

CHAPTER– ONE

INTRODUCTION

1.1 General Background

Language is the most widely used means of communication among people. It is specially a human possession. Language is a very complex phenomenon in human life so it has been taken as one of the mysteries that have confronted people. Language has mainly two functions or purposes: general and specific. The specific purpose of language is used to fulfil the specific needs of particular group of language users. Technical terms are specialized in a particular field and used by the specialized users in that field. Language as general purpose is used to fulfil the day to day needs and the users share the language of common pragmatic range, wherever in the field they are and whatever the speech community they belong to.

Chomsky (1957) defines language as “A set (Finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements” (p.13). For Yadav (2001) “Language is a means by which we can perform several things- communication, thinking, group solidarity, inter linguistic conflict, nation building, control creation, and so on” (p.3). Language is common to all and only human beings. It is the most unique gift that sets them apart from the rest of living beings. It is the greatest accomplishment of human civilization. We cannot think of any social, academic, and artistic activities going on without language.

English Language can be described as a library language. Most of the publications in the field of science and technology are published in English. About one third of the world's publications, books as well as news papers, periodicals are published in English. The knowledge of English opens many doors including an easier access to a good job. So English can also be viewed as a means of getting a better job for improving social status and for solving economic problems.

Pei (1986) as cited in Brown (1989) writes language is a system of communication by sound, operating through the organs of speech and hearing, among members of a given community, and using vocal symbols possessing arbitrary conventional meanings.

For Wardhaugh (1972) "Language is a system of arbitrary vocal symbols used for human communication" (p.3).

1.1.1 Language Teaching and Language testing

Language teaching and language testing are closely related. It is virtually impossible to work in either field without being constantly involved with other. Language teaching is not complete without testing. It means there is whole-part relationship between language teaching and 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.

What is language learning and what is language teaching and how do they interact? Let us consider some traditional definitions. A search in contemporary dictionaries reveals that learning is "acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction". 'Learning is a relatively permanent change in behaviour". Teaching is defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing knowledge, causing to know or understand. It means teaching cannot be defined apart from learning.

Language testing has suffered from a number of theoretical short comings. From within language testing we have, unfortunately, a tendency to want to believe in old language consisting of essentially of grammar, and which assumes that sampling grammar as extensively as possible is going to provide the best basis for wide ranging prediction of real- world performance.

Khaniya (2005) writes, 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 teachers wish them to learn (p.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 leading the learner to learn. That is to say language teaching and testing are mutually inclusive in the language education.

Lado (1993) says "The same basic understanding of the facts of language learning applies to language testing" (p.20). He further says that what the students have to learn constitutes the corpus of what we have to test. Since the students have to learn language, it is language that we must test.

Harrison (1991) 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 class time . . . far from divorced from each other testing and teaching are closely interrelated" (p.1) . Here Harrison maintains that, though the common view of testing tries to divorce or separate testing from teaching, it can not 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 students with useful information that can serve each as a basis for improvement.

Similarly, MCGraph (1996) says "Teaching without testing is like painting in bad light"(p.60). Here MCGraph strongly argues that teaching cannot be fruitful without testing and therefore, it gets light from testing for its natural

development. Thus, 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 Examination

An examination is a formal measurement of the students' learning and held at the end of a term or session. It can be external or internal. Its aim is to find out whether the students have reached the required level of attainment or not. An examination is regarded as an attempt to find out whether the students have attained a certain predetermined standard. An examination is linked with an externally fixed standard of achievement. Oxford advanced learners' dictionary (2000), "Exam is the usual word for a written, spoken or practical test at school or college, especially an important one that you need to do in order to get a qualification"(4431).

In language testing, the terms 'test' and the 'examination' are used synonymously. An exam seems to be included in a test in the sense that a test can have different realisations: a class progress test, a proficiency test, a summative test and an examination is one of them. On the other hand, a test appears to be included in an exam in the sense that an exam can have different forms: assessment of a course, interview and a test is one of them. The test and the examination are not different from the point of view of the way they require testees to perform; both contain a list of tasks or tests in terms requiring students to act upon them. In most cases, the examination is concerned with achievement so it would be useful to discuss these terms, within the framework of achieving testing. On the whole, it would seem that examinations and tests are not different physically because they require examinees to perform. However, they differ in influencing the psychological sets of students, teachers and parents.

1.1.3 Quality of a Good Test

A test is a measuring device which we use when we want to compare an individual with other individuals. To be a test good and qualitative, it must reflect certain criteria viz. validity, reliability, practicality or administrability, wash back effect etc. If the test contains these qualities then it actually measures what it is supposed to measure, that is language ability of the individuals to whom the test is administered.

Brown (1989) defines, "A test, in plain, ordinary words, is a method of measuring a person's ability or knowledge in a given area" (p. 252) . The definition captures the essential components of a test. A test is first a method. There is a set of techniques, procedures, test items that constitute an instrument of some sort. And that method generally requires some performance or activity on the part of either the test or the tester or both. The method may be quite intuitive and informal, as in the case of judging offhand someone's authenticity of pronunciation or it may be quite explicit and structured, as in a multiple-choice techniques in which correct responses have already been specified by some objective means.

Similarly, Bachman et al. (1997) define a test as "If we assume that a single 'test' exists and we attempt either to use this test itself or to use it as a method 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" (p.6).

As the good quality is basic requirement of a test, then the question arises what makes a test good? Talking on this ground Weir (1998) says "to help decide on the most suitable formats for inclusion in 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" (p.1).

To be effective and efficient the test must be purposeful i.e. it 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.

1.3.1.1 Validity

Validity is the most complex criterion of a good test in the sense that the concept of validity reveals a number of aspects. Validity is the degree to which the test actually measures what it is intended to measure. Heaton (1988) defines, "The validity of test is the extent to which it measures what it is supposed to measure and nothing else" (p.159). Different kinds of validity such as face validity, content validity, concurrent validity, and predictive validity have been used by the language testers. A test may have negative wash back effect if it lacks validity.

Brown (1989) says "By far the most complex criterion of a good test is validity, the degree to which the test actually measures what it is intended to measure" (p 254). Khaniya (2005) 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 (p.94).

Hughes (1995) said "A test is said to have face validity if it looks as if it measures what it is supposed to measure" (p.27). So face validity is seen in its appearance. To have content validity a test must constitute a representative sample of 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 test 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 questions of abilities and skills.

1.3.1.2 Reliability

Reliability is the extent to which the test produces consistent results when it is administered under similar conditions. Though reliability is a relative concept, the examiners should try to maintain reliability in the test scores. Thus, to be a test good and qualitative, it must be reliable.

Brown (1989) writes " A reliable test is a test that is consistent and dependable" (p 253) He further says that the sources of unreliability may lie in the test itself or in the scoring of the test, known respectively as test reliability and rater reliability . If we give the same test to the same subject or matched subject on two different occasions, the test itself should yield similar result; it should have test reliability.

Heaton 1988) 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" (p. 162).

It means to have reliability a test must have uniformity in its scores no matter whenever the test is administered and whoever the scorer is

Thus, reliability is an essential quality of a good test and therefore the test must exert this quality. Consistency in 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.

1.3.1.3 Practicality

A test must be fairly straight forward to administer. Practicality refers to the cost effectiveness and enough time to administer the test. It means the test must be manageable in terms of money, time and other physical aspects.

Brown (1989) writes "A test ought to be practical within the means of financial limitations, time constraints, ease of administration, and scoring and interpretation" (p. 253). He further says that one important aspect of practicality that testing researchers have pointed out is that a test ought to have instructional value, that is, it ought to be possible to use the test to enhance the delivery of instruction in student populations.

Heaton (1988) said "A test must be practical, in other words, it must be fairly straight forward to administer" (p. 167) .

It is of paramount importance that examiners are fully conversant with the test situation. If the test is to be administered by several examiners working in different test centers, clear directions specifying exactly what each examiner should say and do should be issued in order to ensure that exactly the same procedure is followed in each centre.

1.1.4 Wash Back Effect

Effect of a test on teaching and learning is called wash back effect. Wash back and back wash are being used interchangeably. It has been defined as the effect of an examination on the teaching and learning of a foreign language and syllabus designing. It has been widely used in language testing literature.

Teaching may be influenced by the knowledge that their students are planning to take a certain task and adapt their methodology and content of lessons to reflect the demand of the test. Richards, et al. (1993) have defined wash back as "The effect of test on teaching" (p.31). Khaniya (2005) writes "Whatever is done all along the way of examination preparation is the wash back effect of the examination" (p.56).

Originally the term 'wash back' has a negative connotation following Wiseman (1961) "It was used to define the deleterious effect of examination. One of the criteria for a good test at that time was not to have a wash back effect on teaching" (p.159). The concept of wash back got changed after some years and started to be used as a natural term, i.e. neither negative nor positive, simply to refer to the effect of an examination of education. This is a stand on the neutrality-neither positive nor negative of wash back effect.

Bachman (1989) talks about potential consequences both positive and negative of using a particular test. According to him "One consequence that has been discussed with respect to language testing, for example is that of wash back or the effect of testing on instruction positive wash back would result when the testing procedures reflect the skills and abilities that are taught in course" (p.83). Though he has talked both positive and negative effects of examination, he has limited the effects only on instruction or methodology.

Person (1988) as cited in Khaniya (2005) looks at wash back effect of a test from the point of view of its potential negative and positive influence on teaching. This effect can influence the teaching and learning methods employed from very beginning to the end of a course if examinations require the students to cover all what is entitled in the course objectives.

Morrow (1986) terms as "This effect of a test 'wash back validity' (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" (p.6).

Khaniya (2005) has concluded that the idea of how to get through the exam and how to help students to get through the exam, influences students learning activities prepare, students for the examination by giving them homework and the students do exam preparation at home are not unaffected by a examination. In this way examinations have strong influence on how teachers and students work.

There is a dearth of research studies that specifically focus on the wash back effect of an exam. Since this aspect of language testing has recently received considerable attention, there should be more research evidence about it in a few years time. The term wash back was young in applied linguistics until recently. Even the Longman Dictionary of Applied Linguistics (1985) has not recognized it. Recently, it has been given a proper place in dictionary of language of testing.

Hughes (1995) defines wash back as "The effect of testing on teaching and learning is known as back wash. Backwash can be harmful or beneficial. If a test is regarded as important preparation for it can dominate all teaching and learning activities and if the test content and testing techniques are at variance with the objectives of the course then there is likely to be harmful backwash" (p.1) . Here, Hughes opines that test items should be in harmony with the course objectives to have beneficial back wash; other wise wash back will be harmful.

