

FORMATIVE ASSESSMENT IN GOVERNMENT PRIMARY SCHOOL'S ENGLISH CLASSROOMS: EXPLORING CURRENT PRACTICES AND OPPORTUNITIES

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This thesis has been given to the BRAC Institute of Educational Development as a partial fulfilment of the conditions for attaining the Master of Education degree in Educational Leadership and School Improvement.

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Declaration

It is formally announced that,

1. This paper, I submitted is my own work completed at BRAC University.
2. The paper refrains from including content authored or published by others, without proper references.
3. No work submitted for another degree has been used in the thesis.
4. I have properly acknowledged all the main sources that provided me with assistance.

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Approval

On November 23, 2023, the thesis titled “Formative Assessment in Government Primary School’s English Classrooms: Exploring Current Practices and Opportunities” submitted by Jyoti Barman (ID-21357047) of Fall, 2023, met the necessary criteria for the completion of the Master of Education degree in Educational Leadership and School Improvement.

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Ethical Statement:

As the author of this thesis, declare my dedication to carrying out this research with the highest level of honesty, following ethical guidelines, and safeguarding the well-being of all participants in the study. The study participants will receive detailed information regarding the objectives, methodologies, potential hazards, and benefits. Participants will be requested to offer their services willingly and are free to withdraw at any point without facing any consequences. All data obtained from participants will be handled with utmost secrecy. The process of identifying information will be rendered anonymous, and data will be securely preserved. The study process, techniques, and data analysis procedures will be thoroughly recorded transparently.

Abstract

Assessment is significant for the proper implementation of communicative language teaching in Bangladesh's National Curriculum. The study aims to explore the current formative assessment practices in government primary schools and identify barriers to implementation. To obtain a comprehensive understanding of the current practice, I chose a qualitative research approach. The data was gathered through the utilization of widely recognized qualitative research methodologies, including curriculum analysis, observation, and interviews. Two primary forms of assessment, summative and formative were commonly employed within the classroom setting. However, during the examination, only summative assessment was implemented. So, the focus was solely on developing reading and writing abilities. The student's competency level was lower due to inadequate testing of listening and speaking skills. In this paper, several recommendations are included in the report for policymakers, educators, and administrators of primary schools to implement to promote the continued use of CLT in Bangladesh.

Keywords: Formative Assessment; Communicative Language Teaching; Feedback; Competency Measurement; Barrier to Implement Formative Assessment.

Dedication

This thesis is dedicated to my parents and supervisor, who have provided immense love and support throughout the research process. Completing this study would not have been achievable without the inspiration and devotion of the individuals involved.

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CHAPTER I: INTRODUCTION

1. Introduction:

The most spoken language worldwide is English, and communicative competence is increasing as people become more borderless. It is a crucial way of communication at both the intranational and international levels. To participate in the global society and represent our country, English must be needed a lot of attention in schools. Assessment is a crucial component of learning a new language and its significance cannot be overstated. Assessment is a systematic procedure of effective teaching with attainable learning objectives and goals. It is a measurement process to monitor the student's learning progression. Classroom assessment is a crucial part of a curriculum through which a student's knowledge, skills, learning outcome, strengths, and weaknesses are defined. In the curriculum of Bangladesh, Summative and formative assessments are two types of classroom assessment in teaching-learning (Widiastuti et al., 2020). In addition, Formative assessment is commonly known as assessment for learning. It is an ongoing process that involves continuous evaluation and feedback during the necessary learning process. On the contrary, A summative evaluation is a type of testing system that measures the level of achievement at the end of a specific period. It is employed to assess the level at which the instructional goals have been achieved and to evaluate the effectiveness of the instruction provided. (Voinea, 2018). In the curriculum, it is needed for teachers to ensure proper assessments to assess the students effectively and assist their learning.

Moreover, teachers can use evidence about students' abilities to modify instruction to integrate entire class teaching with additional tasks, such as classroom discussion, peer work, and written work to accomplish the learning objective of the curriculum (Black & Wiliam, 1998). However, Continuous assessment adoption has created problems as it is being implemented without standard trained teachers or establishing teachers' guidelines, which has caused

inconsistency in the application (Islam et al., 2021). Clear concepts about the assessment process, enough teacher aid before starting a course, and identification of learning objectives are needed to implement curriculum-recommended teaching-learning methods to practice the skills. In the primary school's English curriculum, there are some instructions for teachers on how they will conduct their classes and guidelines about their own English skills without any specific assessment for monitoring students' competency. Keeping this view into consideration, the author aims to explore the current assessment practices in our classrooms and intends to find the relevant challenges facilitators face and figure out ways to overcome it.

2. Research Topic: Formative Assessment Classroom Practice.

3. Research Title: Formative Assessment in Government Primary School's English Classrooms: Exploring Current Practices and Opportunities.

4. Rationale for Choosing This Topic:

In the primary schools of Bangladesh, there is a discordance between the curriculum and the assessment practice. As most of the teachers follow the traditional non-interactive teaching-learning method and use the Bangla language to learn communicative English. When it comes to four skills—reading, writing, speaking, and listening, the evaluation procedure fails to achieve the curriculum goal of teaching communicative language. Teachers and test developers need a clear concept of the curriculum so they can choose suitable assessment techniques to proper alignment of the goal and objective of the curriculum (Islam et al., 2021). In 2023, a new curriculum will be implemented in our education system where classroom-based Formative assessments will be introduced and emphasized to develop Competency in the English language (Masum Billah, 2021). This topic was chosen to know about the current assessment practice in the English classes and barriers to implementing formative assessment in the classroom.

5. Problem Statements:

In Bangladesh, the education system focuses heavily on exams and places a strong emphasis on reading and writing skills. This means that most of the class time is spent on these subjects to prepare for the national exam (M. Rahman et al., 2018). As a result, teachers and learners are not interested in practicing these two crucial listening and speaking skills. Moreover, there is no extra opportunity like language club, audio-visual material, and less practicing material in the schools (Kabir & Janinka Greenwood, 2021). Additionally, most people who live in rural areas speak in their native language which is against increasing learner proficiency in English as a second language (Hossain Mahroof, 2016). Moreover, Teachers generally use the conventional GTM approach to deliver class by reading textbooks line by line and translating them into Bangla. The absence of digital technology equipment except books and blackboards to implement the skills, defined in the curriculum (Milon Khan Rashed, 2016).

Again, most primary schools need more English teachers. Because one teacher takes other classes along with the English class, which increases the work pressure on the teachers and they cannot take classes properly (Khanam & Hoque, 2021). For this reason, Primary school teachers need more well-structured training and resources to cope with the rapid curriculum reform and assessment practice (M. Rahman & Pandian, 2018).

Again, there has always been a disconnection between the assessment concepts outlined in the curriculum and the assessment methods used in classrooms. Though a few formative assessment techniques have been identified by researchers. But in general, summative basis assessment is conducted in Bangladesh (Islam et al., 2021). On the other hand, the teacher-to-student ratio is high, and traditional classroom settings limit feedback to the students within a limited time frame. This is also the cause of student's lacks the motivation to develop communicative competence to use language in real-world settings (Widiastuti et al., 2020).

