

ENGLISH LANGUAGE ASSESSMENT PRACTICE IN CLASS NINE
(SECONDARY LEVEL) AT A SECONDARY SCHOOL OF DHAKA

By

Nazratul Naim Toma
ID: 17277001

A thesis submitted to the Department of Brac Institute of Languages in partial fulfillment of
the requirements for the degree of
Master of Arts in TESOL

Brac Institute of Languages
Brac University
February 2021

© 2021. Nazratul Naim Toma
All rights reserved.

Declaration

It is hereby declared that

1. The thesis submitted is my/our 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.

Student's Full Name &Signature:

Toma

Nazratul Naim Toma
ID: 17277001

Approval

The thesis titled “ENGLISH LANGUAGE ASSESSMENT PRACTICE IN CLASS NINE (SECONDARY LEVEL) AT A SECONDARY SCHOOL OF DHAKA” submitted by

Nazratul Naim Toma (17277001)

of Spring 2019 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Masters of Arts in TESOL on 4 February 2021.

Examining Committee:

Supervisor:
(Member)



Golam Kader Zilany
Former Lecturer
Brac Institute of Languages
Brac University

Program Coordinator:
(Member)



Dr. Faheem Hasan Shahed
Associate Professor
Brac Institute of Languages
Brac University

External Expert Examiner:
(Member)



Abdul Karim
Lecturer
Brac Institute of Languages
Brac University

Brac University Departmental Head:
(Member)



Lady Syeda Sarwat Abed
Senior Director
Brac Institute of Languages
Brac University

Ethics Statement

I declare that the thesis titled “English Language Assessment Practice in class nine (Secondary Level) at a Secondary school of Dhaka” is submitted to the Brac Institute of Languages (BIL), Brac University, in partial fulfillment of the degree MA in TESOL. That no part of this dissertation copied or plagiarized from published or unpublished copied or unauthorized from other published work of other writers and that all materials, borrowed or reproduced from other published or unpublished sources have either been put under quotation or duly acknowledged with full reference inappropriate place(s). I understand that the program conferred on me may be cancelled/ withdrawn if subsequently it is discovered that this portfolio is not my original work and that it contains materials copied, plagiarized or borrowed without proper acknowledgement.

Abstract

A systematic and well-organized assessment process paves the path of successful language learning. Many studies have concluded that the English curriculum policy and actual assessment scenario fall short in bridging the inconsistency with curriculum goals. The primary focus of this study is to explore the current English Language Assessment practice in class nine (secondary level) at a secondary school located in Dhaka city. The study illustrates both explorative and qualitative in nature. In fact, Qualitative purposeful convenient snowball sampling was used to explore how do the EFL teachers in class nine (secondary level) assess their students' English language skills (reading, writing, speaking, and listening)? and what type of challenges do the EFL teachers and students face in class nine (secondary level) during assessment or while being assessed on English language skills? Four students and four teachers were chosen from a secondary school located in Dhaka city. The study surveyed that teachers have already started applying CLT method in the classroom. However, teachers find it problematic to incorporate formative assessment on all four skills from the textbook due to backdated technology, short class duration and sheer volume of students' number. In case of summative assessment, both reading and writing skills are hardly reflected in communicative and creative English whereas listening and speaking skills are still excluded from it. The overall slow-paced assessment situation is standing in the way of learners' language skill development. Furthermore, still the incompatibility between the English curriculum policy and actual assessment practice scenario, are likely to deviate from its projected curriculum goals as the assessment system is poorly designed in relation to the curriculum. Policy makers as well as other stakeholders need to take necessary steps for the sake of learner's proper English language learning, where all four skills are of equal significance in both assessments. On the other hand, teachers are required to get ample training as required for cultivating the culture of effective learning.

Keywords: English Language Curriculum, Assessment, English Language Teaching-Learning, Secondary level, Communicative Language Teaching (CLT), Bangla medium

Acknowledgements

At the very outset, I am thankful to Almighty Allah for giving me the strength, patience and determination to carry out this research. I would like to express my deep gratitude to my supervisor Golam Kader Zilany, former Lecturer, Brac Institute of Languages (BIL), Brac University. I especially acknowledge the counseling and support from him. His calm and invaluable advice, feedback and motivation throughout the research work I will never forget. Lastly, I would like to thank all the participants who have given their valuable time by participating in the data collection and to those who contributed directly or indirectly in any respect during the completion of this research.

Table of Contents

Declaration.....	2
Approval.....	3
Ethics Statement.....	4
Abstract.....	5
Acknowledgement.....	6
Table of Contents.....	7
List of Acronyms.....	9
Chapter 1 Introduction.....	10
1.1 Background.....	10
1.2 Context.....	11
1.3 Problem Statement.....	12
1.4 Purpose Statement.....	13
1.5 Research Questions	14
Chapter 2 Literature Review.....	15
2.1 Curriculum	15
2.2 English in Education Sector and Curriculum Changes.....	15
2.3 What Curriculum Says about Assessment?.....	18
2.4 Define of Assessment.....	19
2.5 Importance of Assessment.....	20
2.6 Types of Assessment.....	22
2.7 Problems of English Language Teaching and Learning in Bangladesh.....	24
2.8 Summary of literature review.....	28
Chapter 3	30

3.1 Research Methodology.....	30
3.2 Sample size.....	32
3.3 Data Collection.....	32
3.3.1 One on One Interview.....	32
3.3.2 Documents.....	33
3.4 Data Analysis.....	34
3.5 Ethical Consideration.....	34
Chapter 4 Data Analysis.....	35
4.1 Findings from the teachers’ interview.....	35
4.2 Finding from the students’ interview.....	42
Chapter 5 Findings and Discussion.....	47
Chapter 6 Conclusion and Recommendation.....	56
6.1 Conclusion.....	56
6.2 Implication and Recommendations.....	56
6.3 Limitation of the study and further study.....	59
References.....	60
Appendix-1	66
Appendix-2	67
Appendix-3	68
Appendix-4	70
Appendix-5	72
Appendix-6	74
Table: Compare between the findings of this study and previous studies on similar topic.....	54

List of Acronyms

ELT	English Language Teaching
EFL	English as a Foreign Language
NEP	National Education Policy
NEC	National Education Commission
MoE	Ministry of Education
CLT	Communicative Language Teaching
GTM	Grammar Translation Method
NCTB	National Curriculum & Textbook Board
PTI	Primary Teachers Institute
NAPE	National Academy for Primary Education
SSC	Secondary School Certificate

Chapter 1

1.1 Introduction

Assessment is a systemic procedure of collection information or evidence of students learning progress. Through it, teachers can distinguish about learner's progress and achievement (Tosuncuoglu, 2018; Looichin & Rethinasamy, 2013). In other words, it is a "regulatory system through which the success of a student in achieving the comprehensive goals of education is measured" (NEP, 2010, P.51). In education section, "formative and summative both types of assessment had immensely contributed in different ways to the larger goals of the assessment process" (Vik, 2013, P.19). Moreover, curriculum plays as a guideline and based on learners needs and make them competent to match with the globalized world, curriculum changes. In fact, assessment is the most significant part of curriculum and it has to be clearly lined up with the aims and purposes of the curriculum (Earl, 2003).

1.2 Background

"English is acknowledged to be the world most important language, and it is the most widely used language" (Quirk, Greenbaum, Leech, Svartvit, 2010, P. 3). In addition, it has become the modern lingua franca, which is paramount for the survival of human race. It acts like a catalyst in minimizing communication obstacle over cultures (Slauddin, 2013). Since, "English is an internationally shared language, which further necessitates learning of English to the Bangladeshi people, and its learning must be updated with the individuals changing needs in a globalized world" (Hasan & Akhand, 2009, P.45). However, "Bangladesh is one of the largest populations in the world learning English as a foreign or second language" (Rahman & Pandian, 2018, P. 2). Since the early 1990s, it has been a mandatory subject in the school class one to twelve (Ali, Hamid & Hardy, 2018). "After independence, English and English education policy changed chronologically, the first education commission –

1974, English Teaching Taskforce Commission – 1976, Bangladesh National Education Commission – 1988, National Curriculum Committee – 1991, National Education Policy – 2000, National Education Commission – 2003, National Education Policy – 2010” (Chowdhury & Kabir, 2014, P.10).

In Bangladesh, the whole educational system is managed by the curriculum and assessment is an essential part in curriculum, whereas educators evaluate learners learning progress and achievement by assessment. Formative and summative, both type of assessment plays acts essentially in education sector. Through formative assessment, teachers teach pupils and give possible suggestions based on their performance and additionally motivate them for further learning on their lacking's. On the other hand, in summative assessment which is carry through a report after a certain period of time what learners has been acquired at the end of a program or course (Harlan & Gardner, 2010).

1.3 Context

In a student's life, class nine or secondary level act an essential role. It is a gateway of life. In this level, make learners capable to compete themselves with local and global demands. However, “secondary education is one of the most important and biggest sub-sectors in education having huge number of institutions and teachers in Bangladesh” (Begum & Farooqui, 2008, P. 45). Thus, assessment in this level, plays an important role to measure learner's actual English language skills and discovers their capability in this language. Therefore, my thesis explores the current situation of English language assessment process in Class Nine (Secondary Level) in a school which is located in Dhaka City.

1.4 Problem Statement

Since, in 1996, realizing the need of communication in English language teaching and increase learner's communication skills, the Ministry of Education (MoE) replaced Grammar Translation Method to Communicative Language Teaching (CLT) approach (Rahman & Pandian, 2018). But, from the previous research studies of the similar topic, there found some problems such as the replacing from GTM to CLT was not come out the expectation, CLT techniques are hardly used and communicative language are used with little exposure (Rahman, Babu, Ashrafuzzan 2011; Nur & Islam 2018; Sultana, 2018; Rahman, Pandian & Kaur, 2018; Haider & Chowdhury, 2012; Parvin & Haider, 2012). In the case of assessment, classroom teaching and learning are exam oriented, teachers assessed their students through questioning and mainly used close-ended questioning, teachers provided oral feedback to the students (Rahman, Babu and Ashrafuzzan, 2011). On the other hand, among from all the four skills of English language, speaking and listening skills are overlooked from the summative assessment and the assessment is mostly established on reading and writing skills and most of the test items promoted students lower-level learning and ignored higher level learning (Hafiz and Rahman, 2019; Ali, 2016).) And the assessed item had little relevance for communication life and the test doesn't represent the curriculum goals (Ali, Hamid and Hardy, 2018). Moreover, there are some problems teachers and students faced during assessment and while being assessed learners in their EFL classroom, such as large number of students, time duration, anxiety or shyness of participant in the task, lack of teaching aids, are the major challenges to assess learner's language skills (Ali, 2016). Students are also faced some barrier in their English language learning and being assessed for example dominance of bright learners in classroom communication process (Babu and Mim, 2016). Similarly, the short class time, big class size, lack of classroom infrastructures, exam-oriented system, memorization, as well as the lack of proficiencies of the teachers and students do not willing want to practice CLT in the classroom (Rahman, Pandian and Kaur, 2018). However, "No

marking scheme or moderation is provided to the examiners, and, as a result, the assessment becomes less reliable, individually controlled by each examiner, rather than by the examination boards guiding the marking procedures” (Holbrook in Azim, 2018, P.232). As a whole, Disparity between the English curriculum policy and real assessment practice scenario, which doesn't represent or match the curriculum goals (Das, Shaheen, Shrestha, Rahman, Khan, 2014; Nur, Islam, 2018, Ali, Hamid and Hardy, 2018; Islam, Hasan, Sultana, Karim and Rahman, 2021).

