

CHAPTER I

INTRODUCTION

1.1 General Background

Tests function as the measuring instruments in the education system that check the extent how much the learners have achieved the material taught and how successful and effective the teaching become. Language testing started as the language teaching was started, however, this had not achieved the status of separate discipline that time. Mostly the teachers used to make some queries to their students simply because whether the students involved in learning had followed him or not and if so then in what extent they were succeeded in performing the tasks set in the final exam. Mostly testing was done at the end of the course of study. Language testing has passed different ups and downs in its development. It got the status of separate discipline after the publication of Robert Lado's book 'Language Testing' in 1961. Before Lado, language was tested as the part of language teaching and learning. The teacher used to involve his/her students in writing the essays, translating the literary works and grammatical items from L1 to L2 or vice versa. After that, language testing has crossed different stages and developed upto communicative language testing; in which language skills and abilities are tested in the socio-cultural settings by involving students in the different tasks.

1.1.1 Language Teaching and Language Testing

Language testing comes as an integral part of language teaching and learning. Language teaching, language learning and language testing come within the framework of language education, so language education becomes incomplete in the absence of either of them. Talking on this ground, Heaton (1988: 5) says "A large number of examinations in the past have encouraged a tendency to separate testing from teaching. Both

testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other." That is to say language teaching and language testing are mutually inclusive in the language education and therefore, language testing is the integral part of language teaching. Language is central to both language teaching and language testing.

Similarly, Horison A. (1991: 1) says "a common view of testing is that it is quite separate from teaching and learning, both theoretically and in practice. According to this view, a test is necessary but unpleasant imposition from outside the classroom: it helps to set standards but uses up valuable classtime . . . far from divorced from each other, testing and teaching are closely interrelated." Here Harrison maintains that, though the common view of testing tries to divorce or separate testing from teaching, it cannot be divorced from teaching because it is interwoven in teaching in such a way that they are closely interrelated. He further opines that "a test is seen as a natural extension of classroom work, providing teacher and student with useful information that can serve each as a basis for improvement." Hence the teacher is the best person to set the test because he knows what the students have learned in the classroom.

Talking about the relationship between language teaching and language testing Khaniya states "testing in a broad sense has always been an inherent part of teaching. Assessment of learning is as old as education itself. From the time when teaching began, the teacher has always been keen to know the extent to which his teaching has been effective in making the learner 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." Khaniya T.R. (1005: 1). Here Khaniya means that testing is an integral part of teaching that functions as a true guide for

teaching and checks how far the teaching has been effective in making the learner learnt.

Similarly, McGrath (1996: 60) views "teaching without testing is like painting in bad light." Likewise Nunan et al. (2001) define language test as "a method of eliciting a sample of an individual's language behaviour under standardized conditions. Here McGrath strongly maintains that teaching cannot be fruitful without testing and therefore, it gets light from testing for its natural development. But David Nunan et al. limit the test within standardized condition, and thus it neglects the concept testing is an inherent part of teaching.

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

1.1.2 What is Tested in Language Testing ?

Talking about what is to be tested in language testing, Khaniya (2005: 10) says, "In a language test, it is obvious that the stuff to be tested is language. But the phenomenon of language is so complex that we must have some rationale for deciding what aspects of language are to be tested since we cannot test the whole of a person's language." Here Khaniya maintains the complexity of language and the traits to be tested should reflect the person's language. (Bloom 1972: 38) as quoted in Khaniya, "skills and abilities are the traits which enable the individual to find appropriate information and techniques in his previous experience to bring to bear on new problems and situations." This saying clearly mentions that in language testing, it is the skills and abilities to use language that are to be tested.

Jacobovits (1970: 75) as mentioned in Khaniya (2005: 10), finds it difficult to determine what is to be tested in language testing because of the complex nature of language. For example, he says, "the question of

what it is to know a language is not well understood, and consequently, the language proficiency tests now available and universally used are inadequate because they attempt to measure something that has not been well defined." It is because the aspects of language are to be tested has been changing over times. What was thought to be tested in the past may not make any sense at present and in the future. The understanding of what to test in foreign language testing is not independent, the idea about what aspect of language to test changes as the understanding of how a foreign language is learnt, and how it is taught changes.

Similarly, Davies (1968: 1-2) states "the testing of second language proficiency tends to follow teaching methodologies" but Hughes (1989: 1) mentions "Too often language tests have a harmful effect on teaching and learning; and too often they fail to measure accurately whatever it is they are intended to measure." Here, Davies clearly maintains that language testing follows teaching methodologies and therefore testing methodologies and teaching methodologies should be same.

On the other hand, Hughes opines that in most of the cases testing have detrimental influence on teaching and learning because they fail to measure what they intend to measure in the real sense.

In our cases from the point of view of the general notion of a final examination, the test/exam should be geared towards the attainment or achievement of the course objectives. According to Khaniya (2005: 11) "the examination needs to be seen as a measurement of the attainment of course objectives, and the outcomes as the result of instruction: what change in the pupil's behaviour the instruction has brought about. Then it would appear that what is to be tested should be seen in terms of what we want the student to achieve." Here, Khaniya clearly maintains that the course objectives are taken in to consideration while administering the

examination and the actual outcomes of instruction are said to be examined if the exam is designed taking the objectives into consideration.

To sum up, in language testing especially in the final examination, the examiner tries to test the knowledge, skills and abilities of a person in the use of language. The objectives of the language education are set in such a way that they should help the learners to use the language in a social setting. Thence, the real language tests should try to measure the person's ability to communicate in the society. This ability is tested by involving the students in the tasks which give them to perform their abilities in natural way.

1.1.3 Testing Pedagogical Language

Oxford Advanced Learner's Dictionary defines pedagogy as "the study of methods and styles of teaching" and pedagogical as "of or concerning teaching methods: pedagogic skills/theory. As the term 'pedagogical' is concerned with teaching methods, 'language pedagogy' or 'pedagogical language' are the terminologies that are related to the teaching and learning of language. Pedagogical language includes the language that is used especially in teaching and learning purposes.

David Crystal (2003) takes language pedagogy and educational linguistics as similar things and defines educational linguistics as "A term sometimes used for the application of linguistic theories, methods and descriptive findings to the study of the teaching/learning of a native language, in both spoken and written forms, in schools or other educational settings; more broadly to *all* teaching contexts; also called **pedagogical linguistics** and sometimes **language pedagogy**." Here, crystal maintains that educational linguistics or pedagogical linguistics or language pedagogy are the terms used for teaching and learning of a native language in both spoken and written forms, in some educational

settings or contexts. However, this applies to foreign/second language teaching and learning as well even though Crystal takes native language.

Likewise, Richards et al. (1999) defines language pedagogy as "a general term sometimes used to describe the teaching of a language as a FIRST LANGUAGE, a SECOND or a FOREIGN LANGUAGE." Here, they maintain that language pedagogy describes teaching of both L1 and foreign or second language.

Above all, language pedagogy includes that part of language which is used in teaching/learning of language, and thus teaching methods, techniques and whatever styles and ways used to teach language are come under pedagogical language.

Hence, testing pedagogical language refers to the measurement of the person's knowledge, skills and abilities to teach first language and second or foreign language after having learnt the theory and practice of ELT. It includes, how the trainee teacher teaches the language, how effective his class becomes, whether he uses the learned knowledge in his classroom or not.

1.1.4 Qualities of Good Test

To be effective and efficient the test/exam must be purposeful i.e. they must be administered for some purposes. So, the quality of an exam is examined in light of the extent to which it serves the purposes for which it is administered. Nic Underhill (2000:6) views "tests are not inherently good or bad, valid or invalid; they become so when they are applied to a particular situation." Similarly, Bachman et al. (1997: 6) write, "If we assume that a single 'best' test exists and we attempt either to use this test itself or to use it as a model for developing a test of our own, we are likely to end up with a test that will be inappropriate for at least some of our test takers." Here Underhill maintains that tests reflect their quality in a particular situation. But Bachman et al. view that the test may

be best in one situation and the very best test may suit in another situation.

As the good quality is the basic requirement of a test, then the question arises 'what makes a test good. Talking on this ground Weir (1990: 1) says "to help decide on the most suitable formats for inclusion in a test, it is useful to be aware of the alternative approaches to language testing and their limitations in terms of the criteria of validity, reliability and efficiency." He defines the different terms as "validity is concerned with whether a test measures what it is intended to measure. Reliability is concerned with the extent to which we can depend on the test results. Efficiency is concerned with matters of practicality and cost in test design and administration". Whereas Harrison, A (1991:10) terms qualities as characteristics and says, "the three most important characteristics of a good test are reliability, validity and practicality."

From these two definitions, the main qualities of a good tests are: validity, reliability and practicality. If the test has these qualities then the test actually measures the desired language ability of the individuals to whom the test is designed and administered.

I. Validity:

It is a very important quality of a test. "The validity of a test is the extent to which it measures what it is supposed to measure and nothing else" (Heaton 1988: 159). To have validity the test, must test the intended trait for which the test is administered. Khaniya (2005: 94) gives an explanation of validity as "The validity of a test is measured on the basis of how far the information it provides is accurate, concrete, and representative in light of the purposes for which it is administered."

Different kinds of tests validity such as: face, content, concurrent, predictive and construct have been talked by the language testers. The test

loses its quality if it lacks validity and in this case, it may exert negative washback.

"A test is said to have face validity if it looks as if it measures what it is supposed to measure." Hughes A (1995: 27). So face validity is seen in its appearance. To have content validity a test must constitute a representative sample of the language skills, structures etc. This kind of validity depends on a careful analysis of the language being tested and of the particular course objectives. The concurrent validity of a test refers to the process of determining the validity against the set criterion at the same time. Here, between the already established and the new test is done and their correlation is said to be the concurrent validity. Whereas, predictive validity is concerned with the extent to which the test can predict the future performance of the testees. However, construct validity "assumes the existence of certain learning theories or constructs underlying the acquisition of abilities and skills". (Heaton 1988: 161). If a test measures the skills and abilities of language learning and nothing else, the test said to have construct validity in a language testing.

