WASHBACK EFFECT OF EXAMINATION A CASE OF A COURSE IN GENERAL ENGLISH EXAM AT B.ED.

A Thesis Submitted to the Department of English Language Education, University Campus, Kirtipur in Partial Fulfillment for Master's Degree in Education

(Specialization in English Language Education)

By

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2007

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2007

T.U. Regd. No.: 9-2-228-65-97   **Date of Approval of the Thesis**

Campus Roll No.: 679   **Proposal: 2063/04/07**

Exam Roll No. (2nd year): 28290 /059   **Date of Submission: 2063-11-20**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Shobha Lal Yadav** has prepared this dissertation entitled **"WASHBACK EFFECT OF EXAMINATION A CASE OF A COURSE IN GENRAL ENGLISH EXAM AT B.ED."** under my guidance and supervision.

I recommend this dissertation for acceptance.

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DEDICATION TO

My father Mr. Kapurchand Yadav

and Mother Murti Devi Yadav

ACKNOWLEDGEMENTS

My thanks go to my elder-brother Ram Dular Yadav who helped me a lot in my life. I extend my love to my younger brother Shaukhi Lal Yadav, sister Parmila Yadav and cousin Ashok Kumar Yadav.

Finally, I express my heartfelt thanks to all Campuses which helped me in this work.

Shobha Lal Yadav

ABSTRACT

This thesis entitled **"Washback Effect of Examination A Case of A Course In English Exam at B.Ed."** endeavours to find out wash back effect of B. Ed. exam. Moreover, the researcher wanted to find out the influence of the examination on teaching learning process as well as all the agencies working in this field. It is tried to discover content validity, face validity and practicality of examination at B.Ed. The researcher collected data from both primary and secondary source. The research has been based on the responses of 50 students of B.Ed. from Rajarshi Janak Campus, Janakpur Campus, B.P. Koirala Campus, Dhungrebas Multiple Campus Bhiman, Sindhuli, M.Ed. first year students from Universal Campus, Kirtipur and 5 teachers teaching the very subject from the aforesaid Campuses. The researcher used random sampling procedure and stratified random sampling procedure to sample the population.

The secondary sources are different books, journals and theses. The questionnaire and class observation form were used as research tools for data collection with the help of analysis and interpretation of data provided by informants, some finding were concluded which are cited below :-

Students participation in the classroom is very low; teaching is teacher-centered, lecture method is widely used, use of teaching materials is normal and wash back effect of examination is positive because it was found that examination has maintained validity and practicality in the sense that each year starting from 2059 to 2062 B.S. all the items are asked in the examination and students have got opportunity not to neglect any items to develop writing skill which is demanding skill to be developed in students.

The thesis consists of four chapters. They are introduction, methodology, analysis and interpretation; and finding and recommendations.

Chapter one contains general background, review of the related literature, objectives of the study, significance of the study.

Chapter two deals with methodology. It encompasses sources of data, sampling procedure, research tools and process of data collection and limitations of the study.

Chapter three is the main body of thesis which encompasses the analysis and interpretation of the data.

Chapter four incorporates finding and recommendations.

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INTRODUCTION

1.1 General Background

Language testing is the integral part of language teaching. The existence of one may be endangered in the absence of another i.e. testing in a broad sense has always been an inherent part of teaching. Assessment of learning is as old as education itself. Testing is used as a process of scrutinizing how has been far has been learned what the teacher wishes them to learn. So testing is just like a measuring rod which shows quality of textbooks, education system, teachers and students. Heaton refers (1988; 5) puts, "teaching and testing are so closely related that it is virtually impossible to work in either field without being constantly concerned with the other." It means that teaching is influenced by testing and vice versa.

To quote Van Elsetal refers, "in the context of language teaching, test to do not only have the purpose of meaning the language behavioral, but they are useful instrument for evaluating programmes by means of learners." Here, he explains that testing does not only measure the language ability but it also evaluates the whole languages programmes conducted by analyzing the learners of performance. For Mc Graph (1996:60) refers "Teaching without testing is like painting in bad light." He strongly maintains that teaching can not do without testing for it gets light from testing with the help of which testing we can find areas that need more attention and we can manage for remedial teaching, if it were diagnostic test. In case of achievement test, testing depends on what has been taught. From the aforementioned discussion we can say that teaching and testing are mutually inclusive and complementary to each other.

1.1.1 Writing from the testing point of view

It is very difficult task to assess the writing ability of students when they are asked to produce pieces of writing in a limited time especially in a final exam situation. Despite many research studies on writing as Spencer refers (1983:97) points out, learning to write is such a complicated and still inadequately simply categories of teacher behavior which indubitable constitute good teaching of writing . In the same way the Department of Education and science (1979) expresses the same difficulty is assessing writing." The DES problems were how to decide what features of writing should be tested? By what criteria is one measure them? How are reliability and validity and validity ensured? To help with these problems, the report suggests the reconciliation of the marking system and the difficulties in administering the test.

Khaniya (2005) discusses writing from the testing point of view in a very interesting way as many people involved in this field, hold the view, towards assessment of writing. He says that the immediate implication of the suggestion is that writing as such shouldn't be assessed simply by asking to students to complete a task or solve a problems within a limited period of time, because it does not happen in real life situation (i.e. in a real life situation a student will not have to write a reply to a letter in 10/15 minutes, but in an exam, he will be assessed through such tasks). Perhaps, it may be because of such frustrations, people working in this field, having been arguing that assessment system such as yearly exam should be abolished and it should be replaced by a system of continuous assessment. The argument of abolition of exam sounds logical, but it is not practicable in all situations, as it has already been argued that a final exam is unlikely to disappear. When, it can be made serve better.

1.1.2 What should be tested by a writing test?

Since our journey is to find out way of assessing writing skill, we have to decipher different views of the people working in this field, Bachman and Palmer (1996) as quoted in Khaniya (2005) argues, the primary purpose of testing writing is to make inferences purpose about the languages ability of the learners and the secondary purpose is to make decisions on the basis of those inferences. Taking this view into the consideration, while testing writing, the test tasks should be such that they yield information about the tastes above, we have interpreted writing ability as not only to put ideas from mind to paper but also to generate mare meaning and make ideas clear. This process essentially involves the process part of writing.

So when we are going to test writing, doesn't mean only testing ideas and thoughts poured into paper from minds, but many other facets of language such as logical power, flexibility, confidence, grammatical safe landing of sentences and so on. In a nut shell, testing writing means testing writing strategies, such as the ability of combining information, so as to make it an organized piece of writing. The appropriateness of the writing is according to the intended reader.

1.1.3 Approach to Marking

On the basis of traditional approach, there are two ways of marking composition e.g. atomistic and holistic (Cooper 1997: Ali 1988: Lloyd Jones (1977:33) says to rely on the assessment of particular features associated with skills in discoursing where as, holistic methods consider samples of discourse. Cooper (1977:4) as quoted in Khaniya (2005) considers the holistic method an evaluation procedure "which stops short of enumerating linguistic, rhetorical or informational features of a piece of writing." The atomistic approach covers marking methods such as T-unit analysis, cohesion analysis, error count etc and the holistic

approach covers essay scale, analytic method, general impression method, primary traits dichotomous scale, feature analysis etc.

The analytic method of making which falls under holistic approach is a process of assigning a score to a composition by an awarded separate score for prominent characteristics of a composition. The characteristics of composition are grouped according to Deidrich's model, under General merit and 'mechanics': and under different levels -low mid and high Cooper (1977:7) presents the following sample, which was originally developed by Died Erich (1974):

General merit	Low	Middle	High		
Ideas	2	4	6	8	10
Organization	2	4	6	8	10
Wording	1	2	3	4	5
Flavor	1	2	3	4	5
Mechanics usage	1	2	3	4	5
Punctuation	1	2	3	4	5
Spelling	1	2	3	4	5
Hand	1	2	3	4	5
Total	10	20	30	40	50

1.1.4 Washback Effect

Wash back effect which is our area of research study will be discussed in some details. It seems important to make attention that terms 'washback' and 'backwash' are interchangeable.

Wash back: what is it?

The wash back effect of an exam is not a new concept in the testing literature. The terms has frequently been used to refer to the effect of an examination on the teaching and learning of a foreign language and syllabus design and it is the way in which an examination may influence in a backwash direction.

There is 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) had not recognized it. Recently, it has been given a proper place in Dictionary of Language of Testing. According to (Davies et al 1999), the effect of testing on instruction and language test wash back is said to be either positive or negative. Wall and Alderson (1993) also define wash back as "the impact of a test on teaching". The debate on the issue of wash back effect is not over as the concept is not well defined and many people working in this field argue that more researcher is need to define its meaning and determine its scope and limitations. Moreover, the subsequent studies on wash back will help in crystallizing the concept of wash back.

Development of the concept

The use of the term wash back has passed through different stages over the year. Following Wiseman (1961:159), the terms were used to "describe the deleterious effect of examination". Furthermore, his agues that the paid coaching classes were not worth the time, because the students were practicing exam technique rather than language learning activities. There has been a tendency to use the term "wash back" as a neutral term (i.e. neither negative nor positive) simply to refer to the

effect of an examination on education according to Nisbet (1969). Whatever is done for the preparation of an examination is its wash back effect.

Person (1988:101) looks at the wash back effect of a test from the point of view of its potential negative and positive influence on teaching. According to him, a test's wash back effect will be negative if it fails to reflect the learning principles, and course objective to which it supposedly relates, and it will be positive if the effects are beneficial and "encourage the whole range of desired changes." Morrow (1986:6) terms 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.

From the discussion, so far, it appears that the concept of wash back, which originally had negative influence considered to be one of the most important criteria for a good examination. In other words, to be a good examination, an exam should not only exert a negative influence, but it must also have the potential to exert beneficial influence on teaching and learning where necessary. If it fails to do that, an exam is not good. Heaton, J.B.(1988:170) writes; "how much influence do certain tests exert on the compilation of syllabus and language teaching programmes? How far is such an influence harmful or actually desirable in certain situation? Again what part does coaching play in the test situation? Is it possible to teach effectively relaying solely on same of the techniques used for testing? "These are some questions forwarded by Heaton to address the role of a test in preparing syllabuses and teaching programmes and in choosing methodologies used by teachers as well. ". . . we must guard against certain back wash effect of testing on the one hand, on the other hand, testing has been one of greatest single beneficial

forces" (ibid). "Here, Heaton has clearly pointed out that a test has both negative and positive effects and we should guard against negative one.

Wash back effect of examination on teachers

Teachers are highly influenced by what they think their responsibilities are, and what the parents expect of them (DES 1979:217). Department of Education and Science (1979:247) find examination incentives constantly at work on the teachers working for school learners. They are:

1. The desire to gain fame for his school against the national standard,

2. The desire to do the best he can for his pupils,

3. The desire to satisfy the demand of those parents who are ambitious for their children.

It would appear that one for the responsibilities that a teacher thinks she/he has to enable students to obtain good-marks in the examination. Harrison (1998:40) also finds teachers anxious about information about marking system and the way they can prepare more students more successfully for the examination.