1.5 Purpose statement

Since, based on the learners need policy maker establish education policy and curriculum and its updates chronologically. To make a masterly learner to compete the local along with global world assessment system act a very critical role to build their English language communication skills. And through assessment, teachers can determine how much a learner reach their goal. As well as the assessment system has to be alien with the actual curriculum objective and goal. All the policy become unsuccessful if the assessment system doesn't represent the curriculum objective. Thus, without any doubt, in education sector assessment system plays an unavoidable role to make the scholar learner who have the mastery of English language skills. Based on the necessity of assessment system, my interest come to know about the current situation of English Language Assessment in Class Nine (Secondary Level) in a school located in Dhaka City, how much teachers and learners reach their teaching and learning goal. Thus, the purpose of my study was to explore the English language assessment practice in Class Nine (Secondary Level) at a secondary school in Dhaka. How do the EFL teachers in class nine assess their student's English language skills and what type of challenges do the EFL teachers and students in class nine faced during assessing and while being assessed on English language skills?

1.6 Research Questions

1. How do EFL teachers in class nine (secondary level) assess their student's English language skills (reading, writing, speaking, and listening).
2. What type of challenges do EFL teachers and students in class nine (secondary level) face during assess and while being assessed English language skills (reading, writing, speaking, listening)?

Chapter 2

Literature Review

2.1 Curriculum

Curriculum is a broad term that covers the whole ‘social’ ‘philosophical’ and ‘administrative’ issues in a language programme (Ali, 2010). It plays as a preplan role that surrounding the whole activities in the education area (NCTB, 2012). A curriculum of a specific education programme is laid to accommodate desires, tendencies, abilities, experiences and demands of learners in the backdrop of a society or a country. “A curriculum contains answers to questions such as to who, why, what, how, with whose help, by what, where and for how long learners will learn. It also shows the ways of assessing their learning as well” (NCTB, 2012, P.1). It is “a ‘public record’, ‘a contract’ ‘an instrument’ that clearly shows the ‘negotiation’ amongst all the parties engaged and it focuses on the ‘ends of the instruction and its social purpose” (Yalden, 1984 in Ali, 2010, P. 288). It is the heart of education system which indicates the education aims objectives and learning outcomes (Hasan, 2004) and support teachers to manage their teaching (Salahaiddin, Khan & Rahman, 2013).

2.2 English in Education Sector and Curriculum Changes

Curriculum development is an ongoing procedure and serial evaluation of curriculum is very essential to identify its strengths and weaknesses as well as its effectiveness. Based on the social and learning demands knowledge area, technology result, science are changes which make the curriculum updating (NCTB, 2012). By the curriculum the education system has always been conducted in our country (Begum & Farooqui, 2008 in Hafiz and Rahman, 2019). “Language curriculum design has undergone several changes with numerous philosophical and theoretical assumptions & the traditional approach to curriculum design is

guided by the philosophy of what White (1988, P.24) calls the ‘Classical humanism’ or the ‘Cultural transmission’, a philosophy of education in which the teacher is seen as a transmitter of information, rules and values” (Pope & Keen, 1981 in Ali, 2010, P.285).

“After independence, eight education commissions developed blueprints for education policy the Education Commission Report in 1974” (Rahman & Pandian, 2018, P.2) and “it was the first education commission aimed to decolonize the education system and effectively exile English from the country, English has always remained a top priority in the school curriculum”(Chowdhury& Kabir, 2014, P.1). Because of the declaration of first education commission that Bengali to be the only medium of instruction from primary to higher education, which realized the significance of learning foreign or second language and the education commission recommended students from class six to higher secondary level can study English as a second language. After that, in 1976 the National Curriculum Committee made English a compulsory subject from class 3 and based on the Bangladesh National Education Commission report 1988 the Ministry of Education decided Grade 6 to be the uniform starting point of English and it was also in favour of introducing English much earlier in Grade 3. Then, in 1991 the National Curriculum Committee recommended introducing in class 3 the English language (Chowdhury and Kabir, 2014). However, in 1992, English was made a compulsory subject in class 1. After that, the NEP 2000 suggested introducing English as an extra subject in classes 1 and 2 with the recommendation for the introduction English as a compulsory subject from class 3. Bengali and English would be used as mediums of direction for Bangladeshi and foreign students at the secondary level. Moreover, NEP 2000 also suggested that English could be skillful as medium of instruction at the higher education level. In NEC 2003, Englishlanguage learning highlight from the primary level and it announce that one of the foundational goals of primary education to acquaint learners to English language skills as a foreign language and the commission was

not recommend any book but suggest renovate the English curriculum in general. In addition, also proposed, organizing overseas training for trainers in the primary Teachers Institute (PTI) and the National Academy for Primary Education (NAPE) and local training programs for all secondary school teachers. In closing, for to develop undergraduate students' language skills, the commission recommend to launch a six-month English and Bengali both language course. In NEP 2010, English acknowledged as crucial element to establish knowledge-based and information technology-oriented society and also recommend from the very beginning of primary education to improve English writing and speaking skills. And at the secondary level, English being a mandatory subject over all formal education and introduce English as a medium of instruction by any school. For effective English education, English teachers were to be assigned in high schools, while in higher education, English and Bengali both are medium of instruction and also, English as a compulsory subject in all colleges and universities. Also, this policy highlights the require to English to Bengali written translate book to reach international standard (Chowdhury and Kabir, 2014).

“Inconsistency in education policies has always been a feature of ELT in Bangladesh. Decisions about changes have often been driven by no apparent justification. In 1995 NCTB revised the English curriculum with a move to introduce “Communicative Language Teaching (CLT)” (Haider &Chawdhury, 2012, P.12) and the curriculum was made from traditional GTM to CLT in 1996. “Realizing the need for communication in English language teaching” (Rahman and Pandian, 2018, P.4). “The idea of communicative language teaching emerged in the 1970s following Hymes’ (1972) theory of communicative competence, which greatly emphasized learners’ ability to use language in context, particularly, in terms of “social demands of performance” (McNamara, 2000, P. 116). “Though the curriculum changed the approach for the goodness of education but there is created some troubles which hamper the education as well as learners. After more than a decade of introducing CLT,

students of secondary schools are still struggling to achieve desired level of proficiency in English”(Afroze& Rahman, 2008; Rahman, 2011 in Haider &Chawdhury, 2012, P.13). “This approach is introduced to focus the four language skills- reading, writing, listening and speaking and also improve learner’s communicative competence in English language. To help prepare the country’s younger generation for the competitive globalized world of the 21st century, this curriculum for secondary English has been developed” (NCTB, 2012, P. 73).

2.3 What Curriculum Says about Assessment?

According to the NCTB (2012, P. 26), “Assessment is measuring learner achievements from a certain teaching learning activity”. On the other word, “how far of the learning outcomes previously set in the curriculum are achieved by the learners are measured in the assessment. “Assessment is not a separate aspect of education but is an integrated element of the curriculum” (Vik, 2013, P.19).Curriculum, instruction, and assessment are intricately connected to each other(Pellegrino, 2010 in Islam, Hasan, Sultan, Karim & Rahman, 2021, p. 5). According to the National Education Policy of Bangladesh (2010), “Assessment is a regulatory system through which the success of a student in achieving the comprehensive goals of education is measured. However, assessment system is partly responsible for the failure to achieve the desired English language teaching and learning outcomes” (Ali and Walker 2014; Hamid and Baldauf, 2008 in Ali, Hamid & Hardy, 2018, P. 6). From a different point of view, “learners are assessed or evaluated, such as continuous assessment or formative assessment and summative assessment or terminal or public examinations. Continuous assessment or formative assessment is carried out throughout the year by means of tests and homework” (Ali, Hamid & Hardy, 2018, P.6). According to NCTB (2012, P. 27)“Every subject has 20% marks for continuous assessment and classwork, class test,

homework and investigation work all are under continuous assessment. Not only has that this curriculum stresses on personal development of learners. The curriculum not only suggests a learner to be intelligent, she or he has to be a good human being as well. This is why assessment of a learner's behavior and attitude needs to be assessed too. This can be done through continuous assessment "(NCTB, 2012, P.29). In the case of, "terminal or public examination, assessment does after a certain period or program. Each year will have two terminal examinations. Promotion of students to the next class will depend on their marks acquired in the both the terminal examinations added to the marks acquired in the continuous assessment. In terminal /public exams using teacher prepared or centrally prepared tools and the test tools will be based on all the learning domains where necessary "(NCTB,2012).

2.4 Define of Assessment

Generally, "Assessment is defined as the collection and interpretation of information through a process of synthesizing, evaluating and passing judgment in decision making" (Airasian, 2005 in Chng&Rethinasamy, 2013, P. 24). Assessment is the most essential part of teaching and learning. Being assessed, in an educational context, assessment involves determining, getting and creating judgements about evidence connecting to the aims of the learning (Harlen ,2012). Whether, the assessment is done successfully, it can develop students' performance outstand (Black & William, 1998 in Hafiz & Rahman, 2019). It as "a group of processes which we use when we try to understand and draw conclusions about pupils' learning process, progress and learning outcome"(Smith, 2011, P.57). It is needed to observe the levels of student accomplishment according to the outcomes and it is the set of processes through inferences are create learner's learning procedure, skills, understanding and accomplishment (Smith, 2001 in Looichin&Rethinasamy, 2013). "There is also a changing trend as to how assessments are used in education" (Looichin&Rethinasamy, 2013, P.24). Its

outcomes support the teachers to recognize the student learning gaps and by it, teachers could take steps to establish successful teaching– learning process (Das et al, 2014). According to the National Education Policy of Bangladesh (2010), assessment is “a regulatory system through which the success of a student in achieving the comprehensive goal of education is measured” (P .51). (Hafiz & Rahman, 2008, P.33). Since, “a test is a type of assessment— usually thought of in the traditional sense of an exam or quiz—assessment is a more comprehensive term. It often indicates the collection of information about student learning that might include not only tests but also a variety of techniques such as performance tasks, portfolios, and observation” (Rogier, 2014, P.3). The main goal of assessment is to develop student learning, as opposition to just being capable to provide grade for course content a student has mastered. Hyland (2010, P. 214) “mentions five main purposes for assessing pupils: Placement, diagnostic, achievement, performance and proficiency. Placement as a reason for assessing refers to the gathering of data, by the use of tests, which will help place pupils in appropriate classes. These tests can also be used for diagnostic purposes, though the diagnostic purpose of assessing pupils is usually to identify strengths and weaknesses. Diagnostic tests are also useful in identifying areas that need to be adjusted as a course progresses, and to inform the pupils about their progress. The achievement aspect of assessment makes it easy for the pupils to demonstrate their writing progress. Such assessments should be based on a clear indication of what has been taught, testing only the genres that have been in focus in class, and reflecting the progress rather than failure. Performance gives information about the pupils’ ability to perform particular tasks, and finally, proficiency indicates the pupils’ level of competence, and seeks to give an overall picture of ability. Proficiency tests are often standardized for global use”.

