CHAPTER –ONE

INTRODUCTION

This research is on "Washback Effect in Terminal Examinations ". This chapter includes general background of language testing along with its historical development, language assessment and their relationship, washback effect and its pedagogical implication. Moreover, it includes review of related literature, objectives of the study and significance of the study.

1.1 General Background

Testing is an indispensable part of every teaching and learning experience. Simply, testing refers to the activity of examining somebody's knowledge or ability. It also refers to the activity of examining somebody or something in order to find something out, see if it works, etc. Right from the commencement of formal education, we are confronted with myriad of tests. The existence of one may be endangered in the absence of another. So, language teaching and language testing are two sides of a coin. Khaniya (2005, p.1) says, "Testing in a broad sense has always been an inherent part of teaching". Similarly, Harrison (1975, p.1) says that testing is an integral part of teaching. Tests function as the measuring instruments in the education system. Testing is used as a process of scrutinizing how far learners have learned what the teacher wishes them to learn.

Heaton (1988, p.5) puts, "Teaching and testing are so closely related that is virtually impossible to work in either field without being constantly concerned with the other". Language teaching is impressed by testing and vice versa. It is also used to ensure that the teaching is effective and if not, put more, efforts to make it effective. In the context of language teaching, tests do not only have the purpose of measuring the language

behaviors of individuals but they are also useful instruments for evaluating programme by means of an analysis of learners. Testing plays important role in language teaching and evaluation in the classroom setting as well as societal setting. Alderson, C. & Wall, D. (1993, p.1) have mentioned that tests are held to be powerful determiners of what happens in the classroom setting. It means tests working as a powerful tool for educational change.

1.1.1 Language Testing: A Historical Overview

Language testing, a sub-field within applied linguistics, has evolved and expanded in a number of ways in the past decades. During the 1970s, language testing techniques were heavily influenced by structural Linguistics. The analysis of language favored by behaviorist approaches led to discrete point testing. That is to say, tests were designed to assess learner's mastery of different areas of the linguistic system in isolation. Bachman (1999, p.20) mentioned that language test design was based on the idea of skills (listening, speaking, reading and writing) and components (e.g. grammar, vocabulary, pronunciation). Language testing research was dominated largely by the hypothesis that language proficiency consisted of a single trait and required a quantitative statistical research methodology.

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

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

1.1.1.1 The Pre-scientific Stage

The pre- scientific stage is characterized by translation tests developed exclusively by the classroom teachers. Heaton (1988, P.4) mentioned that language testing has its root in pre scientific stage in which no special skill or expertise in testing is required; it lacks objectivity and reliability. It was basically subjective or intuitive era.

1.1.1.2 The Scientific Stage

In pre-scientific stage, there was provision of subjective tests only, it means lack of reliability. There was a strong need for a new-type that would be objective and fairer. Brown (1996) mentioned that tests needs objectivity, reliability and validity considered as an improvement on the testing practices of the pre-scientific movement. The development of measurement science and particularly, the growth of psychometric industry encouraged the use of objective testing techniques language could be broken down into sub-skills and could be evaluated scientifically bit by bit. Subjective written tests began to be replaced by objective tests. So, language testing is being standardized.

1.1.1.3 The Communicative Stage

Tests today are mainly concerned with evaluating real communication in the second language. It is recognized that tests should not only measure language skills but also communicative competence. Bachman (1995, P.296) mentioned that tests are capable of measuring a wide range of abilities generally associated with communicative competence or communicative language ability. It measures overall performance of learners.

Now, we come to know that before some decades language testing was considered as a part of applied linguistics but it has now become a discipline in itself. There are several universities which have awarded Ph.D. degree in language testing. Now, many universities have started teaching language testing as a separate subject with its own relevance and weightage. Various other journals in language testing have been published. Language testing has also been conceived as an independent subject for study at M. Ed. level as the Department of English Education in Tribhuvan University. Before giving it a separate status, language testing addressed, under the English Language Teaching (ELT) Methodology. Khaniya (2005, p.7) states that it is undoubtedly accepted that recognizing the need for a separate course on language testing is a significant step towards training prospective of English teachers in Nepal.

1.1.2 Language Assessment: A Purpose

Assessment is the act of judging or assessing a person or situation or event. To be specific, assessment is the act of assessing the evaluation of a student's achievement on a course. Assessment is a huge topic that encompasses everything from statewide accountability tests to district benchmark or interim tests to everyday classroom tests. Bachman (2010, P) says," Assessment can be thought of broadly as the process of collecting information about a given object of interest". So, language assessment is a

broad area and mote acceptable term. Assessment can be done at any time. Teachers do assessment after a lesson, after they teach a specific skill or at the same time when tests are done. Language assessment is as old as education. Khaniya (2005, p.1) puts, "Assessment of learning is as old as education itself".

Designing and writing a quiz or test, requires that we consider just what it is we want to measure and why one way to describe language assessment instruments is according to their function or purpose that is for administrative, instructional or research purposes. In fact the same test could conceivably be used for twelve different purposes; give administrative purpose, four instructional purposes and three research purposes. The average test will probably be used for one or perhaps two purpose by given individual the same test for their respective purposes. When describing assessment, the distinction is often made between proficiency tests, intended for administrative purposes and achievements tests, intended for assessment of instructional results. Administrative, instructional and research purposes are represented in the graphic below:

1.1.3 Language Testing and Assessment

Language testing never takes place in isolation that is why; language testing has sprouted as the emergence of teaching a language. Assessment is an umbrella term for measuring the linguistic capacity of students whereas testing is one of the procedures of gathering information about the testees. Hughes (2010, p.5) says, "Testing is not only the way in which information about people's language ability is gathered. It is just one form of assessment and other methods will often be more appropriate". No doubt both language testing and language assessment are the means of gathering information especially in language about what is taught. The term assessments commonly used with a variety of different meanings. Indeed, the term has come to be used so widely in so many different ways in the fields of language testing and educational measurement that there seems to be no consensus on what precisely is means. Furthermore, a number of other terms are frequently used more or less synonymously to refer to assessment. Assessment can be thought of broadly as the process of collecting information about a given object or interest according to procedures that are systematic and substantively grounded. As product or outcome of this process, such as a test score or a verbal description is also referred to as an assessment.

The relationship between assessment and testing is the whole part relationship Hughes (2003, p.5) says "Testing is not the only way in which information about people's language ability is gathered. It is just one form assessment and other methods will often be more appropriate". Assessment refers to the whole and testing is its part. Which can be shown as follows:-

Similarly, the relationship between test and assessment is presented in the following diagram.

Assessment   Uses

 Test   Evaluation

                                                       Description

Finally, we come to know that test and assessment have whole and part relationship. Assessment is a covering term for test measurement and evaluation. There can be numbers of tests under a single assessment. It means, many tests make a one assessment.

1.1.4 What an Examination is: Formative or Summative

Examination simply refers to a formal written, spoken or practical test especially at school or college to see how much you know about subject, or what you can do. An examination is a dynamic part of the whole educational process. Brereton (1969) quoted in Khaniya (2005, p.41) mentioned that examination is a dynamic part of the whole educational process, involved with motivation and with defining the character of the education in which the student is involved- a type of happening which incorporates many of the characteristics of human life itself- competition and rivalry, purposeful activity directed towards a goal, the planning of a course of work maintenance of

standards. It means examination is associated with a predetermined standard of achievement. In most cases, examination is concerned with achievement. Examination plays vital role in educational scenario. Khaniya (1990, p.57) says, "Examinations are instruments for educational change".

Examination includes all terminal and final examination. Terminal examination refers to assessment of students' achievement in a course which is associated with testing and teaching, how for students have learned and what needs for further progress. So, terminal examination comes under formative assessment.

Formative Assessment

Formative assessment is part of instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs both teachers and students about students understanding at a point when timely adjustments can be made. These adjustments help to ensure students achieve, targeted standards based learning goals within a set time frame. Hughes (2003, p.5) says," Formative assessment is the assessment which is used by teachers to check on the progress of their students to see how far they have mastered, what they should have learned and then use this information to modify their future plans". Informal tests or terminal examinations are considered as form of formative assessment.

Summative Assessment

Summative assessments are given periodically to determine at a particular point in time what students know and do not know. Hughes (2003, p.5) mentioned that summative assessment is used at the end of the term/semester/ year in order to measure what has been achieved by both the groups and by individuals. Summative assessment at the district/ classroom level is an accountability measured that is generally used as part of

the grading process. Formal tests and final exams are considered as summative assessment.

1.1.5 Washback Effect: A Concept

Of course, a concept of washback is an inherent quality of an exam because the exam is bound to influence teaching and learning. Here, the term washback is prevalence in language teaching and testing literature. Some writers preferred backwash to describe the effects or influences brought by tests or examination. Alderson and Wall (1993, p.115) put "the notion that testing influences teaching is referred to as backwash, in general education circles, but it has to be known as washback in British Applied Linguistics". They see no reason, semantic or pragmatic, for preferring either label through they use the term backwash.

Here, the term backwash and washback are similar in meaning but some writers prefer to use backwash and some as washback..

Backwash

 Hughes (1989, p.1) says," The effect of testing on teaching and learning is known as backwash". Similarly, Biggs (1995, p. 3) says backwash as" the fact that testing controls not only the curriculum but also teaching methods' and students learning strategies".

Washback

Cheng (2005, p. 8) says, " Washback is an intended or unintended (accidental) direction and function of curriculum change on aspects of teaching and learning by means of a change of public examinations". Similarly, in the words of Shohamy, et. al. (1996, p.5) "Washback is delineated as the connections between testing and learning".

