

The JSC English Language Examination in Bangladesh: Is it Actually Testing Learners' Language Skills?

By

Mahmuda Akter
15303022

A thesis submitted to the Department of English and Humanities in partial fulfillment of
the requirements for the degree of
Bachelor of Arts in English

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

Mahmuda Akter

15303022

Approval

The thesis titled “The JSC English Language Examination in Bangladesh: Is it Actually Testing Learners’ Language Skills?” submitted by Mahmuda Akter (15303022) of Summer, 2015 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Bachelor Arts in English on [11.04.2019].

Examining Committee:

Lubaba Sanjana
Lecturer, Department of English and Humanities
Brac University

Professor Firdous Azim, PhD.
Chairperson, Department of English and Humanities
Brac University

Abstract

Language tests have been a matter of concern in a country like Bangladesh where English is taught in isolation. The high stake tests tend to test language items discreetly without considering content embedded language testing. The JSC English examination is also following the decade-old trend which has various impacts on young learners' language learning. The survey shows that the conventional testing system emphasizes writing and reading test abandoning the listening and speaking skills. For this reason, students lack communicative competence and face trouble in their future education. Hence, in the following dissertation, various discrepancy of JSC English examination has been closely examined by surveying both students and teachers and incorporated their opinion to give an exquisite insight from their perspectives. Also, this study could be further expanded by addressing other stakeholders for making it more dynamic and for bringing revolutionary changes in the near future to fulfill learners' need in terms of language learning.

Keywords: backwash effect; communicative competence; JSC examination; language skills; testing.

Dedication

This paper is dedicated to my beloved father late Md. Shafiqur Rahman. Without his consent I would never be familiar with the world of language and its various facets. He will always be by my side with his inspiration that keeps me motivated and enthusiastic to my work. I miss you all the time, all the success and appreciation I accumulate for my work are dedicated to you.

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Chapter 1

Introduction

The Junior School Certificate (JSC) examination was introduced in 2010 to achieve the “international standards” which Kirkpatrick and Gyem describe as “attaining the goals of universal access and providing quality education” to the new generation (2012, p. 6). High stake tests seem to carry significant importance for every student; also for the parents and society on a broader scale. JSC English examination which was introduced for the first time in 2010 is the popular high stake test which students take after the completion of their junior studies and it is the gatekeeper to enroll in the next class. The school authority also takes the exam very seriously as it is a decider of next year’s enrollment in that particular class also; in other classes which somehow works as an economic factor for the school authorities. In Bangladesh, parents always prefer their children to be admitted into a renowned school where the previous exam results have a great role to play in terms of ranking and every year thousands of parents and students fight for a seat in top-ranked schools. The test design and the exam preparation which is taken by the examinee is a prominent matter to take into account in case of finding the possibilities and drawbacks in language learning in this geographical area.

1.1. Problem Statement

The importance of language skills has not been given a proper look by the National Curriculum and Textbook Board (NCTB) of Bangladesh. In 1996, CLT (Communicative Language Teaching) was introduced in the curriculum to enhance the standard of language learning (Rasool, 2012, p. 24). However, very few initiatives have been taken so far for the materialization of this approach of teaching English for communicative purposes. From 2010, JSC was included by the Government but this type of high-stakes test at a very crucial stage of

schooling creates immense pressure among adolescents. Instead of practicing the four skills of the English language, teachers and students only practice test-specific contents. Therefore, the examination and the test standards encourage “test-taking techniques instead of critical thinking skills” (Jamal, 2018) among learners. Thus, this study aimed to look deeply into students’ and teachers’ perspectives on the current testing system of JSC English language examination.

1.2. Purpose of the Study

The purpose of this study is to look upon the discrepancy of the JSC English examination and its impact on students’ language learning, and also, to look upon the drawbacks of the assessment system. The emergence of the CLT approach in NCTB’s English textbook made a pathway to bring changes in language learning. However, the purpose is not served properly as forcing young adolescent children to sit for JSC examination makes them dependable on test guidebooks and private tuitions. Students are focusing more on rote learning which is a hindrance for achieving communicative competence. In the textbook, there are several lessons regarding listening and speaking activities which teachers and students intentionally skip as these criteria are not tested in the JSC examination. Teachers’ focus on teaching only writing and reading as the learning follows syllabus-oriented and test-oriented teaching. From the beginning of language learning in this part of the world, teachers are comfortable using their native language to teach English because they themselves are familiar with very few English words (Yu, 2001, p. 197) and most of the time the teachers are reluctant to design their own syllabi and materials, that comprises of “communicative tasks and activities” (Hui, 1997 as cited in Yu, p. 196) based on learners need. Students are not conscious about mastering the sub-skills of speaking and listening, hence, they fail to communicate in English in spite of learning this language for more than 8 years. It is high time now for the teachers and authorities to take proper

initiatives to make use of the teaching aid to bring changes in the language learning atmosphere among students. Teachers and parents must consider the fact that test should not function as a burden and there should be a standardized test to look upon all the 4 skills which will promote actual learning. Therefore, the washback of the test on students' language learning will be addressed with great importance and some recommendations will be discussed in the concluding chapter to make the examination system more effective.

1.3. Central Research Questions

In order to conduct the research meaningfully, three research questions have been formulated, based on these questions the survey questionnaire has been designed to bring out the answers from the respondents.

- Is JSC English test helping students to develop their language skills (receptive and productive)?
- How do teachers and students view the testing and evaluation process?
- Are the contents of the JSC English test relevant to evaluate students' language skills?

1.4. Significance of the Study

According to *The Daily Star*, when compared to the international standard of evaluation, JSC English examination creates ambiguity on its relevancy in terms of assessing language skills (Shetu, 2011). Thus, the current research study is significant as the researcher addresses the discrepancy evident in the current testing and evaluation system in JSC examinations. Besides, the current study analyzes the responses from both students and teachers regarding the overall viewpoint about JSC examination and how it is affecting their language learning as a whole and the textbook and the content of the tests are closely investigated to see the relevance of testing

language skills. In addition, the researcher attempts to investigate both positive and negative impacts of the particular testing system so that nothing remains under a shadow. To add more on this, this study strikes the researcher because of the raising questions appearing from time to time regarding its validity, sustainability, transparency, and accountability. Also, there have been a number of researches done on secondary school certificate (SSC) and higher secondary school certificate (HSC) – the board examinations in Bangladesh which highlights the fact how the test is relevant in testing language skills. However, very few empirical studies have been done regarding the JSC English test system. In this paper, I would like to look upon the overall testing procedures of English language in JSC examination, the curriculum and the relevance of the test and how it creates an impact on a student's learning of the language.

1.5. Limitation

In spite of looking into the major issues regarding the impact of JSC examination, this study, too, has some limitations. One of the major limitations was the time constraint for the research. The research problem is one of the major issues in our current education system which could be possibly investigated more precisely if there was more time given to the study. Also, the problem of the education system is deeply rooted in our existing education system which is not feasible to look upon within this very limited time allocated for the completion of the research. The problem with the English language learning is a common phenomenon in Bangladesh which is present in every school and college and sometimes in university as well. Therefore, for compiled information, the survey would have brought more information if it was conducted all over the country which was not feasible for this study. Furthermore, the study only surveyed students and teachers from 3 renowned schools from Dhaka city which does not represent the whole scenario. In this limited time, the researcher could manage to seek permission only from

these 3 Bangla medium schools. Though the researcher desired to conduct the survey in minimum 5 Bangla medium schools, it did not happen because some of the school's authorities' behavior was not welcoming and appreciated towards this particular research study.

1.6. Operational Definitions

Characteristics of language testing:

Validity: Validity of a test says a test “should measure what it is intended to measure nothing else” (Heaton, 1975, p. x)

Reliability: It is “considered to be a function of the consistency of scores from one set of tests and test tasks to another” (Bachman & Palmer, 2012, pp. 19-20). To protect the authenticity of the test “the test items should include real-life texts” (Morrow, 2012 cited in Sultana, 2018, p. 5) and the test user should be specific about the purpose of the test while designing the test.

