

**EXAMINING AN EXAMINATION: WASH BACK EFFECT  
OF TEACHING ENGLISH LITERATURE EXAM**

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

**Submitted by  
Shiva Chandra Rai**

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

**2009**

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2009**

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Date of Submissions: 2065-11-22**

## 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:

.....

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Shiva Chandra Rai** has prepared this thesis entitled "**Examining An Examination: wash Back effect Teaching English Literature Exam** " under my guidance and supervision.

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## **DEDICATION**

*This thesis is dedicated to my parents who devoted their entire life to make me wha*

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**Shiva Chandra Rai**

## ABSTRACT

The thesis entitled "Examining an Examination: Wash Back Effect of Teaching English Literature Exam" endeavours to find out the wash back effect of an exam. Specially, this study has been carried out to find out the wash back effect of the examinations of the course 'Teaching English literature' prescribed for B. Ed. third year on its teaching and learning. It examined the practicality and content validity of examinations at B. Ed. The researcher collected data from both primary and secondary sources. The present research is based on the analysis of the questions that appeared in the exam from 2060 to 2063 and the 55 respondents of B. Ed. third year students, majoring English. The respondents were from **Baneshwor Campus, Kathmandu Shiksha Campus, Ratna Shiksha Public Campus, I.C.S. Education Campus, Sahid Ram Nath Multiple Campus and Mahankal Campus**. And the responses of 15 teachers, who were teaching the course 'Teaching English Literature'. The results indicate that the examinations do not seem to promote creative abilities of the students; rather the examinations mostly encourage the students to guess the future questions. The examinations have failed to encourage teachers and students to work to fulfil the course objectives. The examinations have failed to include the practical aspect of the course and represent low content validity. The present examinations encouraged the teachers to focus on teacher centred teaching and lecture methods were widely used. There was no use of instructional materials.

The 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 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 and the last chapter summarizes the whole study by presenting findings and suggestion some recommendations.

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## ABBREVIATIONS

%	Percentage
&	and
B.Ed.	Bachelor in Education
CUP	Cambridge University Press
Dr.	Doctor
e.g.	For Example
EFL	English as a Foreign Language
ELT	English Language Teaching
et al.	and other people
etc.	etcetera
FL	Foreign Language
ICS	Institute of Community Services
i.e.	That is
L.Q.	Long Question
L. Opt. Q.	Long Optional Question
M.Ed.	Master Degree in Education
ML	Master Level
Mr.	Mister
NESP	National Educational System Plan
No/no	Number/ number
OHP	Overhead Projector
OUP	Oxford University Press
Q.N.	Question Number
Regd No.	Registration Number
S.Q.	Short Question
S. Opt.Q.	Short Optional Question
T.U.	Tribhuvan University
VCD	Video compact Disc
VCR	Video Cassette player
Viz.	Namely
Vol.	Volume