In addition to backwash and washback, Pan (2009, p.257-263) has used the following terms to investigate the phenomena of the influence or effects of tests on the educational field. (Retrieved from http://www.js.vnu.edu.vn/nn_4_09/6.8.pdf.)

Test impact

Test impact refers to the effects the tests have on individuals (teachers and students) or educational systems and on the society at large. Wall (1997, p.11) had a similar view by stating that test impact refers to any of the effects that a test may have on individuals, policies or practices within the classroom, the school, the educational system, and society as a whole.

Systemic validity

Frederic ken & Collins (1989, p.13)say, "Systemic validity refers to the effects of instructional change brought about by the introduction the test into an educational system curricular and instructional changes that foster cognitive skills that the test is designed to measure".

Consequential validity

Messick (1989, p.4) puts, "Consequential validity encompasses concepts ranging from the uses of tests, the impacts of testing on test takers and teachers, the examination of results by decision makers, and the potential misuse, abuse, and unintended usage of texts. In other words, consequential validity implies that tests have various influences both within and beyond the classroom. In other words, consequential validity refers to the societal implications of testing that are only one face of a broader, unified concept of test validity".

Curriculum- alignment

Shohamy, et.al (1996, p.6) say, "Curriculum alignment as the curriculum is modified according to texts results".

Washback Validity

Morrow (1986, p. 16) puts," In essence, an examination of wash back validity would take testing researchers into the classroom in order to observe the effect of their tests in action". In other words, wash back validity deals directly with the extent to which the test meets the needs of students, educators, researchers, administrators of tests, and anyone who uses the test results in the future. In addition, washback validity refers to the value of the relationship between the test and any associated teaching.

Wilkinson(1968, p. 125)says, " The concept of wash back got changed after some years and started to be used as a neutral term i.e. neither negative nor positive, simply to refer to the effect of an examination on education".

Pearson (1988, P.101) looks at wash back effect of a test from the point of view of its potential negative and positive influences on teaching.

 Khaniya (1990, p.6) writes that, "Whatever is done all along the way of examination is the washback effect of examination. This effect can influence the teaching and learning methods employed from very beginning to the end of a course if examinations require students to cover all what is entitled in the course objectives". He further writes, "It appears that the concept wash back which originally had negative connotations has emerged as washback validity which is considered to be the most important criteria for a good examination". It is widely accepted concept that examinations which have extrinsic and intrinsic values are very powerful.

Washback validity is considered as the most important criteria of a good test. Morrow (1986, p. 6) says," Washback effect of a test washback validity (i.e. positive influences on teaching) and considers this the most important criteria for a good test, especially if it is to be used as an external examination, further says that one of the uses of examination is to ascertain how much of the intended wash back effect was actually being met in practice". In a report, Examination Reform in Sri-Lanka, as in many other countries of Asia, the examinations have exerted a strong almost decisive influences on the curriculum, any education reform therefore to be reckoned with examination system Khaniya (1990, p.57) has similarly opinion as he says, "Examinations are instruments for educational change". From these definitions we come to know that wash back is not only restricted within the walls of school college, university, where curriculum cam be influenced by the washback effect of examination. So, any alter in education should be started with examination.

All in all, it must be welcomed that the washback effect of examination is likely to influence the whole race of language teaching and learning covering with curriculum designing and its implementation. And it is likely to affect all those who are directly and indirectly related to language testing.

1.1.6 Washback Effect and Classroom Testing

Certainly, classroom testing is influenced by washback effect of examination. We are confronted with a myriad of tests, from small squeezes, midterm and final examinations, to rigid matriculation examinations, not to mention many other tests after our graduation, on the grades of which hang decisions concerning our career. All sorts of testing are affected by washback effect of examination in some extent. Multilingual Glossary of Language Testing Forwards "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 the test". In this sense the main focus is on the impact of test upon classroom teaching in terms of methodology and content adopted by the teacher. According to this washback effect is constrained within the four walls of classroom.

Khaniya (1990, p.64) says, "Examinations are instruments for educational change". It shows that washback in not limited only in classroom teaching. Whole curriculum or educational process can be influenced by the washback effect of examination. Washback can be defined from two major perspectives; one at a micro level within the classroom and other at a macro level beyond the classroom. Washback at a macro level refers to the extent to which a test influences within the society, ranging from, government policy making, school administration and publishing and general opportunities to parents ' expectations of their children. At a micro level, washback refers to the extent to which a test influences within the classroom, mainly in the change or innovation of curricula and teachers methodologies and the influences of students learning.

Hughes (2003, p.53) says that washback can be analyzed according to two major types: Positive and negative depending on whether it has a beneficial or harmful impact on education practice.

Beneficial Washback

Pearson (1988, P .107) says," Good tests can be utilized and designed as beneficial teaching learning activities so as to encourage a positive teaching learning process". Teachers and learners will be motivated to fulfill their teaching and learning goals. A creative and innovative test can quite advantageously result in a syllabus alteration or a new syllabus.

Harmful Washback

Teachers tend to ignore subjects and activities that are not directly related to passing the exam and tests accordingly alter the curriculum in a negative way. Many teachers detail high anxiety, fear and pressure to cover the material, as they feel that their job performance is assessed by students test scores. An increasing number of paid coaching classes are set up to prepare students for exams, but what students learn are test taking rather than language learning activities.

In term of the classroom setting at a micro level, the positive washback integrates meaningful and innovative learning activities in teacher's educational methodologies and thus educators will devote more attention to student's intentions, interests, and choices. The negative washback is that teachers will usually teach to the test, narrow the curriculum and only focus on what will be tested.

1.1.7 Washback Effect: Pedagogical Implications

Analyzing the possible positive and negative washback that tests might bring about at micro and macro levels, it seems that teachers play an important role in fostering different types of washback. In other words the beliefs of the teachers are a critical factor in determining the washback effect. For example, a test on one hand will encourage teachers to think it is important to plan their curricula carefully to meet the needs of the test, but on the other hand, other teachers may think that tests force them to teach what they don't find suitable or appropriate for students. The teacher plays a significant role in determining the types and intensity of washback and thus teachers have become the source of promoting positive washback.

Champman and Snyder S. (2000, p.462) have expressed a similar view by stating that it is not the examination itself that influences teachers' behavior but teachers' beliefs

about those changes. Teachers should be provided with in - service training and be familiar with a wide range of teaching methods.

Tests sometimes are used by schools or school administrations as a lever to introduce the innovation of new curricula , but it may change the format of what teachers instruct, not foster an in -depth change of teaching methodologies as a whole. As wall (2005, p.283) states, "Examinations cannot influence teachers to change their practices if they are not committed to the new methods". In other words, teachers themselves must conduct the changes and teachers need to have the necessary skills to adapt the changes. Again, teachers play a very crucial role in promoting positive washback or hindering negative washback.

To conclude, there are two major perspectives that teachers should bear in mind. If we are the ones who make the tests, we should try to make a match between what is tested and what is taught by using more direct testing, making sure the test is known by students. Tests are one factor that will lead the teacher to teach to the test, and what students learn might be discrete points of language, not the communicative part of language they need in real life. To remedy this, it is desirable to use authentic and direct tests .If we are responsible for helping students pass the test, we should try our best to learn more teaching methodologies by taking more training courses, engaging in peer observation and utilizing the tests to enhance students' learning while at the same time not inhibiting students' motivation by cramming too much. As teachers we may have limited power to influence high-stakes national and international examinations, but we do have tremendous power to lead students to learn, to teach them language and how to work with tests and test results. All in all, the teacher who has the most power to turn it into positive or negative washback.

1.2 Review of Related Literature

Though a great number of studies have been carried out on washback effect of examination, there is no research carried out on the washback effect of terminal examination. So, this is the first research on washback effect of terminal examination in the department.

Hughes (1986) has conducted a research to find out the washback effect of English proficiency test at the end of FLS courses in Bogazaa University in Turkey. In his investigation, he described the washback effect as 'there was almost immediate change in syllabus and materials to ones more obviously related to the development of language skills needed by university undergraduates'. Similarly, Li Xiaoju (1989) carried out a research to find out Washback Effect of the Matriculation in China. After four years of its implementation in China, he described the positive washback effect of matriculation English test as ' teaching materials have been expanded, there have been changes in teacher's approaches and there have been changes in teacher's attitude about what to teach and how to teach.

Khinaya (1990) has conducted a research on "Examination as Instrument 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. Finally, he came up with the findings as: washback is an inherent quality of exam; ingredients of the exam determine whether the washback in negative or positive, and teaching for final exam is inevitable. In the same way, Kshetree (2001) has carried out a research on "A Study on the Washback Effect of SLC Examination". He found in the conclusion that the secondary level English

teachers did not seem to be much informative, they were not found equipped with very simple materials and English performance of the students was very poor.

 Likewise, Neupane (2004) has conducted a research on " A study on Washback Effect of Examination: A Case of Communicative English". Her investigation has shown that student's participation in classroom is very low and teaching is teacher oriented, lecture is mostly used technique to teach the course. The study has also showed that the use of teaching materials is very low, practical examination has just been formality and examination abilities in students. Similarly, Regmi (2006) has conducted a research entitled " A Study on Washback Effect of Examination: A Case of ELT Materials and Practices". The attempt of the researcher has to discover the effectiveness of ELT materials and practices. Finally, he has found that the examination has negative washback effect and stated that exams do not represent all the course objective s, content courage of the theoretical exams has been found very low and practical exams are not found practicable. Furthermore, Poudel (2006) has carried out a research entitled "Washback Effect of Examination Papers of ELT Theories and Methods of B. Ed. Second Year". It is an attempt to analyze the exam papers asked in previous examination and find out the effect of it on the students. To accomplish the objectives of the study, the researcher has collected the asked question paper and response of the students with the help of questionnaire. Finally, his investigation has showed that the examination encourage the students to guess the further questions to be asked more than to develop the pedagogical skills and objectives, teaching methodologies and examination do not match.