Furthermore, the fact that the majority of teachers lack an ELT (English Language Teaching) degree may contribute to a lack of comprehension of the complexities of English teaching-learning, pedagogic approaches, strategies, and techniques. Lack of classroom monitoring, teacher training, and working pressure are barriers to implementing formative assessment (Islam et al., 2021).

6. Research Questions:

- 1) What are the assessment strategies suggested in our national curriculum?
- 2) How Formative assessment is practiced in government primary school classrooms?
- 3) What are the barriers to the integration of formative assessment in English language classes?

7. Purpose of the Study:

Assessment procedures greatly impact teaching as well as learning in the classroom and are integral to achieving the target of the CLT curriculum. Inconsistencies between theory and practice, particularly in assessment guidelines and procedures, will prevent the CLT curriculum from accomplishing its goals. So, the study aims to learn more about the current assessment practice to assess English language proficiency according to the CLT curriculum. Its purpose is to determine the efficiency of the formative assessment techniques to assess four English language competencies outlined in the curriculum. Because formative evaluation helps teachers to understand the cognitive development progress of the students through observation and feedback. It is also essential for teachers to assess student progress toward academic goals. Moreover, this study intends to analyze the obstacles connected with employing formative evaluation in English language lessons in the environment of Bangladesh.

8. Significance of the study:

The primary objective of English instruction at the elementary level is to offer students stimulating chances to attain proficiency in the four fundamental language abilities. The updated Communicative language teaching curriculum has emphasised the English language not only for domestic use but also for international communication (Education Policy 2010 Ministry of Education Government of the People's Republic of Bangladesh, 2012). To achieve targets, all four skills should be equally emphasized. However, centralized examinations do not include two crucial language skills, namely speaking and listening. This testing system indicates that the evaluation does not correspond to the national curriculum or language policy (Hossain Mahroof, 2016). Though the progress of a student's English language proficiency depends on accurate assessment methods in classrooms, it is always affected by valid assessment policies and practices. This study will assist policymakers, curriculum developers, material developers, and future programs designed to train English teachers in Bangladesh, determine the importance of language policy and planning for English language teaching development. The study will also provide information on the problem and its efficacy, which may inspire more research.

CHAPTER II: LITERATURE REVIEW & CONCEPTUAL FRAMEWORK

1. Literature Review:

Assessment is a critical component in the teaching and learning process. Assessments utilize data from various sources and activities to evaluate how well students comprehend and apply their knowledge and understanding in practical situations. It is an organized method for monitoring student growth, program evaluation, and the efficiency of educational activities (Tontus, 2020). In the Bangladeshi context, summative assessment and formative assessment are two kinds of assessment practice in the classroom. At the end of a specified time, summative assessment involves the process of evaluation. But in formative assessment, evaluation is a continuous process during instruction.(Widiastuti et al., 2020). Formative assessment is crucial for student learning. Providing feedback throughout the year boosts motivation and learning outcomes. Again, teachers facilitate continuous learning through practical learning, group presentations, peer assessment, class assignments, and oral discussion (Hossain et al., 2015).

Formative Assessment:

Formative assessment is a continuous procedure that constantly accompanies the instruction process. Its primary objective is to promote learning growth by orienting and guiding it. The assessment of student's learning progress is conducted through the provision of feedback. Likewise, formative assessment has the potential to guide instruction to meet the student's learning requirements and empower them to become self-directed learners (Voinea, 2018). Formative assessment has eight essential characteristics that include providing future action information, explaining the objectives to achieve goals, creating an interactive classroom environment, allowing for information-sharing, facilitating deep learning through questioning, promoting sustainable learning, encouraging student self-assessment, and establishing a constructive feedback system (*UNICEFWorldBank_ResourcePack7_Assessment.Pdf*, n.d.).

Feedback is integral in delivering valuable information regarding the achievement attained in learning. The primary objective of formative assessment is to assist students in their learning progress through a criterion-based evaluation method. This approach focuses on individualized learning for each student, rather than comparing their performance with others (Black & Wiliam, 1998). For an effective teaching-learning process, the teacher should begin by understanding the learner's interests and goals, evaluating their strengths and weaknesses, and taking them into account when collaborating with the student to plan how to achieve their goals (Baran-Lucarz, 2019). Continuous evaluation is essential for enhancing the education of students because it increases their motivation by providing feedback throughout the academic year. Again, teachers facilitate continuous learning through practical learning, group presentations, peer assessment, class assignments, and oral discussion (Hossain et al., 2015). The quality of formative work depends on the teacher's feedback, along with the situation in which they communicate with students about their motivations and self-perceptions. (Voinea, 2018).

Importance of Formative Assessment:

Formative assessment is important in English subject learning as it assists pupils by improving their language skills, tracking their progress, and identifying their needs. Formative assessment allows students to identify the areas where they need to improve their understanding and learning, which in turn enhances their focus on learning. Formative assessment provides information about the outcome of a student through a feedback system and it helps to acquire learning objectives quickly (Widiastuti et al., 2020). Formative assessment can bridge the gap between instruction and learning by providing detailed, high-quality feedback through narratives, both written and oral. The feedback covers various aspects of students' learning, such as identifying their strengths and weaknesses, providing suggestions for improvement,

and learning methodology, offering tips on how to approach learning tasks effectively, pointing out errors and how to correct them, and addressing their attitudes, beliefs, and perceptions towards themselves, learning, and school. Additionally, it also identifies any knowledge or skill gaps that require filling. (Voinea, 2018). Teachers require qualifications and training in teaching techniques and strategies and managing large class sizes. Additionally, Effective teaching materials are lacking; professional development is necessary for implementing the communicative approach. (Anwaruddin, 2016). Moreover, formative assessment techniques help learners to improve their critical thinking and self-awareness of how they think, and they make them more motivated to work harder on their studies. All students receive assistance through alternative assessment to overcome foreign language anxiety, a major barrier to language skill development. (Hoque et al., 2021).

Communicative Language Teaching Approach:

National Curriculum and Textbook Board (NCTB) emphasizes the communicative English language and introduced the Communicative Language Teaching (CLT) approach in 1995 which helps learners increase communicative competency (Haider & Chowdhury, 2012). The theory of communicative competence, heavily accentuated students' contextual language usage ability, in terms of communicating with others effectively (McNamara, 2000). The CLT teaching method emphasizes fluency over correctness, utilizes authentic teaching materials, adopts a learner-centred approach, and promotes communicative classroom activities to teach languages effectively (Wei Liping, n.d.). The focus of CLT is not on activities in the language, but rather on communicative goals that are to be accomplished through the language. It places more emphasis on student initiatives and interactions than on interactions centred on the teacher (Carter et al., 1989). By utilizing communicative teaching, individuals can develop and apply a better understanding of how English is structured, utilized, and acquired (Haider &

Chowdhury, 2012). Teaching a language involves more than just grammar rules and patterns. Teachers must also educate students on how to use the language in a meaningful and authentic manner for communication purposes (Wei Liping, n.d.).

