

**Teachers Suffering from Exam Washback Effect: Exclusion of Practicing Speaking and
Listening Skills in English Classes**

Shejuti Rahman

ID No. - 11303004

Department of English and Humanities

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BRAC University, Dhaka, Bangladesh

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Listening Skills in English Classes**

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Shejuti Rahman

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Declaration

I hereby declare that I have written the whole research paper by myself. It is my original research work which is not submitted anywhere, either in a part or a whole. Due to others' contribution in this paper, I have declared it clearly with proper references and acknowledgement.

Shejuti Rahman

ID No. - 11303004

BRAC University

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Dedication

I would like to dedicate my paper to my parents who have always supported and encouraged me all the way since the beginning of my studies.

Acknowledgement

First of all I give my heartfelt thanks to Almighty Allah to give me the ability for preparing this thesis paper successfully.

I wish to express my deep sense of gratitude and sincere thanks to my Supervisor S M Mohibul Hassan, for his generous academic and mental support, without which the completion of the thesis in time would have been difficult. I am very much appreciative to him for his guidance, sustained interest, constant encouragement and his confidence in my aptitude to do the work and finally motivating inspiration, kind of directions, valuable suggestions and advices.

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Abstract

This paper aims to inspect how washback is affecting the teaching system of teachers who are teaching in Bangladeshi Bengali medium schools of grade 9 and 10. Teachers who are suffering from exam washback always teach following exam syllabus and question patterns of previous years in English classes. Although textbook gives equal emphasize on four skills, teachers teach activities of reading and writing skills because these two skills are tested in public examination. There is a lack of practice of speaking and listening skills in classrooms. The study was conducted into six schools of both rural and urban areas using a questionnaire for the teachers who teach at grade 9 and 10.

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Key Words

Washback, Impact, Reading, Writing, Listening, Speaking, Questionnaire, Empirical, Classroom, Teachers, Students

List of Acronyms

CLT	Communicative Language Teaching
GTM	Grammar Translation Method
EfT	English for Today
NCTB	National Curriculum Textbook Board
SSC	Secondary School Certificate
IELTS	International English Language Testing System

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Chapter 1: Introduction

1.1 Introduction:

Bangladesh is a bilingual country where Bangla language is the L1 and English is considered as L2. Students study English as a compulsory subject from the beginning of their school life. However, students' language level proficiency is not up to the standard even after learning English language for so many years. In order to learn a language properly, four skills (reading, writing, listening and speaking) are equally important to be developed. As Harmer (2007) suggests "One skill cannot be performed without another. It is impossible to speak in a conversation if you do not listen as well, and people seldom write without reading" (p. 52). However, the school teachers of Bangladesh exclude practicing speaking and listening skills in English classes because these two skills are not evaluated in public examinations. Students of Bengali medium schools in Bangladesh sit for two public examinations called SSC and HSC arranged by ministry of education. They sit for SSC exam after they pass grade 10 and they sit for HSC exam after they pass grade 12. Results of these two public examinations have great importance in one's life. It is like radar which sort out the future of students. Students and teachers also take the public examinations with much importance. Teachers think the time of grade 9 and 10 is very crucial for students. In this period of time students should take preparation for public exam called SSC. Teachers teaching becomes exam centered. Teachers teach those activities only which appears in SSC exam. Students also feel de motivated to learn anything

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which will not appear in the board exams. Teachers who suffer from exam washback effect teach reading and writing skills and reject practicing speaking and listening skills in classrooms.

1.2 Brief Historical Background of ELT teaching in Bangladesh:

Ahmed (2013) discusses that English was taught as a second language in Bangladesh (previous East Pakistan). English was used for keeping official record only in Pakistani period. After the Liberation War of 1971, English termed from second language to foreign language. The use of English in Bangladesh restarted again for communication with national and international organizations, educational instructions etc. English became a common means to both official and unofficial dealings. The need of changing the strategy of ELT and the purpose of using English starts from here. Linguists found that people who have already learnt English to pass academic examination cannot use English effectively because they cannot speak or understand English of native speakers (p. 1328). Educational authority of Bangladesh (e.g. ministry of education, NCTB) changes the strategy and methodology of ELT in Bangladesh and introduced CLT (p. 1329). NCTB changes the contents on “English for Today” book and wrote it based on communicative competence. Billah (2013) mentioned that there are 22 listening comprehensions and 63 lessons focused on speaking in EFT book of grade 9 and 10 (p.14).

1.3 Objective of the study:

The objective of the study is to find out how exam dominates the teaching system of the teachers. Teachers always follow the high stake exam syllabus and teach according to that. Speaking and listening skills are not at all practiced in the classroom. Students never give importance on these two skills. Their main focus is to get good marks in SSC exam.

1.4 Significance of the study:

Students of Bangladesh have problems in speaking and listening skills of English language. They practice reading and writing skills from the very beginning of their school life. After passing schools and colleges, students enter into university where he face all the textbooks written in English language. The classroom environment is also in English. Students who do not know English language properly cannot cope up with this environment. When students enter into job life, the situation becomes more horrifying. Communication is very necessary in job sector. Students who studied English for so many years suddenly become helpless. Teachers of rural and urban schools are getting the multimedia advantage. The textbook is also written in a way which follows CLT approach. Billah (2013) discussed that a trained teacher can teach and practice following all the skills in a particular lesson as all four skill are integrated in CLT approach (p. 14). There is a lack of confidence on teachers because they are suffering from exam washback and do not get any support from their students. As a result, they emphasize only on reading and writing activities. It is high time teachers teach the four skills in classroom with equal importance to make the learners capable for future.

1.5 Research Questions:

1. Is your teaching system dominated by the exam format?
2. Are you teaching the four skills of language in your English class?
3. Do you think English language can be learned appropriately without focusing on listening and speaking skills?

1.6 Thesis Outline:

The paper is structured into five chapters. The first chapter deals with introduction. Objective of the study, brief historical background of ELT teaching in Bangladesh, significance of the study, research questions are discussed with background information.

The second chapter deals with literature review. Definition and classification of washback, relation of washback and impact, how washback is related with the language teachers, curriculum document of NCTB, definition of CLT, background of CLT in Bangladesh, contents of English curriculum on grade 9 and 10, evaluation and marks distribution of SSC level are focused on literature review.

The third chapter is the research design which shows how the research is done. It covers methodology and research design, participants, instruments, procedure of data collection, how data will be analyzed, ethics and limitations of the study.

Chapter four is the discussion and findings chapter where all the findings are discussed individually. There are statistical and graphical presentations of data. Items used in the questionnaire are divided into five tables and analyzed.

Concluding statement and recommendation is discussed in chapter six. Researcher discussed some recommendations for teachers, students and education system.

Chapter 2: Literature Review

2.1 Definition of Washback effect:

According to Shohamy, Donitsa-Schmidt, and Ferman (1996), “washback is the connections between testing and learning” (p. 298). Gates (1995) defined “washback as the influence of testing on teaching and learning” (p. 101); and for Messick (1996) “washback is the extent to which the introduction and use of a test influences language teachers and learners to do things they would not otherwise do that promote or inhibit language learning” (p. 241).

Harmer (2007) stated that wash back affects when the format of exam determines the format of lessons. Wash back is the evaluation system in teaching and learning. A teacher can use a wide range of different activities in the class to teach the students. However, exams can disturb the teaching strategies of teachers. A teacher can easily change his/ her teaching format and start teaching only those chapters which will appear in the exam (p. 389). Cheng (2003) claimed “washback” can be referred to as “backwash” which is the impact of examination in testing and learning (p. 3). Andrews (1994) referred washback as an influence on teachers, learners and parents with a combination of impact on what happens in classrooms (p. 45). Shohamy (1993) summarized four key definitions that are useful in understanding the washback concept: (a) Washback effect refers to the impact that tests have teaching and learning: (b) Measurement driven instruction refers to the notion that tests should drive learning: (c) Curriculum alignment focuses on the connection between testing and the testing syllabus: and (d) Systematic validity implies the integration of tests into the educational system and the need to demonstrate that the introduction of a new test can improve learning (p. 4).

Hughes (1993) suggested a framework about washback where he states, “in order to clarify our thinking about backwash, it is helpful, I believe, to distinguish between participants, process

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and product in teaching and learning, recognizing that all three may be affected by the nature of a test” (p. 2).

