

Exploring Continuous Assessment in English in Rural Bangladesh

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Declaration

It is hereby declared that

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

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Approval

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Abstract

Bangladesh's educational system predominantly uses summative assessment, with just a small percentage of marks allotted for continuous assessment. However, in recent times, curriculum experts have placed a higher priority on the assessment policy more than ever before. For this reason, the Government of Bangladesh is currently attempting to introduce a new curriculum policy which will be based on continuous assessment. Starting in 2023, the total number allotted for continuous assessment may range from 50 to 60 percent at the junior secondary level. There have been some studies on general assessment practices in Bangladeshi context, but it is noteworthy to mention that none have specifically addressed the continuous assessment practices that teachers currently use in teaching English, nor have any examined the issue of whether or not English language teachers in Bangladesh's secondary schools are fully competent for the implementation of continuous assessment of their students' English language skills in accordance with the new curriculum that is being proposed for 2023. In this study, the researcher would like to hear from teachers, head teachers, and master trainer about their perspectives on continuous assessment in English language classroom. This study uses a qualitative research methodology and multiple case-study based research that included a semi-structured qualitative interview with five secondary English school teachers, two head teachers, and one master trainer. The findings shows that weekly or monthly paper-and-pen class tests are only considered continuous assessment, which does not meet National Curriculum and Textbook Board guidelines. Teacher student ratio, limited class time, seating arrangement, students' behavioral issues, and parents' discontent with alternative ways of teachers' assessment except paper and pen-based class tests are some the challenges of implementing continuous assessment in junior secondary schools. As this study addressed the challenges of continuous assessment and the question of preparedness for the new curriculum, so that school authority as well as curriculum board recognizes on these issues, provide teachers with the necessary support, and encourage them to use continuous assessment in the English language classrooms.

Keywords: Assessment, Continuous Assessment, Summative Assessment, Alternative Assessment, Curriculum

Dedication

Kazi Anowarul Hoque and Nazmun Nahar Karim

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List of Acronyms

CA	Continuous Assessment
NCTB	National Curriculum and Textbook Board
SSC	Secondary School Certificate
JSC	Junior School Certificate
GoB	Government of Bangladesh

Chapter 1

Introduction

1.1 Background of the study

Assessment is one of the most crucial responsibilities of a teacher in any educational context. Teachers of foreign languages often find themselves in the position of having to determine how they plan to carry out the process of assessment and think about the part that assessment will play in the teaching process. According to Frank (2012), assessment is the method that is used to establish how well teachers are performing in their roles as teachers and planners, as well as how to identify the needs of the learners and track their progress. Finding suitable assessment policy for a foreign or second language classroom is a vital aspect in establishing a successful educational environment in any institution. This is true regardless of the kind of educational setting being created. In the context of Bangladesh, formative or continuous assessment, also known as assessment for learning, and summative assessment, also known as assessment of learning, are both recommended by National Curriculum and Text Board (NCTB) of Bangladesh to assess students in school. Summative assessment, also known as assessment of learning, is typically administered at the end of a term or an academic year in the primary and secondary level classroom. In the Continuous assessment or Assessment of learning, where students' ongoing progress is assessed by teachers. Including the English subject, continuous assessment is worth a total of twenty percent of total score and other eighty percent number is allocated for summative assessment (NCTB, 2012).

In Bangladesh, the researchers address their studies in different aspects of assessment in English. Islam et al (2021) investigated on a variety of elements and problems associated with overall English language assessment in Bangladesh. These problems and aspects were related to English language education as a curricular reform and the education policy of the

country. Poddar (2019) specifically investigated the strategies behind the teacher' reading skill assessment in urban school. Moreover, Rahman, Babu, & Ashrafuzzaman (2011) investigated of the nature of English language classroom assessment and feedback employed in Bangladeshi secondary schools. However, it is noteworthy to mention that there is not yet a study that places full emphasis specifically on continuous assessment in English language teaching and learning and also not yet a study that takes into consideration the new continuous assessment-based curriculum that will begin in 2023. Government of Bangladesh (GoB) currently attempted to inaugurate new curriculum policy which is continuous assessment-based policy, and the total allocated number for continuous assessment can be 50-60% in secondary level classroom, starting from 2023. In this situation, no studies have been done that discuss the existing continuous assessment practices that teachers have specifically in English, nor have any addressed the question of whether or not English language teachers in Bangladesh's secondary schools are fully competent for the implementation of continuous assessment of their students' English language abilities in accordance with the planned new curriculum for 2023. Within the context of Bangladeshi rural level secondary schools, this study makes an effort to address the concerns surrounding the implementation of continuous assessment-based curriculum in English language classroom.