The current implementation of Formative Assessment:

CLT is an effective approach to learning a second language, the problem faced in implementing it. The main challenge in implementing CLT lies in aligning the curriculum's goals, objectives, and assessment practices (Khanam & Hoque, n.d.2020). As the test system of the English language is memory-based and there is no accepted continuous or formative assessment, it is difficult to function the CLT curriculum properly (Haider & Chowdhury, 2012). In the Bangladeshi context, learning involves memorizing grammar rules and textbook material without truly understanding them. Most primary schools are situated in rural areas, so most schools lack modern learning facilities. Rural students find English difficult since teachers do not employ interactive learning methods. The lack of continuous assessment and feedback from teachers can cause students to fall behind in their English learning, leading to stagnation (Milon Khan Rashed, 2016). Each of the four components of language proficiency—listening, speaking, reading, and writing—is emphasised in the curriculum. (Kabir, 2015). But, most rural teachers are unwilling to practice continuous or formative assessment; which prevents students' competency levels and also fails to implement the curriculum properly (Salahuddin et al., n.d.).

Curriculum and Assessment Implementation:

In the mid-1990s, there was a shift in language teaching from the traditional grammar-translation method (GTM) to a curriculum reform based on communicative language teaching (CLT). (M. Rahman et al., 2018). The Ministry of Education (MoE) has decided to implement changes in the curriculum, methodology, textbooks, and assessment system to promote the development of English language acquisition and instruction throughout the nation. They plan

to substitute traditional GTM with CLT (Karim et al., 2018). Various factors affect how instructors implement the curriculum using the curricular innovation model. This section focuses on the characteristics of curriculum innovation, including unacknowledged teacher requirements, the absence of clear and comprehensive curriculum design, and the efficacy and applicability of educational resources, like textbooks. (Fullan, 2007). In Bangladesh, as the process of creating and putting curriculum into action is controlled from the top, teachers do not get a chance to incorporate their opinions (M. M. Rahman & Pandian, 2018). The poor performance of English language teaching, learning, or curriculum implementation in Bangladesh is strongly linked with the utilization of inadequate assessment methodologies. The central examination excludes two important abilities, namely listening and speaking. (M. Rahman et al., 2018). The test development approach being used is conservative, which results in a reduction of the curriculum. This implies that the evaluation is incongruent with both the national curriculum and language policy. (Maniruzzaman et al., 2010). In the context of Bangladesh, there is a lack of validity of assessment with the curriculum which doesn't improve the communicative competency of the students (Das et al., 2014).

Barriers to implementing Curriculum:

Lack of practice, well-qualified English teachers, a conducive environment, library facilities, proper teaching methods, etc. are some reasons for the improper implementation of the CLT curriculum (Hossain Mahroof, 2016). Many teachers claim that the school fails to provide them with adequate teaching materials, and lack proper assessment method in the classroom which ultimately hinders their ability to teach effectively (Milon Khan Rashed, 2016). In Vietnam, the use of CLT is hindered by several factors such as large class sizes, exams that focus on grammar, and limited exposure to real-life language (Ellis, 1994). For South Korea to adopt CLT, a fundamental change in its approach to education is necessary. The current teaching

approach prioritizes text and grammar, neglecting the need for student-centred activities that focus on fluency and ability of problem solving as specified by the CLT (D. Li, 1998). Indonesian teachers often encounter several obstacles while implementing the Communicative Language Teaching (CLT) approach in their classrooms. These obstacles include limited knowledge about CLT, lack of availability of language and culture, inadequate time to prepare materials for communicative classes and heavy workload. Educators are confronted with additional challenges when it comes to students' weakened English proficiency, low self-confidence, unwillingness to participate in classroom activities, and absence of drive. (Klenowski, 2009). In China, the conventional approach to teaching English focuses on reading, grammar analysis, translation, memorization, and repetition. However, this method doesn't prioritize developing communication skills (M. Li & BALDAUF, 2011). On the other hand in Bangladesh, there are also several obstacles to implementing CLT in government primary schools such as lack of English language practice, inadequate classroom layout, absence of execution of the four language skills, limited time and expertise in curriculum development, uninterrupted class sessions, and the conventional classroom setting (Khanam & Hoque, n.d.). The barriers to implementing curriculum-defined assessment are proper teacher training, less interaction between teacher and student, lack of teaching aids and materials in the classroom, as well as lack of opportunities for speaking and listening practice. Education experts suggest that this textbook can enhance students' proficiency in the domains of hearing, speaking, reading, and writing. However, the textbook in use only helps students with reading and writing. (Sultana & Ali Ahsan, 2013). However, most teachers are unaware of the curriculum's goals objectives, outcomes, and aids of classroom instructions, which is a barrier to implementation, and for this reason, English language skills may suffer from curriculum ignorance (Milon Khan Rashed, 2016).