2.5 Importance of Assessment

Assessment plays an important role in teaching and learning. It “affects decisions related to instruction, determines the extent to which instructional objectives are met, and provides information for administrative decisions”(Rogier, 2014, P.3) and it permit teachers to give more successful direction and to build a premise for assessing acquirement (Hollowell, 2011 in Rahman, Babu & Ashrafuzzaman, 2011). Assessing students is a most essential side of teacher's teaching (Nitko, 1996 in Rahman, Babu & Ashrafuzzaman, 2011) and it is “an integrated process for determining the nature and extent of students' learning and achievement” (Linn & Gronland, 2005 in Rahman, Babu & Ashrafuzzaman, 2011, P. 97). “Seven key concepts—usefulness, reliability, validity, practicality, wash back, authenticity, and transparency—are cornerstones in testing that help to ensure that a test is solid “(Rogier, 2014, P.3). It is the most essential thing by which figure out the directional tasks through only through assessment that we can discover whether tasks in that we committed our student’s outcomes in the intentional learning and it is the bridge between teaching and learning (William, 2013). “In education systems worldwide, at any level, assessment is a key component for measuring the progress of learning. These measures are meant take stock of the width and depth of learning as well as help learners progress further. They are the means to gather evidence to best meet the learner’s needs for skills and knowledge development” (Coombe & Barlow, 2009 in Das et al, 2014, P.327). It plays a chief role in teaching and learning (Bagum and Faruqi, 2008). “An essential element of assessment literacy is the ability to connect student assessment to the learning and teaching process. An assessment-literate teacher is able to interpret data generated from a test to make useful modifications to teaching and to use assessments as a tool to improve student learning and he/she also able to discuss assessments with others in terms of key concepts in testing” (Rogier, 2014, P.3). Though, it is one of the most important components of teaching and learning and whether the assessment is done successfully, it can develop students’ performance remarkably (Black &

William, 1998 in Hafiz & Rahman, 2019). There are “six arching purposes of assessment. The purposes of assessment are – selection by assessment, maintaining standards, the motivation of students, feedback to students, feedback to teachers and preparation for life” (Rawntree, 1987 in Hafiz & Rahman, 2019, P. 36). “Through learner assessment teaching-learning methods and techniques are also assessed to measure strengths and weakness and bring about necessary changes” (NCTB, 2012, P.26).

2.6 Types of Assessment

There are two major types of assessment: Formative or continuous assessment and summative assessment or terminal and public examinations. In the larger goals of the assessment procedure, both types of assessment are taken differently (Vik, 2013). “Assess learners during a lesson or after a certain part of a lesson is called formative or continuous assessment” (NCTB, 2012, P.26). It is “carried out throughout the year by means of tests and homework” (Ali, Hamid & Hardy, 2018, P.6). Formative assessment focuses on increasing direction and developing learning where overall learning achievements is the summative for assessment (Rahman, 2018). Teacher and student both work for formative assessment results to create what steps need to assist next learning (Chappuis & Chappuis, 2008). “Continuous assessment or formative assessment system and giving feedback is essential to judge student’s achievement, weakness and emancipation of weakness in any subject” (Sadek, 2002 in Salahuddin, Khan & Rahman, 2013, P.49). “The idea that assessment can help learning is not new, but what is new is a growing body of evidence that suggests that attention to what is sometimes called formative assessment, or assessment for learning, is one of the most powerful ways of improving student achievement. The term formative should apply not to the assessment but to the function that the evidence generated by the assessment actually serves and it is useful for classroom practice” (William, 2013, P.15). Furthermore, key of formative

assessment function is fruitful feedback (Hattie&Timperley, 2007 in Brookhat, 2011).“Assessment as functioning formatively when the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited” (Black and William, 2009 in Gardner, 2012, P. 51). Continuous assessment is carried out throughout the year by means of class tests and homework, assessment area, homework and investigation work. Every subject has 20% marks for continuous assessment (NCTB, 2012). The information come out through formative assessment, helped individual students to develop their performance as well as their learning. Additionally, from the outcomes of these assessment, teachers also get supportive information which helped them to develop their teaching (Wiliam, 2004) and throughout these assessment, teachers get the essential information on the development of their students’ learning, thus they observetheir students’ needs in a timely manner and carry on being their instruction line up with their development (Jia, Eslami, &Burlbaw, 2006).

“The Summative assessment is assessments do after a certain period or program such as terminal assessment, final examination” (NCTB, 2012, P. 26). “It is generally carried out at the end of a course or project mainly to report what has been achieved at a particular time” (Harlan and Gardner, 2010, P.16). “In terminal /public exams using teacher prepared or centrally prepared tools and the test tools will be based on all the learning domains where necessary” (NCTB,2012, P.80). However, based on learner’s performance, teachers give feedback and from that feedback students could know about their mistakes and get the better off from the differentareas of language skills improvement. However, without any doubt, feedbacksare equally important on classroom and final both type activities (Das et al, 2014).

According to William (2013, P. 16) “the most useful three key process in learning are 1. Where the learner is right now 2. Where the learner needs to be 3. How to get there. In other word, the three process in learning are: goal, objective and outcomes”. Moreover, in teaching and learning situation, goal and objective can also called claims, which is exactly what knowledge do teacher want to his/her students to have and objective is how do the teacher want them to know it? Evidence is the outcomes, which is what will the teacher accept as evidence that a student has the desired knowledge? How will the teacher analyze and integrate the evidence? It can also call functions/ results/experiences/changes etc. And in tasks, what tasks will the students performs to communicate their knowledge?

2.7 Problems of English Language Teaching and Learning in Bangladesh

There are “some problematic or challengeable situations in the secondary English education system some complexities. Such as the short class time, big class size, lack of classroom infrastructures, exam-oriented system, memorization, as well as the lack of proficiencies of the teachers and students do not allow CLT to be practiced in the classroom” (Ali & Walker, 2014; Hamid, 2010; Kirkwood & Rai, 2011 in Rahman, Pandian & Kaur, 2018, P. 1119). The textbook (English for Today) for secondary level was updated where all the four skills were included in the textbook. With the focus of CLT, the textbook design for the learners’ and four English skills tasks including which support to improve learner’s communicative skills. (Rahman, 2015). Moreover, teachers explained regarding the resources is that they need technological support. However, “the concern they expressed is regarding practicing their listening skills in the classroom. The textbook comes with a CD for listening activities, but they cannot use as classrooms lack of technological devices. Besides, the suggested group or pair works were not held as directed in the textbook primarily due to the lack of class time and large class size” (Rahman, Pandian & Singh, 2018, P. 1119).

“In an EFL (English as a Foreign Language) context, there should be a national ELT curriculum in order to fit ELT within the socio-cultural context of a country” (Ali, 2010b in Ali & Walker, 2015, P.33) but English medium schools under national curriculum, some materials use which are not suggested by the Ministry of Education nor by the NCTB of Bangladesh. Most of the materials are from India and based on their culture. And because of that the textbook should be need re-design that reflect our culture and society. Furthermore, with the use of McDonough & Shaw (2003) model, Ali (2012) finds gap between ‘English for Today’ and the ultimate curriculum goal (Ali & Walker, 2015) and “the English language teaching-learning situation in rural Bangladesh is not the same as that in the town schools and the ELT situation in peripheral Bangladesh is really poor, and the learning outcome does not reflect the goal of the national ELT curriculum all these things create the inconsistency in English practice” (Hamid & Baldauf, 2008 in Ali & Walker, 2015, P.35). However, in Bangladesh, there is no cooperation between curriculum phrases development. The national ELT curriculum is designed in a top-down procedure and where learners’ and teachers are not getting hold of contemplation. Moreover, the other stakeholders seem with little cooperation but the main two essential stakeholders’ teachers and learners really seem to become the third parties, on them the syllabus and the materials are imposed. Additionally, designers of test and the people involved in testing and assessment have limited amount cooperation with the people other phases of the curriculum (Ali, 2010b in Ali & Walker, 2015).

On the other hand, in Bangladesh, assessment process had all the time guided by the curriculum but the process focuses mainly learners’ memorization and comprehension skills. Other kind of skills in knowledge such as application, analysis, synthesis and evaluation were rarely cover in the assessment. The important qualities for example- presentation, direction, management, sufferance, supporting attitude, co-curricular activities, and social moral/ethics were excluded from the assessment process and because of learners were totally depend on

memorization skill and nothing creative, absence of merit qualified learners for country (Begum & Farooqui, 2008 in Rahman, Babu & Ashrafuzzaman, 2011). Conversely, “in classroom the assessment can be oriented towards mastery of certain skills and strategies or towards students’ performance compared with other students’ performances” (Ali, 2011, P. 16). Joseph (2007) in Ali (2011, P.17) said that, According to American context, through classroom assessment teachers and students can share information regarding learning which help for taking decisions. However, though classroom assessment is very effective and informative, some teachers are not interested in this assessment. Also, is the responsible to straggle the English language curriculum application because, via this a student’s can measure and know about his/her capability English language skills (Salahuddin; Khan, Rahman, 2013). “The classroom of secondary level is exam oriented. Teachers and students both are mainly focused on how to gate higher mark on the final examination rather than accomplish the curriculum objectives and listening and speaking remained unpracticed in the classroom” (Das et al. (2015), Kirkwood and Rai (2011), Ali and Walker (2014) in Rahman, Pandian & Kaur, 2018, P.118) and also in the SSC examination is tests the two skills- reading and writing skills and the other two major skills speaking and listening are never tested in reality in the SSC English examination and they were entirely excluded from the SSC examination (Sultana, 2018; Ali, 2011; Rahman, Pandian, Kaur, 2018). On the other hand, according to the curriculum, the tests have to CLT based and have the competence for effective communication in real life situations but the test items were not communicative based, it was based on memory/ knowledge (Das et al, 2014). “The structure of the national examination only allows assessment of skills in reading, and writing, and because it permits success through rote learning of answers” (United Nations Educational, Scientific and Cultural Organization 2011 in Azim & Greenwood, 2018, P. 8). In the reading comprehension test, the text was directly taken from the textbook, so learners didn’t need to

read the text again and in the second paper the grammar is not the communicative form, and in the writing section, a listed composition items are given which are important for the final exam, so it seems that SSC examination test is depends on the memory or knowledge. Which make the most prestigious examination questionable and also it unable to achieve the communication goal of the curriculum (Khan, 2010; Sultana, 2018).