All the researches have been conducted to evaluate the washback effect of examination. Though, these studies have been carried out to analyze and evaluate the effect of examination on students, no research is conducted on "Washback Effect in

Terminal Examinations" yet in the department. So, this research will be the first in given topic.

1.3 Objectives of the Study

This study has the following objectives:

a) To find out the washback effect in terminal examinations.
b) To analyze the result of public and private schools in Kathmandu district.
c) To suggest some pedagogical implications.

1.4 Significance of the Study

Wash back effect of examination now-a-days is a burning issue and one of the significant case to all the stakeholders as well as practitioners involved in the field of language testing. It is useful also for this process of curriculum reform and teaching learning. No doubt, will be significant to all those who are interested in language teaching and testing. Examinations influence on teaching and learning. Hopefully this research will have global significance as well.

CHAPTER-TWO

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

The researcher used both primary and secondary sources of data.

2.1.1. Primary Sources of Data

The primary sources of data were the eighty students of grade nine from two different private and public schools of Kathmandu district. Similarly, twelve teachers from different schools of Kathmandu valley were selected.

2.1.2. Secondary Sources of Data

The researcher consulted different books, journals, articles, related dictionaries and thesis as well as visited some related websites to collect more information for the facilitation of the study. Similarly, result sheets of terminal examination as well as final examinations were collected. Some of such research related secondary sources were Heaton (1975), Bachman (1989), Khaniya (1990), Kshetree (2001), Hughes (2003), Neupane(2004), Poudel (2006), Regmi (2006), Pan (2009) and so on.

2.2. Sample Population and Sampling Procedure

Sample population of the study consisted 40 students from public community schools and 40 students from private (boarding schools of class IX) schools and twelve teachers teaching the class were the sample population. Students from class IX were

selected by using random sampling procedure and twelve teachers were selected by the purposive sampling procedure from public and private schools of the district.

2.3 Tools for Data Collection

The researcher prepared some questionnaires for the students and teachers who are involved in learning and teaching the course respectively. Moreover, result sheets of different terminal and final examination were analyzed.

2.4. Process of Data Collection

The researcher followed the following steps while collecting data:-

i. I went to the field and built rapport with concerned authority.

ii. I told the purpose of my study and requested them for permission for data collection.

iii. I selected eighty (40/40) students from public and private schools using random sampling method. Similarly, I selected twelve teachers to collect the information from different schools using purposive random sampling method.

iv. I managed the time for collecting data in co-ordination with teachers and students.

v. I distributed the questionnaire to the selected teachers and students.

vi. I collected the questionnaire from them.

2.5. Limitations of the Study

The study was limited in the following ways:

I.   The population of the study consisted of 40 students from public school and 40 students from private school studying in grade IX. Similarly, 6/6 teachers from different public and private schools of the district.

II. The study focused on only washback effect of terminal examination on final examination.

III. Only the result sheets of different terminal examinations as well as final examination were analyzed in terms of the objectives of the course.

IV. Responses of the students and teachers were analyzed.

CHAPTER -THREE

ANALYSIS AND INTERPRETATION

The research is an attempt to find out wash back effect in terminal examinations. This chapter is the central part of the study that deals with the interpretation and analysis of the data collected from both primary and secondary sources. The obtained data are analyzed and interpreted taking the objectives of the study into consideration as the methodology discussed in the previous chapter; the required data were collected from forty students and six teachers from government aided schools and same number from private schools. Here the data is analyzed and interpreted descriptively as well as by using the simple statistical tools like; table, charts, percentages, etc whenever needed according to the nature of data. Data were analyzed under different headings.

- Analysis of responses from the students.
- Analysis of teacher's responses teaching the course.
- Analysis of the marks obtained by the students in different terminal examination as well as final examination.

This chapter consists of three different sections and different sub sections of each section. The first and second sections are related to the analysis of information obtained by distributing the questionnaires to the students and teachers respectively. The third section deals with the analysis of marks obtained by the students in different terminal examination as well as final examination.

3.1 Analysis of Responses from the Students

This section of the thesis deals with the analysis of the responses from the students. The students were selected from two schools of Kathmandu district viz. Aakash Ganga Secondary School and Bagh Bhairav Secondary School. Eighty students were selected as the sample population and questionnaire were administered to forty students of Aakash Ganga Secondary School and forty students of Bagh Bhairav Secondary School respectively using simple random sampling procedure. The analyses of the responses are given in the following subsections.

3.1.1 Usefulness of Terminal Examination for the Final Examination

Terminal examination is useful for the final examination. It is more beneficial to know the student's level of progress. It helps to put more efforts in the particular areas of weaknesses. No doubt, terminal examinations certainly help in the final examination but its degree might be high and low in the private and public schools. This can be presented in the following tables as responses taken by the students.

Table 1: Usefulness of Terminal Examination

(From Private Schools' Students)

Responses	No. of Students	Percentage
Yes	31	77.5
No	2	5
To Some Extent	7	17.5

Table 2: Usefulness of Terminal Examination

(From Public Schools' Students)

Responses	No. of Students	Percentage
Yes	27	67.5
No	3	7.5
To Some Extent	10	25

Table 1 show that 77.5 per cent of the students found the terminal examination as useful for the final examination. Another 17.5 per cent of the students found the terminal examination is useful to some extent and only 5 per cent of the students said that the terminal examination not useful for the final examination.

Similarly, table 2 shows that 67.5 per cent of the students were in favor of the usefulness of terminal examination whereas 25 per cent of them found the terminal examination as useful to some extent and only 7.5 per cent of them thought that the terminal examination not useful for the final examination.

3.1.2 Essentiality of Terminal Examination for Further Progress

Terminal examination is essential for the further progress of students. Terminal examinations provide feedback to the students for the further improvements. It offers enough opportunity to overcome their weaknesses and put necessary efforts on the study. It also gives feedback to the teachers for necessary changes in their teaching. Responses from the students can be presented in the figure no.1 and 2.

Figure 1: Essential for Further Progress

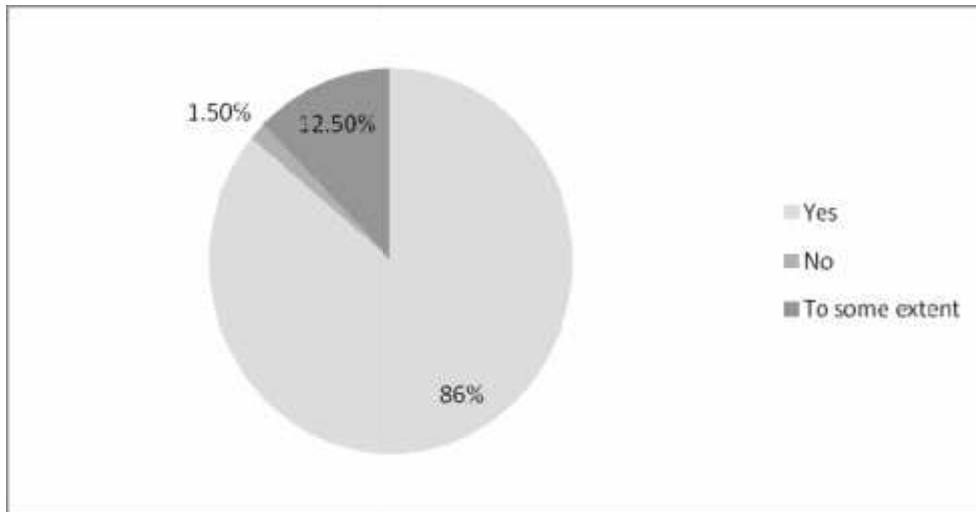**(From Private Schools' Students)**

Figure 2: Essential for Further Progress
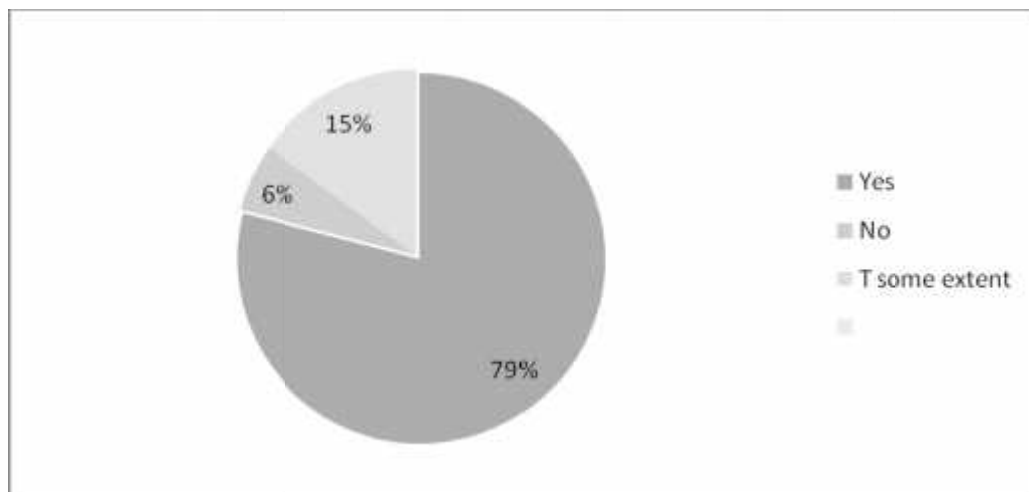
(From Public Schools' Students)

Figure 1 shows that most of the students i.e. 86 per cent of the students said that the terminal examination essential for further progress. Only 1.5 per cent of students thought that terminal examination not essential for further progress and 12.5 per cent of the students said that terminal examinations were useful to some extent.

