

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language testing is generally assumed to be as old as a language education or language teaching. English language teaching and testing was formally started in the 16th century. Teaching English as foreign language or second language was very common in the 17th century since the large number of foreigners came to Britain due to different reasons. France and Denmark were the first countries to start teaching English as foreign language outside Britain. English teaching in the third world (developing countries) started in the 18th century. English language testing took a significant term in the 1850s when the system of public examination controlled by universities was established.

Language testing is central to language teaching. It provides goals for language teaching and monitors both teachers' and students' successes in achieving the desired goals. Language teaching and language testing are interrelated. Davies (1968, p. 67) says, "Language testing involves both linguistics and psychology because it is concerned with language and with teaching". Similarly, Lado (1961, p.20) writes, "The same basic understanding of the facts of language learning applies to language testing". He further says, what the students has to learn constitutes the corpus of what we have to test. Similarly , showing the value of testing in classroom, Doff (1988, p.20) claims, "As they progress through the various stages of learning English, students are usually given formal test and examination from time to time (at the end of years, before starting a new course, etc.)". It means without regular test students do not progress their various stages of learning English. In this sense, teaching and learning directly relate to testing and without teaching and learning we cannot test anything. So, teaching and testing are two interrelated disciplines in the field of education. Upshur (1971) says:

There is an intrinsic reciprocal relationship between research in language acquisition and developments in language teaching on the one hand, and language testing on the other. That is, language testing both serves and is served by research in language acquisition and language teaching. (p.2)

We see that language tests can be valuable source of information about the effectiveness of learning and teaching. He further viewed that language teachers regularly use tests to diagnose students' strengths and weaknesses, and to assist in evaluating students' achievement.

To quote Heaton (1988, p.5), "Teaching and testing are so closely related that it is virtually impossible to work in either field without being constantly concerned with the other". He views that in the absence of one there is no existence of another and teaching is influenced by testing and vice versa. Similarly, Davies (1968, p.5) says "The good test is an obedient servant since it follows and apes the teaching". Hughes (1995) also opines that the relationship between teaching and testing is like partnership.

Thus, on the basis of the above discussion, we can say that language teaching and language testing are like two sides of a coin. Language teaching provides contents for language testing and language testing provides goals of guidelines to teaching. Khaniya (2005, p.5) writes, "Testing in a broad sense has always been an inherent part of teaching". Thus, testing without teaching does not make any sense. Likewise, teaching without testing leads us nowhere.

1.1.1 Quality of a Good Test

Test is meant to measure a person's ability or knowledge. It is a device for provoking the learners into showing what he knows. To be a good test, it must

reflect certain criteria viz. validity, reliability, practicality, washback effect, etc. A good test must understand who the testees are. Brown (1994, p.252) arises questions that "What are their previous experiences-their entry behavior? Is the test appropriate for them? How are scores to be interpreted for individuals?" Bell (1987) lists three key characteristics of the good test: validity, reliability, and practicality. Ingram (1974) suggests that any measuring device must meet several requirements, i.e. it must discriminate; it must be reliable; it must be valid.

Lado (1961, p.30) arises several questions about test to find out whether it is qualitative or not. He contends, "The questions we ask about a test will vary in each case depending on purpose, time, subject, etc.". He further mentions that in general, we must ask if a test is valid, reliable, scorable, economical and administrable. As the good quality is basic requirement of a test, then the question arises - what makes a test good? Talking on this ground Weir (1998, p.1) writes, "To help decide on the most suitable formats for inclusion in test, it is useful to be aware of the alternative approaches to language testing and their limitations in terms of the criteria of validity, reliability and efficiency". From the above discussion, it is seen that to be a good test, it must reflect the following criteria:

i) Validity

Lado (1961, p.30) arises the questions, "Does the test measure what it is intended to measure? If it does, it is valid test". He further says if a test of pronunciation measures pronunciation and nothing else, it is a valid test of pronunciation. To quote Heaton (1988, p.59), "The validity of a test is the extent to which it measures what it is supposed to measure and nothing else". Brown (1994, p.254) also says, "By far the most complex criterion of a test is validity, the degree to which the test actually measures what it is intended to measure".

From the above remarks, we can say that validity is concerned with relevance, that is, whether or not the test actually tests what is desired to test. Simply, validity can

be achieved and verified by correlating the scores on a test with those of another test or criterion which is valid.

Different kinds of validity such as content validity, construct validity, face validity and empirical validity have been used by the language tester. Brown (1994, p.255) contends, "If a test actually samples the class of situation, that is, the universe of subject matter about which conclusions to be drawn". Content validity refers to the extent to which the test accurately reflects the syllabus. Construct validity is concerned with the extent to which a test reflects accurately the principles of a valid theory of foreign language learning. Brown (1994, p.256) claims "One way to look at construct validity is to ask the question: does this test actually tap into the theoretical construct as it has been defined "? Similarly, Hughes (1995, p.27) says, "A test is said to have face validity if it looks as if it measures what it is supposed to measure". The predictive validity is concerned with the extent to which the test can predict the future performance of the testees. If a test compares with the subsequent performance of the testees on a certain task measured by some valid test, it can be a predictive test.

ii) Reliability

To quote Heaton (1988, p.162), "If the test is administered to the same candidates in different occasions (with no language practice work taking place between these occasions) then, to the extent that it produces differing results, it is not reliable". It means the consistency with which a test measures the same things all the time. Similarly, Brown (1994, p.253) argues "A reliable test is a test that is consistent and dependable".

Lado (1961. p.31) raises the question, "Does a test yield the same scores one day and the next if there has been no instruction intervening"? Reliability is necessary for validity, because a test with scores which fluctuate very much does not test

anything. If the scores on a test are steady, that is, reliable, they are reliable regardless of what we test.

iii) Practicality

Practicality refers to the degree to which a test is adaptable in varying situations. The test must be fairly straight forward to administer. According to Brown (1994, p.253), "A test ought to be practical- within the means of financial limitations, time constraints, ease of administration, and scoring and interpretation". He further says that one important aspect of practicality that testing researchers have pointed out is that a test ought to have instructional value, that is it ought to be possible to use the test to enhance the delivery of instruction in student populations. Test should be practically fit for the situation so that it can be easily administered. Similarly, Harrison (1991, p.12) claims, "The term practicality emphasizes that a test should be as economical as possible in time (preparation, sitting and marking) and in cost (materials and hidden cost of time spent)".

iv) Washback Effect

Generally, the effect of testing on teaching and learning is called washback effect. Some scholars have used the term backwash to refer the same term. So, these two terms are being used interchangeably. In this regard, Hughes (1995) states:

The effect of testing on teaching and learning is known as backwash. Backwash can be harmful or beneficial. If a test is regarded as important preparation for it can come to dominate all teaching and learning activities and if the test content and testing techniques are at variance with objectives of the course then there is likely to be harmful backwash. (p.1)

He further says that it is relative state forward to introduce and explain the desirable qualities of test: validity, reliability, practicality and beneficial backwash; this last referring to the favorable effect testing can have on teaching and learning. Hughes has clearly pointed out that a test has both negative and positive effects.

Similarly, Pearson (1988, p.98) states, "Public examinations influence the attitude, behaviors, and motivations of teachers, learners and parents, and, because examination often come at the end of a course, this influence is seen working in a backward direction-hence the term 'washback'". Similarly, Cheng et al. (2004, p.8) opines that washback has potentially bydirectional nature and say, "Movement in a positive direction is accepted as the aim..." Pearson (1988, p.101) also looks at 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 washback effect will be negative if it fails to affect the learning principles, and /or 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.' Sinclair et al. (1987, p.193) define washback as "the backwash of an event or situation is the situation usually unpleasant that exists after it and as a result of it".

Heaton (1988, p.170) has forwarded some questions as "How much influence do certain test exert on the compilation of syllabuses 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? " He again asks question whether it is possible to teaching effectively by relying soley on some of the techniques used for testing. Here, he has tried to mention the impact of test in preparing syllabuses and teaching programmes and choosing techniques and methodologies applied by the teachers. He further says we must guard against certain backwash effect of testing on the one hand; on the other hand, testing has been one of the greatest single beneficial forces. Here, he means that every test has

both negative and beneficial washback but we should guard against the negative washback.

Purpura (1985) concludes:

Studies into washback showed that exam can potentially affect the context of teaching and related materials, but are ineffectual in effecting changes in other aspects of teaching. The full range and extent of the effect of washback has yet to be established: few studies have investigated the exam effects on increased performance, and no studies have examined either changes in teachers cognition or the evidentiary links between the provision of test feedback and the developmental processes in both large- scale and classroom contents.

(as cited in Rai, 2009, p.11)

From the above discussion, we can say that washback of exam is potential or inherent which can affect the selection of teaching items and materials, so that there could be some changes in the performance of teachers and could provide feedback for developmental processes. But he claims that very few studies have been carried out on increased performance.

