

**WASHBACK EFFECT OF COMPULSORY ENGLISH
EXAMINATION FOR GRADE XI**

**A Thesis Submitted to the Department of English Language Education,
Tribhuvan University, Kirtipur in Partial Fulfillment for Master's
Degree in Education
(Specialization in English Language Education)**

**By
Laxmi Kandel**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal,
2007**

**WASHBACK EFFECT OF COMPULSORY ENGLISH
EXAMINATION FOR GRADE XI**

**A Thesis Submitted to the Department of English Language Education,
Tribhuvan University, Kirtipur in Partial Fulfillment for Master's Degree in
Education
(Specialization in English Language Education)**

**By
Laxmi Kandel**

**M. Ed. Second Year
Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal 2007**

T.U.Registration No: 9-1-50-225-96

Campus Roll No: 959

2nd Year Exam Roll No: 280278/62

Date of Approval of the Thesis

Proposal: 2063-11-14

Date of Submission: 2064-02-07

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Laxmi Kandel** has prepared this dissertation entitled “**Washback Effect of Examinations: A Case of Compulsory English Prescribed for Grade XI**” under my guidance and supervision.

I recommended this dissertation for acceptance.

Date: 2064-02-07

Dr. Tirth Raj Khaniya

(Guide)

Professor,

Department of English Language Education

Faculty of Education

University Campus, T.U.

Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This dissertation has been recommended for evaluation by the following research guidance committee:

Signature

Dr. Chandreshwar Mishra

Reader and Head,

Department of English Language Education

T. U. Kirtipur.

Chairperson

Dr. Tirth Raj Khaniya

Professor (Guide)

Department of English Language Education

T. U. Kirtipur.

Member

Mr. Prem Phyak

Lecturer

Department of English Language Education

T. U. Kirtipur

Member

Date: 2064-02-08

EVALUATION AND APPROVAL

This dissertation has been evaluated and approved by the following
Thesis Evaluation Committee:

Signature

Dr. Chandreshwar Mishra

Reader and Head

Department of English Language Education

T. U. Kirtipur.

Chairperson

Dr. Jai Raj Awasthi

Professor

Department of English Language Education

T. U. Kirtipur.

Member

Dr. Tirth Raj Khaniya

Professor (Guide)

Department of English Language Education

T. U. Kirtipur.

Member

Date: 2064-02-11

DEDICATION

To My Parents

ACKNOWLEDGEMENTS

First of all, I would like to express my gratitude to Prof. Dr. Tirth Raj Khaniya, Professor, Department of English Language Education, my research guide for his guidance and support. This study would not have been completed without his support and co-operation.

I would like to extend my sincere gratitude to Prof. Dr. Shishir Kumar Stapit and Prof. Dr. Shanti Basnyat, professors at the Department of English Language Education and Chairperson, English and other Foreign Languages Education Subject Committee.

I would like to express my deepest sincere to Prof. Dr. Jai Raj Awasthi Professor at the Department of English Language Education for his invaluable suggestions. My sincere gratitude also goes to Prof. Dr. Govinda Raj Bhattarai. I can not resist myself extending my gratitude to Dr. Chandreshwor Mishra, Head, Department of English Language Education.

I would like to express sincere gratitude to Dr. Anjana Bhattarai, Dr. Bal Mukunda Bhandari for their kind cooperation and knowledge during my study time at the department.

I am also grateful to Mr. Vishnu Singh Rai, Mr. Ram Ekwel Singh, Mr. Prem Bahadur Phyak, Ms. Madhu Neupane, Ms. Saraswoti Dawadi and Ms. Madhavi Khanal for direct and indirect help at the Department.

I am also thankful to Mr. P. Bhandari for his encouragement and help while carrying out this thesis work.

Finally, I would like to express my thankfulness to all the teachers and students of Manmohan Memorial College, Sorakhutte and Pasang Lahmu Memorial College, Samakhushi.

May, 2007

Laxmi Kandel

ABSTRACT

This study examines the washback effect of the examination of Compulsory English Course prescribed for grade XI. The washback effect of the examinations has been examined in terms of teaching learning process and the extent whether the examination questions asked in the previous examination are according to course objectives or not.

The questions asked in the previous examinations (from 2059 to 2061) were collected and analyzed in relation to the course objectives of Compulsory English course for grade XI. Two sets of questionnaires were also prepared for data collection. Population of the study consisted of 40 students of grade XI and five subject teachers teaching the course at two different campuses of the valley. Besides, six classes of the teachers teaching this subject were also observed to collect data.

The result is that the examinations of Compulsory English course for grade XI have negative washback effect because examinations failed to include practical aspect of the course, do not encourage teachers to teach according to course objectives, mainly focused on teacher centered teaching and no use of instructional materials, enhanced teaching for passing the exam rather than learning the language skills, promoted guess work and represent low content validity.

TABLE OF CONTENTS

	Page No.
Recommendation for Acceptance	i
Recommendation for Evaluation	ii
Evaluation and approval	iii
Dedication	iv
Acknowledgements	v
Abstract	vi
Table of contents	viii
List of table	xi
Abbreviations	xii

CHAPTER I: INTRODUCTION

1.1	General Background	1
1.2	Relationship between Testing and Teaching	2
1.3	Qualities of a Good Test	4
1.4	Washback Effects of Examinations	7
1.5	Measuring Washback Effect	9
1.6	General Introduction of the Course	12
1.7	Literature Review	13
1.8	Objectives of the Study	16
1.9	Significance of the Study	16
1.10	Definitions of the Specific Terms	16

CHAPTER II: METHODOLOGY

2.1	Sources of Data	17
2.1.1	Primary Sources of Data	17
2.1.2	Secondary Sources of Data	17
2.2	Sample Population and Sampling Procedure	18
2.3	Tools and Process of Data Collection	18
2.4	Limitations of the Study	19

CHAPTER III: ANALYSIS AND INTERPRETATION

3.1	Analysis of the Question Papers (Appendix-II)	20
3.1.1	Analysis of Questions asked from “Link English”	22
3.1.2	Analysis of Questions asked from “Meaning into Words”	23
3.1.3	Analysis of Questions asked from “Magic of Words”	25
3.2	Analysis of the Responses from the Students	27
3.2.1	Usefulness of the course contents to fulfill the course objectives	27
3.2.2	Nature of the course	28
3.2.3	Materials suggested by the teacher	28
3.2.4	Students’ satisfaction with the teachers’ teaching	29
3.2.5	Materials used by the students	30
3.2.6	Students’ purpose of the study	30
3.2.7	Materials used by the teachers	31
3.2.8	Students’ study hours in a day to prepare for the examination	31
3.2.9	Difficulty of the course	32
3.2.10	Students’ involvement in coaching and tuition classes	32
3.2.11	Students’ satisfaction with present system	

of asking questions	33
3.3 Analysis of the Response from the Teachers	35
3.3.1 Examination successful to fulfill the objectives of the curriculum	35
3.3.2 Materials suggested to the students	36
3.3.3 Focus of teaching	36
3.3.4 Prepare students for examination	37
3.3.5 Suggest students to join coaching and tuition classes	37
3.3.6 Style of teaching	38
3.3.7 Teaching materials used by the teachers	38
3.3.8 Methods and techniques used by the teacher	39
3.3.9 Teachers' satisfaction with students' achievement	40
3.3.10 Problems faced by the teacher teaching the course	40
3.4 Analysis of Class Observation	43
3.4.1 Teachers' role	43
3.4.2 Students' role	44
CHAPTER IV: FINDINGS AND RECOMMENDATIONS	46
4.1 Findings	46
4.2 Recommendations	48
REFERENCES	50-51
APPENDICES	51-67