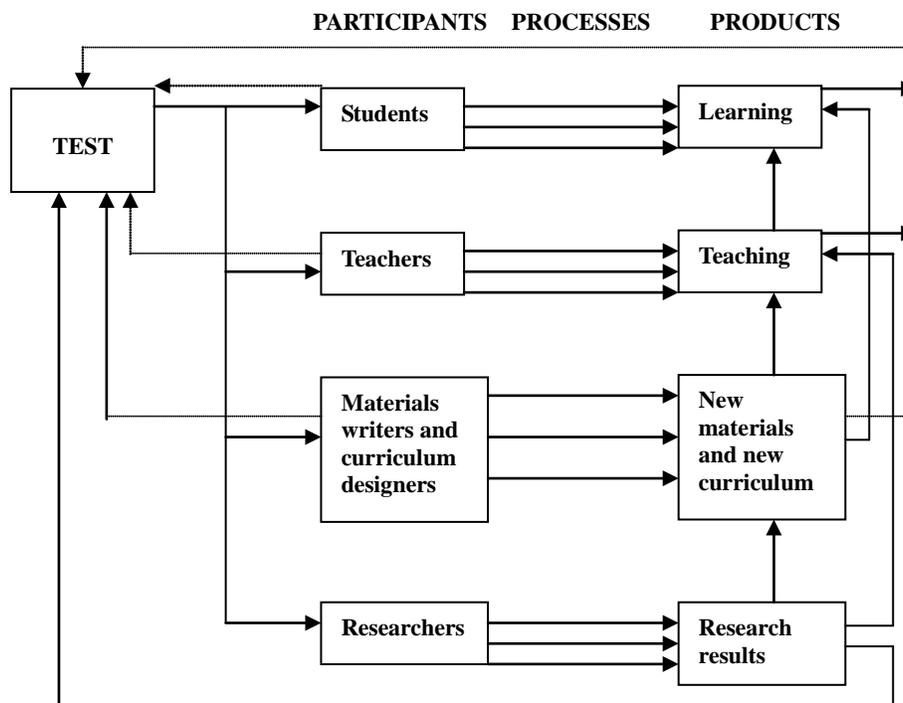


Figure 1: A basic model of washback (reprinted from Bailey, 1996, p. 264)

2.2 Classification of Washback effect:

Taylor (2005) stated that washback is generally perceived as being either negative (harmful) or positive (beneficial). If any test delimits the definition of language ability by constraining the teaching or learning contexts, the test has negative washback effect. When a testing procedure

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encourages good teaching practice, it is called positive washback (p. 154). According to Buck (1988),

“there is a natural tendency for both teachers and students to tailor their classroom activities to the demands of the test, especially when the test is very important to the future of the students, and pass rates are used as a measure of teacher success. This influence of the test on the classroom (referred to as *washback* by language testers) is, of course, very important; this washback effect can be either beneficial or harmful. Most educators would probably agree that the content of classroom instruction should be decided on the basis of clearly understood educational goals, and examinations should try to ascertain whether these goals have been achieved. When the examination does that, it forces students and teachers to concentrate on these goals, and the washback effect on the classroom is very beneficial. However, if the examinations are not testing these goals, students, who usually have their sights set on the examination, may pass the tests but totally fail to attain the basic goals set by educational planners. In such a case the washback effect is very negative indeed” (p. 17). Brown (2002) analyzes washback “into aspects of a curriculum that negative washback can affect and ways that positive washback can be fostered” (p.11):



Figure 2: Positive and Negative Effects of Washback

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Davis (1990) mentioned that “it is foolish to pretend that washback does not happen” (p. 24). Wall & Alderson (1993) claimed about the existence of washback (the impact of a test on teaching) and declares tests can be powerful determiners, both positively and negatively of what happens in classrooms (p. 41). Pierce (1992) identified classroom pedagogy, curriculum development and educational policy as the areas on which washback has an effect (p. 686). Alderson and Hamp- Lyons (1996) took a view of washback which concentrates more on the effect of the test on teaching and refer to washback as “the influence that writers of language testing, syllabus design and language teaching believes a test will have on the teaching that precedes it” (p. 280).

Alderson and Wall (1993) declared 15 possible hypotheses that will lead to the ultimate modification of the washback construct in empirical investigations (pp. 120-121).

1. A test will influence teaching.
2. A test will influence learning.
3. A test will influence what teachers teach; and
4. A test will influence how teachers teach; and by extension from (2) above,
5. A test will influence what learners learn; and
6. A test will influence how learners learn.
7. A test will influence the rate and sequence of teaching; and
8. A test will influence the rate and sequence of learning.
9. A test will influence the degree and depth of teaching; and
10. A test will influence the degree and depth of learning.
11. A test will influence attitudes to the content, method etc. of teaching and learning.
12. Tests that have important consequences will have washback; and conversely,

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13. Tests that do not have important consequences will have no washback.

14. Tests will have washback on all learners and teachers.

15. Tests will have washback effects for some learners and some teachers, but not for others.¹

2.3 Washback and Impact:

Hamp- Lyons (1997) considered washback as a dimension of impact which describes effects on the educational context (p. 300). Taylor (2005) considered washback and impact as separate concepts which have ‘micro’ and ‘macro’ effects within society. Micro aspect is the effect of test in teaching and learning within the classrooms and macro aspect is the effect of test dominated teaching and learning on broader society (p. 154).

2.4 Language Teachers and Washback:

Swain (1985) stated that “it has frequently been noted that teachers will teach to a test: that is, if they know the content of a test and/ or the format of a test, they will teach their students accordingly” (p. 43). Moreover, Heyneman (1987) commented, “it’s true that teacher teach to an examination (p. 260).

Alderson and Wall (1993) explained the importance of teachers in washback processes in several of their restatements of the washback hypothesis:

1. A test will influence teaching.
3. A test will influence what teachers teach; and
4. A test will influence how teachers teach; and by extension from (2) above,
7. A test will influence the rate and sequence of teaching; and
9. A test will influence the degree and depth of teaching; and

¹ Alderson and Wall posed these hypotheses as a result of their own extensive work in Sri Lanka and of reviewing case studies conducted in Nepal (Khaniya, 1990), Turkey (Hughes, 1988) and the Netherlands (Wesdorp, 1982).

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11. A test will influence attitudes to the content, method etc. of teaching and learning.
14. Tests will have washback on all learners and teachers.
15. Tests will have washback effects for some learners and some teachers, but not for others.

2.5 Curriculum document of NCTB:

2.5.1 Teaching Methodology:

The curriculum document of NCTB for classes 6-12 narrates the teaching methodology in the following words:

Successful teaching and learning of English ultimately depends on an effective teaching methodology. The chief aim of such a methodology must be to give learners as much practice as possible in the use of English. Since language is a participatory activity, a successful language teacher will have a close personal rapport with his/her students, both as a group and as individuals. In language learning based on communication, therefore, good classroom relationships are of particular importance. Consequently every language teacher should know all the students' names as soon as possible after taking a new class. The students should know and use each other's names as well.

(NCTB, 1996, p. 153)

A list of criteria essential for effective teaching and learn include:

- a) Varieties of activities and skills with maximum students' involvement.
- b) Clarity from teachers in presenting structures and vocabulary and maximization of using English for students' maximum practise in the target language.

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- c) Use of English from classroom management to giving instructions. Bangla can be used as a “checking device where the teacher feels it appropriate to ensure that the English has been correctly understood”.
- d) Students would spend more time talking than the teachers so that they can internalize the language from the classroom.
- e) Students should be trained to work in pairs and in groups in the classroom for promoting cooperation. During the pair or group work, teachers will do the necessary monitoring.
- f) Teachers will ensure that the writing activities in the books are done either in the classroom or at home. Students’ writing should be checked by the teacher in a regular basis.
- g) For students’ better understanding and ensure quick reading ability, opportunities will be created for silent reading.
- h) Teachers would not be “fussy” about students’ mistakes and would not emphasize only “grammatical accuracy”. Teachers should keep in mind that their main job is to increase students’ motivation in using English.

(NCTB, 1996, pp. 153-154)

2.5.2 Students’ Learning Outcomes:

The learning outcomes of classes 6-12, as mentioned in the curriculum document are:

- a) The specific objectives of teaching and learning English are spelt out in terms of four language skills of listening, speaking, reading, and writing.
- b) For convenience in defining learning outcomes, the four skills are considered separately. In practice, however, classroom activities should be planned so as to fully integrate these skills, as happens in real life.

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- c) By defining learning outcomes in terms of skills, the syllabus aims to facilitate a teaching methodology that encourages learners to acquire communicative competence through regular practice of these skills in the classroom. Such a methodology (described in greater detail below in section 9) is learner-centered (rather than teacher) and is characterized by lively student participation, especially in pairs and groups.

(NCTB, 1996, pp. 135-136)

On the other hand, Ara (2009) claims that NCTB is unable to teach students appropriate English from the compulsory English education for twelve years because they cannot produce the language without memorization. As a result, students cannot cope up with the courses if they go to abroad for higher study (p. 168).

2.5.3 Objectives of NCTB:

1. To acquire competence in all four language skills, i.e. Listening, Speaking, Reading and Writing.
2. To use the competence for effective communication in real life situations at pre intermediate level.
3. To acquire necessary grammar competence in English language.
4. To develop creativity and critical thinking through English language.
5. To become independent learners of English by using reference skills.
6. To use language skills for utilizing information technology.
7. To use literary pieces in English for enjoyment and language learning.
8. To be skilled human resources by using English language skills.