Wall and Alderson (1993) also define washback as "the impact of a test on teaching". (as cited in Khaniya, 2005, p.55) But Alderson and Wall (1993) argue that, "... the concept is not well-defined, and we believe that it is important to be more precise about what washback might be before we can investigate its nature and whether it is a natural or inevitable consequence of testing".(ibid.) They argue that it requires more research in this area to define what washback is and what can

be its scope and limitation. From their argumentation we as researchers consider that we should conduct the deep study in this area.

Khaniya (1990) concludes:

Washback is inherent in an exam: an exam is bound to influence teaching and learning. It is the ingredient of exam that determines negative or positive washback. And, teaching for final exam is desirable if a test is regarded as important then preparation for it can come to dominate all teaching and learning activities. And if the test content and teaching techniques are at variance with the objectives of the course then there is likely to be harmful backwash. (p.245)

From the above discussion, we can say that washback effect is the impact of testing on teaching and learning. The impact can be both negative and positive. Exam can potentially affect in teaching and learning. It has extrinsic and intrinsic values which are most influential in the sense that the teachers and parents do all what they can do to make the students work hard during the preparation of examinations. To sum up, washback effect of examination affects on the content of teaching, related materials, in choosing methodologies as well as curriculum designing and implementation of the curriculum. It also influences directly or indirectly to all the stakeholders and practitioners involved in teaching and learning.

1.1.2 Writing Skill

Writing requires mastery on its basic components to make it an effective piece of discourse. It can be taught so easily that the students keep on improving and

getting motivation to write much more if we follow the proper approach of teaching writing.

To quote Gannon (1985, p.25) writing is "a way of realizing language in those communities which have acquired a writing system. It is characterized by its use of visible signs systematically order". Similarly, Widdowson (1978, p.25) defines writing in two ways. One way of describing writing is "the use of visible medium to manifest the graphological and grammatical system of the language". (ibid.) and another is "writing is the act of making of correct sentences and transmitting them through the visual medium as marks on paper". (ibid.) He further says writing is an activity of developing a discussion as transforming information of various kinds from the writer's world knowledge to that of the reader's and those linguistic rules facilitate the transference, though mere linguistic rules are not sufficient to do this, knowledge of use is needed.

From the above discussion, we can say that writing is a piece of discourse and is considered as a finished product. Treating writing skill from this point of view does not tell us anything about the process involved in writing. The product-oriented approaches focus only on the end result of learning process- what it is that the learner is expected to be able to do as a fluent and competent user of the language. Product-oriented approaches to the development of writing favour classroom activities in which the learner is engaged in imitating, copying and transforming models of correct language. However, in recent years, this over simplistic division has become difficult to sustain. Writing is not any longer seen as merely a way of putting ideas on paper, rather it is considered as a process of generating meaning. Spencer (1983, p.77) says, "Complex thoughts and feelings are crystallized in words and become more directly available for reflection, critique or response".

It is interesting to mention here is that, today, writing is not seen just as one of the language skills to be learnt, but as an effective way for a learner to generate their

complex thoughts, ideas, feeling, etc. So, teaching and testing of writing should be based on giving students experience in the composing process, rather than upon prescribing forms overly concerned with correctness.

1.1.2.1 Characteristics of Good Writing

Writing is an art of using language but it is a long and often a painful process. Correctness, clarity, appropriateness, effectiveness, simplicity, directness, etc. are most useful properties of a good writing. Richards (1968, p.36) has mentioned some essential characteristics of good writing like economy, simplicity, clarity, continuity and free from error. A good piece of writing is economical, maintains simplicity and clarity. The writer should consider the purpose of writing and an assumed audience. A good writing must be clear, organized, made of well-crafted sentences. There should not be any error in spelling, punctuation, etc. Moreover, a good writing should have the characteristics like unity, coherence, support and strong sentence skills.

1.1.2.2 Components of Writing

Writing is not merely an activity of encoding verbal thought in printed symbols on paper; rather it requires a number of other components which make the written piece clear and meaningful. Some important components of writing are mentioned as follows:

- i) Mechanics
- ii) Coherence
- iii) Cohesion
- iv) Orthographic and Paraorthographic Texts

1.1.2.3 Stages of Teaching Writing

Writing is the productive skill in written mode of communication. It is a complete process requiring meaning composite skills, i.e. mental, psychological, rhetorical and critical. Learning to write coherently and providing the appropriate message to

the audience in a foreign language is very complicated task because there exist a number of conflicting theories of planning and teaching a course in writing. Though there exist basic stages in teaching writing skill, those stages are neither sequential nor orderly. Krashen (1984, p.17) says, "many good writers employ a recursive , non-linear approach- writing of a draft may be interrupted by more planning, and revision may lead to reformulation with a great deal of recycling to earlier stages". According to White and Arndt (1991), it is better to apply the following processes while teaching writing skill:

- i) Planning: Anything without planning leads us nowhere. Planning is a pre-writing activity that encourages the students to write. In this stage the following activities can be helpful to the students:
 - Brainstorming ;
 - Consulting resources for data/information;
 - Making notes and organizing of notes.
- ii) Making an Outline: In this stage, the writer makes an outline on the basis of organized notes. The organized ideas, thoughts are arranged in certain order with their relationship.
- iii) Preparing the first Draft: It is the first attempt to write the ideas gathered at the planning and outline stages. Flexibility is allowed to great extent, and cutting, pasting activities are very common and high. There is not the expectation of completely correctness and there can be sufficient chances for addition, deletion, substitution and transposition.
- iv) Revising, Edition and Producing the Final Draft: The first draft cannot be the final product. It is the final goal of writing in which the writer can change the words, sentences and judge the overall components of the writing texts. The writer revises the whole text to check grammar, spelling, punctuation, diction, sentence structure, character, event, situation, etc. and make the text clearer to the reader or target groups.

1.1.2.4 Testing Writing

Testing writing skill is not easy unlike other skill. Spencer (1983, p.79) says, learning to write is such a complicated and still inadequately researched process that is not easy "to identify simple categories of teacher behavior which indubitably constitute good teaching writing". Similarly, the Department of Education and Science (1975) expresses the same difficulty in assessing writing. Their problems were: how to decide what features of writing should be tested? What criteria are used to measure them? How are reliability and validity ensured?

As mentioned in Khaniya (2005, p.150) "The immediate implication of the suggestion is that writing as such should not be assessed simply by asking students to complete a task or solve a problem within a limited period of time, because it does not happen in real life situation." Khaniya (2005, p.151) raises a question "what is to be assessed in writing? He replies the question that " writing strategies; such as the ability of combining information so as to make it an organized piece of writing; the appropriateness of the writing according to the intended reader". He further says in assessing writing, the important issue is not just a matter of seeing how well pupils can use commas and full stops; the important issue rather is of seeing how confidently the students can use the resources of the writing system for accomplishing desired purposes.

Lado (1961, p.250) writes, "A single picture, or single composition topic given in the goal language or in the native language of the students is widely used as a writing test especially when the student's ability to produce a connected piece of writing is the chief skill being tested". He further says the virtues claimed for this kind of approach are the realistic nature of the responses and the fact that it can show how well a student can think in the language.

To sum up, we should interpret writing ability as the ability not only to put ideas from mind to paper but also to generate more meaning and make ideas clear. The

best way to test writing is to get the learners write. Indirect testing of writing cannot be accurate. Even if it is accurate, there will be a problem of washback.

1.1.3 Introduction to the Course

The course 'Reading, Writing, and Critical Thinking' is taught to B.Ed. 1st year students majoring English. This course is prescribed for B.Ed. 1st year under the new curriculum. This course has covered three main parts i.e. reading, writing and critical thinking with separate marks distribution i.e.30, 50 and 20 marks are distributed for reading, writing and critical thinking respectively. Under these main parts of the course, there are further sub-titles of each for the development of reading, writing and critical thinking abilities. This course is theoretical in nature.

This course exposes the students to the varieties of reading materials and writing strategies in order to enhance their academic skills. It adopts a content-based approach to the development of reading, writing, and critical thinking abilities. Furthermore, it focuses on stages of writing process and the structure of academic writing.

General objectives of the course are as follows:

- i. To expose the students to wide a variety of contemporary reading materials.
- ii. To facilitate them to read critically, and write logically.
- iii. To expose them to a variety of writing activities.
- iv. To encourage students to think independently.
- v. To enhance their abilities to argue with reason and confidence.

Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none">) Read and comprehend the purposes of texts) Identify the general idea of the texts.) Find the main points in the texts.) Read and take notes of the important points.) Comprehend details of the texts.) Read and analyze the texts. 	<p>Unit I: Reading (60)</p> <ul style="list-style-type: none"> 1.1 Reading with a purpose 1.2 Reading for specific information 1.3 Reading for general information 1.4 Reading for main ideas 1.5 Reading critically and analytically 1.6 Reading for pleasure 1.7 Reading and taking notes
<ul style="list-style-type: none">) Write keeping in mind the purpose an audience.) Organize main ideas with supporting details.) Explain the essentials of writing.) Write narratives and anecdotes.) Write reports and letters.) Write different types of essays.) Write creatively. 	<p>Unit II: Writing (60)</p> <ul style="list-style-type: none"> 2.1 Purpose and audience 2.2 Main ideas and supporting details 2.3 The essentials of writing 2.4 Writing an essay <ul style="list-style-type: none"> 2.4.1 The structure of an essay 2.4.2 The writing process 2.4.3 Writing with sources 2.5 Creative writing <ul style="list-style-type: none"> 2.5.1 Different genres of creative writing 2.5.2 Writing anecdotes 2.5.3 Writing stories 2.5.4 Writing poems 2.6 Writing journal entries 2.7 Writing notes and summaries 2.8 Writing reports and letters

) Read and analyze the text critically.) Argue with reasons.) Think independently.) Debate confidently.	Unit III: Critical Thinking (30) 1.1 Developing a critical mind 1.2 Analyzing 1.3 Arguing 1.4 Reflecting 1.5 Reasoning
---	--

[Note: The figures in the parentheses indicate the approximate periods for the respective units.]

The type of the questions and the number of the test items to be asked in the final exam is as follows:

Nature of Questions	Total questions to be asked	Number of questions to answered	Weightage
Multiple choice questions	20	20 marks	20 marks
Short answered questions	8 with 3 'or' questions	8 X 7 marks	56 marks
Long answered questions	2 with 1 'or' questions	2X12 marks	24 marks

1.2 Review of Related Literature

For the deep study of research it requires the knowledge of previous background and foundation which can be helpful to lead to new horizon in finding out the facts and truths. The previous studies on the same area are as follows:

Khaniya (1990) carried out a research on " Examination as Instruments for Educational Change: Investigating the Washback Effect of Nepalese English Exams". He has found that SLC exam fails to assess the English skills that the SLC English course intends to develop communicative skills because of its

textbooks and previous exam paper oriented nature, it does not encourage students and teachers to focus on language skills entitled in the course objectives. He has concluded from the study that, washback is an inherent quality of exam; ingredients of the exam determine whether the washback is negative or positive, teaching from final exam is inevitable. Burrows (1998) carried out the research on "Washback in Classroom –Based Assessment: A Study of the Washback Effect in the Australian Adult Migrant English Program". The study was conducted into three broad phases: a survey of 215 teachers, interviews with 30 teachers and observations of 4 teachers. The classroom observations were based on structured observation instruments. Using conceptualization derived from a survey, interviews and observations he proposed a new model for washback, which places the teachers and the teacher's beliefs, and knowledge at the centre of the washback effect.

Neupane (2004) conducted research on "A Study on Washback Effect of Examinations: A case of Communicative English" by selecting 50 students from B.Ed. 2nd year who were preparing themselves for examination and 30 students from M.Ed. 1st year from different campuses of Kathmandu. In her research, she has concluded that participation of the students is very low; practical examination was just a formality; content validity of theoretical examination is very low; teacher-centered techniques is mostly used. The test had not followed the genuine spirit of the course objectives. It had been treated theoretically though the course itself is communicative English. Poudel (2006) has carried out a research entitled, "Washback Effect of Examination Papers of ELT Theories and Methods of B.Ed. 2nd Year". He came into conclusion that examinations encourage the students to guess the future questions rather than helping them develop skills specified for the course. There was no use of teaching materials and teacher mostly taught the course using teacher-centered techniques.

Similarly, Rai (2009) has conducted a research on "Examining an Examination Washback Effect of Teaching English Literature Exam." He has found out that the examinations do not seem to promote the students' creativity rather encourage the students to guess future questions. Teaching learning processes seem to be exam oriented. He has carried out the research on 55 respondents of B.Ed. 3rd year students who were preparing themselves for examinations.

Many studies have been conducted in the field of testing mainly on washback effect of examinations in our department. The researcher found out that no research has been carried out on washback effect of examinations of the course 'Reading, Writing, and Critical Thinking' prescribed for B.Ed. 1st year. It is also totally a new course for B.Ed. students majoring English. Thus, it can be a new and innovative venture in itself.

1.3 Objectives of the Study

The research was carried out to meet the following objectives:

- i) to find out the washback effect of examinations of the course 'Reading, Writing, and Critical Thinking'.
- ii) to analyze test papers of the course in terms of writing skills.
- iii) to suggest some pedagogical implications.

1.4 Significance of the Study

Washback effect is the impact of testing on teaching and learning. Positive impact is considered as a beneficial impact to improve education programmes. We must be careful or should be as a guard to remove negative washback. This study will also be significant to all the stakeholders and practioners who are involved in the related field to mention beneficial washback and to avoid negative washback. It will also be significant particularly to those who are involved in teaching and

testing Reading, Writing, and Critical Thinking. This study will also provide some insights on how examinations influence on teaching and testing. Moreover, this study will be beneficial for further researches in this field.

CHAPTER TWO

METHODOLOGY

Methodology includes details about the various logistic procedures the researcher followed while carrying out the research. I adopted the following strategies to accomplish the research.

2.1 Sources of Data

Both primary and secondary sources of data were used for this study.

2.1.1 Primary Sources of Data

Primary sources of data for this study were the students of B.Ed. 2nd year majoring English and teachers teaching the course 'Reading, Writing, and Critical Thinking' currently.

2.1.2 Secondary Sources of Data

The books related to the language testing i.e. Bachman (1989), Brown (1994), Bhattarai (2005), Harrison (1991), Heaton (1988), Huges (1995), Khaniya (2005), and Lado (1993), the textbook 'New Direction' itself, syllabus, and curriculum of English B.Ed. 1st year and other journals, theses approved in Department of English Education and different websites related to washback effect were the secondary sources of data.

2.2 Population of the Study

The population of this study consisted of the students of B. Ed. 2nd year majoring English and the teachers who are teaching the course "Reading, Writing, and Critical Thinking" in different education campuses.

2.3 Sample Size

Sample size of the study consisted of 50 students of B. Ed. 2nd year majoring English from the five different education campuses and 10 teachers teaching the course Reading, Writing, and Critical Thinking currently.

2.4 Sampling Procedure

The researcher selected five different educational campuses of Kathmandu valley i.e. Mahendra Ratna Campus, Kathmandu Shiksha Campus, Baneshwor Campus, Mahankal Campus and Sanothimi Campus purposively for the sample of study. Ten students were selected from each selected campuses through a random sampling procedure and ten teachers teaching the course Reading, Writing, and Critical Thinking currently were selected purposively in equal numbers.

2.5 Tools for Data Collection

I prepared two sets of questionnaire to collect data, i.e. one for students and another for the teachers. Moreover, he also collected question papers of Reading, Writing, and Critical Thinking asked in the University examination in the year 2066 and 2067.

2.6 Process of Data Collection

First of all, I prepared two sets of questionnaire and an observation form. Then I visited the selected campuses and established rapport with principals, teachers and students and clarified the purpose why I had visited them. After telling the purpose I selected the required number of students and distributed the questionnaire and requested them to fulfill it. In the same way, I contacted with the teachers personally in different campuses and I distributed the questionnaire. I also observed 3 classes of each teacher. Among 30 classes of 10 teachers, I observed 12 classes as a non-participant and 18 classes as a participant when the teachers were teaching the course. Finally, I collected subjective question papers of this

course in the year 2066 and 2067 and analyzed them unit wise to find out whether those questions were succeed to fulfill the specified objectives of this course or not.

2.7 Limitations of the Study

The study had the following limitations:

- i) The study focused only on washback effect of examination of Reading, Writing, and Critical Thinking.
- ii) The sample size of the study consisted of only 50 students of B. Ed. 2nd year and 10 teachers teaching the course currently.
- iii) Only 30 classes were limited to the observation.
- iv) Only two years question papers (i.e. 2066 and 2067) asked in the University examinations were analyzed.
- v) Only the subjective questions were analyzed.

CHAPTER THREE
ANALYSIS AND INTERPRETATION

After collecting all the questionnaires, observing the classes and collecting the question papers of 'Reading, Writing, and Critical Thinking' the data was processed, analyzed and interpreted descriptively as well as by using simple statistical tools such as percentage, bar diagrams, tables, and pie charts taking the objectives of the study into consideration. The data was analyzed under four different sections. The first is related to the analysis of responses of students. The second is on the teachers' view. The third is related to class observation and the last section deals with the analysis of question papers asked in the university examination of two academic years 2066 and 2067.