LIST OF TABLES

	Page No.
Table 1: Usefulness of the Course Content	27
Table 2: Nature of the Course	28
Table 3: Materials suggested by the teacher	28
Table 4: Students' satisfaction with the teachers' teaching	29
Table 5: Materials used by the students	30
Table 6: Purpose of the study	30
Table 7: Materials used by the teacher (According to the students)	31
Table 8: Study hours to prepare for the exam	31
Table 9: Difficulty of the course	32
Table 10: Students' involvement in coaching and tuition class	32
Table 11: Students' satisfaction with question pattern	33
Table 12: Examination successful to fulfill the objectives of the curriculum	35
Table 13: Materials suggested to the students	36
Table 14: Focus of teaching	36
Table 15: Prepare students for examination	37
Table 16: Suggest students to join coaching classes	37
Table 17: Style of teaching	38
Table 18: Materials used by the teacher (According to the teacher)	38
Table 19: Methods and techniques used by the teacher	39
Table 20: Teachers' satisfaction with students' achievement	40
Table 21: Teachers' role in the classroom	43
Table 22: Students' role in the classroom	44

ABBREVIATIONS

HSEB	Higher Secondary Education Board
ELT	English Language Teaching
et.al.	And others
etc	etcetera
eg.	Exempli gratia /for example
L.Q.	Long Question
S.Q.	Short Question
i.e.	That is
%	Percentage
viz.	Namely
No.	Number

CHAPTER I

INTRODUCTION

1.1 General Background

Language is defined as a means of communication. It is extremely complex and highly versatile code for human communication. It is a powerful instrument which transfers knowledge, feelings, ideas, emotions and thoughts from person to person. It is the unique property which plays a vital role to differentiate human beings from other creatures in the world. Language is not only personal phenomenon but a social phenomenon as well because it is affected by person, social ethnicity and geographical boundaries. Cambridge International Dictionary of English (1997:795) defines language as “a system of communication consisting of a set of small parts and a set of rules which decide the ways in which these parts can be combined to produce messages that have meaning”. C.L. Wren (181:1) says “It is the universal medium alike for conveying the common facts and feelings of everyday life and philosophers’ searching after truth and all that lies between”.

It is believed that more than 6,000 distinct languages are used in the present world. English, a global language occupies a dominant position in the world. It is an international language in which most of the books, newspapers, journals in the world are published and communication takes place. Now a days, English has become an indispensable vehicle to the transmission of modern civilization. As a well recognized international medium of communication, English has its dominance over almost all other languages. It is a passport through which one can visit the whole world and one who knows English can enjoy the advantages of modern technologies.

More than 350 million people in the world speak English as their native language. According to a survey by United Nations Educational, Scientific and Cultural Organization (UNESCO), more than 60 countries in the world use English as an official language, about 160 million people listen to English radio programs and over 60 million children study English at the primary level. British council teaches English to millions of students in many countries of the world. It is the English language through which non English communities have imported foreign inventions, ideas, culture, literature, modern technology etc from source communities. It is equally used as a lingua franca so as to make communication possible among the speakers of different languages. The craze of English is seen in everybody's eye today. It has occupied an important place even in the educational system of Nepal as well.

1.2 Relationship between Testing and Teaching

Testing is a means of judging whether the desired objectives to attain are achieved or not. Tests, in language teaching, are the means of measuring the effectiveness of a teaching program and student's progress and performance. In other words, a test functions as the measuring instrument in the education system that checks the extent to which the learners have achieved the material taught and success of the teaching. In the past, it was believed that teaching was enough to obtain the objectives of language education. Later, testing is taken as complementary to teaching. Language education is mathematically represented as language education = language teaching + language testing. However, teachers used to neglect testing thinking it as a time consuming task. According to Harrison (1991) "A test is

seen as a natural extension of classroom work providing teacher and students with useful information that can serve each as a basis or improvement.”

Testing and teaching are two inseparable aspects of an educational program because one would be meaningless in the absence of another. Testing is an inherent part of teaching thus they can be hardly separated. Testing is the most important part of teaching and learning process because it is the process by which all elements of teaching and learning are affected. Testing helps a teacher to get feedback about his teaching and students learning.

To quote Heaton (1988:5), “testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other”. Here, he meant that, the teaching is influenced by testing and vice versa. Testing provides goals for language teaching and it monitors both teachers and learners for reaching to those goals. Heaton believes that test may be constructed primarily as devices to reinforce learning and to motivate the student or primarily as a means of assessing the student’s performance in the language. A language test should accelerate the learning process.

Geoff Brindely (2001) writes, “ assessment / test is carried out to collect information on the learners’ language proficiency and / or achievement that can be used by the stakeholders in language learning programs for various purposes like selection, certification, accountability diagnosis, instructional decision making, motivation, etc. Here he meant that, test is carried out to assess the strong and weak points of teaching learning activity.

Similarly, McGraph (1996:60) views, “teaching without testing is like painting in bad light.” He strongly maintains that teaching cannot be fruitful

without testing and therefore, it gets light from testing for its natural development. But teaching should not be done only for testing and testing should not be based only on the things taught by the teacher.

1.3 Qualities of a Good Test

Construction of a good test is a complex matter. The quality of a test is examined in light of its usefulness. In other words, the quality of a test is examined in light of the extent to which it serves the purposes for which it is administered. Therefore, while designing a test the usefulness of the test or the efficiency of the test must be considered. Test can be made good if it is carefully designed in congruence with its objectives. Test and examinations are still the most widely used tools of evaluation. But the test and examination should be prepared on the basis of the objectives of the course.

To quote Hedge (2000), “Good tests provide the opportunity for learners to show how much they know about language structure and vocabulary as well as how they are able to use these formal linguistic features to convey meaning in classroom language activities through listening, speaking, reading, and writing.”

Underhill (2000:6) says, “Tests are not inherently good or bad, valid or invalid; they become so when they are applied to a particular situation.”

It is therefore strongly argued that test without being it congruent with the purpose for which it is administered it is not going to be useful. There are different views on what makes a test good. However, some very important components of a good test are; Validity, reliability and practicality. If the test contains these qualities then the test actually measures the desired language ability of the individuals to whom the test is administered.

I. Validity

Validity is very important quality of a test. According to Davies et al. (1999) “A measure is valid if it does what it is intended to do...” The validity of a test is measured on the basis of how far the information it provides is accurate, concrete and representative in light of the purposes for which it is administered.

Heaton (1988:159) defines, “The validity of a test is the extent to which it measures what it is supposed to measure and nothing else.” It means that a test is said to be valid if it measures exactly what it is intended to measure. There are different types of validity, they are: content validity, criterion related validity, concurrent validity, predictive validity, construct validity, face validity and washback validity.

The test is said to have content validity if its test items are considered to be a representative sample of the tasks as can be seen in the course objectives. Criterion related validity is established employing a process of comparing the results of a test with the results of some criteria already set or the subsequent performance of the students. Concurrent validity of a test refers to the process of determining the validity against the set criterion at the same time. Predictive validity of a test refers to the extent to which the test can predict the future performance of the testees. Construct validity is the extent to which a test represents an underlying theory of language learning. And “A test is said to have face validity if it looks as if it measures what it is supposed to measure.” Hughes (1995:27).

Content and construct validity are said to be conceptual and concurrent and predictive validity are said to statistical validity. Face validity is said to be pseudo validity.

II. Reliability

Reliability refers to the consistency of scores or performance of the same test administered within a reasonable time. It is the matter to which we can believe that the performance is true, how likely it is that the performance will be repeated next time. In other words, it is defined as consistency of measurement. Here what is important is the degree of accuracy of measurements.