II. Reliability:

It is an essential quality of a good test and therefore the test must exert this quality as well. Consistency in a test scores, no matter who scores the test, is called reliability. It is a matter of the extent to which we can believe that the performance is true, how likely it is that the performance will be repeated next time. Heaton (1988: 162) argues "if the test is administered to the same candidates in different occasions (with no language practice work taking place between these occasions) then, to the extent that it produces differing results, it is not reliable." Therefore, to have reliability a test must have uniformity in its scores no matter whenever the test is administered and whoever the scorer is. Reliability of a test can be determined by test-retest and mark/remark methods.

iii. Practicality:

A test must be practicable, in other words, it must be fairly straightforward to administer" (Heaton 1988:167). Generally, practicality involves the cost, and ease of administration, and scoring. Exam must fit in the intended situation in all respects. So, the test must be manageable in terms of money, time, ease of scoring and other physical aspects.

1.1.5 Achievement Test

Different kinds of goal based tests such as: proficiency, diagnostic, placement and achievement have been developed by language testers to serve the different testing purposes Amongst, achievement test is one that is always related to the certain course and its objectives.

Hughes, A (1995: 9) says "proficiency tests are designed to measure people's ability in a language regardless of any training they may have had in that language." It aims at developing sufficient command of the language for a particular purpose. Whereas diagnostic tests are used to identify students strengths and weaknesses to ascertain what further teaching is necessary. And, placement tests are designed to place the students at the stage of teaching programme most appropriate to their abilities.

Contrasted to the other kinds of goal based tests, achievement tests are conducted after having taught a course or certain stuff of a course of study and they are merely related to the evaluation of the course objectives. Talking on this ground, Hughes (1995: 10) says, "in contrast to proficiency tests, achievement tests are directly related to language courses, their purpose being to establish how successful individual students, groups of students, or the courses themselves have been in achieving objectives." He maintains that the achievement tests are directly related to the evaluation of the students, group of students and the fulfillment of the course objectives.

"An achievement test (also called an attainment or summative test) look back over a longer period of learning than the diagnostic test, for example a years work, or a whole course, or even a variety of different courses." Harrison (1991: 7). Here, Harrison views that diagnostic test looks back to the shorter period of time and achievement test looks back to the completion of the whole course or a variety of different courses.

Khaniya (2005: 78) argues "the achievement test has to measure the extent to which the learners have achieved what they are supposed to achieve in relation to the contents and objectives of the course." Simply, he maintains that these tests are used to measure what students have learned in school or college. Achievement tests are not only related to the contents and objectives but they also assess the extent to which the program of instruction has been successful in delivering what it is expected. In the achievement tests, people responsible for educational programs are also expected to take the responsibility of students' achievement, for example, teachers. Mostly examinations administered at the end of a course of study by schools or colleges come under this category.

Achievement tests are of two types: **final achievement tests and progress achievement tests. Final achievement tests** are those administered at the end of a course of study. This type of achievement test assess the students' performance on the whole course and has both forward looking and backward looking purposes. The final achievement test selects the contents from the whole course of study because not all the skills and abilities included in a course of study can be tested through a final achievement test usually administered for 2-3 hours. Mostly, the colleges depend on final achievement tests in our country, however some changes have been seen in the Higher secondary and school levels i.e. they are administering some progress achievement tests terminally also

"Progress achievement tests, as their name suggests, are intended to measure the progress that students are making." Hughes A (1995: 12). He further maintains that the progress achievement tests should make a clear progression towards the final achievement test based on course objectives. It should test a series of well defined short-term-objectives.

In conclusion, to test the achievement of the students, progress achievement tests should be administered to make progression towards the final achievement tests so as to ensure the full achievement of the course objectives and course of study. In our colleges, only the final achievement tests are administered so that the students may not express the required knowledge and abilities of the course.

1.1.6 Washback Effect of Examinations

'Washback' and 'backwash' have been used interchangeably in the field of testing. It is not a new concept in testing literature though it has been used with differences in meaning in the course of time. Sinclair et al. (1987: 93) define 'backwash' as "the backwash of an event or situation is the situation, usually unpleasant, that exists after it and as a result of it." This is the general concept of washback and is rather negative. Originally the term had been used quite negatively and they used to say that examinations should not have this effect. Following Wiseman (1961: 150) the term was used to "describe the deleterious effects of examinations." He thinks that one of the criteria for a good test was not to have a washback effect. Then, there has also been a tendency to use the term 'washback' as a neutral term (i.e. neither negative nor positive) 'simply to refer to the effect of an examination on education (Wilkinson, 1968: 125) as mentioned in Khaniya (2005: 51).

The test or examinations have left their impact on the stakeholders who are the main concern of the conducted tests. A test has its negative or positive effects on teaching as well as on the people directly or indirectly

involved in the test and those who rely on the test results. Multilingual glossary of language Testing Terms writes "backwash is the impact of test on classroom teaching. Teaching may be influenced by the knowledge that their students are planning to take a certain task and adopt their methodology and content of lessons to reflect the demand of the test." It focuses on the impact of a test upon classroom teaching in terms of methodology and content adopted by the teacher. Similarly, Khaniya (2005: 50) terms washback as "the educational effect of the exam." And he further describes that the exam has a strong influence on teaching and learning: proper utilization of it will certainly contribute to improve education programs.

Hughes (1995: 1) views washback 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 for it can come to dominate all teaching and learning activities and if the test content and testing techniques are at variance with the objective of the course then there is likely to be harmful backwash." Here, Hughes opines that test items should be in harmony with the course objectives to have beneficial backwash, otherwise washback will be harmful. Likewise, Bachman et al. (1997: 30). define washback as "washback has been discussed in language testing largely as the direct impact of testing on individuals, and it is widely assumed to exist." He maintains that washback has direct impact to the individuals and it exists in the test at any cost.

Pearson (1988: 101) as mentioned in Khaniya, looks at the washback effect of a test from the point of view of its potential negative and positive influences on teaching. According to him, a test's washback effect will be negative if it fails to reflect the learning principles, and/or course objectives to which it supposedly related and it will be positive if the effects are beneficial and encourage the whole range of desired

changes. And Pilliner (1973: 4) maintains the view that most important requirement of a good test is that it should be adequately beneficial. Morrow (1986: 6) terms this effect of a test 'washback validity' (i.e. positive influence on teaching) and considers this the most important criterion for a good test, especially if it is to be used as an external examination. He further argues that one of the uses of examinations is to ascertain how much of "the intended washback effect was actually being met in practice."

Talking about washback effect of a test (Heaton 1988: 170). 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 teaching effectively by relying solely on some of the techniques used for testing?" Here he raises questions on the impact of tests on syllabus and language teaching programmes in determining methodologies by the teachers, he also says that we should guard against the negative back wash effect.

Khaniya (1990: 22) has stated "Whatever is done all along the way of examination preparation is the "washback" effect of the examination. The reason is that the exam will shape the preparation of students. This effect can influence the teaching and learning method employed from beginning to end of a course if examinations require students to cover all what is entailed in the course objectives. He further says "but if an examination does not require the students to work for the whole year, the whole preparation will rest on the last couple of weeks/months before the examination." He clearly maintains that examination can't avoid learning if it doesn't require students to work for the whole year then the preparation for exam may be worthless. Though the concept of 'washback

originally had negative connotations, it has emerged as "washback validity" which is considered to be one of the most important criteria for a good examination.

Talking about the washback effect of the examination on students and teachers, Khaniya (1990) writes, "the idea of how to get through exams, and how to help students to get through the exams considerably influences what goes on in the classroom. It also influences students' learning activities outside the classroom in the sense that the way teachers prepare students for examination at home, are not unaffected by examinations. In this way, examinations have a very strong influence in inducing teachers and students to work."

The reason of coaching for the examination can be the students' and the consumers' expect the teacher to be exam-oriented, because they all know that their students have to compete with students from other schools and campuses. And thus the teachers are highly influenced by what will appear in the exam. Similarly, it is not surprising that students are vitally concerned with examinations because it has serious consequences for their future lives. They want to secure good marks, because their academic degrees work as predictive device. Thus, the examination has a great influence in teaching and learning but whether the effect is negative or positive depends upon the nature and use of the test.

To sum up, washback effect is the impact of testing on teaching and learning which influences all the stakeholders, consumers, test takers etc. positively if the exam is prepared in advance and if the exam is in harmony with the objectives of the course whereas it affects negatively if there is variation between teaching syllabus and testing syllabus as well as the course objectives set to be achieved. The important thing is that we

have to make the exam as good as we can for having beneficial washback.

However, there was the negative connotation of washback, which is now become one of the good quality of the the examination i.e. washback validity. The examination is influenced by different factors such as: test items, students achievement of course, course objectives etc. which determine the effect of the examination on teaching and learning.

1.1.7 ELT Theories and Methods

As the researcher is interested to find out the washback effect of examination of the course ELT Theories and Methods, prescribed for B.Ed. IInd year students majoring in English. It is worth to give a brief account of the course curriculum. This course is prescribed for B.Ed, second year under the new curriculum. The course encompasses the five units viz. theories of language learning, approaches, methods and techniques of language learning, teaching different skills of language, teaching different aspects of language and introduction to Modern ELT technology. This course is designed to provide the teacher trainees with an understanding of the most common theories and practices of the ELT world, and to enable them to put it to use in the ELT classroom situations. In general the course aims at providing the teacher trainees with an insight into different facets of ELT methodology and helping them acquire various pedagogical skills in ELT. The objectives specified for the course are:

1. To acquaint the teacher-trainees with the theories of L₁ and L₂ learning,
2. To develop in trainees an understanding and insight into commonly used approaches, methods and techniques of ELT.

3. To acquaint them with various skills and aspects of the English language and develop in them the pedagogical skills for the effective teaching of those skills and aspects.
4. To develop in them an understanding of the uses, advantages and limitations of some modern ELT technology

1.2 Literature Review

Khaniya (1990) has conducted a research on "examinations as instruments for Educational change: Investigating the washback effect of Nepalese English Exams". He discusses that SLC exam fails to assess the language skills that the SLC English course intends to develop in ... because of its textbooks and previous exam paper oriented nature, it does not encourage students and teachers to focus on language skills entitled in the course objectives (Khaniya 1990:245). Finally, he has concluded that

1. Washback is an inherent quality of exam.
2. Ingredients of the exam determine whether the washback is negative or positive,
3. Teaching for final exam is inevitable

Kshetree (2001) has carried out a research on "A study on the Washback Effect of SLC Examination" Finally, he came up with the following conclusions

1. The secondary level English teachers did not seem to be much informative.
2. They were not found equipped with very simple materials like the package of the newly implemented course of English.
3. Only 24 percent teacher used communicative method to teach new English.
4. English performance of the students was very poor.