The education system of Bangladesh

Test impact: The test has an impact on teachers because they decide their teaching materials (Bachman & Palmer as cited in Amin & Greenwood, 2018, p. 4) based on the test syllabus and their teaching techniques are influenced by the test itself. The high stake test like; JSC making learners passing tests with high scores despite not having the actual knowledge of the language skills (Sultana, 2018).

Chapter 2

Literature Review

High stake tests have carried cultural and historical importance from the earlier decades in Bangladesh, where English is the second most influential languages (Sultana, 2018, p. 2). In the year 1996 CLT was first introduced in the English curriculum; however, it seems the aim of introducing CLT has not been achieved to date. The JSC examination is designed in a way where there are fewer opportunities for practicing creativity. The examination questions are set in a traditional way where students are tested on grammar rules in a conventional way rather than focusing on language skills.

2.1. The Language Skills: Receptive, Productive and Communicative:

Teaching language skills is always overwhelmingly difficult as the teacher is responsible for creating an environment where learning objectives can be best achieved. The four skills of language can be categorized into two different types: receptive skills and productive skills. Teaching productive skills (speaking and writing) to EFL learners can be easier than teaching receptive skills (listening and reading). This is because when learners write or speak, teachers can see and hear them and based on their performances, they can be evaluated. In contrast, when learners are engaged in reading or listening tasks, it becomes challenging for a teacher to assist them as there is nothing to observe. To make the learning appropriate, teachers often present the content orally before making them practice writing and reading. This often includes test items which “manipulates structures encountered in the spoken language” to make it relevant to the language learning (Heaton, 1975, p. 3).

A person has communicative competence when he or she has mastered all the language skills. Hence, it is of paramount importance to introduce ourselves with language awareness in this global era. What it means is that we must ascertain the possibilities and difficulties we can, in order to explore through languages along with our first language. Additionally, a successful EFL learner believes and perceives the world around him differently. CLT is the most contemporary methods of language learning. CLT was first adapted in 1996 by Bangladesh curriculum board to improve the language learning in this country and from 2001 it has been included in the English language textbooks. The aim of the newly revised education policy is to make learners competent in the four skills of language: speaking, writing, reading and listening and it can be done by keeping the content and illustrations appropriate depending on age and cognitive level (National Education Policy, 2010).

CLT emphasizes on “meaning-focused” activity that promotes real-life communication through interpersonal communication unlike the form-focused approach that was introduced to teach grammar explicitly. Then again, there is a debate among linguists about language learning through “focus on form” vs. “focus on meaning”. Nassaji (2000, p. 242) asserted that the form-focused approach is the basis for controlled learning through practicing rules as it is the most adequate pedagogical activity. The counter believer thinks the other way around which identifies the discrepancy of form-focused classroom activities and believes in meaning-focused activity. In other words, focus on meaning gives no attention to discrete language learning rather it shows paramount interests in the application of language in real-life situations (Saeidi, Zaferanieh & Shatery, 2012, p. 72).

Jing opined that “traditional ELT tends to train the four language skills—listening, speaking, reading and writing separately” and classroom activities are sketched focusing on one

specific skill while overlooking the other skills (2006, p. 1). From the beginning of language teaching, skills teaching were administered discreetly to make the learners efficient on one specific skill. However, to improve the language learning situation, the government has designed the textbook to make the language learning more appealing by creating the opportunity to use the language accurately. Also, the new curriculum focuses on teaching grammar in “context” not only to achieve accuracy but also for language acquisition (National Curriculum and Textbook Board, 2012). In recent times, speaking and listening skills are equally weighted unlike teaching only writing and reading. “Currently, task-based and content-based instructions are probably among the most widely adopted integrated models” because content-based language teaching focuses on integrated approach which helps learners to be competent, in order to communicate with others as communication does not take place “in isolation but in tandem” (Hinkel, 2006, p. 113).

2.2. English Language Teacher’s Expectations: Teaching Young Learners

Teachers have the most prominent role in shaping the mind of language learners. However, various issues disrupt the process of learning by marking a boundary which a teacher cannot cross along with the student even if he wants to. It is often reported that there is pressure from school boards, government and society to raise the grades (Buckner, 2002, p. 212) as scores are always considered superior to actual learning. Moreover, teachers have forced towards test-driven teaching which dilutes the quality of education. Dellicarpini, Ortiz-Marrero & Sumaryono (2010) highlighted the “chalk and duster” method where teachers are bound to cover the material for the test. In order to come out of this conventional method of teaching, they have talked about honoring students’ mother tongue which can motivate learners to master in the target language. Also, they mentioned making the learners good decision maker and critical thinker they have to

be engaged in real life conversation which can be done through practicing ongoing dialogue (p. 93-95).

2.3. English Language Testing: Validity, Reliability, and Washback

Validity is one of the key characteristics of a good language test which is used to address the adequacy of language tests and to justify the appropriateness of the test structures (Akbari, 2018). Thus, “a test should measure what it is intended to measure and nothing else should be measured” (Heaton, 1975, p. x). To consider the notion of test validity, it is clearly visible that the JSC English language test lacks this quality. To illustrate, in the revised JSC English test paper, students had to deal with one seen and one unseen passage based on what the examinee has to answer the questions (“Government to change,” 2013). However, it shows that the test lacks the construct validity because students already know the seen passage which is taken from the textbook and while answering the questions, they do not require to read the passage again rather they can apply what they learned by memorization to answer the question, thus, showing that the test lacks content validity (Sultana, 2015, p.4). The JSC English test also lacks construct validity because it does not test all the sub-skills under one particular skill. In most of the grammar items no sub-skills are tested which shows there is a lack of construct validity. Moreover, numerous projects have been taken to improve the English language learning scenario in Bangladesh education system. CLT approach has been included in the textbook by the NCTB; however, the picture has not changed much. According to Sultana (2018, p. 4), the high-stake test in Bangladesh lacks validity and authenticity because it does not measure what it is intended to measure. To illustrate, in the textbook there are several communicative tasks to enhance learners’ four language skills, regardless of that, our learners lack the ability to achieve listening

and speaking quality as they skip those tasks in the classroom. Teachers are not practicing those tasks as these criteria are not being tested in the JSC English tests.

There are several issues and incident that proves that the board examination in Bangladesh lacks the characteristics of reliability as well which means the examiners do not provide consistent marks to the examinee. According to an online news article, the inconsistency in the marking in the board examination which is a major risk for our education system makes the examination unreliable (Kamruzzaman, 2018). This article also highlights that an English examiner is supposed to check almost 400 papers within 15 days and which he/she is unable to complete due to working in private coaching. Most of the time the headmasters of schools are appointed as head examiners and due to their other administrative responsibilities, they cannot recheck the scores given by the primary examiner which proves that the test lacks scorer reliability as well. Also, every year many students challenge the board examination marks as a result of students getting less than the expected marks.

“Washback is known as the influence of testing on teaching and learning” (Alderson and Wall, 1993, cited in Sultana, 2018, p. 5). Generally saying washback refers to the overall impact of testing on the teaching-learning process and it can be either positive or negative. Taylor (2005, p. 154) described a test creates a significant impact on the educational system and on society which ultimately works as a changing factor for education, curriculum and so forth. Similarly, it is regarded as the macro and micro effects on society which is a part of broader social changes. Pearson (1988) says, “it is generally accepted that public examinations influence the attitudes, behavior, and motivation of teachers, learners and parents” (as cited in Maniruzzaman, 2012, p. 2). Most importantly, high- stake test decides the fate of a learner; such as his educational and professional opportunities in future (Chapman and Snyder, 2000, as cited in Hoque, 2011, p. 9).