3.1 Students' Opinions towards the Course

On this heading I have analyzed the responses of the students who had taken examination of the course 'Reading, Writing, and Critical Thinking'. The experiences and opinions of 50 students from five different education campuses (as mentioned in Thesis Proposal) of the Kathmandu Valley were analyzed. The analysis of the responses is mentioned in following sub-sections:

3.1.1 Relevance of the Course for Students' Life

The students were asked a question to find out whether the course was relevant for their life or not. Their responses are shown in the following table:

Table No. 1
Relevance of the Course

Responses	No. of Students	Percentage
Yes	46	92
No	4	8

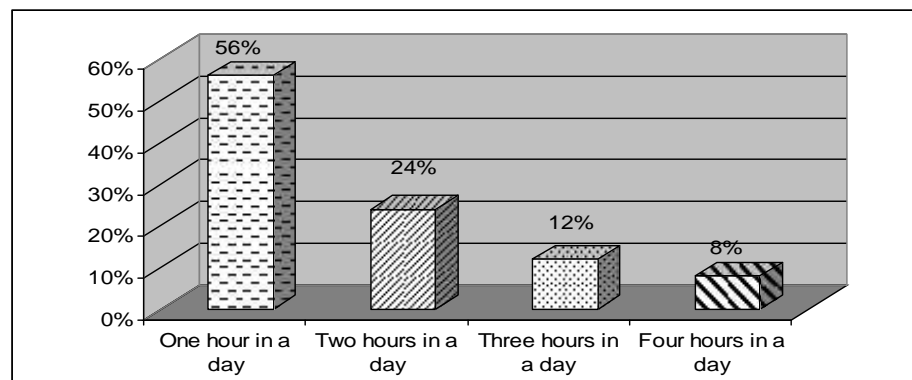
As it is presented in the table above, most of the students (i.e. 92%) thought that the course was relevant for their life. Only 4 per cent of students thought that the

course was not relevant. According to them the course was very useful in the sense that they could develop all language skills through the study of the course. The responses indicate that this course for this level is relevant.

3.1.2 Time Spent for Writing Activity

Generally, students allocate less time for writing. So, this research was conducted to find out how much time they gave for writing in average. Their responses are shown in the following figure:

Figure No. 1
Time Spent for Writing Activity



Above figure shows that majority of students (i.e. 56%) spent less time or one hour in a day for writing activity. Similarly, 24 per cent of students spent two hours, 12 per cent of students spent three hours and very few numbers of students (i.e. 8%) spent four hours in a day. This indicates that most of the students do not give proper time for writing activity though they are finally evaluated through 100 per cent written exam.

3.1.3 Students' Opinions about Writing Skill

A question was asked to find out the opinions of students regarding writing skill. Analysis of their responses is presented in the following figure:

Figure No. 2
Their Opinions about Writing Skill

Figure 2 shows that a large number of the students' (i.e. 41%) opinion was based on the product writing. They viewed that writing was just to put ideas from mind to paper. Few students (i.e.18 %) responded that writing was to generate more meanings. Similarly, 37 per cent of students believed that writing was just imitating and copying the correct version on the paper and 4 per cent of students did not response anything about writing skill. It means majority of students' view is based on traditional view that writing is just copying and imitating the correct version.

3.1.4 Satisfaction with the Marks Obtained in the Course

A closed ended question 'Are you satisfied with marks?' was asked to find out whether the students were satisfied with the marks obtained in the course or not. The responses given by the students are shown in the following table:

Table No. 2
Satisfaction with the Marks

Responses	No. of Students	Percentage
Yes	21	42
No	29	58

It is found from the above table that large numbers of students (i.e. 58%) were not satisfied and only 21 students (i.e. 42%) were satisfied with the marks obtained in the course. It means large number of students can not do well in exam.

3.1.5 Teachers' Encouragement to Develop Students' Writing Skill

Teachers' encouragement plays a vital role to develop students' proficiency. So, the study intended to find out whether they encourage the students properly or not. Students' experiences regarding teachers' encouragement are given in the following table:

Table No. 3
Teacher's Encouragement

Responses	No. of Students	Percentage
Yes	19	38
To some extent	7	14
No	24	48

It is revealed through the above table that 24 students (i.e. 48%) out of 50 were not encouraged by the teachers for developing their writing skill. But only 19 students out of 50 (i.e. 38%) were greatly encouraged by the teachers' activities. And 7 per cent of students (i.e. 14%) mentioned that the teachers encouraged them to some extent. It shows that most of the teachers do not motivate and encourage the learners in writing activities.

3.1.6 Students' Satisfaction with the Techniques Used by Teachers

The research was carried out to find out whether the students were satisfied with the techniques used by teachers while teaching in the class. Their responses are given in the following table:

Table No. 4
Students' Satisfaction with the Techniques Used by Teachers

Responses	No. of students	Percentage
Yes	22	44
No	28	56

Table No.4 shows that only 22 students out of 50 (i.e. 40%) were satisfied with the techniques and a large proportion of students (i.e. 56%) were not satisfied with the techniques because the teachers mostly used teacher-centered methods rather than student- centered ones.

3.1.7 Students' Attitude towards the Examination

A closed ended question: 'Were you worried about the examination?' was asked to find out whether the students had confidence in the course or not. Their responses are given in the following table:

Table No. 5
Students' Attitude towards the Examination

Responses	No. of Students	Percentage
Yes	34	68
No	16	32

Table No.5 shows that 34 students out of 50 (i.e. 68%) were worried about the examination because it lacked confidence in the course. But few students (i.e. 32%) were not worried about the examination. It indicates that majority of students are less confident on the subject matter.

3.1.8 Exam-oriented Study

I wanted to find out whether the study was exam oriented or not. Students' responses are given in the following table:

Table No. 6
Exam-oriented Study

Responses	No. of Students	Percentage
Yes	31	62
No	19	38

From table No.6 it is found that 31 students out of 50 (i.e. 62%) responded that their learning strategy was influenced due to the publication of exam routine but only 19 students (i.e. 38%) responded that there was not influence of exam on their study. This shows that the study of majority of the students is exam oriented.

3.1.9 Students' Satisfaction with the Question Patterns

The students were asked a question research to find out whether they were satisfied with the question patterns asked in the exam or not. The responses given by the students are presented in the following table:

Table No. 7
Students' Satisfaction with the Question Patterns

Responses	No. of Students	Percentage
Yes	14	28
To some extent	6	12
No	30	60

From the above table it is revealed that majority of students were not satisfied with the question patterns. Thirty students out of 50 students (i.e. 60%) were not satisfied. But 14 students out of 50 (i.e. 28%) were satisfied and six students (i.e.

12%) responded that the question patterns asked in exam was not satisfactory. It indicates that the question patterns are not effective.

3.1.10 Students' Attempts to Master the Skills

It was intended to find out whether students worked hard only during the exam period or they equally labored all the time. The responses are presented in the following figure:

Figure No. 3
Students' attempts to Master the Skills

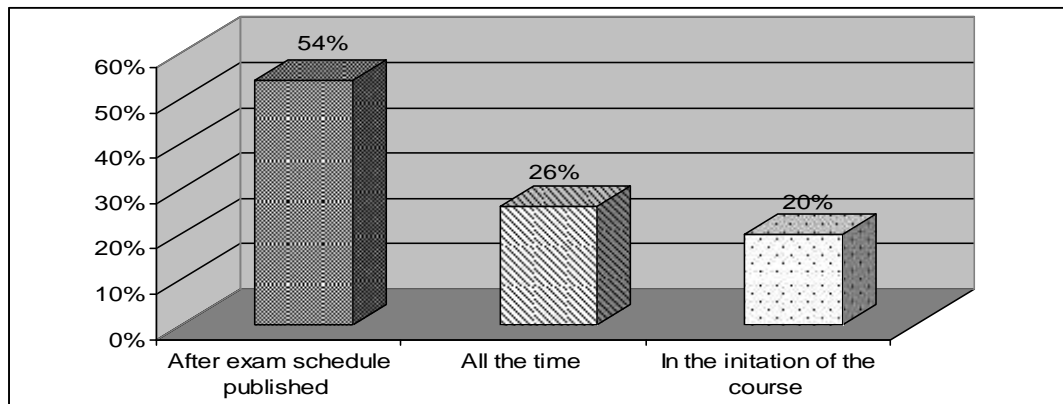
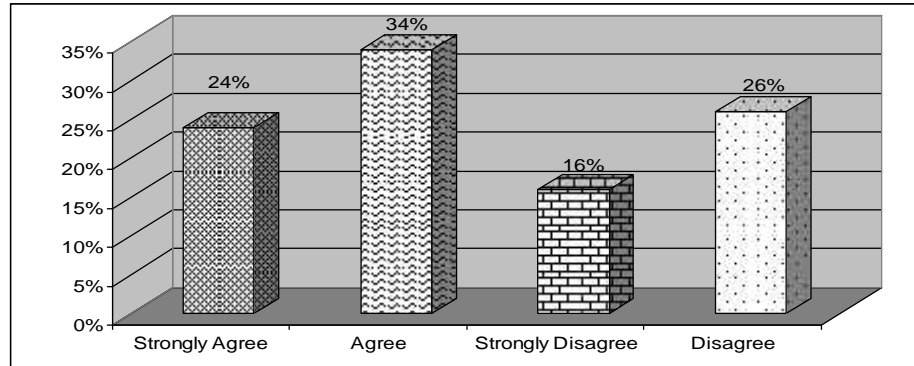


Figure 3 shows that majority of students worked hard after the publication of exam schedule, whereas only 26 per cent of students were involved in study all the time and 20 per cent of students were involved in study from the beginning of the course. It means the students are not conscious about the problems related to the course from the beginning of the class.

