

**WASHBACK EFFECT OF EXAMINATION PAPERS OF ELT THEORIES
AND METHODS OF B.ED. SECOND YEAR**

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

**By
Num Raj Poudel**

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

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2006**

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DEDICATION

*To my parents who spent their entire life
to make me what I am today.*

And

*To my late energetic and inspiring Guru
Khadak K.C.*

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Num Raj Poudel.

ABSTRACT

Washback effect is one of the qualities of good tests. The effect of examinations 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 exam 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 the examinations on teaching and learning of ELT Theories and Methods which is taught in B.Ed. second year as a specialization course in English education since the introduction of new curriculum. 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 examinations are according to course objectives or not.

The questions asked in the previous examinations (from 2059 to 2062) were collected and analyzed in relation to the course objectives of ELT Theories and Methods. Two sets of questionnaires were also prepared for data collection. Population of the study for questionnaires administration consisted of 40 students of B.Ed. second year and five subject teachers teaching the course ELT Theories and methods at different campuses of the valley. Besides, 12 classes of ELT theories and methods were also observed to collect data from field study. The researcher visited the campuses and teacher sand collected the data accordingly. 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 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 deals with the analysis and interpretation of the data obtained.

And the fourth chapter summarizes the whole study by presenting findings and suggesting some recommendations.

The result is that the examinations of 'ELT Theories and Methods', on the whole, have negative washback effect because examinations failed to require the students to develop true pedagogical skills, mostly they encourage students to guess the future questions, and teacher-centered teaching. The course objectives teaching methodologies and examinations do not match each other in the sense that the teacher are using lecture method while teaching practical aspects and 75% students are not satisfied with the present system of asking questions in the examinations because they are based on rote learning and they do not cover all the objectives of the course.

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ABBREVIATIONS

ALM	Audio-Lingual Method
B.Ed.	Bachelor of Education
B.S.	Bikram Sambat
CA	Communicative Approach
CALL	Computer Assisted Language Learning
CDC	Curriculum Development Center
ELT	English Language Teaching
et.al.	And others
etc	etcetera
FL	Foreign Language
GT	Grammar Translation
i.e.	That is
L. opt.Q	Long Optional Question
L ₁	First Language/ Mother Tongue
L ₂ /SL	Second Language
LAD	Language Acquisition Device
LQ	Long Question
OSS	Oral Structural and Situational
PQ	Partial Question
S. opt. Q	Short optional Question
SLC	School Leaving Certificate
viz.	Namely
Vs.	Versus