(NCTB, 2012, p. 74)

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2.5.4 Teaching Learning Activities:

Learning outcomes are expressed in terms of four language skills. Therefore, the teaching learning activities are based on listening, speaking, reading, and writing.

Listening	
Teacher's Activities	Student's Activities
Teacher speaks (requests, instructs, gives directions, commands, greets, describes, narrates, tells stories), asks questions.	Students respond (follow, act out, answer, interact).
Teacher plays CD/DVD or reads out (listening texts and other materials).	Students listen and /or watch and carry out the listening activities (MCQ, gap filling, true/false, and sharing opinions).
Reading	
Teacher's Activities	Student's Activities
Teacher selects/prepares reading materials (textbook and other authentic materials including pictures, diagrams, graphs and charts, literary pieces etc), and organizes, facilitates, guides, monitors reading activities.	Students read silently for scanning, skimming, inferring and interacting with students and teachers, sharing opinions, making dialogues, asking and answering questions, taking part in group discussions/ debates, and describing/ narrating something.
	Students read and do while/post reading activities (such as MCQ, gap filling, true/false, matching, open ended questions, information transfer, making sentences from substitution tables, rearrangement of sentences, describing charts, graphs, pictures etc.

Speaking	
Teacher's Activities	Student's Activities
Teacher selects/prepares organizes, facilitates, guides, monitors activities with minimum TTT*.	Students speak/interact with each other, share opinions, make dialogues, role play, ask and answer questions, take interviews, take part in group discussions/debates, describe/narrate something, announce (Interaction can be between teacher & student and student & student.).
(*TTT= Teacher Talking Time)	

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Writing	
Teacher's Activities	Student's Activities
Teacher selects/designs writing tasks (from and outside the textbook) and organizes, facilitates, guides, monitors writing activities.	Students initiate ideas and prepare through thinking, reading, brainstorming, discussions, imagination and observations, and produce writing individually, in pairs, and in groups (such as paragraphs, essays, letters, postcards, posters, wall magazines, project work etc).

(NCTB, 2012, p. 79)

2.6 Background and Definition of CLT:

Lightbown and Spada (2006) defined CLT as an approach to teaching which emphasizes on the meaning of communication in interaction rather than isolate practice of grammatical forms. According to the concept of CLT, successful language learning does not depend on the knowledge of structures and forms of a language. Moreover, it focuses on the functions and purposes that a language provides in different communicative settings (p. 196).

According to Breen and Candlin (1980), "the teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group" (p. 99). Therefore, due to the different roles of the teacher, when teachers consider implementing CLT, it is important to consider the different teaching environments. CLT emphasizes on learners-centered teaching. According to Savignon (1991), "communicative language teaching has become a term for methods and curricula that embrace both the goals and the processes of classroom learning, for teaching practice that views competence in terms of social interaction" (p. 263). Thompson (1996) discussed four fundamental misconceptions about CLT, namely that (1) CLT means not teaching grammar, (2) CLT means teaching only speaking, (3) CLT means pair work, which means role play and (4)

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CLT means expecting too much from the teacher. Wu (2008) also discussed another misconception about CLT that CLT means practicing speaking and listening skills (p. 51). According to Alam (2014) CLT method is concerned with equal importance to all the four skills (p. 2). Moreover, Richard and Rodgers (2001) stated that "... such an approach assumes that language teaching will reflect the particular needs of the target learners. These needs may be in the domains of reading, writing, listening or speaking, each of which can be approached from a communicative perspective (p.163).

2.7 Background of CLT in Bangladesh:

Shurovi (2014) declared that English Language Teaching Improvement Project (ELTIP) introduced CLT in 1999 because GTM failed to bring the expected English proficiency among the learners. The mission of practicing four skills in the classrooms did not work. Less attention was paid to listening and speaking skills because these skills are not tested in exams. However, the students are more interested to get good marks at public exams rather than learning the language properly because Government policy is to ensure the highest percentage of pass marks in board exams (pp. 1264-1265). Billah (2012) mentioned "It is very strange to think that 40 percent of our everyday communication we do through listening, 35 per cent speaking, 16 percent reading and only 9 percent through writing. But we put total emphasis on reading and writing which means we assess our students' English performance only on 25 percent skills. It clandestinely proves that our assessment is seriously faulty" (p. 14).

2.8 Background of GTM in Bangladesh:

According to Freeman (2000) reading and writing skills are the primary skills students work on in GTM method (p. 18) and there is deductive application of grammar rule in GTM (p. 20).

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Ahmed (2013) claimed that Grammar Translation Method (GTM) was followed in Bangladesh for English teaching from British colonial period to year 2000 (p. 1331).

2.9 Contents of the English Curriculum in Grade 9-10:

Hassan (2013) discussed that English possesses a vital position in the educational module of secondary schools. English educators of the secondary schools are generally prepared on informative approach under English Language Teaching Improvement Project (ELTIP). The present recommended book of English subject is 'English for Today' which is generally taught in classes. A group of curriculum experts commended by NCTB accumulate English text books under this title. The books have been renovated agreeing the guideline of new curriculum. The substance in the writings and the exercises under every lesson of class 6 to class 10 have been arranged in such a route, to the point that the learners are required to be highly skilled in English language in their higher study and additionally in their viable life. The learners will be able to describe people and places, relate incidents and events in a logical sequence, ask for and give recommendations/assumptions, exchange personal information, participate in conversations, discussions, and debates, tell stories, surf net, recognize and use English sounds, stress and intonation appropriately while listening and speaking, listen for particular data on radio, television and other announcements, understand and enjoy stories and other texts (descriptive, adaptive and authentic) read and recite poems, describe a process, read and write formal and informal letters, CV, emails, use references and read maps, charts and graphs after finishing the curriculum of class 9-10 (p. 197).

2.10 Evaluation of Students (Grade 9- 10) on Four Language Skills on SSC Exam:

According to Hassan (2013), 200 marks in total are allocated for the compulsory subject English, where 100 marks are for English First Paper and 100 marks are for English Second

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Paper. The marks are distributed in reading skill (50 marks) and writing skill (50 marks) in English First Paper. In addition, 60 marks are allocated for grammar and 40 marks are allocated for composition in English Second Paper. No marks are allocated for listening and speaking exam in those classes where students appear at public examinations (p. 201).

2.11 Marks Distribution of English First Paper and English Second Paper (SSC Level):

Chowdhury and Hossain (2014) discussed the marks distribution of English First Paper and English Second Paper (SSC Level) (p. 6).

English First Paper

Total Marks 100

Reading 50

Writing 50

Instructions: Test items must have contexts. Sentences which are isolated and out of context cannot be given as questions.

Test items:

Skills	Total Marks	Test Items	Marks
Reading	50	<ul style="list-style-type: none"> • MCQ 	07
		<ul style="list-style-type: none"> • Answering questions (open ended and close ended) 	10
		<ul style="list-style-type: none"> • Summarizing 	10

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		• Information Transfer	05
		• Matching	05
Writing	50	• Writing paragraph answering questions	10
		• Completing Story	10
		• Describing graphs/ charts	10
		• Writing informal letters	10
		• Dialogue writing	10

English Second Paper

Total Marks 100

Reading 60

Writing 40

Skills	Total Marks	Test Items	Marks
Grammar	60	• Gap filling	05

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		activities with clues (preposition, articles, parts of speech)	
		<ul style="list-style-type: none"> • Gap filling without clues (preposition, articles, parts of speech) 	05
		<ul style="list-style-type: none"> • Substitution table 	05
		<ul style="list-style-type: none"> • Right forms of verbs 	05
		<ul style="list-style-type: none"> • Narrative style (direct to indirect and/ or vice versa) 	05
		<ul style="list-style-type: none"> • Changing sentences (change of voice, sentence) 	10

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		patterns, degrees)	
		<ul style="list-style-type: none"> • Completing sentences (using conditionals, infinitive, gerund, participle) 	05
		<ul style="list-style-type: none"> • Use of suffix and prefix 	05
		<ul style="list-style-type: none"> • Tag questions 	05
		<ul style="list-style-type: none"> • Sentence connectors 	05
		<ul style="list-style-type: none"> • Punctuation 	05
Composition	40	<ul style="list-style-type: none"> • Writing CV with cover letter 	08
		<ul style="list-style-type: none"> • Formal letters/ e mail (complaint letter, notice, purchase order, 	10

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		response to an order/ request etc).	
		<ul style="list-style-type: none"> • Paragraph writing by listing/ narrating/ comparison and contrast/ cause and effect 	10
		<ul style="list-style-type: none"> • Writing composition on personal experience and familiar topics, recent events/ incidents, future plans. 	12

Chapter 3: Research Design

The study focuses on teachers who suffer from exam washback effect and eradicate practicing speaking and listening skills from their classroom activities. The researcher did the survey on the teachers who teach in grade 9 and 10 in the secondary school level (Bengali medium schools) of Bangladesh. Readers will get information about how this research was done by the researcher in this chapter. Six schools were selected from Dhaka, Faridpur, Rajbari and Magura district for the research. The researcher provided a questionnaire to the teachers.

