

**WASHBACK EFFECT OF EXAMINATIONS: A CASE OF
FUNDAMENTALS OF LANGUAGE AND LINGUISTICS**

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

**Submitted By
Mahesh Prasad Adhikari**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2008**

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DEDICATION

**To my father Tika Prasad Adhikari and Late mother Mun
Kumari Adhikari**

DECLARATION

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

Date:

Mahesh Prasad Adhikari

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ABSTRACT

This study has been carried out to find out the wash back effect of the examinations on teaching and learning of Fundamentals of Language and Linguistics which is taught in B. Ed. first year as a specialization course in English education since the introduction of new-curriculum. The washback effect of the examination 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 2054-2063) were collected and analyzed in relation to the course objectives of Fundamentals of Language and Linguistics. Two sets of questionnaires were also prepared for data collection. Population of the study for questionnaire administration consisted of students of B. Ed. first year and ten subject teachers teaching the course Fundamentals of Language and Linguistics at different campuses of the Kathmandu valley. The result shows that the examination of Fundamentals of Language and Linguistics are the negative washback effect because the question asked in the examinations did not fulfil the objectives of the course, mostly they encouraged the students to guess the future questions and teacher centre techniques. Students were not satisfied with the present system of asking questions. Teaching was focused on the exam oriented view and students rely only on the class notes given by the teachers.

The whole 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 consists of source of data, sampling procedures, tools for data collection, process of data collection and limitation of the study. The third chapter deals with the analysis and interpretation of the data and the fourth chapter summarizes the whole study by presenting findings and suggesting some recommendations.

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LIST OF ABBREVIATIONS

B. Ed.	-	Bachelor in Education
CDC	-	Curriculum Development Center
e.g.	-	For example
et al.	-	And others
etc.	-	Etcetra
GT	-	Grammar Translation
i.e.	-	That is
IUP	-	Indian University Press
Lg	-	Language
Lings	-	Linguistics
M.Ed.	-	Master in Education
NELTA	-	Nepal English Language Teachers Association
No	-	Number
OUP	-	Oxford University Press
Ph.D	-	Doctor of Pholosophy
S.N.	-	Serial Number
SLC	-	School Leaving Certificate
T.U.	-	Tribhuvan University
U.K.	-	United Kingdom
Viz	-	Namely
Vol.	-	Volume
Vs	-	Versus