Wong (1969:364) and Wiseman (1961:156) hold the view that whatever the teacher thinks right or wrong, it is very difficult for him/her to deviate from what he thinks the exam expects of him. The reason is that, they argue, even if the teacher is committed to educational aims, he finds himself trapped by the pressure of students and consumers (i.e. superior teacher, and parents) to be exam oriented, because they all know that their students have to compete with students from other schools. That is one of the reasons why coaching for exam has been a social responsibility for the teacher.

Khaniya (2005) quotes, his Ph.D. work (1990) that he had collected data from SLC students to find out the effect of preparation for an exam

on learning. He came up with three major conclusions regarding wash back effects of an exam". "Wash back is an inherent quality of an exam, ingredients of the exam determine whether the wash back is negative or positive, and teaching for a final exam is not only inevitable, but desirable as well. His research study shows us that if the specification and format of the exam correspond to the purpose of the education program working for the exam will not have negative wash back. Furthermore, we can say that it is the design of the exam (i.e. the ingredients, it is composed of) which determines whether it can have negative or positive wash back.

On the whole, it must be concluded that wash back effect of examination is likely to affect the whole process of language teaching and learning including curriculum designing and its implementation. As it is likely to affect all those who are working in the field of language testing.

Wash back effect of education on students

It is examination which makes students to be careful and sensitive towards study. So, it has become a culture for the students to works harder when they know that exam is at hard. Tibble (1969:350) is of opinion that the intrinsic value of learning is not sufficient to persuade young people to go on to further education on that a society needs. Moreover, we find strong ground to say that students are highly motivated and influenced by examination.

1.1.5 Examination

As the terms examination comes frequently in this study, it is tried to explain the concepts of the word more clearly. The word examination has been used very technically. The system of examination generally has been the focal point for the expression of dissatisfaction. The sources of dissatisfaction are, partly, the way exams are carried out the selection of content of organization of exam, and the marking procedures and partly the system itself the obstacles it places which students are required to

surmount to go on to the next level of their education. Examinations, by virtue of their association with screening have, therefore, been criticized for having a detrimental effect on teaching and learning.

What an examination is

In the 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 realization a class progress test, a proficiency test, a summative test and an examination is one them. On the other hand, a test appears to be included in an exam in the sense that an exam can have different forms a test, assessment of course work, interview and a test is one of them.

The test and the examination are not different from the point of view of the way they require tastes to perform; both contain a list of tasks or test items 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 achievement testing. On the whole, it would seem that examinations and testes are not different physically because they require examinees to perform. However, they differ in influencing the psychological set of student, teachers and parents.

A historical look at examination

It would be better to have a look at examination from historical perspective. This historical view will help us to galvanize the real concept of examination at present time. In the history of testing literature, China is said to be the first country that introduced the concept of examination during Sui (AD 589-618). It is china which tried but failed to abolish examinations during the Mao's time as reports. Similar was the case with Soviet Union. Joseph Stalin in Soviet Union and Deng Xiaoping in China put back examinations for selection within a decade of their abolishment.

The two communist countries might have different reasons why they preferred to abolish the examinations but it was observed that the very countries could not face the challenges caused by the absence of exams.

If we turn the pages of history of European testing literature, it is observed that Europe introduced examinations much later than China but it is no clear how European became aware of the Chinese system of examination. It should also be noted that examination were first used to select employees for government job, and later used for academic purposes.

In conclusion, we are in a position to assert that we have to use exam to serve the purpose of purpose of gauzing the knowledge, skill and abilities of a person. In this case, it emerges, therefore, that examinations are not going be replaced, at least, until the foreseeable further by any other means.

1.1.7 A course in General English

Since the wash back, we are going to study, is related to 'A course in general English, prescribed for B.Ed. 1st year, it is worth to make a short discussion of it. This is the book taught in B.Ed. 1st year to all students as a compulsory subject

So far as the nature of this course is concerned, it encompasses one unit writing under different titles. They differ from each other in nature and massages. The lessons have been taken mainly from authentic British and American sources including books, journals, reports, magazines and newspaper. They include, among other things, informative passages on contemporary and burning issues like AIDS, population problem, environmental degradation and laser technology, topics of universal appeals such as democracy, hostility, intelligence and snoring, and practical activities like taking photography, taking pulse, public speaking and mouth to mouth resuscitation. So we see that the very course book

has not only linguistic value, but also pragmatic and educational value with practical application in many aspects of daily life.

'A Course in General English' is an integrated course aimed at developing general proficiency in the English language with special emphasis on developing reading and writing skills.

The main objectives specified for this course books are as follow:-

i.   To build up in the learners' productive skill, in particular, required for effective communication on matters of general and academic interest.

ii.   To build up in the learners' productive effective communication on matters of general and academic interest.

iii.   To enable writing essays, letters, paragraphs, organizing texts, connecting ideas, making comparisons and contrasts, scanning and skimming describing persons, objects, places and processes and so on.

iv.   To enable skills on the part of the learners so that they can carry out their studies on any subject or discipline in more systematic and efficient way.

1.2 Content Validity

The validity of test is the extent to which it measures what is supposed to measure and nothing else (Heaton, 1988:159).

Content validity according to Bachman covers two things content relevance and content coverage. The investigation of content relevance requires the specification of behavioral domain in question and attendant specification of the task domain (Mesick, 1980:1017 quoted in Bachman). It is generally recognized that this involves the specification of ability domain, what is often ignored is that examining content relevance which also requires the specification of the test method facts. The second aspect of examining test content is that of content coverage.

The primary limitation of content validity then is that it focuses on tests rather than test scores.

For Richards, et al, content validity is a form of validity which is based on the degrees to which a test adequately and sufficiently measures the particular skills are behavior it set out to measure. For example, a test of pronunciation skills in a language would have low content validity if it tested only some of the skills which are required for accurate pronunciation.

According to Harrison (A, 1991:11) "Content validity is concerned with what goes into the test. The content of the test should be decided by considering the purposes of the assessment, and then drawn up as a list known as content specification. The content specification is important because it ensures as far as possible that the test reflects all the areas to be assessed in suitable proportions and also because it represents a balanced sample without bias towards the kinds of items which are easiest to write or towards the test materials which happens to be available. This definition emphasizes that content should be in according with objectives and a specification chart should be prepared in advance to maintain content validity.

Heaton J.B. (1988:161) views that content validity depends on careful analysis of language being tested and of particular course objectives. The test should be so constructed as to contain a representative sample of the course. The relationship between the test items and the course objectives should be clear. Before construction of a test, the writer should first draw a table of test specifications; describing in a very clear and precise terms the particular language skills and the areas to be included in a test. Heaton also emphasizes the importance of specification chart to maintain content validity and there should be closed relationship between content of test and course objectives.

Hughes, A. (1995:22-3) stresses on two things for content validity: content representation and content relevance he remarks, 'A test is said to have content validity if content constitutes a representative sample of the language skill structures etc. with which it is meant to be concerned.' It is obvious that a grammar test, for instance, must be made up of items testing knowledge or testing of grammar. But this itself doesn't ensure content validity. The test would have content validity only if it included a proper sample of relevant structures … The greater the test's content validity, the more likely it is to be an accurate measure of what it is supposed to measure. Tests in which major areas are identified in the specification are under represented or not represented at all is unlikely to be accurate. Secondly, such a test is likely to have a harmful back wash effect. Areas which are not tested are likely to become areas ignored in teaching and learning.

Anastasia, (1982:131) quoted in weir 199:25) defined content validity as: essentially the systematic examination of the test content to determine whether it covers a representative sample of the behavior domain to be measured. She provides a set of useful guidelines for establishing content validity:

- The behavior domain to be tested must be systematically analyzed to make certain that all major aspects are covered by the test items, and in the correct proportions.
- The domain under consideration should be fully described in advance rather than being defined after test has been prepared.
- Content validity depends on the relevance of the individuals test responses to the behavior area under consideration rather than on the apparent relevance of item content.

Establishing content validity is problematic given the difficulty in characterizing language proficiency with sufficient precision to ensure the

representativeness of the sample of tasks included in a test. Additional threats to validity may arise out of attempts to operationally real life behavior in a test especially where some sort of qualification is necessary either in the task or method of assessment.

In the foregoing texts, we have discussed different views presented by different authors on content validity. Though their views are different they at least agree in some major points. So now we are in the position to say that content validity is one of the most important qualities of test. And it covers two things: content relevance and content coverage. It also includes the methods of testing or eliciting responses. Specification chart should be prepared in advance to maintain content validity of a test.

We are discussing the wash back effect of 'A course in General English in terms of writing skill.' As mentioned by Hughes content validity is of great importance to have position wash back effect of any test. All the areas should be covered by a test. Areas not tested will be areas ignored and students will not pay attention to those areas. Now let's see the content validity of "A Course in General English Examination".

Table showing the representation topics in the examination from 2059 to 2062 is given in appendix - VI. The researcher has analyzed subjective questions only of those academic years. Question papers of those academic years are given in appendix - vii. There is one unit 'writing' in 'A Course in General English'. The very unit has been divided into two sub-units; Expressing Communication Function & Development Skills. There are seven titles under Expression Communication Function.

There are introduction and greeting people, on
- Giving instructions, directions, suggestion etc.
- Answering and making question
- Describing persons, objects, places and processes
- Making comparisons and content

- Expressing opinions and attitudes

There are twelve titles under the sub-unit -Development Skills

- Rewriting recombining, rephrasing, paraphrasing
- Parallel writing
- Completing a text
- Organizing a text: sequencing instructions, ordering information, connecting ideas
- Transforming information
- Completing/ making charts, graph, table and diagrams
- Making outlines and notes and developing them into cohesive and coherent passages
- Writing paragraphs
- Writing summaries
- Writing letters
- Writing essays
- Creative writing

There are two sub-units i.e. Expressing Communicative Functions and Development Skills. To fulfill the aim of Expressing Communicative Functions, the text book 'A Course in General English' encompasses the topics like: what are they like?, techniques of mouth to mouth resuscitation, greeting and introducing people, internal organs and their functions, taking your pulse, repairing a Bicycle puncture, speaking easy, taking photographs, blood grouping procedure and so on.

In the same way the text book 'A Course in General English' encompasses the following topics to fulfill the aim of the second sub-unit i.e. Developing Skills: Guessing meaning from contents, AIDS, Acupuncture, Formal and informal letters, intelligence, probability, Economics, The population explosion, graphs and charts, our first words, smoking and cancer laser technology, kinship and the family, A city is

dying, democracy, hypnosis, the death penalty, the secret of sleep, science and war, energy and scientific attitude etc.