Talking about wash back effect of a test, Heaton (1988) raises the questions as "how much influence do certain tests exert on the compilation of syllabuses and language teaching programmes? How far is such an influence harmful or actually desirable in certain situations? Again, what part does coaching play in the test situation? Is it possible to teaching effectively by relying solely on some of the techniques used for testing?" (p. 170). Here he raises the questions on the impact of a test on syllabus and language teaching programmes in determining methodology by the teachers; he also suggests that we should guard against the negative back wash effect.

The 'wash back effect' of testing is primarily the influence of testing on training and learning. It is also the potential impact that the form and content of an aviation English test may have on regulators and administrators conception of language proficiency and what it entails. The effects of test focus, type, delivery and content on training and training administration are examined.

The notion of 'wash back' is common in language teaching and testing literature, and tests are held to be powerful determiners of what happens in classrooms. Claims are made for both negative and positive wash back, and some writers go far as to claim that a test's validity should be measured by the degree to which it has a beneficial effect on teaching. However, very little evidence has been presented to support the argument that test influence teaching, and what evidence has appeared tends to be based on teachers' accounts of what happens in the classroom rather than on observations of teaching and learning. Alderson and Wall (1993) presented numerous elements which create positive or negative wash back and emphasised the need to further investigate the nature of wash back.

Professor Purpura (1985) concluded that studies into wash back showed that exams can potentially affect the content of teaching and related materials, but are in effectual in effecting changes in other aspects of teaching. The full range and extent of the effect of wash back has yet to be established: few studies have investigated the exam affects on increased performance, and no studies have examined either changes in teachers cognition or the evidentiary links between the provision of test feedback and the developmental processes in both large-scale and classroom contexts.

Bailey (1996) adopts a more holistic view regarding the effects of tests, but prefers to consider overall impact in terms of 'wash back to the learners' and wash back to the programme. In the latter group she includes teachers, administrators, curriculum developers counsellors, etc. Bailey groups of individuals who, according to Taylor (2000), would be more likely to have an interest in the front end of a test. Thus, the term 'wash back is open to a variety of interpretations and that there are a number important variables to consider when conducting research into the issue. For example, how are we defining the terms 'wash back exactly? Are we using the term to describe the effects of a test on teaching and learning only, or are we using it in the wider sense to include the effect of a test on other stakeholders in the education process,

which as noted above would be more accurately referred to as test impact. Other issues also arise concerning the kind of influence that a test might have, (p.264). Bailey notes the six hypotheses related to the wash back effect.

1.1.4.1 Some Possible Wash back Hypotheses

- a. A test will influence teaching
- b. A test will influence learning
- c. A test will influence what teachers teach
- d. a test will influence how teachers teach and therefore by extension from (2) above.
- e. A test will influence what learners learn
- f. A test will influence how learners learn.

It is well accepted that examinations, which have extrinsic and intrinsic values are very powerful. They are powerful in the sense that teachers and parents do all what they can do to make the students work hard during the preparation of examination. Examination plays a very important role to shape up the future of the students. Thus, wash back effect of examination is likely to affect the whole process of language teaching, learning and language testing including curriculum designing and its implementation.

To sum up, wash back 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 wash back.

1.1.5 Introduction to the Course

As the researcher is interested to find out the wash back effect of examination of 'Teaching English literature', prescribed for B. Ed. 3rd year students majoring English, it is worth to give a brief account of the of the course of study. The course encompasses the 3 units viz. Introduction to literature, Introduction to Teaching literature and Teaching English literature. This is a course on how to teach literature with special reference to teaching English Literature. The course contains an introduction to literature in general followed by pedagogical aspects. This course concludes with the application of the introductory knowledge and pedagogical aspects to the teaching English literature.

The objectives specified for this course are as follows:

- i. to make teacher trainees understand what literature is,
- ii. to make them able to classify literary texts,
- iii. to make them familiar with the characteristics features of literary language,
- iv. to make them understand aims objectives and approaches of teaching literature,
- v. to make them able to analyzes and appreciate literary texts,
- vi. to make them able to explain the value of literature in Language teaching,
- vii. to introduce them able to explain English Literature.,
- viii. to enable them to teach different types of English literary text effectively.

1.2 Review of the Related Literature

Numerous explanations of the terms 'wash back' can be found throughout the published research and literature on language testing. One of the most common definitions sees the concept referred to as the influence of testing on teaching and learning.

Li Xiaojun (1989) as cited Khaniya (2005) assesses the wash back effect of the matriculation English test after four years of its implementation in China and points out the positive wash back effect of matriculation English test that teaching has been expanded to include a greater use of imported and self compiled materials and there have been changes in teachers' approaches to what is to emphasize in teaching in the classroom and there has been also changed in the teachers' attitude about what to teach and how to teach. The students have been found to be conscious of using their time and resources for learning English.

Khaniya (1990) has conducted a research on “Examinations as Instruments for Educational change: Investigating the Wash back Effect of Nepalese English Examination”. He opines that SLC exam fails to assess the English skills that the SLC English course intends to develop communication skill because of its textbooks and previous exam paper oriented nature, it does not encourage the students and the teacher to focus on language skills entitled in the course objectives. He has concluded that Wash back is an inherent quality of exam; Ingredients of the exam determine whether the Wash back is negative or positive and teaching for final exam is not only inevitable but desirable as well.

Taylor (2000) as cited in Caine (2005), a test can have following impact upon the various stakeholders involved, at different points in the testing process:

Some of the stakeholders, for example, examiners and materials writers are likely to have more interest in the front end of a test, i.e. the test assessment criteria or test format. Others may see their stake as being primarily concerned

with the test score. Some stakeholders, such as learners and teachers, will naturally have an interest in all aspects of the test.

Neupane (2004) has carried out a research study entitled “Wash back Effect of Examination: A case of Communicative English”. She came with the conclusion that participation of the students in the class was very low. Practical examination was just a formality and the tasks didn’t resemble real life situation or lack of authenticity. The present examination system did not follow course objectives and it lacked content relevance as well as course coverage.

Caine (2005) has carried out a research on " EFL examination wash back in Japan: Investigating the Effects of Oral Assessment on Teaching and learning". He came up with the conclusion that the official communicative syllabus of the Japanese Ministry of Education (MEXT) remains at with the more grammar based methodology adopted by teachers at classroom levels. It has also been found that English teachers in Japan find themselves in an unenviable position in which the constraints imposed by the examination- driven, hidden syllabus prevent them from implementing communicative methodology. It means that English examinations in Japan, which tend to be heavily grammar orientated, have a negative wash back effect on teaching and learning.

Poudel (2006) has carried out a research on “Wash back Effect of Examination papers of ELT Theories and Methods of B. Ed. 2nd year”. He came up with the conclusion that the examination system failed to require the students to develop true pedagogical skills. Examinations encourage the students to guess the future questions to be asked more than to develop the pedagogical skills and the students only worked for the exams than language learning. Teacher centered methods was widely used and there was no use of instructional materials.

Regmi (2006) has carried out a research on “A study on wash back effect of examination: A case of ELT Materials and Practice”. He came up with the conclusions that the examinations of ELT materials and practices has negative

wash back effect on teaching and learning because examination did not represent whole of the course objectives and they did not also cover all the course contents. So this course has not tested whole that it should have tested. Practical exams are not found practicable, there is danger of cheating.

Khanal (2007) has carried out a research on “A study on wash back effect of SLC sent up Examination”. She came up with conclusion that the SLC sent up examination has negative wash back effect because examinations failed to develop communicative competence among the students. The students were found to be encouraged to guess the questions from the previous examinations. This study shows that examinations failed to require the students to develop communicative competence and the questions were asked from the course contents but nature of the questions were not according to the course objectives. It was also found that the examinations encouraged the students to guess the future questions to be asked and the teacher were not using the sufficient materials, methodology and examinations do not match.

Yadav (2007) has carried out a research on “Wash Back Effect of Examination: A Case of a Course in General English of B. Ed”. He came up with the conclusion that participants of the students in the classroom was found to be very low. Students are not eager to participate in the classroom activities because they only wanted to pass the exam without taking part in such activities. Moreover, the teachers did not encourage the students to take part in the class room activities and the students were not provided with the opportunities to take part in the writing activities.

Though, a number of studies have been conducted in wash back effect of examination, nobody has carried out the research on wash back effect of examination of 'Teaching English Literature' of B. Ed. third year exam. Thus, the researcher was interested in carrying out this research.

1.3 Objectives of the Study

The objectives of this research were:

- i. to determine the wash back effect of the final examination of the course Teaching English Literature prescribed for B. Ed. Third year,
- ii. to suggest some pedagogical implication.

1.4 Significance of the Study

This study is expected to give some insights on how the examinations influence language teaching and language testing. The findings will be significant to those who are interested in language teaching and language testing, particularly to those who are involved in the teaching English Literature. This study will also be very important for the text book writers, examination experts, curriculum designers, English Literature teachers, trainers and the students as well.

CHAPTER-TWO

METHODOLOGY

This chapter deals with the sources of data, tools for data collection, sample population, sampling procedure, process of data collection that had been used in the research and the limitations of the study. The researcher adopted the following methodology to accomplish the present study.

2.1 Sources of Data

The researcher used both primary and secondary sources of data.

2.1.1 Primary Sources of Data

Primary sources of data for the study were the students of B. Ed. 3rd year majoring English and the teachers teaching the course 'Teaching English Literature' in B. Ed. 3rd year.

2.1.2 Secondary Sources of Data

The books related to the language testing, English curriculum of B. Ed. 3rd year, articles, journals, magazines, the theses approved in the Department of English Education, T.U., which are related to wash back effect of examination were the secondary sources of data. The text book of B. Ed. Third year, 'Teaching English Literature' was used for background information. And the researcher also visited different websites related to language teaching and language testing.

2.2 Sampling Procedure

Sample of the study consisted of the 55 students majoring English of B. Ed. 3rd year who were involved in preparing themselves for examination and 15 teachers teaching this course during the period the study was undertaken.

The students were selected from the six different education campuses of Kathmandu and Lalitpur districts using simple random sampling procedure and teachers were selected using purposive sampling procedure from different Campuses of Kathmandu and Lalitpur districts.

2.3 Tools for Data Collection

The researcher prepared two sets of questionnaire to collect data, i.e. one for students and another for the teachers. The questionnaire was closed-ended as well as open ended type. Question papers of B.Ed. 3rd year based on 'Teaching English Literature' were also collected for the purpose of the study.