Figure 2 shows, 79 per cent of the students thought that terminal examinations were essential for further progress and 15 per cent of students said that terminal examinations were essential to some extent. Whereas, only 6 per cent thought that terminal examinations were not essential for further progress.

3.1.3 Materials Used by the Students for the Preparation of Terminal Examination.

Students used different materials for the preparation of examinations. Different reference books and textbooks, class notes, guides and guess papers are the most used materials by the students. But here only materials used by the students for the preparation for the terminal examinations are presented.

Table 3: Materials Used by the Students

  (From Private Schools' Students)

Responses	No. of Students	Percentage
Consult reference and textbooks	17	42.5
Class notes	10	25
Discuss difficult sections with friends	13	32.5

Table 4: Materials Used by the Students

      (From Public Schools' Students)

Responses	No. of Students	Percentage
Consult reference and textbooks	10	25
Class notes	23	57.5
Discuss difficult sections with friends	7	17.5

Table 3 shows that 42.5 per cent of the students used the references and textbooks for the preparation of terminal examination. 25 per cent of the students were found to use the class notes given by the teacher and 32.5 per cent of the students discussed with friends for the difficult matters.

Table 4 shows that 57.5 per cent of the students used the class notes and 25 per cent of them consulted reference and textbooks whereas only 17.5 per cent of the students discussed with friends for difficult matter.

3.1.4 Materials Used by the Students for the Preparation of Final Examination

Materials used by the students for the preparation of final examination are presented in the tables no 5 and 6 as responses given by the students.

Table 5: Material for the Final Examination

(From Private Schools' Students)

Responses	No. of Students	Percentage
Prepare notes	19	47.5
Go thorough old questions	11	27.5
Take tuition classes	6	15
Consult guide and guess papers	4	10

Table 6: Materials for Final Examination

(From Public Schools' Students)

Responses	No. of Students	Percentage
Prepare notes	3	7.5
Go thorough old questions	4	10
Take tuition classes	14	35
Consult guide and guess papers	19	47.5

Table 5 shows that 47.5 per cent of the students used the class notes for the preparation of final examination while 27.5 per cent of students consulted old questions and 15 per cent took tuition classes whereas only 10 per cent consulted guide and guess papers for the preparation of final examination.

Similarly, table 6 shows that 47.5 per cent of the students used guide and guess papers and 35 per cent took tuition classes for the preparation of final examination. Another 10 per cent of students made class notes for the preparation of final examination.

3.1.5 Students View on the Difficulty of Examination Terminal or Final

Students view might be different in the terminal and final examination. Some students feel difficulty in the terminal examination and some feel difficulty in the final examination.

Figure 3: Difficulty of the Examination
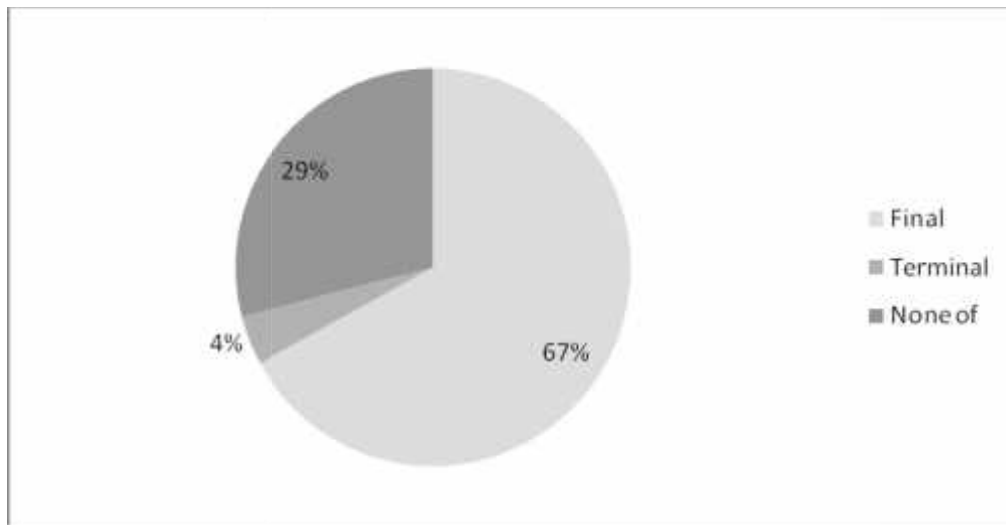
(From Private Schools' Students)

Figure 4: Difficulty of the Examination

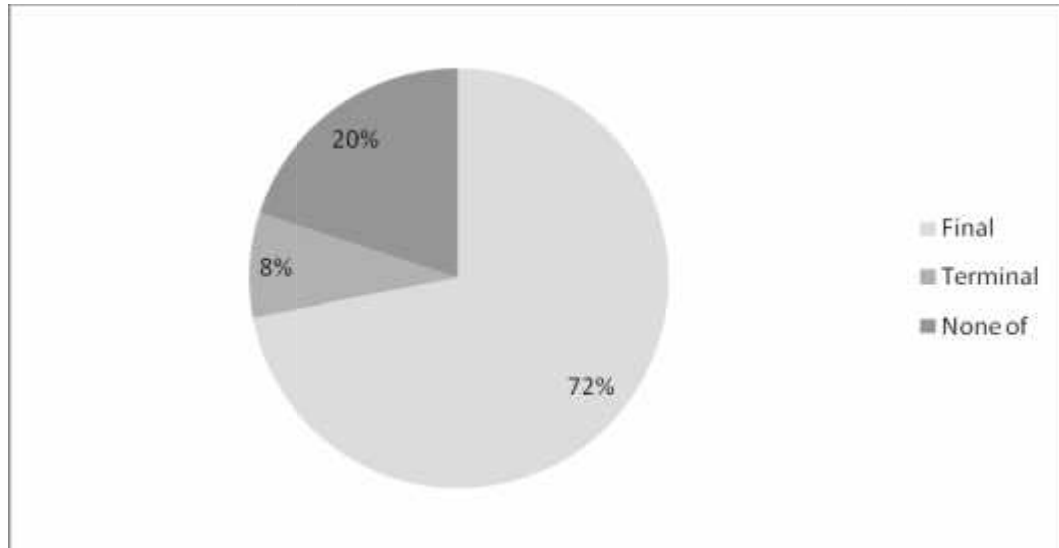**(From Public School's Students)**

Figure 3 shows, 67 per cent of the students felt that final examination was difficult than terminal examination whereas 29 per cent felt none of them were difficult and only 4 per cent of them felt that terminal examinations were difficult.

Figure 4 represents, 72 per cent of the students felt that final examination was difficult whereas 20 per cent of them felt that none of them were difficult and 8 per cent felt that terminal examinations were also difficult.

3.1.6 Consistency between the Marks of Students Obtained in Terminal and Final Examination.

Marks obtained by some students in terminal and final examination were consistent and marks obtained by some students were in fluctuation which can be presented in the table no.7 and 8.

Table 7: Consistency between the Marks.

(From Private Schools' Students)

Responses	No. of Students	Percentage
Yes	33	82.5
No	7	17.5

Table 8: Consistency between the Marks

(From Publics Schools' Students)

Responses	No. of Students	Percentage
Yes	21	52.5
No	19	47.5

Table 7 shows that 82.5 per cent of the students had consistency between the marks obtained in different terminal and final examination only 17.5 per cent of students hadn't such consistency.

Table 8 shows that 52.5 per cent of students had consistency between the marks obtained in different terminal and final examinations whereas 47.5 per cent of the students hadn't such consistency.

3.1.7 Students' Satisfaction with Terminal Examination

Terminal examinations help the students to be prepared for final examination. Regarding the provision of terminal examinations, some students are seemed to be more satisfied and some are less.
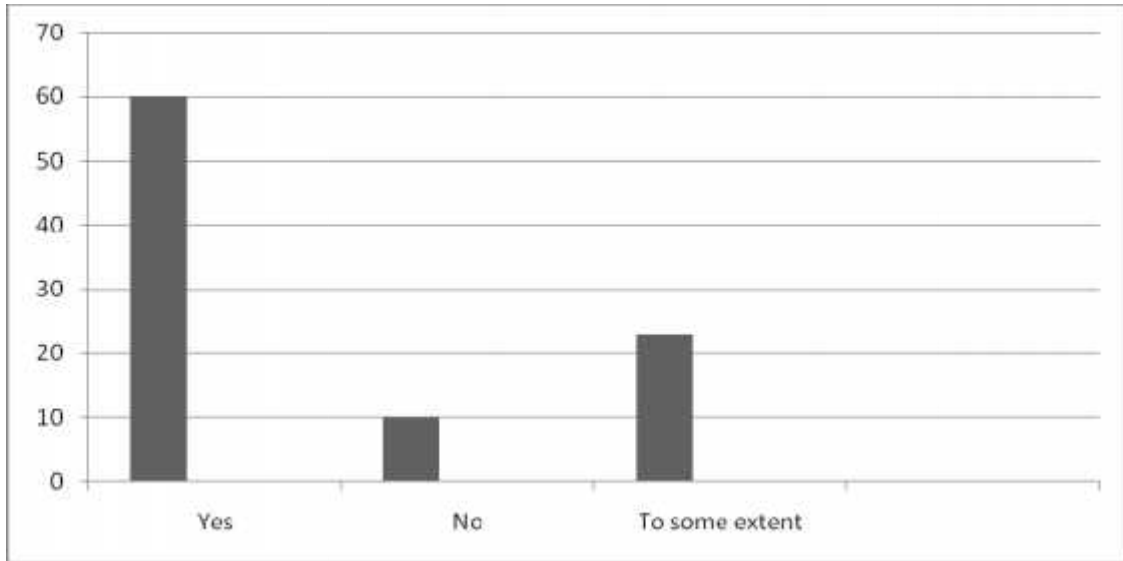
Figure 5: Students' Satisfaction