In Bangladesh, the JSC examination result decides the fate of a student's education in SSC and HSC and the result of HSC decides the tertiary level education. According to Schissel (2018, p. 3) if the high-stake test is "using curriculum and materials (including test preparation materials) that align with the assessment can be useful when balanced with test material" and it will help learners to acquire the required skills. The JSC examination, reportedly, promotes negative washback as it promotes question paper leak such as the English second paper question was leaked two hours before the exam which is the most common threat in our education system ("JSC questions leaked," 2017). Also, there is numerous news of suicide attempt because of failure in JSC examination. In 2017, three schoolgirls reportedly committed suicide in Chandpur and Shatkhirra after failing the exam ("3 schoolgirls commit suicide," 2017). Moreover, the constant exam pressure makes the learners dependent on the guidebook and private tuition which threatens the standard of the education system (Amin & Greenwood, 2018, p. 6). It was also highlighted that the high-stakes examination promotes memorization as students rely on getting common items to get good marks by memorizing from the guidebook (p.3).

2.4. Administrative Pressure upon Teachers and Learners

JSC test results are the gatekeeper for SSC and HSC and to get admitted into secondary school and college, good grades in JSC always plays a vital role. If any student fails to pass in JSC, then he or she must wait for one year to sit for the exam again. Thus, this shows that students are always in constant pressure from their teachers and family, and also from society to pass the exam which actually comes from administration. Feeney and Freeman (2014, p. 87) advocated the administering difficulty to make a test invalid and unreliable and to avoid this discrepancy they emphasize on the role of administration in test practices. As high-stakes tests are the decider of students' future, it is high time to bring change in the policy. Depending on the

demand decisions should be made and changing “standard answer style” is another prominent issue (Kirkpatrick & Zang, 2011, p. 42) to provide some liberty to the learners.

2.5. JSC English Question Paper: Marks Distribution and some Changes in Pattern

If we look at the revised question paper of JSC English examination (see Appendix C) we can see there are 45 marks allocated for reading comprehension where students have to answer true-false item, multiple choice, question answer, gap filling. Likewise, in the grammar section, 25 marks are allocated where speech, articles, changing sentence forms, suffixes and prefixes, punctuation items are tested. 30 marks are allocated for writing where a dialogue, a letter, and a paragraph is included. Pope and Miller (2002) pointed out in this type of test repetitive parallel test tasks are included for achieving test scores which are sometimes not context embedded and shows confliction in teaching and learning being “torn in teaching” (p.167). As a result of this, teachers intentionally disregard the content that is not important for the test (Klein, Zevenbergen & Brown, 2006, p. 148). Also, because of various long vacations and political unrest (Begum & Farooqui, 2008, p.50) in Bangladesh teachers are always in rush to complete the content within a required time so that their students can attend the test appropriately to achieve the best results. Previously, the JSC English paper carried 150 marks where English first paper carried 100 marks and second paper carried 50 marks. In the year 2013, the curriculum board reduced one passage from the three passages and among the two passages one is seen and one is unseen (“Government to change,” 2013) and later in 2018 government had made major changes in the mark’s distribution. For the academic year 2018 to 2020, the English exam will carry 100 marks in total each paper carrying 50 marks (“Number of subjects, marks,” 2018).

2.6. The contribution of This Research to the Current Research Body in Bangladesh

This research study focuses on the junior level English language education which is one of the prominent matters for analyzing the possibilities and discrepancies in the current linguistic situation. After the liberation war, the language policy was making its way in 1974 and Bangladesh government along with education commissions submitted several reports claiming “English should remain the language of higher education until the colonial educational system could be reformed” (Islam, p. 6). From that period Bangladesh has accepted English as the second most influential language in education, the economy as a global need of relations with the world. The importance of curricular reform and necessary changes in educational structures (p.11) is one of the important factors to handle the current inadequacy in language teaching in Bangladesh. Shanta pointed out that “necessary language planning and policy in relation to both native and foreign languages” is a prominent issue which should be considered as one of the significant “linguistic situations in Bangladesh” (2017, p. 37). She further added, to welcome the best language policy the Government should include linguists, policy makers, educators and academicians, and more research should be incorporated to address the discrepancy in the current education system (p. 38).

This research study focuses on the needs of learners in learning English as a foreign language. The JSC English test claims to test learners’ communicative competence. Whereas, learners are lacking communicative skills mostly because of not practicing their critical thinking as a result of this; the standard of English language learning is hampered extensively. There are several empirical studies conducted on secondary and higher secondary level education in Bangladesh; however, the junior level education system needs to be evaluated as well. According to the national education policy (2010), the aim of language learning is to achieve the

communicative competence and to fulfill this need the language policy needs to be reformed from the primary level of education in Bangladesh. If the learners learn the language following appropriate methods they can automatically do well in their further education. Thus, the researcher tried to look upon the impact of the JSC English language test and attempted to analyze the positive and negative impact the test system is creating on teachers, learners as well as on society. The researcher also collected data from teachers and students to find out the teaching and learning need from both sides which makes the research more authentic and reliable.

Chapter 3

Methodology

This chapter briefly discusses the methodology that has been followed for this study where the researcher expresses the reason for choosing the particular research methodology and why it is convenient for this study. This chapter also encloses the theoretical framework, a sampling of the participants, setting for conducting the research survey, instrumentations that have been used to collect the data. Also, this section notes the data collection procedures and how the data has been analyzed to support the central research questions.

3.1. Research Design

The survey has been conducted following quantitative approach along with some qualitative attributes. In order to collect the data, the researcher has formulated 2 sets of questionnaires for 2 distinct participants. The questionnaires for both the participants contain some statements where the researcher used Likert scale to collect the responses which are a popular rating system “because of its relative ease of construction” (Doukas, 1996, p. 190). Moreover, both of the questionnaires comprise few open-ended questions where the researcher aims to find out some comments from the respondents which give this research study some qualitative characteristics too.

3.2. Theoretical Framework

According to Ghaicha (2016) “a test is something that elicits and measure certain behavior to make inferences about individuals under certain standardized conditions” and assess a student “with regard to a predetermined content” (p, 213). Testing is always been a predominant basis of our education system from decades as “test influences people’s life by making basic decisions” (Salehi, Yunus, Naeeni & Mousavi, 2011, p. 1). For this reason, testing

of the language skills has always been a challenge in the language pedagogy in the context of Bangladesh. Though, the scenario is quite similar in many Asian countries like Japan, China, Sri Lanka and so forth. Language tests frequently seemed to abandon one skill over another in these regions. A very few cases can be observed that testes both receptive and productive skills together though, “language test should reflect learners L2 competence” (Kamiya, 2017, p. 4). To test the language skills there are some varied types of language test which has been examined by Desheng & Varghese such as, “achievement test” that assesses where progress has been made, “proficiency test” aims to measure a test takers readiness for a particular role which also includes the high stake tests” (2013, pp, 32-33). Also, they mentioned all the various test types which are used to measure language skills (p, 33):

Some ways of describing tests:

Objective- Subjective,

Indirect- Direct,

Discrete-point- Integrative,

Aptitude- Achievement,

Proficiency- Performance,

External- Internal,

Norm-Referenced- Criterion-Referenced.

Evaluating the usefulness of a language test

Usefulness = Reliability + Validity + Impact authenticity + Interactiveness + Practicality

Essential measurement qualities -

- reliability
- construct validity

3.3. Sampling

Sampling is the most essential steps for research as it presents the overall problem by selecting appropriate participants and as Taherdoost (2016) suggested “Sampling can be used to make inference about a population or to make a generalization in relation to existing theory (p. 20). Also, it is not feasible for a researcher to do the survey all over the country to show the actual scenario and for this reason, the sampling needs to be done wisely so that it can represent the whole through the lenses of the selected samples.

Considering all the issues, the researcher visited 3 renowned Bangla Medium schools in Dhaka city. These 3 particular schools have been selected because all of them follow the same curriculum and all of them are government schools so the number of students and teachers are more compared to private schools which ease the complexity of finding appropriate numbers of participants.