2. Conceptual Framework:

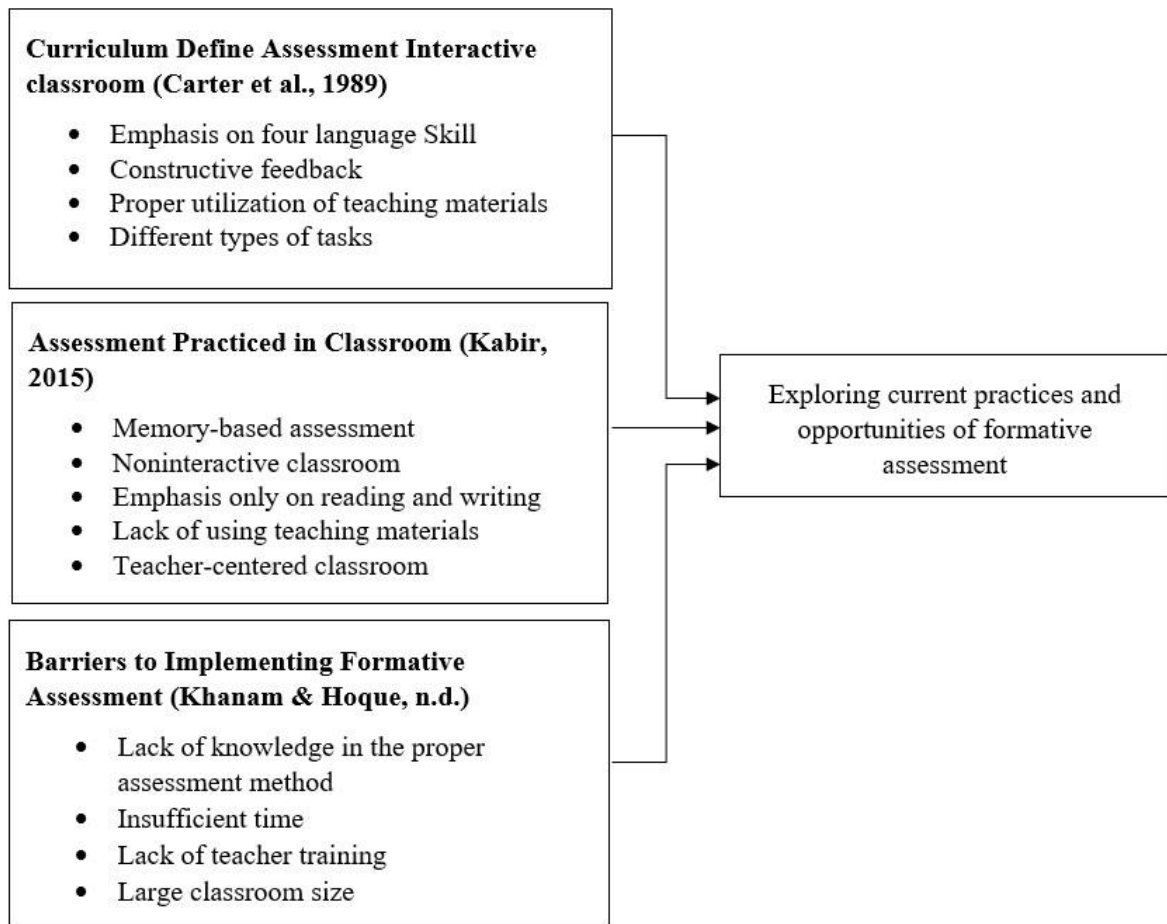


FIGURE: Conceptual Framework

CHAPTER III: METHODOLOGY

1. Research Approach:

Qualitative research provided a descriptive result. To find out the gap between the curriculum-defined assessment and the implementation, depth and descriptive knowledge were needed. Which was gathered using various qualitative approach methods. In the qualitative approach, observation and interview are the popular methods. Using observation, one could understand in-depth experimental nature settings, case studies, or a phenomenon (Berg, 2001). It was an

explanatory method that is helpful to provide detailed data about the participants, and related context (2. Chapter 6_Charecteristics of Qualitative Research-1, n.d.) as qualitative research is used to collect primary data and provides a descriptive answer from the participants. (Progresif et al., 2019). On the other hand, Curriculum analysis and comprehensive interviews with the techers were employed to investigate the phenomenon and identify common themes.. Therefore, a qualitative approach was best as it will brief the answer to the questions according to the context.

2. Research Site:

The study was carried out in four government primary schools situated within an upazila of the Rangpur distric. The total number of students and English teachers was respectively 150 and 7. I had chosen this school because an adequate number of teachers will help collect the data by answering the research questionnaire through interviews. I worked with two classes of four and two classes of 5 to conduct my research.

3. Research Participants:

In the study, I used a qualitative approach to investigate English language assessment practices in the classroom. The individuals who took part in the research were English language teachers and students. In this study, teachers were selected through purposive sampling. Four teachers were observed in the classroom to gather the knowledge of current assessment process and the same four teachers were selected for an interview about the problems behind the curriculum implementation in class. Students will also be observed.

4. Data Collection Technique:

Qualitative research depends on a comprehensive and contextual verbal description. Good qualitative research needs systematic, inquisitive, and analytic data collection methods (2. *Chapter 6_Charecteristics of Qualitative Research-1*, n.d.). In qualitative research, there are four methods to collect data (Marshall & Rossman, 1999). In my study, For the purpose of gathering information, I employed curriculum analysis, conducted semi-structured interviews, and observed classrooms.

Curriculum Analysis:

The English curriculum was also analyzed for data collection. The section on planned activities in the English language curriculum provided valuable insights into the assessment defined by the curriculum and the instructional strategies employed by teachers in the classroom.

Observation:

Four English classes were observed to gather first-hand data regarding classroom practices. Students were also observed to know about their learning. The observation allowed researchers to analyze phenomena observed by participants and convey their observations as reports (Berg, 2001). This method could range from the highly structured, thorough, checklist-guided notation of behaviour to a more comprehensive depiction of events and conduct (Marshall & Rossman, 1999).

Interview:

For the study, I developed some semi-structured interview questionnaires to learn more about the difficulties, their teaching-learning process, which method they followed, students' participation in the class, competency measurement, and progress reports. Informal interviews were arranged for students. Extensive data was collected quickly as the interview focused on a specific area (Marshall & Rossman, 1999). Again, semi-structured interviews used predefined,

logical, and uniform questions on the issue, allowing them to explore beyond their planned inquiries (Berg,2001).

3.5 Data Collection Tools:

The gap and barrier between the application of the CLT curriculum-defined assessment and the current classroom practice needed to be found. For classroom observation purposes, an observation checklist was prepared to learn about the classroom assessment practice and the obstacles to formative assessment implementation. A set of open-ended questionnaires was developed for interview purposes. Semi-structured interviews of the observant teacher's group were taken for the checklist purpose to determine the teaching-learning conditions.

3.6 Data Analysis Process:

The qualitative data, which was collected by interviewing the teachers, would go through the thematic analysis process as thematic analysis is used to identify the relationship between the themes of qualitative data (Progresif et al., 2019). The recorded interview data was transcribed, and the researcher cleaned out unnecessary data through the data filtering process. Data Triangulation was done with the observation and interview data about the formative assessment classroom practice.

3.7 Role of researcher:

I did this research to complete my master's in education (M.Ed.) in Educational Leadership and School Improvement. I had chosen a qualitative approach to collect my data to understand deeply about my study.

In my study, by coding participants' information, confidentiality was maintained and allowed them to express their opinions freely without any pressure.

Data triangulation and peer review were carried out during the teacher interview to avoid biases and manipulation of my opinion.

Detailed and actual data was collected from all the participants without giving my opinion. The steps of data collection, data analysis process, results, and other things were descriptive, and investigated data were preserved for transparency.

CHAPTER IV: RESULT

1. Result:

This section discusses the about the opportunity and recent practice of English classes in government primary schools. The data collected by curriculum analysis, observations, and interviews are prepared for thematic analysis and data triangulation. The interview transcripts are coded to create different themes. The main themes are a) Current formative assessment practice in the classroom, b) Competency measurement, c) Care of falling behind students; d) Materials used in the classroom, e) Feedback to the learners, f) Teacher's training support, and g) Barriers to implementing formative assessment.

The part on the results has been divided into seven different significant themes. As the research is on formative assessment practice in English language classrooms, the recent evaluation practices are included in the theme. In this section, you will find information about how the teachers conduct their lessons, including whether or not they follow the guidelines outlined in the teacher's guide or the curriculum. The evaluation process should always include a measurement of competency. It isn't easy to know the progress that the students have made unless well-established measuring standards are used, which is another theme that is discussed. In the theme about falling behind in student care, what types of strategies do they follow for weak students to support them in the classroom are discussed. The importance that materials have in making lessons engaging and accessible to students is another major subject in formative evaluation. This topic provides details about the types of materials frequently used within the classroom. To ensure the efficacy of formative evaluation, it is imperative to furnish students with constructive comments. An evaluation lacking feedback is considered to be incomplete. The role of feedback is crucial in assessing student advancement. Our curriculum and teacher's handbook explicitly instructs the utilization of feedback to evaluate student

actions, hence emphasizing its significance. The education system puts a significant emphasis on teachers as key stakeholders. To guarantee a quality education, it is vital to employ instructors who possess adequate qualifications and training. The actual teachers' training condition is detailed in the part titled Teachers Training Support. In the theme, barriers to implementing formative assessment, the obstacles teachers face in implementing formative assessment are discussed.