(From Private Schools' Students)
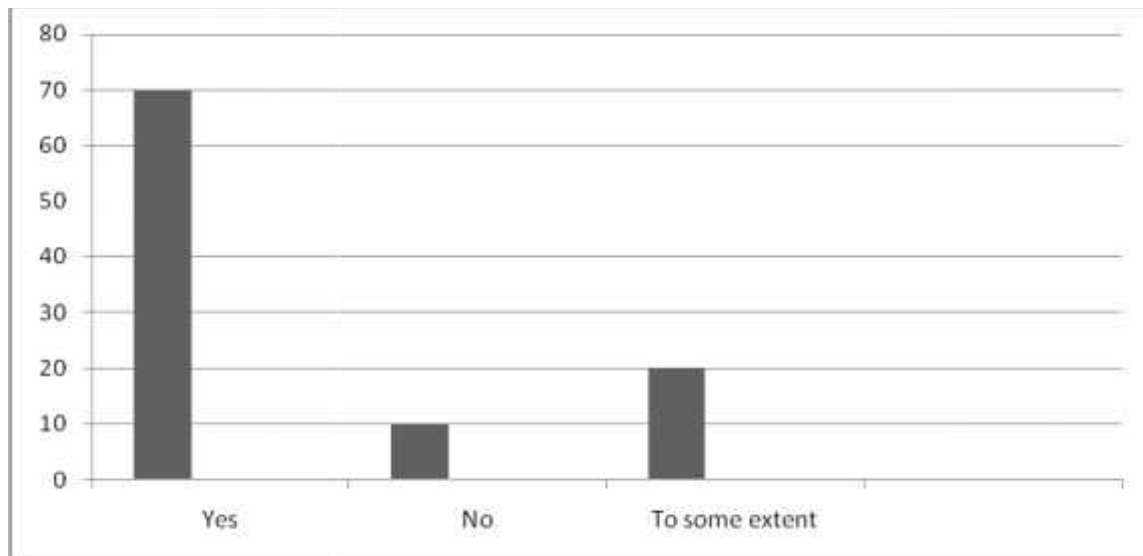
Number of Students

Figure 6: Students' Satisfaction

(From Public School's Students)

Number of Students

Figure 5 Shows that the majority of the students (i.e. 70 per cent of the students) were satisfied with their progress whereas 10 per cent of them were not and 20 per cent were satisfied with their progress of terminal examination to some extent.

Figure 6 shows that 65 per cent of the students were satisfied with their progress of terminal examination and 22 per cent were satisfied only to some extent whereas only 13 per cent were not satisfied with the terminal examination up to the final examination.

3.1.8 Prediction of the Questions on the basis of Previous Examination

Students could predict questions to be asked in the coming examination on the basis of previous examination. Here, responses taken from the students can be presented in the tabulate form.

Table 9: Prediction of the Questions

(From Private School's Students)

Responses	No. of Students	Percentage
Yes	17	42.5
No	4	10
To some extent	19	47.5

Table 10: Prediction of the Questions

(From Public Schools' Students)

Responses	No. of Students	Percentage
Yes	10	25
No	9	22.5
To some extent	21	52.5

Table 9 shows that 42.5 per cent of the students could predict questions based on the previous terminal examination. 47.5 per cent of the students could predict to some extent and only 10 per cent could not predict.

Table 10 shows that only 25 per cent of the students could predict and 52.5 per cent of them could predict to some extent whereas 22.5 per cent of them could not predict questions based on the previous terminal examination.

3.1.9 Students' Fear in Failing the Final Examination

Most of the students fear in failing the examination. The following tables show the responses of the students towards fear in failing final examination:

Table 11: Students' Fear

(From Private Schools' Students)

Responses	No. of Students	Percentage
Agree	7	17.5
Disagree	25	62.5
Neither agree nor disagree	8	20

Table 12: Students' Fear

(From Public Schools' Students)

Responses	No. of Students	Percentage
Agree	27	67.5
Disagree	5	12.5
Neither agree nor disagree	8	20

Table 11 shows, 62.5 per cent of the students disagreed that they were not afraid of failing the final examination where 20 per cent of the students neither agreed nor disagreed and 17.5 per cent of the students were afraid of failing the final examination.

Table 12 shows, 67.5 per cent of the students were afraid of failing the final examination whereas 20 per cent neither agreed nor disagreed and 12.5 per cent were not afraid of failing in the final examination.

3.1.10 Repetition of Questions Asked in Terminal Examination on Final Examination.

There seems to be repetition of questions asked in terminal examination on final examination. The figures show the students' responses on the repetitions of questions asked in terminal examination on final examination.

Figure 7: Repetition of Questions

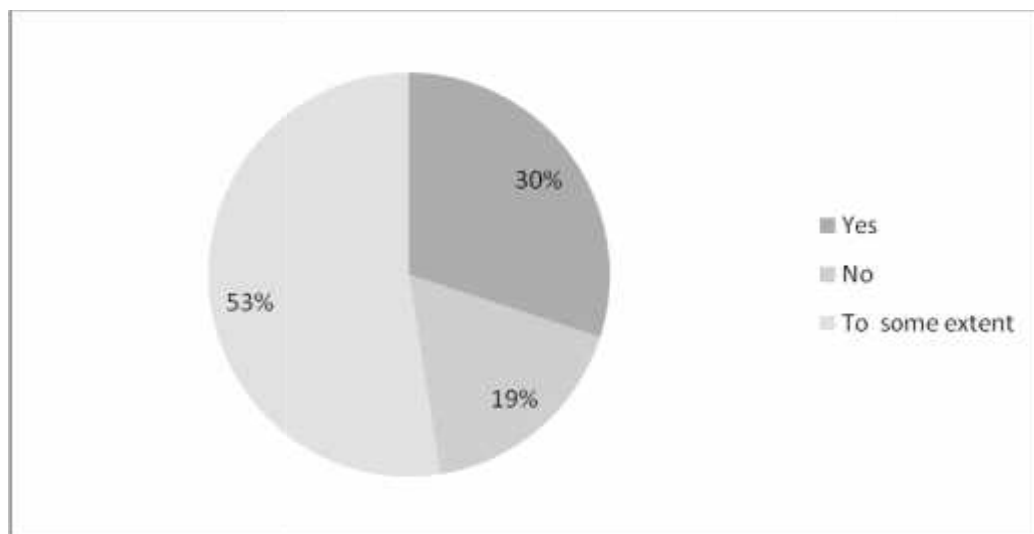   **(From Private Schools' Students)**

Figure 8: Repetition of Questions
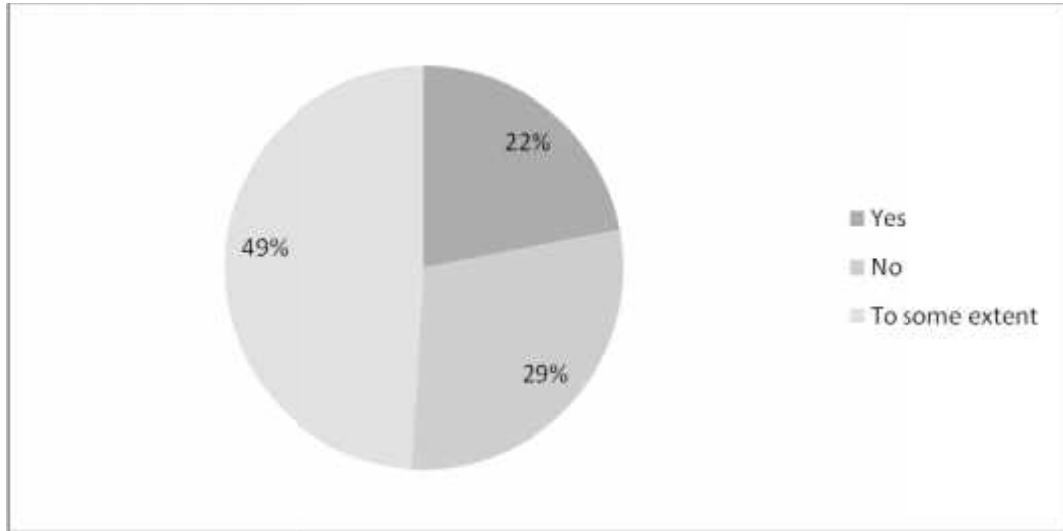
(From Public Schools' Students)

Figure 7 shows, 53 per cent of the students felt that there was repetition in questions to some extent and 30 per cent said that there was repetition whereas only 17 per cent told that there was no repetition in questions asked in terminal examination and final examination.

Figure 8 shows, 49 per cent of the students told that there was repetition in questions to some extent and 22 per cent of the students said there was repetition; another 29 per cent of students said there was no repetition in questions asked in terminal examination on final examination.

3.1.11 Students Satisfaction with the Present System of Asking Questions

The following tables show the responses of student on whether they are satisfied or not with the present system of asking questions:

Table 13: Students' Satisfaction on Question Pattern

(From Private Schools' Students)

Responses	No. of Students	Percentage
Yes	33	82.5
No	7	17.5

Table 14: Students' Satisfaction on Question Pattern

(From Public Schools' Students)

Responses	No. of Students	Percentage
Yes	28	70
No	12	30

Table 13 shows that 82.5 per cent of the students were satisfied with the present pattern of asking questions where 17.5 per cent of the students were not satisfied.

Table 14 shows that 70 per cent of students were satisfied with the present pattern of asking questions and 30 per cent of students were not satisfied.