A total of 150(120 girls and 30 boys) 9th-grade students took part in this survey. The reasons for selecting this group of students are that recently they have passed JSC examination and now are enrolled in class 9 and they are aware of the contents of the test. All the 8 teachers are from these 3 schools who teach English to the JSC students and they seem to be appropriate participants being knowledgeable about the JSC English examination. In the table below the selection of participants are provided:

Institution	Student	Teacher
School X	47	3
School Y	34 (section A) 41 (section B)	3
School Z	28	2
Total	150	8

Table no. 1: Number of Participants**3.4. Setting**

The researcher conducted the survey in a formal setting. Students' survey was done inside the classrooms. As the survey was done during the class hour, the time limitation was a major factor to address with great importance. The students' survey was done within 15-25 minutes. Likewise, the teachers' survey was conducted inside the teachers' room in the respective schools and it took around 15 minutes on average for all of them to complete the survey. However, 2 of the teachers from the "school A" could not manage time to sit with the researcher in the teachers' room. Thus, they did the survey during the class time while the students were busy doing the class work and the researcher waited outside the class so that the teacher can write his/her opinion without any influence from the researcher.

3.5. Instrumentation

The researcher designed 2 sets of survey questionnaires for both students and teachers separately which served as the major instrument for the survey. The students' questionnaire carried 11 questions in total. From questions no. 1-5, the researcher chooses close-ended questions where Likert scale has been used to bring out the answers from the students by giving

4 options as; “strongly agree, agree, disagree, strongly disagree”. Students had to put a tick mark on either of the options. From questions no. 6-8, there were more than 4 options given to know their opinion regarding the difficulty experienced in JSC English test and students were instructed to put a tick mark according to their understanding and they were given choice to choose more than 1 option if needed. In question no. 9- 11, the researchers choose 3 open-ended questions where students had to write their opinion in few sentences about the relevance of JSC English test and the role of parents to support the students while preparing for the test.

The teachers’ questionnaire contains 13 close-ended and open-ended questions in total. From question no. 1-8 the researcher choose Likert scaling where 4 options were provided; “strongly agree, agree, disagree and strongly disagree” and the respondents had to put a tick mark on any of the options. From question no. 9- 11, the teachers were to put a tick mark on any options where they were asked to express their opinion based on their experience in teaching the JSC students. Lastly, in question no. 12 and 13 the respondents were asked to provide their opinion descriptively in few lines regarding the importance of JSC English examination.

After collecting all the responses, the researcher has analyzed the data using Likert scale analysis and then showed the result in a mean score, percentage, graphs. Moreover, both the questionnaire carried some opinion-based questions which are investigated based on the thematic analysis. As there was time constraint the researcher had to limit the number of questions because all the survey was done during the school hour.

3.6. Data Collection Procedures

For collecting the data, the researcher has formulated the questionnaire for both the participants separately. Then, the questionnaire has been cross-checked by the thesis supervisor. After that, the researcher went to 3schools in Dhaka city and seeks permission from the school

authority by submitting an application which was taken from the supervisor beforehand. After the appointment was taken from 3 schools the researcher went there and did the survey with the students inside the classroom. Then, the researcher sat with the teacher in the teachers room and surveyed them. It was a bit difficult to manage time from the teachers as all of them are busy and had to take consecutive classes. Therefore, the researcher had to wait for the teachers to be free to do the survey.

3.7. Data Analysis Procedure

After collecting all the data, the researcher showed the result through percentage, graphs, charts and mean score. The researcher analyzed the data by using Likert scale analysis and measured the mean score and showed them in percentage using graphs. The open-ended questions have been analyzed by dividing the opinions into several themes and discussed similar and dissimilar responses from the data collection.

3.8. Obstacles Encountered

The researcher had to go through a lot of challenges throughout the process of data collection. AT the very beginning, the researcher had planned do the survey at least in 4 schools. For this purpose, she went to seek permission from 5 schools. Among the five schools, the researcher could take permission from 3 schools. In 1 school there was sports week going on and the authority did not allow the researcher to seat with their students and teachers. Another school did not allow because they did not want to disrupt their students in the school hour and refused to give permission to enter their classroom. Moreover, the researcher had to go to 2 schools in a single day and because of sudden rain in the morning, everything became difficult as many students were absent that day. However, the researcher had to complete the survey as the authority would not allow her to go to their school another day.

3.9. Ethical Consideration

Every researcher has to follow the ethical issues that are related to their field of research. As a language researcher, the researcher had to follow them as well. First of all, the researcher had to choose the appropriate language for the questionnaire. The researcher informed all of the participants beforehand about the research and how their information is going to be used. Also, she ensured the name of the schools and participants will be unrevealed. If necessary the researcher will use a pseudonym for the participants and for the schools as well. The researcher was also open to show the analysis of participants' opinion if the participants desired to know as Banegas (2015) believed to follow transparency a researcher might have to acknowledge participants involvement not to feel them deceived (63). Also, the researcher only took interviews from those who were willing to participate as some of the teachers were very busy with their schedule and could not provide time for the survey; the researcher respected their decisions and did not force anyone to do so.

Chapter 4

Research Findings

This chapter incorporates the findings of the research study that has been found from the responses of the participants involved in this study. The data has been collected from 150 junior secondary level students from 3 renowned schools in Dhaka city and 8 teachers from the respected level and schools who teach English to the JSC examination candidates. To collect the data the researcher formulated two sets of questionnaires to draw out the answers for the 3 central research questions. Also, the quantitative responses will be discussed through the mean score, percentage, and graphs. On the other hand, the qualitative responses will be discussed through analytical discussion based on thematic analysis of the open-ended questions. The finding has been divided into 2 sections where teachers' responses and students' responses have been addressed separately. For evaluating the quantitative data a mathematical scale has been designed which are as follows:

Strongly Agree: 4

Agree: 3

Disagree: 2

Strongly Disagree: 1

4.1. Findings from Teachers' Questionnaire Survey

The teachers' questionnaire carries 13 questions in total where the first 8 questions asked for their agreement or disagreement. The responses are measured using Likert scale and the mean score analysis gives the study the quantitative characteristics. Question 9-11 are quantitative and the findings are shown in percentage with the graph. Question 12 and 13 asked

for the opinion of the teachers regarding JSC English tests which are reported through thematic analysis.

4.1.1. Chart with Mean Score from Teacher's Response:

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean Score
1	1	6	1	0	3.00
2	1	7	0	0	3.13
3	8	0	0	0	4
4	2	3	3	0	2.88
5	1	5	2	0	2.88
6	1	7	0	0	3.13
7	5	1	2	0	3.38
8	4	2	2	0	3.25

Table 1: Mean Score Analysis with Likert Scale

In question number 1, the respondents were asked if the JSC English test helps developing language skills. In response to that, 1 respondent chose “strongly agree” and 6 respondent chose “agree” and 1 chose “disagree” and no one chose “strongly disagree” and the mean score is 3.00.

Question number 2 asked if JSC English test helps improving writing and reading skill. 1 chose “strongly agree” and the rest of the respondents chose “agree” and the mean score is 3.13.

Question number 3 says speaking and listening should be included in the class. The mean score is 4.00 as all the respondents strongly agreed to this statement.

In question 4, they were asked about the relevancy of the test content. The mean score is 2.88 as 2 chose strongly agree, 3 chose agree and disagree was chosen by 3 as well.

Question number 5, asked if composition parts encourage memorization. 1 chose strongly agree, 5 chose agree and 2 chose to disagree and mean score is 2.88.

Question number 6 asked if the test content helps to improve reading and writing skill. 1 chose strongly agree and 7 chose to agree thus, the mean score is 3.13.

Question number 7 says grammar and composition test should be taken in class regularly. 5 chose strongly agree, 1 chose to agree, 2 chose to disagree and mean score is 3.38.

Question number 8 asked if JSC creates interests among student to learn English and if it is contributing to the development of education. The mean score is 3.25 as 4 chose “strongly agree”, 2 chose “agree” and 2 chose “disagree”.