This course format shows that 25 marks are allotted for testing writing skill. So it is general tendency of asking two questions from 'A Course in General English' for testing writing. Marking allotment of the first sub-unit is 10 marks. There is no optional question in this section. From this first sub-unit a question is asked in which students have to describe objects, persons, places and processes. They are meant for long answer questions. A long descriptive question carries ten marks which has been asked in 2059, 2060, and 2061 from this sub-unit: Expressing Communicative Functions (Appendix -VIII). This first this sub-unit has seven items among which the item: Describing persons and places has been asked frequently where as describing processes and things has not been asked in 2059, 2060, 2061 and 2062. It is found that describing place has been asked frequently in 2059, 2061 and 2062 whereas only in 2061 it has been asked to describe person. So it is easily observed that many items from this sub-unit are not asked in last four years examination. It seems that there is not representation from the items like:

4.1.1   Introduction and greeting people;

4.1.2   Giving instructions, directions, suggestions etc;

4.1.3   Answer and making question;

4.1.4   Defining, classifying and explaining things;

4.1.5   Making comparisons and contrasts and

4.1.6   Expressing opinions and attitude; these items are always attached with other question. Anyway, content validity has been maintained from this sub-unit though

4.1.7   Describing persons, objects, place and processes found to be widely represented rather than other items.

Sub-unit - 2 carries 15 marks according to division of marks in the curriculum. There are twelve items under this sub-unit. General tendency of aski ng question from this second sub-unit is long question. It is found that 'writing essay' has got much more representation than other items. Writing essay on different topics has been asked in 2059, 2060, 2061 and 2062. If we see diachronically all the questions from 2059 and 2062 it is found that in 2059 an essay under long question was asked to write on the topic like Democracy, Science and War and Population explosion.

In 2060, a question of same nature was asked to write essay on the topic like The Person I Admired Most, Death Penalty and Privatization in Education; in the same way topics like Energy, Noise Pollution and Terrorism has been asked in 2061. In 2061, the topics like smoking and cancer, global terrorism and peace talks in Nepal, was given to choose and write an essay on any of them. It is found in this analysis of question that from sub-unit - 2 essay writing has been asked in 2059, 2060, 2061 and 2062. What is found in these questions is that option is given and students are allowed to choose any one from the three topics to write. Synchronically, it is observed that in 2059 there is no place for 4.2.12 creative writing which is an important item in the sub-unit 2.

Diachronically survey shows that in 2060, 2062 and the topics respectively, like privatization in education terrorism and peace talks in Nepal are representation from

Creative Writing

Diachronic analyzed of question papers of 2059, 2060, 2061 and 2062 shows that there are many items in sub-unit - 2 which are under-representation. For example, from sub-unit - 2 the items like 4.2.1 rewriting, 4.2.2 parallel writing, 4.2.3 completing a text, 4.2.4 organization a text, 4.2.5 transformation, 4.2.6 completing/ making outlines and notes and developing them into cohesive and coherent

passages, 4.2.8 writing paragraphs and 4.2.10 writing letters have not been asked during the aforesaid year.

It is found that from sub-unit 2, 4.2.10 writing letter has not been asked in 2059, 2060, 2061 and 2062. Truly speaking, writing letter is very important writing skill that must be acquired but the tendency of question-setter shows that 4.2.10 writing letters is neglected one from the point of view of examination students do not bother reading this item because they know that this will not be asked in the examination. What this leads to is the lack of fulfilment of the course objectives.

The other item from the same sub-unit is 4.2.9 writing summaries. This item has been asked in the examination of 2059 under optional topic where students have to choose and write either writing summary or writing essay. The question is writing a summary of the passage 'Economics'. This question carried fifteen marks. It is found that 4.2.9 writing summaries has not been asked in 2060, 2061 and 206. It seems from the above observation that the very topic is very important in the sense that the students have to show all writing skills while writing summaries.

Wc come to conclude that many items are not represented in the examination of 2059, 2060, 2061 and 2062. We may agree with the view that question from all the items cannot be asked in the same year but not representation from those areas of course during four years may develop spirit of apathy in students towards such items as we know areas not tested will be areas ignored and students will not pay attention to those areas.

However, content validity has been maintained from sub-unit 1 and sub-unit 2 though 4.1.4 from sub-unit 1 and 4.2.11 from sub-unit 2 are found to be widely represented rather than other items. Though it seems that there is not representation of some items from sub-unit 1 and sub-unit

2 all those under represented areas are to focus to develop writing skills as the represented one does. So we can say indirectly all areas have representation. It seems that writing essay is found to be over emphasized than other but the case is not so. Because all other items are in support of developing writing skills as essay writing does. So we can say that there is satisfaction finding writing skills of tests are seemed to be determined by what is important to test rather than what is easy to test. As it is found that essay writing is important in developing writing skills. So this item is overemphasized.

Another aspect of content validity is content. It is forwarded by Bachman (1980) content examining content relevance also requires the specification of the test method facts.

As Bachman and Palmer (1996) argue that primary purpose of testing writing is to make inferences about the language ability of the learners and the secondary purpose is to make decisions on the basis of those inferences. Keeping this view in mind, while testing writing, the test tasks should be such that they yield information about the tests based on which we can make inferences about their writing ability. As has been argued above, we have interpreted writing ability as the ability not only put ideas from mind to paper but also to generate more meaning and make ideas clear. This process essentially involves the process part of writing.

Khaniya (2005: 152) argues that the best way to test writing is to get the learners write. Further, he discusses indirect testing of writing cannot be accurate. Even if it is accurate, there will be a problem of wash back.

Since the test of 'A Course in General English' is mainly based on paper and pencil method. It is process of writing test. So it can be said that the test is relevance in the sense that the test does what it wants. It

meets all features proposed by Bachman and Path (1996). There are certain features of tasks that make the writer write better. For example, a task with clearly defined problems motivates writing; a task that requires the test to say something and purpose to say that lessens pressure on him of content; a clear understanding of who the audience is facilitates to process language in a meaningful situation, etc. if what is expected of the writer is made clear, it also facilitates writing. Therefore, the tasks that are realistic, natural, meaningful and purposeful are useful in testing writing.

1.2.1 Face validity

A test is said to have face validity if it looks as if it measures what is supposed to measure. For example, a test which pretended to measure writing ability but which didn't requires the candidate to write might be taught to lack face validity (Hughes 1995:27). In the same page, he goes on saying that "A test which doesn't have face validity may not be accepted by candidates, teacher, education authorities or employers. It may mean that they don't perform it in a way that truly reflects their ability.

Heaton (1988:60) defines face validity in similar vain. He says "if a test item looks right to other testers, teachers, moderators, and testes, it can be described as having face validity … students' motivation is maintained if a test has good face validity for most students will try harder if the test looks sound.

The extent to which a test appears to candidates or those choosing it on behalf of candidates to be an acceptable measure of the ability they wish to measure. This is a subject judgment rather than based on any objective analysis of the test, and face validity is often considered not be a true from of validity, it is sometimes referred to as test appeal.

Cronbach (1984:183-3) as quoted in Bachman (1989:286) has this to say about face validity. "A test that seems relevant to the play person is said to have face validity." Adapting test just because it appears reasonable is a bad practice: Many a good looking test has had poor validity. . .such evidence as this warns against adapting a test solely because it is plausible. Validity of interpretation should not be compromised for the sake of face validity.

Vain Bachman (1989:288) states

"The bottom line in any language testing situation, in a very practical sense, is whether test seriously enough to by their best and whether test users will accept the and find it useful." For Harrison (1991) face validity is concerned with what teachers and students think of the test. Does it appear to them a reasonable way of assessing the students, or does it seem trivial or too difficult or unrealistic? The only way to find out face validity, according to him, is to ask the teachers and students concerned for their opinions either formally by means of a questionnaire or informally by discussion in class or staff room.

Longman Dictionary of Lg. Teaching and Applied Linguistic (1999:135) defines face validity as "The degree to which as test appears to measure the knowledge or abilities it claims to measure, based on the subjective judgment of an observer. For example, if a test of reading comprehension contains many dialect words which might be unknown to the students to test may be said to lack face validity."

Anastari (1982:136) as quoted in Weir (1990:20) pointed out that face validity, is not validity in a technical sense: it refers not to what the test actually measures but to what it appears superficially to whether the test "Looks valid" to the examinees who take it, the administrative personnel to decide on its use and other technically untrained observers.

Fundamentally, the question of face validity concerns rapport and public relation."

"If a test does no have face validity though, it may not is acceptable to the students talking, it or the teacher and receiving institution that may make use of it. If the students do not accept it as a valid, their adverse reaction to it may mean that they not perform in a way which truly reflects their ability." (Weir, 1990:16)

"The importance of face validity cannot be under estimated, however, in the sense that if an examinee doesn't consider it a valid exam, one would ask: how can we make valid inferences depending on the information elicited by that exam?" Khaniya (1990:99)

From the above survey of opinion made by different writers on the face validity, now we are in a position to say that face validity is one of qualities of good test which is necessary to maintain and public relation, to elicit valid responses from examinees and subjective criteria and it should not be over emphasized for the sake of their kind of validity.

Now we are concerned with the face validity of Examination of 'A Course in General English" B.Ed. first year. As Harrison has told 'The only way to find out face validity is to ask the teachers and students for their opinions either formally by means of questionnaire or informally by discussion on class of staffroom. To find out the face validity of B.Ed. 1st year examination, the researcher devised some sets of questionnaire for B.Ed. 1st year students, teachers teaching " A Course in General English " and M.Ed. 1st year students who had studied the very book in B.Ed.

Informally the researcher asked many students to make comments on Examination of " A Course in General English " many students and teachers were found positive towards the very book" A Course in General English." They said that " A Course in General English" book of B.Ed. 1st year has found very useful for developing writing skill in students and

examination is true to its name. So, in conclusion we can say, on the basis of above survey that the examination in question has face validity to the extent.

1.2.2 Practically/Efficiency

For Harrison the man question of practicality are administrative. How long will the test take? What special arrangements have to be made? Is any equipment needed? How long will it take to get the working done? How many people will be involved? How will test materials be reproduced in quality and at what cost and how will they be stored between sittings of the test? What arrangement can be made for efficient filling of test materials? So teachers can easily find what they want? In brief test should be economical as possible in time (preposition, sitting and marking) and in cost (materials and hidden cost of time spent) Harrison (1991:12-3)

Other things being equal, it is good that a test should be easy and cheap to construct, administer, score and interpret. . . .The individual direct testing of some abilities will take great deal of time, as will the reliable scoring of performance on any subjective test. The production and distribution of sample test and training of teachers will also be costly. It might be argued that such produces are impractical. In my opinion this would reveal an incomplete understanding of what is involved before we decide that we cannot afford to test in a way that will promote beneficial back wash. We have to ask ourselves a question: what will be the cost of not achieving beneficial back wash? When we compare the cost of test with the waste of effort and time on the part of teacher and students in activities quite inappropriate to their true learning goals, we are likely to decide that we cannot afford not to introduce a test with a powerful beneficial back wash effect (Hughes 1995:47)

Now we have surveyed the opinions forwarded by different writers for practically. From now onwards, we are in the position to say that the aspect of practicality should not be overlooked. A test should be economic in terms of time and money but it should not be compromised with having beneficial back wash. A test should be printed or typewritten and appear neat, tidy and aesthetically pleasing.