Neupane (2004) has conducted a research on "A study on Washback Effect of Examinations: A case of Communicative English" and she came up with the following findings:

1. Students participation in the classroom is very low.
2. Teaching is teacher-centered; lecture is mostly used technique to teach the course
3. Use of teaching materials is very low.
4. Practical examination has just been formality.
5. Content validity of the theoretical examination is very low
6. Teachers feel the need for training. Examination doesn't seem to have promoted the communicative abilities in students.

Regmi N. (2006) has carried out a research on "A study on washback effect of examination: A case of ELT Materials and Practices" And she came up with the conclusion that the examination has negative washback effect and stated that:

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

Though, a number of studies have been conducted in washback effect of the examinations, nobody has carried out the research on the washback effects of the examinations of ELT theories and methods. Thus the researcher is interested in carrying out this research

1.3 Objectives of the Study

This study has the following objectives:

- ii. To find out the washback effect of the examinations of ELT Theories and Methods on teaching and learning in terms of:
 - a. analysis of the questions asked from 2059 to 2062 in relation to the objectives of the course.

- b. analysis of the questionnaires to the students and teachers.
 - c. analysis of class observation of ELT Theories and Methods
- ii. 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 will also be significant to those who are interested in language teaching and testing, particularly to those who are involved in teaching and testing English Language in different schools and campuses. The latter researcher who are interested in finding out washback effect of the examinations will also be benefited by this study.

1.5 Definitions of the Specific Terms

Pedagogical Language: Oxford Advanced Learner's dictionary defines pedagogical as "of or concerning teaching methods; pedagogical skills/theory". Language used for teaching and learning is called pedagogical language.

Validity: "The validity of a test is the extent to which it measures what it is supposed to measure and nothing else." Heaton (1988: 159). They are of different types viz. face, content, concurrent, construct, predictive.

Reliability: Consistency in test scores, no matter who scores the test is called reliability. It is a quality of a good test.

Practicality: Cost efficiency, ease of administration and scoring is called practicality.

Wash back effect: The effect or impact of examination on teaching and learning. It can be negative or positive.

Achievement test: A kind of goal based test that is designed to measure the achievement of the students of a course of study and its objectives.

CHAPTER II

METHODOLOGY

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

2.1 Sources of Data

Both primary and secondary sources of data were used for the study. However, the research is mainly based on the documented data i.e. the question papers and the desired objectives of the course 'ELT Theories and Methods' for B.Ed. second year.

2.1.1 Primary Sources of Data

Primary sources of data for the study are the B.Ed. second year' students majoring in English and the teachers teaching the course 'ELT Theories and Methods'. The classes of ELT theories and methods for observation are also the primary source of data.

2.1.2 Secondary Sources of Data

The books related to language testing, the question collection of ELT Theories and Methods of B.Ed. second year (from 2059 to 2062), B.Ed. second years' curriculum of ELT theories and methods, textbook of the course, and the other journals, theses, books that the researcher found relevant for this study were the secondary sources of data.

2.2 Sample Population and Sampling Procedure

Sample population consisted of 40 students from B.Ed. second year who were involved in preparing themselves for examination and 12 classes of ELT Theories and Methods for observation. The two education campuses (name of the campuses is given in appendix-IV) were selected from judgemental sampling procedure for students and class observation. 30 students were selected from Mahendra Ratna Campus and

10 students were selected from Manmohan Memorial College for the study. The students were sampled from the random sampling procedure.

5 teachers were also the sample population and selected from the education campuses of the valley, who have been teaching the course 'ELT Theories and Methods.

2.3 Tools for Data Collection

Two sets of questionnaires were prepared for the data collection that is one set for the students of B.Ed. second year and one set for the teachers who are involved in teaching the course.

2.4 Process of Data Collection

To collect data from the students and teachers, the researcher developed two sets of questionnaires himself. Then, he visited the selected campuses and established the friendly relationship with the personalities related to his study and clarified the purpose of his visiting. After that he randomly selected the required number of students and distributed the questionnaire by explaining in what way they were supposed to do. Then he collected the questionnaires back and thanked the students and left the classes.

In the case of the teachers, he personally visited five teachers of different campuses of the valley and explained his purpose of visiting them and then distributed the questionnaires to them. He collected back the questionnaires from the teachers after they finished responding the questionnaires.

The researcher selected two campuses from Kathmandu district for the purpose of class observation viz. Mahendra Ratna Campus and Manmohan Memorial College. Then, he went to the campuses and observed eight classes in Mahendra Ratna Campus and four classes in Manmohan Memorial College. The observations were both participant

and non-participant ones. He recorded the activities descriptively in a diary.

2.5 Limitations of the Study

This study has the following limitations:

- i. The study focused only on washback effect of 'ELT theories and methods'.
- ii. The area was limited to the two campuses of Kathmandu district from which 40 students studying B.Ed. second year and 12 classes of the course for observation were selected.
- iii. Only the five teachers, teaching the course 'ELT Theories and Methods' from Kathmandu valley were selected to fill in the questionnaires.
- iv. The question papers of 'ELT Theories and methods' from 2059 to 2062 B.S. were analysed in terms of the course objective to be fulfilled after studying the course.

CHAPTER III

ANALYSIS AND INTERPRETATION

This chapter is the central part of the study that deals with the interpretation and analysis of the data collected from both secondary and primary sources. The obtained data are analysed 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, charts, percentages, etc. whenever needed according to the nature of data. The chapter consists of four different sections and different subsiding sections of each section. The first section deals with the analysis of the questions asked in the previous examinations (from 2059 to 2062) in terms of the specified objectives of the course. The second and the third sections are related to the analysis of the information obtained by distributing the questionnaires to the students and teachers respectively. And the fourth section deals with the analysis of class observation.

3.1 Analysis of the Question Papers (Appendix-II)

This section is concentrated on the analysis of the questions asked in the examinations from 2059 to 2062 in terms of the specified objectives of the course ELT Theories and Methods. Here the subjective type of questions asked in the examinations to fulfill the different objectives have been analysed.

The course ELT Theories and methods is a methodological/ pedagogic course that is designed to provide the teacher trainees with an understanding of the most common theories and practices of the ELT world, and to enable them to put it to use in the ELT classroom situations. The course is related to both theory and practice in the sense that it gives theory of ELT and requires the trainee teachers to use the very theory in the classroom. The examinations held so far, were geared to measure the

theoretical knowledge of the students. They didn't make any questions to test practical aspects in the real sense. There are altogether five units in the course, related to four different specific objectives. Therefore, the researcher has analysed the questions asked from different units in terms of the related course objectives to each unit in the following subsiding sections. Course curriculum and the questions are attached in the appendices I and II respectively.

3.1.1 Analysis of the Questions Asked from Unit 1 (Appendix-II and III)

The objective specified for this unit is: to acquaint the teacher-trainees with the theories of L_1 and L_2 learning. So, this unit is mainly designed for giving the knowledge about the behaviorist and mentalist theories, concept and implication of LAD, the different factors that affect language learning and differences between first language acquisition and second language learning. The course curriculum and question papers are given in appendices I and II respectively and table showing the nature of questions from 2059 to 2062 is given in appendix-III.

One question in each years 2059 and 2060 were asked from 'differences between L_1 acquisition and L_2 learning' and 'factors affecting language learning' i.e. the role of 'environment' respectively. But in 2061, two short optional questions and a short question were asked form behaviorist theory of language learning, LAD and its relation with motivation and 'exposure' as a component of affecting SL or FL learning. However, in 2062 a long question i.e. to explain the psychological base of behavioruistic theories and their implication, a partial question i.e. exposure and a short question i.e. distinction between first language acquisition and second language learning were asked. From this, we can clearly see that the other factors such as: age, procedure, feedback were neglected in each year. And the distinction between L_1 acquisition and

L2 learning, exposure and behaviorist theory were seemed to be asked in two different years.

Here, the nature of questions were mostly distinction, explanation and definition type. The problem solving, task-based and the questions that require some skills to think were not asked. The questions asked so far promote the tendency of rote learning, and memorization rather than knowledge and skill development in second/foreign language teaching.

3.1.2 Analysis of the Questions Asked from Unit-2 (Appendix-III)

The specific objective to be fulfilled after having learnt this unit is: to develop in trainees an understanding and insight into commonly used approaches, methods and techniques of ELT. This unit is designed to give the methodological knowledge to the trainee-teachers, especially in what way they will drive their teaching in the classroom after having learnt the unit. It is supposed to develop the theory and practice of different emerging methods and techniques in the real language classroom. Therefore, the tests should include both theoretical and practical aspects. However, the final examination administered so far did measure the theoretical aspect by asking the questions related to theory.

From this unit, two short questions, two short optional questions one long question and two partial questions were asked in 2059 (Appendix-III). Among the questions asked, most of them were asked from communicative approach i.e. to describe the characteristics of communicative activity in language teaching, definition of communicative approach and a plan for teaching writing communicatively and different views or error held by the proponents of communicative approach. And the other questions were from definition and procedures of strip story, definition and differences between method and technique, different views on errors held by the proponents of audio-lingual methods, advantages and disadvantages of using pair work, and

whether the structural drills are appropriate for students at all levels of language proficiency or not. In 2060, a short question i.e. negative features of G-T method, a long question i.e. comparative study of OSS approach and the communicative approach to language teaching and their appropriateness in the context of Nepal; three partial questions form drill, role play and elicitation were asked. In 2061 a short question i.e. uses of pictures functioning activity in a language class and three partial questions from the techniques such as: group/pair work, elicitation, and correction were asked. Likewise, in 2062 three short questions i.e. disadvantages of grammar translation method, teaching language communicatively and whether the drill technique a good way of language practice or not and its types were asked and only one long question i.e. the purpose of using pattern practice drills in language teaching and the way to make them meaningful and effective, a partial question as well from group work technique were asked.

