materials in government aided schools.

**Table 25: Use of Instructional Materials (Government Aided Schools)**

<b>Instructional Materials</b>	<b>Yes</b>	<b>No</b>
<b>Cassette player</b>	3	1
<b>Newspaper</b>	1	3
<b>Magazine</b>	-	4
<b>Poster</b>	1	3
<b>Real object</b>	-	4

This table shows the use of instructional materials in government aided schools. The researcher observed four classes in two government aided schools, Balkumari Ma. Vi. and Jana Sewa Hither Secondary School. Among four classes he found the use of cassette players in three classes, use of newspaper in one class and use of poster in one class. He did not find the use of magazine and real objects even in a single class.

### **3.3.2 Students Participation**

Students should be very active in the classroom. They should participate in every activity organized by the teachers. The following table shows the students participation in different activities both in private as well as in government aided school.

**Table 26: Students Participation**

<b>Students' Participation</b>	<b>Private</b>		<b>Government Aided</b>	
	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
<b>Participation in pair work</b>	4		3	1
<b>Participation in group work</b>	4		4	1
<b>Ask pertinent questions</b>	1	3	2	2
<b>Participate in discussion</b>		4		4

This table informs us about the students participation in private schools. Among four classes he found the use of pair work in three classes and use of group work in four classes. He found the students asking pertinent questions related to subject matter. He did not find the students participating in discussion even single classes.

The researcher also observed four classes in government aided schools. Here, the researcher found that among four classes he found the students participation in pair work in three classes and participation in group work in four classes. He found the students asking pertinent questions in two classes. He did not find the students participating in discussion even in a single class.

### 3.3.3 Teachers Activities

Teachers perform different activities in the classroom while teaching communicative functions. The following tables shows the activities done by teachers in private schools.

**Table 27: Teachers Activities (Private Schools)**

<b>Teacher's Activities</b>	<b>Yes</b>	<b>No</b>
<b>Lecture</b>	4	
<b>Questions</b>	2	2
<b>Organize the pair work</b>	3	1
<b>Organize the group work</b>	3	1
<b>Encourage students</b>	3	1

This table shows the teachers' activities performed while teaching communicative functions in private schools. He found the teachers giving lecture about communicative functions in all four classes and he found the use of questions in two classes. He found the teachers organizing group work and pair work in three classes. He found the teachers encouraging students to take part in communicative activities in three classes.

Likewise, the table given below talks about the teachers' activities in government aided schools while teaching communicative functions included in class Nine English.

**Table 28 : Teachers Activities (Government Aided Schools)**

<b>Teacher's Activities</b>	<b>Yes</b>	<b>No</b>
<b>Lecturer</b>	3	1
<b>Questions</b>	3	1
<b>Organize the pair work</b>	2	2
<b>Organize the group work</b>	2	2
<b>Encourage students</b>	3	1

In government aided schools, the researcher found the use of lecture in three classes and use of questions in three classes as well. He found the teachers organizing pair work and group work in two classes each. He found the teachers encouraging students only in three classes.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

#### **4.1 Findings**

The objectives of this research work were to find out the washback effect of class Nine English examination and compare it between private schools and government aided schools. On the basis of analysis and interpretation of data, the findings of this study are summarized in the following points.

##### **a. Practice of Communicative Activities**

Regarding the practice of communicative activities in private and government aided schools, private schools are found ahead than government aided schools. They got more chances to be involved in practice of communicative activities. So private school students are found proficient in using communicative functions in their practical life.

##### **b. Achievement of Communicative Functions/Exponent**

The new secondary level curriculum has determined some communicative functions in grade nine to be achieved by the students. This study showed that the achievement of communicative functions/exponents included is not sufficient and majority of the students are found unable to use the learnt communicative exponents in their practical life.

Private schools, in comparison to government aided schools are far better in achieving the exponents. As the private school students get more chances to be involved in communicative activities they have achieved more and are proficient in using them.

##### **c. English Speaking Ability**

The English curriculum for grades 9 and 10 has two main purposes: one is to enable students to enhance ideas with people of any nationality who speak or write

English and other is to expose them to the vast treasures of knowledge and pleasure available in written and spoken English. But here, the students are found unable to speak and exchange their ideas and feelings with other people. Only a very few students accepted that they could speak English fluently.

Private school students are found better in speaking ability than the government aided school. The main cause of this is lack of practice.

**d. Students' Difficulty While Using Communicative Functions**

This study shows that students have felt difficulty while using communicative functions in their practical life. The researcher found that the main cause behind this is the lack of practice. The students get less chance to be involved in practical activities in the classroom.