Now we are discussing the particularity of the examination of " A Course in General English". The test seems to be practical in terms time (preparation sitting and marking and in terms cost/materials and hidden cost of time spent) but in real sense it seems to have compromised beneficial back wash for the sake of practicality because it tests only writing and reading skills. Only paper and pencil test has been used which is very easier to construct as well as to administer.

1.3 Literature Review

Li Xiaoju (1989) as mentioned Khaniya (2005) assesses the wash back effect of the matriculation English test after four years of its implementation in China and describes the following as the positive wash back effect of matriculation English test.

i) Teaching materials have been expanded to include a greater use of imported and self-complied materials

ii) There have been changes in teacher's approaches to what is to emphasize in teaching in the class-room.

iii) Students have been found to be conscious of using their time and resources for learning English.

iv) There has been change in the teachers' attitude about what to teach and how to teach.

Hughes (1986) assesses the wash back effect of English proficiency test at the end of FLS course in Bogazzi University in Turkey and describes the wash back as follows :-

a) There was almost immediate change in syllabus and materials to one more obviously related to the development of language skills needed by university undergraduates.

b) Khaniya (1990) has conducted a research on "Examination as instruments for Educational changes: Investigation the wash back effect of Nepal's English exams and discusses that SLC exam fails to asses the language skills that the SLC course intends to develop in students. . . because of its text-book and previous exam paper oriented nature, it does not encourage students and teachers to focus on language skills entailed in the course objectives. (Khaniya 1990:245) finally, he has concluded that:

a) Wash back is an inherent quality of exam.

b) Ingredients of the exam determine whether the wash back is negative or positive and

c) Teaching for final exam is inevitable.

1.4 Objectives of the study

The objectives of the present study are as follow:

a) To examine the wash back effect of the examination based on the "A Course in General English" in terms of writing skill.

b) To suggest some pedagogical implications.

1.5 Significance of the study

Wash back effect of examinations, though not a very new concept, has not been studied much. This will be of vital significance, not only for test designers and examiners but also for teachers, students, policy markers, syllabus designers, methodologists and all the people or institutions working in the field of writing testing. This research will provide some insight on how examinations influence on teaching and learning.

CHAPTER - II
METHODOLOGY

This chapter deals with the sources of data tools for the collection of data, process of data collection 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

Primary sources of data for the study are the B.Ed. 1st year students (majoring and non-majoring in English), M.Ed. 1st year students (majoring in English) observation of English currently and question papers of "A Course in General English" asked in the exam of B.Ed. 1st year from 2059 to 2062.

2.1.2 Secondary Sources of Data

The researcher used secondary sources of data as well such as the books, journals, research theses reports etc. for the preparation of questionnaires are an advancement of knowledge in related area.

2.1.3 Sample Population and Sampling Procedure

Sample population of the study consists of students from B.Ed. 1st year from campuses (name of the campus give in appendix - I) of Rajarshi Janak Campus Janakpur, Janakpur Campus Janakpur, B.P. Koirala Campus Janakpur, Dhungrebas Multiple Campus Sindhuli and Janajagriti Campus Bhiman Sindhuli. 30 M.Ed. first year students from University Campus Kirtipur and 5 teachers teaching "A Course in General English" currently. Students from B.Ed. 1st year, teachers teaching General English currently and classes for observation were selected by using random sampling procedures. M.Ed. 1st year students were selected by using stratified random sampling procedure to have a wide representation. M. Ed. students in University Campus Kirtipur. Represent almost all education campuses of the country. First of all the

students were divided into group on the basis of campus they hold bachelor degree. The required number (30) students were selected by using random sampling procedure.

2.1.4 Tool for Data Collection

The researcher has used three sets of questionnaire to collect data one for B. Ed. 1st year students, one for M.Ed. 1st year students and one for teachers teaching "A Course in General English" currently. He also used a checklist to record the observation of "A Course in General English".

Process of Data Collection

Having prepared the selected copies of questionnaire and checklist, the researcher visited the selected campus and established the rapport with principal and clarified the purpose of visiting to them. As the research has aimed to study wash back effect of examinations of B.Ed. 1st year "A Course in General English" in terms of writing skill, he randomly selected the required number of students. He distributed questionnaire and explained briefly what they were supposed to do. Then he collected the questionnaire, thanked the students and left the classes. Since there was a questionnaire for teachers teaching "A Course in General English" currently, he called the teachers personally, explained the purpose and requested them personally to fill in the questionnaire in selected Campuses. Questionnaire models are in appendix - II and appendix - III respectively.

M.Ed. 1st year students were a part of population for the purpose of colleting data from them, he went to University Campus and explained the purpose of his visiting then, he listed name of Campuses they graduated from. There was a representation from almost 12 Campuses. Feeling difficulty to divided students into 12 groups, he distributed questionnaire to all the students with the necessary instruction. Then he

collected the completed questionnaires and thanked them. Later on he divided filled in the copies of questionnaire on basis of campuses and selected the required number copies representing all the campuses.

For the purpose of observation, first of all, he selected 5 campuses randomly. The selected campuses were same aforementioned campuses from Dhanusha district and Sindhuli district. Then he went to the campuses and observed three classes of the teacher alternatively. Sometimes the observation was participant and sometime the non participants.

As specified in the proposal the researcher collected the question paper of "A Course in General English" asked in the university examination from 2059 to 2062. Since it was not possible to collect question papers of the examination, he collected subjective question paper only and analyzed in terms of content validity, face validity and practically.

2.2 Limitations of the Study

The study is limited in the following ways:

i)   The population of study is limited to 50 students from B.Ed. 1st year (majoring and non-majoring in English), 30 students from M.Ed. 1st year (majoring in English) and 5 teachers teaching "A Course in General English" currently in Dhanusha and Sindhuli district

ii) The study focused on wash back effect of "A Course in General English" B.Ed. 1st year in terms of writing skill only.

iii) The question papers of "A Course in General English" from 2059 to 2062 B.S. were analyzed in terms of content validity, face validity and practicality.

CHAPTER III

ANALYSIS AND INTERPRETATION

This chapter deals with the interpretation and analysis of the data collected from primary sources. Having collected the questionnaire, the researchers have tabulated the information. Data were analyzed under five different heading.

- Analysis of responses from B.Ed. 1st year students.
- Analysis of responses from M.Ed. 1st year students.
- Analysis of responses from teachers teaching "A Course in General English".
- Analysis of class observation.

First of all, information were tabulated simple and analyzed and interpreted by using simple using simple statistical tools such as percentage, bar diagram and pie-charts.

3.1   Analysis of the response from B.Ed. 1st year

3.1.1 Preference of "A Course in General English"

Table - 1: Preference of "A Course in General English"

Response	Number of students	Percentage
Yes	49	98%
No	1	2%

The table above shows that 98 percent of the students liked the "A Course in General English". They thought that "A Course in General English" was important for them. Only 2 percent of the students thought that the course was not important for them.

3.1.2 Practice of Writing Activities

Figure 1: Practice of Writing Activities
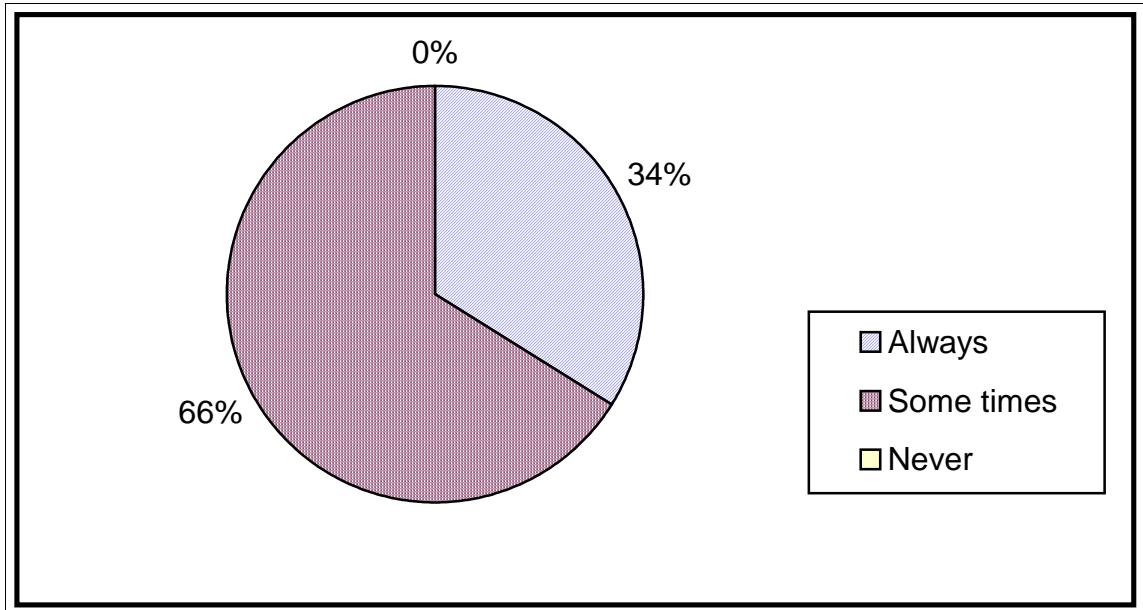
Figure 1 shows that majority of students (66%) practice writing activities mentioned in the course sometime only. Where as only 34 percent of the students practice the writing activities in the course daily.

