

**WASHBACK EFFECT OF INTERNAL ASSESSMENT:
A CASE OF LANGUAGE TESTING**

**A Thesis Submitted to the Department of English Language Education
in Partial Fulfillment for the Master's Degree in Education**

**Submitted by
Jhakkal Bahadur Bhandari**

**Tribhuvan University
Faculty of Education
Surkhet Campus (Education)
Birendranagar, Surkhet, Nepal
2009**

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2009**

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Date of Submission: 2066/08/28**

DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidatures of research degree to any university.

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Jhakkal Bahadur Bhandari** has prepared this thesis entitled "**Washback Effect of Internal Assessment: A Case of Language Testing**" under my guidance and supervision.

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DEDICATION

Dedicated

to

My parents and brother
whose ever blessing compelled
the success to make me
what I am today.

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Jhakkal Bahadur Bhandari

December, 2009

ABSTRACT

The research entitled "Washback Effect of Internal Assessment: A Case of Language Testing" endeavors to find out the washback effect of internal assessment. Moreover, the researcher wanted to find out the effectiveness of the internal assessment system. In order to do so, the researcher collected data from eighty students and ten teachers of Surkhet Campus (Education) and Birendranagar Multiple Campus. The students were selected by using random sampling procedure. Two different sets of questionnaire were provided to the students and teachers to gather their responses. The data were analyzed and interpreted aiming to find out the washback effect of internal assessment and the effectiveness of internal assessment. The research finding shows that the examination of internal assessment does not exert positive effect on teaching and learning due to its wrong administration and the effectiveness of internal assessment is very low because internal assessment conducted only for formality. The concerned authority administered internal assessment discarding its norms and means. As a result internal assessment is administrated as per the intension of campuses and teachers, which leads internal assessment towards the wrong way of administration. On the whole, internal assessment exerts negative washback effect in our context.

This thesis consists of four chapters. They are: introduction, methodology, analysis and interpretation and finding and recommendation. Chapter one deals with the introduction. It consists of general background, review of related literature, objectives of the study, significance of the study and definition of specific terms. Chapter two contains methodology. It encompasses sources of data, sampling procedure, research tools, process of data collection and limitation of the study. Chapter three is the main body of this thesis which incorporates analysis and interpretation of the data. Chapter four incorporates findings and recommendations. On the basis of analysis and interpretation, some significant findings and recommendations are made. This chapter is followed by references and appendices.

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LIST OF ABBREVIATIONS AND SYMBOLS

B. Ed	Bachelor of Education
CDC	Curriculum Development Center
ed.	Edition
etc.	et cetera (and so on)
e.g.	For Example
et. al	And other
Edu.	Education
ELT	English Language Teaching
FLS	Foreign Language School
FOE	Faculty of Education
FOH	Faculty of Humanities
Hum	Humanities
IA	Internal Assessment
i.e.	id est. (That is)
M.Ed.	Master's in Education
MET	Matriculation English Test
No.	Number
NELTA	Nepal English Language Teachers' Association
Prof.	Professor
T.U.	Tribhuvan University
SLC	School Leaving Certificate
Viz.	Namely (Videlicet)
Vol.	Volume
%	Percentage