Current formative assessment practice in the classrooms:

Formative assessment has two main objectives. Firstly, it serves to track the learning process. Secondly, it provides ongoing feedback which helps students improve their learning and teachers refine their teaching methods. Effective formative assessment practices necessitate that students respond to more complex inquiries. Spelling, grammar, and punctuation are correct.

However, teachers could not define formative assessment or explain how it is implemented in the classroom. They were familiar with formative assessment classroom greetings and how to introduce student chapter titles. They referred to formative assessment as "gathonik mullayon" assigned homework, pair, and group work, and used posters to make them understand the lesson. In the curriculum

One of the teachers said "I begin with greetings, and we discuss related things about the lesson. Then I ask them to guess the lesson's title. After finding out the lesson name, I make them understand the lesson with the help of pictures and then go through the book." (Interview #1, date#08-08-2023). The chapter was "Month of the Years" of class four and in the curriculum and according to the teacher's guide the chapter is for listening, speaking, and reading competency. There are lots of activities in the class like describing the calendar, pair work, writing down the name of the month sequentially on the board, filling in the gap with proper

words, and observing the students. However, in the observation, he only described the month's name, recited those again and again, and wrote down the names in the notebook.

Another teacher emphasized the previous lesson, and she attempted to gain knowledge of the previous chapter. She then proceeded to the next chapter. One of the teachers said, "The words that will be taught are written on the board and help them to pronounce the words. Then give the class work." (Interview # 3, date#10-08-2023). The chapter name was "Happy Birthday" and according to the teacher's guide, this chapter is for listening, speaking, and reading competency. There are lots of activities in the teacher's guide like showing video content to understand the birthday context, writing down the name of the chapter on the board and announcing that they are going to read it, using the picture of the book or big picture to make the lesson more understandable, discuss all the pictures, finding out the new words and help them to find out the meaning, call some student and told them to read the new words and give them feedback. However, in my observation, they only read the passage to understand the lesson, find out the new words and their meaning, and call some students to tell the new words without giving any feedback.

One teacher assessed students by asking them lesson-related questions, assigning written queries, and doing group or individual work. He said, "The lesson that I taught them, I ask questions about it, and I give them written work, group work, or individual work. If the time was limited, I asked them oral questions." (Interview #4, date#10-08-2023). The chapter of the class was "Write Well 4" and according to the teacher's guide, the chapter is for all the four skills. The instruction for the chapter is to read out the dialogue and find out the correct capital letters and pronunciation, write down the corrected dialogue in the notebook, observe the students, give them group work to check the activity and give them homework to write down new sentences. In reality, the teacher gave them classwork from the chapter to correct the

capital letters and punctuation check some notebooks then understand the chapter and correct the wrong answers. There was no group activity.

I discovered through interviews that instructors were unfamiliar with formative assessment. They were limited to greetings, identifying chapter names, and making sure the students understood the lesson. Based on my observation, I noticed that most teachers use Bangla as the primary language for conducting classes. However, the curriculum states that English should be used for giving commands and taking classes. The assessment process varies depending on the chapter being taught. I observed that during lessons, most teachers assess the understanding of only a few students by asking them questions or assigning writing tasks, which does not cover the entire class. One English teacher out of the four institutions evaluated all four proficiencies, namely reading, writing, speaking, and listening. Other educators covered no more than one or two skills. Additionally, after finishing the lesson, none of the teachers provided any assessment activities as suggested in the teacher's guide.

Competency measurement:

The process of measuring and evaluating competencies is not simple. They are neither explicitly measurable nor easily evaluable. Nevertheless, the competencies of an individual can be detected indirectly by examining their knowledge and actions. To determine the reliability of one's competency evaluation, it is imperative to regularly assess. During the teacher interview, I discovered that most teachers did not use any specific criteria to evaluate competency levels. They measured competency by assigning group work or individual work.

One of the teachers said, "When they are assigned group work, they don't want to participate. Then, asking them questions individually, giving them reading or commanding them to write down some words." (Interview#3, date#10-08-23). The chapter taken by the teacher was "Happy Birthday" and according to the curriculum, the attainable competency is recognizing

words, understanding the questions and statements, and reading and recognising new words and phrases. There were no measurement tools for listening and speaking. Moreover, most of the students cannot speak the words properly.

Another teacher said, “Most of the time I ask them questions or assign them in group work. A leader is selected and with the help of this leader, I try to find out who has done their task and who doesn’t. At the last stage, I ask them oral questions to measure their competency.” (Interview #1, date#08-08-2023). The chapter taken by the teacher was “Month of the Years” of class four and in the curriculum, the terminal competency is to write the days of the week and the months. On the other hand, the class-wise competency attainable competency is to capitalize proper nouns, sentence beginnings, and beginnings enclosed in quotation marks with capital letters. In my observation, not all the students could write the spelling of the month's name and there is no measurable system for listening and speaking criteria.

One of the teachers measured competency by checking seen work, homework, and classwork and observing their participation. There was no numbering system or measuring band scale.

Care of falling behind students:

Due to the fact that each student in a classroom is unique, similarly, their capacity to capture information. The majority of parents living in urban areas are aware of the study. Conversely, parents who live in rural regions are unaware of this; their environment is different from that of urban areas. Most of the students in the class have limited proficiency in the English language. They require additional assistance in order to achieve the achievable level of competence.

Upon observation, I noticed that certain schools supported struggling students by assigning them to group work and providing assistance in finding answers to questions.. One of the

teachers said, “In order to understand the issues my students are facing, I approach them and inquire about their problems. Sometimes, when I assign group tasks, the group leader notifies me that they cannot complete the work. I then proceed to assist them in preparing the lesson.” (Interview#1, date#10-08-2023)

On the other hand, other schools assigned group work to students without any follow-up or monitoring of their progress. In their words, “We have a list of weak students who need extra help, after ending school time, we take special care of them.” (Interview#3, date#10-08-2023).

Materials Used in the Classroom:

In both the curriculum and teacher's guide, there is specific guidance on how to effectively utilize a range of colourful and digital resources. These resources include posters, flashcards, text pictures, CD audio materials, videos, and more. By incorporating these materials, students can engage more fully with the class material and better comprehend the content.

In class five, two schools took a class on the lesson Happy Birthday and according to the teacher's guide, the materials used for conducting the class were big pictures on poster paper, CD/audio, and book. (Teacher’s Guide (V)-p148). But they only brought the book and used markers and a board. (Observation#2 & Observation#3).

One teacher said, “For today’s class, the book is enough for the conduction of the class. Sometimes we use poster paper, word cards etc.” (Interview#3, date#10-08-2023).

Only one school used poster paper and pictures but did not bring any calendar to conduct the lesson in the Months of Year 1. His statement was, “They often use material relevant to the lesson to conduct class.” (Interview#1, date).

On the other hand, from the interviews, I got to know that, some schools had digital equipment but were unable to utilize it. While some schools did not have any digital equipment to conduct classes.

Feedback to the Learners:

Although providing feedback is a crucial aspect of formative evaluation, the schools did not offer sufficient feedback. In the curriculum and teacher's guide, there is guidance for teachers to provide feedback to students on their individual work, as well as any group work, pair work, or other class evaluations of the textbook that they conduct.