2.1.3 Percentage of Writing Activities Learned by Student

Figure 2: Percentage of Writing Activities Learned by Student
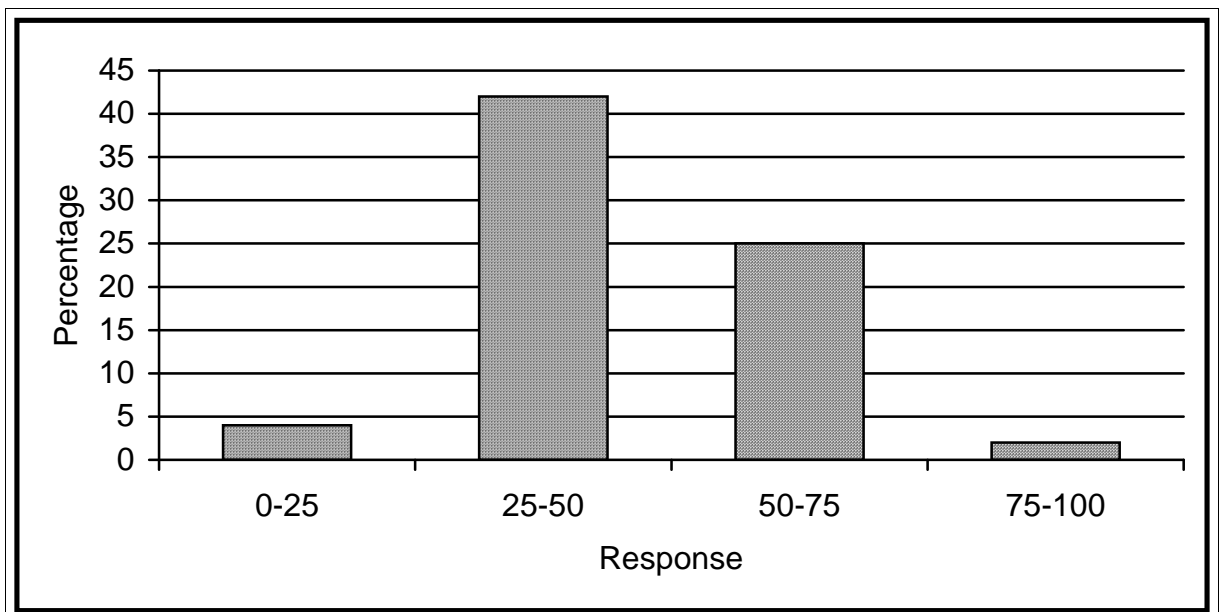
Figure 2 shows that most of the B.Ed. 1st year students think that they have learned 20-25% of the writing activities mentioned in the course. 21 (42%) students think that they have learned 50-75% of the writing activities. The students who thought they had learned 0-25 percent and 75-100 percent of the writing activities are insignificant in percentage, (only 4 percent and 2 percent respectively).

3.1.4 Opportunity to participate in classroom Activities.

Figure 3: Opportunity to Participate in Classroom Activities
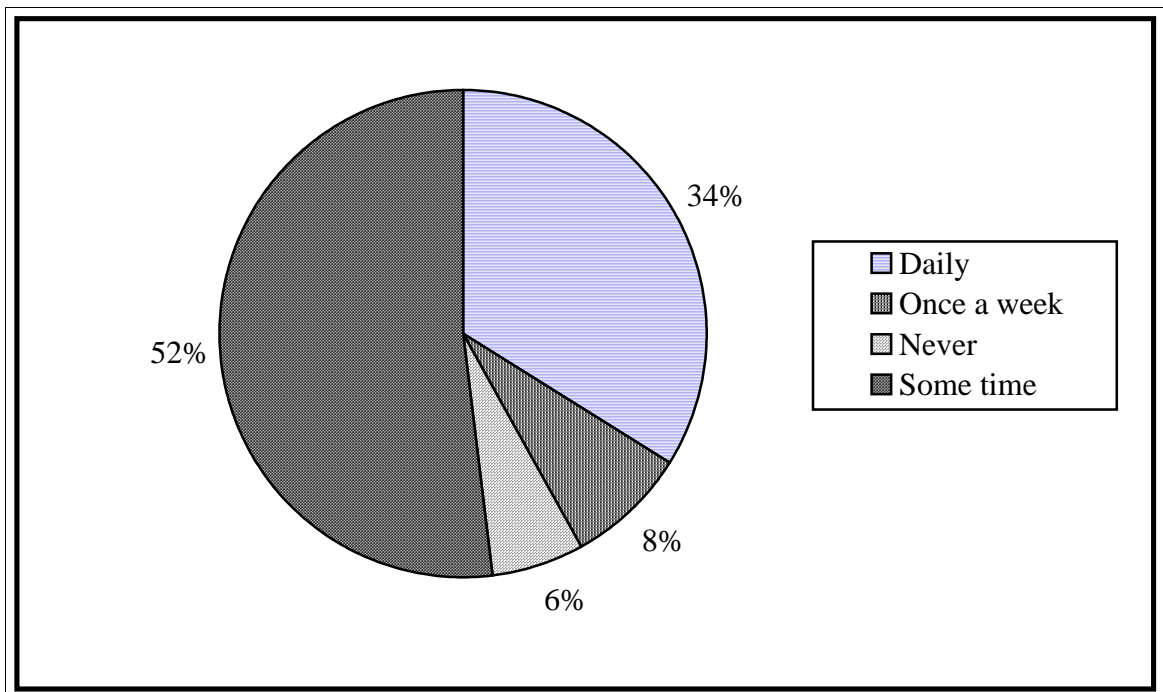
Majority of students (52%) got opportunity to participate in classroom activities sometimes only. Only 34% of the students got this opportunity daily. The students who got such opportunity once a week and never were 8 % and 6%, respectively.

3.1.5 Organization of Writing Activities

Table – 2: Organization of writing activities

Activities	Daily		Once a week		Sometimes		Never	
	F	%	F	%	F	%	F	%
Summary writing	16	32	6	12	20	40	8	16
Pair work	5	10	7	14	21	42	17	34
Essay writing	20	40	2	4	18	36	10	20
Group work	2	4	2	4	20	40	26	52
Debate	4	8	4	8	18	36	23	26

Thirty two percent said that summary writing has been used daily, 12 percent student said that it has been used once a week, 40% students said sometimes and 16 percent said that it has not used at all.

Regarding pair work 10% said it has been used daily, 14% once a week, 42% sometimes, 14% once a week, 42% sometimes and 34% said that it hasn't been used at all. Majority of students said that it has been used sometimes.

Essay writing activities mentioned in the questionnaire and it is one of the techniques to teach writing skills. It develops writing skills and activities to put their arguments logically.

Regarding this technique of writing 40% students said that it has been used daily, 4% said once a week, 36% sometimes and 20% students said it has been used never.

Regarding group-work, 4% students said that it has been used daily, 4% once a week, 40% sometimes and 52% students said that it has been used never.

Another technique is debate which develops capacity of reasoning power. Regarding to this technique 8% students said that it has been used daily, 8% once a week, 36% sometimes and 26percent sad never.

Many students while colleting data asked the researcher that they didn't know anything about the technique and requested to explain it in short. Then the researcher made them clear with a brief explanation. No student said it had been used daily, 8% said it had been used once a week, 36 percent sometimes whereas 56 percent (majority of students) said that it hasn't been used at all. Survey of aforesaid activities shows that teacher didn't use writing activities very often which teaching this course which means their teaching is not student centered most of the time, if not always.

3.1.6 Students Satisfied with Teaching Methods

Table - 3 : Students Satisfied with Teaching Methods

Response	Number of students	Percentage
Yes	22	44
No	28	56

Table 3 shows that the majority of the students (56%) were not found to be satisfied with the ways the teachers taught then the course in question. They mentioned different reasons behind their dissatisfaction, which included irregular classes, lack of practice oriented classes, lack of teaching materials, untrained teachers and denoted classes i.e. teacher did not motivate them. On the other hand, 44% of them were found to be satisfied.

3.1.7 Preparation for Examination

Figure 4: Preparation for Examination
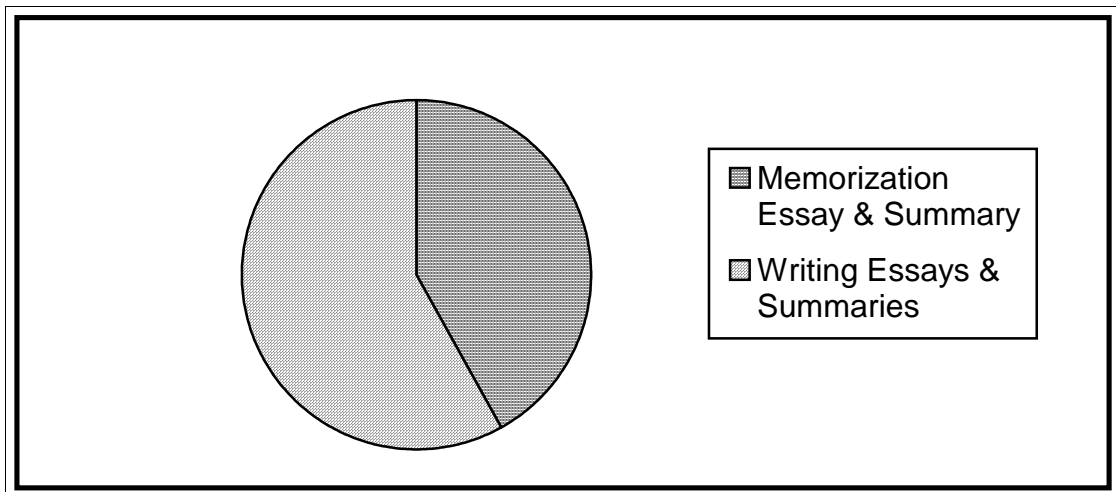
Figure 4 shows that 42% students the preferred technique for the preparation of the examination is the memorization of essays and summaries. Next to this second preferred technique is having practice of writing essay and summaries i.e. 58% of the students preferred this technique of preparation for examination. Thus the figure shows that most students preferred the technique of practicing writing for preparation of examination.

3.1.8 Guessing on the Basis of Previous Examination

Figure 5: Guessing on the Basis of Previous Examination
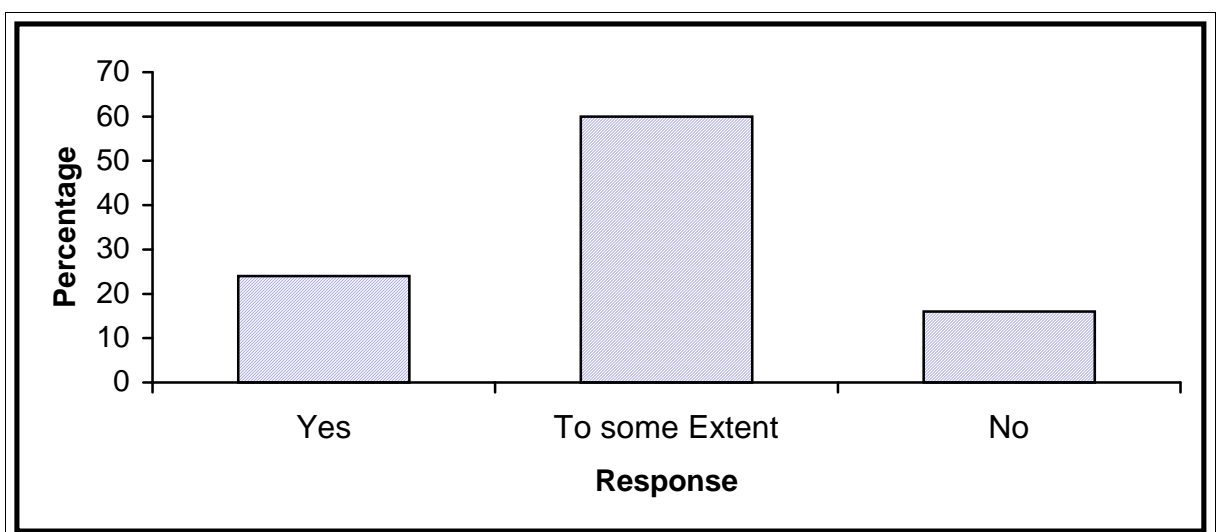
3.1.9 Materials Used by Students to Improve Writing Activities

Table – 4 : Materials Used by Students to Improve Writing Activities

Materials	Frequency	Percentages
Tuition-notes	24	48
Lecture-note	12	24
Bazaar-notes	6	12
Oxford-Dictionary	2	4
Guide-Book	5	10

The materials used by students to improve writing activities are tuition-notes, lecture notes, Bazaar notes, oxford dictionary, and guide book. Majority of the students 48% are found to have used tuition-notes. It is found that good student who makes use of lecture notes is 24%. Regarding bazaar note, oxford dictionary and guide book 12%, 4% and 10% students use respectively. This shows that students have used various kinds of materials to develop their writing skill. They should be encouraged to do so.