4.1.2. Individual Graph Findings from Teacher’s Response:

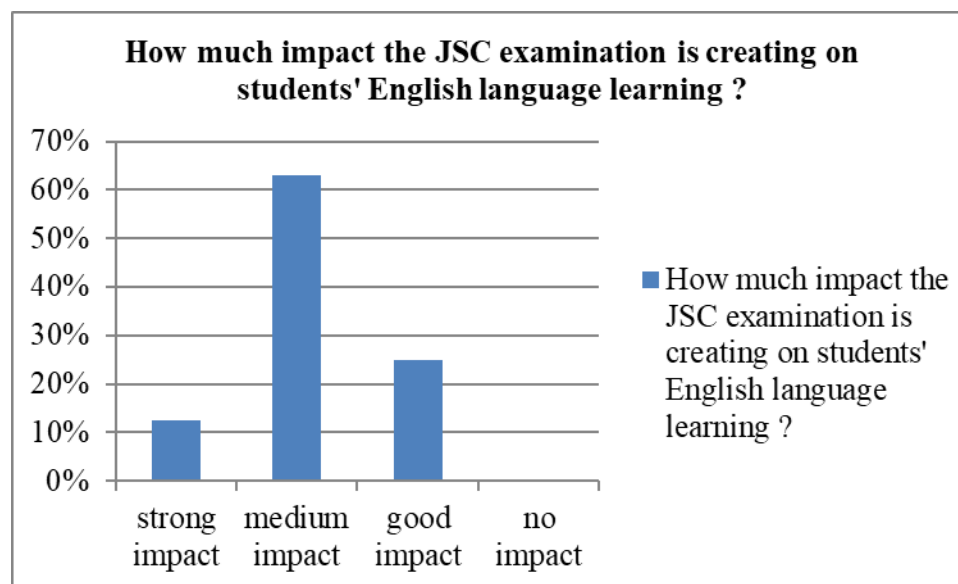


Fig 1: Graph Findings from Question Number 9

In figure 1 the responses of question number 9 have been shown. This question seeks to know the importance of JSC English examination on students’ language learning. Among the 8

respondents, 13% thinks it creates a strong impact on language learning and 25% thinks it is creating a good impact. On the other hand, 63% of the respondents think it is not creating that much impact which arises a question on the role of JSC English examination in developing the language skills.

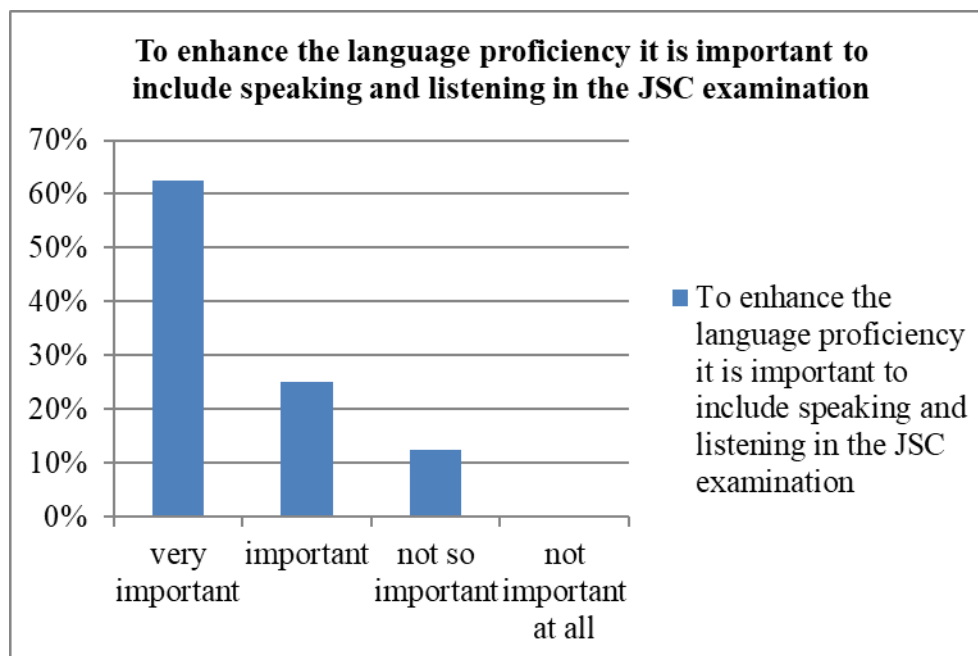


Fig 2: Graph Finding from Question Number 10

In figure 2 it is visible that 63% of the 8 respondents said it is very important to include listening and speaking in the examination and 25% think it is important whereas 13% thinks it is not that important.

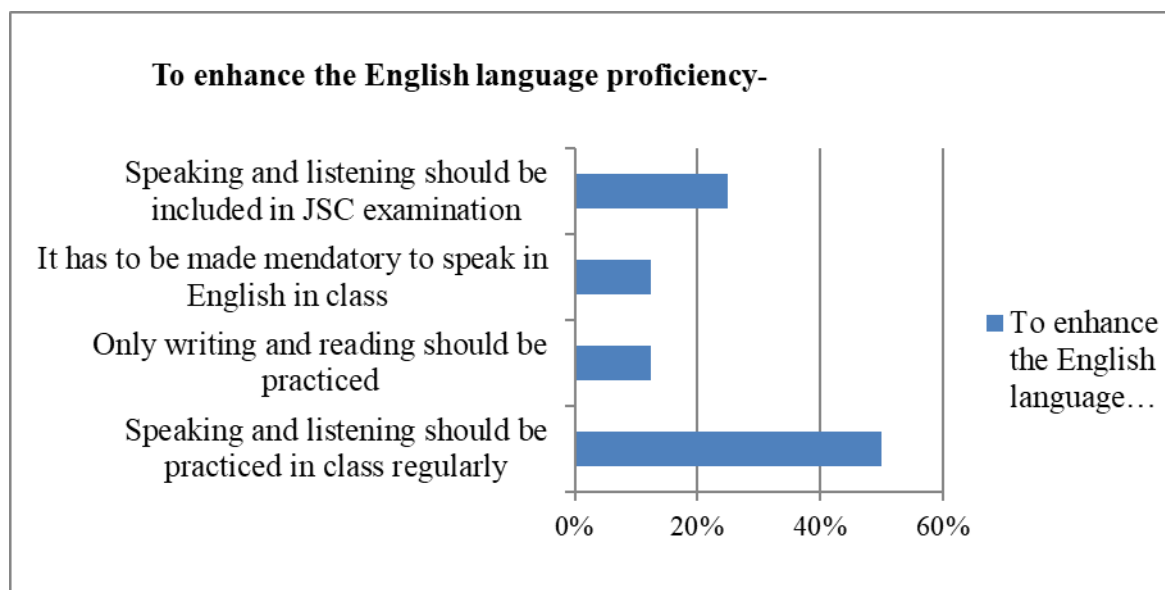


Fig 3: Graph Finding from Question Number 11

In figure 3, 50% response says it is important to include speaking and listening in JSC examination to enhance English language proficiency. 13% think English speaking in class should be made mandatory to enhance English language proficiency and 13% think only writing and reading should be practiced and other 25% think speaking and listening should be practiced in class regularly.

4.1.3. Findings from the Open-ended Questionnaire:

There are 2 open-ended questions asked to the teachers where they expressed their opinion on the importance of JSC English examination and what are the prominent positive sides and negative sides present in the existing examination system. The 8 respondents gave their opinion based on their experience of teaching the JSC students. The researcher has discussed the findings by thematic analysis. The major themes are presented separately for the 2 open-ended questions.

Findings from Question Number 12:

In the response of the teachers, 4 major themes have been noticed which are very prominent in their responses. The first theme refers to a negative side of the examination which says JSC English examination should be taken out of 200 marks instead of 100 marks which according to most of them will motivate the learner to learn the language more.

Another theme that is prominent is regarding the appropriate grammar items should be included in the examination. For example, some of them said, “Right form of the verb” and “prepositions” should not have been excluded which actually hinder students’ knowledge about language and it affects them in further studies.

Another major theme is that the JSC English test creates pressure among students. Students are always in constant pressure to make good grades from the school authority and from their family as well.

Other than these 3 above issues all of the respondents think JSC English examination helps learner developing their writing and reading skill. Also, it makes them prepare for HSC level and University level.