Ebel (1979:67) as mentioned in Khaniya (2005:107), “In order to establish the reliability of an examination it is necessary to answer the question: how consistent would the examinee’s performance be if we asked him to take the same exam at a different time, or another examination which is supposedly similar?” It implies that reliability is not like a permanent quality of an exam, which remains the same, if it is administered again and again; reliability of an exam may change because of variations in performance. Reliability can be dealt with at two levels: test and retest of students and marking and remarking of the examiners.

According to Khaniya (2005:108), There are basically three methods of determining reliability of the exam. They are test-retest method, parallel tests method, and internal consistency methods. In test-retest method, a test is administered two times within a short time gap. In parallel tests method, two similar tests are administered to the students and internal consistency method is established by splitting the test into two halves. The two halves will be considered two equivalent tests.

III. Practicality

Practicality is somewhat different quality of a test in the absence of which test may be misleading and even a valid and reliable test can be of no use.

Heaton (1975:158) defines, “A test must be practicable: in other words, it must be straight forward to administer.” Practicality here refers to the cost, and ease of administration, and scoring.

Khaniya (2005:111) writes, “In order to develop a test with a reasonable degree of practicality, it is necessary to pay attention to the following issues: human resource, material resource, and time. Here human resource refers to test writers, markers, test administrators, and clerical support. Material resource refers to space, equipment, and materials, etc..... Time refers to the time available for the development, implementation, time given for students to perform the given tasks, scoring, and analyzing, etc.”

1.4 Washback Effect of Examination

According to Alderson and Wall (1993:115), the notion that testing influences teaching is referred to as ‘backwash’ in general education circles, but it has come to be known as ‘washback’ in British applied linguistics. They see no reason, semantic or pragmatic, for preferring either label though they use the term ‘washback’. Biggs (1995:12) uses the term ‘backwash’ to refer to the fact that testing drives not only the curriculum, but teaching methods and students’ approaches to learning (Crooks, 1988; Frederiksen, 1984; Frederiksen & Collins, 1989). However, Spolsky (1994:55) after quoting definition of the term ‘backwash’ from the Random House Dictionary commented that ‘backwash is better applied only to accidental

side- effects of examinations, and not to those effects intended when the first purpose of the examination is control of the curriculum'. Here, I prefer using the term 'washback' and will use the term throughout the study.

Washback is simply defined as the effect of examination on teaching and learning process .The term 'washback' or 'backwash' is not a new concept in language testing. The terms are used interchangeably. It can be good or bad. If a test exerts beneficial influence on teaching and learning, it is supposed to have good washback effect and when a test exerts harmful influence on teaching and learning, it is supposed to have bad washback effect.

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

Dictionary of Language Testing (Devies et al. 1999) defines washback as "The effect of testing on instruction. Language test washback is said to be either positive or negative." For Nishet (1969) whatever is done for the preparation of an examination is its washback effect.

Morrow (1986:6) terms washback effect of a test 'washback validity' (i.e. positive influence on teaching) and considers this the most important criterion for a good test, especially if it is to be used as an external examination. He further argues that one of the uses of examinations is to

ascertain how much of “the intended washback effect was actually being met in practice”.

Pearson (1988:101) looks at the washback effect of a test from the point of view of its potential negative and positive influences on teaching. According to him, a test’s washback effect will be negative if it fails to reflect the learning principle, and /or course objectives to which it supposedly relates, and will be positive if the effects are beneficial and “encourage the whole range of desired changes”.

Similarly Pilliner (1973:4) maintains the view that the most important requirement of a good test is that it should be adequately beneficial.

From the above statements, the term washback seemed to have a negative connotation and one of the criteria for a good test was not to have a washback effect on teaching (i.e. not to influence classroom activities). There has also been a tendency to use the term ‘washback’ as neutral term (i.e. neither negative nor positive). To be a good examination, an exam should not only not exert a negative influence, but it must also have the potential to exert a beneficial influence on teaching and learning, where necessary. If it fails to do that, an exam is not good. Good exams have positive washback effect on teaching and learning, it would be wise to use exams in such a way that they contribute to enhance learning achievement.

1.5 Measuring washback effect

As mentioned above the effect of examination on teachers’ teaching and students’ learning is called washback effect. Examinations have very strong influence in inducing teacher and students to work. An examination is not just a measuring instrument for students but a very concentrated period of practice and an opportunity for learning and also a measuring instrument

for teachers teaching, successfulness of course of study and course objectives.

To provide a positive washback effect, the exam should play a role as a leader to attract the classroom teaching and syllabus to itself by requiring the students to practice the activities which are congruent with the course objectives. Since an exam is a check on achievement of course objectives (Davies 1985:8), a valid exam assesses whether the students have achieved the proficiency as is envisaged by the course objectives. This implies that it is necessary for the exam to reflect what ought to have been formally presented in the classroom.

The implication is that it is the content and format of the exam that determines what should be going on in the classroom or how the syllabus should be used to achieve the course objectives. The students are generally concerned with what is being taught and what he thinks will be asked in the examination. The idea of passing the exam takes precedence over learning unless the teaching syllabus and the testing syllabus become the same. Then it seems necessary to match the curriculum and examination target to pupil's needs. Failing the exam to represent the course objectives, the whole efforts of teaching and testing will be fruitless. Then it can be hoped that the teaching and learning will be accelerated to the attainment of authentic objectives. If the examination fails to require the examinees to exhibit the abilities as envisaged in the course objectives, it can also fail to ensure that the teaching encapsulates the spirit of the course objectives. Then the washback of the exam will be negative. For beneficial washback effect the exam should represent the course objectives in such a way that whatever is done to help the students pass the exam will contribute to achievement of the course objectives.

The power of the exam undoubtedly accelerates the preparation work for it; teachers' and students' work can be speeded up because of the implicit and explicit incentives attached to the exam they work for. The students and teacher cannot avoid working for the examination because it has the serious consequences for them. Teachers are influenced by what they think their responsibilities are, and what the parents expect of them. To gain fame for his school or college against the national standard, to do the best he can for his students and to satisfy the demands of those parents who are ambitious for their children the teacher try hard as possible as he can. One of the responsibilities that a teacher thinks he has is to enable students to obtain good marks in the examinations. Teachers are also anxious about the marking system and the way they can prepare more students more successfully for the examinations and they have to change their teaching technique after the exam schedule has been published and so that teachers are highly influenced by what will appear in the exam.

The students also have many responsibilities during the examination. A common practice of the students is to work harder when they know they are approaching exams than when they do not (Ebel 1979:23). The reason is, as Tibble (1969:350) argues, that the intrinsic value of learning is not sufficient to persuade young people to go on to the further education that a society needs. He holds an extreme view as he says, "nobody in his senses applies himself to learning unless there is some extrinsic reward attached to it". It is not surprising that students are vitally concerned with examinations because it has serious consequences for their future lives. The students' learning is certainly influenced by examination requirements. They increase their study hours during the examination time, practice the important chapters, consult different books, guide and guess papers and also join the

coaching and tuition classes to obtain good marks and pass the exam. That is why the students are influenced by the examination.

Similarly the parents put them under pressure because of their children's examination. They are much more worried about the performance their children perform. Parents who are ambitious for their children demand goods grades in examination and suggest them not to waste the time and work hard for the exam. They let their children free from all other physical and mental tensions to concentrate mind only on their study.

This shows that every one (that is: teacher, student, parents, school, etc) related to the educational program is influenced by examination.

1.6 General Introduction of the Course

As the researcher is interested to find out the washback effect of examination of compulsory English, prescribed for grade XI it is worth to give a brief account of the curriculum here. It is taught as a compulsory subject. So far as the nature of this course is concerned, it is an integrated general English course which treats English as a medium for communication and as a means to knowledge. This course is divided into two interrelated papers leading students from intermediate level of English proficiency to upper intermediate.