2.4 Process of Data Collection

The researcher selected six campuses from Kathmandu and Lalitpur districts for the purpose of data collection, viz: Baneshwor Campus, Kathmandu Shiksha Campus, Ratna Shiksha Public Campus, I.C.S. Education Campus, Sahid Ramnath Multiple Campus, and Mahankal Campus. Then he went to the selected campuses and collected the data. To collect the 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 visit to them. After that he selected the required number of students and distributed the questionnaires explaining what 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 visited 15 teachers of different campuses and explained to them the purpose of his visit and then distributed the questionnaires to them. Then, he collected the questionnaires back from the teachers after they finished responding the questionnaires. The researcher also collected the question papers of B. Ed. Third year of the course "Teaching English Literature" from 2060 to 2063.

2.5 Limitations of the Study

The study had the following limitations:

- i. The study focused on only wash back effect of examination of the course 'Teaching English Literature', prescribed for B. Ed. 3rd year.
- ii. The population of the study was limited to only 55 students from B. Ed. 3rd year majoring in English and only 15 teachers teaching this course.
- iii. Only six campuses of Kathmandu and Lalitpur districts were selected for data collection.
- iv. Only the question papers from 2060 to 2063 examinations were analyzed.
- v. Only the subjective types of questions were analyzed.

CHAPTER- THREE

ANALYSIS AND INTERPRETATION

This chapter is the focal part of the research report, which consists of all the main aspects of the research study. It deals with the interpretation and analysis of the data collected from both primary and secondary sources. The collected data are analysed and interpreted taking the objectives of the study into consideration. The obtained data are analysed and interpreted descriptively as well as by using the simple statistical processes, like: tables, figures, charts, percentages, etc. whenever needed according to nature of data. This chapter consists the following three different sections:

- ANALYSIS OF THE QUESTION PAPERS
- ANALYSIS OF THE RESPONSES FROM STUDENTS
- ANALYSIS OF THE RESPONSES FROM TEACHERS TEACHING THE COURSE TEACHING ENGLISH LITERATURE.

The first section deals with the analysis of the questions asked in the previous examinations (from 2060-2063) 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 the teachers who were teaching the course 'Teaching English literature' respectively during the time of the study.

3.1 Analysis of the Question Papers

This section is related to analyze the questions asked in the examinations from 2060 to 2063 in terms of specified objectives of the course ' Teaching English Literature' prescribed for B. Ed. third year. Here, the analysis revealed that only the subjective types of questions were asked in the previous examinations from 2060 to 2063 to be fulfilled the objectives of the course.

The course 'Teaching English Literature' prescribed for B. Ed. third year is a pedagogical course on how to teach literature with special reference to the teaching of English literature. The course contains an introduction to literature in general followed by pedagogical aspects. It concludes with the application of the introductory knowledge and pedagogical aspects to the teaching of English literature. There are altogether three units in the course to eleven different specific objectives. Therefore, the researcher has analyzed the questions asked from different units related to the course objectives to each unit in the following sub-sections. Course of study and the question papers are attained in the appendices respectively.

3.1.1 Analysis of the Questions Asked From Unit One

The specific objectives of this unit are: to make the teacher trainees understand what literature is, to make the teacher trainees able to classify literary texts, and to make them familiar with the characteristic features of literary language. It means this unit is mainly designed for giving the knowledge about the definition of literature, classifying literary text, such as : poetry, prose drama , etc. and features of literary language , such as lexical/ semantic features and grammatical features, phonological and graphological features, prosodic features and figure of speech etc. The following table shows the questions asked to the respondents from unit one:

Table No. 1: Questions Asked From Unit One

Year	Number	Questions	Topics	Remarks
2060	1	How does the language of poetry differ from that of prose? explain with examples.	Classification of literary texts	S.Q.
	2	What do you understand by literary universals ? Explain briefly.	Literary Universals	S.Q.
	3	What are the elements of short stories ? how do they differ from those of novels in terms of plot, character, and dialogue?	Elements of short stories	S.Q.
	4	What is distinctive about the language of literature?	The Language of Literature	S. Opt. Q.
2061	1	Write short notes on any two of the following (a) sonnet (b) metre (c) Dramatic devices	_	S.Q.
	2	What are the essential differences between prose and poetry?	Classification of literary texts	S.Q.
2062	1	How does a drama differ from a novel ? discuss briefly.	Drama and Novel	S. Opt. Q.
	2	What are the different forms or types of poetry? Name them and briefly describe the characteristic feature of any one of them.	Classification of literary texts	S.Q.
	3	Write short notes any two (a) cohesion and coherence (b) limerick and onomatopoeia (c) imagery and illusion (d) cryptic style	Figure of Speech	S.Q.
	4	What is a literary universal ? explain with examples different types of literary universals.	Literary Universals	L. Opt. Q.
	5	Define literature and discuss its chief elements? Give illustrations.	Introduction to Literature	L. Opt. Q.
2063	1	Write short notes on any two of the following (a) prosodic features (b) point of view (c) lyric	_	S.Q.
	2	Distinguish between : (a) Tragic and comic drama (b) fiction and non- fiction (c) the English and the Italian sonnet (d) imagery and symbol	_	S.Q.

From the above table, it is to be cleared that from the first unit, the same question i.e. 'to define literary universals' was repeated in 2060 and 2062 from

the topic 'literary universal'. Two short questions were asked from the same topic 'classification of literary text' in 2060. As we see table No. 1, the four different short questions were asked from the first unit in 2060. But only two short questions were asked in 2061 from the first unit. Whereas, three short and two long questions were asked in 2062 from the first unit. Among them one long question was optional, and one question asked in 2062 was repeated in 2060 from the topic literary universals. Two short questions were also asked from the same topic, 'classification of literary texts' in 2062. One question that was asked in 2062, i. e. 'to define literature and discuss its chief elements' is a short question in its nature was asked as a long question. And two questions which are long in their nature are asked as short questions in 2060 and 2062 respectively; only two questions were asked in 2063 from the first unit.

From this we can say that only few questions were asked in 2061 and 2063 which surely could not cover the whole unit thoroughly. Some important topics from the first unit, such as: qualities of literature (i.e. artistic, suggestive, permanent, etc.) and interpretation of literature (i. e. literature as a subject, register, discipline) were always neglected. The nature of questions was mostly distinction, description and explanation and definition types. The problem solving, creative, task based and the ones which requires some literary skills to think types of questions were not asked. Most of the questions asked so far promote the tendency of rote learning and memorizing rather than developing literary skills.

3.1.2 Analysis of the Questions Asked From Unit Two

The specific objectives of second unit are: to make the teacher trainees understand aims, objectives approaches of teaching English literature, to analyze and appreciate literary texts, and to explain the value of literature in language teaching. It means the second unit mainly introduces the value of literature, critical appreciations, some approaches to literary texts and

objectives of teaching literature. This unit mainly provides the teacher trainees with a sound knowledge of different facts of literature and developing in them ability to analyze and appreciate different kinds of literary texts so that the teacher trainees can teach such texts effectively. This unit is basically designed to make the teacher trainees to be familiar with literary world, to enrich their vocabulary, to develop the skills of critical reading, critical thinking and creative writing.

Table No. 2: Questions Asked From Unit Two

Year	Number	Questions	Topics	Remarks
2060	1	Justify the importance of introducing literature in language teaching.	Value of Literature to Language Teaching	S.Q.
261	1	Discuss in brief the value of literature to language teaching.	Value of Literature to Language Teaching	S.Q.
2062	1	Differentiate between non-textual approaches and textual approached to literary text analysis. Illustrate your own answer.	Approaches to Literary Texts Analysis	S. Q.
	2	What is the value of literature in language teaching? Discuss.	Value of Literature to Language Teaching	S.Q
2063	1	What is the value of literature to language teaching? Discuss	Value of Literature to Language Teaching	L.Opt. Q.

From table No. 2, it is found that from the second unit, only one short question i. e. to 'justify the importance of literature in language teaching' was asked in 2060. In 2061 also only one short question, i. e. 'to discuss the value of literature to language teaching' was asked. Both questions asked in 2060 and 2061 respectively were from the same topic. Whereas, two short questions were asked in 2062 from the second unit. One short question i.e. to differentiate between textual approach and non- textual approach to literary text analysis was asked from the topic approaches to literary texts analysis. And another

short question, i.e. to discuss the value of literature in language teaching was asked from the topic value of literature. But in 2063, only one long question i e. 'to discuss the value of literature in language teaching' was repeated from the year 2062.

As we see table No 2, the same question from the same topic, i.e. value of literature in language teaching was always repeated in each year 2060, 2061, 2062, and 2063 continuously. From this, we can clearly see that the other topics, such as: aims and objectives, critical appreciation of literary texts, etc. were neglected in each year. This tendency helped the students to predict the questions to be asked in the examination. Though unit one and unit two carry 50 percent marks , only one question each was asked in 2060, 2061 and 2063 from this unit. And only two questions were asked in 2062 from the second unit. Most of the questions asked in exams from this unit in each year were descriptive requiring discussion rather than creative thinking.

3.1.3 Analysis of the Questions Asked From Unit Three

The specific objectives to be fulfilled after teaching this unit are: to introduce the English literature to the teacher trainees and to enable the teacher trainees to teach different types of English literature texts effectively. It means the third unit is mainly designed to introduce the history of the English Literature and to make the teacher trainees familiar with some literary texts such as: poem, essays, short stories, drama, novel etc. The third unit is also related to introduce some techniques to teach those literary texts effectively at higher level. The third unit is the most emphasized units because this unit contains 50 percent marks out of the full marks.

Table No. 3: Questions Asked in 2060

Number	Questions	Topics	Remarks
1	"And yet by heaven, I think my love as rare, as any she belied with false compare". How does William Shakespeare regard his mistress in this complete? Name the type of rhyme contained in the above couplet.	My Mistress Eyes are Nothing Like the Sun	S.Q.
2	How does Francis Bacon Attempt to publicise the fruits and harms of friendship?	Of Friendship	S.Q.
3	Describe, in brief, the days that Herbert spent with Betty Bevan after their marriage.	The Kite	S.Q.
4	What are the characteristic features of the romantic age in English literature?	Introduction to English Literature	S. Opt. Q.
5	Bring out the humours elements in the play 'fences'.	Fences	S. Opt. Q.
6	How does the author evoke the feeling of global citizenship in the essay 'National prejudices'	National prejudices	S.Q
7	while teaching a short story, how would you plan your first lesson ?	Teaching short stories	S. Opt. Q.
8	What are the salient literary features of Victorian age in English literature? Also discuss the major contributions made by Alfred lord Tenyson and Robert Browning.	Introduction to English Literature	L. Opt. Q.
9	Sketch the character of Sofya Patrovna in the story 'Misfortune'.	Misfortune	L. Opt. Q.
10	Who do you think is the most notable character in 'The Good Earth'? Give reasons.	The Good Earth	L. Opt. Q.