If we see the questions as in appendix-III, the questions were mostly descriptive, explanatory, and illustrative type rather than task oriented and problem solving type and therefore they promote rote learning than giving practical knowledge.

3.1.3 Analysis of the Questions Asked from Units 3 and 4 (Appendix-I, II and III)

The questions asked from units 3 and 4 are analyzed in the same subheading because only one objective is specified for both the units. The objective specified to be fulfilled after teaching these two units is: to acquaint them with various skills and aspects of the English language and develop in them the pedagogical skills for the effective teaching of these skills and aspects. These two units are the most emphasized units in the course because they carry the 50 percent marks whereas the other three carry only 50 percent marks. Since there is no provision of practical

examination, only the theoretical questions were asked in the final examination from these units.

In 2059 two long choice questions (Appendix-III) were asked from stages of listening comprehension and from teaching strategies i.e. to prepare a detailed lesson plan for teaching listening comprehension at grade IX respectively. Similarly, a short question i.e. advantages and disadvantages of silent reading from 3.3.4 rapid reading was asked in the same year. From unit 4, a short question i.e. appropriacy of teaching vocabulary before teaching reading passage and an optional question i.e. to describe the different ways of teaching pronunciation were asked in 2059 examination.

In 2060, three partial questions from unit three viz. listening perception and listening comprehension, skimming and scanning and silent reading and loud reading were asked. And a short question 'whether listening comprehension should be emphasized or not in the language classroom and a long optional question i.e. stages of listening comprehension were asked in the very year. Likewise, two short questions i.e. to write the three common rules of spelling and to prepare a lesson plan for teaching any two English consonants which are considered difficult to the Nepali learners of English, two short optional questions i.e. to explain how they would teach 'action verbs' and 'comparative forms' respectively and a long optional question i.e. to describe the different stages of listening comprehension were asked from unit four in 2060.

In 2061 a long optional question i.e. to write and exemplify the stages of reading development and a short question i.e. definition of guided writing with examples were asked from unit three. Similarly, from unit four, three short questions viz. to explain the teaching strategies of pronunciation of words with examples, to explain the different ways of

teaching meaning of vocabulary and to discuss with examples the manipulative drills and substitution drill to teaching grammar, a long question i.e. to explain the aspects of learning words and a long optional question i.e. to discuss the classroom procedures of teaching grammar were asked.

If we see the questions asked so far, mostly they were explanatory, descriptive, requiring discussion and the questions that require the definition of the concept types.

3.1.4 Analysis of the Questions Asked from Unit Five (Appendix-III)

This unit introduces some technological devices viz. audio/video recorders, overhead projector, language laboratory, and the computer for teaching English language effectively in the classroom. The specific objective to be fulfilled after having learnt this unit is: 'to develop in them an understanding of the uses, advantages and limitations of some modern ELT technology.' Especially the knowledge and skills to be developed are: planning before using, operations and preparing language materials for the technologies, presenting the material systematically. There is not the provision of evaluating the students while teaching in the classroom though the unit requires the practical skills to be developed in them. Only the theory based questions had been asked in the previous examinations. Even the nature of some of the questions seem practical, they do not involve the students to perform the activities practically because they should write rather than do.

If we look at the question papers of the four years (from 2059 to 2062), mostly the nature of questions was to write short notes on the given terms. In 2059, three partial questions i.e. usefulness of OHP, Dos and Don'ts in the use of a cassette recorder and CALL were asked. Similarly, in 2060, also three partial questions were asked from this unit, they were; advantages of audio-recorders in the language classroom,

the computer and language teaching and limitations of language lab. In 2061 a short question i.e. to write the meaning of modern ELT technology explaining with examples and three partial questions i.e. Dos and Don'ts in the use of laboratory, preparing materials for OHP and audio/video recorders were asked. In 2062 two short questions such as: to explain Dos and Don'ts in the use of language laboratory and how the computer can be used in language teaching.

As we see the questions, they were of reproducible type, i.e. they examine only the reproducible knowledge rather than testing the real technical knowledge of using the technological devices appropriately while teaching second/foreign language. The further evidences of the matter is given in the section 'analysis of the class observation' in this chapter.

In conclusion, there is no problem with the questions asked from unit one because the nature of the unit is theoretical. The questions were not task oriented and communicative, so all the objectives were not found to be evaluated. Some portions were not touched and some were repeated during 4 years exam.

From the second unit, mostly the questions were asked from communicative approach to language teaching in each year, so this encourages the tendency of guessing and learning for examination only. The questions were not communicative in real sense because they were just descriptive, explanatory and compare and contrast type with the other methods or approaches. Since the course doesn't divide the approaches into student centered and teacher centered but the question was asked to distinguish between them. This confused the students to answer and students told the researcher that the question was asked from out of the course. As the unit is methodological, the students only learnt the theory

but there is no provision of assessing the practical aspect by involving the students in tasks. Here, the exam seem to have negative washback.

The third and fourth units of the course are concerned with the implementation of the learnt methods and techniques in the real classroom. Whereas the questions asked so far seem to test the skills theoretically and traditionally. No question require to perform the teaching skills of the trainees, so the course is rather technical but the exams seem to be mechanical.

From the fifth unit, the questions were asked to write short notes on modern ELT technological devices. So the students were not seem to be evaluated in real practical ground.

3.2 Analysis of the Responses from Students

This section of the thesis deals with the analysis of the responses from the B.Ed. second years students', who were learning the course 'ELT Theories and Methods'. The students were selected from Kathmandu valley. Only the students from two campuses viz.: Mahendra Ratna Campus and Manmohan Memorial College were selected as the sample population and questionnaires were administered to the 30 students of Mahendra Ratna and 10 students of Manmohan Memorial college respectively. The analysis of the responses are given in the following subsections.

3.2.1 Need of the Course for the Trainee Teachers

Table 1 : Need of the Course for the Trainee Teachers

Responses	Number of students	Percentage
Yes	38	95
No	2	5

Table 1 shows that 95 percentage of the students think the course is essential for them. Most of them gave the reason that since the course provides different approaches, methods and techniques of language

teaching for the effective teaching, it is essential for the trainee teachers. They viewed that the course provides the goal of teaching, way of behaving and systematic teaching. Only 5 percent of the students thought that the course was not essential for them and gave the reasons that, only the course imposed theory and philosophy and couldn't fulfill the real goals as well.

3.2.2 Possession of Curriculum or Question Collection

Figure 1: Student's having course curriculum, question collection and both

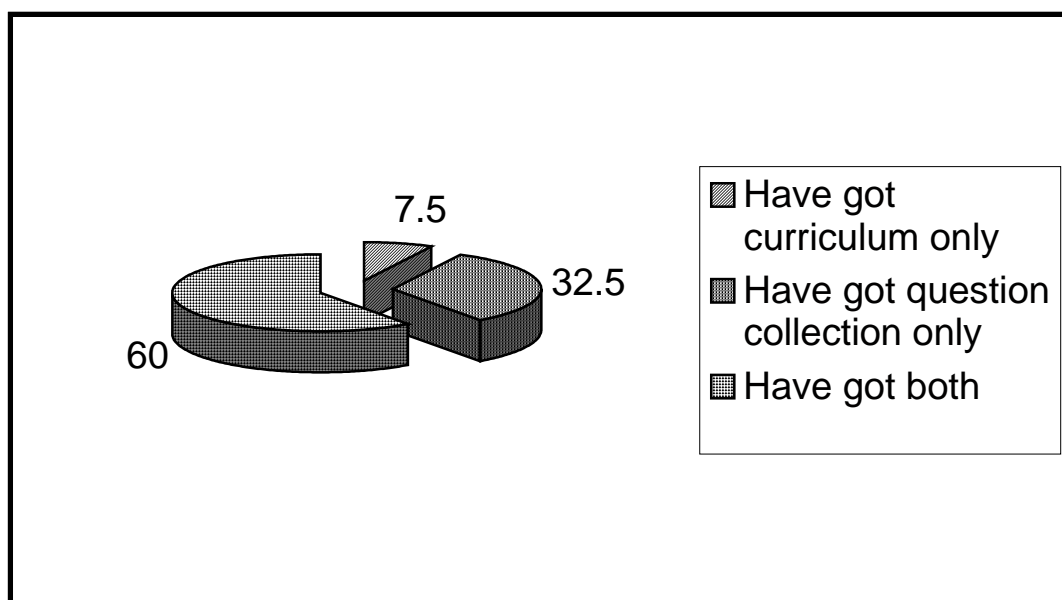


Figure 1 shows that majority of the students i.e. 60 percent have got both course curriculum and question collection. Only 7.5 percent students have got course curriculum only. And 32.5 percent students have got question collection only. From this the students who have question collection were more than those who have got course curriculum.

3.2.3 Students Depend on the Curriculum and Question Collection for Exam Preparation

Figure 2: Students who Follow Curriculum, Question Collection or Both

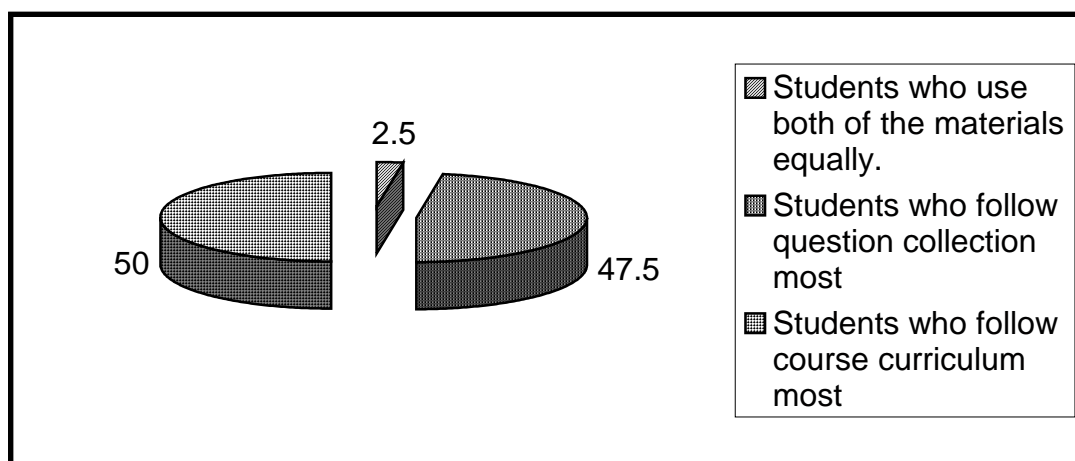


Figure 2 shows that 50 percent students followed course curriculum most to prepare themselves for the examination and gave the reason that learning was not just the matter of passing the examination, it was more than that. They also gave the reasons that it helped them to read systematically, completely and solve the old questions correctly as well. But 2.7 percent students followed both of them equally because both the materials were equally important to pass and understand the whole body of course. Whereas the other 47.5 percent students followed old collection of the questions and gave the reason that they helped them to know what and how the questions asked and the questions used to be repeated in the examination.