3.1.10 Feeling of Difficulty While Having Practice of Writing Activities

Table - 5 : Feeling of Difficulty While Having Practice of Writing Activities

Response	Number of students	Percentage
Yes	29	58
No	21	42

The table 5 given above shows that 58 percent of student feels difficulty while having practice of writing activities they have already learnt where as 42 percent of them can use without any difficulty.

Those who feel difficulty have mentioned different reason behind this such as lack of writing practice, regular class and complexity of writing item.

3.1.11 Use of Instructional Materials

Table - 6 : Use of Instructional Materials

Name of the materials/ time	Daily		Once a week		Some time		Never	
	F	%	F	%	F	%	F	%
Cassette player			1	2	11	22	38	76
Newspaper	2	4	2	4	15	30	31	63
Magazine	3	6	2	4	17	34	28	56
Real object	5	10	2	4	15	30	28	58
Any other								

Instructional materials play a vital role in teaching writing skills in case of teaching writing skill the importance of instructional materials cannot be exaggerated. They not only motivate students but also help them to create situation which in turn helps the students to be creative and develop writing skill contrary to this reality, our campuses are deprived of teaching materials.

As above table shows that the materials daily preference as newspaper which has been mentioned by 12% of the students and only 2% of the students said that their teachers used cassette player once a week, 22% of them said their teacher used it some times whereas 76% said that they had not seen a cassette player in their class room.

Similar is the case with newspaper, 4% of the students said that their teachers brought newspaper daily, 4% once a week, 30% sometimes whereas majority of students 62% said that they had never brought newspaper in their classroom.

6% of students said that their teacher used magazine daily while teaching 'A Course in General English', 4% of students once a week. Similarly, 34% of students said that it had been used in their class sometimes only.

Only 10% of students said that their teacher used a real object daily, 4% of them once week while 30% of them sometimes whereas 56% (majority of students) said that they had never seen real objects in their classroom during 'A Course in General English' class. This shows that use of instructional materials is very low teaching writing activities.

3.1.12 Encouragement to Students in Participate in Writing Activities.

Table – 7: Encouragement to Students in Participate in Writing Activities

Response	Number of students	Percentage
Yes	12	24
No	38	78

The table 7 shows that the majority of students (78%) had not been encouraged by teacher. 24 percent of the students are encouraged by their teacher to take part in writing activities. Most of the students don't want to participate in front of their teachers and friends because they didn't want to show their weakness. In the situation encouragement plays a vital role.

Summary

In this section we have analyzed the responses from B.Ed. 1st year students. The overall picture of analysis shows that students prefer the 'A Course in General English', thought they have learned only 25-50 percent of the writing activities mentioned in the course. Majority of the students are not provided with the opportunity to take part in writing activity. Due

to lack of practice and regular classes, students are found to be unsatisfied with teaching learning process that goes in their classroom. Similarly due to lack of practice of writing activities, students feel difficulty while writing, they have already learned.

Guessing on the basis of previous examination is very high and favorite technique for the preparation of examination is found to have writing practice of essays and summaries.

Though students are found to have used some materials to improve their writing skill, the use of instructional materials by teacher is very low.

3.2 Analysis of Responses from M.Ed. 1st Year Students

This section of the thesis deals with the analysis of responses from M. Ed. 1st year students. Since B.Ed. students were selected to have wide representation, students of M.Ed. English ay University Campus Kirtipur, represent almost all the education completes of our country (Appendix - IV). The students who are now in M.Ed. 1st year had also studied "A Course in General English" in B.Ed. 1st year so they were chosen for the present study. Thirty students were selected from M.Ed. 1st year using stratified random sampling procedure.

3.2.1 Importance of course for students

Table – 8 : Importance of course for students

Responses	Number of students	Percentage
Yes	20	66.66
To some extent	8	26.66
No	2	6.66

Figure 6: Importance of the Course
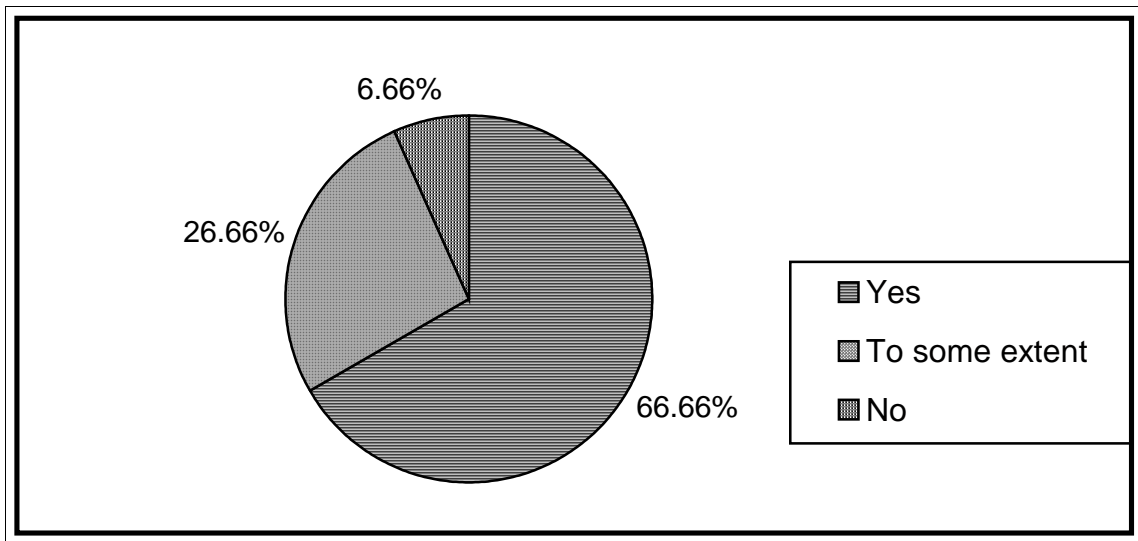
Table shows that the importance of 'A Course in General English' had been important for students because 66.66 percent of the students are in favor of this. 26.66 percent students are responded that the course had been important for them to some extent where as 6.66 percent students are not in favor of this course i.e. they thought that the course had not been important for them.

3.2.2 Improvement in Writing Skill

Figure 7: Improvement in Writing Skill
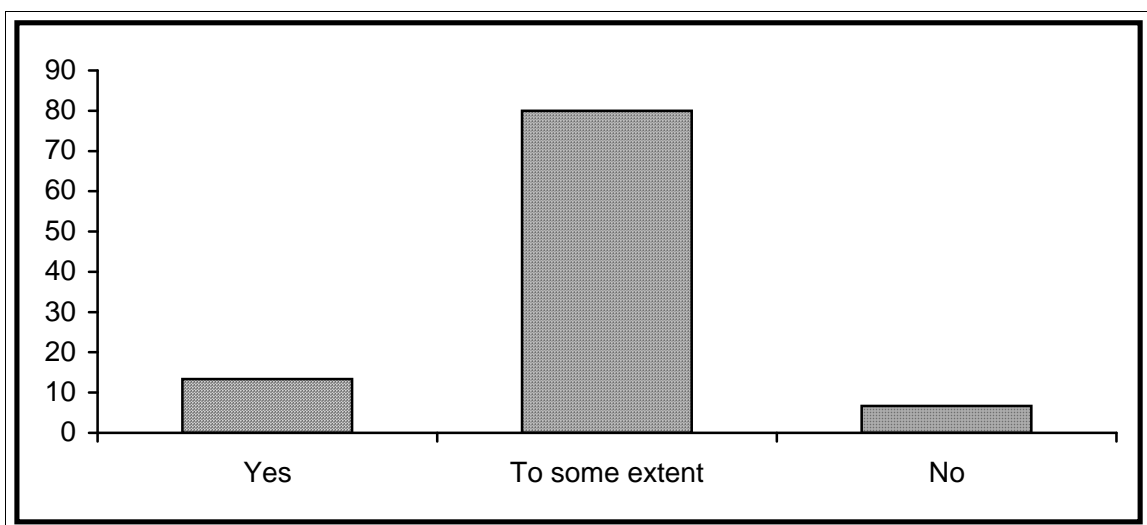
Figure 7 shows the improvement in writing of the students, majority of students (80%) mentioned that their writing skill had been improved to extent. 13.33 percent of student mentioned that their writing skill had been improved by 'A Course in General English' without any doubt whereas 6.66 percent students mentioned that their writing skill had not been improved by this course. Majority of students have mentioned that their writing skill had been improved by this course as such; the course has been proved to be important for the students to improve their writing skill.

3.2.3 Development of writing competence

Table – 9 : Development of writing competence

Reponses	Number of students	Percentage
Yes	20	66.66
To some extent	10	33
No	-	-

Above table shows that 66.66 percent students thought that their writing competence had been developed by this course without any doubt whereas only 33 percent students mentioned that their writing competence had been improved by this course to some extent. Nobody mentioned about negative effect of this course. Since all students participated in this course that their writing competence had been developed by this course as such; the course has been declared important for the students.

3.2.4 Focus of teaching

Figure 8: Focus on Teaching
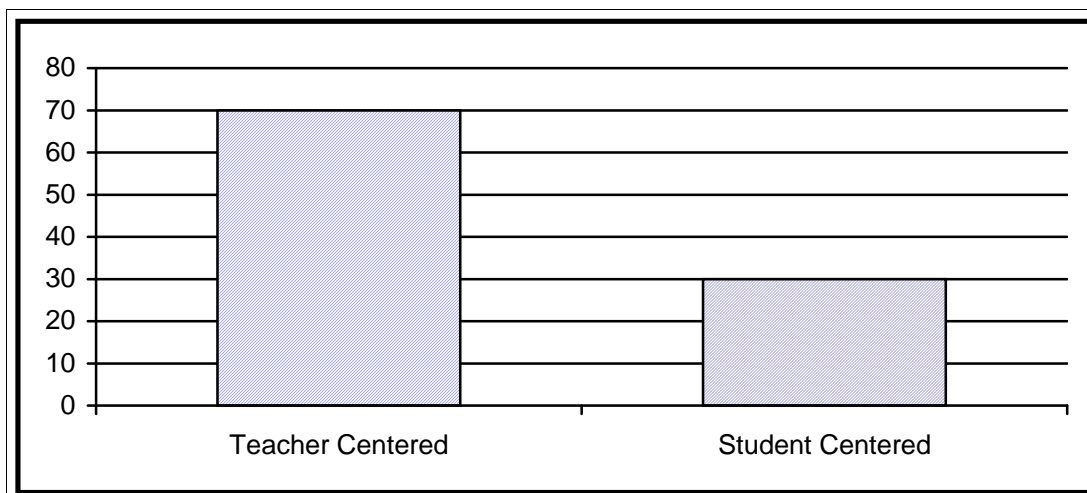
Above figure shows that in many cases teaching was focus to be teacher centered because the students who said the teaching was teacher centered have excelled the students who said that the teaching was student centered.