From my observation, all the schools used a classroom feedback system little or more, but they did not provide detailed feedback to every student. One teacher checked classwork and gave them feedback on where they did wrong in the task. (Observation#4). He said, "After checking their notebooks, I gave a short lecture to highlight the areas where they made mistakes." (Interview#4, date).

Another teacher did not give any feedback on listening or reading. She only gave feedback on writing. (Observation#1). One of the teachers used a different feedback technique. He formed teams consisting of both strong and weak learners and organized a competition. (Observation#3).

One of the teachers said, "When I understand that there is a gap in their learning, I give them homework." (Interview#2, Date)

Lack of Teacher's training support:

Any educational institution heavily relies on highly qualified and efficient teachers for their successful operation. The teacher is the primary responsible person in the learning process.

Their responsibility includes tracking students' progress and assessing their knowledge acquisition in accordance with the quality of instruction they deliver. Teacher training is the main component of enhancing the standard of primary education. But there is a lack of teacher's training.

After conducting interviews with teachers, it was found that there were 6 or 7 days of training focused on how they conduct classes and what will be the assessment strategy. From their view the training was effective, but they need more training, 6 or 7-day training is not enough. One of the teachers said, "The training was 6 days. We're trying to teach the students according to the knowledge that we have gained in the training. To increase our skills, we need more and more training. If we follow the training the class seems more attractive." (Interview#1, date#08-08-2023)

Another teacher said "To enhance the effectiveness of the learning process, we require improved training materials and better support. This can aid students in gaining a better understanding of the subject matter and ultimately lead to better academic outcomes." (Interview#4, date).

One teacher stated that, in addition to teachers training, we need pupils from aware families. Then the training will be more effective. He also said, "Six days of training may not be sufficient for everyone." (Interview#3, date)

Another teacher stated, "I have attended seven days of training. Unfortunately, I cannot recall the exact year when it took place." He also added, "Seven days of training is not sufficient; however, I can understand that I may make some progress with this." (Interview#2, Date)

Barriers to Implement Formative Assessment:

Formative assessment is a continuous method that evaluates students in the classroom. It helps to fine out the difference in learning through feedback and tracks their progress by engaging them in various activities. Using formative assessments that involve constructive criticism is an effective way for teachers to evaluate a student's progress and make informed judgments about their performance. For this reason, our curriculum emphasizes the assessment process. However, due to various reasons, formative evaluations are not always carried out most efficiently.

From observation and interviews, it was evident that the classroom arrangement does not facilitate the application of formative assessments because of the class size, high teacher-student ratio, insufficient class time, etc.

One teacher said, “The number of students is high that is my main problem. When I assign them in group work it seems difficult to me because of gathering creation and unable to manage seating arrangement due to the small class size. Gathering creates because the number of students is high.” He also added, “The students who sit on the last bench cannot see the material and do not want to participate in the class work. It is difficult to rearrange the seating arrangement due to the shortage of time.” (Interview#1, Date#08-08-2023)

In one school, I observed a class that went beyond its scheduled time because the assessment wasn't covered. The teacher said, “The time is limited to apply formative assessment.” He also added, “The number of students attending the class is less and they do not come in the class on time. Sometimes lagging behind students do not want to participate in the class and they do not want to complete their task.” He thought that this problem could be handled easily if the parents were aware of their child. (Interview#3, Date#10-08-2023).

Another teacher said, “The number of students is 41 to 59 in a class for this reason I cannot monitor all my students and cannot take class properly. Another problem is the lagging of the teacher's teaching-learning process.” (Interview#4, Date#10-08-2023)

CHAPTER V: DISCUSSION, CONCLUSION AND RECOMMANDTION

1. Discussion:

The study examined the understanding of formative assessment practice and the barriers to implementing it in government primary schools. I will delve into the most important insights gained through the research in this segment.

Classroom observations, assistant teacher interviews, and document analysis are used to gather data at selected government primary schools. A school from a rural area was selected, and the total number of schools was four. Four classes are observed (two of class four and two of class five), and four teacher interviews are taken.

The existing literature suggests that the Continuous evolution where it is defined as a on going process of conveying information on students' learning progress through feedback (Voinea, 2018). Formative assessment aims to improve students' learning abilities using a criterion-based evaluation method (Black & Wiliam, 1998). However, there needs to be more knowledge about formative assessment among the teachers. They only understood the formative assessment part of the greeting and how they introduced chapter group work, asking or giving them to write questions. The most common tools they used in class were answering written and oral questions. Occasionally, teachers assign group and pair assignments as a means of evaluating students. However, there needed to be more monitoring and constructive feedback for individual students. They understand feedback as checking previous class homework.

Additionally, students were only sometimes allowed to receive feedback in writing. They primarily offer verbal evaluation, which is given in front of other students. The National Curriculum and Textbook Board (NCTB) emphasizes English that can be used to communicate, which helps students improve their ability to communicate (Haider &

Chowdhury, 2012). Implementing the CLT curriculum is challenging due to the memory-based English language test system and the need for continuous or formative assessment (Khanam & Hoque, n.d.). Moreover, there needed to be more assessment of listening and speaking skills. Most teachers used the Bangla language as a medium of class conduction, whereas in the curriculum, it is clearly defined that the medium of class conduction will be English. Except that, it is noted that within the curriculum, there existed a different evaluation methodology for various lessons, with each assessment serving a unique purpose for the skills of listening, reading, writing, and speaking.. However, teachers need to follow the assessment process properly. Interactive teaching strategies are needed for rural pupils to improve their English proficiency. Inadequate assessment and feedback can hinder learning progress (Milon Khan Rashed, 2016). The classroom could have been more interactive, and the students could have been more attentive. When teachers assigned group work, there needed to be more monitoring. In groups, there were weak students as well as good students. Teachers said in the interview that they identified and solved the problem of weak learners by the group's active participants. There was no additional assessment for weak learners.

Moreover, teachers could not answer the question correctly about measuring competency. Observation is an excellent tool for assessing students' capabilities. However, it was only possible to observe some students simultaneously because of the many students. Additionally

There are many reasons behind the improper implication of the curriculum. There are more students in the class than there are teachers. Teachers need help managing the classroom due to the higher number of students. More than the time allocated for each class is needed for applying formative assessment. Teachers can only access a few students.

Further, there needed to be more training on formative assessment. It was learned that they attended six- or seven-day training, how they will take a class. They are convinced they need more training to improve their skills and take classes more effectively.

In the previous literature, they have said that the main obstacle in implementing CLT is ensuring that the curriculum's aim, objective, and assessment practice are not appropriately aligned. Due to the reliance on memory-based assessments and the absence of recognized continuous or formative evaluation methods, effectively implementing the Communicative Language Teaching (CLT) curriculum poses challenges. The curriculum places significant emphasis on four key components of language proficiency. However, it has been observed that rural teachers frequently encounter challenges in conducting ongoing assessments, which therefore hampers both student competency and the effective implementation of the program. In Bangladesh, inappropriate assessment methods hinder the implementation of English language curriculum, as they include central examinations that neglect essential skills like listening and speaking.