Besides, there are also some problems in English, in the education sector of secondary level, the policy maker changed the approach GTM to CLT without realize the teachers need and the new curriculum fail to reach its desirable goal. One of the main reasons of this problem because the teachers followed the traditional approach and the policy maker changed it with the new approach and they do not have any idea about CLT (Communicative Language Teaching) approach and it was not described clearly to the teachers about CLT curriculum and due to lack of clear idea about the new curriculum several opinion situated about how to follow the CLT curriculum (Karim, 2004; Fullan, 2007; Das et al, 2014). Naturally, teachers will present the curriculum by the classroom practice. (Wang, 2008 in Rahman, Pandian & Kaur (2018). As a result, aninstructoris required to know about the curriculum and teach his/her students according to the curriculum requirement. Ali and Walker (2014) suggested in Rahman, Pandian & Kaur (2018, P.1105) that “the classroom teachers’ needs were not evaluated during the curriculum development. According to them, the national ELT curriculum was designed through a Top-Down process where teachers’ views were not considered”. Since, “more than 95% of the current teachers of college level are the product of GTM. Now, they are also not very much acquainted as well as trained in newly introduced CLT. But the paradox is that they are now to teach their students CLT- oriented English curriculum as a part of their teaching and face many awkward situations, especially in case of the ‘feedback’ and ‘assessing final-product’ that aggravate their frustrations” (Kamrul, 2009, P. 46). And “the majority of school English teachers do not have the required levels of

English proficiency to sustain classroom communication in English (English in Action, 2010) and it's seems that "teachers' qualification is the critical issue in the failure of CLT in ELT in Bangladesh" (Rahman & Pandian, 2018, P.5). Moreover, "despite receiving training, many teachers are not confident of their understanding of CLT" (Hamid, 2010, P.294). Although the study claimed that "the training had a significant impact on the quality of classroom teaching and teachers' professional development, none of the teaching learning activities has significant effects on the achievement' in English" (NAPE, 2009, P. 206 in Hamid, 2010, P. 296). Nevertheless, most of the Bangla medium teachers had CLT professional training but they do not implementation the common techniques of CLT in the classroom and it is the main reason of their students find trouble to improve the English skills (Parvin & Haider, 2012).

2.8 Summary of literature review

In education sector curriculum plays a very crucial role. The whole educational process, procedure, activities are preplanned or previously settled in the curriculum. Assessment is also a very important section in curriculum. Through assessment teachers measure what learners learn or achieve their progress after teaching. Classroom or terminal both types of assessments are important for learners. But through classroom assessment teachers teach them and also give possible suggestion based on their performance and additionally motivate them for further learning on their lacking's. However, it seems that, education sector in our country, especially in secondary level have some problem in assessment system. Above from the existing literature found some problems such as, classroom teaching and learning are exam oriented, teachers assessed their students through questioning and mainly used close-ended questioning, replacing from GTM to CLT was not come out the expectation, in the classroom, CLT techniques are hardly used and communicative language are used with little

exposure(Rahman, Babu, Ashrafuzzan 2011; Nur, Islam 2018; Sultana, 2018; Rahman, Pandian, Kaur, 2018 ; Haider, Chowdhury, 2012;Parvin, Haider, 2012). Overall, it seems the disconnection or mismatch between the English curriculum policy and actual assessment practice scenario, which doesn't represent the curriculum goals (Das, Shaheenb, Shresthab, Rahmanc, Khan, 2014; Nur & Islam 2018). However, from the existing studies, it found that the classroom teaching and learning are exam oriented and mainly focused how to get higher marks or score. Lack of skilled teachers and training created the defective or incorrect assessment in the classroom (Ali, Walker 2014; Haider, Chowdhury, 2012; Salahuddin, Khan, Rahman, 2012; Rahman, Pandian, 2018). Teacher and students hardly focused what they actually teach and learned and are they successfully to reach their actual lesson goals. Thus, the purpose of my study is to explore the English language assessment process in class nine (secondary level) in a school located in Dhaka City. How do teachers in class nine assess their student's English language skills and what types of challenges do EFL teachers and students in class nine (secondary level) face during assess and being assessed English language skills (reading, writing, speaking, listening)?

Chapter 3

Research Design

3.1 Research Methodology

In education sector curriculum is preplanned documents which plays as a set of information and rules how the whole education systems are work. The assessment is always guided by curriculum and assessment strategies are the very essential part of the curriculum. Through assessment teachers evaluate their learners learning progress and find out how much teachers reach their lesson goals or objectives. Throughout my study, I want to explore the English language assessment at secondary level in Dhaka city. For example: How teachers assess students English language skills, the teachers and students perception/experience/ understanding about assessment, what challenges they faced during teaching and learning. For my study, I want to gather information an in-depth description of phenomena not in general information. My queries are based on teachers and students own experience, understanding and perception about the assessment of their English language skills teaching and learning in their classroom. So, to reach the purpose of my study, I think qualitative was the best approach for my study. Moreover, much of my existing studies, author was used qualitative approach in their study. Based on these things, I choose qualitative approach. And I am quite confident that, through it I can get my desire information in details. Usually, its goal is to “providing an in-depth description and understanding of the human experience”, understood as the ‘human phenomena, human interaction, or human discourse’ and its element of describing the results of a study, and interpreting this description, which allows the researcher to interpret the data several ways. For a study to be credible and legitimate, it is important that the data is collected, organized, analyzed and presented in an appropriate manner”(Lichtman, 2010, P. 12-14). It also allows,“the flexibility not only to focus initially

on issues decided upon in advance, but also to take advantage of factors that emerge in the data collection process, as the study progresses” (Creswell, 2012 in Vlachou, 2018, P.5). However, in qualitative research, “ask open-ended questions so that the participants can best voice their experiences unconstrained by any perspectives of the researcher and an open-ended response to a question allows the participant to create the options for responding” (Creswell, 2012, P. 218). It is also one reason to select qualitative approach for my study because of the nature of my study. I need to ask open-ended questions to collect accurate authentic information from the individuals who were the participants in my study.

3.2 Sample size

For my study, I choose purposeful convenient snowball sampling. At first, I will interview my convenient participant and after that, I asked them to recommend other individual as participants. “Qualitative snowball sampling is a form of purposeful sampling that typically proceeds after a study begins and occurs when the researcher asks participants to recommend other individuals to be sampled. Researchers may pose this request as a question during an interview or through informal conversations with individuals at a research site” (Creswell, 2012, P.209). In this way, I interviewed four EFL teachers and four students of secondary level in to know the current scenario of the assessment in English language skills. My sample size was small to collect more information in-depth from the participants. Because, “it is better to select a few, rather than many, individuals or sites to study, to provide an in-depth understanding of the phenomenon” (Creswell, 2012, P.234). It was helpful for me collect detail information what the participants individually faced, to know the actual scenario of their English language assessment and what difficulty they faced during English language teaching and learning. That’s why, I chose small sample size to collect authentic detail information in depth from the participants of my study. I selected secondary level, because it

is the most crucial position and backbone level for a student. In this level, students are actually known their weakness and strength. In this level, students prepare themselves for their higher secondary and higher education. Moreover, it is the gateway for their future destination or career. So, based on the importance of this level for any students or learner, I chose students of this level for my study. Additionally, to make learners capable to reach their future goal, assessment plays an important role. However, I chose English language assessment because, through assessment teachers know about their learner's strengths and weakness, their learning, progress and also give necessary suggestion to improve their lacking. "It is an effective aspect of teaching and learning and it is an integral part of the teaching and learning process" (Black &William, 1998 in Rahman, Babu &Ashrafuzzaman, 2011, P.97). During assessment, teachers are used several processes to assessed or evaluate their students' progress in their learning. Through assessment teacher and students both get the knowledgeabout their how much they complete their teaching and learning goals and aims.

3.3 Data Collection

3.3.1 One on One Interview

In order to data collection, I interviewed both teachers and students for my exploratory research. And questionnaire used for interview them. I usedone on one Interviews to collect my data. Though it is the time consuming and costly but through it, participant feel free to answers the question, I chose this process, in education research sector, and it is the one of most renowned interview systems. Here a researcher asked one participants question at a time and records and without any discomfort and reluctance, participants share the information and give interview to the researcher (Creswell, 2012).

During the interview, I was used audio tape recorder for collect accurate information from the interview conversation. As a backup, I took brief notes during the interview and locate or try to manage a quiet, suitable place for conducting the interview.

For collect my seeking information, I asked open-ended questions. My major research questions are two. These questions follow participant's maximums flexibility for responding to the questions. I also asked them some possible questions which are related or address with the major research questions. I also used probes, through it I was tried to get or collect information as much as possible in details. It also helped to inspire my participants to clarify what they were saying and need them to express their ideas in details (Creswell, 2012). For example: How do teachers assess their students' language skills and progress. What assessment strategy or process they used to evaluate learners learning in English language skills, how teachers reached curriculum objectives or goals, what challenges do they faced during assessing and how students assessed in their English language. These sorts of questions, I asked during interview that they personally and individually experience.

3.3.2 Documents

I used NCTB, 2012 as a source of information to explore how much match the assessment system with the curriculum objectives. In a qualitative study, documents act as an essential fact of informative data and it made of records of public and private which qualitative researchers acquire regarding in a studies participants or site (Creswell, 2012). It is play as an important research tool in its own right and alsoit can support and strengthen the research. Through document analysis, it aids to make research strongest, powerful and strength.

3.4 Data Analysis

A thematic approach of analysis used for data analysis. “Thematic analysis approach that interconnects the themes and researcher connects the themes to display a chronology or sequence of events, such as when qualitative researchers generate a theoretical and conceptual model” (Cresswell, 2012, P. 252). It is” a method for systematically identifying, organizing, and offering insight into patterns of meaning (themes) across a data set. Through focusing on meaning across a data set and it also allows the researcher to see and make sense of collective or shared meanings and experiences” (Braun & Clarke, 2012, P. 57). As a novice researcher, thematic analysis helps me as a guideline to analyze my research data in a organize way. For my explorative study, through followed the six important steps of thematic analysis (familiarizing yourself with the data, generating initial codes, searching for themes, reviewing potential themes, defining and naming themes, producing the report) helped me from the answers of my research questions and also beyond information from the participants own experiences all those helped me to analyze my research data and find out the honest research result.

3.5 Ethical Consideration

Ethical consideration is the most important things in any research. In this study, for data collection, I tried to follow Cresswell (2012) ethical consideration or issues. Before staring my data collection, I talked to the teachers and students and give full information and each and every procedure about my study. After, when they agree to participant in my study, I gave them content letter, where full details information was given and mention about maintenance about their privacy. However, I also ensured that, during data analysis, for secure their identity, I used anonymity. During data collection, I tried my best to maintain comfortable atmosphere, where participant feel comfort to give actual information.

Chapter-4

Data Analysis

Assessment plays a significant role in successful teaching and learning. Throughout assessment, teachers and learners can measure how much they reached their lesson objectives and goals. For the purpose of my study, I collected data from four EFL experienced teachers and four students at secondary level through informal interview. I used snowball qualitative procedure to collect my desire information from their own personal teaching and learning experience about English language assessment and assessed.

4.1 From the teachers' interview:

4.1.1 How do the EFL teachers in class nine (secondary level) assess their students' English language skills (reading, writing, speaking, listening)?

Process of Continuous/Formative Assessment of English language skills

By formative assessment a teacher can know immediately after teaching about his/her students learning about the target lesson.

To assess learners reading comprehension skills, teachers mostly give tasks those are given in the textbooks.

For example-

“For reading comprehension, sometimes we read the text then translated the text for students understanding or choose students to read the text, during that time we helped students if faced any difficulty. After that, asked them for oral task or gave them written task from the text book activities for example- MCQ, fill in the blanks

with clues, question-answers, matching etc.” (Miss Tania).

“To check my students learning after completed my lecture I asked whole class or individually questions from the text” (Miss Sonia).

During study, I found that, all the teachers were used more or less similar techniques for assess their students writing skills. Most of the writing items at secondary level are guided or structure based such as paragraph, essay, letter or application, story writing etc. So, teachers at first taught students the structures or steps of that particular items or topic by using sample after that give students task as homework or class work to write the similar type of topic and after that checked students writing.