3.2.4 Students Satisfaction with the Teachers Teaching in the Classroom

Figure 3: Students Satisfaction with the Teachers Teaching

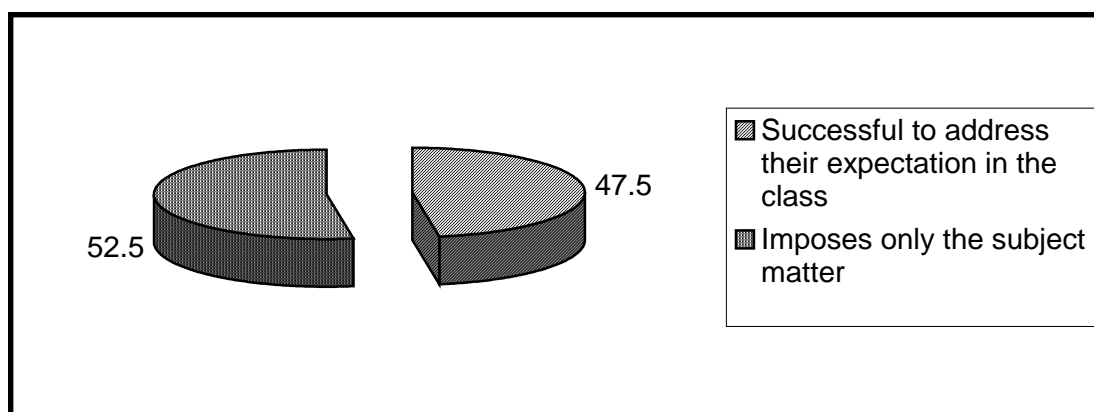


Figure 3 shows that out of 40 students, 21 students i.e. 52.5 percent students were not satisfied with the existing teaching. They thought that the teacher only imposed the subject matter rather than addressing their expectation of the course Whereas 47.5 percent students seemed to be satisfied with the existing teaching.

3.2.5 Materials Used by the Students to Study the Subject

Table 2: Materials Used by the Students

S.N.	Name of the materials	No. of students	Percentage	Remarks
1	Authentic reference books	20	50	
2	Books written by Nepali writer	23	57.5	
3	Books that cover the whole course	24	60	
4	Notes given by the teacher	28	70	
5	Others: guide, guess papers exam solutions etc.	9	22.5	

Table-2 shows that 50 percent students used the authentic reference books written by the foreign writers for this course. 57.5 percent students are found to use the books written by the Nepali writer and 60 percent students are found to use the books that cover the whole course. Whereas

most of the students (70%) are found to use the notes given by the teachers in the classroom. And 22.5 percent students were using the other materials in addition to the materials 1 to 4. The other materials were seemed to be: guides, guess papers, exam solutions, etc.

3.2.6 Teacher Involve the Students in the Peer Teaching

Table 3: Involvement in Peer Teaching

Responses	Number of students	Percentage
Yes	10	25
No	30	75

Above table shows that most of the students i.e. 75 percent weren't involved in peer teaching programme while studying the pedagogical portions of the course. The students from Mahendra Ratna Campus responded that they couldn't get chance to be involved in the peer teaching programmes. But 10 students i.e. 25 percent students were seemed to be involved in peer teaching programme. They were from Manmohan Memorial College. They were form private campus and the students number was less than Mahendra Ratna Campus, Tahachal.

3.2.7 Students Satisfaction with the Present System of Asking Questions

Table 4 : Students Satisfaction with the Present System of Asking Questions

Responses	Number of students	Percentage
Yes	11	27.5
No	29	72.5

Table 4 shows that majority of the students 72.5 percent were not satisfied with the present system of asking questions. They gave the following reasons:

- mostly questions used to be subjective and theoretical
- covered only the performance skills

- they lacked reliability and validity
- didn't reach all the objective since they didn't cover the whole course
- questions were based on rote learning.
- teaching materials and teaching methods didn't match so that it didn't measure students' true ability
- teacher always imposing his individual view and guessing was promoted in the case of the objective questions.
- teaching/learning process used to be guided by traditional concept and asked questions so far followed the same.
- question and answer didn't fulfill the students need.
- exams just evaluated theoretical aspects not practical one.

However, 27.5 percent students seemed to be satisfied with the present system of asking questions.

3.2.8 Questions Fulfill the Objectives of the Course

Table 5: Questions Fulfill the Objectives of the Course

Response	Number of students	Percentage
Yes	5	12.5
No	14	35
To some extent	21	52.5

Table-5 shows that only the 12.5 percent students thought that the questions asked so far fulfilled the objectives of the course whereas 35 percent students viewed that the questions asked so far in the previous examination didn't fulfill the objectives of the course. but 52.5 percent students said that the questions asked in the previous exams fulfilled the objectives of the course to some extent.

They gave the reasons because the examination used to be rather theoretical but the nature of the course is practical. They requested the

researcher to give suggestions to the authorities to make the exams as practical as possible.

3.2.9 Students Study Hours in a Day to Prepare for the Examination

This subsection is divided into two parts i.e. study hours before the exam schedule published and after the exam schedule published.

Figure 4: Study Hours Spent Before the Exam Schedule Published

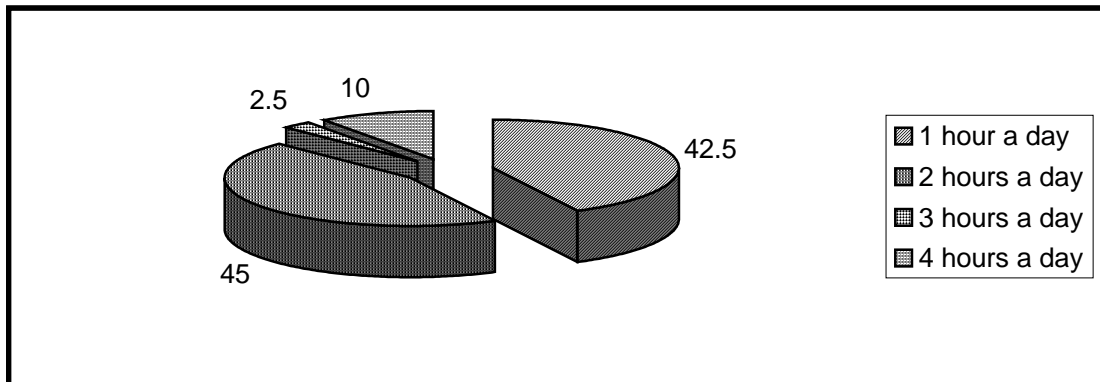


Figure 5: After the Exam Schedule Published

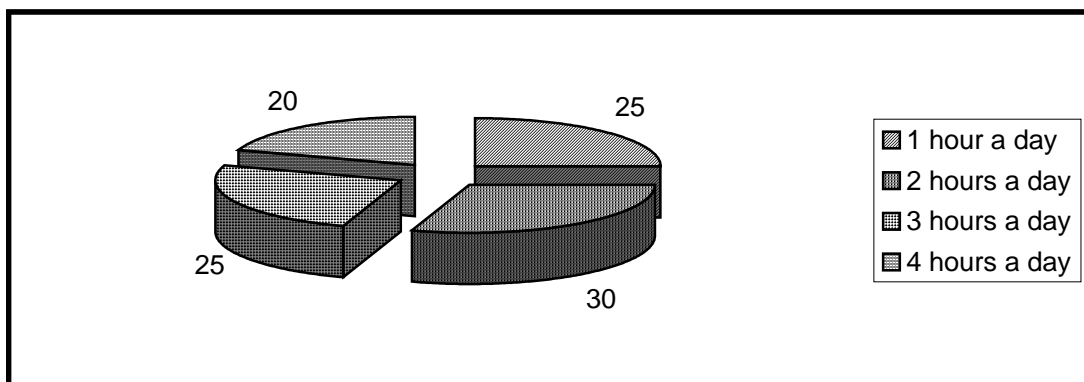


Figure 4 and 5 show that the study hours that the students spent to prepare themselves for the course ELT theories and methods for the examination. If we compare them, majority of students seemed to spend a hour and two hours (i.e. 42.5 percent and 45 percent students) before the examination schedule published. And only a few students (i.e. 2.5 % and 10%) seemed to spend three and four hours in a day before the examination schedule had been published.

Whereas after the publishment of the examination schedule, majority of the students who had studied one or two hours a day were found to increase their study hours. That is to say, the number of students who studied three or four hours a day had been increased (from 2.5 percent and 10 percent to 25 percent and 20 percent respectively) after the exam routine published. And the majority of the students who had been studied one or two hours a day before the publishment of exam schedule decreased from 42.5 percent and 45 percent to 25 percent to 30 percent respectively.

This shows that the students worked hard when the examination is near and they just spent a few time at other times. The students are mostly concerned with the examination rather than learning though preparation for examination also helps to learning.

3.2.10 Students View on the Difficulty of the Course

Table 6: Difficulties of the Course

Responses	Number of students	Percentage
Agree	27	67.5
Disagree	4	10
Neither agree nor disagree	9	22.5

Table 6 shows that the majority of the students (i.e. 67.5 % students) agreed that the course was difficult for them and they gave the following reasons:

- It was rather technical subject and teaching was a mechanical.
- Course was more practical but teaching as well as questions asked were theoretical.
- Students were afraid of failing the exam because they couldn't get chance to appear in the practice teaching if they failed this subject.