From table No. 3, it is found that two questions, one short and one long were asked from the history of English literature, only one short question was asked from the poem 'My Mistresses' Eye are Nothing Like the Sun' and two short questions were asked from the two essays, viz: "National Prejudices' and 'Of friendship' respectively, in 2006 from the third unit. Likewise, one short question and one long question from the two short stories, Viz: 'The Kite' and 'Misfortune' respectively, one short optional question from the drama, ' Fences', one long optional question from the novel, 'The Good Earth' and one question, i.e. to prepare the first lesson to teach a short story were asked in 2060 from the third unit.

Table No. 4: Questions Asked in 2061

Number	Questions	Topics	Remarks
1	Describe the events of poverty and starvation in 'The Good Earth'.	The Good Earth	S.Q.
2	Describe the first meeting between Mrs. Sunbury and Betty.	The Kite	S.Q.
3	Explain with reference to the context "Some people build fences to keep people out . . . And other people build fences to keep people in".	Fences	S. Opt. Q.
4	Explain with reference to the context "you can not be anybody but who you are, Cory. That shadow wasn't nothing but you growing in to yourself".	Fences	S. Opt. Q.
5	"This city not doth, like a garment, wear The beauty of the morning; silent, bare, ship, towers, domes, theatres and temple lie open unto the fields, and to the sky, (a) Who is the poet of the above lines? (b) To which city does 'This city' refer to (c) what are 'silent' and 'bare'?"	Composed upon West Minister Bridge	S. Q.
6	What does Francis Bacon mean when he says "a friend is another him self" (Explain).	Of Friendship	S. Opt. Q.
7	Explain what George Bernard Shaw is referring to when he mentions "if you are only a voter you are caught in the some cleft stick".	The Party System	S. Opt. Q.
8	Briefly discuss the characteristics of the Elizabethan or the modern age in English literature.	Introduction to English Literature	S.Q.
9	How would you plan "Pre reading" and "while reading" activities of any English poem that you know? Elaborate.	Teaching English Poetry	S.Q.
10	The conflict between Tory Maxon and his son is at the centre of drama "fences". Discuss.	Fences	L. Opt. Q.
11	Describe the most memorable scene in the drama 'Fences'.	Fences	L. Opt. Q
12	List the different techniques that can be used to teach 'drama' to grade XII students. Then describe any one of them in brief.	Teaching Drama	L.Q

Similarly, from table No. 4, it is found that in 2061, only one question from 'history of English literature' and also one question from the poem 'Composed Upon West Minister Bridge' were asked from this unit. But four different questions were asked from the drama 'Fences' in 2061 from the third unit. Similarly, one short question from the short story 'The kite', one short question and one short optional question from the two essays, Viz: 'of Friendship' and

'The Party System' respectively, one short question, i.e. to prepare a plan to teach a poem for pre- reading and while reading activities, one long question, i. e. to list out the different techniques to teach 'drama' at higher level and one short question from the novel 'The Good Earth' were asked in 2061 from the third unit.

Table No. 5: Questions Asked in 2062

Number	Questions	Topics	Remarks
1	"My Mistresses' Eyes are Nothing Like the Sun" was composed some five hundred year ago. As a living language English has changed a lot since then. Besides, the poem has a fixed form. How would you present the linguistic aspects of such a literary piece if you were asked to teach this to your students? Present with illustrations.	My Mistress' Eyes are Nothing Like the Sun	S. Opt. Q.
2	Explain what the following lines from " Leda and the Swan" refer to " the broken wall, the bring roof and to wear and Agamemnon dead."	Leda and Swan	S Opt. Q.
3	A short story is made up of elements like plot, character, story and style. How do you prepare a lesson plan or class notes for teaching the plot of the story "A misfortune".	Teaching short stories	S.Q.
4	According to Bertrand rustle what are certain things that our age needs?	Science and Values	S.Q.
5	"The Good Earth" presents a glimpse of the Chinese life. What impression of this culture do you get from this novel? Explain briefly.	The Good Earth	S.Q.
6	What type of man is Tory Maxson? Support your answer with illustrations or references to this text.	Fences	S.Q
7	Bring out the characteristic features of modern literature.	Introduction to English Literature	S. Opt. Q.
8	Point out the main characteristics of Victorian age in English literature.	Introduction to English Literature	S.Opt. Q.
9	Comment on the language of 'Fences'. Support your answer with illustrations from the text.	Fences	L.Q

From table No. 5, it is found that in 2062, one short question and one short optional question from the history of English literature, one short question and one short optional question from the two poems 'My Mistresses' Eyes are Nothing Like the Sun' and ' Leda and Swan' respectively, likewise, one short question from the essay ' Science and Values', one short question and one long

question from the drama 'Fences' and one short question from the novel 'The Good Earth' were asked from the third unit. Similarly, one short question, i.e. to prepare a class not for teaching the plot, of the story 'Misfortune' was asked in 2062 from the third unit.

Table No. 6: Questions Asked in 2063

Number	Questions	Topics	Remarks
1	What glimpsed of the 15th century England are found in "An Epistle to miss Blount"? Discuss briefly.	Epistle to miss Blount	S.Q.
2	Explain in brief, the central idea of the poem "composed upon west minister bridge".	Composed upon West Minister Bridge	S.Q.
3	Discuss in brief, Bernard Shaw's view on ' The party system'.	The Party System	S.Q.
4	Why does Oliver Goldsmith choose to be a citizen of the world? Give reasons.	National Prejudices	S.Q.
5	Why did Mrs. Sunbury object to her son Herbert getting married to Betty? Give reasons.	The Kite	S.Q.
6	Describe the roles O-lan played to her family.	The Good Earth	S. Opt. Q.
7	"I will throw the water on the earth when I am finished and it is not all waste". How do you interpret this opening scene of novel 'The Good Earth'?	The Good Earth	S. Opt. Q.
8	Summarize in your own- words the last scene of the play 'Fences'.	Fences	S.Q
9	Name the various possible techniques that can be used to teach drama to grade XII students. Explain any one of them with examples.	Teaching Drama	S.Q
10	Bring out the characteristics features of the modern age in English literature. Illustrate using the representative writers you have studied.	Introduction to English Literature	L.Q
11	Justify the title of the play "Fences".	Fences	L. Opt. Q.

Similarly, from table No. 6, it is to be cleared that in 2063, one long optional question from the history of English literature, the two short questions from the two poems, ' An Epistyle to Miss Blount, and ' 'Composed Upon West Minster Bridge' respectively, two short questions from the two essays, viz: The Party System and National Prejudices respectively and one short question from the short story 'The Kite' were asked from the third unit. Similarly, one short question and one long optional question from drama ' Fences', two short questions and one short optional question from 'The Good Earth' were asked

from the third unit in 2063. And one question, i.e. to name the possible techniques to teach drama at grade XII was asked from the third unit in 2063.

As we see the question papers in 2060 to 2063 from the third unit, most of the questions were descriptive and reproducible type rather than creative types, which ascertain only the descriptive knowledge rather than ascertaining the creative knowledge of the students. Most of the questions from this unit were asked from the same drama 'Fences'. Some questions were frequently repeated in each year and mostly, the nature of questions was explanatory, descriptive and illustrative types.

In conclusion, there is no doubt to say that from the first unit, problem solving and task-oriented questions, which require some literary skills of thinking were not asked from 2060 to 2063. Some important topics, such as: qualities and interpretation of literature were neglected. And sometimes only one or only two questions were asked from the first unit.

From the second unit, generally, one question, i.e. 'to discuss the value of literature' was repeated in each year 2060, 2061, 2062 and 2063 as well, which surely helps the students to guess the other questions that will be asked in the next exams. Generally, descriptive types of questions were asked from the second unit.

Form the third unit, generally, descriptive and illustrative types rather than creative questions were asked in each year. Most of the questions were asked from the same drama ' Fences' from the third unit.

3.2 Analysis of the Responses From the Students

This section deals with the analysis of the responses of B. Ed. third year students, who were studying the course ' Teaching English Literature'. The students were selected from six different campuses, Viz: Baneshwor Campus, Ratna Shiksha Public Campus, Kathmandu Shiksha Campus, I.C.S. Education campus, Sahid Ramnath Multiple Campus, and Mahankal Campus of

Kathamndu and Lalitpur district. The analyses of the responses from the students are given in the following subsections:

3.2.1 Importance of the Course for the Trainee Teachers

Table No. 7: Important of the Course

Responses	Number of students	Percentage
Yes	48	87.27
No	2	3.64
To some extent	5	9.09

Table 7 shows that 48 students out of 55 (i.e. 87.27%) thought that the course was important for them. But only two students' (i.e. 3.64%) opinions that the course was not important for them. And five students (i. e. 9.09%) thought that the course was important to some extent for them.

3.2.2 Effect of the Final Exam on the Study

Table No. 8: Effect of the Final Exam

Responses	Number of students	Percentage
Completely	21	38.18
Not at all	5	9.1
To some extent	29	52.73

From table 8, it is found that 29 students of 55 (i. e. 52.73%) responded that their study was influenced by the final exam to some extent. Whereas 21 students (i. e. 38.18%) responded that the final exam fully influenced their study. But five students (i.e. 9.1%) responded that their study was not influenced by the final examination.

3.2.3 Students Worried About the Final Exam for this Course

Figure No. 1: Students Worried About the Final Exam

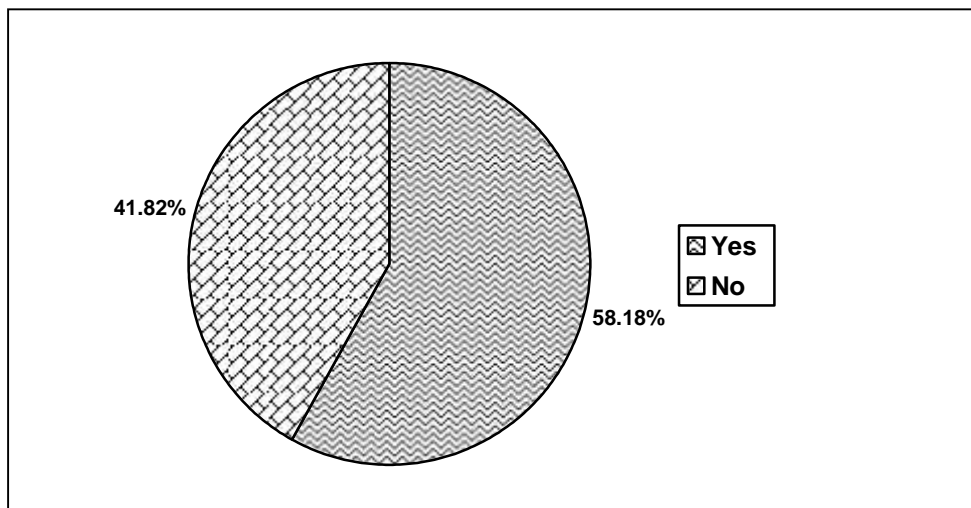


Figure 1 shows that 58.18% percent students were always worried about the final exam of this course. Most of the students gave the reason that literature course is a new course for them, because it is not taught previously to the students. And this course is full of literary jargons, which really creates problems to the students who are not well aware about the literary texts. One student responded that due to the lack of time and the course was very vast so he was always worried about the final exam of this course.