Objectives of the Course

The specific objectives of this course are:

- I. to give a short remedial or link course as a kind of bridge or a refresher course between English at the secondary and higher levels,
- II. to teach English for functional, academic and communicative purposes, and

- III. to provide students interesting reading materials for information, knowledge and pleasure.

Course Contents

The content of this paper are:

- I. **A remedial or refresher course:** It will be given at the beginning of the session. The contents include Basic English structures and the use of Dictionary.
- II. **Core English:** The texts in this component primarily aim at teaching various language skills in an integrated manner. The emphasis is on providing tools for using language for communicative purposes, and for receiving as well as imparting information effectively.
- III. **Extensive Reading and Writing:** The prescribed materials in this component expose students to various interesting and informative topics of global interest and common human concern.

1.7 Literature Review

The available literature on the study was as follows;

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

- I. Washback is an inherent quality of exam.

- II. Ingredients of the exam determine whether the washback is negative or positive, and
- III. Teaching for final exam is inevitable.

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

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

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

- I. Students’ participation in the classroom is very low.
- II. Teaching is teacher-centered; lecture is mostly used technique to teach the course.
- III. Use of teaching material is very low.
- IV. Practical examination has just been formality.
- V. Content validity of the theoretical examination is very low.
- VI. Teachers feel the need for training. Examination doesn’t seem to have promoted the communicative abilities in students.

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

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

Poudel (2006) conducted a research on “Washback Effect of Examination Papers of ELT Theories and Methods of B.ED. Second Year.” He has concluded that;

- I. Examinations failed to require the students to develop true pedagogical skills.
- II. The examinations encourage the students to guess the future questions to be asked more than to develop the pedagogical skills.
- III. The examinations encourage the students to work for the exams than language learning.
- IV. Exams encourage teacher- centered teaching and there is no use of instructional materials.
- V. Course objectives, teaching methodologies and examinations do not match.

Though, a number of studies conducted in washback effect of the examinations, nobody carried out the research on the washback effect of the examination in case of compulsory English course prescribed for grade XI. Thus, the researcher was interested in carrying out this research.

1.8 Objectives of the Study

The objectives of the study were:

- I. To find out the washback effect of compulsory English examinations for grade XI.
- II. To find out content validity of the examinations.
- III. To enlist some pedagogical implications.

1.9 Significance of the study

The study will be significant to the concerned institutions, researchers, teachers, students, course designers and textbook writers. Moreover, the study will be useful to solve the problem arose in teaching and learning activities. The researcher who is interested in finding out washback effect of the examinations will also be benefited by this study.

1.10 Definitions of Specific Terms

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

Reliability: Consistency in test scores, no matter who scores the test is called reliability.

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

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

CHAPTER II

METHODOLOGY

This chapter mainly deals with the methodology adopted to fulfill the objectives of the study. This includes sources of data, sample population and sampling procedure, tools and process of data collection. Limitations of the study are also pointed out in the final section of this chapter.

2.1 Sources of Data

The researcher used both primary and secondary sources for data collection.

2.1.1 Primary Sources of Data

Primary sources of data for the study were grade XI students who were preparing themselves for examination and the teachers currently teaching the course Compulsory English for grade XI. Other sources were the observation of the classroom performance of the teachers and the analysis of question papers from 2059 to 2061.

2.1.2 Secondary Sources of Data

Secondary sources of data included books, journals, research reports etc for the preparation of questionnaire and which were relevant for this study. The textbook of grade XI was used for background information.

2.2 Sample population and sampling procedure

Sample population of the study consisted of 40 students of grade XI, 6 classes for observation and 5 teachers currently teaching the course.

The students were selected from two different campuses of Kathmandu valley using simple random sampling procedure and the teachers were selected using judgemental sampling procedure. All of the teachers were male and had at least one years' teaching experience.

2.3 Tools and process of Data Collection

The researcher used three different types of tools for the purpose of collecting data: questionnaire, class observation and direct interview.

Questionnaire: The researcher prepared two different sets of questionnaire: one for students who were being prepared for the examination and the other was for the teachers who were currently teaching this course. To collect data from the students she visited the selected campuses and established friendly relationship with the personalities related to this study and clarified the purpose of her visit. After that she randomly selected the required number of students and distributed the questionnaire by explaining briefly what they were supposed to do. Then she collected the filled in questionnaires back from the students.

To collect the data from the teachers the researcher contacted the teachers personally, explained the purpose and requested to fill up the questionnaire in selected campuses.

Observation: She visited the campuses selected for the study on different days to observe the classes of compulsory English for grade XI. She observed 6 classes of this course in two different campuses. While observing the classes, the activities of the teachers and students were recorded on checklist forms.

Interview: The researcher also conducted direct interviews with the course teachers. The interviews were mainly focused on different problems they were facing in teaching this course. In addition, they were also asked about the remedial measures to make the teaching and learning activities more effective.

After that the researcher collected the question papers of three different years asked by HSEB for analysis.

2.4 Limitations of the Study

The study mainly focused on the washback effect of examination of Compulsory English course prescribed for grade XI in Nepal. The limitations of the study were:

- I. The study was limited to 40 students studying this course and 5 teachers teaching this course.
- II. Only two campuses of Kathmandu valley were selected for data collection and class observation.
- III. Only the question papers of three different years from 2059 to 2061 were analyzed in terms of course objectives to be fulfilled after studying the course.

CHAPTER III

ANALYSIS AND INTERPRETATION

The research is an attempt to find out washback effect of compulsory English examination prescribed for grade eleven of Nepal. This chapter is the main part of the study which deals with the interpretation and analysis of the data collected from both primary and secondary sources. The obtained data are analyzed and interpreted taking the objectives of the study into consideration. As the methodology discussed in the previous chapter, the required data were collected from forty students and five teachers. The teachers had at least one academic sessions' experience of teaching with a particular textbook. Here the data is analyzed and interpreted descriptively as well as by using the simple statistical tools like; tables ,charts, percentages etc. wherever needed according to the nature of the data.

This chapter consists of four different sections and different sub sections of each section. The first section deals with the analysis of the questions asked in the previous examinations (appendix II) in terms of the objectives of the course. The second and third sections are related to the analysis of the information obtained by distributing the questionnaires to the students and teachers respectively and the fourth section deals with the activities of class observation.

3.1 Analysis of the Question Papers

This section is concentrated on the analysis of the questions asked in the examinations from 2059 to 2062 in terms of the specified objectives of the course compulsory English for grade XI.

The course compulsory English of grade XI is an integrated course which treats English as a medium for communication and as a means to knowledge. This course has been prepared as a combined team work by three writers after deep thinking and analysis taking long years.

The course content of this paper consists of three different textbooks which allocate hundred and fifty teaching hours and carries 100 full marks. The division of the mark weightage in terms of examination scheme is given below.

I.	Link English	15 %
II.	Meaning into words	50 %
III.	Magic of words	35 %

This course focuses on the presentation of materials which introduces key language items, free communication practice and writing activities, listening and reading passages.

The specific objectives of this course are:

- I To teach English for development and improvement of communication and creation
- II To give knowledge of fundamental grammar as link course between English of secondary level and higher level.

- III To provide them informational reading materials so that they can take full enjoyment and develop their literature
- IV To help them by developing their reading and writing and communicating skills.

Altogether this course contains three different textbooks, therefore the researcher has analyzed the questions in terms of their related course objectives. Curriculum and the question papers of different years are attached in the appendices (I and II).