3.1.11 Students should Study only the Course

Regarding the statement 'students should study only the course' students had given some responses which are presented in the following figure:

Figure No. 4
Students should Study only the Course



It is revealed through the above figure that 24 per cent of students strongly agreed that students should mostly study what has been mentioned under the course and they responded that studying the course in B.Ed. was actually for the exam purpose. Similarly, a large proportion of students (i.e. 34%) agreed with the statement. But only 16 per cent of students strongly disagreed and 26 per cent of students disagreed on the fact and they responded that they had to learn extra things too.

It can be said that majority of students are exam oriented in the sense that they do not study other sources except the course book.

3.1.12 Materials Used by the Teachers while Teaching the Course

To find out the type of materials the teachers used while teaching the course, one close ended question like 'Did your teacher use the effective teaching materials?' was asked to the students. The responses from the students are presented in the following table

Table No. 8
Materials Used by the Teachers

Responses	No. of students	Percentage
Yes	4	8
To some extent	7	14
No	39	78

From the above table, it is clear that the teachers did not use teaching materials most of the time while teaching this course. Only 4 students (i.e. 8%) responded that the teachers used materials but majority of the students (i.e. 78%) did not support the statement and 7 students (i.e. 14%) supported this statement to some extent. The students who supported the statement responded that the teachers used some authentic reference books and reading texts. From the responses I come to conclusion that teachers are not motivated to use teaching materials.

3.1.13 Students' Views towards the Exam Oriented Notes and Materials

An open ended question: 'Do you believe that the teachers' role is to provide exam oriented notes and materials?' was asked to the students to find out their attitudes towards the exam oriented materials. Most of the students (i.e. 38 students' means 76%) viewed that a teacher's role was to help students to promote their language skills and make them creative in classroom activities. They also focused on the fact that teacher's role was not only to provide exam oriented notes and materials but also to provide more advanced techniques and authentic information which could be helpful them to face with the problems in every step of their life.

A few of the students were found to support the question. Out of 50 students 12 students (i.e. 24%) opined that one of the most important roles of a teacher was to provide exam oriented notes and materials because their primary purpose was to

pass the exam. So, most of the students wanted exam oriented notes and materials in fact.

3.1.14 Students' Views for the Improvement of the Present Examination System

Regarding the above statement, the students responded differently. Though they have responded differently, there was only one meeting point that the present examination system should be changed into semester system. Most of the students focused on the formative and continuous evaluation system to evaluate their abilities in a course offered to them. Out of 50 students 44 students (i.e.88%) responded that knowledge of a student acquired in a whole year cannot be measured within three hours. Some students added that there should be the provision of both internal as well as external examination. But very few students (i.e. 12%) did not response anything.

3.2 Analysis of the Teachers' Responses

A set of questionnaire was distributed to ten teachers who were teaching the course Reading, Writing, and Critical Thinking at five different education campuses of Kathmandu valley. They were consulted personally for this purpose. The opinions given by the teachers are analyzed descriptively and also using statistical tool like table.

3.2.1 Success of Examination in Evaluating the Objectives of this Course

Regarding the above statement, the teachers had different opinions. Their opinions are given in the following table:

Table No. 9

Success of Examination in Evaluating the Objective of this Course

Responses	No. of teachers	Percentage
-----------	-----------------	------------

Yes	3	30
No	7	70

From the above table it is found that the examination helps a little to evaluate the objectives of this course. Only 3 teachers out of 10 teachers (i.e. 30%) responded that examination was succeeded to evaluate the objectives, whereas majority of teachers (i.e.7 teachers' means70%) responded that it was not successful. It means there is no correlation between examination and the objectives specified for this course.

3.2.2 Focus on Different Parts of the Course

This research tried to find out the parts in which the teachers were mostly involved and the part which was neglected. Their responses are presented in the following figure:

Figure No. 5
Focus Given on Different Parts of the Course

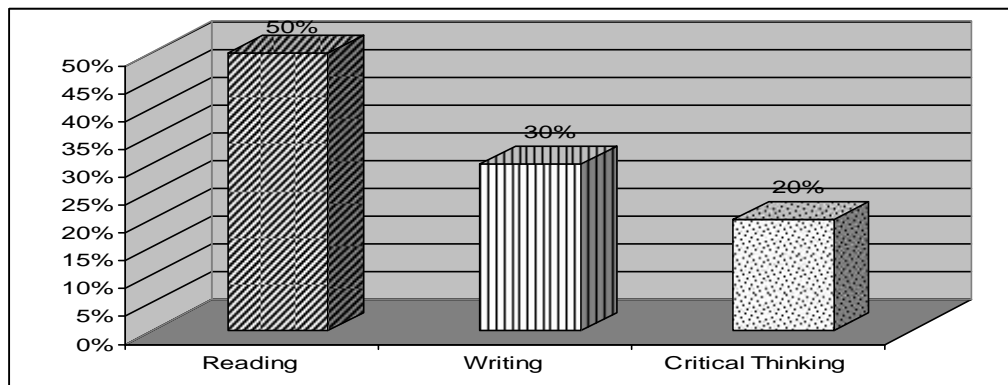


Figure 5 shows that among three parts of the course maximum teachers (i.e. 50%) had involved their students more in reading part. But only 30 per cent of teachers responded that they had involved the students more in writing than the other parts and 20 per cent of teachers had involved the students more in critical thinking. It

shows that though time for reading and writing parts has been equally distributed (i.e. 60 hours), they had not managed the time properly and very few times was provided for the writing part.

3.2.3 Students' Interest in Writing Activities

The study tried to find out whether the students were really interested in writing activities or not. The responses of teachers are as follows:

Table No. 10
Students' Interest in Writing Activities

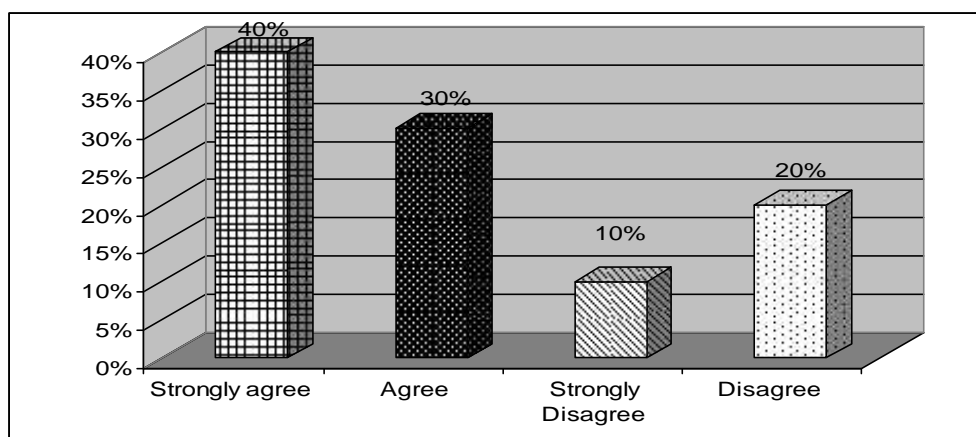
Responses	No. of teachers	Percentage
Yes	4	40
No	6	60

The responses made by the teachers show that majority of students were not interested in writing activities. Six teachers (i.e. 60%) out of ten responded that their students were not really interested in writing activities, whereas only 40 per cent of teachers responded that their students were more curious and interested in classroom writing activities.

3.2.4 Teachers' Hope in Enabling the Students to Obtain Good Marks in the Final Exam

Teachers' hope or expectation also largely affects the success of the teaching learning process. Therefore, this study tried to find whether their hope was to enable the students only to obtain good marks in final exam. The responses from the teachers are given in the following figure:

Figure 6
Teachers' Hope in Enabling the Students to Obtain Good Marks in the Final Exam



From the figure 6, it is found that 40 per cent of teachers strongly agreed that every teacher had to enable the students only to obtain good marks in final exam. Similarly, 30 per cent of teachers agreed with the statement, whereas only 10 per cent of teachers strongly disagreed and 20 per cent of teachers disagreed on the statement and they responded that the role of a teacher was to develop language skills in learners.