3.2.5 Preparation for Examination

Table – 10 : Preparation for Examination

Responses	Number of students	Percentage
By memorizing summaries and essays	10	33.33
By practicing writing summaries and essays	14	46.66
Both of above	6	20

Table shows some of techniques used by students for the preparation of examination. The technique used by the students is memorizing of summaries and essays which is used by 33.33 percent of the students. 46.66 of them mentioned that they had prepared by practicing writing essays and summaries. Similarly 6 percent of students maintained that they used both techniques aforesaid.

3.2.6 Opportunity to Practise Writing Activities in Class

Figure 9: Opportunity to Practise Writing Activities in Class
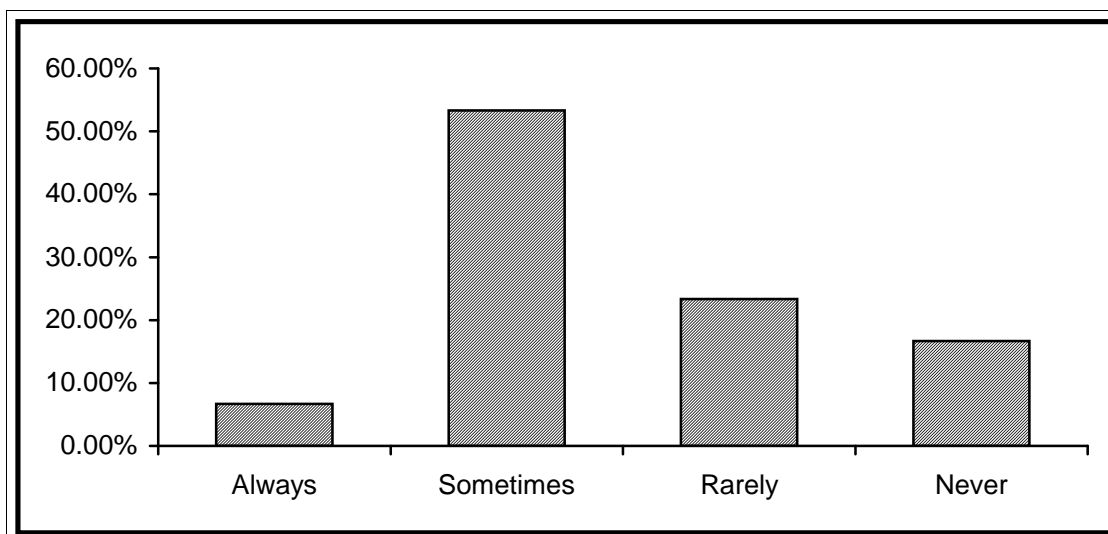
Figure 9 shows that the opportunity for students to practise writing activities in class. The percentage of students who sometime got opportunity to practise has excelled other students. They constitute 55.33 percent whereas only 2(6.66%) students were lucky enough to get the opportunity. 16.66 percent of the students mentioned that they had never been lucky enough to practise writing activities in the classroom.

Though, this shows that majority of the students got opportunity to practise writing activities in the class even if it was some times only. Other 40 percent of students cannot be ignored among them. 23.33 percent had rarely got opportunity while 16.66 percent had never got the opportunity.

3.2.7 Encouragement by the teacher

Table - 11 : Encouragement by the Teacher

Response	Number of students	Percentage
Yes	13	43.33
No	17	56.66

Table 11 shows the encouragement to students by the teacher to take part in writing activities. The majority of students 17 (56.66%) said that they had not been encouraged by teacher. Only 13(43.33%) students mentioned that they had been encouraged by teacher to participate in writing activities. Most of the students don't want to participate because they don't want show their weakness in front of their teachers and friend. In this situation encouragement plays a vital role.

3.2.8 Feeling Difficulty while Writing Composition

Table – 12 : Feeling Difficulty while Writing Composition

Responses	Number of students	Percentage
Yes	22	73.33%
No	8	26.66%

Table 12 shows the feeling of difficulty by students while using writing composition. 73.33 percent of students feel difficulty while writing composition which they have already learnt whereas 26.66% students don't feel any difficulty. The students who feel difficulty have excelled the students who do not feel it.

The students who feel difficulty in writing composition set forth the reason that lack of practice not being regular classes and so on.

3.2.9 Improving Teaching & Learning Activities

Table – 13 : Improving Teaching & Learning Activities

Responses	Number of students	Percentage
Small-classes	5	16.66%
Use of teaching materials	8	26.66%
Students centered teaching	10	33.33%
Trained teacher	4	13.33%
Encouragement by teacher	3	10%

Table 13 shows the varied opinions of students to improve teaching learning activities of 'A Course in General English'. Majority of students 10 (33.33%) opined that teaching should be student centered rather than teacher centered. 8 (26.66%) students are of opinion that teaching materials should be used while teaching 'A Course in General English'. Similarly 16.66% students of suggested small classes and 13.33% are in favor of trained teacher, 10 percent students have to say is that students should be necessarily encouraged by teacher.

3.2.10 Accessibility of Writing Skill

Table - 14 : Accessibility of Writing Skill

Responses	Number of students	Percentage
Yes	12	40%
No	18	60%

Table 14 shows that 12(40%) students mentioned that the examination does have accessibility and it is successful to assess writing skill of students whereas 18(60%) students are of opinion that skill not successful in the sense that 25 marks are only allocated for testing writing in the examination of 'A Course in General English'.

Summary

In this section of we have analyzed the responses from M.Ed. 1st year students. The overall analysis show that 'A Course in General English' is important for students without any doubt and it has helped the students to improve their writing skill and writing competence to some extent. The teaching is teacher centered rather than student centered.

The favorite technique of students for the preparation of examination is found to be practice of writing summaries and essays. Majority of students are not encouraged by their teacher and majority of

students got opportunity to have practice of writing activities sometimes only.

This study comes up with the suggestion that teaching of 'A Course in General English' can be improved if the set forth suggestions are followed. The suggestions, they forwarded are small classes, trained teacher, use of teaching materials, students centered teaching method and more that 25 marks should be allocated for testing writing.

3.3 Analysis of the Responses of Teacher Teaching " A Course in General English"

There was a set of questionnaire for teachers teaching " A Course in General English". Only 5 teachers are consulted for this purpose. What follows now is the analysis of their responses.

3.3.1 Coverage, Accessibility and Teaching being guided by Examination

Table – 15: Coverage, Accessibility and Teaching being guided by Examination

	0-25%	25-50%	50-75%	75-100%
Coverage of course by examination	1	2	2	
Accessibility of testing writing	1	1	1	3
Teaching guided by examination	1		3	1

Table 15 shows coverage and accessibility of examination as well as teaching belling guided by examination.

About 5 teacher's 2 teachers thought that the coverage of present examination was only 50-75 percent, 2 teachers maintained that the coverage of present examination is 25-50 present. Where as, for one teacher the coverage seemed only 0-25 percent.

Since the examination of 'A Course in General English' is an achievement, coverage is of great important. The area not tested will be the area neglected and consequent by lead to negative wash back effect. Contrary to teacher has coverage up to 75 percent only.

So far as the accessibility of the examination is contained, 3 teachers maintained that it assessed 75-100 percent of their writing ability whereas 1 teacher said that it assessed 25-50 percent writing ability of students. Unlike this for one teacher the accessibility of writing ability seemed 25-20 percent.

Teaching and testing are two sides of a coin. One cannot function correctly in the absence of the other: one cannot remain aloof from another. So there is not doubt that teaching is always guided by examination. Among 5 teachers, 3 teachers said that 50-75 and were guided by examination, while on teacher said that only 0-25 percent of his teaching was guided by examination. Unlike this one teacher thought 75-100 percent of has teaching being guided by examination. This shows that unless there is improvement in examination, teaching learning process cannot be improved.

3.3.2 Marks allocation for writing skill

Regarding the allocation of marks for writing skill, most of the teachers (3) said that the allocation of marks was not sufficient. According to those teachers who 25 marks were not sufficient for testing writing suggested that at least 50 percent should be allocated for testing writing.

3.3.3 Focus of the Current Examination

Regarding the focus the presentation of 'A Course in General English' There teachers mentioned that the fichus was since examination of 'A Course in General English' an achievement, coverage is of great importance. The areas not tested will be the areas neglected and

consequent by lead to negative were weak effect. Contrary to this fact, the present examination according to teacher has coverage up to 75 percent only. So far as the accessibility of the examination is contained, 3 teachers maintained that it assessed 75-100 percent of their writing abilities whereas 1 teacher said that it assessed 25-50 percent writing abilities of students. Unlike this for one teacher the accessibility of writing ability seemed 25-50 percent. Teaching and testing are two sides of a coin, one cannot function correctly in assesses of the other one cannot remain aloof from another, is always guided by examination. Among 5 teachers, 3 teachers said that 50-75% was guided by examination, while on teacher said that only 0-25 percent of his teaching one teacher thought 75-100% of his teaching being guided by examination. This shows that unless there is improvement in examination, teaching learning process cannot be improved.

3.3.4 Opportunity for conducting writing activities

It is significant to conduct writing activity which creates opportunity for all students in the very activity. Regarding this, 4 teaching mentioned that they provided opportunity to the students to conduct writing activities mentioned in the course daily. Only one teacher said that he provided the students with the opportunity sometimes only. It doesn't tally with the students have said. The students, B.Ed. as well M.Ed. said that the majority of them got opportunity to participate in classroom activities sometimes only while observing the classes research found very low use of these activities.

3.3.5 Participation in classroom Activities

Classroom participation helps students to build up confidence and powerful skill of lg. regarding these four teachers mentioned that their students were eager to take part in classroom activities. The teachers who

said that their students are not eager to take part in classroom activities have forwarded the following reasons for the lack of eagerness.

They can pass exam the examination without taking part in such activities. There is no separate allocated mark for such type of activities. They do not want to show their weakness in class. Campus administration wants teachers and students to concentrate on examination.

3.3.6 Availability of Teaching Materials

Use of teaching materials facilitates teaching learning process. Not only has this but it also motivated students towards. Similarly, learning can be much more effective but contrary to this, among five campuses represented by teachers only three campuses had collected players and no any campuses had OHP and VCR.