1.2 Statement of the problem

English is considered as “lingua franca” of the world and in Bangladesh, apart from Bangla, English is the only language that is used widely throughout the nation (Ara, 2020). There is a prevalent belief of Bangladeshi citizens that English proficiency offers prospects for career enrichment (Rahman et al., 2019). Numerous Bangladeshis are certain that proficiency in English offers tangible advantages in terms of future success as well as their status in the society. The GoB also recognizes the necessity of English language education. According to the National Education Policy (2010), the GoB has taken the following positions on the issue

of English language education. First of all, it recognizes English as a crucial instrument in establishing a knowledge-based economy; and secondly, it recognizes the importance of English in fostering international trade and investment. Moreover, according to NCTB (2012), all four language skills necessary to communicate effectively in English should be taught and practiced in schools. Teachers were told to go beyond the textbooks and use real-world scenarios to provide students practice with the English language, making it more relevant to their lives. Rahman and Pandian (2018) stated that when it comes to instructing future generations in the English language, the government stands for communicative approach because it is ideal for English language learning in Bangladeshi context. However, in reality most of the English teachers are prefer to teach by using Grammar Translation Method, despite of having different trainings and seminars and as well as curriculum policy based on CLT (Poddar et al., 2019). Moreover, like other subjects, assessment of English is also mostly based on summative assessment which is up to eighty percent of the total score. Despite the fact that colossal amount of number is allocated for summative assessment in primary and secondary educational institutions in Bangladesh, the majority of students in Bangladesh are not proficient in four skills in English. According to Podder (2014), the majority of Bangladeshi students pass the SSC exam with high English scores, but their results do not represent their actual usage of English. Podder et al. (2019) argues that despite of the fact English is a compulsory subject in educational curriculum of Bangladesh, the majority of students in Bangladesh are unable to communicate well orally, do not understand when others are speaking English, are unable to write correct English, and fail to comprehend when they read a piece of authentic text that is written in English. In this circumstance, a new curriculum will be implemented beginning in 2023, with the primary goals of reducing the importance of rote memorization and placing a greater focus on the students' level of subject matter comprehension through the development of task-based and experimental learning

situations (Daily Bangladesh, 2021). As part of the new curriculum, teachers at the secondary level will be expected to include a greater number of in-class activities and other types of continuous assessment into their lesson plans (Daily Bangladesh, 2021). These may account for up to 50–60 percent of the student's overall score. In light of these conditions, there will be a significant shift in the assessment policy after the implementation of the new curriculum beginning in the year 2023. The teacher will be in charge of a large portion of the number that has been allotted for the continuous assessment. Because of the historical reliance on private tutoring and coaching centres, the way in which the teachers will give this huge chunk of number to the students is a sensitive topic. Moreover, teachers will join the training program for the new curriculum starting from 2023. However, if we examine previous Bangladesh's Creative Education system, we see that it was intended to prevent students from requiring to enroll in costly coaching centers and private tutoring and that teachers required extensive trainings to implement this system. Earlier teachers attended different training programs after announcing the new creative education policy. In practice, this system actually encourages students to enroll in such coaching centres and private tutoring because they are not understanding the question pattern and see no correlation between the questions in the book and the ones on the exam. Lack of extensive training, no incentive program, using pre-made question papers from guidebooks, and a high student-to-teacher ratio make it difficult for teachers to effectively implement the creative approach (Yasmin et al., 2020). So, it is clear that, implementing a new curriculum or policy with a training program in name only has not been any use in the past in the context of Bangladesh. As the new curriculum starting from 2023, places a major focus on continuous assessment, it is time to know how teachers, more specifically how rural level secondary level teachers, will integrate it with their current practice in their classroom and what they think about whether they are well equipped for the new curriculum or not. In this study, the current practice of continuous assessment among

teachers should be discussed, as well as the question of whether or not rural level English teachers are adequately prepared to implement continuous assessment of their students' English language abilities in accordance with the proposed new curriculum for 2023.