3.1 Methodology and Research Design

Empirical research method is chosen to do the research. According to Barr & Feigenbaum (1981),

“Empirical= Exploratory+ Experimental” (p.11)

The researcher explored all the schools by herself and gathered data. After data collection, researcher experimented with the results and analyzed it. Both qualitative research design which consists of non- numerical data collection procedures analyzed by non- statistical methods and quantitative research design which consists of numerical data collection procedures analyzed by statistical methods are prepared for the research. The data were collected from six secondary level Bengali medium schools of grade 9 and 10. One school was observed from Dhaka district, one school from Faridpur, one school from Rajbari and three schools were observed from Magura district. The English curriculum and syllabus document of NCTB and the book titled English for Today for grade 9 and 10 were examined for primary data (Shams et. al., 2013). The sample questions of English First Paper and English Second Paper given by NCTB were also examined to understand the question pattern of SSC exam (Chowdhury & Hossain, 2014).

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3.2 Participants:

Six schools for questionnaire survey were purposively selected from both rural and urban areas under Dhaka, Faridpur, Rajbari and Magura district. The sample size contains a balance of government and non government schools because teaching scenario and teachers' perspective sometimes differ from government to non government schools. The sample size was kept limited to six schools considering the time and financial constraint. 20 teachers from 6 different schools were selected as sample for the study.

Name of the schools:

Name of the schools	District	No. of teachers
Begum Noorjahan Memorial Girls' High School	Dhaka	3
Bagat High School	Faridpur	2
Baliakandi High School	Rajbari	2
Sreepur Govt. Girls' High School	Magura	4
Khamarpara High School	Magura	4
M. C. Pilot High School	Magura	5

3.3 Instruments:

The researcher used a questionnaire survey which consists of 23 items as research tool to accomplish the objectives of the study. The research tool consisted of:-

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Questionnaire survey for the teachers (Appendix)

A questionnaire survey was used for the teachers because every teacher has a different perspective about teaching and testing system. Every teacher follows his/her unique way in teaching. Questionnaire survey would help a teacher to convey his/ her opinion independently which was very important for the research. A five- grade Likert Scale (1932) is used from “strongly agree” to “strongly disagree.”

3.4 Procedure of Data Collection:

The researcher took permission from the principal of the schools beforehand and went to the schools to collect data from teachers. All the data were collected on paper.

3.5 Data Analysis:

The researcher has represented the data analysis through simple bar graph, multiple bar graph and histogram. The statistical measurements include mean and standard deviation. A five- point Likert Scale was used to evaluate the responses of the participants. John (2010) discussed Likert scale as the key to successful attitude measurement which conveys the underlying dimension to survey the respondents who can choose the response option that best reflects their position on that dimension (p. 2). On the scale, the responses were coded as 1 indicating “Strongly Disagree,” 2 “Disagree,” 3 “No Opinion,” 4 “Agree,” 5 “Strongly Agree.” The mean scores of each of the items of the questionnaire follow– mean scores 5- 3.80 suggesting ‘strong effect’, mean scores 3.79- 2.80 suggesting ‘moderate effect’, mean scores 2.79- 1.80 implying ‘little effect’, and mean scores 1.79-1 indicating ‘insignificant effect’. Microsoft Office Word 2007, Power Point 2007 and Office Excel 2007 are used to process data.

3.6 Ethics and Limitations:

The researcher established a rapport with the respondents before providing the questionnaire. The questions are asked very politely without any personal pressure. A commitment was also made with the school managing committee that the information would be used only for research. The data and photos of the classrooms will not be disclosed anywhere. The researcher also failed to collect data from every teacher who teaches at grade 9 and 10 because of time constraint. Limitations of the study are as follows:

- Some teachers considered the topic as controversial and they requested the researcher not to discuss the findings with the principal of the school.
- Some teachers gave wrong information about their teaching format which later came out after talking with the students.
- The teachers who taught in the rural areas did not want to sit for an interview because they cannot speak English fluently.
- Researcher explained the items of the questionnaire survey to some teachers of rural areas because they could not understand some items clearly.
- Some teachers think practicing speaking skill means giving lectures of teachers in classrooms. Even after having multimedia advantage, teachers never used it for listening skills in English classes. When researcher asked about it, teachers gave blank look. Researcher had to explain about the importance of speaking and listening skills to the teachers of rural areas.

Chapter 4: Discussion and Findings

The present study is investigated on the teachers who suffer from exam washback and eliminate the practice of listening and speaking skills in English classes. However, reading and writing skills are practiced because these two skills are evaluated in high stake exam called SSC. Researcher surveyed on Bengali medium school teachers of grade 9 and 10. Researcher shows how SSC exam is the reason of teachers' washback sufferings; that abolishes practice of listening and speaking skills in English classes.

4.1 Discussion on the questionnaire of teachers:

Teachers were given a questionnaire which consists of 23 items. 3 teachers took part from urban school and 17 teachers took part from rural schools in the questionnaire survey. The table below shows the mean scores and standard deviations of each items of the questionnaire.

4.1.1 Statistical presentation of the questionnaire:

Table 1: Mean and Standard Deviation

Items	Mean	Standard Deviation
1. I am conscious of the objectives of NCTB syllabus and curriculum for English language education at the SSC level.	4.25	1.16
2. The curriculum and syllabus of NCTB gives equal importance on four skills of teaching English language.	3.80	1.47

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3. I teach everything of the textbook based on the syllabus and curriculum although something may not be tested in SSC exam.	2.65	1.53
4. I teach some specific lessons in the textbook that are more likely to be tested in the SSC examination.	4.0	1.33
5. I use “English for Today” as the core book to teach my students.	4.90	0.31
6. I think “English for Today” book is enough to teach students English language appropriately.	3.20	1.54
7. I use supplementary materials (such as test papers, suggestion books, etc) in the classroom while teaching.	4.20	1.10
8. I use materials which make grammar teaching more communicative.	2.65	1.49
9. I advice my students to practice the questions of the previous year SSC examinations.	4.6	0.88
10. I use multimedia to practice listening skill.	1.85	0.81
11. Testing system dominates my teaching.	4.30	1.17
12. SSC examination influences my teaching methods and techniques.	4.05	1.28
13. I know about CLT method and follow this method in classroom.	3.3	1.3
14. I design my classroom activities according to my students’ needs and abilities.	4.50	0.94

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15. I teach speaking and listening activities given in “English for Today” book.	2.50	1.50
16. I teach only what is tested in the examination because my students want me to do so.	3.50	1.39
17. I practice the passages given in the English for Today book because reading passages will come from here in the SSC exam.	4.25	1.29
18. I give more importance on the name of the topics of every lesson in “English for Today” book because writing activities come from here in the SSC exam.	4.45	1.14
19. I focus more on practicing reading and writing skills in classroom because of SSC exam.	4.10	1.37
20. I am very conscious about my students’ performance in the SSC exam.	4.55	0.88
21. A sudden tension starts work on me when SSC exam comes near and my teaching becomes exam centered.	4.25	1.33
22. Teachers will be conscious about practicing speaking and listening activities in classrooms if speaking and listening skills are evaluated in SSC exam.	4.35	1.18
23. I think English language can be learned appropriately without focusing on listening and speaking skills.	2.9	1.58

4.1.2 Graphical presentation and analysis of the questionnaire:**Table 2: Curriculum and Syllabus**

No.	Item
1.	I am conscious of the objectives of NCTB syllabus and curriculum for English language education at the SSC level.
2.	The curriculum and syllabus of NCTB gives equal importance on four skills of teaching English language.
3.	I teach everything of the textbook based on the syllabus and curriculum although something may not be tested in SSC exam.
4.	I teach some specific lessons in the textbook that are more likely to be tested in the SSC examination.