3.1.1 Analysis of the questions asked from “Link English”

The objective specified for this textbook was: To give a short remedial or link course as a kind of bridge or a refresher course between English at the secondary and higher levels. So this book was mainly designed for making students familiar with basic English structures and use of English Dictionary. Out of 100 full marks 15 % mark was allocated for this textbook. The curriculum and question papers are given in appendices I and II respectively and table showing the nature of questions from 2059 to 2061 is given in appendix III.

In the year 2059 one short question of five marks was asked from the use of dictionary and two short questions were asked from “English structure” which consisted five marks each. Out of these two questions one was to make suitable sentences putting the words in correct order and the other was to compose a dialogue.

In 2060 one question was asked from the use of dictionary which consisted five marks. Question number two and three were from English Structure and both of them contained five marks each.

Similarly altogether three questions were asked in 2061 from this book. Question number one was from the use of dictionary part, two and three were from English structure part. Question number three was writing a letter to the editor.

Here, the natures of questions were mostly finding out the quarters of dictionary, put the words in alphabetical order, put the words in correct order, write a dialogue and write a letter. Questions asked in 2060 and 2061 seemed more vivid than 2059 and altogether questions asked from this book were satisfactory and question number one seemed fixed which the students can guess easily. Thus, examination seemed to encourage students to guess some questions. Question pattern seemed quite loyal to the marks distribution because it represents exact marks allocated for this textbook.

3.1.2 Analysis of the questions asked from “Meaning into Words”

The main objective specified for this textbook was: to teach English for functional, academic and communicative purpose. The texts in this component primarily aim at teaching various language skills in an integrated manner. The emphasis was on providing tools for using language for communicative purposes and for receiving and imparting information effectively. This course was mainly designed to develop students’ language skills, communication and better understanding. This course was of creative type because the contents under it make students practice themselves. So that while practicing the exercises under this course they can be more creative and make their own sentences. It was the main part of this course which contained 50 % marks. The curriculum and question papers are given in appendices I and II respectively and table showing the nature of questions from 2059 to 2061 is given in appendix III.

From this textbook, two long questions and four short questions were asked in 2059 (appendix II). Among the question asked, most of them (four short questions) were from grammar, reading the passage and answering the questions and other were writing paragraph, reviewing the films and essay writing.

In 2060 two long questions and four short questions were asked out of them one long question was reading a passage and answering the questions based on the passage. Another long question contained three short questions out of which students had to attempt any two of them. Those questions were of ten marks each. Among short questions, all of the four questions were from grammatical functions.

Similarly in 2061, two long questions and four short questions were asked from this textbook. Among those questions one long question was from passage writing and another included three short questions viz. writing article, describing a place and writing paragraph and the short questions were from grammatical functions.

Here if we see the questions asked so far, the question pattern was same along the years only the natures of questions were different. Passage reading and answering the questions, letter writing, writing an article, paragraph writing, essay writing, reviewing and different grammatical functions were the questions asked from this book. The questions asked so far did not measure the skills mentioned in the objectives. There was not even a single measuring instrument to test students' creativity, communicative activities and language skills. That's why examination could not fulfill the major objective of the course which was the main weakness and misleading point of this examination.

3.1.3 Analysis of questions asked from “Magic of Words”

The specified objective for this book was: to provide students interesting reading materials for information, knowledge and pleasure. The Magic of Words was based on the idea that reading an informational as well as a recreational activity, and that a good selection of well written texts should sensitize the readers towards developing an intelligent awareness of some of the most important issue involved in living. This textbook consists 35 % marks from total mark allocation. The nature of questions asked from this textbook from 2059 to 2061 is given in appendix III.

In 2059 the questions asked from this book were two long questions. Out of two long questions each consisted different short questions .One long question contained three short questions out of which students had to attempt any two of them. This long question consisted twenty marks (ten marks each). Another long question contained four different short questions and out of them students had to attempt any three questions. Those questions contained five marks each and in total this long question consisted fifteen marks. In that year two questions were asked from poem; ‘The poplar field’ and ‘My heart leaps up when I behold’, four questions were asked from story; ‘The recurring dream’, ‘The gardener’, ‘Look at a teacup’ and ‘A worn path’ and one question was asked from the play; ‘Malini’. Story part found to be more focused and essay part was neglected in that year.

In 2060 two long questions each consisting three and four short questions were asked from this textbook. In that year two questions were asked from poems; ‘The poplar’ and ‘My heart leaps up when I behold’, two questions were asked from essays; ‘Speaking of children’ and ‘The six million dollar man’ and three questions were asked from the stories; ‘The

lost doll' , 'The gardener' and "Look at a teacup'. From the questions asked it was seemed that the play was neglected in that year.

Similarly, in the year 2061 two long questions were asked each consisted three and four short questions. Out of them three questions were asked from essays; 'Speaking of children', 'In bed' and 'The six million dollar man', three questions were asked from stories; 'The recurring dream', 'Fear' and 'The three day blow and one question was asked from the play; 'Malini'. In that year the poem was neglected.

Altogether from the questions asked it is seemed that in the year 2059 essay was neglected, in the year 2060 the play was neglected and in 2061 the poem was neglected. So it can be said that none of the examinations could include all parts of the textbook.

As we know this course is of international standard the question pattern seems satisfactory but the examination could not fulfill course objectives. The students from government school background feel it very difficult because of their poor English background. One of the main objectives of this course was to develop students' communicative skills and their creativeness but there was not even a single instrument to measure such skills. There was no practical examination to test students' listening, speaking and communicative activities. This was the major weakness of the examination.

3.2 Analysis of Responses from the Students

This section of the thesis deals with the analysis of the responses from grade XI students who were studying the compulsory English course. The students were selected from two campuses of Kathmandu valley viz. Manmohan Memorial College and Pasang lahmu Memorial College. Forty students were selected as the sample population and questionnaire was administered to twenty students of Manmohan Memorial College and twenty students of Pasang Lahmu Memorial College respectively using simple random sampling procedure. The analyses of the responses are given in the following subsections.

3.2.1 Usefulness of course contents to fulfill the course objectives

Table 1: Usefulness of course content

Responses	Number of students	Percentage
Yes	19	47.5
No	2	5
To some extent	19	47.5

Table 1 shows that 47.5 percentages of the students found the course content useful to fulfill the courses objectives. Most of them viewed that the course contents provide the way of behaving and systematic teaching. Another 47.5 percent students found to think the course content was useful only to some extent to fulfill the course objectives and only 5 percentages of the students said that the course content was not useful to fulfill the course objectives and said there was no matching between the objectives and the course content.

3.2.2 Nature of the course

Table 2: Nature of the course

Responses	Number of Students	Percentage
Interesting	36	90
Boring	4	10

Table 2 shows that majority of the students i.e.90 percentages said that the course was interesting because they can understand the culture of the foreign country, they get pleasure while reading supernatural stories, poems, play, essays and also because the course make them practice a lot and try to develop different language skills and creativity. While 10 percent students said that course was quite boring and confusing. They said that the course is too vast so the students from poor English background feel it very difficult.

3.2.3 Materials suggested by the teacher

Table 3: Materials suggested by the teacher

Responses	Number of Students	Percentage
Authentic reference books	10	25
The book that cover the whole course	10	25
The notes given by the teacher	29	72.5

Table 3 shows that only 25 percentages of the students answered that their teacher suggested them to use authentic reference books. Another 25

percent students answered that their teacher suggested them to use the book that cover the whole course and majority of the students 72.5 percent said that their teacher suggested them to follow the notes given by the teacher. It shows that most of the students use notes given by the teacher than any thing else.

3.2.4 Students' satisfaction with the teachers' teaching

Table 4: Students' satisfaction with the teachers' teaching

Responses	Number of Students	Percentage
Successful to address students' expectation	26	65
Only imposes the subject matter	14	35

Table 4 shows that the majority of the students (65%) found to be satisfied with the teachers' teaching because their teachers were successful to address their expectations and only 14 percentages of the students found to be not satisfied with the teachers' teaching because their teacher only imposed the subject matter.