Findings from Question Number 13:

In the response of all the participants, two major themes have been very prominent. First of all, the JSC examination is necessary according to all the teachers. They think to learn English well; JSC examination is must for the learner, through test their language proficiency is evaluated properly.

Another theme found from the responses is that JSC examination should be designed based on practical knowledge which will motivate students to use the language more in class.

Most of the respondents said skill-based examination should be conducted to make the learning fruitful.

4.2. Findings from Students' Questionnaire Survey

The students' questionnaire carries 11 questions in total where question number 1-5 are measured using Likert scale and the mean score analysis has been calculated based on the mathematical scales which gives the research the quantitative feature. Moreover, question 6 and 7 are multiple choice questions and the answer of question 8 has been shown through percentage and question 9-11 asked for open-ended responses where the participants express their views according to their understanding based on their experience of attending JSC English examination.

4.2.1. Chart with Mean Score from Students' Response:

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean Score
1	35	98	14	3	3.1
2	75	66	7	2	3.43
3	99	44	6	1	3.70
4	21	52	63	14	2.54
5	71	66	12	1	3.39

Table 2: Mean Score Analysis with Likert Scale

In the table above it is visible that for statement 1, 35 students out of 150 students “strongly agree” that listening and speaking is practiced in their class regularly. 98 students said

they “agree” with the statement, 14 chose “disagree” and 3 chose “strongly disagree” therefore; the mean score is 3.1 in this case.

In question 2, students were asked if the content of JSC English examination helps to improve the language proficiency and in response to that 75 students chose “strongly agree”, 66 students chose “agree”, 7 students chose “disagree” and 2 chose “strongly disagree” and the mean score is 3.43.

In question number 3, students were asked about the importance of taking tests on grammar and 99 students chose “strongly agree” and 44 chose “agree”, 6 chose “disagree” and 1 chose “strongly disagree” and the mean score is 3.7.

In question 4, 21 students strongly agreed, 52 students agreed, 63 students disagree and 14 students strongly disagreed to the statement on not practicing listening and speaking as it is not tested in the JSC English test.

Students were asked if class tests help to develop writing and reading in question number 5 and in response to that 71 chose “strongly agree”, 66 chose “agree”, 12 chose “disagree” and only 1 student chose “strongly disagree”.

4.2.2. Students’ Response to Multiple Choice Questions

There were 3 questions asked the students to find out their responses on memorization for achieving good grades and also to know which of the part of the examination seems most difficult according to them. Moreover, how much assistance they get from their teacher to learn English was also asked.

Students’ Response to Question Number 6:

In this question, students were asked whether they memorize any item for making a good result. They were given 4 options and they had to choose the best option according to their

understanding. Most of the students chose “paragraph” and the percentage is 50.25%, 29.65 % of students chose “composition”, 18.66 % responded on “letter” and 1.44 % selected “dialogue”.

Students’ Response to Question Number 7:

In question number 7, students were asked to select an option which they find most difficult in JSC English examination. There were 5 options given and they had to put a tick mark based on their understanding. Among the 150 students, 65.66% of students chose “grammar” as the most difficult part among all the test categories. 10.7% chose “comprehension” as difficult and 2.67% chose “paragraph” as most difficult. Furthermore, 20.66% selected “dialogue” and 0.65% selected “composition” as most critical to answer in the JSC English examination.

Students’ Response to Question Number 8:

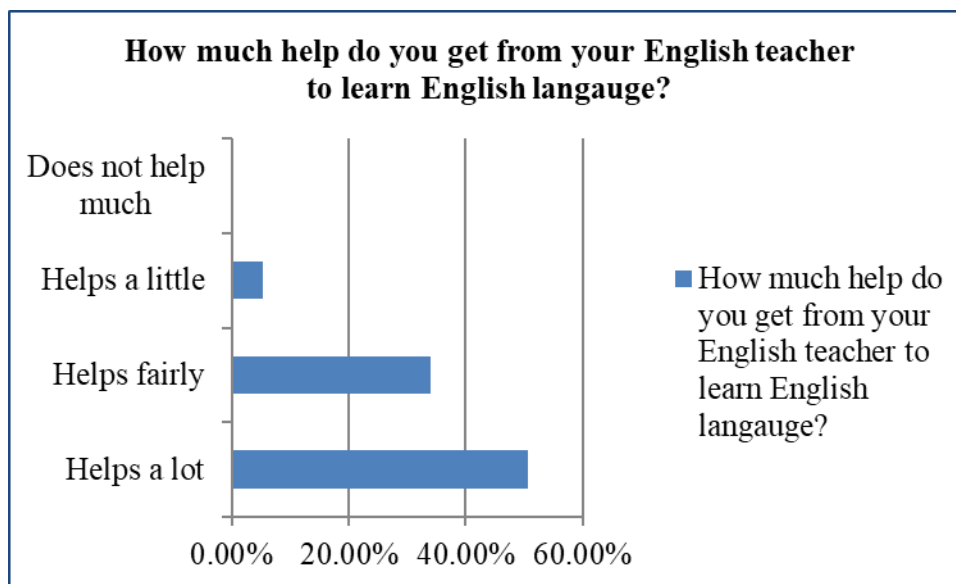


Fig 4: Graph Finding from Question Number 8

In figure 4, according to 58.67% among 150 students, English teacher helps them a lot to learn the language. Nevertheless, 35.93% of students answered their teacher fairly helps them in language learning and 5.4% of students responded their English teacher helps a very little in

language learning. No respondent answered the 4th option which says their English teacher does not help much to learn the language.

4.2.3. Findings from the Open-ended Questionnaire:

There were 3 open-ended questions asked to the students who seek to know their opinion on certain aspects of JSC examination. The three questions have been addressed separately by dividing into several themes which are most prominent in the students' responses.

Findings from Question Number 9:

In this question, students were asked to describe if JSC English examination helped them in learning the language. In answers to that, 4 major responses have been found repetitively in almost all of the answers. The first prominent response is regarding English Grammar and its rules. Most of the students said because of the JSC examination they practiced different kinds of grammar items and their rules which help them develop their sentence structure. According to one student "because of JSC Examination, I practiced various grammar items and tried to understand the pattern which helped my language to improve and I never memorize any grammar rules". In the same way, various responses were regarding memorization. Many students said JSC English examination promotes memorization which according to some students helps to learn English better, on the contrary; some students think it actually hinders actual learning. To illustrate, one student said, "For memorization purpose, students cannot give emphasize on actual language learning". The third prominent factor is according to most of the respondents JSC examination helps them overcome their fear of attending high stake exams. By attending the board exam, they get familiarize with the high-stakes testing system which helps them to be prepared for their SSC examination. Further, JSC examination also helps in creative

writing. In particular, paragraph writing, letter writing help in creative writing which is possible for the JSC English examination.

Findings from Question Number 10:

Three prominent responses were found in the answers to this question which is regarding speaking and listening test in JSC English examination. Most of the respondents think speaking and listening test should be included because it will help them to speak English fluently. Similarly, it will help build them as a good learner by correcting the errors they make while speaking and language skill will be increased. Next, according to most of the responses speaking and listening test will help in future at the time of getting a job and also; in university study speaking is a must. Lastly, very few students think there is no need to add speaking and listening in the JSC English examination as it will be a waste of time.

Findings from Question Number 11:

In response to the question “how your parents gave you inspiration before JSC English examination?” almost all the responses were regarding test preparation and advice on how to attend the English test. Most of the parents motivated the students for making good results which is very crucial according to the parents. Also, their parents advised them not to memorize anything rather practice repetitively by understanding all the contents. Furthermore, most of the parents emphasized practice in grammar and learning vocabulary more and more.

Chapter 5

Analysis and Discussion

This chapter discusses the analysis of the findings that have been collected from the research survey which seek to analyze the impact of JSC English examination on language learning. The researcher has analyzed the findings based on student and teacher perception towards the JSC English test regarding the testing and evaluation process and also; the relevancy of the test content to evaluate the language skills. 3 central research questions have been formulated in this regard and in the following discussion, the results from the survey questionnaires based on the research questions will be inspected.