TEACHERS SUFFERING FROM EXAM WASHBACK EFFECT

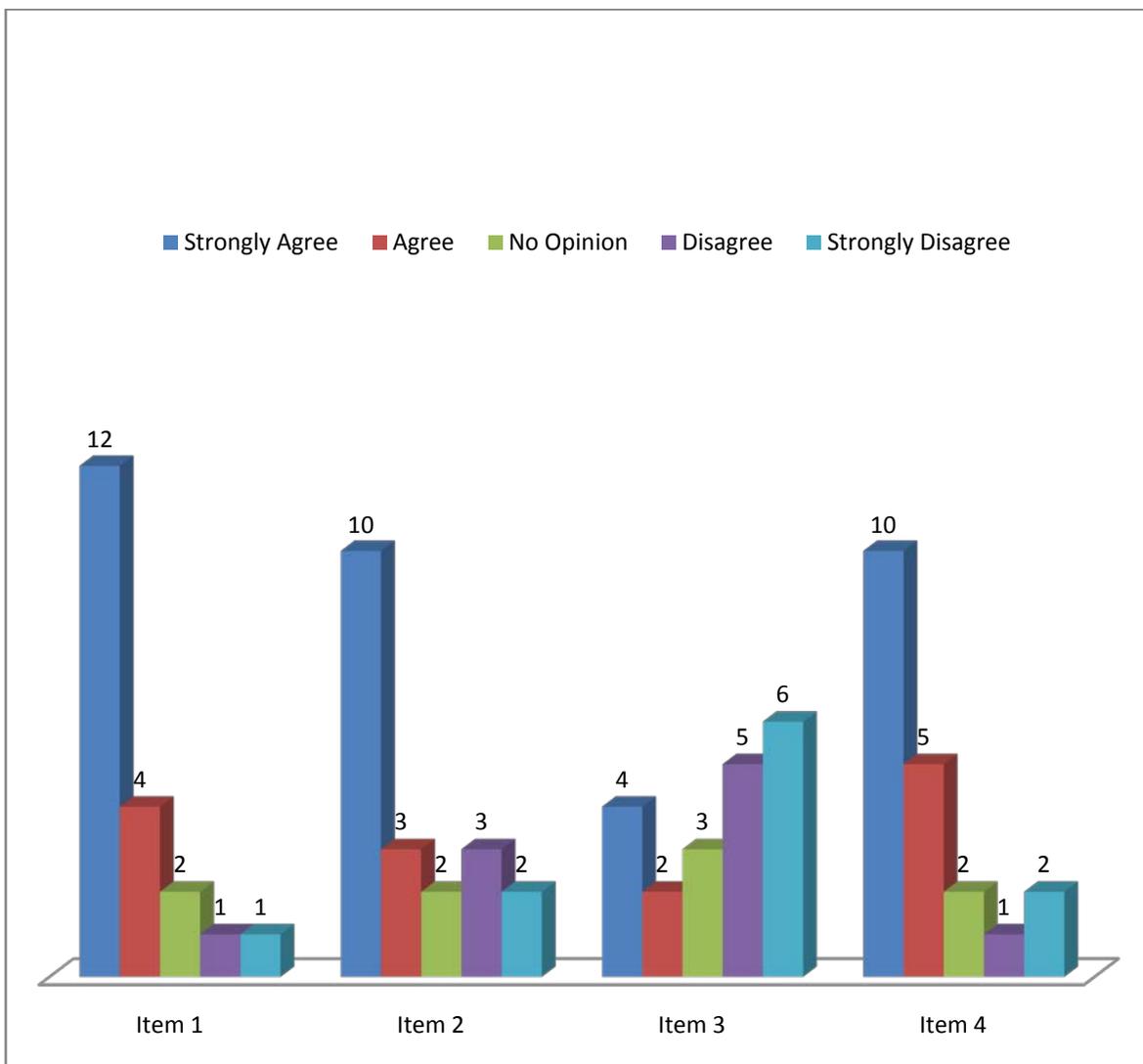


Figure 3: Curriculum and Syllabus

There are four items in table 2 which discusses the curriculum and syllabus published by NCTB. Item 1 discusses teachers' awareness of NCTB's curriculum and syllabus. The teachers who teach in grade 9 and 10 are aware of the syllabus and curriculum of NCTB because they do several trainings on syllabus and objectives of NCTB every year. Mean score of item 1 is 4.25 which has strong effect and the standard deviation is 1.16. 80% (strongly agree plus agree)

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teachers claimed that they are aware of the curriculum and syllabus of NCTB. However, they cannot follow all the objectives because of SSC exam.

Mean score of item 2 is 3.80 which has strong effect and the standard deviation is 1.47. 65% (strongly agree plus agree) teachers claim that the syllabus and curriculum of NCTB gives equal importance on four skills of learning English language. There are several tasks in the textbook which focuses on four skills.

Mean score of item 3 is 2.65 which has little effect and the standard deviation is 1.53. 30% (strongly agree plus agree) teachers agreed and 55% (strongly disagree plus disagree) teachers disagreed with this item. Teachers do not get time to look at the text book. They always remain busy to prepare students for the SSC exam.

Mean score of item 4 is 4 which has strong effect and the standard deviation is 1.33. 75% (strongly agree plus agree) teachers who teach in grade 9 and 10 agreed that they fix some lessons which may appear in the SSC exam and teach those lessons only in the class. Only 15% (strongly disagree plus disagree) teachers claimed they do not follow the SSC question pattern and teaches everything from the textbook.

The highest standard deviation is 1.53 and lowest standard deviation is 1.16 in table 2. Highest standard deviation signifies that respondents have different opinions with the item 3. The responses are scattered in item 3. Teachers are conscious about their students' performance in SSC exam. They follow EFT book only to practice reading and writing activities. Now as days EFT book has many exercises related to reading and writing skills which are tested in SSC exam. Teachers only practice those in classrooms with great importance. Activities on speaking and listening are always avoided for public exam pressure. Lowest standard deviation signifies that

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respondents do not have scattered responses in item 1. Most teachers are aware about syllabus and curriculum of NCTB. It emphasizes on all the four skills of English language. Even the textbook named “English for Today” is written on giving importance in every skill. Some teachers try to practice all the skills in the classroom but their motivation is lost after a certain period because students, authorities and parents of students’ do not encourage the point because speaking and listening skills are not directly assessed in the public examination.

Table 3: Materials and Teaching Aids used in the Classrooms

No.	Item
5.	I use “English for Today” as the core book to teach my students.
6.	I think “English for Today” book is enough to teach students English language appropriately.
7.	I use supplementary materials (such as test papers, suggestion books, etc) in the classroom while teaching.
8.	I use materials which make grammar teaching more communicative.
9.	I advise my students to practice the questions of the previous year SSC examinations.
10.	I use multimedia to practice listening skill.

TEACHERS SUFFERING FROM EXAM WASHBACK EFFECT

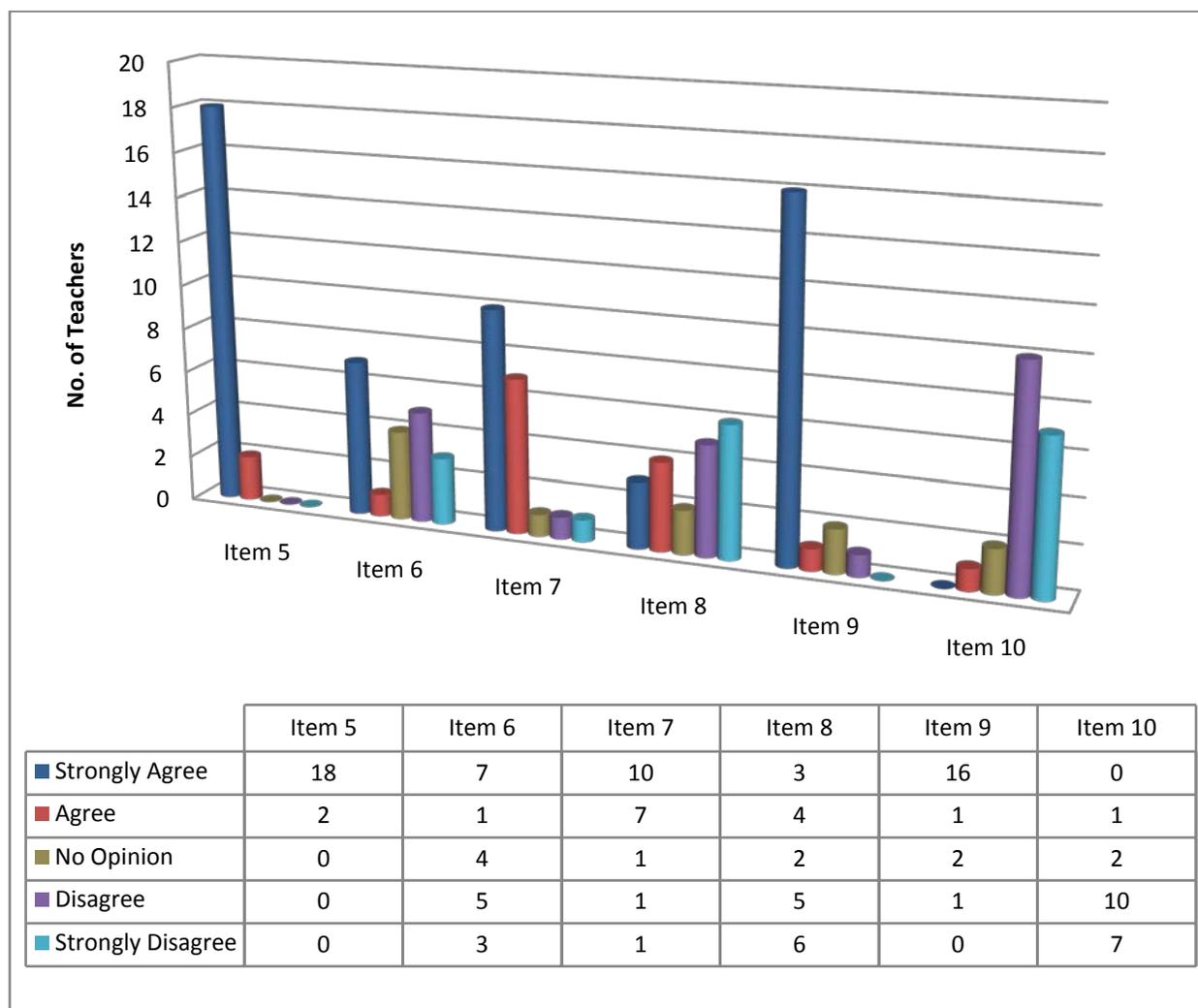


Figure 4: Materials and Teaching Aids used in the Classrooms

There are six items in table 3 which discusses materials and teaching aids used in classrooms. The mean score of item 5 is 4.9 which has strong effect and the standard deviation is 0.31. 100% (strongly agree plus agree) teachers agreed that they use “English for Today” as the core book.