Students in government aided schools are found feeling more difficulty in using the communicative functions than the students in private schools. The students in private schools are found highly exposed to English speaking environment.

**e. Use of English Outside Classroom**

English is an international language and it has been taught as a second language in Nepal. Though the government of Nepal has launched the policy to start English from grade one, the exposure of the English language is very low. Here, the researcher found a very few students who speak English outside the classroom.

The number of students who speak English outside classroom is high in private schools than in government aided schools. The researcher found very good English speaking environment in private school.

**f. Use of Instructional Materials**

Instructional materials are of great importance in teaching and learning process. They not only help the teachers to motivate the students but also create context/situation to practice language functions. Language is culture specific and



many things related to culture can not be learnt by reading books. This study shows the less use of instructional materials while teaching. The teachers are found using cassette player only. Newspaper, picture, real objects, magazine, etc. are rarely used.

The use of teaching material in private and government aided school is same. Teachers are found using only cassette player in both government aided and private schools.

**g. Organization of Communicative Activities**

There are different activities like group work, pair work, role play, guided comprehension, telephone conversation etc., prescribed in secondary level curriculum by curriculum development centre. Here, this study shows that the organization of communicative activities is not satisfactory. Only group work and pair work are found to be used whereas other prescribed activities are not used.

The organization of communicative activities is same in both private and government aided school. Only group work and pair work are found to be used in both.

**h. Provision of Four Major Language Skills and Students' Proficiency in Using them**

In the past, among four major language skills listening and speaking were reflected. But in present era all four language skills are equally emphasized by communicative method of language teaching. All the teachers are found unable to provide equal time to enhance four major language skills. Regarding proficiency in using four major language skills equally students are found unable.

Private schools are ahead in providing equal time in comparison to government aided school. Private School students are found more proficient in using four major language skills than the students in government aided school.

**i. Teaching Guided by Examination**

Teaching and testing are two sides of a coin. In broad sense testing has always been inherent part of teaching. One can not function properly in the absence of others. This study shows that teaching is almost completely examination oriented.

Teaching in private schools is found more examination oriented than teaching in government aided school. This shows that unless there is improvement in examination, teaching learning can not be improved.

**j. Need of Training for Teachers**

Training for teachers is a must to improve learning and teaching. This study shows that the teachers feel the need of training to teach the textbook.

The teachers equally feel the need of training in both private and government aided schools.

**k. Final Examination and Communicative Performance**

This study shows that the teaching is almost totally guided by examination.

Teachers are found examination oriented. Unless and until the teachers organize prescribed activities by secondary level curriculum, students will never be able to improve communicative competence.

**4.2 Recommendations**

The communicative functions included in class nine seem very important to foster the communicative performance of the students. Teachers are found not using sufficient teaching materials, techniques, methods and teaching seems almost solely guided by examination. On the basis of aforementioned findings, some recommendations have been given as follows:

- i. Communicative functions/exponents should be taught practically or creating practical situation in the classroom.
- ii. Achievement of communicative functions by the students should be increased and should make them able to use them in real life situation.
- iii. Communicative activities should be conducted daily and teachers should provide equal opportunity to all the students in the classroom.
- iv. Teachers should use sufficient instructional materials while teaching the language functions and should encourage the students.
- v. Students should be exposed to English speaking environment as much as possible. Teachers should create such environment inside or outside classroom.
- vi. Teachers should provide/allocate equal time to enhance four major language skills. They should help students in using these skills in their practical life.
- vii. Teachers should not be examination oriented. They should not teach the students only for the examination point of view.
- viii. Examination should not only be competence oriented but also performance oriented.
- ix. Government should train the teachers and make them resourceful.
- x. Teachers should organize the communicative activities to teach language functions as prescribed by secondary level English curriculum.
- xi. Private school is found far ahead than the government aided school in every aspect. So, the government should pay much more attention to overcome the plight within government aided schools.

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[www.ansers.com/topic/examination](http://www.ansers.com/topic/examination)

## OBSERVATION FORM

Name of the Teacher: \_\_\_\_\_

School : \_\_\_\_\_

Subject : \_\_\_\_\_

I.	Instructional Materials	Yes	No
a	Cassette Player		
b	Newspaper		
c.	Magazine		
d.	Posters		
e.	Real objects		
II.	Students' Participation		
a.	Participate in Pair work		
b.	Participate in Group work		
c.	Ask pertinent questions		
d	participate in discussion		
III	Teacher's Activities		
a	Lecture		
b	Questions		
c	Organize the group work		
d	Organize the pair work		
e	Encourage students		

Comments : \_\_\_\_\_