For example-

“If taught students paragraph writing, at first introduced the topic, then taught them the steps or sequence how to write the paragraph, taught them about how to write topic sentence, supporting sentence, and conclusion. During thattime, I involved students and took ideas from them. When they clearlyunderstood about paragraph writing then, I gave task to write similar type oftopic. It might be individual or pair. After completing their writing, I checkedsome copy randomly and gave feedback oral and written both way” (Miss Tania).

To improve students’ communicative skills, listening and speaking plays a crucial role. To develop learners’ communicative skills teachers, need to practice their students more and more in these two skills. During my study found that, to practice students speaking skills teachers give students oral task individually or pair which help to increase students speaking skills. But some students felt afraid or shy to share their ideas with teachers, in that case

through pair /group work they share their ideas with their mates which develops their cooperative learning skills as well as helped to increase their speaking skills.

For example- “After teaching a lesson to know students learning of the particular

lesson, give some task. I sometime give students pair work – it might be written task or

oral task. In that situation, I give 3/5 minutes time, during that time, they discuss each other then find the answer. After finishing their task, I checked or asked their answers to assess their learning. For speaking skills some other techniques also used for example- role-play. Picture describing etc.” (Miss Ronia).

For listening- “Though, there are no facilities of technologies or modern teaching adds, so sometimes I read the text and ask them to complete the task from the text books. Then after finishing their task, checked and gave feedback. And during pair discussion in both skills listening and speaking skills” (Miss Ronia).

Another teacher said that,

“To teach my students at first I deliver lecture and explain the topic before them. Then

I divide them into groups. The members of the groups discuss about the target matter among themselves. By this technique, they can learn the topic easily and also practice through conversation the two important skills speaking and listening skills. I used this techniques because through discussion, helped them to improve their listening and speaking skills. It sure that students who has good command over speaking and listening, he/she can write properly. But a well reading and writing students may not good in speaking and listening skills” (Mr. Hasan).

Teachers take different type of quizzes for example weekly, monthly which depend on student's necessities. Moreover, as formative assessment, teachers also provide homework base on the target topic.

For example: "Quizzes mark usually added with their half yearly or terminal exam. In that case, some time, I added the average mark or sometimes added highest mark from all the quizzes" (Miss Tania)

Feedback

Feedback is very important on students learning. Students get idea about their mistakes, where they good at and where they need more care. During my study, figure out that, teachers try to give oral and written feedback both but due to the time limitation it's not always possible.

For example-

"I try to give oral and written both type of feedback which depends on the situation. Because students sometimes forget what teacher said, through written feedback they check their copy and know about their mistakes" (Miss Sonia)

"Maximum time, I give feedback to the whole class but when time was available try to give feedback and talked with individual's mistakes" (Miss Ronia).

"Students those are comparatively weak, I try to take extra care and give feedback with more details to improve their writing skills. Give home work to write that target topic and give feedback on their writing and know about their progress" (Mr. Hasan).

Process of Summative Assessment of English language skills

In our country, there are two terminal or final examination are existing as summative assessment for promoted students in the next session or next class. From the interview, found that summative assessment design based on government given system.

In that case, for reading comprehension, there were two part seen and unseen. Seen part given from the text book (English for Today) and unseen suggested from the reference guide book. For seen part: MCQ, question-answers, gap filling and for unseen part: information transfer, summarizing, matching and rearranging. For writing part, composition part was suggested by the authority. And for the writing part- writing paragraph answering question, completing story, writing informal letter/e-mails, describing graphs/charts, dialogue writing. Mostly writing parts are followed structure. Based on the structure and writing quality, creativity, word choice, grammatical rules, spelling, consistency of answers with marks and questions give marks by teachers own judgement.

For example:

“Summative assessment design based on the government rules” (Mr Hasan)

“We practice on speaking and listening skills in our class but there are no marks on them” (Mr Hasan)

“Based on students writing, I give marks by my own judgement. In that time, I looked at their structure, creativity, sentence making, spelling etc.” (Miss Sonia)

“Since, for reading comprehension section were marking system as like mathematics MCQ, fill in the blanks, rearranges etc. type of activities on the other hand, in

Composition part, as there are no fixed criteria for marking than I checked students Writing and gave marks based on their writing ability” (MissRonia).

4.1.2 What type of challenges do the EFL teachers face in class nine during assessment on English language skills?

Challenges face during assess student’s English language skills

From the data collection found that, teachers face some problems during assess their student’s English language skills. In a classroom, there are different type of students from different background and their personalities also different from each other. Some are very active and some are inactive. Some are extrovert and some are introvert and shy characteristics. During interview revealed that, students specially, those are sited front branches always active and willingly participant in the task. On the other hand, students back-branches try to cover themselves and not to interest to participant in the task. Because of afraid of making mistakes, shyness students are not interest to participant in the classroom activities especially oral task and large number of students in the class and time duration, it’s not possible to give attention all the students equally.

Distraction occurs

Through interview, revealed that, because of inattentive students those are not interest in the classroom activities makes classroom teaching and learning environment distraction.

For example-

“During teaching time, some students are not attentive or they didn’t share their problem

if have any. But when asking them question to know their leaning, they said that they don't understand, sometimes it creates destruction. Reason might be side talking with friends, afraid, shyness" (Miss Tania).

Time duration and Students number

In a classroom, ideal time and idea number of students plays an important role. Through my study it found that, because of large number of students and class time teacher's faces trouble and couldn't take attention students individually.

For example-

"When asking question whole class, it noticed that some students are not participant. They try to hide themselves and as much as possible not response in the class. It might be afraid of being mistakes or shy to come in front the class. As much as possible I try to focus on them, but somehow, it's not always possible to look after all students individually because of time duration and students' numbers" (Mr. Hasan)

Lack of seriousness in the informal task

Another discovered thing through my study is that students in their EFL classroom lack of interest in the tasks those are not given marks. They do not take those tasks seriously and those are given marks or grades they take them seriously and give attention. That's why in the speaking task which are not formally assessed, students do not take these task or activity seriously and not give their attention.

For example- “Since, students speaking skills is not formally test, because of that they do not take the speaking task seriously, if like reading and writing skills also tested and give marks than students also give their attention”. (Miss Sonia)

4.2 From the students’ interview

For the purpose of my study, I interviewed four students at secondary level to know about how there are assessed in their English language skills. What is their experience, perception, and understanding about assessment?

4.2.1 How do EFL students in class nine (secondary level) assessed on English language skills (reading, writing, listening, and speaking)?

Process of Formative Assessment

From the interview discover that, in formative assessment to assess reading comprehension skills, after presenting the lesson, to know whether students have understood the lesson or not, teacher give students task from the text book (English for Today) or guidebook. Teachers give individual or sometimes pair work/group work. Students discuss with each other and shared their idea and found out the answers. Then teachers asked answers or check copy from them and mostly give oral feedback.

For example-

“Teacher first read the text from the guide book and translated the text, after finishing the text, teachers give us activities from the guide book, it might be oral or written”. (Tisha)

“After introduce the topic, teacher read line by line and translated or teacher asked us to read the passage then try to translated, during that time if we stuck teacher helped us.

After completing the passage teachers asked question from the passage or sometimes asked us to write”. (Rony)

For writing skills, all four students’ answers were almost similar. Teachers, taught the structure or guidelines for the composition part. After teaching give task as classwork or homework.

For example-

“After teach how to write an application, teachers give us the task to write the application

in the class or give homework. Teachers check and just underline where we have mistaken and give overall feedback”. (Rony)

For the speaking skills and listening skills, found that, teacher sometimes give oral task from the text book in individual or pair /groups works for example- Usually practice in describing picture, practice dialogue, role-play and rarely practice debatingetc. In the case of listening skills, there is no specific any task which focused for increase students listening skills. However, another thing was figure out that, to practice for this skill, teacher read the text then students listened and do the activities from the text book or answer the questions.

“Mostly dialogue, role-play, picture describes but not much just one or two times do debates and project work for speaking and listening skills. Like-whole class made in two groups and arrange a debate competition on a target topic”. (Tisha)

“For speaking role play, dialogue, picture describing, oral task which we answer orally and for listening task, since we don’t have the technology advantage, so some times

teacher read the text and we listen. After that, teacher asked questions from that reading text and we give answers”. (Rana)

“We practice on speaking and listening skills in our class but there are no marks on them”
(Mr Hasan)

Project Work

Through interview, one thing figures out that, teachers rarely give project works which help to develop all four skills and it's very beneficial and creative.

For example-

“In project work which do in groups and after completing our work one from each group present work in front the class, all these activities help to improve reading/writing as well as speaking/listening skills”. (Tisha)

Task/Work

Through the interview, revealed that, teachers give individual/ pair or group both type of work in the classroom which is very beneficial to develop their collaboration skills.

“Pair work/group work is very helpful. Because of afraid or shyness sometimes we don't share our problems or ideas with the teachers, but in pair or group work we easily discuss with our pair mates or group mates and completed our activities which also help to increase our confidence level”(Tuli)

Feedback

From the interview found that, teachers give mostly oral feedback based on overall students learning or performance. Hardly give individual details feedback

For example-

“After finishing task, teacher ask or check copy randomly then gave overall feedback to the whole class orally”. (Tisha)

“After completing task, teachers ask for answers or check the copy and based on whole class performance gave overall feedback”. (Rana)

Pair assessment

Sometimes, assessing done by pair in the classroom, which makes classroom environment interesting and also make students attentive in their task.

For example-

“Sometimes classwork checked by the classmates. In that time, teacher said the answers and we match the answers with what students write”. (Tisha)

Gap/ Mismatch between the assessment scenario with the syllabus

Though in their syllabus, there were $10+10 = 20$ marks for listening and speaking skills according to NCTB guidelines but there were hardly have any marking/grading system for listening and speaking skills. Thus, there is big gap or mismatch with the syllabus.

“Role-play, dialogue speaking is mostly practiced and when teacher asked any question after reading text, we answered orally after listening the target text etc. practice for speaking and listening skills. There is no marking system for these skills”.

(Rony)

Relationship between students/students and Relationship between Teacher/Students

In a classroom, relation plays a very vital role and It is important to maintain a healthy and strong relationship between students/students and teachers/students. Through my research interview, it was discovered that, students sometimes hesitate to participant in the activities especially oral for making mistakes and afraid of others students laughing. Not only that, some students didn't share their problems and troubles with their teachers because of afraid.

For example-

“Sometimes we want to participant in the activities but being mistakes and afraid of other students laughing, not response in the classroom” (Tisha)

“Yes,if we have any problem we can talked to the teacher for our problems. But because of afraid sometimes we didn't go to the teacher. If teacher students maintain a friendly relation, it will helpful for us to share our problem with our teacher without any hesitation”(Rony)

Summative AssessmentProcess

There are half-yearly and final exam are arranged as summative assessment. For reading comprehension- there are two parts seen and unseen. Teacher gave suggestion to solve the model questions for this part. From the seen part come MCQ, question-answers, gap filling with clues and from the unseen part comes summarizing, gap filling without clues, information transformation, matching, rearranging etc. to assessed or test how much students understand the following text. For writing skills-to assessed students writing capability, test items are paragraph writing by answering questions, composition writing, formal letter/e-mails, describing graphs/charts, writing dialogues. In these sections based on writing competence like choice of words, accuracy, coherence, length, sequence, structures, spelling etc. teacher gave marks or grades.