5.1. Analysis of Central Research Question 1:

In this research question, the researcher wanted to know whether JSC English examination helps students develop their language skills. The response to this question can be taken into account from both students' survey and teachers' survey findings. Question number 1, 5 and 10 from students' survey and question number 1, 2, 3 and 10 from teachers' questionnaire provide responses to this particular query. Majority of the students agreed, they practice listening and speaking in class and teachers' responses highlight the fact; JSC English examination helps to improve language skills as the majority of them agreed to this particular statement. Though the majority numbers did not strongly agree, however, according to the responses JSC examination is helping in the development of language skills. Furthermore, Question number 5 and 10 from students response highlights the fact JSC is helping students developing their writing and reading skill which they are practicing through class test regularly and most of the student's responses find speaking and listening should be included in JSC examination which will improve language skills. Teachers' responses to survey question number 2,3,10 respectively highlights JSC helps

improving writing and reading skill and the respondents agreed in this regard, also; speaking and listening should be included in class to practice regularly which is very essential for enhancing language skills according to all the teacher and the mean score in this particular question was 4.00 which is the only question that all the responded strongly agreed to. Likewise, the majority of the teachers said it is very important to introduce speaking and listening in JSC English examination.

By analyzing all the responses above the researcher thinks, JSC is moderately helping to improve the language skills as writing and reading skill is being practiced regularly compared to speaking and listening skills. To be an efficient language learner it is important to master all the 4 skills which are absent in JSC examination. JSC being a high-stakes test gives prominent priority to all the candidates and the educational institute also runs after good grades which is a symbol of prestige for the school. As a result, everyone is busy teaching the content that is being tested in the exam, though; speaking and listening activities are there in the textbook every teacher tends to avoid the items that are not tested in the examination. Teachers tend to follow this method from decades because they have also come across to teaching profession by following the same curriculum that itself is “incapable of improving language proficiency” (Hamid and Erling, 2016, p. 40).

5.2. Analysis of Central Research Question 2:

Teachers’ survey questionnaires 7, 8, 9, 11, 12 and 13 respectively enlighten the fact that the testing and evaluation process is perceived both positively and negatively. From teachers’ responses in practicing grammar and composition regularly, the majority strongly agreed which is very satisfactory. On the other hand, responses of question 8 and 9 contradict with each other. For instance, majority of the teachers strongly agreed on the contribution of JSC in improving

the standard of language learning and in creating interest among students to learn the language which is contradictory with whether JSC is creating an impact on language learning and the respondents think it is not having that sort of impact which is not that much satisfactory. To add more, the majority of teachers strongly support the idea of practicing speaking and listening in class on a regular basis. Also, the open-ended questions show the negative aspects of this particular test and evaluation process as the mark distribution is not satisfactory to them. According to their view, the test should be designed of 200 marks which will emphasize more learning. They also think the high-stakes test at a very early stage promotes pressure of making good grades among learners who do not carry fruitful learning outcome. Additionally, student question survey 4, 8 and 9 can respond to this particular fact. Students findings of question number 4 show 63 students out of 150 disagreed the fact they do not practice speaking and listening for not being this criterion in the JSC test, but; 52 students said they agree with this comment and 21 strongly agreed with this which shows the result is actually varying among the learners. Question 8 and 9 shows students strongly agreed on the fact that they are getting maximum help from their teacher to learn and develop the language skills and, because of JSC English examination their grammar is improving and also it promotes memorization which is good in many students' view and at the same time bad in many students' view. To some student's' view this exam is helping them overcome the fear of attending high stake test which they appreciate a lot.

From the above survey analysis, the researcher thinks JSC examination is only emphasizing to improve writing and reading only and abandoning speaking and listening skills to be improved. In a research study on challenges of teaching English at primary level addresses, "most of the English teachers do not practice speaking side by side with writing and they conduct

the classes in Bangla which is a hindrance to the implementation of language curriculum” (Hossain, Nessa & Kafi, 2015, p. 15). The test is only helping improving grammar but actual real-life practices are not happening which hinders students from achieving the communicative goal of language learning by promoting memorization which “let teachers narrowing to the topic that was included in the examination and as a result it affected the critical thinking” (Anderson et al, 1990 cited in Cheng, 2000, p. 11). Hence, the research findings show that more classroom practices of speaking and listening task along with proper skill-based lessons can avail higher chances of success in language learning.

5.3. Analysis of Central Research Question 3:

This question deals whether the contents are relevant to test the language skills which can be addressed through students question number 2, 3, 7 and teachers’ question number 4, 5 and 6. Students responses show most of the students strongly agree to the fact that the contents of JSC are helping them develop their language proficiency. From their responses, it is visible that the importance of testing grammar is high in their view. In contrast, the result of question 7 contradicts with the result from the response of the previous question. The response show students find grammar as the most difficult part among all the contents of the English language which is not quite satisfactory. Question number 4 from teachers’ questionnaire deals whether the contents of JSC helps developing language skills. The result shows similar numbers of respondents agreed and disagreed at the same time which creates ambiguity deciding which side to support. Furthermore, 63% supports the idea that the composition part in the test criteria actually promotes memorization which is a satisfactory result. Nevertheless, according to 88% of teachers who agreed to the fact the content of JSC helps improving writing skills.

From the researcher's point of view, the content of the JSC English test is partially fulfilling the communicative goal of language learning. All the contents seem to help to develop the writing and reading skills while speaking and listening test remains neglected. There is no single content available that can claim to test these 2 prominent skills. Teachers, only select items influenced by the test content and students' learning is affected by high stake tests (Sato & Ikeda, 2015, pp, 3-4). As there is no test given to judge these 2 skills teachers and students do not give any proper treatment to develop these skills which let them suffer in the long run as Chawdhury and Kabir (2014) noted university students are not "well trained in English" to avail "graduate opportunities" thus, are unable to show their expertise in economic success for the country (p, 14). From the research findings, the researcher also realizes that the students are not familiarized with the 4 language skills properly, for this reason; they do not recognize the fact that grammar is not only the most important part while learning the language. Only being able to read and write is enough for them, speaking and listening do not carry importance in their view which is because it is not being tested.

Chapter 6

Conclusion

This final chapter embodies the overall summary of the findings from the survey analysis. Also, it assembles the contribution of this study and the practical implications of the research. Finally, in the recommendation section, the researcher provides a few strategies that can be adapted to bring changes in the JSC English testing system so that it creates a positive impact on language learning.

6.1. Summary of the Findings

From the research findings, it is noticeable that the current testing system in JSC English examination is not properly justifying the statement by NCTB which claims that students will develop competency in the four language skills. From the survey of both the stakeholders, it can be concluded that the purpose of developing communicative competence is not occurring. The test is designed solely depending on writing and reading tasks. Sultana (2018, p. 6) asserted the stakeholders being aware of the fact that despite “high passing rate, the English public examination fails to address the needs for English language teaching and learning”. While analyzing the data collected from the survey it is found that most of the students are traumatized about grammar testing which they find the most difficult item to be tested. Further, teachers are in favor of the giving 200 marks test instead of 100 marks test which has been revised in 2019 curriculum by NCTB. Moreover, teachers also suggested real-life practices should be emphasized in the classroom which can enhance the listening and speaking skill.

6.2. Contribution to Research

This current research study manifests the varied impacts of the JSC English test on language learning and it also highlights how the testing system overlooks the important language

skills essential for developing communicative skills. The error in the current education system makes students dependent on memorization and test papers. In addition, the absence of listening and speaking test in the JSC examination has an extensive impact on students' language learning. Students are not being aware of the significance of developing speaking and listening skills which will agonize them in the long run by affecting their future. This study will point out the importance of developing the four language skills for attaining communicative competence which cannot be underestimated in the current competitive globalized era. Tayeb, Aziz, Ismail, Khan (2014, p. 84) claimed "high stake tests are a tool for selecting suitable learner for higher education", thus; for making learners suitable for higher education communicative competence needs to be acquired through proper guideline. They also argued the current test structure influences teachers to choose "testing methods rather than teaching methods" (p. 92) which is a sign of adverse teaching. Hence, this research gives the opportunity to the student and the teachers to express their expectations from the authority to make noticeable changes in the current language testing.