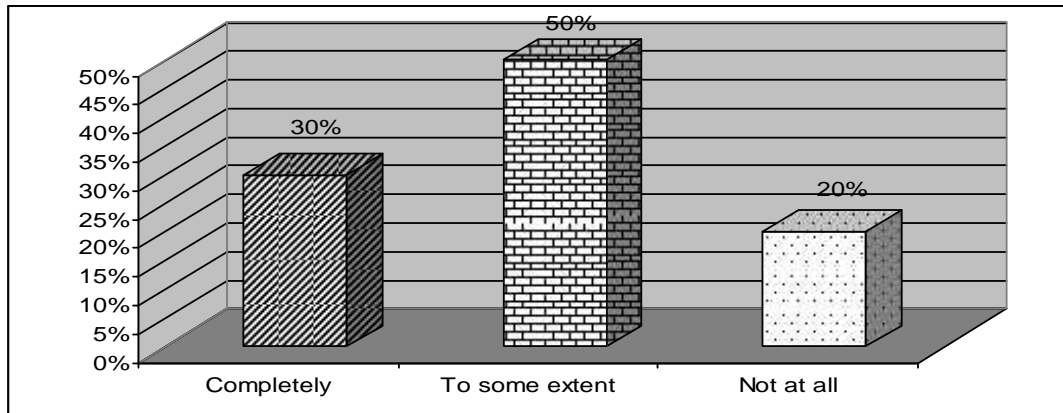
It shows that majority of teachers' view is related to exam-oriented teaching rather developing language skills in learners.

3.2.5 Teachers' Satisfaction with the Students' Achievement

The research intended to find out the fact that whether the teachers were satisfied with the students' achievement or not. The responses from the teachers are presented in the following figure:

Figure No. 7

Teachers' Satisfaction with the Students' Achievement



From the above figure it is found that 50 per cent of teachers were satisfied with some extent, whereas only 30 per cent of teachers responded that they were completely satisfied. However, a few of them (i.e. 20%) were not satisfied at all.

3.2.6 Psychological Pressure in Selecting Teaching Activities

Sometimes, there can be a psychological pressure in selecting the teaching learning activities. Therefore, this study also tried to find the fact. The responses from the teachers are as follows:

Figure No. 8

Psychological Pressure in Selecting Teaching Activities

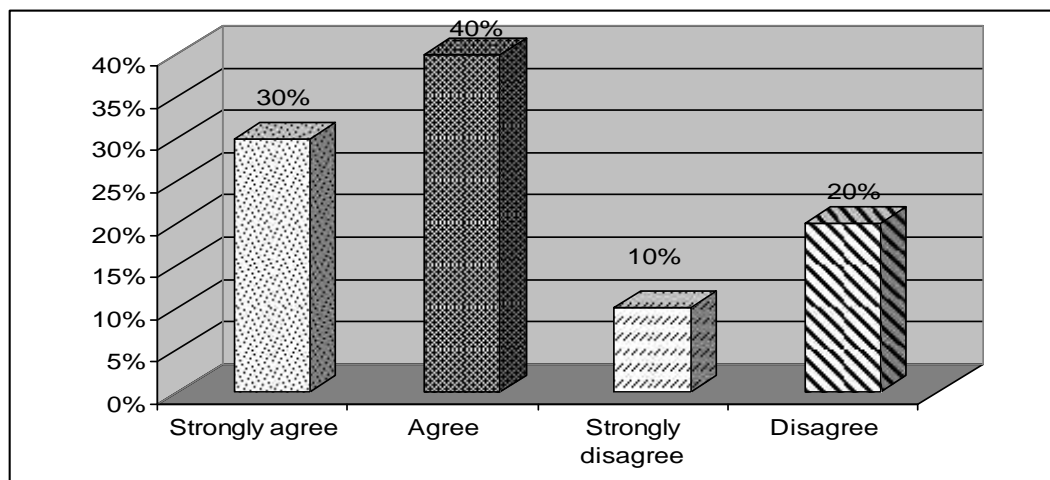


Figure 8 shows that many teachers (i.e. 40%) were agreed with the statement that their activities were fully trapped by the pressure of the students to be exam oriented. Similarly, 30 per cent of teachers agreed strongly on the statement. It is also found that very few numbers of teachers (i.e. 10%) were out of any pressure and they strongly disagreed on the fact, whereas only 20 per cent of teachers disagreed on the statement. It means many teachers are in psychological pressure of the students to be exam oriented.

3.2.7 Requirement of Training

The study also tried to collect the responses from the teachers regarding the training. Some teachers responded that being a new course the teachers should be provided the training to tackle the problems occurring while teaching and without proper training no one can teach properly. Some other teachers responded that training was an absolute thing for the teachers. They further suggested that it was appreciate thing to change the curriculum but there should also have the provision of teacher training.

3.2.8 Books Used by the Teachers

Most of the teachers were found to using authentic reference books. No one had used the books written by Nepalese writers. They also mentioned that they were using articles from the internet to teach this course. But it is also found that some teachers did not mention the name of any book. It is to be cleared that they were not using the authentic reference books.

3.2.9 Satisfaction with the Examination System

The teachers' responses regarding the issue of examination system of T.U. are presented in the following table:

Table No. 11
Satisfaction with the Examination System

Responses	No. of Teachers	Percentage
Yes	2	20
No	8	80

From the responses made by the teachers it is revealed that most of the teachers were not satisfied with the examinations system of T.U. Eight teachers out of ten (i.e. 80%) responded that only annual examination was not sufficient to measure the students' whole year academic achievement. Some teachers suggested that there should be project works and home assignments with some credit. Similarly, some teachers suggested that there should be continuous evaluation system. But only 2 teachers (i.e. 20%) were satisfied with the present examination system of T.U.

3.2.10 Problems Faced by the Teachers

Regarding the problems faced by the teachers, most of the teachers mentioned that there was lack of sufficient reading materials and reference books in their campuses. Moreover, there were the problems of the students' involvement in writing skill. Some teachers said that the lack of discipline of students created some problems like no completion of assignments, inactiveness in writing activities, etc. They added that when the teachers provided a writing task like write an essay, a letter, etc. to the students, only few of students submitted that task. That is why; most of the students were not developing their writing proficiency.

3.2.11 Methods Applied by the Teacher

Most of the teachers responded that they used the common methods as generally used in colleges like, lecture method, illustrative method, etc. They also responded that they used lecture method mostly because of the length of the course. Moreover, they were compelled to finish the course on time. Some teachers also

mentioned that they had to use grammar translation method due to the students' problems of handling the foreign language properly. But very few teachers responded that they used student-centered methods like discussion method, question answer method and problem solving method.

3.2.12 Teachers' Opinions for Effective Measures to Overcome the Problems

Regarding the effective measures to overcome the teaching and testing problems of the course, the researcher collected the opinions given by the teachers and generalized them. The common opinions of the teachers are given in the following points.

- Teaching materials should be provided and used.
- There should be the provision for teacher trainings.
- There should not be any type of mental pressure to the teacher.
- Continuous evaluation system should be conducted.
- Teachers as well as students should be more creative and enthusiastic in writing activities.
- Writing should be taught practically.

In conclusion, the overall analysis of responses from the teachers shows that there is no correlation between examination and objectives to be specified for this course. Though teaching hours of reading and writing is equal, most of the teachers involve more in reading part. Only a few numbers of students are interested in writing activities. It is also found that majority of teachers' provision is exam-oriented teaching rather than developing language skills in students. The present examination system of T.U. is not satisfactory for them.

3.3 Analysis of Class Observation

After collecting the responses from the students and teachers in the specified campuses, some classes of Reading, Writing, and Critical Thinking were also observed. The information sought from questionnaire and observation was similar because the aim was to obtain more information. The information was gathered under three main headings.

- Use of instructional materials
- Students' participation in classroom activities.
- Teachers' activities in the classroom.

3.3.1 Use of Instructional Materials

The classes were observed to find out whether the teachers used relevant teaching materials for developing writing skill or not. The facts found in the observation are presented in the table. It was also found that all the teaching materials presented on the following table were not relevant in each class. The numbers of classes where the materials were not relevant are presented under the remarks in the following table:

Table No. 12
Use of Instructional Materials

Materials	No. of classes			
	Yes	No	Remarks	
Magazine and newspapers	2 22.2%	7 77.7%	21	
Paraorthographic texts i.e. charts, graphs, etc.	6 46.15%	7 53.84%	17	
Models i.e. letters, advertisement, etc.	8 40%	12 60%	10	
Pictures	7 41.17%	10 58.82%	13	

Any other	–	–	30	100%	–
-----------	---	---	----	------	---

The table 12 shows that majority of teachers did not use relevant teaching materials. It is found that among 30 classes magazines and newspapers were relevant in 9 classes. But only 2 classes (i.e. 22.2%) were found using those materials and many classes (i.e. 7 classes means 77.7%) were deprived of those materials.

The use of paraorthographic texts was also found to be low. Only in six classes (i.e. 46.15%) the students wrote some paragraphs on the basis of a table and a figure and in many classes (i.e. 53.84%) those materials were not used. Similarly, only 8 classes (i.e. 40%) were found to be used model of letters while teaching letter writing topic. Among 17 classes very few classes found to have used pictures, whereas 10 classes (i.e. 58.82) deprived of pictures however they were very necessary while teaching ‘writing story’ topic. The use of other teaching materials except those materials mentioned in the table was not found.