Chapter-5

Findings and Discussions

In this chapter, findings and discussion about the information carried out from the data which I figure out from teacher's and student's interview. This study has focused on the English language assessment in class nine (secondary level) in a school located in Dhaka city. I interviewed four EFL teachers and four students in Bangla medium students in class nine (secondary level). Through my interview, I want to explore about the current situation of English language assessment, how do teachers assess their student's English language skills, what types of challenges do they faced during their assessment.

Mostly give oral feedback

Assessment is the most integral part of teaching and learning. Through it teachers and students both know about their teaching and learning progress. From the interview figure out that, after finishing task, teachers asked if oral task or checked copy if written task and based on whole class teacher's maximum gave feedback orally. From the previous studies of similar topic, Rahman, Babu and Ashrafuzzan (2011) found same type system. Such as teachers only used oral feedback not give any descriptive feedback and asking close-ended questions. If teachers gave feedback in details which helped to know about their mistakes or lacking more clearly. Same thing said by Black and Wiliam, 1998 in Chappuis and Stiggins (2002, P.3) that immediate, descriptive, specific feedback increase student's motivation in learning.

Lack of CLT techniques

CLT activity like pair work/group work helps student's collaboration skills. But through interview figure out that, in the classroom teachers give pair work and group works but

rarely. Peer assessment also found but limited amount. To increase students speaking skills and cooperation skills need more practice in CLT techniques like-pair work/group work. Same thing is discovered by Parvin and Haider (2012) that CLT techniques such as warming up activities, techniques to present new vocabulary, pair and group works, and peer correction are hardly practiced in both Bangla and English medium school.

Lack of technology and teaching aids

As there was no technology in the classroom, through pair or group work students practice their listening and speaking skills in limited amount. However, one thing found that, though teacher and students both agreed that, assessment motivated students in their learning but because of shyness and afraid some students were not interest to participant in the oral task and it is the big problem and barrier to develop student's language skills. Interesting different type of teaching aids and available technology help to build students interest in the activities, especially oral task. Moreover, from the study, figure out that, EFL teaching and learning process depends only one text-book (English for Today). There were no other teaching aids for teaching and learning English language. Teachers assesses their students only from the text book activities. Additionally, CD is given with the textbook but lack of resources like CD player or modern technology it's not possible to practiced listening skills properly. As a result, this limited amount of practice listening and speaking skills, and suggested list of topic for reading and writing skills which represent rote learning. And through it it's not possible to acquire actual English skills. Similar type result found some previous studies by Das et al. (2014), Kirkwood and Rai (2011), and Ali and Walker (2014) that, listening and speaking skills are unpracticed in the classroom.

Large number of students and time duration

In a classroom, student's number and time duration also act essential role. To take care each and every student need in details need suitable time and perfect number of students in a classroom. But through the interview discover that, because of time duration and students' numbers is not always possible to cover all task and focused on individual students needs and lacking.

Rahman, Pandian & Singh (2018) also found that regarding practice listening skills, CD comes with the text-books but lack of technology device it's not possible to work on it and also for improve student's communication skills on English language text-book is designed with pair work/group work but it also not possible for the class time duration and large class size. If, there were available technology devise, follow ideal class time and have ideal number of students than teacher might be work on all the task and looked individual student's needs which also help students to practice more in listening skills.

Lack of creativity

Before exam gave suggestion for reading and writing test to solve model questions for reading part and gave list of topics for composition part. Students practiced on that and got common from them. As a result, there was no creativity on written test. Teachers gave marks on written test through their own judgement and other two skills are not formally assessed. However, all these represent the rote learning and encourage students for memorization indirectly. Because if we think carefully, in reading comprehension, there for seen part which come from text book and from here students only answers from the text nothing creative here. On the other hand written test, most part structured based and for composition gave list of topics as suggestion. Students noted that from different book and got common and copied in their exam paper. Teachers gave marks based on that there is nothing creative and not connected any real-life situation. And, other two skills listening and speaking were

absent from formal assessment. From the interview suggestion, if like unseen reading comprehension, writing topic are unseen and unpredictable, which figure out students actual writing capability

Lack of interest in the informal task

It noticed that, speaking and listening skills are not formally assessed and because of that students are not interest in these skills.If speaking and listening skills assess formally and give marks than teachers and students take more care in these two skills. Same result found in Das et al. (2015), Rahman, Pandian, & Kaur (2018), Ali and Walker (2014) that the speaking and listening skills absence in the assessment system, which is the reason for lack of interest in these two skills speaking and listening activities.

Monotonous classroom

As earlier said, that all process depends on the text-book, mostly question comes from the text-book or suggested guide book. There was nothing from new or interesting situation for creativity or critical thinking. And this monotonous classroom makes teaching and learning environment boring. But yes, the text are written based on our national culture and somehow connect our real life experience, different types of work like-project work started in the classroom but it's limited. If teachers do not depend only the EFT book use others interesting material which also helpful to develop student's English language skills.

Mismatch or a gap between the assessment system and curriculum policy

Moreover, if compare with curriculum policy, find out mismatch or a gap between them. For example: According to NCTB (2012, P.81)

In the mark distributions for Paper One

Total marks- 100

Listening-10

Speaking-10

Reading - 40 (Text materials: 30, Supplementary reading materials: 10)

Writing- 40

*Speaking and listening skills of learners will be assessed through continuous assessment and these (10+10 =) 20 marks will be added to determine the learners' final grade in the summative assessment. Learners' reading and writing skills will be assessed in the public examinations through paper and pencil tests on the remaining 80 marks (40 for reading and 40 for writing).

But through interview from teachers and students, there were no formal assessment or summative assessment process in speaking and listening skills. From the existing studies of similar topic, researcher result is more or less match with my study. Things are comparatively developed from previous studies. For example: speaking and listening skills practice were absent in the classroom but now little but started to practice these two skills. Though formally not assessed and mismatch with the curriculum. Nur and Islam (2018) discovered the same result in their study. Since, our education curriculum system replaced from GTM to CLT but the main communicative skills listening and speaking are practiced limitedly and teachers and students mainly focused on the exam and how to get good marks on exam. That's why mostly practice on the item which come in the exam. And as a result, disparity between the English curriculum policy and real assessment practice scenario, which doesn't represent or match the curriculum goals (Das, Shaheen, Shrestha, Rahman, Khan, 2014; Nur, Islam, 2018, Ali, Hamid and Hardy, 2018; Islam, Hasan, Sultana, Karim and Rahman, 2021).

Absent of fixe marking criteria or Rubrics

From the interview figure out that, for assess students learning teachers are not follow any fixe marking criteria or rubrics, which create lack of consistency between markings. Teachers marking their students based on their own judgement. Through fixe marking criteria or rubrics help to unquestionable valid assessment.

Teachers training

It appears that from the interview, though the text book (English for today) represents the communicative approach and four language skills, teachers are trying to work on the CLT method but it's not enough to acquire learner's English language skills and make students capable on the base of local and global demands. Teacher's quality plays an important role in effective teaching and learning. If the teachers are well trained and well qualified than he/she will be successfully manage his/her students to reach their lesson goal. From the interview, it noticed that teachers were only depended on the text-book and there were no creativity or interesting things in the teaching, materials or assessment system. According to the interview information, classroom environment was really monotonous which make students inattentive in the participation. Though well training and available resources and opportunity will support teachers not only support learners in their education needs but also prepare themselves based on local and global demands. Nonetheless, teacher and student's relation also very important. If teacher and student's relationship friendly and comfortable than students can easily share their problem with teachers. Through training teachers can get knowledge about how to monitor and take care individual student's needs and engage them in activity, how to make good and comfortable relation with students, how to make classroom environment learner-center, materials creating and valid assessment. Numerous researchers also told the similar things in their studies. Haider & Chowdhury,

2012; Salahuddin, Khan & Rahman, 2012; Rahman and Pandian, 2018 said that teacher's training and qualification plays a crucial role in successful teaching and learning, lack of trained and competent teachers makes the main reason to failure to reach the curriculum goal. However, faulty assessment system and shortage of supplementary and bridging materials have made the whole process hard to reach the actual curriculum goal and objectives.

Major Findings of This Study

- Speaking and listening skills little but started to practice in the EFL classroom
- Incompatibility between the English curriculum policy and actual assessment practice scenario, are likely to deviate from its projected curriculum goals as the assessment system is poorly designed in relation to the curriculum.

Table: Compare between the findings of this study and previous studies on similar topic.

Findings	My Finding	Previous Finding
Feedback	Oral and written both are used but mostly gave oral feedback. Hardly get detailed feedback	Teachers only used oral feedback not give any descriptive feedback (Rahman, Babu and Ashrafuzzan, 2011)
Lack of CLT techniques	Teachers give pair work and group works but rarely. Peer assessment, Project work are also found but limited amount.	CLT techniques are hardly practiced in both Bangla and English medium school (Parvin and Haider, 2012)
Time duration and Students number	Due to time duration and students' numbers is not always possible to focused on individual students needs	Similar problem found (Rahman, Pandian & Singh, 2018)

	and lacking.	
Lack of interest in the informal task	Speaking and listening skills are overlooked from the assessment system, which is the reason for lack of interest in these two skills tasks.	Same result found in Das et al. (2015), Rahman, Pandian, & Kaur (2018), Ali and Walker (2014)
Absent of fixe marking criteria or Rubrics	For assess students learning teachers are not follow any fixe marking criteria or rubrics, which create lack of consistency between markings.	“No marking scheme or moderation is provided to the examiners, and, as a result, the assessment becomes less reliable, individually controlled by each examiner, rather than by the examination boards guiding the marking procedures” (Holbrook in Azim, 2018, P.232).
Lack of technology and teaching aids	Unavailability of technology and teaching aids, speaking and listening skills practiced in little amount	listening and speaking skills are unpracticed in the classroom (Das et al. (2014), Kirkwood and Rai (2011), and Ali and Walker (2014)
Major Findings	Incompatibility between the English curriculum policy and actual assessment practice scenario, are likely to deviate from its projected curriculum goals as the assessment system is poorly designed in relation to the curriculum.	Disparity between the English curriculum policy and real assessment practice scenario, which doesn't represent or match the curriculum goals (Das, Shaheen, Shrestha, Rahman, Khan, 2014; Nur, Islam, 2018, Ali, Hamid and Hardy, 2018; Islam, Hasan, Sultana, Karim and Rahman, 2021).
Teachers Training	Get knowledge about how to monitor and take care individual student's needs, engage them in activity, how to make good and comfortable relation with students, how to make classroom environment learner-center, materials creating and valid assessment.	teacher's training and qualification plays a crucial role in successful teaching and learning, lack of trained and competent teachers makes the main reason to failure to reach the curriculum goal (Haider & Chowdhury, 2012; Salahuddin, Khan & Rahman, 2012; Rahman and Pandian, 2018)

Chapter-6

6.1 Conclusion

While, assessment is the most essential part in education sector, by assessment teachers can identify students learning outcomes, how much a student learns and complete his/her lesson aims or goals. Since, In Bangladesh according to curriculum the pedagogical approach of English language teaching in secondary level in CLT (Rahman, Pandian, and Singh, 2018) so the English language teaching and learning system need to focus in communicative approach to reach or to represent the curriculum goals and it's help to develop learner's communication skills. As all four skills include in the curriculum objectives, so it needs to assess four skills equally in both formatively and summative. Without assess or skip any skills it's not possible to develop learner's actual English language skills. If the assessment process well organized and well arranged, no barrier can stop them (learners) to learn their actual English language learning and reach their desire goals. From the study, it seems that teachers in secondary level are started to use CLT method and tried to practice four skills but it's very limited and depends on only text book, which make education environment monotonous. Sometimes all taskswere not possible to practice due to lack of technology. On the other hand, providing suggestion and model question solving for repeating questions makes assessment ineffective. To develop learner's actual language skills, necessary steps need to take for effective assessment process. Ineffective assessment process makes teaching and learning unsuccessful and fruitless.