3.2.5 Materials used by the students

Table 5: Materials used by the students

Responses	Number of Students	Percentage
Consult reference books	8	20
Go through old is gold	22	55
Prepare notes so that you can read it easily when exam approaches	30	75
Read the difficult sections with friends	5	12.5
Consult guide and guess papers	7	17.5

Table 5 shows that 20 percentages of the students used authentic reference books and textbooks, 55 percent students found to use old is gold, 75 percent of the students found to prepare notes so that they can read it easily when exam approaches and 17.5 percent students found to use guide and guess papers. Only 12.5 percent students found to read and discuss the difficult sections with friends.

3.2.6 Students' purpose of the study

Table 6: Purpose of the study

Responses	Number of Students	Percentage
To pass exam	9	22.5
To gain knowledge about the course	31	77.5

Table 6 shows that 77.5 percentages of the students found to study the compulsory English course to gain knowledge about the course and only 22.5 percent students study it only to pass exam. It shows very few students were exam oriented.

3.2.7 Materials used by the teacher

Table 7: Materials used by the teacher (According to the students)

Responses	Number of Students	Percentage
Textbook	40	100
Notes	20	50
Others	10	25

Table number 7 shows, 100 percent students said that their teachers use only prescribed textbook to teach this course, 50 percent students said teachers use notes made by them and some of them found to say teachers use grammar books, novels and dictionary. The table shows that the prescribed textbook was the only material used by most of the teachers to teach this course. There were not any other materials used by the teachers.

3.2.8 Students' study hours in a day to prepare for this examination

Table 8: Study hours to prepare for this exam

Responses	Number of Students	Percentage	Hours
Before examination	40	100	1-2
After exam schedule has come out	40	100	2-3

The table 8 shows that students study hours during the examination time was greater than in usual time. Most of the students found to spend just one to two hours to study this subject before examination and all most all students (100 %) found to spent two to three hours to study this course after the examination schedule has been published. Majority of the students found to work hard during exam time.

3.2.9 Difficulty of the course

Table 9: Difficulty of the course

Responses	Number of Students	Percentage
Agree	26	65
Disagree	5	12.5
Neither agree nor disagree	9	22.5

The table 9 shows that 65 percent students agreed that the course difficult so they labor hard during the examination time, 12.5 percent students didn't agree on difficulty of the course and 22.5 percentages of the students neither agreed nor disagreed on the difficulty of the course. They felt it neither too difficult nor too easy.

3.2.10 Students' involvement in coaching or tuition classes

Table 10: Students' involvement in coaching or tuition classes

Responses	Number of Students	Percentage
Yes	19	47.5
No	21	52.5

The table 10 shows that 47.5 percentages of the students were joined in tuition classes and 52.5 percent students were not joined in tuition or coaching classes.

3.2.11 Students' satisfaction with present system of asking questions in the examination

Table 11: Students' satisfaction with the question pattern

Responses	Number of Students	Percentage
Satisfactory	23	57.5
Not satisfactory	17	42.5

Table 11 shows that 57.5 percent students were found to be satisfied with the present system of asking questions and 42.5 percentages of the students were not satisfied with the present system of asking questions. They said the question pattern should be changed every year.

To sum up, the whole section was devoted to analyze the students' responses from the grade XI studying the subject compulsory English. The analysis showed that 47.5 percent students said the course content was useful to meet the objective; again 47.5 percent students thought the course content was useful to some extent to fulfill the objectives. Only few of them 5 percent students said the course content was not useful to meet the objectives of the course. Most of the students 90 percent liked this course they found it quite interesting and full of pleasure but only 10 percent students found it boring .They said that the course was too vague and confusing and far from Nepalese context.

Most of the students 72.5 percent said that the teachers suggested them to follow the notes given by them, 25 percent students said teachers suggested to follow authentic reference books and another 25 percent students said teacher suggested books that cover the whole course.

Majority of the students 65 percent were satisfied with the teachers' teaching this course .They said teacher was successful to address their educational expectations and 35 percent students seemed to be not satisfied with the teachers teaching because teachers only focused their teaching on subject matter.

Most of the students (75 %) found to prepare notes so that they could read it easily when exam approaches and rest of the students (25 %) consult guide and guess papers, consult authentic reference and textbooks, go through old is gold and read the difficult topics with their friends. Majority of the students (77.5 %) found to study this course to gain knowledge about this course and few of them (22.5%) study this course only to pass the exam.

It is found that most of the students increase their study hours after the exam schedule has been published so the learning for examinations was enhanced than learning for knowledge. Some of the students found this course really very difficult specially the students who are from government schools so they used to study hard to pass the exam.

Majority of the students didn't join tuition classes. Most of the students (57.5) seemed to be satisfied with the present system of asking question in the examination and rest of them said that they are not satisfied with the present system of asking question. They said the question pattern should be changed every year.

3.3 Analysis of the Teachers' Responses Teaching the Course

This section of the thesis deals with the analysis of the responses from the teachers who were currently teaching this course compulsory English for grade XI. The teachers were selected from two campuses of Kathmandu valley. They were selected using judgemental random sampling procedure. A set of questionnaire was distributed to five teachers who were teaching this course currently. They were personally consulted for their opinions on examinations and teaching learning in the classroom. The opinions given by the teachers are analyzed in this way.

3.3.1 Examination successful to fulfill the objectives of the curriculum

**Table 12: Examination successful to fulfill
the objectives of the curriculum**

Responses	Number of teachers	Percentage
Yes	2	40
No	1	20
To some extent	2	40

Table 12 shows that 40 percentages of the teachers seemed to be fully satisfied with the examination and said that it was successful to fulfill the objectives of the curriculum, another 40 percent of teachers were satisfied to some extent and rest of them were not satisfied with it. They said that the examination was not successful to fulfill the objectives of the curriculum.

3.3.2 Materials suggested to the students

Table 13: Materials suggested to the students

Responses	Number of Teachers	Percentage
Authentic reference books	5	100
The book that cover most of the course content	1	20
Notes given by the teacher	2	40

From the above table it is clarified that majority of the teachers (100 %) found to suggest their students to follow authentic text and reference books and among them some teachers suggested the book that cover most of the course content. 40 percentages of the teachers found to suggest notes given by them.

3.3.3 Focus of teaching

Table 14: Focus of teaching

Responses	Number of Teachers	Percentage
Focus on examination	4	80
Focus on the course contents	3	60

This table shows that 80 percentages of the teachers found to focus their teaching on examination because their students requested them to teach according to the examination point of view and 60 percent teachers focused their teaching on course contents as the students were interested to know every aspect of course.

3.3.4 Prepare students for examination

Table 15: Prepare students for examination

Responses	Number of Teachers	Percentage
By giving notes, class works, home works, class discussions, interaction.	3	60
Make students practice important exercise, giving them some ideas about answering questions, asking them to revise	5	100
Revision according to the model questions	2	40

The table 15 shows that 60 percentages of the teachers prepared their students by giving important notes. Majority of the teachers (100 %) made their students prepared for examinations by giving class works; home works and by making their students revise the whole course time and again and 40 percentages of the teachers prepared their students by class discussion and interaction programs. Some of the teachers found to give important ideas about the examinations and about answering the questions.

3.3.5 Suggest students to join coaching/ tuition classes

Table 16: Suggest the students to join coaching classes

Responses	Number of Teachers	Percentage
Yes	1	20
No	5	100

The table 16 shows that majority of the teachers (100%) didn't suggest their students to join coaching or tuition classes but 20 percent teacher suggested their student to join in coaching or tuition classes if required.