6.3. Practical Implications

This research provides scopes to the student and the teachers to express their journey of language learning through JSC test. Kirkpatrick and Gyem pointed most of the language elements are taught in isolation which does not help learners to use English in a way that can facilitate learning of other subjects (2012, p. 14). Furthermore, very few empirical studies can be found on the overall impact of JSC English examination, thus; this study can be considered to bring changes in implementing the successful test to achieve the communicative goal of language learning. By closely looking at the NCTB's English textbook it can be found that almost in every lesson there are multiple tasks for improving the four language skills.

Nonetheless, the listening and speaking tasks are never acknowledged by the teachers to practice in class as a result students were uninformed about the efficacy of learning all the language skills to actually learn the language.

6.4. Recommendations

The problems with the curriculum and the testing system are deeply rooted in the current education system which cannot be demolished overnight. Systematic approaches have to be taken for substantial changes.

1. Teaching has to be based on the four language skills which are possible by encouraging communicative language classes because “changes in the test will automatically bring changes in teaching and learning” (Anderson and Wall, 1993 as cited in Tayeb et al., 2014, p.84).
2. Oral test through oral discourse or interview, listening test through recorded data in the high-stakes test can guide learners to develop their speaking and listening skills. As the stakeholders are not familiar with this type of test it can be difficult to deal with this situation. Lazaraton & Taylor (2007, pp. 121-122) believed to make “the oral test valid and reliable the test developer need to recognize the various facets (task, test takers, interlocutor, rating criteria)” as designing the oral test is actually a critical task.
3. Similar to Physics, Biology and Chemistry test in SSC and HSC, the separate verbal test can be adapted to fulfill the needs of learners’ communicative learning goal where a certain amount of marks is distributed for these oral tests can motivate learners to practice all the four skills equally
4. Fear of test should be eradicated and as a result, students will not be accustomed to memorization for the purpose of getting “A+” or scholarship based on their test marks and

teachers will adopt suitable teaching method for a successful teaching-learning environment.

5. To enhance critical thinking among learners a good language teacher makes use of the tools of the community such as; newspaper, artworks, poetry, etc. to make the learning environment related to current events (Ghaemi & Taherian, 2011, p. 13). However, Richardson (2011) argued sometimes teachers' lack of technical knowledge and lack of language exposure do not bring absolute success in the use of the authentic material (p. 20). Therefore, a proper guided language test including the four skills can triumph over all the discrepancies rooted in the current testing and evaluation structure of JSC English examination.

6.5. Further Studies

This study can be further developed by addressing other stakeholders for more dynamic outcomes. The perspectives of the other stakeholders that are not addressed in the current study can help to analyze the possibilities in language learning in the context of Bangladesh.

6.6. Conclusions

In a seminal article on communicative competence, Canale and Swain (1980) explained the goal for communicative testing is not limited only to judge what the learners know about the language or the use of the language but also in what extent the learners make use of the language in meaningful communication (as cited in Bachman, 2007, p. 50). The young learners are struggling for the malicious testing system for decades that force them only for preparing for the sake of marks not for the sake of preparing themselves to face the competitive world. Language learning should not solely depend on achieving mastery over language inside the classroom, it should make learners prominent language users outside the classroom as Brown (2000) pointed

“make sure you are preparing them to be independent learners and manipulators of language “out there” (p, 70). For the current discrepancy in the language testing the teachers can not only be blamed because it is not feasible for a language teacher to change the situation alone, a new testing structure should be developed which the teachers will practice in class because “good teaching depends on a practice of teaching, rather than solely on an individual teacher’s virtues” (Santoro, 2011, p. 8).

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Appendix A

Questionnaire for Teachers

The questionnaire has been formulated for the purpose of a research as a requirement for an undergrad degree. The study is based on JSC English examination and its various facets. The responses are expected to be unbiased and your personal opinion is appreciated. The name of the participant is going to be anonymous and will not be disclosed at anywhere in this paper. Thank you for your time and effort-

Read the following questions (1-12) and put a tick mark-

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The JSC English examination is helping students' to develop the language skills.				
2. The JSC English examination helps to develop students's writting and reading skill.				
3. To learn English better speaking and listening should be practiced in the class.				
4. The topics of the JSC question paper are relevant in assessing students' English language skills.				
5. The composition part (dialouge, paragraph, essay) encourages students for memorization.				
6. Topics of JSC examination question paper such as; dialogue writing, paragraph writing help students to improve writing and reading skills.				
7. Grammar and composition tests are given in class on a regular basis.				
8. JSC English examination is helping students to be interested in English and contributing to improve the quality of education.				

9. How much impact the JSC English examination is creating on students' English language learning?

☐ strong impact ☐ medium impact ☐ good impact ☐ no impact

10. To improve the language proficiency, it is important to include speaking and listening test in the JSC English examination.

☐ Very important ☐ important ☐ not so important ☐ not important at all

11. To enhance the English language proefficiency-

☐ speaking and listening should be practiced in class regularly ☐ only writing and reading should be practiced ☐ it has to be made mandatory to speak in English in class
☐ speaking and listening should be included in JSC exam.

Read the following questions (12 &13) and answer in few lines-

12. Give your opinion about some good and bad aspects of JSC English examination.

13. In your opinion, is there any necessity of JSC English examination?

Appendix B

Questionnaire for Students

The questionnaire has been formulated for the purpose of a research as a requirement for a Bachelor degree. The study is based on JSC English examination and its various facets. The responses are expected to be unbiased and your personal opinion is appreciated. The name of the participant is going to be anonymous and will not be disclosed at anywhere in this paper. Thank you for your time and effort-

Read the questions below (1-8) and put a tick mark

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Listening and speaking is practiced in class on a regular basis.				
2. The topics of the JSC question paper (paragraph, essay, letter, dialogue) help to enhance the language proficiency.				
3. To develop the English language skills, test on grammar should be emphasized.				
4. I do not practice listening and speaking because there is no test on this category.				
5. Class tests help to improve writing and reading skills.				

6. I memorize the following topic/ topics for making good result in the exam-

☐ paragraph ☐ letter ☐ dialogue ☐ composition

7. Which of the category/ categories seems to be the most difficult?

☐ grammar ☐ comprehension ☐ paragraph writing

☐ dialogue writing ☐ composition writing

8. How much do your English teachers help you to learn English?

☐ helps a lot ☐ helps fairly ☐ helps less ☐ doesn't help much

Read the questions below (9-11) and answer in few lines-

9. Do you think JSC English examination helped to learn English? How much and how?

10. Is it important to have a speaking and listening test in addition to writing and reading in JSC English examination to improve language skills? Give your opinion.

11. How did your parents inspire you before the JSC English exam?

Appendix C

Revised Marks Distribution for JSC/JDC Examination from 2018

Subject: English Total marks 100

Part A: Seen part (20)

Test item	No. of item	Marks for item
• Reading (MCQ)	7	7
• Gap filling (without clues)	5	5
• Short answer questions	4	8

Part B: Unseen part (25)

Test item	No. of item	Marks for item
• Information transfer (1 text)	5	5
• True/False	5	5
• Cloze test with clues	10	5
• Cloze test without clues	5	5
• Matching	5	

Part C: Grammar (25)

Test item	No. of item	Marks for item
• Speech	5	5
• Punctuation	5	5
• Use of Articles	5	5
• Changing sentences	5	5
• (Voice, Sentences, Interrogative, Affirmative, Negative, Exclamatory)		
• Suffixes and Prefixes	5	5

Part D: Writing (30)

Test item	No. of item	Marks for item
• Dialogue	1	10
• Paragraph	1	10
• Formal/Informal e-mail	1	10