Whereas 41.82% students were not worried about the final exam of this course. Most of the students responded that they enjoyed studying literary texts. Some students said that gaining knowledge is more important rather than only passing the exam. They argued that to study literary texts means gaining knowledge about different literary tasks and improving creative power but not worrying about the final exam.

3.2.4 Students Having Course of Study, Question Bank and Both

Figure No. 2 : Students Having Course of Study , Question bank and Both

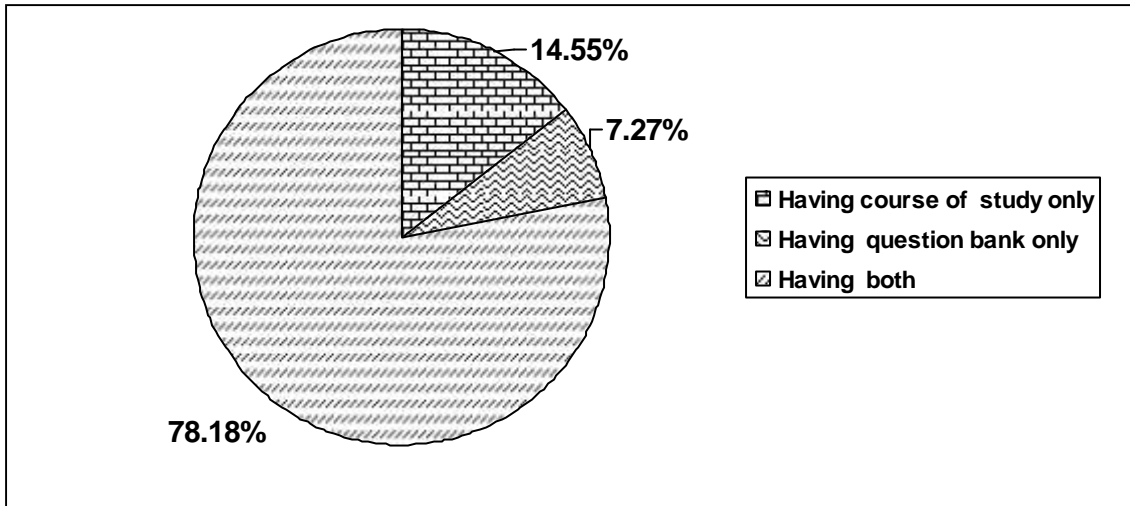


Figure 2 shows that majority of the students, i.e. 78.18 percent have got both course of study and question bank. And 14.55 percent students have got course of study only. But only 7.27 percent, minority of students responded that they have got question bank only.

3.2.5 Students Mostly Follow Course of Study or Question Bank

Figure No. 3: Students Mostly Follow Course of Study or Question Bank

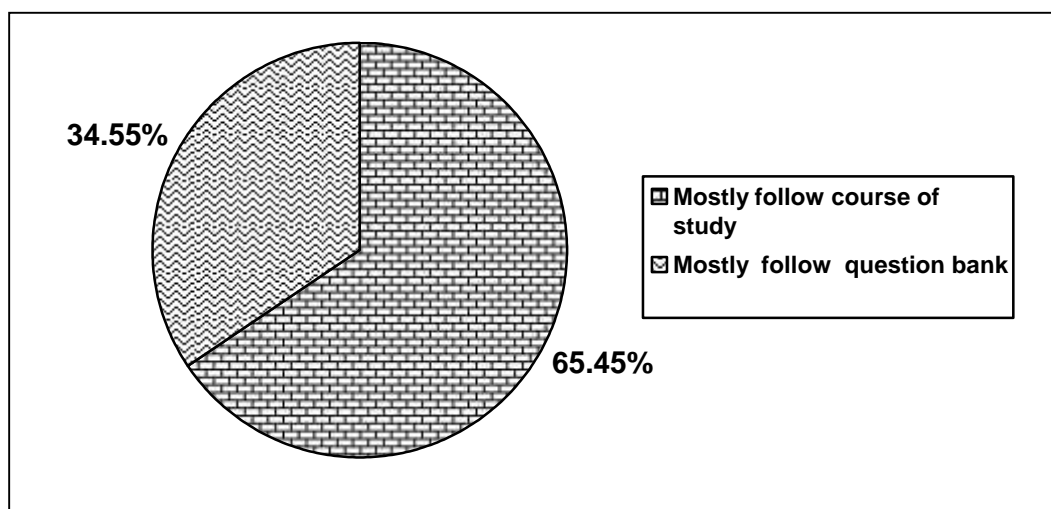


Figure 3 shows that 65.45 percent students mostly followed the course of study. They gave the reason that the course of study contains the detail information about the course and the course of study also helps the students to study systematically and completely.

Whereas, 34.55 percent students generally followed question bank only. Most of the students gave the reason that question bank is more important than the course of study from the examination point of view. They also responded that question bank surely helps them to predict the question to be asked in the next exam. It also helps them to be familiar with the model of questions.

3.2.6 Students' Satisfaction With the Teachers' Strategy

Table No. 9: Students' Satisfaction With the Teachers' Strategy

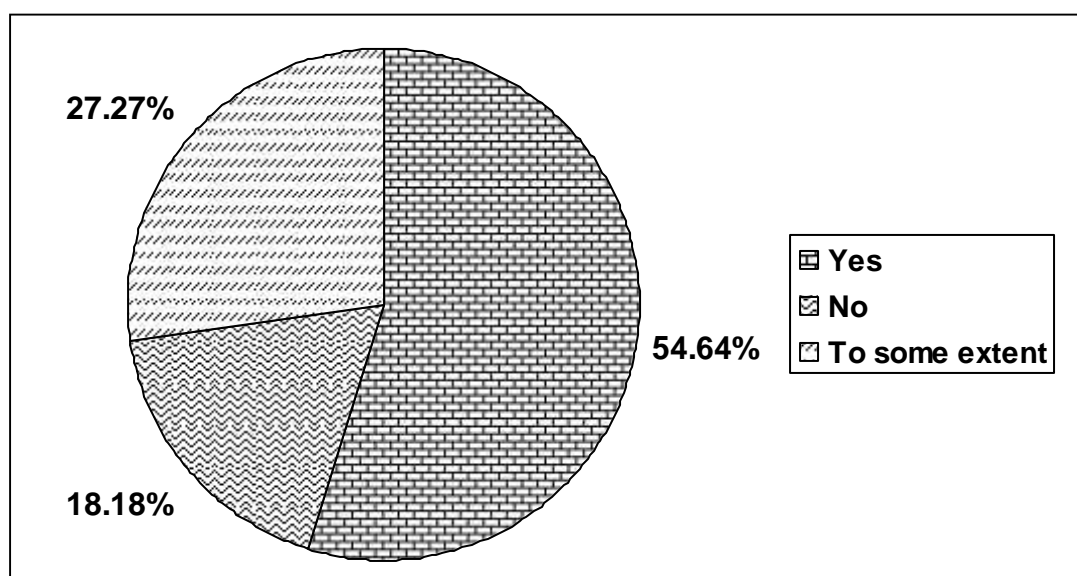
Responses	Number of students	Percentage
Yes	19	34.45
No	36	64.55

Table 9 shows that majority of the students, 36 students out of 55 (i.e. 65.45%) were not satisfied with the teachers' strategy that their teachers will follow in different period of time. They gave the reason that when exam is coming soon, the teacher will be hurried to complete the course as soon as possible without making students understand the course. They were also dissatisfied that their teachers always followed the teacher cantered methods.

Whereas, 19 students (i. e. 34.45%) were satisfied with the teachers' strategy that the teacher will follow in different period of time. Most the students gave the reason that exam period is very critical period, so the teachers should be serious towards their jobs in these period of time. Teachers have also pressure to complete the course in time. That is why every teacher follows different strategies in different periods of time.

3.2.7 Question Items Required Students to participate in the Classroom

Figure No. 4: Question Items Required Students to Participate in the Classroom



From figure 4, it is found that 54.65 percent students thought that the question items required them to participate in the classroom. Whereas, 27.27 percent students responded that the question items required them to participate in the classroom to some extent. And only 18.18 percent students responded that the question items do not require them to participate in the classroom.

3.2.8 Study Hours in a Day for Preparing the Exam

Figure 5: Study Hours in a Day for Preparing the Exam

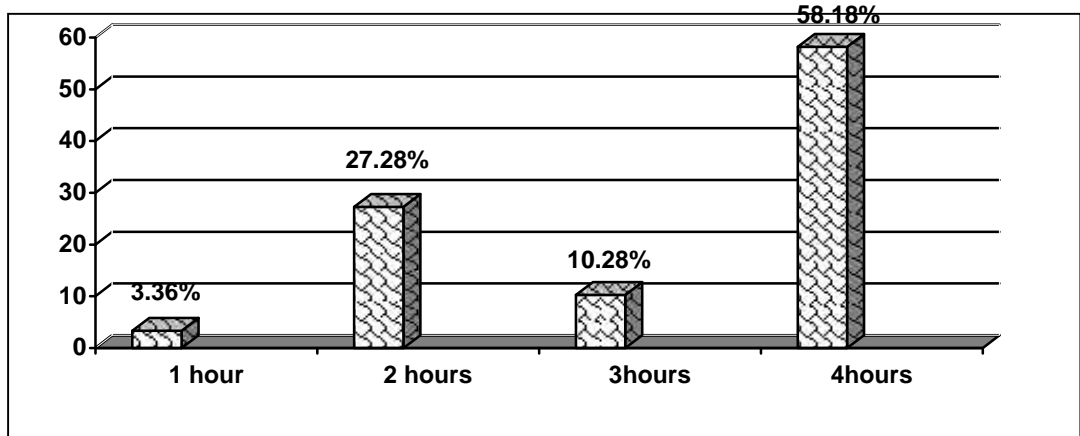


Figure 5 shows the study hours of the students for the final exam preparation of the course 'Teaching English Literature'. From figure 5, it is found that majority of the students i. e. 58.18 percent, spent 4 hours in a day to study after the exam schedule was published. Whereas, 27.28 percent students spent 2 hours in a day to study after the exam schedule was published. Similarly, 10.28 percent students studied three hours in a day after the exam schedule was published. But 3.36 percent out of 100 percent students spent only 1 hour to study in a day after the exam schedule was published.