3.1.12 Students' Study Hours in a Day after the Examination Schedule Published to Prepare for the Examination.

It is necessary, to the students, to study the text throughout the session managing the time table rather than studying few hours after the examination schedule has been published.

Figure 9: Students Study Hours in a Day
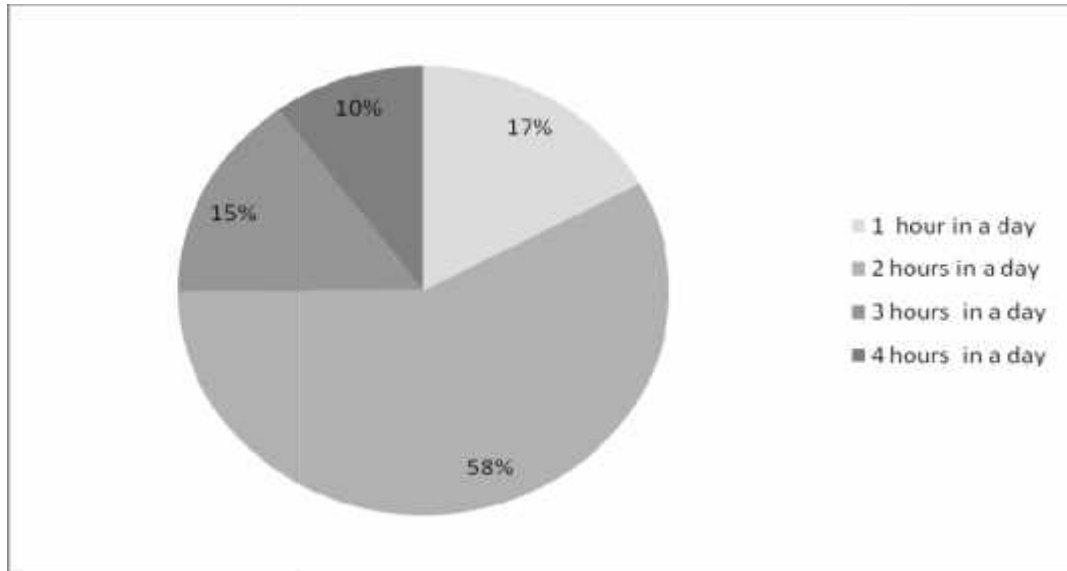
(From Private Schools 'Students)

Figure 10: Students Study Hours in Days

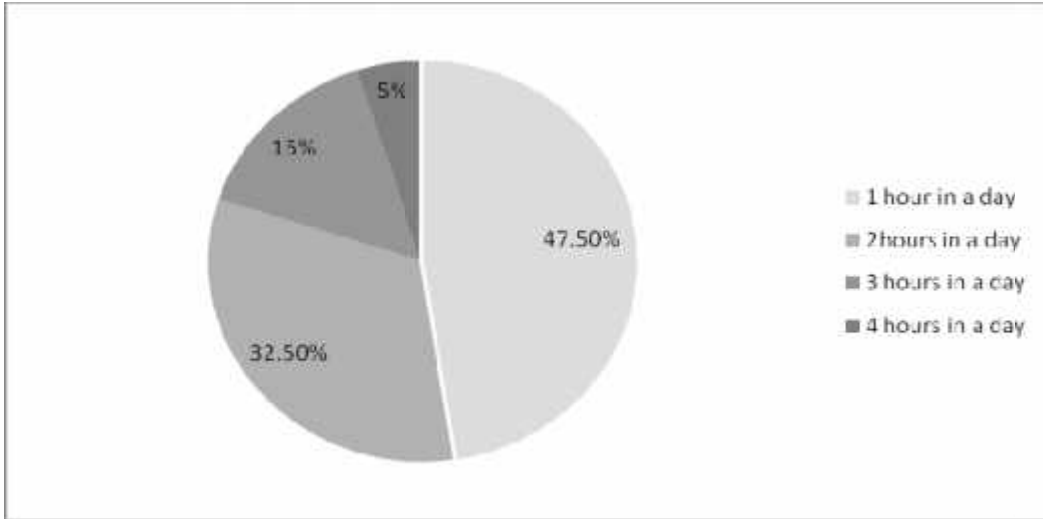**(From Public Schools' Students)**

Figure 9 shows that most of the students, i.e. 58 per cent of the students spent two hours in a day. 17 per cent spent one hour and 15 per cent spent two hours in a day after the examination schedule published to prepare the examination. Only 10 per- cent of the students spent four hours in a day.

Similarly, figure 10 shows that 47.5 per cent of the students spent one hour in a day. 32 per cent, 15 per cent and 5 per cent of the students spent two hours, three hours, and four hours in a day, respectively.

3.1.13 Teachers' Encouragement to Take Part in all the Class Test

Teachers' encouragements for the students to take part in all the class test is necessary .The tables show the students response on whether the teachers encourage the students to take part in the class test or not.

Table 15: Teachers' Encouragement

 (From Private Schools' Students)

Responses	No. of students	Percentage
Yes	34	85
No	6	15

Table 16: Teachers' Encouragement

 (From Public Schools' Students)

Responses	No. of Students	Percentage
Yes	18	45
No	22	55

Table 15 shows that 85 per cent of the students accepted there was teacher's encouragement to take part in the class text throughout the year where only 15 per cent of the students did not accept.

Table 16 shows, majority of the students seemed that there was no teachers' encouragement to take part in the all class text and 45 per cent were seemed that there was teacher's encouragement to take part in the entire class test.

Summary

In this section I have analyzed the responses from the students of grade nine. The overall picture of analysis shows that the students of private schools were more

satisfied and entertained with the present system of examination than the public schools students. Most of the private schools students used authentic textbooks and references for the preparation of examination but most of the public schools students depend on guide and guess papers for the preparation of examination. Similarly, marks obtained by the private schools students in different terminal as well as final examination seemed to be constant but in public schools students have fluctuation.

Private schools students seemed to be more optimistic about the result of examination then the students of public schools. There seemed to be much repetition in questions of private schools question papers with previous question papers but its ratio has found to be somehow low in public schools question papers. Lastly, most of the students thought that the previously asked questions in the examinations were helping them to predict the question to be asked in the coming examination.

3.2 Analysis of Teachers' Responses Teaching the Course.

This section of the thesis deals with the analysis of the responses from the teachers who were currently teaching this course. The teachers were selected from twelve schools of Kathmandu Valley where six schools from government sector and six schools from private sector. They were selected using simple purposive sampling procedure. A set of questionnaire was distributed to twelve teachers who were teaching English subject currently. They were personally consulted for their opinions on terminal examination as well as final examination including teaching learning environment of the school. The responses or opinions given by the teachers were analyzed in this way.

3.2.1 Usefulness of Terminal Examination for the Progress of Students.

Almost all the teachers of private and public schools agreed that terminal examinations were certainly helpful for the progress of students. They presented the following reasons such as:-

-) They help to build the students confidence.

-) The students know the pattern of questions.

-) The students get motivated.

-) The students know their level of progress which assisted them for further study.

-) The students changed their style of learning etc.

3.2.2 Materials Suggested by the Teachers for the Preparation of Examination

Teacher suggests the different materials for the preparation of examination. Most of the teachers suggested their students to use authentic materials. The table no. 17 and 18 show the responses from the teacher

Table 17: Materials Suggested by the Teachers

(From the Private Schools' Teachers)

Responses	No. of Teachers	Percentage
Authentic reference books	3	50
The book that cover most of the course content	1	16.5
Notes given by teachers	2	33.5
Guide and guess papers	0	0

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Table 18: Materials Suggested by the Teachers

(From the Public Schools' Teachers)

Responses	No. of Teachers	Percentage
Authentic reference books	3	50
The book that cover most of the course content	1	16.5
Notes given by teachers	2	33.5
Guide and guess papers	0	0

From the table 17, it is clarified that majority of the teachers (50%) were found to suggest their students to follow authentic reference books and among them some teachers suggested the books that cover most of the course content. Only 16.5 per- cent of the teachers found to suggest notes given by them.

Similarly, from the table 18, it is shown that 50 per cent of the teachers suggested using the books that cover most of the course content and 33.5 per cent of the teachers suggested to follow authentic books. Only 16.5 per cent teachers were found to suggest notes given by them.

3.2.3. Prepare Students for Terminal Examination

Teachers from public and private schools prepared their students for terminal examination in the following ways:-

) Teachers noted the important questions from the units and helped them to solve them.

) Teachers distributed the answers of the questions of the students crosswise and let them check it.

) Teachers promoted the students to write or tell the answers.

In conclusion, responses from the teachers of both schools (private and public) were similar.

3.2.4. Prepare Students for Final Examination

Responses of this question from the teachers of both schools (public and private) were also similar to many extents. So, they prepared their students for final examination in the following ways;

) Teachers suggested the students to prepare from old questions or practice book.

) Teachers took many exams before their final examination by managing time.

) Teachers asked the students to prepare the model questions themselves. After collecting them, he distributed the other students to solve etc.

3.2.5 Feeling of Differences for the Preparation of Terminal and Final Examination.

Almost all the teachers of the public and private schools felt that there were differences in the preparation of terminal and final examination by the students. Responses were also nearly the same which can be presented as follows;

) Course coverage was little for terminal examination but course coverage was more for final examination.

) There was chance of self evaluation in terminal examination but no more in final examination.

ﺟ Degree of fear of the students was low in terminal examination but high in final examination etc.

3.2.6 Consistency between the Marks Obtained by the Students in Different Terminal Examination with Final Examination.

Some students had consistency between the marks obtained in different terminal examination with final examination and some students had not such consistency. Responses from the teachers were taken and presented in the tabulated form.