In conclusion, it is found from the observation that teaching learning process was not effective due to the lack of proper use of instructional materials. In one of the classes a teacher tried to clarify the concept of writing paraorthographic texts without showing an example of such texts.

3.3.2 Student Participation

The research was carried out to find out whether the students took part interestingly in classroom activities or not. The information found in the observation is shown in the following table:

Table No. 13
Students' Participation

Activities	No. of classes				Remarks
	Yes		No		
Query to the teacher	11	36.66%	19	63.33%	
Participation in guided writing	12	40%	18	60%	
Participation in free writing	7	23.30%	23	76.66%	
Any other	–	–	30	100%	

It is revealed through the above table that in the majority of classes, the students did not make any query to the teachers about writing skill. It means among 30 classes, in 19 classes (i.e. 63.33%) students did not ask any question. Only in 11 classes (i.e. 36.66%) the students were interested to make queries about writing skill.

Similarly, out of 30 classes only in 12 classes (i.e.40%) the teachers made their students involve in guided writing activities. In some classes the students were provided the activities like developing skeleton into fuller text and parallel writing and 18 classes (i.e. 60%) had no provision of guided writing. Similarly, in very few classes (i.e.23.30%) the students got opportunity to participate in free writing. In only 7 classes the students were found active in writing an essay and a story provided by the teachers, whereas majority of the classes (i.e.76.66%) had no free writing practice.

This shows that teachers' emphasis on writing task was very low in spite of the focus of the lesson on developing writing skill.

3.3.3 Teachers' Activities

Teacher's activities play a vital role in developing writing proficiency of learners. So, the classes were observed to find out whether the teachers were active to make

the learners enthusiastic in writing skill or not. The facts found in the observations are presented in the following table:

Table No. 14
Teachers' Activities

Teachers' Activities	No. of classes				Remarks
	Yes		No		
Answer to students questions	9	47.3%	10	52.63%	11
Encourage the students in writing activities i.e. product writing, process writing	21	70%	9	30%	–
Evaluation of students	13	43.33%	17	56.66%	–
Feedback to students	11	36.66%	19	63.33%	–
Any other	23	76.66	7	23.33	–

Table 14 shows that in many classes the teachers neglected the questions asked by the students. Out of 30 classes only in 19 classes the students asked the questions to the teachers but unfortunately a few number of teachers (i.e. 47.33%) replied the questions and in 10 classes they did not response to students' questions.

Similarly, it was also found that in majority of classes the students were encouraged to write coherent paragraphs. In some classes the teachers focused on sentence formation and grammar exercises while teaching the topic 'Creative Writing'. In 21 classes (i.e. 70%) students had to produce qualitative paragraphs rather than quantitative ones and they could not write freely. On the other hand, only in 9 classes (i.e. 30%) the students were encouraged to get their ideas on paper on any shape or form without worrying too much about formal correctness and there was little bit freedom in composing the text. Students were evaluated in many classes (i.e. 60%) but they were evaluated orally in such lessons like writing notes and summaries but fortunately only in 13 classes (i.e. 43.33%) students were evaluated through written activity. After the class observation, some constructive comments were given like it would be better to evaluate students

through written activity. But some teachers also reviewed that it was impossible to evaluate students through written task within a limited time and took much time.

The students in all classes could not get feedback. Only in 11 classes (36.66%) students got an opportunity to get feedback but in 19 classes (i.e. 63.33%) the students did not get any feedback. Similarly, other activities in the classroom were based on teacher centered method. In 23 classes (i.e. 76.66%) lecture method was used while teaching writing skill.

In conclusion, more focus was on product oriented approach of writing rather than process writing, evaluation and feedback were not focused and teacher centered method was highly prioritized.

3.4 Analysis of Question Papers

This section deals with the analysis of the questions asked in the previous examinations of T.U. (i.e. 2066-2067) in terms of the specified objectives of the courses 'Reading, Writing, and Critical Thinking' prescribed for B.Ed. 1st year. Here, the subjective types of questions asked in the examinations to fulfill the different objectives have been analyzed.

The course exposes the students to the varieties reading materials and writing strategies in order to enhance their academic skills. It adopts a content based approach to the development of reading, writing and critical thinking abilities. Furthermore, it focuses on stage of writing process and the structure of academic writing.

As mentioned in introduction of the course in chapter-one this subject is designed to fulfill seventeen different objectives. According to the syllabus this subject is divided into three different units but the textbook-'New Directions' prescribed for this subject has not separated the units as mentioned in the syllabus and the textbook aims that through integrated reading, writing, speaking and listening

activities students learn to generate hypothesis, argue, analysis critically, interpret a writer's meaning inferentially as well as literally discriminate between opinion and facts etc. It takes students through the major stages of the writing process i.e. assessing the writing situation, exploring and planning, drafting, revising, editing and proofreading. The textbook is prescribed to fulfill the specified objectives of the course accordingly. The textbook has five chapters. The five chapters themes in the book were selected because of the students' relevance and interest but the themes and activities in the book are not sequenced, allowing the chapters to be taught in any order. Besides the thematic content, each of the five chapters focuses on writing techniques. So, the researcher has analyzed the question papers asked in two academic years by T.U. The question papers are given in Appendix-V. Though there is not a clear demarcation of unit from which the questions were asked, the researcher has analyzed those questions unit wise according to their nature.

3.4.1 Analysis of Questions Asked from Unit One

According to syllabus, reading is the first unit of this course. There are seven sub-units like reading with a purpose, reading for specific information, reading for general information, reading for main ideas, reading critically and analytically, reading for pleasure and reading and taking note. The objectives specified in course are aforementioned in introduction of the course. The questions asked from unit one are given in the following table:

Table No. 15
Questions Asked from Unit One

Years	No	Questions	Topics	Remarks
2066	1.	What do you understand by non-verbal communication? Explain with examples.	Where Do We Stand?	S.Q.
	2.	Why does Rothenberg think that	How the Web	S.Q.

		much of the fault for the declining quality of his student's research papers is his own?	Destroys the Quality of Students Research Papers	
	3.	Reading passage		OR S.Q.
2067	1.	How to Gardner's and Goldman's concepts of intelligence differ from the traditional ones? Elaborate two important differences.	Multiple Intelligences and Emotional Intelligence	S.Q.
	2.	How do you think Davis would recommend avoiding intercultural misunderstandings that result from differences in body language?	Where Do We Stand?	S.Q.
	3.	What are Rothenberg's major criticisms of student's use of the world wide web in writing research papers?	How the Web Destroys the Quality of Students Research Paper	S.Q.

From the above table it is found the even in two academic years the questions were asked from the same topic i.e. Where Do We Stands? One short question was asked in 2066 and 2067 carrying 7 marks from the same topic but in 2066 one short questions carrying 7 marks was asked from next topic 'Multiple Intelligent and Emotional intelligence.' Similarly, in 2068 and 2067 the same short question was repeated from the topic 'How the Web Destroys the Quality of Students Research Papers.' It carries 7 marks and one reading passage was asked as optional question for 7 marks.

From this analysis we can say that this unit could not assess the specified objectives through two questions that were asked only from two topics. Moreover, within two years the questions were asked from the same topic. The questions were also repeated. The natures of questions were mostly distinctive, explanatory

and descriptive. But critical and analytical types of questions were not asked from this unit.

3.4.2 Analysis of the Questions Asked from Unit Two

In unit two 'writing' is the largest unit of this subject which covers 50 per cent marks. There are although eight sub-units to fulfill the specified objectives in this unit. The specific objectives of this unit are: to write keeping in mind the purpose and audience, to write narratives and anecdotes, to write reports and letters, to write different types of essays and to write creatively. This unit mainly takes students through the major stages of the writing process. It helps the learners to teach strategies that will help them compose expository and argumentative essays and use sources effectively in researched writing. It provides many opportunities for formal and informal writing viz. writing reports, journal entries, essay writing, free writing, summaries etc. So, the researcher has analyzed this unit in more details to find out whether the previously asked questions by T.U. were effective to assess those specified objectives or not. The questions asked from unit two are given in the following table in detail:

Table No. 16
Questions Asked from Unit Two

Years	NO.	Questions	Topic	Remarks
2066	1.	What are the propaganda techniques discussed by McClintock? With reference to either school, government, political candidates and advertisers, discusses their use in your own culture.	Propaganda Techniques in to days Advertising	S.Q.
	2.	Write an anecdote describing your	Writing	S.Q.

		interesting or unforgettable event during your school life.	Anecdotes	
	3.	Write an essay about the present political situation of Nepal	Writing an Essay	OR S.Q.
	4.	What is the main point or message that Frank wishes to convey in the “conceptual Fruit”? Example with example from the story.	Conceptual Fruit	S.Q.
	5.	Write a letter to the editor of a news paper describing the role of youth in the peace building process in Nepal	Writing Reports and Letters	S.Q.
	6.	Who do you blame for the death of Prema? Justify your answer	A Coward	S.Q.
	7.	Imagine that you are applying for one of the positions advertised in a local newspaper. You already have a resume write a cover letter explaining why you are interested in the job and what your qualifications are. Remember that you will probably be one of many applications for the position, what makes you a special candidate?	Writing Reports and Letters	L.Q.
2067	1.	Write a letter to your friend in the USA suggesting him/her what she/he should do in order to avoid intercultural misunderstanding in Nepal.	American Values and Assumptions	S.Q.
	2.	Write a poem on 'student life'	First Grade	OR S.Q.