Our national curriculum of English is designed according to the class-wise attainable competency, subject-wise terminal competency, and learning outcome contents. The assessment system varies depending on whether one is being evaluated for listening, speaking, reading, or writing skills. The main objectives are to understand the commands that teachers are delivered, to speak English for daily communication and conversation, to read and comprehend texts within learners' abilities, and to write about people, things, locations, and events and convey wants and feelings in English. accept this, Listening and speaking have been given an immense amount of focus as the basis for building reading and writing abilities. The material to be covered in each lesson concerning pronunciation, emphasis, and intonation has been outlined.

The curriculum also defines planned activities of English for the guidance of teachers and students, textbook writers, and teacher trainers. The practice nowadays has changed. Teachers try to follow the formative assessment, though they need to help understand correctly. They try to take classes using various materials and different types of assessment like group work, asking answer questions, giving students writing tasks, giving homework, etc.

Nevertheless, there is no feedback system, and they need to understand correctly about the feedback. They face various problems during class, like the teacher-student ratio and the high interaction between the teacher and the students, and they need to be more attentive in the classroom. Teachers cannot effectively manage them due to the increased student load. There needs to be more competency measurement of how teachers measure students' competency levels. There needs to be more adequate monitoring of student class assessments, more support for teacher assessment training, more availability of digital materials, and more attention to students falling behind.

The study has certain drawbacks, such as the small sample size resulting from the restricted time available for data collection. Moreover, the teachers did not answer all the interview questions correctly because of the pressure of the higher authority. Sometimes, they did not understand the answers correctly, even though they tried to understand. Except for those, their answers did not match the observation as they gave different answers.

From this investigation, future researchers will gain knowledge about the current formative assessment practice in the English classroom. The assessment practice was improved from the previous years. Researchers will know about the barriers to applying formative assessment.

5.2 Conclusion & Recommendation:

Various evaluation methods are employed in educational settings to evaluate a student's acquisition of knowledge. There are two primary categories of assessment, namely summative and Formative assessment. Summative assessments hold significance for parents of primary school students. Nevertheless, scientific data indicates that formative evaluation has an essential impact on the process of learning. The paper highlights the need for teachers to employ a diverse range of formative assessment strategies to promote the best possible educational results within the classroom setting.

This study emphasizes the significance of employing a variety of formative assessment instruments within the educational setting. Educational administrators and supervisors must assume an active role in promoting the implementation of formative assessment practices. It is essential for policymakers and trainers to accord high priority to the provision of training programs focused on formative assessment. Again, it is also important to arrange communicative Language Teaching approach training to understand the complexity of this theory because teachers whose background is not English take English classes. It is also recommended to recruit subjective teachers to take English classes.

Although the curriculum defines the assessment process, there is inconsistency in the way teachers conduct their classes. While most of them use oral and written assessments, group work and pair work are also included without proper feedback. Unfortunately, detailed written feedback, which is crucial for formative assessment, is rarely provided. The curriculum outlines all the tools necessary for formative assessment, along with a feedback system, and the teacher's guide provides detailed instructions on how to conduct each chapter's lessons. Teachers need to follow a proper feedback system to make assessments fruitful and encourage students to increase their competency improvement.

The guide even suggests using various colourful materials to make the lessons more engaging and exciting, but many schools fail to do so, relying solely on books. Due to the high teacher-to-student ratio and the limited number of teachers, they are burdened with a substantial workload. They may not get proper time to ready their teaching materials. To eradicate this problem, more teachers need to be recruited.

There are no established criteria for measuring student competency, and teachers typically base their assessments on writing tests during summative examinations only. Additionally, lagging students receive inadequate attention in the classroom, with some schools offering special classes only after regular school hours. Unfortunately, there is insufficient training support for educators, who receive only six days of training. Implementing formative assessment is also hindered by various barriers, including high teacher-student ratios, teachers handling multiple subjects, limited class time, low student participation, and inadequate monitoring due to large class sizes.

Limitations of the study

As the individuals involved in the study were limited, the sample size was small and did not represent the entire population which caused sampling error. It was also not possible to collect large amounts of data within the study's time constraint. At the time of classroom observation, a large population followed it was not possible to access all the relevant information.

I had observed every class once. To clarify formative assessment practice in the classroom, each class should be observed at least twice.

During the interview and observation, I faced some challenges. During the interview, they may be hiding real scenarios or not providing relevant answers which made it impossible to triangle

all the data correctly with observation. On the other hand, at the time of classroom observation, the concentration of the students needed to be improved as a visitor entered their class to observe their activities.

This study exclusively examined the assessment practices employed in rural area schools and did not incorporate an evaluation of assessment practices in urban area schools.

My research was based on the primary English curriculum 2012 which was modified taking into consideration the National Education Policy 2010.

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Appendices:

Appendix 1: Letter of Consent

To perform my research in schools, a set of questions for the teachers is being prepared and implemented at the BRAC Institute of Educational Development, BRAC University, Dhaka, Bangladesh. The set of questions is strictly associated with the study, titled "Formative Assessment Classroom Practice for English Language Competency in Government Primary Schools."

Your contribution to this research is entirely voluntary, and there will be no harmful effect on you. During the conduction of the research, you may withdraw your participation without any explanation. After collecting data from you, your information will be kept anonymous and confidential.

Name: _____	Gender: _____

Name of the School: _____	
Designation: _____	Age: _____
Teaching Experience: _____ year(s)	
Academic Qualification: _____	
Currently teaching Grade(s): _____	
Teaching Subject(s): _____	
Date of Consent: _____	

Statement of Consent: I have read the above, and I knowingly and willingly permit to use of the information of the asked questions.

Appendix 2: Questionnaires

Qualitative interview questionnaires for individual English language teachers

1. What type of assessment process do you follow in your classroom?
2. How do you assess students in the classroom to measure competency?
3. What is your opinion? Does the present assessment practice in the classroom align with the curriculum's learning objectives?
4. What about the student's participation during the assessment process?
5. What kinds of assessment tools and materials are used to encourage student participation?
6. How do you support the weak students in the class to improve their competency?
7. Do you get any training or support about implementing the assessment process effectively?
8. What are your thoughts on formative assessment to improve the student's level of competency? Will it be effective?
9. If you implement formative assessment in your classroom, what sorts of challenges can you encounter?
10. What types of assistance are required to implement formative assessment?
11. If you have any opinion about the assessment process or anything related to teaching-learning, feel free to share it.