The mean score of item 6 is 3.20 which has moderate effect and the standard deviation is 1.54. Only 40% (strongly agree plus agree) teachers think “English for Today” book is enough for learning English language appropriately as it is not so helpful for SSC exam.

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The mean score of item 7 is 4.20 which has strong effect and standard deviation is 1.10. 85% (strongly agree plus agree) teachers have the same opinion that they use supplementary materials in the classroom while teaching. Only 10% (strongly disagree plus disagree) teachers claimed that they do not use supplementary materials in classrooms.

The mean score of item 8 is 2.65 which has little effect and the standard deviation is 1.49. Only 35% (strongly agree plus agree) teachers use materials that make grammar teaching more communicative and 55% teachers (strongly disagree plus disagree) think using materials that make grammar teaching more communicative is ineffectual.

Teachers advise students to practice the questions of the previous year SSC exams because they think practice makes a man perfect. The more students will practice the more writing speed will be acquired in the exam hall. The mean score of item 9 is 4.6 which has strong effect and the standard deviation is 0.88. 85% (strongly agree plus agree) teachers concur with item 9.

Mean score of item 10 is 1.85 which has little effect and standard deviation is 0.81. Only 5% (strongly agree plus agree) teachers use multimedia to practice listening skill.

The highest standard deviation is 1.54 and lowest standard deviation is 0.31 in table 3. Highest standard deviation signifies that respondents have various opinions in item 6 and lowest standard deviation signifies that almost every respondent have the same opinion in item 5. Teachers are using “English for Today” as the only core book in grade 9 and 10. However, they do not think it is enough to teach students English language appropriately. Although equal importance is given to every skill (reading, writing, speaking, and listening) in “English for Today” book, it cannot be an appropriate textbook for SSC level students. There is nothing which follows the question pattern of SSC exam in this book. Students have to rely on

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supplementary books for a good preparation for SSC exam. Teachers of both rural and urban areas give importance on the result of high stakes exams. The book which does not have all the contents of high stake exams (SSC, HSC) cannot be a helpful book for students.

Teachers think supplementary materials (such as test papers, suggestion books etc) facilitate the teaching process in classrooms because it helps students to understand the sequence of questions of SSC exam. Teachers use “Nobodut Guide,” “Lecture guide,” “Pangeri Guide,” “Advanced Learner’s Communicative English Grammar & Composition” etc as supplementary books.

Although teachers use the textbook, not all the contents of the book are taught in the classroom. Especially the contents which are related to speaking and listening skills are never taught in the class. Teachers only follow the passages from the textbook. The model questions which they practice in the classrooms are from supplementary books. The model questions follow reading and writing skills only. Teachers think model questions are very helpful for students to take effective preparation for SSC exam.

Moreover, different schools follow different grammar books for English second paper. Most teachers think communicative grammar teaching cannot be fruitful for students. They think deductive teaching method will be more helpful if students want to do better in high stakes exams. The syllabus for English second paper of SSC exam is huge. Teachers have time constraints for finishing syllabus in time. They have to take classes on two- three grammar items in every class. Students have minimum proficiency in English. Most of the students in rural area fail in English. They are very afraid of this subject. Moreover, students have to appear on pre test and test exams to proof themselves qualified for SSC exam. If teachers make grammar classes communicative students will loss the attention and interest for English classes. Students are not

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more interested to memorize the rules and practice exercises from guide books. Teachers think implications of communicative grammar teaching cannot help students. When students are admitted in grade 9, they are thought to be students of education board because they will appear in SSC exam just after they pass the test exam of grade 10. Students are always conscious how to get good marks in SSC exam. Teachers have to plan their lesson plans and materials keeping the syllabus of SSC exam in mind.

Actually, listening skill is never practiced in class. Teachers always keep busy preparing students for board exams. Teachers of rural schools have little knowledge of teaching listening skill. Schools of rural areas have multimedia advantages without internet connection because of our Government's digital Bangladesh vision. However, multimedia is not used for learning English. It is only used in computer classes. Rural teachers were very astonished while responding to item 10. They never heard the use of multimedia in language learning. As there is no internet connection, they cannot download anything which they can use as a material in the listening class. Students of rural schools hardly heard the voice of native speakers. They have televisions with dish channels where Hindi channels are broadcast only. As a result, they have no connections with the English channels. Teachers of Dhaka city hardly practices listening skills at classrooms because they are very much concern about SSC exam. Most of the schools do not have multimedia advantage. However, students of Dhaka city get the internet opportunity at home. They can easily hear the speeches of authentic speakers.

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Table 4: Teaching Methods and Strategies

No.	Item
11.	Testing system dominates my teaching.
12.	SSC examination influences my teaching methods and techniques.
13.	I know about CLT method and follow this method in classroom.

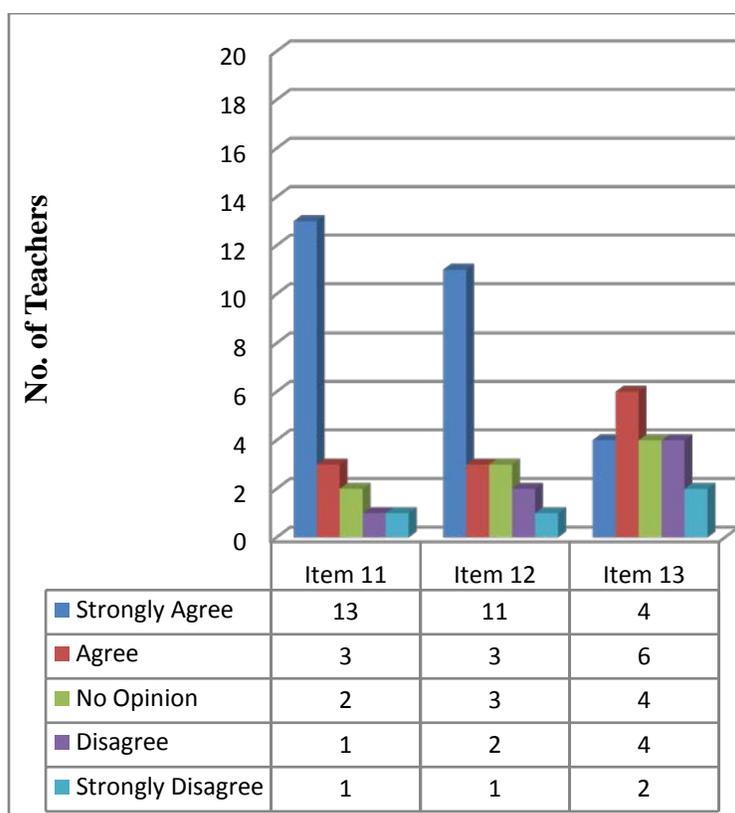
**Figure 5: Teaching Methods and Strategies**

Table 4 has three items which discuss teaching methods and strategies in classrooms. Mean score of item 11 is 4.30 which has a strong effect and standard deviation is 1.17. 80% (strongly agree plus agree) teachers think their teaching system is dominated by testing system.

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Only 10% (strongly disagree plus disagree) teachers think their teaching system is not affected by testing system.

Mean score of item 12 is 4.05 which has strong effect and standard deviation is 1.28. 70% (strongly agree plus agree) teachers think their teaching methods and techniques are manipulated by SSC exam.

Teachers expressed a mixed opinion in item 13 whose mean score is 3.3 which has moderate effect and standard deviation is 1.3. 50% (strongly agree plus agree) teachers claimed that they have idea about CLT and follow it. On the contrary, 30% (strongly disagree plus disagree) teachers claimed they do not follow CLT in classrooms but they have idea about it.

The highest standard deviation is 1.3 and lowest standard deviation is 1.17 in table 4. Highest standard deviation signifies that respondents have dispersed opinions in item 13 and lower standard deviation signifies that respondents have similar view on item 11. There is always a pressure on teachers to make their students capable to do better in SSC exams. Hence, good results will make their schools famous. More students will take admissions in these schools. It will be profitable for the schools. For all these reasons, much importance is given on testing system and teachers are bounded to convert their teaching strategies.