6.2 Implication and Recommendations

As English is the most demandable language in the worldwide and to prepare learners to compete in the world and established successful career English plays a key role. Only mother tongue it's not enough here. As a world demanded most popular communicative language four skills are equally important. Those who have the capability in the English language he/she can survive anywhere in the world. Thus, to make ready learner for modern world and future career, their language assessment also very important things. Without measure or check how teachers know about his/her students position and capability about this language. Or how a student knows about his/her current situation.

From the interview experience and exiting studies, some things need to develop and take more care to improve assessment system as well as education scenario.

- The assessment needs to be valid and accurate. Because of that, at first need to practice and work all four skills in the classroom as formative assessment and also need to implement necessary resources and technology to practice all the skills effectively. Moreover, as reading and writing skills, other two skills listening and speaking need to assess in the summative assessment. Then, teacher and students both are practice and take more care on these skills.
- As like unseen reading comprehension test, unpredictable and non-suggestion for writing skills makes the writing test more valid. Accordingly, in the written test, if there are no suggestion, unpredictable topic, connected real life situation and represent creativity which makes the test more valid and shows learners actual writing capability.

- A fix marking criterion or fix rubrics need to follow which help to maintain the similar consistency in the education institute. Because maximum teacher gave mark based on their own judgment and students have no idea how the get the marks. Thus, a fix rubric help students and teachers both in giving and getting the accurate marks.
- Class time and students' numbers also a reason for ineffective assessment process and lack of communicative and interactive activities. Because of time duration and students' numbers, it's not possible to execute creative task which takes long time to think and it's also a reason not to possible to monitor individual student's needs. An ideal class time and manageable numbers of students within that time need to fix for each class.
- Teachers training plays a vital role in education field to develop teaching and learning knowledge in depth. Since text book is represent the curriculum and all four skills available in the book, but without proper training sometimes teachers are not successfully teaching or students are not successfully reach their actual teaching and learning goals. As we know, in a classroom all students are not equal capable and their knowledge are not same and also not all students motivate to learn and participant in the activities or task. But a well-trained teacherhas the capability to manage and create the teaching environment interesting which help to motivate students not only participate in the task but enjoy it. Accordingly, teachers in service and pre service both need to complete a teacher's training course or take a degree on teaching such as TESOL/TEFL/ELT etc. Because, via training teachers will get knowledge about making comfortable relation with students, making materials, valid

assessment, make interactive classroom environment and through training teachers also develop themselves professionally based on curriculum and teacher's needs.

- Moreover, government should need to take necessary steps to develop teacher's quality and professionalism. Need to arrange fund for this. Because sometimes, it's not possible to take course or degree based on teaching related but if government organized these facilities which help for teachers training and profession development based on the curriculum which play a vital role for successful education. Because if the teachers are well trained and well qualified than he/she will teach his/her students effectively.

6. 3 Limitation of the study and further study

Though, assessment is the crucial part in education sector and the importance of accurate valid assessment in teaching and learning are uncountable. Since the study is about the assessment of English language in Bangladesh at secondary level. And for this study, I took as participant only four students and four teachers at secondary level in Bangla medium school in Dhaka city and interviewed them. There was no focus group discussion, class observation in my study. If I observed classes at secondary level and arranged focus group discussion than I might be get more information. However, I only took participant from the Dhaka city but it could be better, if I chose participant from urban and rural both areas. Moreover, there was no participants from policy makers, curriculum developers, principles from the schools. If I interview them than I might get more information in details. In future, if similar topic will study, need to take interview from them as participants, which will help to get more information in depth.

Reference:

- Al Amin, M., & Greenwood, J. (2018). The examination system in Bangladesh and its impact: on curriculum, students, teachers and society. *Language Testing in Asia*, 8(1). <https://doi.org/10.1186/s40468-018-0060-9>
- Ali, M. M., Hamid, M. O., & Hardy, I. (2018). Ritualisation of testing: Problematising high-stakes English-language testing in Bangladesh. *Compare: A Journal of Comparative and International Education*, 1-21.
- Ali, M., & Walker, A. L. (2014). Bugged down ELT in Bangladesh: Problems and policy. *English Today*, 30(2), 33–38. <https://doi.org/10.1017/S0266078414000108>
- Ali, M. M. (2010). Revisiting English Language Teaching (ELT) Curriculum Design: How Appropriate is Bangladesh Higher Secondary Level National ELT Curriculum as a Learner-Centred One?.
- Azim, F. (2018). An analysis of the secondary school certificate examination: The case of creative questions. In *Education in the Asia-Pacific Region*. https://doi.org/10.1007/978-981-13-0708-9_12
- Babu, R. & Mim, S. A. (2013). Inside an English Language Classroom: Communication Perspective. *BAFED Journal*, 12(2), 57-72.
- Begum, M., & Farooqui, S. (2008). School Based Assessment: Will it Really Change the Education Scenario in Bangladesh? *International Education Studies*, 1(2), 45–53. <https://doi.org/10.5539/ies.v1n2p45>
- Brookhart, S. M. (2011). Educational Assessment Knowledge and Skills for Teachers. *Educational Measurement: Issues and Practice*, 30(1), 3–12. <https://doi.org/10.1111/j.1745-3992.2010.00195.x>
- Braun, V., & Clarke, V. (2012). Thematic analysis. In H. Cooper, P. M. Camic, D. L. Long, A. T. Panter, D. Rindskopf, & K. J. Sher (Eds.), *APA handbooks in psychology®. APA handbook of research methods in psychology, Vol. 2. Research designs: Quantitative, qualitative, neuropsychological, and biological* (p. 57–71). American Psychological Association. <https://doi.org/10.1037/13620-004>

- Ch'ng, L. C. (2013). English language assessment in Malaysia: Teachers' practices in test preparation. *Issues in Language Studies*. <https://doi.org/10.33736/ils.1669.2013>
- Chowdhury, R., & Kabir, A. H. (2014). Language wars: English education policy and practice in Bangladesh. *Multilingual Education*, 4(1), 1–16.
<https://doi.org/10.1186/s13616-014-0021-2>
- Chappius, S., & Chappius, J. (2008). The best value in formative assessment. *Educational Leadership*, 65(4), 14-19.
- Chappuis, S., & Stiggins, R. J. (2002). Classroom Assessment for Learning. *Educational Leadership*, 60(1), 40-43.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). University of Nebraska - Lincoln, Pearson
- Das, S., Shaheen, R., Shrestha, P., Rahman, A., & Khan, R. (2014). Policy versus ground reality: Secondary English language assessment system in Bangladesh. *Curriculum Journal*. <https://doi.org/10.1080/09585176.2014.909323>
- Earl, L. (2003). *Assessment in learning: Using classroom assessment to maximise student learning*. Thousand Oaks, CA: Corwin Press.
- Fullan, M. 2007. *The New Meaning of Educational Change*, 4th edn. London & New York: Routledge.
- Gardner, J. 2012. *Assessment and learning* (2nd ed). London: Sage.
- Gardner, J., Harlen, W., Hayward, L. and Stobart, G. 2010. *Developing teacher assessment*. Berkshire: Open University Press.
- Hasan, K., & Akhand, M. M. (2009). Challenges & suitability of TESL at the college level in Bangladeshi context. *Journal of NELTA*, 45-54.
- Hafiz, L., & Rahman, M. M. (2019). INVESTIGATING THE EFFECTS OF BANGLADESH AND GLOBAL STUDIES (BGS) ASSESSMENT OF SECONDARY

SCHOOL CERTIFICATE (SSC) EXAMINATION ON STUDENTS LEARNING. In *British Journal of Education*.

- Haider, M. Z., & Chowdhury, T. A. (2012). Repositioning of CLT from Curriculum to Classroom: A Review of the English Language Instructions at Bangladeshi Secondary Schools. *International Journal of English Linguistics*, 2(4), 12–22. <https://doi.org/10.5539/ijel.v2n4p12>
- Hamid, M. O., & Baldauf, R. B. (2008). Will CLT bail out the bogged down ELT in Bangladesh? *English Today*, 24(3), 16–24. <https://doi.org/10.1017/S0266078408000254>
- Hamid, M. O. (2010). Globalisation, English for everyone and English teacher capacity: Language policy discourses and realities in Bangladesh. *Current Issues in Language Planning*, 11(4), 289-310.
- Hattie, J., & Timperley, H. (2007). The Power of feedback. *Review of Educational Research*.
- Hyland, K. 2010. *Second language writing*. New York: Cambridge University Press.
- Harlen, W. 2012. On the relationship between assessment for formative and summative purposes. In Gardner, J. (ed.), *Assessment and learning*. (2nd ed.) London: Sage.
- Islam, S. M. A. (2015). *LANGUAGE POLICY AND PRACTICE IN SECONDARY SCHOOL CONTEXTS IN BANGLADESH Challenges to the Implementation of Language-in-Education*. <https://doi.org/10.5278/vbn.phd.hum.00006>
- Islam, M. S., Hasan, M. K., Sultana, S., Karim, A., & Rahman, M. M. (2021). English language assessment in Bangladesh today: principles, practices, and problems. *Language Testing in Asia*, 11(1), 1-21.
- Jia, Y., Eslami, Z. R., & Burlbaw, L. M. (2006). ESL teachers' perceptions and factors influencing their use of classroom-based reading assessment. *Bilingual Research Journal*, 30(2), 407-430.
- Khan, R. (2010). 'English language assessment in Bangladesh: Developments and challenges.' In Y. Moon & B. Spolsky (eds.). *Language Assessment in Asia: Local, Regional or Global?* Seoul: Asia TEFL, pp. 121–157.

Kirkwood, A. T., & Rae, J. (2011). A framework for evaluating qualitative changes in learners' experience and engagement: Developing communicative English teaching and learning in Bangladesh. *Evaluation & Research in Education*, 24(3), 203-216. Larsen

Lichtman, M. 2010. *Qualitative research in education: A user's guide* (2nd ed.). Los Angeles: Sage.

McNamara, T. (2000). *Language testing*. Oxford: Oxford University Press

Nayeem, A., & Salahuddin, M. (2013). Challenges of Implementing English Curriculum at Rural Primary Schools of Bangladesh. *The International Journal of Social Sciences*, Volume 7 N, 34–51. <https://doi.org/ISSN 2305-4557>

Nur, S., & Islam, M. A. (2018). The (Dis)Connection between Secondary English Education Assessment Policy and Practice: Insights from Bangladesh. *International Journal of English Language Education*, 6(1), 100–132. <https://doi.org/10.5296/ijele.v6i1.12946>

National Education Policy (2010). Ministry of Education, Bangladesh.

National Curriculum & Textbook Board, National Secondary Education curriculum (2012). Dhaka, Bangladesh.

Parvin, R., & Haider, M. Z. (2012). Methods and practices of English language teaching in Bangla and English medium schools. *Bangladesh Education Journal*, 11(1), 51-63.