3.3.6 Style of teaching

Table 17: Style of teaching

Responses	Number of Teachers	Percentage
According to question pattern of examination	4	80
According to the course of study	2	40

From table number 17, most of the teachers (80%) found to teach according to the question pattern asked in the examination and only 40 percentages of the teacher teach according to the course of study.

3.3.7 Teaching materials used by the teacher

**Table 18: Teaching materials used by the teacher
(According to the teachers)**

Responses	Number of Teachers	Percentage
Prescribed textbooks	5	100
Notes made by the teacher	4	80
Dictionary	1	20
Grammar books	2	40
Novels	1	20

It is found that majority of the teachers (100 %) use prescribed textbooks, 80 percent teachers used notes made by them, 20 percentage of the teacher used dictionaries, 40 percent teachers used grammar books and only 20 percent teacher used novels. Teachers rarely found using other instructional materials except prescribed textbooks.

3.3.8 Methods and techniques used by the teacher

Table 19: Methods and techniques used by the teacher

Responses	Number of Teachers	Percentage
Lecture	4	80
Discussion	5	100
Demonstration	4	80
Illustration	2	40
Explanation	4	80
Project work	1	20
Group work	2	40
Individual work	3	60

The table 19 shows that majority of the teachers (100 %) used the discussion method, 80 percentages of the teachers found to use lecture method, another 80 percent teachers used demonstration and explanation method, 40 percent of teachers used illustration and group work, 60 percent of the teachers used individual work and only 20 percent teacher found to use project work method.

3.3.9 Teachers' satisfaction with students' achievement

Table 20: Teachers' satisfaction with students' achievement

Responses	Number of Teachers	Percentage
Completely	-	-
To some extent	4	80
Not at all	1	20

Table 20 shows that none of the teachers found to be completely satisfied with the students' achievement; majority of the teachers (80%) found to be satisfied to some extent and another 20 percent teachers were not satisfied with their students' achievement.

3.3.10 Problems faced by the teacher teaching this course

The main problems faced by the teachers teaching this course were;

I. Not contextual

As we know the course actually was of international standard even it was not contextual to our country. The settings of the course belong to English society whose culture was quite different from our country. The English people brought up in different culture and they seemed very open in every aspects of life. The course was designed in such context which can't be appropriate to the people of Nepal with very poor English background. The course was actually for the beginners of the English course in Britain, which Nepalese students can not digest. Because of different culture, systems it's very difficult for the teachers to make their students understand the course easily. The teachers said they need to work hard to make their students pass the exam.

II. Students' poor English background

Another problem faced by the teachers was students' poor English background. Specially the teachers' problem was that they need to translate each and every thing into Nepali language. As we know the course is quite vast and they need to complete it in time teachers can't go smoothly because the students don't understand English. Mostly the students' from government schools found with very poor English background. Even in science stream the teachers needed to explain in Nepali.

III. Lack of trained teachers

As we know every one from any stream can be a teacher in our country. There is no need of any training or any special course to be a teacher that's why the untrained teachers were another problem of teaching the course who cannot handle the course effectively. The provision of 45 days teaching practice in Education faculty seemed worthless because with in 45 days no one can be trained. The teachers found to think that to be a trained teacher there should be one year extra educational program with at least compulsory one year teaching practice.

IV. Lack of modern technological devices

Due to the lack of modern technological devices teachers can not teach the course effectively and make their students understand the lessons well. Teachers can not measure the students' communicative skills, their listening and speaking skills, which has been another problem for the teachers teaching the course. Other problems faced by the teachers were; gap between the syllabus of SLC and Higher Secondary Level and lack of language laboratory.

To sum up, 40 percent teachers said that examination was successful to fulfill the objectives of the course. Most of the teachers suggested their students to follow authentic reference books and the books which cover most of the course. 80 percentages of the teachers focused their teaching on examination and teach according to the question pattern asked in the examination because most of the students requested them to do so. Teachers prepared their students by giving notes, important questions, class work, homework, class discussion, interaction, make their students practice important exercises, give them ideas about answering the questions, ask them to revise the whole course for the examination. It is found that majority of the teachers did not suggest their students to join coaching and tuition classes only in few cases teachers suggested their students to join such classes if required.

Teacher found to use only prescribed textbooks to teach this course and there was very low use of any other teaching materials. Teaching was still the teacher centered as we know the course is students' centered and majority of the teachers used lecture and discussion method to teach the course. None of the teacher found to be completely satisfied with the students' achievement in the examination and they were facing different problems while teaching this course. Main problems were; contextually not appropriate course, students' poor English background, lack of trained teachers and lack of modern technological devices.

3.4 Analysis of Class Observation

The researcher observed 6 classes of compulsory English course to find out the washback effects of examinations on teaching and learning. For this purpose, she selected two campuses (appendix IV) and observed the classes. The observation was mainly concentrated on teacher and students activities in the classroom to achieve the specified objectives.

3.4.1 Teachers' Role in the Classroom

Table 21: Teachers' role in the classroom

Teaching Activities	Number of observed classes	Percentage
Lecture	6	100
Discussion	5	83.33
Dictation	4	66.66
Question – Answer	5	83.33
Explanation	4	66.66
Demonstration	1	16.66
Students evaluation	4	66.66

This table 21 shows, most of the teachers spent 100 percent time in giving lectures, 83.33 percent times teachers found to use discussion and question answer method while 66.66 times teachers found to spend their time on dictation, explanation and student evaluation and only 16.66 percent times teachers found to be involved in demonstration. The teachers were not using the instructional materials. Most of the time teachers involved their students in giving lecture and dictating the notes.

From the above table, it was found that the teachers were teaching traditionally. They were still unfamiliar with modern technological devices, they didn't use instructional materials and found to play very active role.

3.4.2 Students Role in the Classroom

Table 22: Students' role in the classroom

Learning Activities	Number of Class Observed	percentage
Discussion	2	33.33
Question- Answer	3	50
Taking notes	4	66.66
Group works	1	16.66

The table 22 shows that there was very low participation of the students in classroom activities. 33.33 percent time students were involved in discussion, 50 percent time students were involved in question - answer, 66.66 percent times they were involved in taking notes and only 16.66 they were involved in group works.

The researcher observed six classes of this course Compulsory English course at that time when the examination schedule had already been published. From the analysis of the class observation it was found that teachers use teacher centered techniques. Lecture was the most widely used technique during the exam time and students' participation in the classroom activity was very low. Teachers found to give focus on important chapters and teach according to the question pattern asked in the examination and there was no use of instructional materials. Teachers also found to suggest their students to practice a lot and revise important chapters time and again and give ideas about answering the questions in the examination. Most of the

students found to be passive listeners and students presentation in the classroom seemed low because they were getting prepared for exam at home.

CHAPTER IV

FINDINGS AND RECOMMENDATIONS

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

4.1 Findings

The overall conclusion of the research shows that the examination of Compulsory English course for grade XI have harmful washback effect on teaching and learning. The major findings of the research are listed as follows:

1. Examinations failed to include practical aspect of the course.

Though the course objective is to develop four language skills in integrative way; the examinations could not include practical exam to measure students' language skills and communicative activities. To measure the practical aspects only the theoretical examination did not seem sufficient.

2. Examinations represent low content validity.

Examinations represent low content validity in the sense that some chapters were more focused and questions seemed to come every year from that chapter while some parts of the course were neglected and not included in the exam. So the examination seemed to lack true content validity, construct validity and washback validity as well.

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

The course is student centered but the examination shows that teaching is mostly teacher centered and students' participation in the classroom activities is very low. There is no practical examination to measure students' communicative skills as such teachers need not teach according to the course objectives.