Thus we can clearly see that the ongoing teaching, course nature and examination are not matched each other.

3.2.11 Students Involvement in Coaching/Tuition Classes

Table 7: Involvement in Coaching Classes

Response	Number of students	Percentage
Yes	11	27.5
No	29	72.5

Table 7 shows that out of the 40 students only 11 students were found to be involved in the tuition classes, it is 27.5 percentage out of the 100 percent students 72.5 percent students were not involved in tuition or coaching classes for exam preparation. They only rely on the class notes and lectures.

Out of those who were taking coaching classes, 63.64 percent i.e. 7 students focused on both the difficult topics and on the possible questions to be asked in the examination whereas 9.09 percent students focused on the possible questions to be asked in the exam and 27.27 percent students focused on the difficult topics of the subject only. This shows that they focused on both for examination and for the language learning.

3.2.12. Predication of the Questions on the Basis of Previous Examinations

Figure 6: Predicting questions based on the previous exam

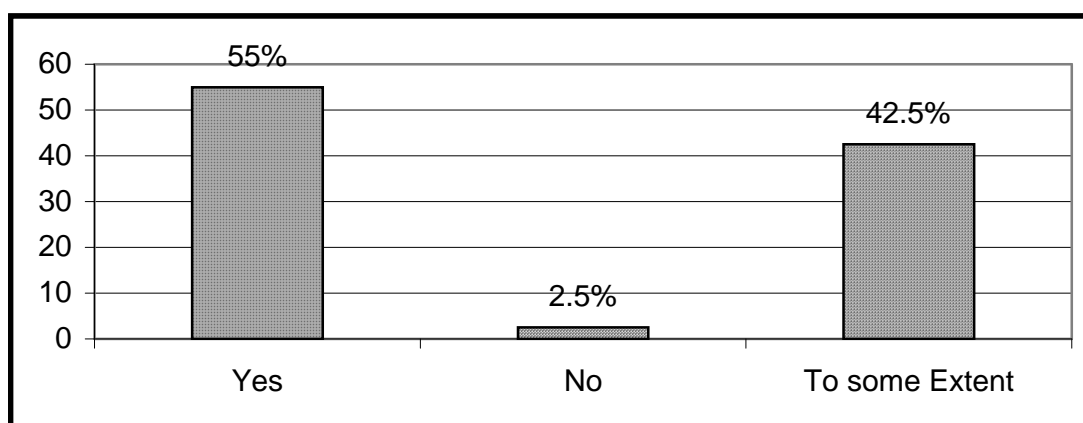


Figure 6 shows that 97.5 percent students were found to guess/predict the future questions to be asked from the previously asked questions in the examination in one or another way. Out of 97.5 percent

students 55 percent students were found to predict the future questions fully and 42.5 percent students were found to predict to some extent. Whereas only 2.5 percent students don't predict the future questions by the help of the previously asked questions.

This shows that the tendency of guessing the questions is high so that the students were found not to go through the whole course and the washback effect of the examinations can be harmful.

To sum up, the whole section is devoted to analyse the students responses from the B.E.d second years students studying the subject ELT. The analysis shows that the students realized the necessity of the course to the trainee-teachers to teach effectively in the real professional life. They thought that the course provides with the approaches, methods, techniques of teaching language systematically. Most of the students (i.e. 60%) had got both course curriculum and question collection and 32.5 percent students have got question collection only and they only followed it to prepare themselves for the exam. And others were found to follow both of them equally so that it seems satisfactory.

52.5 percent students were not satisfied with the teaching technique of the teacher, they thought that the teacher only imposes the subject matter. And the other rest students seemed to be satisfied. Mostly the students found to rely on the class notes of the teacher, the books written by the Nepali writers and the books that cover the whole course, for the exam preparation. This shows that the students learn merely for the examination rather than language learning. Beside these, the teachers don't involve the students in peer teaching programme since the course is methodological so the students could not develop the pedagogical skills in real sense to fulfill the real objectives.

Majority of the students (75%) were not satisfied with the existing system of asking questions in the examination because questions were

mostly theoretical and subjective, they were based on rote learning and mechanical exercise, hence the teaching and testing methodologies, course objectives didn't match. And thus questions were not successful to evaluate the true objectives of the course though they come from the course contents.

The students were found to increase their study hours after the exam routine published, so the learning for examination is enhanced than the learning for language. The students found the course difficult and they used to be afraid of failing exam. The other reason to be afraid of failing from exam was that if they did not pass the exam they could not get chance to appear in the practice teaching.

Majority of the students didn't join the tuition classes so that they depend on the textbooks, class notes. Lastly, most of the students thought that the previously asked questions in the examinations were really helping them to predict the questions to be asked in the examinations.

3.3. Analysis of the Teachers' Responses Teaching 'ELT Theories and Methods'

A set of questionnaire was distributed to five teachers who were teaching the course 'ELT Theories and Methods' at different campuses of the valley. They were personally consulted for their opinions on examinations and teaching learning in the classroom. The opinions given by the teachers are analyzed descriptively in the following subsections.

3.3.1 Examinations Successful in Evaluating all the Objectives of the Course

Most of the teachers i.e. 4 teachers out of five, said that the examinations were not successful in evaluating all the objectives and they suggested that the following changes to be brought:

- Practical portions should be tested by practical exam.

- Paper writing, internal assessment should be administered and reasonable marks should be allocated for these.
- Practice teaching should be tightly practiced in the classroom as well.

And only one out of five teacher was in the view that the existing examination system were successful in evaluating all the objectives of the course.

3.3.2 Students Performance in the External Examinations

Regarding the performance of the students, the majority of the teachers (i.e. 4 teachers) thought that the students could not perform the full achievement of the course within the three hours of the external examination. So they suggested that the students need to be involved in other activities such as:

- Peer teaching
- Group discussion
- Writing project work, other writing assignments as the internal assessments.
- Examinations should be changed every year so that the students wouldn't focus only on the exam.

A teacher responded that the examination evaluated the true sample of students performance within the three hours in the examinations.

This clearly shows that the existing examination is not enough to evaluate the students full achievement of the course because the course is practical and there is no provision of testing students by involving them in the practical activities. So the evaluation system seems more mechanical than being practical.

3.3.3 Students Interest in Learning the Language

As regard to the students' interest on language learning, all the five teachers responded that the students always wanted to learn for the

examination than language. They mostly requested to the teachers to focus the teaching learning to the exam questions, topics that used to be asked in the previous examination, the possible questions to be asked in the examinations to come. One teacher said that they also want to learn the language too.

This shows that the teachers were in the pressure of teaching for examination more than involving the student in the various practical activities that enhance their pedagogical skills.

3.3.4 Prepare Students for the Examinations

In reply to the questions how the teachers prepare the students for the examination, they gave the following responses:

- Making the students to practice and discuss on different questions and telling them to have discussion with friends.
- Suggesting them the probable topic for exam.
- Sometimes giving opportunity for the students to raise the questions that were already asked in the exams.

They further gave the reason that they followed the conventional way of examination preparation because the students, parents and the other concerning personalities compel them to do so.

3.3.5 Materials that the Teacher Suggest to the Students

Regarding the materials all the teachers used to suggest authentic reference books and the books that cover most of the course contents. Besides these, a teacher suggested ELT journals and other magazines as well and the other one used to give a note.

This shows that the teacher suggest only the limited materials in the classroom to study the subject. But in class observation, the researcher found that they were giving the class notes rather than suggesting to consult the authentic materials. They were found to suggest

the books that cover most of the course contents no matter who the writer might be.

3.3.6 Students Eager to Develop the Pedagogical Skills

Regarding this matter, all the teachers argued that the students were eager to develop the pedagogical skills to some extent. They were seen to emphasize on examination than knowledge and skills. This shows that the course is practical and designed to develop the pedagogical skills in the trainee teachers but the students were learning theoretically because the questions were merely theory based.

3.3.7 Suggest the Students to Join the Coaching Classes

All the five teachers were found not to suggest the students to join the coaching classes. A teacher told the researcher that he often suggested them to library study. They thought that the classroom teaching of the course was sufficient to prepare the examinations.

3.3.8 Involve the Students in Peer Teaching

With regard to this matter, three teachers were found to involve the students in peer teaching once in a month. They were all from the private campuses where the students number is less than the government campuses. But the other two teachers were not involving the students in peer teaching while teaching the pedagogical portions of the course and they gave the reason to the researcher that since the students number was big, they could not manage the class properly for peer teaching so that they didn't bother for it.

3.3.9 Availability of the Modern ELT Technological Devices

Concerning to this matter, the researcher had asked the teachers if their campuses had got the technological devices to teach. 'Introduction to modern ELT technology', two teachers replied that the campuses had got audio/video recorder, overhead projector and computer but they didn't have the language laboratory. Whereas, other two accepted that their

campuses had none of the devices to teach the unit, and the other one said that his campus had got computer only but it was not used for teaching language and he further said that the campus had not got the audio/video recorder, OHP and computer.

This shows that teaching about the modern ELT technology without using them in the classroom doesn't make any sense and the way back may be harmful in the sense that the students can't show the skill without being involved in it.

3.3.10 Methods and Techniques Used by the Teacher

Table 8: Methods and Techniques Used by the Teacher

Techniques	No. of teachers	Percentage
Lecture	5	100
Discussion	4	80
Pair work	2	40
Group work	2	40
Questions-answer	2	40
Project work	2	40
Dictation	-	-

Table 8 shows that out of five teachers, all of them (i.e. 100%) were applying lecture technique while teaching the course, 80 percent teachers were applying discussion technique and 40 percent teachers were applying group work, pair work, project work and question-answer techniques. But none of them responded that they were applying dictation technique.

This shows that all of the teachers rely on the lecture technique though they sometimes apply other techniques such as: discussion, group work, pair work, etc. as well.

3.4 Analysis of Class Observation

The researcher observed 12 classes of 'ELT Theories and methods' to find out the washback effect of examinations on teaching and learning. For this purpose, he selected two campuses (Appendix-IV) and observed the classes. The observation was mainly concentrated on teachers and students activities in the classroom to achieve the specified objectives and instructional material used.

