

**WASHBACK EFFECT OF SPEAKING  
TEST OF GRADE EIGHT**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfillment for the Master of Education in English**

**Submitted by  
Hem Raj Basnet**

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

**2011**

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**Date of Approval of the  
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Date of Submission: 2067-12-14**

## **DECLARATION**

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

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Hem Raj Basnet** has prepared this thesis entitled "**Washback Effect of Speaking Test of Grade VIII**" under my guidance and supervision.

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## **DEDICATION**

**Dedicated**

**to**

**My parents and especially to my wife (Debaki Thapa) who have been  
the sole source of my inspiration for this creative work.**

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2067-12-12

**Hem Raj Basnet**

## ABSTRACT

The term 'Washback' or 'Backwash' is one of the qualities of a good test and can be defined as the effect of examination on teaching and learning and the very effect may be positive or beneficial and negative or harmful. The research work entitled **“Washback Effect of Speaking Test of Grade VIII”** attempted to find out washback effect of speaking test of grade VIII on teaching and learning. To achieve the aim, the researcher collected the data by distributing the questionnaire to the respondents. Altogether, there were 60 respondents from 10 different schools which were selected using non-random purposive sampling. Among them, 50 were students studying in grade IX and 10 teachers currently teaching in grade VIII of public schools of Chitwan district. With the help of analysis and interpretation of data provided by informants, the study found that the examination of grade VIII speaking test has positive washback effect on learning but washback was negative on teaching.

The present study consists of four chapters. The first chapter contains general background, review of the related literature, objectives of the study, significance of the study, and definitions of the specific terms. The second chapter consists of sources of data, sample population and sampling procedure, tools for data collection, process of data collection and limitations of the study. The third chapter is the main part of the thesis which encompasses the analysis and interpretation of the data obtained. And, the fourth chapter summarizes the whole study by presenting findings and suggesting some recommendations. References and appendices are listed at the end of the thesis.

## TABLE OF CONTENTS

	Page No.
<b>Declaration</b>	<b>i</b>
<b>Recommendation for Acceptance</b>	<b>ii</b>
<b>Recommendation for Evaluation</b>	<b>iii</b>
<b>Evaluation and Approval</b>	<b>iv</b>
<b>Dedication</b>	<b>v</b>
<b>Acknowledgements</b>	<b>vi</b>
<b>Abstract</b>	<b>viii</b>
<b>Table of Contents</b>	<b>ix</b>
<b>List of Tables</b>	<b>xiii</b>
<b>List of Figures</b>	<b>xiv</b>
<b>List of Symbols and Abbreviations</b>	<b>xv</b>

### CHAPTER ONE: INTRODUCTION

1.1 General Background	1
1.1.1 Language Testing and Teaching	2
1.1.2 Qualities of a Good Test	6
1.1.2.1 Validity	6
1.1.2.2 Reliability	7
1.1.2.3 Practicality	8
1.1.2.4 Economy	9
1.1.3 Washback Effect	10
1.1.3.1 Some Possible Washback Hypothesis	15
1.1.4 Speaking Skill	15
1.1.4.1 Teaching Speaking in Nepalese Context	18
1.1.4.2 Components of Speaking	19

1.1.4.3 Stages of Teaching Speaking	21
1.1.4.4 Activities for Teaching Speaking	22
1.1.4.5 Problems in Teaching Speaking	24
1.1.4.6 Solutions to the Problems of Teaching Speaking	24
1.1.5 Testing Speaking	24
1.2 Literature Review	27
1.3 Objectives of the Study	29
1.4 Significance of the Study	30
1.5 Definition of Specific Terms	30

## **CHAPTER TWO: METHODOLOGY**

2.1 Sources of Data	32
2.1.1 Primary Sources of Data	32
2.1.2 Secondary Sources of Data	32
2.2 Sample Population and Sampling Procedure	33
2.3 Tools for Data Collection	33
2.4 Process of Data Collection	33
2.5 Limitations of the Study	34

## **CHAPTER THREE: ANALYSIS AND INTERPRETATION**

3.1 Analysis of the Responses From Students	35
3.1.1 Attitude of Students on Teacher Speaking English	35
3.1.2 Satisfaction with the Marks Obtained in Speaking Test	36
3.1.3 Use of English Outside the Classroom	37
3.1.4 Perception on Speaking Test for Developing Speaking Ability	38
3.1.5 Encouragement Made by the Teacher to Speak English in the Classroom	
	39
3.1.6 Students' Satisfaction with Teachers' Techniques	39
3.1.7 Students' Involvement in the Class in Speaking Test	40