1.3 Objectives

- i. **Broad Objective:** This study attempted to explore the current practice of continuous assessment among teachers, as well as whether or not teachers are adequately prepared to implement continuous assessment of their students' English language abilities in accordance with the proposed new curriculum for 2023.
- ii. **Specific Objectives:** In order to achieve the broad objective, there were also particular targets, which included the following:
 1. To identify teachers' understanding of continuous assessment.
 2. To explore teachers' way of doing continuous assessment in English language classroom in present context.
 3. To identify teachers' challenges regarding the continuous assessment in their English classroom.
 4. To investigate teachers' point of view on how the new curriculum can be accommodated in the current practices in the Bangladeshi context.
 5. To investigate teachers' standpoint about the support, facilities and environment that are needed for continuous assessment, both from the school administration and from parents.

1.4 Significance of this study

The significance of this study can be broken down into several distinct perspectives. First of all, since the new curriculum implemented in 2023 is reliant on continuous assessment, this research will assist teachers, trainers, and policymakers in determining whether or not rural secondary school teachers are prepared for the new curriculum. In addition, one of the specific objectives of this research is to identify the factors that impede continuous assessment in rural secondary classrooms, so that stakeholders and authorities may examine the issue and assist find a solution. Secondly, this research will focus specifically on rural secondary school teachers, since it is evident that rural schools continue to fall behind in terms of facilities and supervision. Thus, policy makers may find out easily the context of rural level schools from this study. Thirdly, the purpose of the study's results is to analyse the existing practice and aspects associated with continuous English language assessment in rural secondary schools. Thus, the results of this study will be published so that curriculum developers, master trainers, and authorities may take the required actions to improve the teaching and continuous assessment practice of English in rural schools. Lastly, anyone who are directly or indirectly engaged in the teaching, learning, and assessment of the English language will benefit from the findings of this research. These individuals include English teachers, teacher educators, curriculum developers, education administrators, and researchers.

1.5 Research Questions

1. What is the current continuous assessment practice in English in Bangladeshi schools?

2. What are the challenges towards implementing continuous assessment in the English language classroom in rural secondary level schools? Are English language teachers in Bangladesh's secondary schools well equipped for the implementation of continuous assessment of English language under the proposed new curriculum 2023?

1.6 Limitations of this study

This researcher chose just five secondary Bangla medium English teachers who taught English in sixth and seven grade at three separate rural level schools for this study. It was not possible to include primary level schools, a greater number of other secondary schools and classes except for class 6 and class 7, different madrasas, and English medium schools and teachers that taught the same curriculum and used the same or comparable English textbooks. Therefore, the views of the teachers in these institutions could not be known. As this study had to be done in limited time frame, it was not feasible for the researcher to cover urban areas and a greater number of schools and teachers. Moreover, this study adopted a qualitative approach and as part of it the subjective opinions of the teachers were collected. A limitation of this study was that it was a qualitative study rather than a quantitative or mixed methods approach.

Chapter 2

Literature Review

This chapter will discuss a short review of the literature on the concept of assessment and different types and roles of assessment in general. This chapter will also briefly discuss assessment in learning English or a foreign language; as well as the teachers' and the students' perspectives of English language assessment. Moreover, this chapter will discuss English language assessment practices in Bangladeshi contexts. Lastly, this chapter will provide a short review of the literature on continuous assessment-based studies written in English and current government policy on continuous assessment in Bangladesh and the new policy that will be coming out soon.

