

**A STUDY ON WASHBACK EFFECT OF
SLC SEND-UP EXAMINATION**

A Thesis Submitted to the Department of English Education
University Campus, Kirtipur, Kathmandu, Nepal
In Partial Fulfillment for the Master's Degree in Education
(Specialization in English Education)

By

Muna Khanal

M.Ed Second Year

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

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Dedicated
to
my parents and brothers
whose ever blessings compelled
the success to make me
what I am today

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Date:-

Muna Khanal

Abstract

Washback effect is one of the qualities of a good test. The effect of examination on teaching and learning is called washback effect and the very effect may be beneficial or harmful. The negative or positive effect of the examination depends upon how well the test is constructed and administered in the classroom or other test taking places. This study has been carried out to find out the washback effect of SLC Send-up examination on teaching and learning of compulsory English at secondary level.

It was found that the SLC send- up examinations have negative washback effect because examinations failed to develop communicative competence among the students. The students were found to be encouraged to guess the questions from the previous examinations. The course objectives, teaching methodologies and examination system do not match each other because they encouraged rote learning and they do not cover all the objectives of the course. The study shows that examinations failed to require the students to develop communicative competence and the questions were asked from the course contents but nature of the questions was not according to the course objectives. It was also found that the examinations encouraged the students to guess the future questions to be asked and the teachers were not using the sufficient instructional materials; teaching methodologies and examination do not match; most of the parents were not found to be able to guide their children in English at home.

The questions asked in the previous send-up examinations from 2060 to 2063 were collected and analyzed in relation to the course objectives of curriculum of the compulsory English of secondary level and three sets of questionnaires were prepared to collect the data. The population of the study for questionnaires administration consisted of 60 students of grade X, 10 teachers and 10 parents whose children were studying in grade X. The

researcher visited schools and collected-data. The entire study is divided into four different chapters.

The first chapter consists of the background of the study, review of the related literature, objectives and significance of the study.

The second chapter deals with methodology which incorporates the sources of data, tools for data collection, process of data collection and limitations of the study.

The third chapter is concerned with the interpretation and analysis of the data collected. The data have been interpreted and analyzed in terms of the variables identified in the objectives of the study. The fourth chapter summarizes the whole study by presenting findings and recommendations of the study.

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LIST OF ABBREVIATIONS

| | | |
|---------|---|--|
| App. | - | Appendix |
| CDC | - | Curriculum Development Centre |
| CUP | - | Cambridge University Press |
| e.g. | - | For Example |
| ed. | - | Edition/ Editor |
| ELT | - | English Language Teaching |
| et al. | - | And other people |
| etc. | - | and so on (etcetera) |
| Fig. | - | Figure |
| FOE | - | Faculty of Education |
| G.T.M.- | - | Grammar Translation Method |
| i.e. | - | that is |
| L.Q. | - | Long Question |
| Ltd. | - | Limited |
| NELTA- | - | Nepal English Language Teachers' Association |
| OALD | - | Oxford Advanced Learners' Dictionary |
| OSS | - | Oral Structural and Situational |
| OUP | - | Oxford University Press. |
| Prof. | - | Professor |
| Pvt. | - | Private |
| SLC | - | School Leaving Certificate |
| S.N. | - | Serial Number |
| S.Q. | - | Short Question |
| T.U. | - | Tribhuvan University |
| T.V. | - | Television |
| viz. | - | that is to say (Latin Videlicet) |
| vol. | - | Volume |
| vs. | - | Versus |