3.2.9 Students Involvement in Coaching Classes

Table No. 10: Students Involvement in Coaching Classes

Responses	Number of students	Percentage
Yes	13	23.64
No	42	76.36

Table 10 shows that out of 55 students only 13 students (i.e. 23.64%) were found that they were involved in coaching/ tuition classes. And remaining 42 students (i.e.76.36%) were found not to be involved in any tuition or coaching classes for the course 'Teaching English Literature'.

3.2.10 Difficulty of the Course to the Students

Figure No. 6: Difficulty of the Course

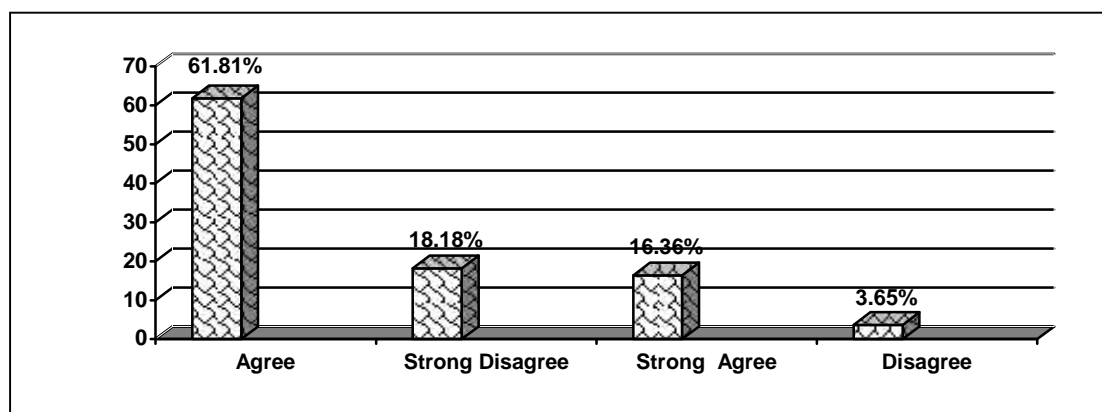


Figure 6 shows that the majority of students, i.e . 61.81 percent agreed that the course was difficult for the students and they were always afraid of failing in this subject and they always worked hard for this course. Whereas, 18.18 percent students strongly disagreed with the above statement. And 16.36 percent students strongly agreed with the statement. But only 3.65 percent students disagreed that the course was difficult for the students and they were always worried about failing in this subject.

3.2.11 Students' View on Practicality of the Exam

Table No. 11: Students' View on Practicality of the Exam

Responses	Number of students	Percentage
Exam is practical	9	16.36
Exam is not practical	46	83.64

From table 11, it is found that 46 students out of 55 (i.e. 83.64%) thought that their present exam is not practical. They gave the reason that the present examination system is only based on theoretical tasks. Moreover, there is no any provision except written exam.

Whereas, only 9 students out of 55 (i.e. 16.36%) responded that the present examination system is really practical. They thought that the present

examination system tries to flash out the preliminary ideas about literary texts, and all the questions asked so far in the exam is related to the course of study.

3.2.12 Students' Satisfaction with Question Patterns

Table No. 12: Students' Satisfaction with Question Patterns

Responses	Number of students	Percentage
Satisfied	23	41.82
Not satisfied	32	58.18

From table 12, it is found that 32 students out of 55 (i.e. 58.18%) were not satisfied with the question patterns asked in the exam. They gave the following reasons:

- Questions are generally out of curriculum weight
- Questions are repeated more and more time
- Generally creative type questions are not asked
- Question patterns lack validity and reliability.
- Question patterns lack course coverage.
- Most of the questions are selected haphazardly

Whereas, 23 students (i. e. 41.82%) were found that they are satisfied with the question patterns that asked in the final exam. They gave the reason that questions are arranged well and also organized well. Both subjective and objectives type of questions are asked in the examination, and question patterns are prepared by the authority persons.

3.2.13 Question Fulfil the Objectives of the Course

Figure No. 7: Question Fulfil the Objectives of the Course

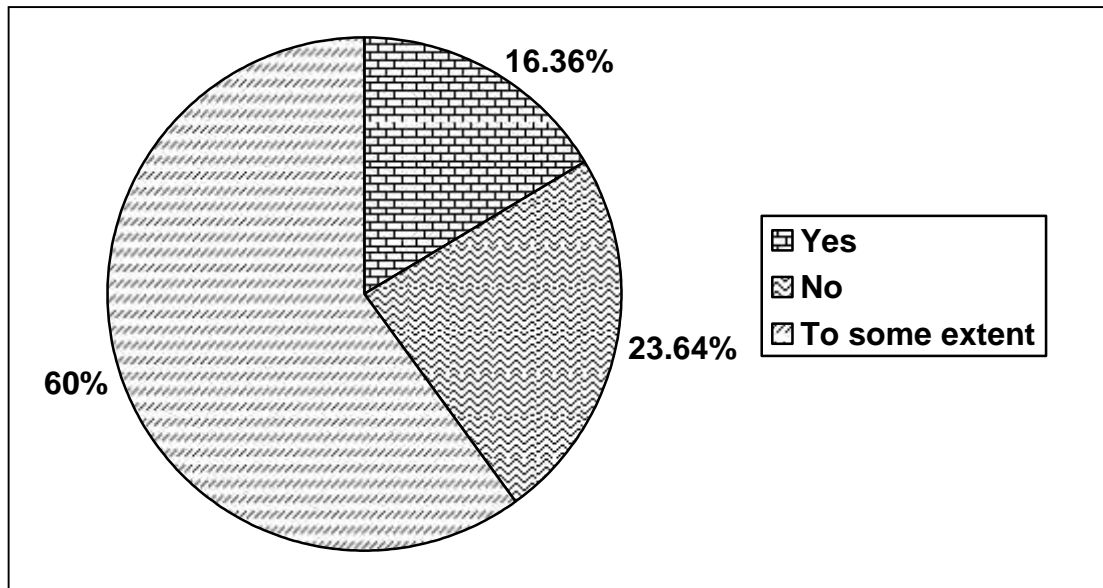


Figure 7 shows that majority of the students; i. e. 60 percent thought that the questions asked in the exam fulfil the objectives of the course to some extent. Whereas, 23.64 percent students responded that the question asked in the exam can not fulfil the objectives of the course. And remaining 16.36 percent students thought that the questions asked in the examination surely fulfil the objectives of the course.

3.2.14 Predication of Questions From the Previous Exams

Figure No. 8: Predication of Questions From the Previous Exams

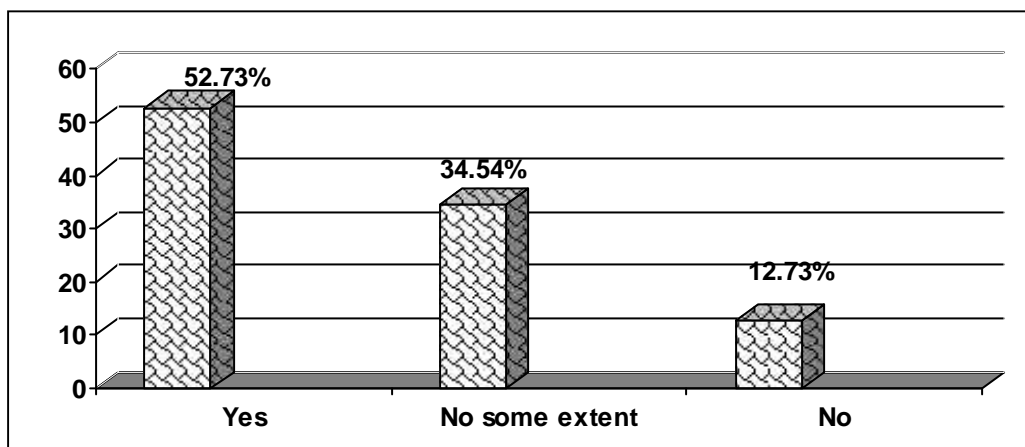


Figure 8 Shows that 52.73 percent students were found that they guessed the future questions from the previous exams. Whereas, 34.54 percent students guessed the future question to some extent from the previous exams. And only

12.73 percent students were found that they never predicted the question from the previous exams.

3.2.15 Developing Creativity Power by Studying Literature

Table No. 13: Developing Creativity Power by Studying Literature

Responses	Number of students	Percentage
Yes	55	100
No	-	-

From table 13, it is found that 55 students i.e. 100 percent, were found that they thought that the course ' Teaching English Literature' surely helps to develop creativity power to the students. They gave the reasons that studying literature is always related with creative faculty of human beings, which certainly cultivates and prospers the students' creative power. To study literary texts, such as: poems, essays, dramas, stories, novel, etc. surely develops the creative power in the readers and studying literary texts surely helps us to think subjectively because literature is itself a subjective notion.

3.2.16 The Period of Time When Students Study More

Figure No. 9: The Period of Time When Students Study More

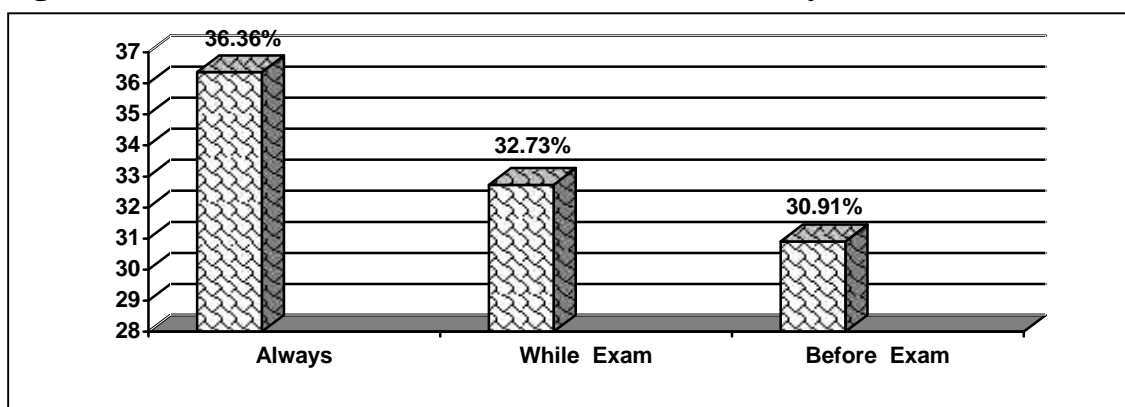


Figure 9 shows that 36.36 percent students were found that they always studied more. Whereas, 32.73 percent students were found that they studied more when the exam was running. And 30.91 percent students responded that they studied more before exam.