Appendix 3: Observation Checklist

Criterion	Yes	No	Comments
1. General Information			
<ul style="list-style-type: none"> • Starts class with a greeting to the students. • Presented overview of the lesson before starting class • Presented topics in a logical sequence and summarized major points. • Summarized major points of the lesson. 			
1. Teacher conducts the whole class in English.			
2. Write important key work on the blackboard			
4. Use different types of learning materials to make the lesson interesting			

<p>5. During the lesson teachers give different type of assessment activity</p>			
<p>6. After finishing a lesson teachers give different type of assessment activity which is defined in the teacher's guide.</p>			
<p>7. The teacher asks students yes/ no/ wh questions and gives them simple commands and instructions to respond.</p>			
<p>8. Teacher gives a task to assess listening skills from the textbook</p>			
<p>9. Teacher gives the opportunity to speak after reading a lesson to assess speaking skills</p>			
<p>10. Teacher gives a task from seen and unseen passage from the textbook to assess reading skills</p>			

11. Teacher gives a task to assess writing skills from the textbook			
12. Observe students' participation by giving them questions.			
13. Teacher give group work			
14. Teacher give pair work			
15. Is teacher take special care of the students who are lagging behind or take time to understand the lesson?			
16. Teacher gives feedbacks in detail to every student after finishing tasks or activity			
17. Interaction With the Students			

<ul style="list-style-type: none"> • Actively encourage students to ask questions. • Listened carefully to student questions. • Waited sufficient time for students to answer questions • Responded appropriately to student questions 			
18. Other Observations			

Appendix 4: Document Analysis

Terminal Competencies	Planned Activity	Formative Assessment Tools
	Listening	
1. to recognize basic English sound differences, stress, and intonation.	1. Teacher will read by focusing on the sound and Stress and students will repeat after the teacher.	1. Use minimal pairs, phrases and sentences to show sound differences, syllable stress in words and words stressed in sentences. Questions and statements to show intonation in sentences.
2. to understand simple commands, instructions and requests and carry them out.	2. Teacher demonstrates instructions or commands requests and students will carry out them.	2. Use instructions/ commands/requests along with pictures illustrating situations. Texts may include sentences, dialogues, announcements at bus/train stations, on TV/ radio, etc.
3. to understand simple questions and statements	3. Teacher reads out dialogues/ uses tape/CD containing questions and statements and Students respond.	3. Short Dialogue along with Pictures and Choose the right answers from M-C-Q.
4. to listen to, understand and enjoy simple rhymes, poems and stories.	4. Teacher will read out stories and students will identify, and respond orally.	4. Include appropriate stories, and poems in Teacher's Guide. Illustrations, pictures and exercises on the listening material should be given in students' textbooks.
	Speaking	

1. to use English sounds, stress, and intonation appropriately.	1. Students will listen to teachers and repeat with the teacher and the teacher will focus on stress	1. Use appropriate texts, diagrams and Pictures to show sound differences, stress, and intonation
2. to exchange greetings and farewells and to make introductions.	2. Students will listen and repeat after the teacher and introduce themselves.	2. Use dialogues with pictures, do role play, and do pair work.
3. to ask and answer questions.	3. Teacher facilitates students' ask and answer conversations Answers Students read/ listen to dialogues, practice saying the dialogues,	3. Use suitable dialogues and exercise for practice among students.
4. to recite rhymes and poems.	4. Teacher monitors and guides. Students read, listen to the Teacher/ tape/ CD, practise and recite.	4. Include suitable poems
5. to say the names of the days of the week and the months, and to tell the time.	5. Teacher will Show the clock and tell the time. Students listen and learn to tell the time.	5. A number of clock faces showing different hours and minutes.
6. to talk about simple things and actions.	6. Teacher demonstrates actions, and/or uses textbooks, pictures, and posters to show actions taking place. Students ask each other to perform actions and talk describe the actions.	6. Use Pictures to show actions
7. to give instructions, commands and to make requests.	7. Teacher initiates Conversation by giving instructions, commands and making requests. Students interact with the Teacher, each other and text material.	7. Use dialogues and pictures to illustrate situations/contexts Give outlines of situations and language hints for students to make conversations.

8. to take part in conversations on topics related to students' daily life.	8. Teacher reads from the textbook or uses tape/CD Students listen, read and do role plays, and make their own conversations about real-life activities and topics.	8. Use dialogues and pictures Give hints/clues for students to make conversations.
	Reading	
1. to read aloud texts with proper pronunciation, stress and intonation.	1. Teacher facilitates and helps students while they read out different texts from the textbook. Students read texts individually and in chain activity..	1. Use paragraphs, dialogues, stories and letters.
2. to recognize and read both cardinal and ordinal numbers.	2. Teacher will present the cardinal number and ordinal number and students will repeat those numbers.	2. Teacher shows on blackboard/flashcards, textbook etc. and Use Numbers in the figure, individual work
3. to read the names of the days of the week, the months and the time.	3. Teacher will use clock-face pictures and a calendar and students read the clock, and calendar and tell the time and day.	3. Use appropriate Texts, Calander and clock pictures
4. to read aloud poems with proper sounds, stress and intonation.	4. Teacher gives model Reading Students listen, read aloud with proper sounds, stress and intonation and recite.	4. Use suitable pictures and poems.
5. to read silently with understanding paragraphs, stories and other text materials.	5. Teacher introduces a text by showing pictures and giving contexts Students read silently for understanding and ask and answer questions on the text.	5. Use, paragraphs, stories, dialogues, letters and other text materials.

6. to read instructions and carry them out.	6. Teacher will monitor students while they read and carry out instructions	6. Use flash Cards, texts, pictures and tasks as suitable.
7. to recognize punctuation marks and read accordingly.	7. Teacher will read passages showing punctuation marks and students will read texts following punctuation marks	7. Use Text and sentences illustrating punctuation marks.
	Writing	
1. to write non-cursive and cursive letters both capital and small.		
2. to write cardinal and ordinal numbers.	2. Teacher writes cardinal and ordinal numbers on the blackboard and Students practice.	2. Write down numbers
3. to write words, phrases and sentences using non-cursive and cursive letters both capital and small.	3. Teacher facilitates, monitors and guides and students will make sentences using non-cursive and cursive capital and small letters.	3. Suitable models.
4. to write figures for words and words for figures	4. Teacher will write cardinal numbers and students will Students read and copy.	4. Suitable models
5. to use punctuation marks.	2. Teacher uses the textbook, and shows and explains punctuation marks on the blackboard. Students read with proper stress and intonation recognizing the punctuation marks	5. Show punctuation marks by giving suitable examples, sentences and texts

6. to use capital letters.	6. Teacher explains the use of capital letters and gives examples	6. Use suitable examples.
7. to write the names of the days of the week and the months, and to write the time.	7. Teacher facilitates and monitors and Students read the clocks and write the time under each clock face	7. Work in groups, pairs and individually. Students use a.m./p.m. as appropriate.
8. to write words, phrases and sentences correctly.	8. Teacher presents words and phrases from the textbook or some common familiar words and phrases.	8. Use example Words and Quotation marks.
9. to take dictation.	9. Teacher dictates clearly and loudly and Students take dictation.	9. Words, phrases and sentences for dictation.
10. to write short and simple compositions	10. Teacher facilitates and monitors Guided writing and Students write answers to set questions in paragraph form	10. Short composition on familiar topics and questions are to be given.
11. to write simple personal letters.	11. Teacher shows the model of a letter and indicates parts of it and Students read the model and write similar letters.	11. Model letters with indication of parts to be included.
12. to fill in simple form.	12. Students read the forms and fill in the blanks with missing information and Teacher monitors and guides.	12. Give appropriate forms for students to give information.