3.4.1 Teachers Activities

Table 9 : Teachers Activities

Teaching Activities	Number of observed classes	Percentage
Lecture	12	100
Dictation	9	75
Discussion	6	50
Question-answer	4	33.33
Explanation	4	33.33
Demonstration	-	
Students evaluation	6	50
Involve students in peer teaching	-	-
Project work	-	-

From table 9, it is found that the teachers spent 100% time in giving lectures. Most of the time the teachers were engaged in giving lectures followed by dictation i.e. 75% classes they dictated for giving notes to the students. They spent 50% time in involving the students in discussion and evaluation. And the teachers gave explanation as well as involved them in question answer in 33.33 percent of classes. They were not involving the students in peer teaching and project work at al.

The teachers were not using the instructional materials except 'notes' i.e. 75% of the classes they gave notes to the students while teaching. They give definition, illustrations and solutions of the previous questions if need be.

From the above analysis, we can say that the teachers are teaching traditionally. They didn't use the instructional materials such as: OHP, Audio-video recorders, computer and language laboratory even if they were teaching how to use them in the language classes. So that it can be said that the course objective and teaching do not match.

3.4.2 Students activities

Figure 7 : Teacher Taking Time in Classroom Activity

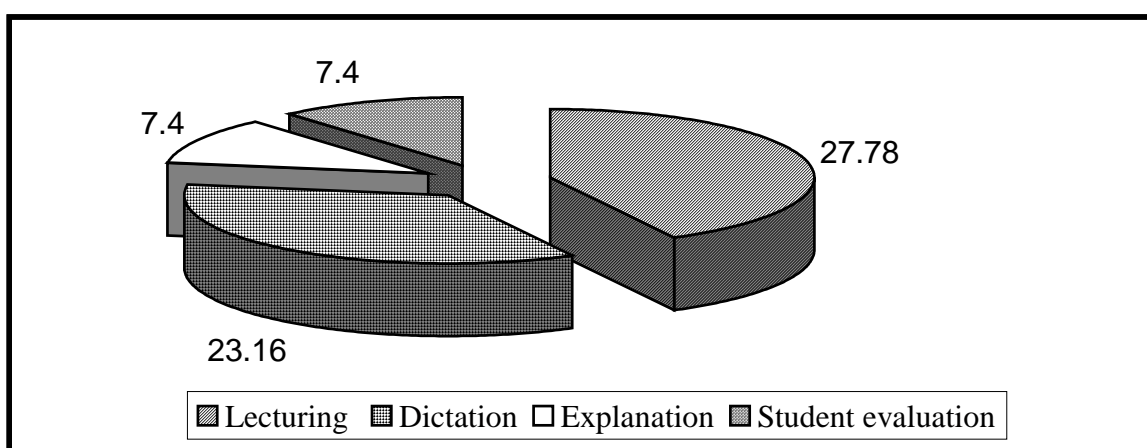


Figure 8 : Student Taking Time in Classroom Activity

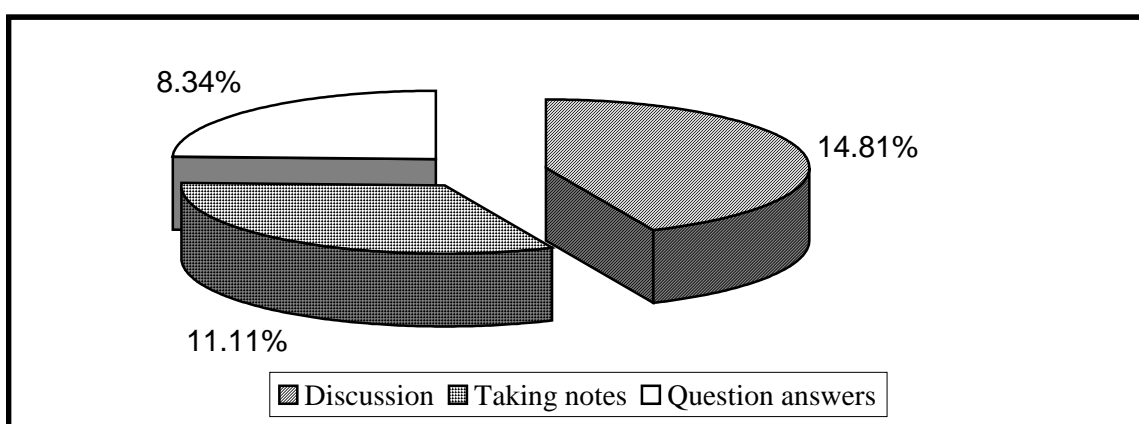


Figure 7 shows that out of the total class time the teacher was active most of the time (65.64%). Out of 65.78% time the teacher spent 27.28% time for giving lectures, 23.16% time for dictation and 7.40% time for explanation and student evaluation respectively. That is to say the teacher used to be more active in the classroom.

But figure 8 shows that the students were active only in 34.26% time in the classroom. However, the students were not seen to be involved in the worthwhile classroom activities such as: practising the pedagogical skills, Pair/group work, project work etc. Out of 34.26% of students time, they spent 14.81% time for taking notes which is a part of dictation and in this very time the teachers were also equally active in the classroom. Similarly, 11.11% and 8.34% time was spent for students activities such as: discussion and question-answer which is very less than the teachers time in the classroom.

Thus we clearly say that in the ELT classrooms, the teacher used to be very active and he used to impose subject matter mostly.

3.4.3 Use of Instructional Materials

Except prepared notes the teacher didn't use any materials in the classroom. Even the lesson was 'introduction to modern ELT technology', no technological devices were used in the classroom. The teacher just gave lecture and dictated about the terminologies such as: language lab, audio video recorder, computer and overhead projector.

Concluding that since the theoretical questions are asked in the examinations, the teaching was guided towards giving theory even if the nature of course is practical one. The mere use of dictation and lecture methods proved this matter. The teaching learning activities were found to be diverted from the course objectives because the knowledge and skills to be developed were neglected in the ELT classes of B.Ed. level in the selected campuses.

CHAPTER IV

FINDINGS AND RECOMMENDATION

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

4.1. Findings

The overall conclusion of the research shows that the examinations of 'ELT Theories and Methods' course have negative washback on teaching and learning. This is clarified in the following points:

1. Examinations failed to require the students to develop true pedagogical skills

Though the course is practical in nature and aims at giving the knowledge on how to teach English language effectively, the questions asked in the examinations do not test practical knowledge of the students because they were only the descriptive, explanatory, distinctive, argumentative and those which require to write short notes on the given terms. Hence, the questions are asked from the course contents but the nature of the questions is not according to the course objectives.

No questions asked so far, seem to measure true knowledge and ability of the students because all the questions are theoretical and they test only the reproducible knowledge of the students. Providing the trainees with the theory of teaching without giving any opportunities to teach in reality doesn't make any sense in developing pedagogical skills. So the examinations are seemed to be guided by bad principle and they lack true construct validity and beneficial washback validity as well.

2. The examinations encourage the students to guess the future questions to be asked more than to develop the pedagogical skills

While analyzing the question papers of the previous exams, the researcher found that most of the contents were untouched in the exams

(from 2059 to 2062 B.S.) and some of them were asked repeatedly, for example: from communicative approach, 3 questions were asked in 2059 and one question each was asked in 2060 and 2062. Similar in the case of drill, etc (appendix-III). As the students were asked whether the previous exam questions help them to guess the questions to be asked in the coming exams, 97.5% students said that the previous questions help them to guess the questions fully or to some extent.

3. The examinations encourage the students to work for the exams than language learning

As the students don't need practical knowledge to pass the exam, they follow the textbooks that cover most of the course content and class notes mostly (60% and 70% respectively).

4. Exams encourage teacher-centered teaching and there is no use of instructional materials

The examinations seemed to enhance the use of teacher centered methods and techniques in the classroom. Even if the teacher gives lecture and follow dictation technique in the classroom the students can pass the exam easily. Out of total class time, the teachers were found to be active in most of the time (65.64%) and the students were active 34.26% of time only.

The teachers are not using the instructional materials at all. except notes even if some chapters must need the materials for example the teachers taught the chapter 'introduction to modern ELT technology' without bringing the technological devices in the classroom.

5. Course objectives, teaching methodologies and examinations do not match:

The course objectives require the student oriented-teaching, especially to involve the students in peer teaching programmes,

workshops etc. but the teacher rather used lecture method while teaching practical aspects as well.

Similarly in the case of examinations, 72.5% 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 questions were mostly theoretical and subjective, based on rote learning and mechanical exercise whereas the course objectives require practical skills and abilities to be developed.

4.2 Recommendations

To have beneficial washback effect of the exams, the following suggestions are given:

1. The practical portions of the course should be tested by involving the students to work on them. For this purpose internal assessments should be conducted besides the final exam.
2. The questions should be designed in such a way that they require to perform certain tasks on the part of the students, so that the true knowledge, skills and abilities can be evaluated.
3. The model of asking questions should be changed every year so that the students don't rely on guessing the questions from the previously asked questions.
4. The teachers should be much informative by bringing varieties in the classroom while teaching the course.
5. Students should be involved in various classroom activities. The teachers should teach applying the newly emerged methods and techniques than only using the lecture and dictation in the ELT classes.
6. Appropriate instructional materials should be used in the classroom.

7. The teacher should follow sound principles of language teaching to make the trainee teachers perfect in teaching.
8. The campuses should be well equipped with the technological devices such as: OHP, Audio/Video recorders, language laboratory and the computer. And the teachers should get training to teach the operations, maintenance and use of the devices in the classroom.
9. Examinations, course of study and objectives of the course should be in harmony with each other.