3.2.17 Purpose for Studying the Course Teaching English Literature

Table No. 14: Purpose for Studying the Course Teaching English Literature

Responses	Number of students	Percentage
To develop literary skills	55	100
Only to pass the exam	-	-

From table 14, it has been cleared that the total 55 students, i.e. 100 percent were found that they wanted to develop literary skills rather than only to pass the exam being as a student of B. Ed. third year.

3.2.18 Ways for Exam preparation

Regarding the ways that the students followed for exam preparation most of the students responded that they mostly used collection of old questions, they practiced the questions (i.e. asked in the previous exams) more and more they had also habit of predicting the future question from the previous exams. Some of the students responded that they prepared the notes consulting the authentic texts and they studied accordingly. Some students had the habit of collecting more authentic books and they focused self reading. When examination schedule has been published some students contact more with their class teachers.

3.2.19 Ways for Improving Study

Regarding the students' ways to improve their study, most of the students responded that they followed the following ways for improving their study:

- Discussing more with their friends
- Consulting with their class teachers for the difficult subject matters
- Reading the course regularly
- Making notes and study accordingly
- Collecting sufficient authentic texts

3.2.20 Students' View for Improving the Present Examination System

Regarding the above statement, most of the students argued that the present examination system should be changed into semester system. Some of the students responded that examination should be practical, only written examination of three hours time can not be sufficient to ascertain the whole one year academic programme. Some students responded that question items should be prepared by the concerned authority some students suggested that internal assessment system should be conducted. Question items should be valid and reliable. One student responded that there should be well co-ordination between the syllabus designers and question setters.

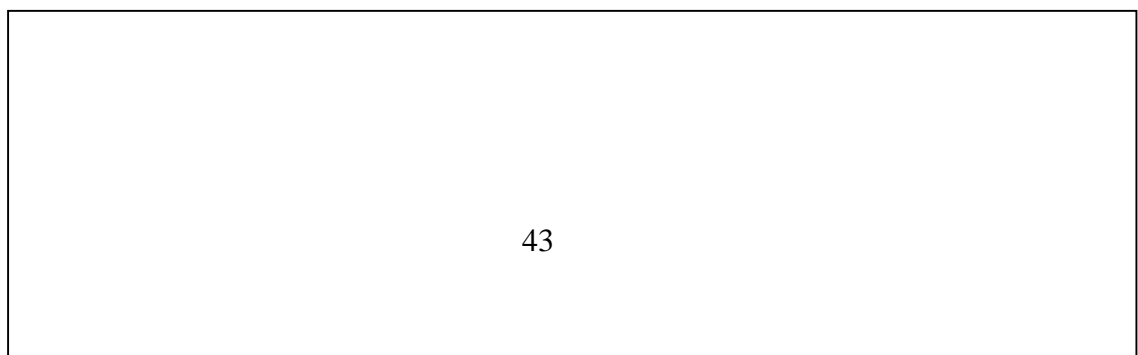
In conclusion, the overall analysis shows that the course "Teaching English literature is important for the students, without any doubt we can say that the course helps the teacher trainees to develop their literary skills. From the responses of students, it is found that most of the students have the habit of predicting the future questions from the previous exams. The present examination system is not practical. Majority of the students wanted to develop literary skills as well as to pass examination.

3.3 Analysis of the Responses of Teachers Teaching a Course 'Teaching English Literature

A set of questionnaire was distributed to the teachers who were teaching the course "Teaching English Literature' prescribed for B. Ed. third year at different campuses of Kathmandu and Lalitpur districts. And 15 teachers were consulted for this purpose. The opinions given by the teachers are analyzed descriptively in the following subsections:

3.3.1 Teachers' Attitude for Obtaining Good Marks by Students

Figure No.10: Teachers' Attitude for Obtaining Good Marks by Students



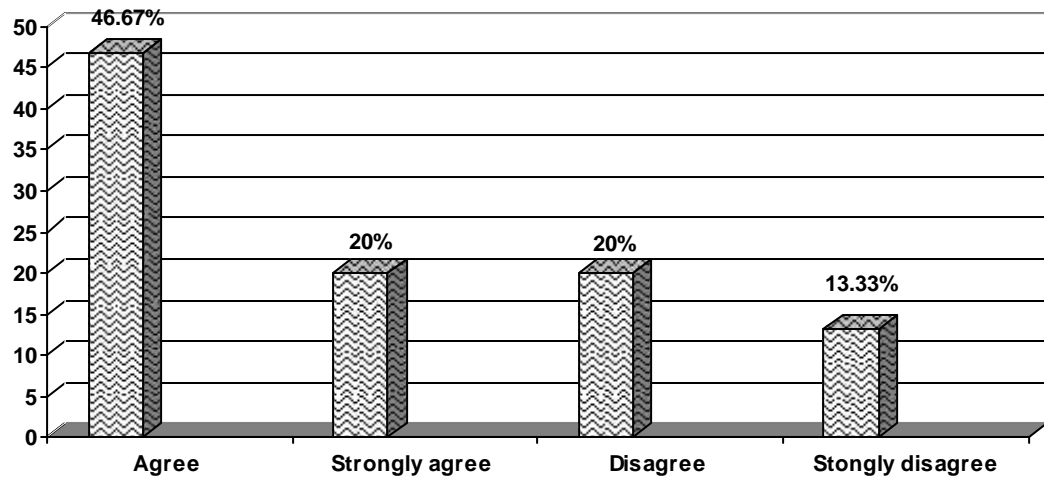


Figure 10 shows that 46.67 percent teachers agreed that every teacher has to enable the students only to obtain good marks in the final exam. Whereas, 20 percent teachers strongly agreed and also 20 percent teachers disagreed with the statement that every f teachers has to enable the students only to obtain good marks in the final exam. And only 13.33 percent teachers strongly disagreed with the statement.

3.3.2 Worrying About Marking System

Table No. 15: Worrying About Marking System

Responses	Number of students	Percentage
Yes	9	60
No	6	40

Table 15 shows the majority of the teachers, 9 teachers (i.e. 60%) out of 15 were worried about the information about the marking system and the way of students exam preparation. Most of the teachers gave the reason that the marking system is not sufficient, marking system should be reformed. Some of the teachers responded that within three hours, students can not perform their whole knowledge.

Whereas, 6 teachers (i.e. 40%) were not worried with the above statement. They responded that they agreed with the marking system and they also responded that the students of bachelor level can manage for the exam themselves.

3.3.3 Suggestion for Joining Coaching Classes

Table No. 16: Suggestion for Joining Coaching Classes

Responses	Number of students	Percentage
Yes	3	20
No	12	80

Table 11 shows that the majority of the teacher, 12 teachers out of 15 (i.e. 80%), were found that they did not suggest the students for taking any coaching or tuition classes. They responded that the classroom activities are sufficient for the exam preparation and they also thought that taking coaching class was just to corrupt the money.

And remaining 3 teachers (i.e. 20%) were found that they suggested their students for taking coaching / tuition classes. They responded that coaching classes surely develop the students' confidence and the students can be able to point out the detail idea about the course.

3.3.4 Influencing Teaching Activities by Public Demands

Table No. 17: Influencing Teaching Activities by Public Demands

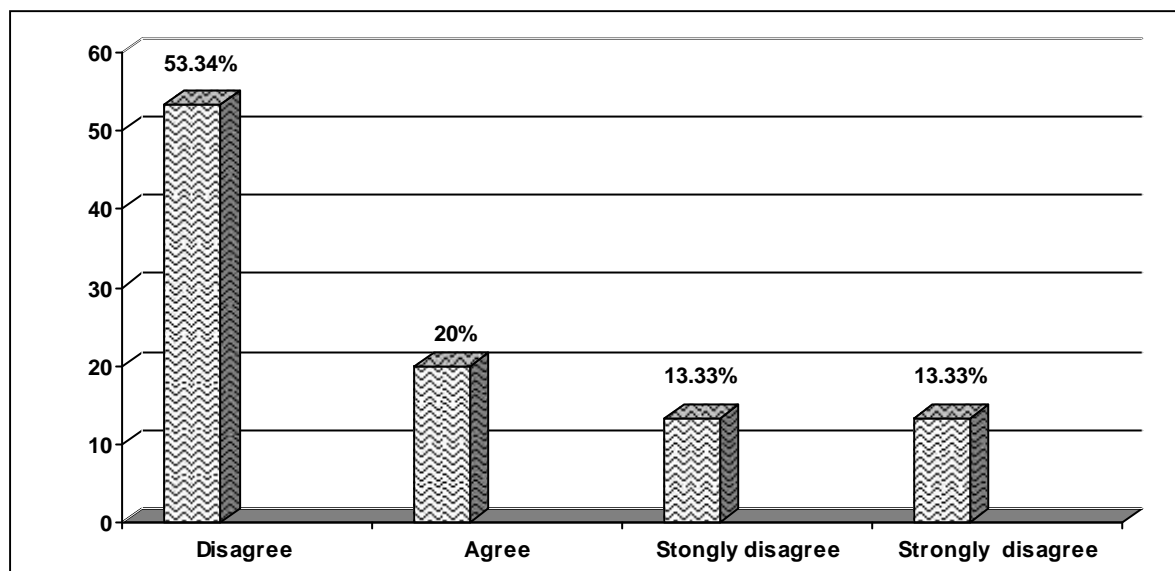
Responses	Number of students	Percentage
Yes	11	73.33
No	4	26.67

From table 17, it is found that the majority of the teachers, 11 teachers out of 15 (i.e. 73.33%) responded that their teaching activities were completely influenced by the public demands. They argued that every teacher wants to get positive responses from public.

Whereas, only 4 teachers (i.e. 20.67%) responded that their teaching activities were not influenced by the public demands. They responded that teaching activities are only influenced by the syllabus or curriculum.