			Standing in the Hall	
3.	What is the main point McClintock makes in the reading "propaganda Techniques in today's Advertising"? summarize her main idea in one paragraph	Propaganda Techniques in Today's Advertising	S.Q.	
4.	Explain the main message of "A Coward".	A Coward	S.Q.	
5.	How realistic does Sidel believe the New American Dream is? What are the chances that most young women and men will achieve it?	The New American Dreamers	S.Q.	
6.	Write a letter to the editor of a newspaper describing how people can make their jobs joyful or less stressful.	The New American Dreamers	OR S.Q.	
7.	Write an essay on "Gender Discrimination in Nepal" in minimum 300 words. In your essay incorporate the ideas given in the readings "sex Role" and "Boys will be Boys."	Sex Rules	L.Q.	

It is revealed through the above table that in 2066 four short questions and two optional short questions carrying 7 marks of each and one long question for 12 marks were asked from different topics of this unit. The first short question was asked from the topic 'Propaganda Techniques in Today's Advertising'. The second short question represented the topic 'Writing Anecdotes'. The third short one was optional which represented the topic 'Writing an Essay'. The fourth short question was asked to assess how students could organize ideas with supporting examples. It was carrying 7 marks and was from the topic 'Conceptual Fruit'. The fifth short

question was also optional and it represented the topic 'Writing Reports and Letters'. The sixth question was the representative short question from the topic 'A Coward'. The last one was a long question which was the representative question from the topic 'Writing Reports and Letters'. Similarly, in 2067 six short questions including two optional short questions and a long question carrying 12 marks were asked from this unit. It was found that two short questions were asked from the same topic 'The New American Dreamers' but one short question was in optional. The questions as given in number 1, 2 and 7 on the above table were the representative questions from new topics i.e. 'American Values and Assumptions', 'First Grade Standing in the Hall' and 'Sex Roles' respectively. The questions asked in 2067 as given in number 3 and 4 as given in above table show that those questions were frequently repeated. Those questions were from the topics 'Propaganda Techniques in Today's Advertising' and 'A Coward' respectively.

From unit two it was found that distribution of marks does not seem equal. Although the question papers had tried to involve all varieties of questions to fulfill the specified objectives of this unit, it had no provision of asking the question related to creative writing, i.e. writing story and writing poems. Forty per cent of questions were repeated even in two years and some important topics were neglected. So, it seems that there are no certain criteria of asking questions. It can be guessed that those repeated questions were asked from easy topics rather than important. Due to this nature of questions to be asked, students think that they should not bother reading such difficult topics which might not ask and they recite and memorize the repeated questions and neglect other. So, it seems negative washback effect of examination.

3.4.3 Analysis of the Question Asked from Unit Three

‘Critical Thinking’ is the third unit of this subject which covers 20 per cent of marks. There are five more sub-units i.e. developing a critical mind, Analyzing, Arguing, Reflecting and Reasoning. These topics are selected to fulfill the specified objectives of this unit. These objectives are: to read and analyze the text critically, to argue with reasons, to think independently and to debate confidently. The questions asked from unit three are given in the following table:

Table No. 17
Questions Asked from Unit Three

Years	No	Questions	Topics	Remarks
2066	1.	Discussion whether you agree or disagree with Anderson that “television is almost surely having a major social impact on the Kids, as opposed to a cognitive impact.”	Don’t Touch that Dial	S.Q.
	2.	What are the major criticisms Holt makes against the formal education system in the essay “School Is Bad for Children”? Do you agree or disagree? Justify your ideas with reference to the school education of Nepal.	School Is Bad For Children	L.Q.
	3.	Answer any one of the following questions.		L.Q.
	a)	Which Factor- biology or social cultural expectations are more important to determine our answer by discussing the traditional roles assigned to males and females in our own society or culture?	Analyzing	
	b)	What professions or jobs are valued in your country? Justify your answer.	Reasoning	

	c)	Some people argue that technology promotes creativity of students where others say that it kills their creativity. What do you think about this? Explain.	Arguing	
2067	1.	Do you agree with the statement “most students’ formal education has little connection to real life?” Elaborate your answer with reference to Nepal.	Arguing	OR S.Q.
	2.	Discuss a point that Ventura makes with which you agree or disagree?	Someone is Stealing Your Life	S.Q.
	3.	Answer the following questions		L.Q.
	a.	What are the American values and assumptions discussed in “American values and Assumptions”? How are they different from and similar to Nepalese contexts? Explain with examples.	American Values and Assumptions	
	b.	Explain how well the educational system in your country prepares students for the challenges they will face in the real world. What are the strength and weakness of the education that the students receive? Do you have any recommendation for its improvements?	Analyzing	
	c.	Discuss the advantages and disadvantages of information technology for students.	Reflecting	

As the table 17 has shown in 2066, one short question carrying 7 marks and two long questions carrying 12 marks were asked. The short question was representing the topic 'Don't Touch Dial'. One long question was asked from the topic 'School Is Bad for Children'. Similarly, there is a tendency to ask long questions with three different options. It means students have to choose one among three. So, those three questions were analyzing, reasoning and arguing types respectively. It was found that in 3.a on the above table, one short question was asked previously from the arguing topic. So, same question was repeated from the same topic 'Arguing'. Moreover, the distribution of marks does not seem equal. Thirty per cent marks were covered by this unit. In the same way, in 2067 two short questions were asked and the first one was optional. The second short question was similar with the question that was asked in 2066 as given in number 2 on the above table.

From unit three it is found that the marks distribution does not seem equal. Some questions were repeated from the same topics 'Arguing' and 'Reasoning'. Always same model was followed while asking long question from this unit. So, it also leads to the negative washback effect.

CHAPTER FOUR

FINDINGS AND RECOMMENDATION

This chapter deals with the findings that have been deduced from the overall analysis of collected data and on the basis of certain outcomes some recommendations are mentioned.

4.1 Findings

The findings of the study are as follows:

1. More focus is given on exam-oriented study. Students' learning strategy is influenced due to the publication of exam schedule. The whole teaching learning scenario of this subject is exam-oriented.
2. Among three parts: reading, writing and critical thinking of this course, equal time (i.e. 60 hrs) is given for both reading and writing parts but the students and the teachers do not manage the time properly and separate less time for writing activity.
3. The nature of questions asked in previous years encourages the students to guess future questions. Most of the topics are untouched and even in two years, some questions are asked repeatedly from the same topic due to easiness rather than what is important to test.
4. Students are not satisfied with techniques adopted by teachers. They mostly use teacher centered method rather than involving the students themselves in classroom activities.
5. The students' as well as the teachers' emphasis is on product oriented approach of writing rather than process writing.

6. Teacher's training is basic requirement to handle the course properly. The course is totally based on new curriculum and the course itself is multidimensional in nature.
7. It is found that many campuses are deprived of instructional materials. Even if some campuses have some instructional materials, the teachers responded that they rarely use those materials.
8. Present examination system of T.U. is not satisfactory. Only annual examination is not sufficient to measure the students' whole year academic achievement.

4.2. Recommendations

It is obvious that a research is carried out to find out the fact. After the study it is found that the course "Reading, Writing, and Critical Thinking" is relevant and practical in real life but teaching and testing do not follow the spirit of the course. As a result, it could not fulfill the specified objectives to be learnt in the course. The findings show that there is negative wash back effect of examinations of this course. On the basis of above mentioned findings I would like to formulate some recommendations which are as follows:

1. The ultimate goal of teaching and learning should be the development of language proficiency and language skills rather than exam-oriented skills.
2. Much time should be given for writing part to obtain specified objectives of this course.
3. There should not be biased in asking questions. Some questions should not be asked repeatedly to check the students from guessing questions.
4. Student-centered methods should highly be popularized and should discourage the teacher-centered methods.

5. Concept should be developed on process-oriented approach of writing and should not think that writing is only product-oriented.
6. There should be the provision of teacher training to refresh the knowledge. Teacher should be tactful enough and should be well trained.
7. The campuses should be well equipped with instructional materials and teachers should also give emphasis on local instructional materials which can be cheap as well easy to manage.
8. There should be the provision of continuous evaluation system. So that students always remain active as well as creative.