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APPENDIX-I : COURSE CURRICULUM

**APPENDIX-II : QUESTION PAPERS OF ELT THEORIES AND
METHODS**

APPENDIX-III

Course Contents and Their Questions (From 059 To 062)

Content	Years			
	2059	2060	2061	2062
Unit 1: Theories of language learning				
1.1. The behaviourist and mentalist theories			S.Opt.Q	L.Q.
1.1.1 The psychological base				
1.1.2 The linguistics school				
1.2.3 The learning model				
1.2 The LAD: Concept and its implications for language learning and teaching			S.Opt.Q.	
1.3 Factors affecting language learning				
1.3.1 Age				
1.3.2 Environment		S.Q.		
1.3.3 Exposure			S.Q.	P.Q.
1.3.4 Procedure				
1.3.5 Feedback				
1.3.6 Motivation				
1.4 Differences between first language acquisition and second language learning	S.Q.			S.Q.
Unit 2: Approach, methods and techniques of language teaching				
2.1 Definition of approach, methods and techniques	S.Q.			
2.2 Methods				
2.2.1 The grammar translation method		S.Q.		S.Q.
2.2.2 The direct method				
2.2.3 The audio-lingual method	P.Q.			
2.3 Approaches				
2.3.1 The oral structural situational approach				
2.3.2 The communicative approach	S.Opt.Q, L.Q.,P.Q.	L.Q.		S.Q.
2.4 Techniques				
2.4.1 Drill	S.Q.	P.Q.		S.Q,L.Q

2.4.2 Simulation, role play, dramatization				
2.4.3. Picture			S.Q.	
2.4.4. Strip story	Opt.Q.			
2.4.5 Group work/pair work			P.Q.	P.Q.
2.4.6 Elicitation		P.Q.	P.Q.	
2.4.7 Demonstration				
2.4.8 Correction			P.Q.	
2.4.9 Project work				
Unit 3: Teaching different skills of language				
3.1 Teaching listening				
3.1.1. Listening perception and listening comprehension		S.Q,P.Q.		
3.1.2. Ear training				
3.1.3 Stages of listening comprehension - Pre-listening - While listening - Post listening	L.Opt.Q	L.Opt.Q		
3.1.4 Teaching strategies - Planning - Material production (authentic vs. non-authentic, live vs. recorded) - Activities (listening and speaking; listening and reading; listening and writing.	L.Opt.Q			
3.2 Teaching speaking				
3.2.1 Elements of the speaking skill				
3.2.2 Stages of speaking: early stage controlled conversation, free conversation				S.Q.
3.2.3 Teaching strategies; planning, material production, activities (imitation and repetition, role play group discussion)				
3.3. Teaching reading				
3.3.1 Reading skills				
3.3.2 Reading and reading comprehension				
3.3.3 Stages of reading development			L.Opt.Q	

<ul style="list-style-type: none"> - Mimicry - Controlled reading - Guided reading - Intensive reading - Extensive reading - Reading for pleasure 				P.Q.
3.3.4 Rapid reading: Improving reading speed, skimming, scanning	S.Q.	P.Q. P.Q.		
3.3.5 Teaching strategies: planning, material production, activities (understanding words in context, drawing inferences, establishing relations between contexts, answering questions)				
3.4 Teaching writing				
3.4.1 The writing process				
3.4.2 Aspects of the writing process <ul style="list-style-type: none"> - The writers process - Audience - Purpose - Word-choice - Organization - Mechanics - Grammar - Context 				
3.4.3. Stages in development of writing <ul style="list-style-type: none"> - Copying - Reproduction - Recombination - Guided composition - Free composition 			S.Q.	L.Opt.Q
3.4.4 Teaching strategies <ul style="list-style-type: none"> - Planning - Material production - Activities: ordering information, describing reasons, objects, places, narrating events, writing essays, etc. 				
Unit 4: Teaching different aspects of				

language				
4.1 Teaching vocabulary	S.Q.			
4.1.1 Skills involved in learning words				
4.1.2 Aspects of learning words - formation - grammar - meaning - use/usage			L.Q.	S.Q.
4.1.3 Active vs. passive vocabulary				
4.1.4 teaching strategies - Pronunciation: through modeling, visual representation and phonetic symbols - Spelling: phonic method, useful common rules - Meaning: by realia, by contexts, by actions, through dictionary work.	S.Opt.Q	S.Q.	S.Q	
4.2 Teaching grammar				
4.2.1 Why teach grammar?				
4.2.2 Approaches to teaching grammar - deductive method - inductive method			L.Opt.Q	
4.2.3 Classroom procedures: - Presentation of grammatical items in meaningful contexts. - Practice drill - Identification of the underlying structures and rules - Formal explanation - Communicative functions - Application of the structures and rules		2S.Opt.Q	L.Opt.Q	
4.2.4 Material production				
Unit 5: Introduction to Modern ELT technology			S.Q.	
5.1.1 A guide to audio/video recorder	P.Q.		P.Q.	

- recording - playing back				
5.1.2 Audio-video recorders in language programme - planning - operating		P.Q.		
5.1.3 Techniques of using audio/video recorders: - listening or viewing - breaking up - selecting relevant sections - tasks				
5.1.4 Exploiting sounds or visuals				
5.1.5 Audio/video software				
5.2 Overhead projector (OHP)				
5.2.1 Installing OHP				
5.2.2 Operations and functions	P.Q.			
5.2.3 Maintenance				
5.2.4 Preparing materials for OHP			P.Q.	
5.2.5 Writing during projection				
5.2.6 Storage				
5.3 The language laboratory				
5.3.1 Roles and functions				
5.3.2 Installing laboratory - general considerations - location - acoustics - design - costing				
5.3.3 Using laboratory for teaching language - presentation - practice - development of language skills - testing				
5.3.4 Dos and Don'ts in the use of			P.Q.	S.Q.

laboratory				
5.3.5 Limitations of the laboratory		P.Q.		
5.4 The computer				
5.4.1 Knowledge about the computer <ul style="list-style-type: none"> - basic operations - key words - use of printers understanding how a programme works 				
5.4.2. The computer and language teaching	P.Q.	P.Q.		S.Q.

APPENDIX-IV

The Campuses Selected for Class Observation

1. Mahendra Ratna Campus, Tahachal.
2. Manmohan Memorial College, Sorakhutte.

APPENDIX- V QUESTIONNAIRE TO THE STUDENTS

Student's Name:

Campus:

Please feel free to give the answers of the questions that will be helpful for my study. Give tick (√) mark after the response of your own and give the reasons if required in the questions.

1. Do you think, the course. ELT Theories and Methods is essential for the trainee-teachers, like you?

- a. Yes b. No.

If yes, please specify the reason
.....
.....

2. Have you got the course curriculum and old is gold of this subject?

- a. Only have a curriculum b. Have both
- c. Only have the old is gold of the subject

3. If you have both curriculum and old is gold, what do you follow most for the exam preparation?

- a. Follow curriculum most b. Follow old is gold most

Why do you do so? Please give a reason.....
.....

4. Is your teacher succeeded to address your expectations of the course in the classroom or only he imposes the subject matter whether you want or not?

- a) Succeed to address your expectation of the course
- b) Only imposes the subject matter.

5. What type of materials do you follow for this course? Please feel free to tick more than one options if you follow more than one.

- a. Authentic reference books
- b. The books written by the Nepali writer
- c. The books that cover the whole course
- d. The notes given by the teacher
- e. Any others, please specify.....

6. Does your teacher involve you in the peer teaching programme while teaching the methodological portions of the course?

- a. Yes
- b. No.

If yes, how often he does so?

- a. Once in a week b. Twice a week
- c. Once in a month d. Twice a month

7. Are you satisfied with the present system of asking questions in the examination?

- a. Yes
- b. No.

If no, please specify the reason

.....

.....

8. Can the questions asked so far in the examination really fulfill the objectives of the course?

- a. Yes
- b. No.
- c. To some extent

9. As the examination schedule has been published, how much time do you spend to study this subject in a day?

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

10. Before the exam schedule came out, how much time did you spend to study this course in a day?

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

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

- a) Agree b) Disagree c) Neither agree nor disagree

If, you agree, please specify the reason

.....

12) Are you taking the coaching/tuition classed for this course?

- a. Yes b. No.

If yes, do you focus on the possible questions to be asked in the exam or you focus on the difficult topics?

- a) Focus on the possible question to be asked in the exam
b) Focus on the difficult topics.

13) Do the asked questions in the previous exams help you to predict the questions to be come in the examination?

- a) Yes b) No c) To some extent

Thank You!

Researcher

Num Raj Poudel

M.Ed. Second Year

Research guide

Prof. Dr. Tirth Raj Khaniya

Head

Department of English Language Education

APPENDIX-VI :QUESTIONNAIRE TO THE TEACHERS

Teachers Name:

Campus:

Please give responses to the questions with your own opinion:

1. As you know the objectives of the course 'ELT Theories and Methods', are the present examinations really successful in evaluating all of them?

a. Yes b. No.

If no, what changes are necessary to fulfill the objectives?

Please specify

.....

.....

2. Do the students perform their full achievement of the course within the three hours in the external examinations?

a. Yes b. No.

3) If no, what other activities do you conduct in your classroom and what do you suggest to improve the evaluation system?

.....

.....

4) Do the students request you to focus your teaching on the examinations or they want to learn language rather than worrying about the exam in the classroom?

a) Request to focus on the exam b) Want to learn language.

5) As examination is there, how do you prepare you students for the examination?

.....

.....

.....

6) 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 that cover most of the course content.
- c) Give a note
- d) Others please specify

7) Do you suggest your students to join the coaching/tuition classes for the preparation of the final exam?

- a. Yes
- b. No.

8) Are the students eager to develop the pedagogical skills rather than worrying about the exam?

- a) Yes
- b) No
- c) To some extent

9) Do they follow curriculum or only the exam papers while studying?

- a) Follow curriculum
- b) Follow exam papers
- c) Follow both

10) Since this is the pedagogic course, do you involve your students in peer teaching?

- a. Yes
- b. No.

If yes, how often do you do so?

- a) Once in a week
- b) Twice a week
- c) Once in a month
- d) Twice a month

11) As the course has introduced the modern ELT technology, does your campus has the following materials to teaching this topic? Please tick the materials that the campus has.

- a) audio/video recorder
- b) Overhead projector
- c) Language lab
- d) Computer

12) Mostly what methods and techniques do you apply while teaching this subject? Please specify

Thank You!

Researcher

Num Raj Poudel

M.Ed. Second Year

Research guide

Prof. Dr Tirth Raj Khaniya

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Department of English Language Education