3.3.5 Students' Pressure on Teacher's Activities to be Exam Oriented

Figure No. 11: Students' Pressure on Teacher's Activities to be Exam Oriented



From figure 11, it is found that 53.44 percent teachers disagreed with the statement that the teachers' activities are fully trapped by the pressure of the students to be exam oriented. But 20 percent teachers agreed with the above statement. And remaining 13.33 percent teachers Strongly agreed and also 13.33 teachers strongly disagreed respectively with the statement that the teachers' activities are fully trapped by the pressure of the students to be exam oriented.

3.3.6 Influencing Factors in Language Teaching and Language Testing

Regarding the factors that influence language teaching and language testing, most of the teachers mentioned the following points:

- Exam oriented teaching
- over crowded classroom

- No supervision from the concerned person
- Fulfilment of public dements
- Old syllabus
- lack of teaching materials

3.3.7 Teachers' View on Exam

As regard to the teachers' view on exam, most of the teachers responded that the present examination system is not practical; the whole one year academic programme can not be evaluated within the three hours period of time. Exam is only syllabus oriented, except written exam, there should be other provision for ascertaining student's knowledge, and listening, speaking reading test should be conducted.

3.3.8 Teachers' Focus on Examination

Regarding the teachers' focus on exam, 9 teachers out of 15, responded that 50 percent to 75 percent of their teaching activities were guided by the final exam. But one teacher responded that 75 percent to 100 percent of his teaching activities were guided by the final exam. Whereas, five teachers were found that 25 percent to 50 percent of their teaching activities were guided by the final exam.

3.3.9 Students' Interest in Language Learning

Regarding this matter, 13 teachers out of 15, responded that their students always wanted to focus their study only exam oriented. One of the teacher responded as "if I teach some things which are not given in the syllabus, the students always say, sir! this would not be asked in the exam". It means their students mostly requested them to focus their teaching activities to be only exam oriented. Most of the students thought that the main purpose of study is to get good marks in the final exam. Whereas, two teachers responded that their

students were equally worried about the final exam and language learning. Their students also wanted to gain knowledge about the subject matter except only to pass the exam.

3.3.10 Methods Used by the Teachers

Regarding the methods, the teachers responded that they used different types of methods. For example, lecture method, discussion method, question answer method, illustrative method, and so on. The teachers also responded that most of the time they used lecture method for teaching the course 'Teaching English literature.

3.3.11 Availability of Teaching Materials

Regarding the above statement, out of 15 teachers two teachers responded that their campus had got CASSETTE PLAYER, VCR, VCD, AND OHP, and n other two teachers informed that their campus had not got any teaching materials which are above mentioned. Whereas, seven, teachers responded that they had got only OHP and CASSETTE PLAYER. And remaining four teachers responded that they had got CASSETTE PLAYER, VCD, and OHP. It is also found that most of the teachers rarely used these instructional materials.

3.3.12 Improvement of Language Teaching and Language Testing

Regarding the improvement of the present scenario of language teaching and language testing, the teachers mentioned the following points.

-) Practical education should be emphasized
-) Course curriculum should be reformed.
-) Internal assessment system should be conducted.
-) Campuses should be well facilitated
-) There should be provision of teacher training.

) Teachers should be well competent

) Examination programme should be changed into semester system.

Concluding that since the overall analysis of responses from the teachers, it is to be cleared that most of the teaching and learning activities are fully guided by the examination. Majority of the teachers responded that their teaching activities were always influenced by the public demands, most of the time they use lecture method in the classroom. It has also found that most the campuses lack instructional materials. Majority of the students always pressure their class teachers that the teaching activities always should be exam oriented only. Majority of the teachers suggested that the present examination programme should be changed into semester system.

CHAPTER- FOUR

FINDINGS AND RECOMMENDATIONS

The purpose of this chapter was to present the findings that have been deduced from the overall analysis of collected data and some recommendations are also made on the basis of the findings of the research.

4.1 Findings

The overall analysis of the research shows that the examinations of 'Teaching English Literature' course have negative wash back effect on teaching and learning. On the basis of the study and analysis of the collected data, the findings of the present research have been presented as follows:

i. The present examinations encourage the student to predict the future questions from the previous exams

While analyzing the question papers from 2060m to 2063, the researcher found that some questions were always repeated in each year such as :

- a. What is the value of literature in language teaching?
- b. What is a literary universal?

Similarly, as the students were asked a question whether the question asked in the previous exams help them to predict the questions to be asked in the next exams, majority of the students responded that the questions asked in the previous exams certainly helped them to guess the questions to be asked in the coming exams.

ii. Examinations represent low content validity

The present examinations represent low content validity in the sense that some topics were more focused and questions were to asked every year from those topics, while some important topics of the course were always untouched and not included in the exams.

iii. Examinations do not seem to have promoted the creative power in the students

Though the course is designed to develop the creativity power of the students, the questions asked so far in the examinations do not match with the purpose of the course. It means no questions asked so far in the final exams seem to measure the creative knowledge and ability of the students because generally the questions asked in the final examinations were distinctive, descriptive and explanatory types only. It means examinations are guided by the bad principle and they lack true construct validity and beneficial wash back validity as well.

iv. Examinations did not encourage teachers to teach according to the course objectives

The researcher found that teaching learning activities were totally influenced by the examinations. Students always pressurised their teachers that teaching learning activities should be exam oriented only. Majority of the students responded that they were always worried about the final exam. And the present examinations did not encourage the teachers to teach according to the course objectives.

v. Need of training for the teachers

The present research shows that it is possible to improve the present language teaching and language testing system by providing the necessary training to the teachers. The teachers teaching the course 'Teaching English Literature' themselves feel the need of training. They responded that training brings about freshness in teaching, increases the quality of teaching and certainly motivates the teachers in their profession as well. The researcher found that the teachers teaching the course 'Teaching English Literature' do not have sufficient knowledge on how to teach the very course and they were not capable of handling the course well so that the teachers should be provided with the necessary trainings.

vi. Lack of instructional materials

Teaching materials are very important to make teaching effective. Use of these materials certainly motivates the students and makes classroom vivid. But the researcher unfortunately found that many campuses were deprived of instructional materials. Even if some campuses have some instructional materials, the teachers responded that they rarely used those materials.

4.2 Recommendations

On the basis of the findings of the present research work, the following recommendations have been made:

- i. The model of asking questions should be changed every year so that the students do not rely on guessing the questions from the previously asked questions.
- ii. Questions asked in the examination should not be repeated frequently in each year.
- iii. The questions asked in the examinations should cover the whole course as far as possible.
- iv. Teaching learning activities should be student-centred rather than teacher-centred.
- v. Teachers should be competent enough and should be well- trained.
- vi. The questions asked in the examinations should be designed such way that the questions require to perform certain tasks of the students so that true knowledge skills and abilities can be evaluated.
- vii. The campuses should be well equipped with the instructional materials such as: OHP, CASSETEE PLAYER, VCD, VCR, LANGUAGE LAB, COMPUTER, etc.
- viii. There should be the provision of teaching the course of literature to the students in the preceding level.
- ix. Course objectives, course of study and evaluation systems should be in harmony will each other.

- x. The result of present research suggests that it is possible to improve the present examination system by conducting internal assessment system, besides the written exam.
- xi. The present examination system should be changed into semester system, because it is impossible to evaluate the whole knowledge of the students of one academic year programme within the three hours period of time.
- xii. Since the teaching is guided by examination, teaching learning process cannot be improved without the improvement in examination system so examination should follow the spirit of the course.
- xiii. Extra programme such as: poems, essays, stories, competition should be organized for the students.

References

- Allen, J.B. & D. Alan (1978). *Testing and experimental methods*. Britain: Oxford University Press.
- Alderson, J.C.& N.Brian. (1992). *Language testing in the communicative legacy*. London: Macmillan Publication.
- Bachman, L.E. (1989). *Fundamental consideration in language testing*. London: OUP.
- Bailey, K.M. (1996). *Language testing research*. Monterey, Calif: Defence Language Institute.
- Bhattarai, G.R. (2005). *A thematic analysis of research reports*. Kathmandu: Ratna Pustak Bhandar.
- Brown, H. D. (1989). *Principle of language learning and teaching*. Prentice Hall Regent: San Francisco state university.
- Caine, N. A. (2005) *EFL Examining wash back in Japan: Investigating the effects of oral assessment on teaching and learning*. An unpublished thesis of M.Ed. , the University of Manchester, Britain.
- Chomsky, N. (1957). *Syntactic structures*. Netherlands: Mouton.
- Harrison, A. (1991). *A language testing handbook*. London: Longman.
- Heaton, J.B. (1975). *Writing English language test*. London: Longman.
- Heaton, J.B. (1988). *Writing English language tests*. London: Longman
- Hughes, A. (1985) *Testing for language teachers* Britain: Cambridge University Press.
- Hughes, A. (1995). *Testing for language teachers*. London: OUP.
- Khanal, M. (2007). *A study on wash back effect of SLC sent-up examination*. An Unpublished Thesis of M.Ed., T.U., Kathmandu
- Khaniya, T.R. (1990). *Examination as instrument for educational change: investigating the wash back effects of Nepalese English exams*. An Unpublished Thesis of Ph.D, University of Edinburgh, UK.
- Khaniya, T.R. (2005). *Examination for enhanced learning*. Lalitpur: Mellenium.

- Lado, R.A. (1993). *Language testing*. London: Longman.
- MC. Graph, I. (1996). Teaching learning testing and evaluation. *Journal of NELTA VOL.1*.
- Morrow (1986) .*Techniques of Evaluation for a National syllabus*. The Royal Society of Arts.
- Neupane, M. (2004). *Wash back effect of examination : A case of communicative English*. An Unpublished Thesis of M.Ed., T.U., Kathmandu.
- Poudel, N.R. (2006). *Wash back effect of examination of ELT theories and methods*. An Unpublished Thesis of M.Ed., T.U., Kathmandu.
- Regmi, N. (2006). *A study on wash back effect of examination: A case of ELT materials and practices*. An Unpublished Thesis of M.Ed., T.U., Kathmandu.
- Richards, J. et al. (1993). *Dictionary of language teaching and applied linguistics*. London: Longman.
- Wardhacegh, R. (1972). *An introduction to sociolinguistics*. Black well publisher: Britain.
- Wiseman, S. (1961). *Examination and English education*. Manchester: University Press.
- Yadav, S.L. (2007). *Wash back effect of examination: A case of course in general English of B. Ed*. An Unpublished Thesis of M.Ed., T.U., Kathmandu.
- Yadav, Y.P. (2001). *Linguistics: A basic course*. Kirtipur: New Hira Books Enterprises.