Table 19: Consistency between the Marks

(From Private Schools' Teachers)

Responses	No. of students	Percentage
Yes	4	66.5
No	0	0
To some extent	2	33.5

Table 20: Consistency between the Marks

(From Public Schools' Teachers)

Responses	No. of students	Percentage
Yes	2	33.5
No	1	16.5
To some extent	3	50

Table 19 represents most of the teachers (i.e. 66.5 per cent) told that there was consistency between the marks obtained by the students and 33.5 per cent of the teachers told there was consistency to some extent.

Similarly, table 20 shows 50 per cent of the teachers told that there was consistency to some extent between the marks obtained by the students and 33.5 per cent of the teachers told there was consistency where 16.5 per cent of the teachers told that there was no consistency between the marks obtained by the students in different terminal examinations with final examination.

3.2.7 Teachers' Satisfaction with Student's Achievements

Here, responses were taken from the private and public schools teachers. Private schools teachers seemed to be more satisfied with the achievements of their students in comparison to the teachers of public schools.

Table 21: Teachers' Satisfaction

(From Private Schools' Teacher)

Responses	No. of Teachers	Percentage
Completely	3	50
To some extent	3	50
Not at all	0	0

Table 22: Teachers' Satisfaction

(From Public Schools' Teachers)

Responses	No. of Teachers	Percentage
Completely	0	0
To some extent	4	66.5
Not at all	2	33.5

Table 21 shows that half of the teachers were found to be completely satisfied with the students' achievements and half of them were satisfied with the students' achievements to some extent.

Similarly, table 22 shows that none of the teachers was found to be completely satisfied with the students' achievement; majority of the teachers (66.5%) were found to be satisfied to some extent and another 33.5 per cent of teachers were not found to be satisfied with their student's achievement.

3.2.8 Sufficiency of School Environment for the Students Learning

Responses from the private school teachers mentioned that there was sufficient environment available for the students. Libraries, labs, sports and other physical facilities were available there including academic quality building environment.

Responses from the public school teachers mentioned that there was no sufficient environment available for the students. Mainly manpower was not enough in ratio to the students. Similarly, libraries, labs and other physical facilities were not available. They mentioned that the following changes were necessary: -

) Increased number of teachers.

) Sufficient physical facilities from government side.

) Opportunities for co- curricular activities and sufficient instructional materials etc.

3.2.9 Suggest Students to Join Coaching/ Tuition Classes.

Teachers from both schools (Public and private) were not in favor of joining tuition classes only few of them were in favor of coaching classes but most of them were strongly against of paid tuition classes. And they never suggested their students to join tuition classes.

3.2.10 Teachers Teaching According to Question Pattern Asked in the Examination.

Most of the teachers' teaching was guided by the examination. From the very beginning they teach according to the question pattern asked in the examination.

Table 23: Teachers Teaching According to Question Pattern

(From Private Schools' Teachers)

Responses	No. of Students	Percentage
Yes	5	83.5
No	1	16.5

Table 24: Teachers Teaching According to Question Pattern

(From Public Schools' Teachers)

Responses	No. of Students	Percentage
Yes	4	66.5
No	2	33.5

From the table 23, it is clarified that majority of the teachers (83.5%) were found to teach according to the question pattern asked in examination. Only 16.5 per cent of the teachers were not found to teach according to the pattern.

Table 24 shows, 66.5 per cent of the teachers were found to teach according to the question pattern and 33.5 per cent of teachers did not teach according to the question pattern asked in examination.

3.2.11 Problems Faced by the Teachers Teaching this Subject or Course

The main problems faced by the teachers of teaching in the private schools:-

) Variation among the understanding capacities of the students.

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﹚ Haphazard knowledge of grammar of students

﹚ Teachers were burdened by vocabulary and so on.

The main problems faced by the teacher of teaching in the public schools:-

﹚ Students' poor English background

﹚ Lack of modern technological devices

﹚ Lack of enough exposure

﹚ Poor knowledge of grammar and vocabulary of the students
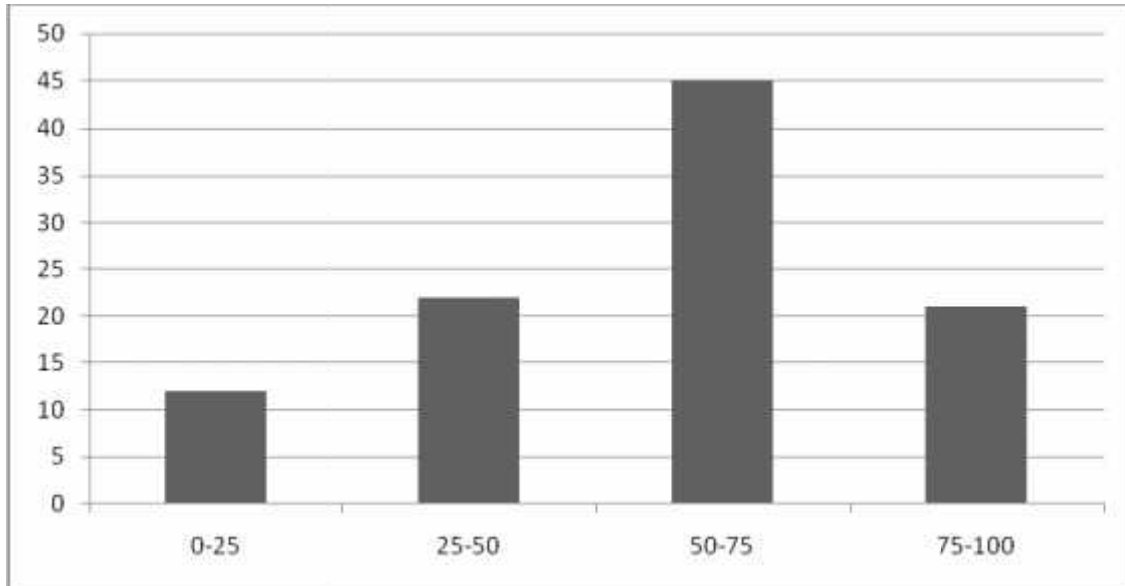
﹚ Problems of absentees of the students

﹚ Irregularity of doing homework, etc.

3.2.12 Percentage of Teaching Guided by Examination

Every teaching and learning activity was guided by the examination. Classroom teaching cannot be the exception of it, its degree could more or less.

Figure 11: Percentage of Teaching Guided by Examination

(From Private Schools' Teachers)

Number of Teachers

Figure 12: Percentage of Teaching Guided by Examination

(From Public Schools' Teachers)
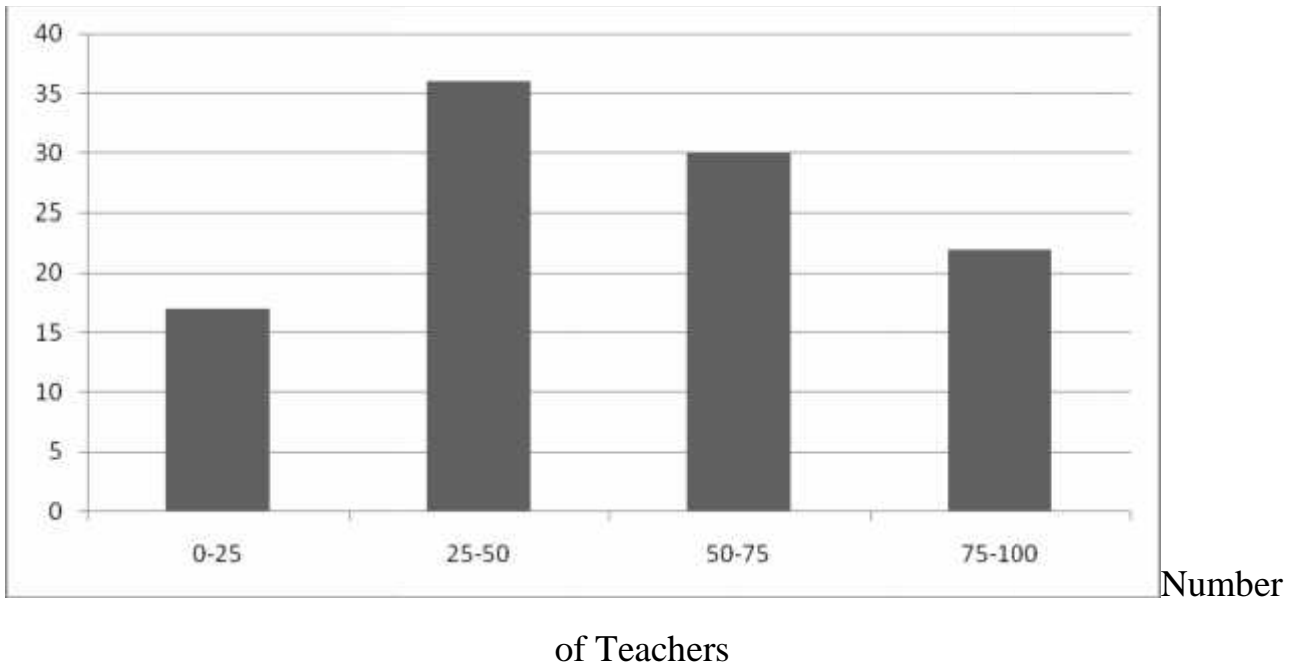

Number of Teachers

Figure 11 shows, majority of the teachers i.e. 45 per cent thought that their teaching was guided by examination. As a whole its percentage was high.

Similarly, figure 12 shows that their teaching was also guided by examination but its degree is low.

 It means we can claim that private schools teaching were more guided by examination in comparison to public school teacher's teaching.