Quirk R., Greenbaum S., Leech G., Svartvit J. (2010). *A Comprehensive Grammar of the English Language*. Pearson Education/Longman,

Rahman, M. F., Babu, R., & Ashrafuzzaman, M. (2011). Assessment and Feedback Practices in the English Language Classroom. *Journal of NELTA*, 16(1–2), 97–106. <https://doi.org/10.3126/nelta.v16i1-2.6133>

Rahman, Md. Mehadi. (2018). Exploring Teachers Practices of Classroom Assessment in Secondary Science Classes in Bangladesh. *Journal of Education and Learning*, 7(4), 274. <https://doi.org/10.5539/jel.v7n4p274>

- Rahman, M. M., Pandian, A., & Kaur, M. (2018). Factors affecting teachers' implementation of communicative language teaching curriculum in secondary schools in Bangladesh. *Qualitative Report*, 23(5), 1104–1126.
- Rahman, M. M., & Pandian, A. (2018). A critical investigation of English language teaching in Bangladesh: Unfulfilled expectations after two decades of communicative language teaching. *English Today*, 34(3), 43-49.
- Rogier, D. (2014). Assessment Literacy : Building. *English Teaching Forum*, 2–13.
- Sultana, N. (2018). Test review of the English public examination at the secondary level in Bangladesh. *Language Testing in Asia*. <https://doi.org/10.1186/s40468-018-0068-1>
- Salahuddin, A. N. M., Khan, M. M. R., & Rahman, M. A. (2013). Challenges of implementing English curriculum at rural primary schools of Bangladesh. *The International Journal of Social Sciences*, 7(1), 34-51.
- Smith, K. (2011). Vurdere vurdering: for å fremme læring. I E. Munthe.,(Red.), MB Postholm., P. Haug., & RJ Krumsvik,(2011). *Lærerarbeid for elevenes læring 1*, 7.
- Tosuncuoglu, I. (2018). Importance of Assessment in ELT. *Journal of Education and Training Studies*, 6(9), 163. <https://doi.org/10.11114/jets.v6i9.3443>
- Vik, L. B. (2013). *The assessment of English in two Norwegian upper secondary schools: a comparative study* (Master's thesis, University of Stavanger, Norway).
- Vlachou, M. A. (2018). Classroom assessment practices in middle school science lessons: A study among Greek science teachers. *Cogent Education*, 5(1), 1455633.
- William, D. (2013). Assessment : The Bridge between. *Voices from the Middle*, 21(2), 40. Retrieved from file:///D:/semester 6/off to thesis/VM0212Assessment.pdf
- William, D. (2004). Keeping learning on track: Integrating assessment with instruction. In *30th annual conference of the International Association for Educational Assessment (IAEA)*, Recuperado en http://www.dylanwilliam.org/Dylan_Williams_website/Papers_files/IAEA.

Appendix-1

Questionnaire for Teachers:

Research Question	Follow up Possible Question	Probes
<p>I. How do the EFL teachers in class nine (secondary level) assess their students' English language skills (reading, writing, speaking, and listening)?</p>	<p>I. What process do you usually use to assess your students English language skills in classroom and final exam?</p> <p>II. Can you please explain why do you choose those process/techniques?</p> <p>III. What type of activity or task do you give to your students? How do you assess your students through these task or activity and why you choose those please explain.</p> <p>IV. Do you follow any curriculum/guideline? If yes do you think, you successfully reach the curriculum goals? Yes if how, if no why. Can you explain please?</p>	
<p>II. What type of challenges do the EFL teachers and students face in class nine (secondary level) during assessment or while being assessed on English language skills?</p>	<p>I. In your experience, do you face any difficulty when you apply any assessment technique? If any which one and how and what is the reason to face that difficulty? Can you share an example please</p>	

Appendix-2

Questionnaire for Students:

Research Question	Possible Question	Probes
<p>1. How do you (Students) assessed on English language skills (reading, writing, listening, and speaking)?</p>	<p>I. What process/ techniques are used to assess your learning in English language skills? Can you please explain with example how these process or techniques are used to assess your learning in English language skills?</p> <p>II. In both assessments, what are the test items? Does it reflect the learning goals? If yes how and if no why. Can you explain please</p>	
<p>2. What type of challenges do the EFL students face in class nine (secondary level)while being assessed on English language skills?</p>	<p>I. In your experience, do you face any difficulty while you being assessed in both formative and summative assessment. If any which oneand how and what is thereason to face thatdifficulty? Can you share anexample please</p>	

Appendix-3

Brac University

66, Mohakhali, Dhaka 1212

Tel: +88 02 984 4051

Email: info@bracu.ac.bd

Content letter for the principal of school

Telephone Number: 01313946938

Email: nazratul.toma@gmail.com

Date: November 5, 2019

Title: English Language Assessment Practice in class nine (Secondary Level) at a Secondary school of Dhaka”

My name is NazratulNaim Toma. ID: 17277001, I am a student of MA in TESOL program in BRAC University. Currently, I am doing my research activities related to my 6-credit final Dissertation titled Assessment Process of English Language skills at Secondary Level in Bangladesh.

The aim of my study is to explore the current English Language Assessment practice in class nine (secondary level) at a secondary school located in Dhaka city. How teachers are assessing their student's English language skills and what type of challenges do they face during assessed their student's English language skills. I would like to ask permission therefore to do interview four English teachers and four students at secondary level of your institute.

Each interview will be taken approximately 30-45 minutes. All the interviews will be audio recorded. Participation in this study is entirely voluntary and there are no known or anticipated risks to participation in this study. If your school follow any curriculum or guidelines on assessment, I would be very grateful, if you give me these documents. I would like to review these documents. I will ensure you that, I will take care all the confidentiality of all data gathered for this study and all the data will be used absolutely for academic purposes only. I will also use anonymity for the participants to protect their identities. However, participants may withdraw from the study at any time for any reason, in that case all information will be destroyed. If you interested, you will receive a copy of the result from this study.

I will be greatly appreciated, if you grant me the permission to conduct my study in your school. If you consent me, please sign below acknowledging your permission to conduct my study in your school and returned the content form. I am eagerly looking forward to working in your school and thank you in advance for your assistance.

Yours sincerely

NazratulNaim Toma

Email: nazratul.toma@gmail.com

Appendix-4

Brac University

66, Mohakhali, Dhaka 1212

Tel: +88 02 984 4051

Email: info@bracu.ac.bd

Content letter for The Teacher

Telephone Number: 01313946938

Email: nazratul.toma@gmail.com

Date: November 5, 2019

Title: English Language Assessment Practice in class nine (Secondary Level) at a Secondary school of Dhaka”

My name is NazratulNaim Toma. ID: 17277001, I am a student of MA in TESOL program in Brac University. Currently, I am doing my research activities related to my 6-credit final Dissertation titled Assessment Process of English Language skills at Secondary Level in Bangladesh.

The aim of my study is to explore the current English Language Assessment practice in class nine (secondary level) at a secondary school located in Dhaka city. How teachers are assessing their student's English language skills and what types of challenges do they face during assessed their student's English language skills. I would like to invite you to participate in my research study. I would like to do interview you from your English Language teaching experiences.

The interview will be taken approximately 30-35 minutes and the interview will be audio recorded. Your participation in this study is entirely voluntary and there are no known or anticipated risks to this study. I will ensure you that, I will take care all the confidentiality of all data gathered from the interview and all the data will be used absolutely for academic purposes only. I will also take care to secure your anonymity and identity. However, as a participant, you may withdraw from the study at any time for any reason, in that case all information will be destroyed. If you wish or interested, you will receive a copy of the result from this study.

I will be greatly appreciated if you participate in my research study. If you agree to participate in my study, please sign below acknowledging your agreement to participate in my study and returned the content form. I am eagerly looking forward to working with you and thank you in advance for your assistance.

Yours sincerely

NazratulNaim Toma

Email: nazratul.toma@gmail.com

Approved by:

Appendix-5

Brac University

66, Mohakhali, Dhaka 1212

Tel: +88 02 984 4051

Email: info@bracu.ac.bd

Content letter for The Student

Telephone Number: 01313946938

Email: nazratul.toma@gmail.com

Date: November 5, 2019

Title: English Language Assessment Practice in class nine (Secondary Level) at a Secondary school of Dhaka”

My name is NazratulNaim Toma. ID: 17277001, I am a student of MA in TESOL program in Brac University. Currently, I am doing my research activities related to my 6-credit final Dissertation titled Assessment Process of English Language skills at Secondary Level in Bangladesh.

The aim of my study is to explore the current English Language Assessment practice in class nine (secondary level) at a secondary school located in Dhaka city. How teachers are assessing their students' English language skills and what types of challenges do they face during assessed their student's English language skills. I would like to invite you to participate in my research study. I would like to do interview you from your English Language learning experiences.

The interview will be taken approximately 30-35 minutes and the interview will be audio recorded. Your participation in this study is entirely voluntary and there are no anticipated risks to this study. I will ensure you that, I will take care all the confidentiality of all data gathered from the interview and all the data will be used absolutely for academic purposes only. I will also take care to secure your identity and for that I will use anonymity. However, as a participant, you may withdraw from the study at any time for any reason, in that case all information will be destroyed. If you wish or interested, you will receive a copy of the result from this study.

I will be greatly appreciated if you participate in my research study. If you agree to participate in my study, please sign below acknowledging your agreement to participate in my study and returned the content form. I am eagerly looking forward to working with you and thank you in advance for your assistance.

Yours sincerely

NazratulNaim Toma

Email: nazratul.toma@gmail.com

Appendix-6

Brac University

66, Mohakhali, Dhaka 1212

Tel: +88 02 984 4051

Email: info@bracu.ac.bd

Consent letter for the Guardian

Telephone Number: 01313946938

Email: nazratul.toma@gmail.com

Date: November 2, 2019

Title:English Language Assessment Practice in class nine (Secondary Level) at a Secondary school of Dhaka”

My name is NazratulNaim Toma. ID: 17277001, I am a student of MA in TESOL program in Brac University. Currently, I am doing my research activities related to my 6-credit final Dissertation titled Assessment Process of English Language skills at Secondary Level in Bangladesh.

The aim of my study is to explore the current English Language Assessment practice in class nine (secondary level) at a secondary school located in Dhaka city.How teachers are assessing their students’ English language skills and what type of challenges do they face during assessed their student’s English language skills.Therefore, I asked your child to participate in my research study. Thus, I would like to request you to allow your child to participate in this study and allow me to interview him/her.

The interview will be taken approximately 30-35 minutes and it will be audio recorded. Your child’s participation in this study is completely voluntary and there are no anticipated risks to participation in this study. I will ensure you that, I will take care all the confidentiality of all data gathered for this study and all the data will be used absolutely for academic purposes only. I will also use anonymity to protect your child’s identity. However, as a participant your child may withdraw from the study at any time for any reason, in that case all information will be destroyed.If you interested, you will receive a copy of the result from this study.

I will be greatly appreciated if you grant me the permission to interview your child as a participant in my research study. If you consent me, please sign below acknowledging your permission to allow me to interview your child as a participant in my study and returned the content form. I am eagerly looking forward to working with your child and thank you in advance for your assistance.

Yours sincerely

NazratulNaim Toma

Email: nazratul.toma@gmail.com