3.1.8 Feeling on Practical Nature of Speaking Test	41
3.1.9 Students' Communicating English to the Native Speakers	42
3.1.10 Opportunity to Participate in Speaking Activities	43
3.1.11 Students' Questioning in English to the Teacher	44
3.1.12 Methods Used by Teacher	44
3.1.13 Materials Used by Teacher for Developing Speaking Abilities	45
3.1.14 Purpose of Doing Speaking Test	46
3.1.15 Students' Preparation before Taking Exam of Speaking Test	47
3.1.16 Students' Satisfaction with the Question Patterns	48
3.1.17 Materials Brought by Teacher in Speaking Test	49
3.1.18 Problems Faced by the Students During Speaking Test	50
3.2 Analysis of the Responses From Teachers	52
3.2.1 Teachers' Satisfaction with the Mark Allocation	52
3.2.2 Examination System of Present Speaking Skill	53
3.2.3 Students' Interest in Practising Speaking Skill	53
3.2.4 Teachers' Perception Towards Measuring Success	54
3.2.5 Question Patterns Asked in Speaking Test	55
3.2.6 Teachers' Making Student to Practise Speaking Skill	55
3.2.7 Teacher Making Students practise Speaking Based on Previous Examination	56
3.2.8 Teacher Prepare Students for Speaking Test	57
3.2.9 Encouragement to Students in Participating Speaking Activities	58
3.2.10 Teachers' Satisfaction with the Students' Achievement	59
3.2.11 Fairness of an Oral Test	59
3.2.12 Teachers' View on Students' Mistake While Speaking	60
3.2.13 Use of Nepali Language in English Classroom	61
3.2.14 Teachers' Use of English Language in Speaking Test	62
3.2.15 Focus on Speaking Activities	63
3.2.16 Problems Faced by the Teacher While Teaching	

Speaking Skill	64
3.2.17 Suggestions to Improve Students' Speaking Ability	64

## **CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS**

4.1 Findings	67
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4.2 Recommendations	71
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## **REFERENCES**

## **APPENDICES**

## LIST OF TABLES

	<b>Page No.</b>
Table 1: Attitude of students on Teaching speaking English in the class	38
Table 2: Satisfaction with the Marks Obtained in Speaking Test	39
Table 3: Encouragement Made by Teachers to speak English in the Classroom	42
Table 4: Feeling on Practical Nature of Speaking Test	45
Table 5: Students' Questioning in English to the Teacher	48
Table 6: Students' preparation before Taking Exam of Speaking Test	52
Table 7: Students' Satisfaction with the Question Patterns	53
Table 8: Teachers' Satisfaction with the Mark Allocation	56
Table 9: Students' Interest in practising Speaking Skill	58
Table 10: Question Patterns Asked in Speaking Test	60
Table 11: Teachers' Making Students practise Speaking Based on Previous Examination	62
Table 12: Encouragement to Students in Participating Speaking Activities	64
Table13: Fairness of an Oral Test	66
Table14: Use of Nepali Language in English Classroom.	68

## LIST OF FIGURES

	<b>Page No.</b>
Figure 1: Use of English Outside the Classroom	40
Figure 2: Perception on Speaking Test for Developing Speaking Ability	41
Figure 3: Students' Satisfaction with Teachers' Techniques	43
Figure 4: Students' Involvement in the Class in Speaking English	44
Figure 5: Students' Communicating English to the Native Speakers	46
Figure 6: Opportunity to Participate in Speaking Activities	47
Figure 7: Methods Used by Teacher	49
Figure 8: Materials Used by Teacher for Developing Speaking Abilities	50
Figure 9: Purpose of Doing Speaking Test	51
Figure 10: Materials Brought by Teacher in Speaking Test	54
Figure 11: Examination System of Present Speaking Skill	57
Figure 12: Teachers' Perception Towards Measuring Success	59
Figure 13: Teachers' Making Students to Practise Speaking Skill	61
Figure 14: Teachers Prepare Students for Speaking Test	63
Figure 15: Teachers' Satisfaction with the Students' Achievement	65
Figure 16: Teachers' View on Students' Mistake While Speaking	67
Figure 17: Teachers' Use of English Language in Speaking Test	69
Figure 18: Focus on Speaking Activities	70



## LIST OF SYMBOLS AND ABBREVIATIONS

%	Percentage
&	and
B.Ed	Bachelor of Education
B.S	Bikram Sambat
CRC	Curriculum Research Center
CUP	Cambridge University Press
Dr.	Doctor
ELT	English Language Teaching
et al.	et alii (= and other people)
etc	et cetera (= and other similar things)
i.e.	id est (= Latin for 'that is')
ibid:	ibidem (= Latin for 'in the same place')
IX	Grade Nine
L <sub>2</sub>	Second Language Learner
M.Ed	Master of Education
Ma.Vi.	Madhyamic Vidhyalaya
NELTA	Nepal English Language Teachers' Association
No.	Number
OUP	Oxford University Press
p.	Page
Ph. D	Doctor of Philosophy
pp	Pages
Prof.	Professor
Reg. No.	Registration Number
S.N.	Serial Number
SLC	School Leaving Certificate
TU	Tribhuvan University

UK	United Kingdom
VIII	Grade Eight
viz.	Videlicet (namely)
www	World Wide Web