

**WASHBACK EFFECTS OF LISTENING TEST AT
SECONDARY LEVEL**

**A Thesis Submitted to the Department of English Language
Education, T.U., Kirtipur, Kathmandu
In Partial Fulfillment for the Master's Degree in
English Language Education**

**By
Rajesh Gyawali**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Rajesh Gyawali** has prepared the dissertation entitled “**Washback Effects of Listening Test at Secondary Level**” under my guidance and supervision.

I recommend the dissertation for acceptance.

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DEDICATION

To:

My Father

and

My Late Mother

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Rajesh Gyawali

Abstract

The research entitled 'Washback Effects of Listening Test at Secondary Level' is to find out the washback effects of the present listening test of secondary level. In order to do so, the researcher collected data from the students of Intermediate level first year who already took their listening tests at secondary level and the teachers teaching secondary English currently. He also collected question papers of listening test from 2058 to 2062 to find out the content validity of listening test. The sample population consisted of 50 students of various districts and ten teachers teaching secondary English in different schools of Kathmandu valley. The students were selected by using stratified random sampling procedure whereas the teachers were selected by using simple 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 effects of listening test on learning and teaching. The question papers of listening test were analyzed in order to find out the content validity of listening test.

The research findings show that listening text plays a very significant role in developing listening skill. However, the present system of testing listening doesn't have positive washback effects. It can't assess the students' listening skill properly. It doesn't encourage the students to practice listening skill activity as they can achieve good marks without any practice. The students use it as a marks securing tool. On the whole the listening test couldn't represent all the objectives of listening skill as mentioned in the curriculum.

The study consists of four chapters, which are given below.

Chapter one deals with the introduction. It consists of general background of the study, review of the related literature, objectives of the study, significance of the study and definitions of the specific terms.

Chapter two introduces the methodology adopted for the study. It encompasses sources of data, population of the study, sampling procedure, tools for data collection, process of data collection and the limitations of the study.

Chapter three consists of analysis and interpretation of the data which has been done under three main headings viz, washback effect on learning, washback effect on teaching and content validity of listening test. The statistical tools such as mean, percentage along with different tables and figures were used while analyzing and interpreting the data.

Chapter four incorporates findings and recommendations. On the basis of the analysis and interpretation, some significant findings and on the experience of the researcher while conducting the research some recommendations for pedagogical implications are made. This chapter is followed by references and appendices.

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ABBREVIATIONS

PCL	:	Proficiency Certificate Level
e.g.	:	Exempli gratia/for example
etc.	:	Etcetera
FM	:	Full Marks
i.e.	:	That is to say
%(P)	:	Percentage
M	:	Mean
viz.	:	Namely
fig.	:	Figure
No.	:	Number