4. Examinations focused on teacher-centered teaching and very low use of instructional materials.

From the class observation the researcher found that teachers still teaching traditionally using teacher centered techniques. It was found that most of the times teachers use lecture method. Teachers seemed playing active role and the students were only passive listeners. The researcher found that the teachers do not use instructional materials to teach the course except the prescribed textbooks. 100 percentages of the teachers found to use prescribed textbook and 80 percentages of the teachers follow the notes made by them. Except that a very few teachers use some other books. Teachers still found to be unfamiliar with modern technological devices due to the lack of such devices and some times due to inefficiency of the teachers. Though the course requires trained and efficient teachers to teach, untrained teachers were also teaching the course. Untrained teachers can not handle the course effectively that's why teachers found to feel the need of training.

5. Examinations enhanced learning for passing the exam rather than learning for knowing the language skills.

The researcher found from the research work that majority of the students (i.e.100%) increase their study hours after the examination schedule has been published than in normal time.

6. Examinations promoted guess work.

The researcher found while analyzing the question papers of previous years that some of the questions were fixed i.e. question number one from link English (use of dictionary) found to come every year in the same pattern that's why students can predict it easily.

4.2 Recommendations:

To have beneficial washback effect of examination, the following suggestions are given.

1. In final examination there should be evaluation of listening and speaking and certain marks should be allocated for it. There should be separate practical exam to evaluate communicative skills.
2. Examinations, course of study and objectives of the course should be in harmony with each other.
3. As the nature of the course is student centered there should be more students' participation in classroom activities and teacher centered teaching should be deduced. As much as appropriate teaching materials should be used in classroom teaching and campuses should have modern technological devices such as; OHP, Audio / video recorders, Language laboratory, Computer etc.

4. The question pattern should be changed every year so that students can't guess the question from the previous questions. Training and refreshment program should be conducted to train the teachers and handle the textbook easily.
5. English environment should be focused to develop communicative skills.
6. Extra programs like; poems, stories and essay competition should be organized for the students.
7. The content of this course is mostly from English context and culture which should be taken from Nepalese context and culture as well.

REFERENCES

- Alderson, J.C., and Wall.D. 1993 *Does Washback Exist? British Applied Linguistics*.
- Bachman, L.F. 1989. *Fundamental Considerations in Language Testing*. London: OUP.
- Bhattarai, G.R. 2005. *A Thematic Analysis of Research Reports*. Kathmandu: Ratna Pustak Bhandar.
- Davies, et.al.1999. *Dictionary of Language Testing*. University of Melbourne.
- Ebel, R.L. 1979. *Essentials of Educational Measurement*. Third Edition. Englewood Cliffs, New Jersey.
- Harrison, A. 1991. *A Language Testing Handbook*. IELTS/Longman.
- Heaton, J.B. 1978. *Writing English Language Tests*. London: Longman.
- Huges, A. 1995. *Testing for Language Teachers*. London: OUP.
- Khaniya, T.R. 1990. *Examinations as Instruments for Educational Change: Investigating the Washback Effects of Nepalese English Exams*. An Unpublished Ph.D. Thesis. UK: University of Edinburgh.
- Khaniya, T.R. 2000. “*Washback: Emerging Validity*”, in journal of NELTA, Vol.5, No.1, 31-35.
- Khaniya, T.R. 2005. *Examinations for Enhanced Learning*. Lalitpur: Millennium Publication (P) Ltd.
- Kshetree, A. 2001. *A Study on the Washback Effect of SLC Examination*. An Unpublished M.Ed. Thesis. Kathmandu: T.U.

- Larsen, Freeman, P. 1986. *Techniques and Principles in Language Teaching*. Hongkong: OUP.
- Nisbet, J.D. 1969. *The Need for Universities to Measure Achievement in the Assment of Undergraduate Performance*. London:
- Neupane, M. 2004. *Washback Effects of Examinations: A Case of Communicative English*. An Unpublished M.Ed. Thesis. Kathmandu: T.U.
- Pearson, I. 1988. *Tests as Leavers for Change*. In Brumfit.
- Pilliner, A. 1973. *Assessment Principles and Practice with Special Reference to Education in Pakistan*. The British Council:
- Poudel, N. 2006. *“Washback Effect of Examination: A Case of ELT Materials and Practices*. An Unpublished M. Ed. Thesis. Kathmandu: T.U.
- Richards,T.C. and Rodgers, T.S. 2002. *Approaches and Methods in Language Teaching*. Second Edition. Delhi: OUP.
- Regmi, N. 2006. *A Study on Washback Effect of Examination: A Case of ELT Materials and Practices*. An Unpublished M. Ed. Thesis. Kathmandu: T.U.
- Tibble, J.W. 1969. *The Educational Effects of Examinations in England and Wales*. In Lawyers and Seanlon:
- Weir, J. 1998. *Communicative Language Testing*. London: OUP.

APPENDIX-III

Course Contents and Their Questions (From 2059 to 2061)

Course	Content	Years		
		2059	2060	2061
Link English	Part 1: Using an English Dictionary	S. Q.	S.Q.	S.Q.
	Part 2: John White an English Student			
	-Introduction:			
	To the students			
	To the teachers			
	-John and Ursula			
	Vocabulary: explanation /synonyms			
	Comprehension: true /false			
	Summarizing (1): correct order		S.Q.	
	-Structures with verbs	S.Q.		S.Q.
	Verb constructions: Jumbled word order			S.Q.
	-Dialogue(1): Greeting /Meeting			
	-Letter Writing			S.Q.
	Timetable			
	-Dialogue(2): Information /Repetition	S.Q.	S.Q.	
	Vocabulary: Meals /Food			
	Maps and Description of Countries			
	Comparison			
	Vocabulary: Countries			
	Description of People			
	Dialogue(3): Description of people			

	Vocabulary: People			
	Part 3: Three Sample Lessons			
	Unit I: Marriage			
	Unit II: Seeing and Experimenting			
	Unit III: Stop Thief			
Meaning into words	Places			
	Decisions and Intentions			
	Jobs and routine		S.Q.	
	Direction			
	Past event	S.Q.		S.Q.
	Talking about new			
	Request and offers			
	Recent actions and activities			
	Comparison			
	The past and the present	S.Q.		S.Q.
	Likes and dislikes			
	Events and circumstances			
	Leisure activities and skills		S.Q.	
	Advice		S.Q.	S.Q.
	Origin and duration			
	Location	S.Q.	S.Q.	
	Similarities and differences			
	Obligation			
	Prediction			
	Objects			
	Degree			S.Q.
	Setting a scene		L.Q.	L.Q.
	Criticizing			
	Explanation	S.Q.	L.Q.	L.Q.

Magic of words	Poems:			
	On the vanity of Earthly Greatness			
	Concrete Cat			
	Keeping things whole			
	The poplar field	L.Q.	L.Q.	
	My heart leaps up when I behold	S.Q.	S.Q.	
	Essays:			
	Speaking of children		L.Q.	S.Q.
	In bed			S.Q.
	The nightmare life without fuel			
	Oops! How's that again?			
	The six million dollar man		S.Q.	S.Q.
	Unchopping a tree			
	Stories:			
	The recurring dream	S.Q.		L.Q.
	The lost doll		S.Q.	
	The house car			
	Fear			S.Q.
	The loving mother			
	The three day blow			L.Q.
	The gardener	S.Q.	L.Q.	
	Look at a teacup	S.Q.	S.Q.	
	A worn path	L.Q.		
	Play:			
	Malini	L.Q.		L.Q.

APPENDIX-IV

The Campuses Selected for Data Collection and Class Observation

1. Manmohan Memorial College, Sorakhutte.
2. Pasang Lahmu Memorial College, Samakhushi