3.3.7 Methods Used by Teachers to Teach This Course

The teachers used various methods such as lecture method, explanation method, demonstration, group work and so on. And all teachers non-exceptionally feel the need of training to teach this courser.

3.3.8 Achievement of Goals Specifies in the Curriculum

It is known to us that different goals and objectives are specifies in the curriculum but question is how many of them will be achieved. Regarding this, there teachers said that students would be able to achieve the goals set in the curriculum whereas two teachers said that their students wouldn't be able to achieve them because according to the teachers said that their students wouldn't be able to achieve them because according to the teachers, the text 'A Course in General English' is so complex and contains many matters of different nature it is unusual in the sense that the lessons are difficult and the language used in the course is also very difficult.

Improvement in teaching and learning situation

Teachers recorded different opinions for the improvement of present scenario of teaching this course. They have suggested that:

- the campuses should be well facilitated
- the examination procedure should be different than the enlisting one
- Teachers should be competent enough with more exposure of the English language used in contemporary situation.
- More contemporary textbooks for teaching writing should be provided with opportunity
- To participate in substantial among of writing activities in classroom.

Summary

The overall analysis of responses from teachers' shows that the coverage of present examination for testing writing is very low similarly, the accessibility of testing writing is also very low most of their teaching is guided by examination. Allocation of marks for testing writing is not sufficient. At least 50 percent marks should be allocated for testing writing. It is found that students are not eager to take part in classroom activities. There is lack of teaching methods different techniques and methods they have been using for teaching 'A Course in General English'; students have different view regarding this. Since there is no match between the course objectives, teaching learning process and evaluation, according to teacher, students will not be able to achieve the goal set in the curriculum.

They have forwarded different suggestion for the improving of teaching learning process of this course, such as availability of teaching materials, competent teachers, use of contemporary books which is advanced for teaching writing.

3.4 Analysis of class observations

To back up the information gathered from the students and teachers some classes of 'A Course in General English' was observed. What follows here is he analysis of class observation.

3.4.1 Use of instructional materials

Table – 16 Use of Instructional Materials

Materials	Yes	No
Newspaper	3	9
Magazine		12
Cassette player	2	12
Charts		12
Posters		12
Real objects		12
Any other		12

Table 16 shows the use of materials in classes being observed, the researcher of served 12 classes in the four different classes; Rajarshi Janak Campus, Janakpur Campus, B.P. Koirala Campus, Dhungrebas Campus Sindhuli and Jan Jagriti Campus Bhiman Sindhuli. Among these the researcher rarely found the use of any instructional materials.

Only in three classes, the researcher found the use of newspaper and in 2 classes the use of cassette player, the researcher heard from the teacher that private campus doesn't provide there, lustrum stoical materials. Their aim is only good result i.e. examination oriented classes are observed vehemently.

3.4.2 Students Participation

Table - 17 : Students Participation

Students participation	Yes		No	
Ask question relevantly	3	25%	9	75%
Participate in discussion	3	25%	9	75%
Participate in pair work	7	58.33%	5	
Participate in group work			12	100%
Role play	4	33.33%	8	66.66%
Any other (individual work)	3	25%	9	75%

The table above shows that only on three classes (25%) two researcher found students asking question relevantly otherwise they stay quietly listening to whatever was delivered to them. Discussion was on ducted in 3 classes (25%) pair work was conducted in 7 classes (58.33%) similarly, role play was conducted in three classes (25%) students were asked to go the front of the class to read the passages and remaining students were writing dictation from the book.

3.4.3 Teachers activities

Table - 18 : Teachers Activities

Teacher's activities	Yes		No	
Lecture	12	100%		
Question	11	90%	1	8.33%
Demonstration			12	100%
Evaluation of the students	6	50%	5	50%
Encourage students to participate	4	33.33%	8	66.66%
Initiate discussion	2	16.66%	10	83.33%
Support students work	5	41.66%	7	58.33%
Give feedback	5	41.66%	7	58.33%

The foregoing table shows the teacher's activities in 'A Course in General English'. Teaching was mostly found to be teacher centered. Teacher spent most of their time by giving lectures. Teacher talking time was always more than students talking time questioning was also found to be used widely which was 92.66 percent. Evaluation of the students was done in 6 classes (50) in 41.66% of classes teachers supported students and in 41.66% of classes students were luckily enough to get feedback from teacher. The least used activities were encouraging and initiation of discussion which were found only 33.33% and 16.66% classes respectively.

After the class observation, some of the teachers told that they were compelled to finish the course before summer vacation i.e. 15th Jestha 2064. So, they could not provide their students any opportunity to take part in classroom activities. They also said that they finished the course by giving lecturers on different topics rather than having writing practice on them.

Summary

To verify the information gathered form different set of questionnaires the researcher observed the 4 classes of "A Course in General English in four different colleges.

The observation was non participant. It was found that the use of instructional materials was very disappointing. Techers blamed their colleges for not having instructional materials.

Teachers blame of the students for not being eager to take part in classroom activities but the teacher did not encourage them. Though teachers have told that they used different teaching methods for teaching writing activities. After all, it was found that they used lecture method very frequently.

Students participation in classroom was found to be very low. While observing the class, it appeared that the students were passively sitting without and participation.

As it has been mentioned above, we intended to develop writing ability of the students. To develop writing ability does not only mean to put ideas from mind to papers but also to generate more meaning and make ideas clear.

Khaniya (2005:152) argues that the best way to test writing is to get the learner write. Further, he discusses the indirect testing of writing cannot be discusses. It cannot be accurate. Even if it is accurate, there will be a problem of washback.

Since the test of "A Course in General English" is mainly based on paper and pencil method, it is process of writing test. The test is relevant in the sense that the test does what it wants to do. It meets all the features proposed by Bachman Planner.

CHAPTER - IV
FINDINGS AND RECOMMENDATIONS

4.1 Findings

4.1.1 Students Participation in the Classroom is Very Low

Participation of students in the classroom was found to be very low. Students are not encouraged to take part in classroom activities and they are not provided with the opportunity to take part in writing activities. On the other hand, even if provided with the opportunity, they are not eager to participate in classroom activities because they can pass the examination without taking part in such activities.

4.1.2 Teaching is teacher centered

Lecture is the most widely used method to teach this course. It was observed that lecture method is found to have widely been used to teach the course. Teachers feel secure to lecture on the topic rather than organize teaching activities. While filling questionnaire, though they have said that they use different teaching methods and techniques frequently in time of class observation, the most favourite method of teaching was found to be check and talk method. Teaching was totally teacher centered.

4.1.3 Use of teaching materials

Teaching materials are very important to make teaching effective. Use of them motivates students and makes classroom vivid. But unfortunately, many campuses are deprived of teaching materials. By the time of observation, the researcher was informed that mainly private campuses didn't want to invest money on it. They need many materials like OHP, poster and so on for mainly teaching writing activities. Use of teaching materials was found to be very low.

4.1.4 Content validity of Examination

According to Bachman content validity covers two things, content relevance and content coverage. Content validity is one of the most important qualities of a test. The coverage of present examination is found to be satisfactory since all areas have representation indirectly.

The main objectives specified for this course are as follow:

I. To built up in the learners productive skill, in particular, required for effective communication.

II. To build up in the learner productive effective communication on matters of general and academic interest.

III. To enable writing essays, letters, paragraphs, organizing texts, connecting ideas, making comparisons and contrasts, scanning and skimming describing persons, objects, places and processes and so on.

IV. To enhance skills on the part of the learners so that they can carry out their studies on any subject or discipline more systematically.

Syllabus has been prepared on the basis of objectives. Analysis of coverage of course content (Appendix-7) shows that some of the items from first sub-unit have been frequently asked such as describing persons and places. However, describing processes and things have not been asked in 2059, 2060, 2061 and 2062. It was found that describing place was asked frequently in 2059, 2061 and 2062 whereas only in 2061 it has been asked to describe person. So it is easily observed that many items from this sub-unit are not asked in last four years examination. It seems that there is not representation from the items like:

- Giving instructions, directions, suggestion etc.
- Answering and making questions
- Defining classifying and explaining things
- Making comparison and contrasts

- Expressing opinion and attitudes

Even these items seem to be ignored; they are always attached with other question. Content validity has been maintained from this sub-unit. This shows that the objective. "To enable describing persons, objects, places and processes" has been maintained. It was easily observed that questions were asked frequently and the items were made focal-point for students.

Sub-unit - 2 carries 15 marks according to the division of marks in the curriculum. It is found that "Writing essay" has got much more representation than other items. Writing essay on different topics has been asked in 2059, 2060, 2061 and 2062. If we see diachronically all the question from 2059 to 2062, the objective, "to enable writing essay" has been maintained, the students will read this unit with much more attention and the objective will be fulfilled.

What is found in from sub-unit - 1 and sub-unit 2, many items were not represented in the examination of 2059, 2060 and 2061. This sub-unit deals with writing summaries which is important for developing writing skill. This shows that the objective "to enable writing summaries" has been neglected. Since the questions are not asked from this sub-unit, the students will not read this sub-unit, in turn, the objective will not be fulfilled. Content validity has been maintained from this sub-unit 1 and sub-unit 2 because writing summaries and writing essay are similar to develop writing skill in students.

The present examination seems having content relevance as well. The tasks which were given to examine the students, seem authentic. Since, the course aimed at developing writing skill in students, the present examination has focused on writing skill. In this way the examination has been found true to its name and do have content relevance.

4.1.5 Need of Training for Teachers

The study showns that teachers feel the need of training. They say that training brings about freshness and motivates them in their profession. Necessary materials are not available in the campus. The teachers teaching "A Course in General English" do not have sufficient knowledge on how to teach the very course. Teachers themselves are not quite capable in handling the course.

4.1.6 Examination Promotes Writing Abilities of the Students

Though the teaching was teacher-centered; examination maintained content validity in its spirit. Despite students' participation in classroom being very low, use of teaching materials bizarre and teachers incomplete, examination has played important role in enhancing writing ability in students. Favourite technique of examination preparation is not only memorizing essays and summaries but even having writing practice of these items. Teaching was found to have been guided by examination and examination has maintained content validity. This shows that the examination of 'A Course in General English' has positive wash back effect on teaching and learning of this course.

4.2 Recommendation

The 'A Course in General English' is found to be very important. Since the examination follows the spirit of this course, it has been influencing the teaching learning process positively. On the basis of findings, some suggestions are given below:

a) Teaching of "A Course in General English" should be writing practice oriented to writing practice.

b) Teaching should be students centered rather than teacher centered.

c) Students should be encouraged to take part in classroom activities.

d) Teacher should be competent enough and should be well-trained.

e) Instructional materials should be used while teaching the course.

f) Since the allocation of marks for testing writing is not sufficient, it should be increased.

g) Specification chart should be prepared in advance and question should be prepared on the basis of it.

h) Considerable attention should be paid on practice of writing activities and memorizing of essays and summaries should be discouraged.