The syllabus of SSC exam focuses only on reading and writing skill. Sometimes teachers make the materials communicative but they have to omit the speaking portion because of the SSC exam. Students get two years for preparation of SSC exam. Teachers think the time is not sufficient for learning English language. They cannot give equal importance to every skill because of exam pressure and time constraint. Teachers gathered the idea of CLT from trainings arranged by ministry of education but do not follow it in classrooms. They claimed that they use

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GTM (Grammar Translation method) while teaching grammar. Majority students do not understand instructions given in target language. Bangla language is used for interaction between student- teacher and student- student in English classes in rural schools. Teachers have some misconceptions about CLT that CLT focuses only on speaking and grammar cannot be taught properly by using CLT. The teachers of urban school surveyed by researcher try to follow CLT method in classroom sometimes. However, it is not possible always because of SSC exam. Students do not want to interact with teachers rather than feel interest to hear teacher's lectures with suggestions for doing well in public exams.

Table 5: Task and Activities in the Classroom

No.	Item
14.	I design my classroom activities according to my students' needs and abilities.
15.	I teach speaking and listening activities given in "English for Today" book.
16.	I teach only what is tested in the examination because my students want me to do so.
17.	I practice the passages given in the English for Today book because reading passages will come from here in the SSC exam.
18.	I give more importance on the name of the topics of every lesson in "English for Today" book because writing activities come from here in the SSC exam.
19.	I focus more on practicing reading and writing skills in classroom because of SSC exam.

TEACHERS SUFFERING FROM EXAM WASHBACK EFFECT

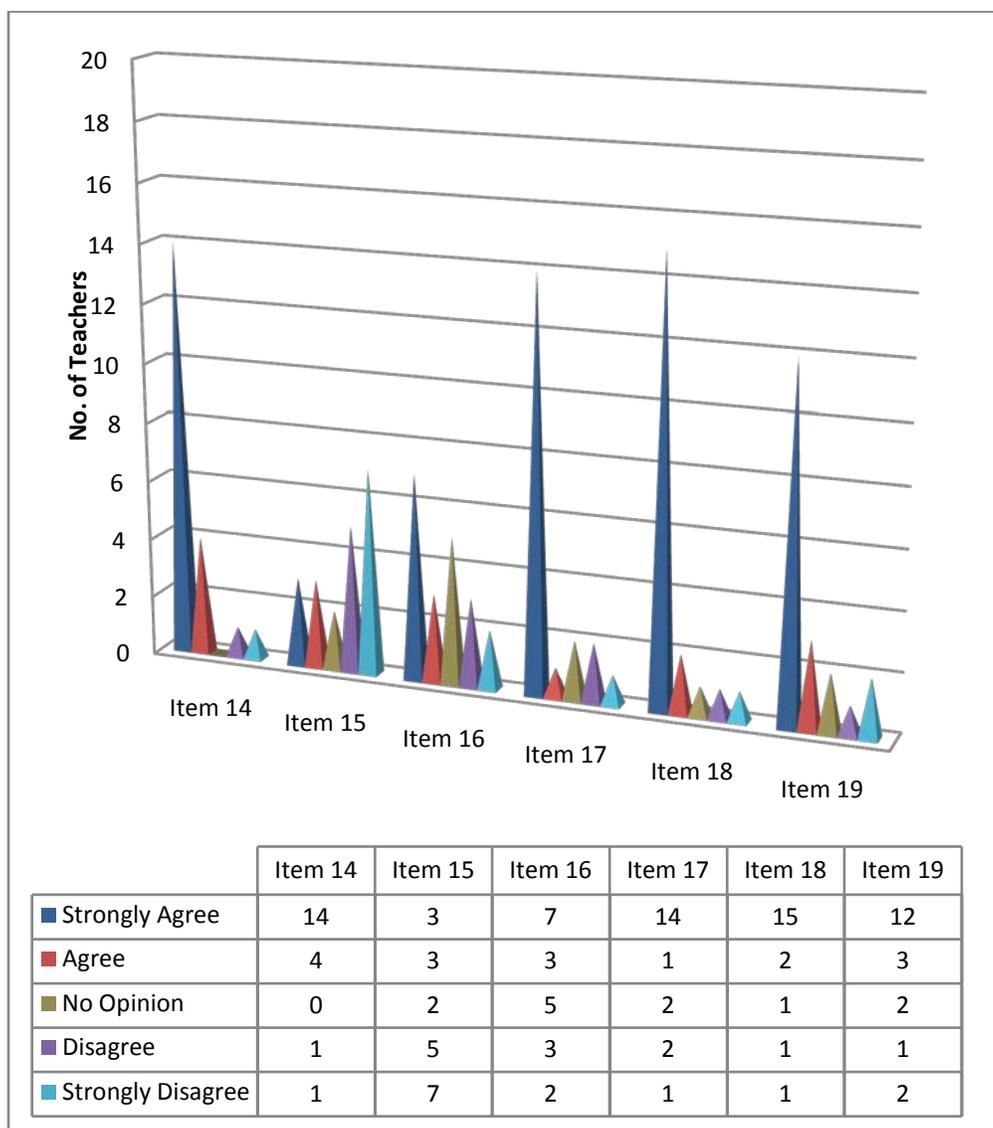


Figure 6: Task and Activities in the Classroom

Table 5 has six items that discuss task and activities teachers' assigned in classrooms. Mean score of item 14 is 4.50 which has strong effect and the standard deviation is 0.94. 90% (strongly agree plus agree) teachers concur that they design their classroom activities according to students' needs and abilities. Only 10% (strongly disagree plus disagree) teachers disagreed with this item.

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Mean score of item 15 is 2.50 which has little effect and standard deviation is 1.50. 45% (strongly agree plus agree) teachers agreed that they teach the speaking and listening activities given in the textbook and 60% (strongly disagree plus disagree) teachers disagreed with this item.

Mean score of item 16 is 3.50 which has moderate effect and standard deviation is 1.39. 50% (strongly agree plus agree) teachers admitted that they teach according to their student's consent. Mean score of item 17 is 4.25 and standard deviation is 1.29. 75% (strongly agree plus agree) teachers agree that they practice the passages given in the English for Today book because reading passages will come from here in the SSC exam.

Mean score of item 18 is 4.45 which has strong effect and standard deviation is 1.14. 85% (strongly agree plus agree) teachers concur that they give more importance on the name of the topics of every lesson in "English for Today" book because writing activities come from here in the SSC exam.

Mean score of item 19 is 4.10 which have strong effect and standard deviation is 1.37. 75% (strongly agree plus agree) teachers admit that they focus on reading and writing skills in classrooms because of SSC exam. The mark distribution of English in SSC exam gives the evidence that reading and writing skills are evaluated in SSC. Teachers suffer from washback and exclude practicing speaking and listening skills in classrooms.

Item 15 has the highest standard deviation value which is 1.50 and item 14 has the lowest standard deviation value which is 0.94. Highest standard deviation means that respondents have various opinions that they teach speaking and listening activities given in EfT book. Lowest standard deviation means respondents have similar opinions that they design the classroom

TEACHERS SUFFERING FROM EXAM WASHBACK EFFECT

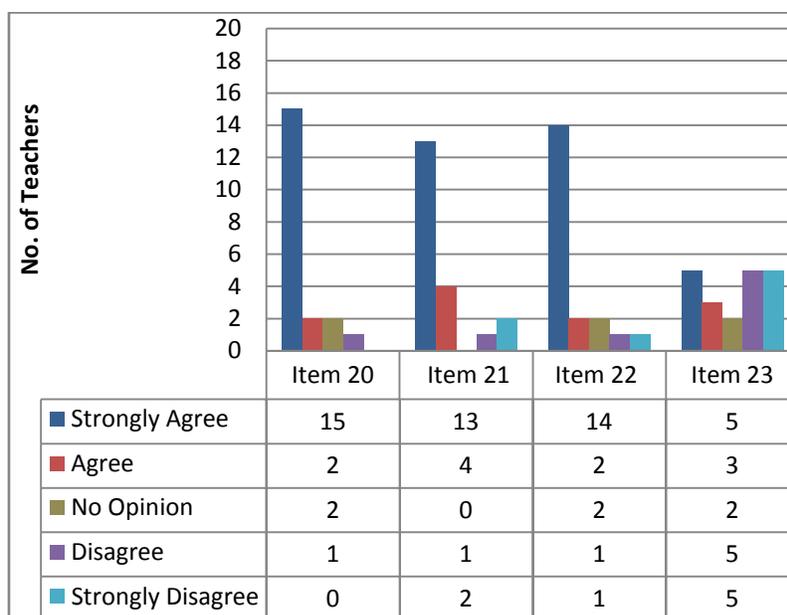
activities according to students' needs and abilities. Every teacher should think about the needs and abilities of their students and then design the classroom activities. A student of grade 9 and 10 mostly needs the best preparation for SSC exam. For this reason, teachers design their classroom activities with those materials that are similar to the previous year questions of SSC exam. Actually, teachers never paid any attention to taught English language. Rather than they gave more importance to the syllabus of high stake exams. Students want to do better in SSC exam because the result of SSC is very important in their life. Teachers have to design the classroom activities which are congruent to SSC exam question type because it holds the attention of students as well as students' preparation for SSC goes ahead.