3.2.13 Achievement of Goals Specified in the Curriculum

Goals and objectives are specified in all the subjects' curriculum but major issue is that how much the students have achieved. Here, our English curriculum has also specified some goals but how much students' become able to achieve these goals is the case. For this, responses from the teachers' are presented here.

Responses from the Private School Teachers

In the curriculum, different goals and objectives are specified but major issue is how many of them will be achieved. Regarding the responses of private schools teachers, 66.5 per cent of teachers thought that students would be able to achieve the goals specified in the curriculum whereas 33.5 per cent of teachers thought that heir students wouldn't be able to achieve them because of improper system of examination, lack of trained teachers due to low salary, compulsion of schools to pass the students at any rate, burden for the students in foreign curriculum.

Responses from the Public School Teachers

Regarding the responses of public school teachers, 33.5 per cent of the teachers thought that students would be able to achieve the goals specified in the curriculum whereas 66.5 per cent of the teachers thought that their students wouldn't be able to achieve them. The reason behind it was, schools were overpowered by politics, disciplinary problems in students, improper management of schools, lack of sufficient instructional materials and no correspondence between the goals and the way of teaching and evaluation.

3.2.14: Students' Performance within the Three Hours in the Examination.

Due to the different influencing factors, students could not perform all the required things in the examination. It is difficult task for some of the students to perform all the necessary things within the three hours in the examination. Here, responses from the teachers' were presented in the following tables:

Table 25: Students' Performance

(From the Private Schools' Teachers)

Responses	No. of Teachers	Percentage
Yes	4	66.5
No	2	33.5

Table 26: Students' Performance

(From the Public Schools' Teachers)

Responses	No. of teachers	Percentage
Yes	1	16.5
No	5	83.5

Table 25 shows, 66.5 per cent of the teachers thought that students would be able to perform their knowledge in the examination and 33.5 per cent of teachers thought that students would not be able to perform their knowledge in the examination.

Table 26 represents that only 16.5 per cent of the students would be able to perform their knowledge in the examination and 83.5 per cent of the students would not be able to perform their full knowledge in the examination.

3.2.15: Suggestion to Improve the Present Scenario of Teaching and Evaluation System.

To analyze the responses from the teachers of both (Private and public) schools, I found similar ideas to improve the present scenario of teaching and evaluation system of our context. In overall pictures of the responses from the teachers, we came to know

that they were not completely satisfied with the present system of evaluation. As a whole they mentioned the following suggestion to improve the present scenario of teaching and evaluation system:-

) Sufficient facilities should be provided for the teachers, which will devote them on their profession.

) Any sorts of political disturbance should not be there.

) The school should be equipped with instructional materials which will be beneficial for the practical examination.

) The school environment should be full of discipline.

To sum up, the overall analysis of responses from the teachers of both (private and public) schools shows that they were not completely satisfied with the present system of evaluation. Teachers from the private schools were more satisfied with the achievement of their students in comparison to public school teachers. Most of the teachers suggested their students to follow authentic reference books and the books which cover most of the course. Majority of the teachers focused their teaching on examination and teach according to the question pattern asked in the examination. Teachers prepared their students by giving notes, class work, homework for the preparation of terminal examination and prepared their students by giving important questions, make their students practice old questions, ask them to revise the whole course for the final examination. It is found that almost all the teachers did not suggest their students to join coaching and tuition classes.

3.3 Analysis of the Marks Obtained by the Students in Different Terminal Examination as well as Final Examination.

The researcher collected data from two schools, i.e. Bagh Bhairav Secondary School, Kirtipur and Aakash Ganga Secondary School, Manamaiju respectively to find out the washback effect of terminal examination in final examination. For this purpose, he selected two schools, one from public sector namely Bagh Bhairav Secondary School, Kirtipur and one from private sector namely Aakash Ganga Secondary School, Manamiju Kathmandu. He took forty students from public school and forty students from private schools. The marks obtained by the students in different terminal and final examination were collected the analysis of the marks obtained by the students in different terminal examinations as well as in final examination in presented here.

3.3.1 Marks Obtained by the Private Schools Students in Different Terminal Examination along with Final Examination (Appendix-V)

The analysis of the marks obtained by the private schools students in different terminal examination along with final examination shows that 55 per cent of the students got first division in the first terminal examination, 40 per cent students got second division, 2.5 per cent of students got third division respectively and 2.5 per- cent of students failed. Similarly, in the second terminal examination, 67.5 per cent of the students got first division, 27.5 per cent of students got second division and 5 per cent of students got third division .Whereas, 32.5 per cent of the students got first division,65 per cent got second division and 2.5 per cent of the students failed in the final examination. To calculate as a whole out of 100 marks 32.5 per cent of the students got first division, 65 per cent got second division and 2.5 percent of the students failed in the examination.

Here, the result shown that the students who got first division in the first terminal examination, they secured better marks (more that in first term exam) in the next examinations also up to the final examination. We can see that marks obtained by the students had a consistency or gradual increasing order. So, there was positive washback effect of terminal examination upon the students.

3.3.2 Marks Obtained by the Public Schools Students in Different Terminal Examination along with Final Examination (Appendix-VI)

The analysis of the marks obtained by the public schools students in different terminal examination along with final examination shows that 10 per cent of the students got first division, 25 per cent of students got second division, 50 per cent of the students got third division and 15 per cent of students failed in the first terminal examination. Similarly, 10 per cent of the students got first division, 25 per cent of students got second division, 47.5 per cent of the students got third division and 17.5 per cent of the students failed in the second terminal examination. Whereas, 37.5 per cent of the students got first division, 17.5 per cent got second division, 32.5 per cent got third division and 12.5 per cent students failed in the final examination. As a whole, 37.5 per cent of the students up graded and 22.5 per cent of the students remained in the same class.

From the data we see that those students who got first division or good marks in the terminal examination; they did not secure better marks in the final examination but those students who got less marks in the terminal examination; they secured good marks in the final examination. This data reveals, upon some students had positive washback effect of terminal examination and some had negative washback effect of terminal examination.

To sum up, the overall analysis of the marks obtained by the students revealed that there was almost all positive washback effect of terminal examination upon the students of private schools. Almost all of the students got benefited from the terminal examination and they did well (better than terminal examination) in the final examination. It means there was positive wash back effect of terminal examination upon the students of private schools. Whereas, in case of public schools students there was mixed effect of terminal examination upon the students; it means some students did well or secured good marks in the terminal examination but they did not secure better marks in the final examination. On the other hand, some students did not do well or secured good marks in the terminal examination but they did well or secured better marks in the final examination. It shows that some students got benefited and some were not from the terminal students there was positive washback effect of terminal examination and upon some students there was negative effect of terminal examination.

Finally, the degree of impact of terminal examination was high in the private schools students and its degree is low in the public schools students. The practice or system of this type of terminal examination was more advantageous for the private school in comparison to public schools.

CHAPTER –FOUR
FINDINGS AND RECOMMENDATIONS

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

After the analysis and interpretation of data, the findings of the study are summarized as follows:

1. **Effect of terminal examination upon the students**

   The terminal examination of compulsory English for grade IX have more positive or beneficial washback effect on the students of private schools in comparison to the student of public schools.

2. **Essentiality of terminal examination**

   The system of terminal examination is taken as basic requirements for the progress of student by the teachers. They thought that terminal examination is vital tool to know the students level of progress and what needs for the further remedy.

3. **Students confidence**

   It is found that terminal examination helped to build the confidence of students. Students were encouraged to tackle the environment of coming examination. Gradually, terminal examination assisted to reduce the fear of examination and helped to digest the surrounding of examination.

4. **Teachers' satisfaction**

   It is found that teachers of private schools were more satisfied with the achievement or progress of their students whereas the teachers of private schools were not satisfied with the achievements or progress of their students.

5. **Consistency between the marks**

   The marks obtained by the private schools students in different terminal examination with final examination seemed to be consistent or in increasing order. On the other hand marks obtained by the public schools students in different terminal examination with final examination did not seem to be consistent or in increasing order; there is fluctuation in marks.

6. **Study hours of the students**

   Majority of the students spent more time on study only after the examination schedule published. Normally, students did not allocated much time to their study. When examination is quite near or schedule has been published only then they were cautious or allocated more time on their study with great attention.

7. **Teachers Teaching.**

   Mostly the teachers teaching were found to be examination oriented. They were found to teach according to the examination point of view without paying the attention to achieve the specified goals of the course. There was no match among the course objectives, teaching methodologies and examination.

8. **Terminal examination promoted guess work**

   The researcher found while analyzing the responses of the students terminal examinations helped to guess the questions to be asked in the final examination.

9. Materials for reading

It was found that the students of private schools consulted an authentic textbooks and notes delivered by their teachers whereas the student's public schools consulted a guess papers and small tabloids.

4.2 Recommendations

The system of terminal examination is found to be very crucial but since the terminal examination does not follow the spirit of the provision, i.e. it has not been influencing the teaching learning process as per goal to some extent. On the basis of the above mentioned findings, researcher would like to purpose the following suggestions to have a beneficial washback effect of terminal examination.

1. Terminal examination should be conducted as an inherent part of teaching-learning process within the classroom.
2. The terminal examinations should be considered seriously as progress tests by the authority and the students.
3. Teacher should be more serious on the student's level of progress.
4. Student's habit of studying should be developed before the examination schedule has been published also.
5. Teachers teaching should not be examination oriented only.
6. Examinations, course of study and objectives of the course should be in harmony with each other.
7. Students should study all the text seriously rather than only studying the questions that might be possible in the exam.
8. The students should consult the authentic textbooks as well as class notes provided by the teachers reducing the habit of reading guess papers and guides.
9. The students should avoid rote learning.

10. Repetition of questions in the examination should be avoided.

11. Teachers should encourage the students to take part in all the classroom activities as well as co-curricular activities.

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