“English for Today” is the only textbook which is taught in every Bengali medium school for English first paper. Reading passages always appear from Eft book in SSC exam. Teachers practice only those lessons which have reading passages. Teachers read out the whole passage and sometimes practice vocabulary in classrooms. Homework is given from supplementary books which have model questions on reading passages. 50% marks are allocated for testing writing skill in English First Paper where writing paragraph by answering questions, completing story, describing graphs/ charts, writing informal letters and dialogue writing items are involved. 40% marks are allocated for testing writing skill in English Second Paper where CV writing, formal letter/ e mail writing, paragraph and composition writing are involved. Speaking and listening activities are not taught in the classroom because these two skills are not tested in SSC exam.

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Table 6: Teachers' Consciousness about Exam

No.	Item
20.	I am very conscious about my students' performance in the SSC exam.
21.	A sudden tension starts work on me when SSC exam comes near and my teaching becomes exam centered.
22.	Teachers will be conscious about practicing speaking and listening activities in classrooms if speaking and listening skills are evaluated in SSC exam.
23.	I think English language can be learned appropriately without focusing on listening and speaking skills.

**Figure 7: Teachers' Consciousness about Exam**

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Table 6 has four items which discuss teachers' consciousness about exam. Mean score of item 20 is 4.55 which has strong effect and standard deviation is 0.88. 85% (strongly agree plus agree) teachers are conscious about students' performance in the SSC exam.

Mean score of item 21 is 4.25 which has strong effect and standard deviation is 1.33. 85% (strongly agree plus agree) teachers claimed that their teaching become exam centered when exam comes nearer.

Mean score of item 22 is 4.35 which has strong effect and standard deviation is 1.18. 80% (strongly agree plus agree) teachers think speaking and listening skills will be taught with importance if it is evaluated in SSC exam.

Mean score of item 23 is 2.9 and standard deviation is 1.58. 40% (strongly agree plus agree) teachers admit that English language cannot be learned appropriately without focusing on listening and speaking skills.

Item 23 has the highest standard deviation which is 1.58 and item 20 has the lowest standard deviation which is 0.88 in table 6. Most respondents agree with item 20 but item 23 is mixed opinion of the respondents. When SSC exam time comes nearer a sudden tension starts working on teachers and students. It is true that teachers will not sit in the exam or the result of SSC exam will not affect to teachers' future. However, it will affect teachers' job life. They have to give accountability for their students' ill performance in high stake exams.

There is less attendance of students in schools when SSC exam comes nearer. They are more interested to attend coaching centers at the final moment. If teachers want to hold the attention of the students towards the class of schools, they have to make teaching exam centered.

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Before SSC exam, teachers usually give important suggestions from supplementary books. Students who attend schools at his time practice model questions from supplementary books.

However, SSC is the most high stake exam whose result is evaluated in higher education with great importance. If speaking and listening tests are included in SSC, Government has to arrange another schedule of exams separately. There is equal importance of four skills for learning a language. Time allocated for SSC exam preparation is very low but the result of SSC exam carries a lot importance in students' life. Students give much importance on SSC exam and focus on syllabus of SSC exam. Syllabus of SSC exam does not focus on speaking and listening skills. Ultimately, students never pay heed on these skills in grade 9 and 10 but suffer a lot in future. SSC exam has both positive and negative washback effect. For SSC exam, teachers pressurize students to study a lot and practices questions of previous year SSC exam, various kinds of supplementary books in classrooms. They are concern about students' performance in SSC exam. Hence, the washback effect is positive here. On the contrary, they eliminate practicing two skills (listening and speaking) in classrooms for being too much conscious about public exam which has negative washback effect.

Chapter 5: Recommendations and Conclusion

5.1 Recommendations:

Washback is the micro aspect that is happening within the classrooms. The scenario of macro aspect is more difficult. Students who are the victims of teachers' washback suffering will face a competitive life in job sector and higher study in abroad. If a student wants to go abroad for higher study, he has to earn a good score in IELTS exam. Four skills of English language are tested individually in IELTS exam. Students' whose knowledge is stuck within exam syllabus will face problem in IELTS exam. As a result, he/she will not be able to go abroad for higher study. Moreover, multinational companies want employees who can speak and understand English very well. Students who cannot speak and understand English will not get jobs anywhere.

Teachers should think that school is the right place for training students. Students pass 10 years of their life in schools. They do not enroll in other places for such a long time. They should learn everything accurately from schools. Researcher recommends some issues which can help teachers to overcome sufferings from exam washback effect and teach all the four skills appropriately in classrooms.

- Teachers should know how to use the four skills properly in the classrooms so students can do better in SSC exams and learn English also. Teacher can modify some of the materials which are important for SSC exam into listening and speaking skills.
- Teachers should use target language while giving instructions in the classroom. It can be a stimulus for students to use target language.

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- NCTB should arrange special training programs for teacher to train them to follow all the skills in teaching. NCTB can supply some instruments which can help teachers to improve English teaching materials.
- The question pattern of SSC exam should be changed. Some marks should be allocated for speaking and listening skills
- There can be evaluation of speaking and listening skills in public exams individually.
- The exams which are taken in grade 9 and 10 by schools can include speaking and listening tests.
- Students should not be always worried about their result of SSC exam they have to understand the real use of English in everyday life and learn it properly.
- Teachers should know the use of multimedia in English language.
- Government should take effective steps for the internet connection in rural areas.
- Teachers should use the core book named EfT and practice exercises from there.
- School authority should encourage teachers' to teach the four skills in classrooms.
- Teachers should not be pressurized by school authority to push their students to do better in SSC exam.

5.2 Conclusion:

English is mandatory for us if we want to keep pace with the globalized world. To sum up, teachers who suffer from exam washback effect removes practicing speaking and listening skills in English classes. It is high time we understand the importance of listening and speaking skills and practice it. CLT method cannot be implemented properly in Bangladesh unless teachers are concerned about listening and speaking skills in classrooms.

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Appendix

Read the questions carefully and fill up the following information. The information will be used for academic purpose only. (Your name will not be disclosed anywhere)

Name of the school: -----

Upazilla: ----- District: -----

Participant's information:

Name (optional): -----

Mother Tongue: ----- Target Language: -----

Questionnaire for the teachers

Likert Scale (five- grade)

Read the questions carefully and put a tick mark (✓) in the boxes to indicate your opinion. Your responses will be used for research purposes only.

Table 1: Curriculum and Syllabus

Items	Strongly agree	Agree	No Opinion	Disagree	Strongly Disagree
1. I am conscious of the objectives of NCTB syllabus and curriculum for English language education at the SSC level.					
2. The curriculum and syllabus of NCTB gives equal importance on four skills of teaching English language.					
3. I teach everything of the textbook based on the syllabus and curriculum although something may not be tested in SSC exam.					
4. I teach some specific lessons in the textbook that are more likely to be tested in the SSC examination.					

Table 2: Materials and teaching aids used in the Classroom

Items	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
5. I use “English for Today” as the core book to teach my students.					
6. I think “English for Today” book is enough to teach students English language appropriately.					
7. I use supplementary materials (such as test papers, suggestion books, etc) in the classroom while teaching.					
8. I use materials which make grammar teaching more communicative.					
9. I advice my students to practice the questions of the previous year SSC examinations.					
10. I use multimedia to practice listening skill.					

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Table 3: Teaching Methods and Strategies

Items	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
11. Testing system dominates my teaching.					
12. SSC examination influences my teaching methods and techniques.					
13. I know about CLT method and follow this method in classroom.					

Table 4: Task and Activities in the Classroom

Items	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
14. I design my classroom activities according to my students' needs and abilities.					
15. I teach speaking and listening activities given in "English for Today" book.					
16. I teach only what is tested in the examination because my students want me to do so.					

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<p>17. I practice the passages given in the English for Today book because reading activities will come from here in the SSC exam.</p>					
<p>18. I give more importance on the name of the topics of every lesson in “English for Today” book because writing activities come from here in the SSC exam.</p>					
<p>19. I focus more on practicing reading and writing skills in classroom because of SSC exam.</p>					

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Table 5: Teachers' consciousness about exam

Items	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
20. I am very conscious about my students' performance in the SSC exam.					
21. A sudden tension starts work on me when SSC exam comes near and my teaching becomes exam centered.					
22. Teachers will be conscious about practicing speaking and listening activities in classrooms if speaking and listening skills are evaluated in SSC exam.					
23. I think English language can be learned appropriately without focusing on listening and speaking skills.					