2.1 Assessment

According to OFarrel (2009), assessment may be described as the systematic technique of obtaining, evaluating, and utilizing information from measurable outcomes to enhance student learning in the sense of knowledge acquired, understanding developed, and skills and competences obtained. One of the goals of assessment is to help students learn better and this is done by collecting and analyzing information about how students are learning (Stassen, 2001).

Nasab (2015) says that assessment is the informal gathering of information about the current level of knowledge of the students using a variety of methods at different times and in different situations.

2.1.1 Assessment vs Testing

Johnston and Costello (2005) stated that the term "assessment" refers to the feedback that teachers provide on students' literate behaviors in the classroom. This feedback often takes the form of grading students' work, categorizing students in a classroom; and determining students' areas in which they need to develop. It is also suggested that testing is a subset of assessment practices in which children's literate behavior is brought out in a more controlled setting (Johnston & Costello, 2005).

2.2 Types of Assessment

2.2.1 Summative Assessment

Anthony and Susan (2005) state that the idea of summative assessment is to evaluate student learning after a period of teaching. This form of assessment is designed to summarize what learners have learned and is often administered after the education has been finished, whether at the conclusion of the school year or a unit (Myers, 2019). Moreover, Ahmed, Ali, and Shah (2019) pointed out that summative assessment looks at how well students did in the past, but doesn't tell them how to improve their performance in the future.

2.2.2. Formative Assessment

Chappius and Chappius (2007) assert that assessment is an ongoing, dynamic process, and that teachers and students may determine the next learning stages based on formative assessment findings. According to Wiliam (2011), a continuous, interactive assessment of students' progress and knowledge is known as formative assessment, and it helps teachers discover learning gaps and change communication approaches. More specifically, formative assessment occurs when a student answers an inquiry, comments on the discussion, or tries to

try out a new term or structure (Brown 2004). Ahmed, Ali, and Shah (2019) argued that formative assessment is a process of figuring out how to meet the needs of learners, which includes monitoring, diagnosing, and taking action. They also mentioned that this process shapes how students learn and tells teachers how to adjust their lessons.

2.2.3 Traditional assessment

Asamoah (2019) pointed out, students' performance on traditional assessments is used to determine whether they have really studied the topic being scored and whether or not they are making progress toward understanding of it. Moreover, he stated that students are graded, ranked, and compared to the criteria established for them in this traditional assessment technique. He further pointed out that, conventional or traditional assessment processes aim to measure students' capacity to remember, restructure, and comprehend topics discussed in the classroom, but traditional assessment procedures do not reflect students' genuine development in what they can accomplish with the knowledge they have received.

2.2.4 Alternative Assessment

Al-Abdullatif (2020) stated that the traditional assessment approach, which is generated only from the viewpoint of the teacher, does not contribute to the measurement of all areas of student development. He further argued that alternative assessment has emerged as a response to the issues that have been affecting the conventional assessment. Alternative assessment encourages the active participation of students in the assessment process and improves and develops the quality of learning by raising students' awareness of the assessment criteria (McKevitt, 2016). Iraj, Enayat and Momeni (2016) argued that the use of alternative assessments makes the instructional process easier, since they consist of methods and strategies that are simple to implement into the activities of the students. Al-Abdullatif

(2020) argued that students are able to improve their learning and acquire a variety of learning skills via the use of alternative assessment approaches such as self-evaluation and peer assessment. These learning skills include reflection, critical thinking, and self-awareness.

2.2.5 Continuous Assessment

Forsido (2019) stated that the term "continuous assessment" refers to the process of making observations and collecting information at regular intervals in order to determine what a student is capable of, what they know, and what they comprehend. Continuous evaluations are used to track progress at certain levels. Learners may see their levels of achievement and visualize their growth as a response (Ghahari & Farokhnia, 2017). Muluken (2006) argued that continuous assessment is used to tell students and their parents how they are doing and what they have learned in the classroom. Rana and Zubair (2019) argued that the only way that the continuous assessment approaches may have a beneficial impact on the quality of instruction is if the learning and assessment procedures are carried out in an efficient manner. They have a considerable impact, both in terms of the topic that is covered and the approach that is used to cover it. On the other hand, any misunderstanding about continuous assessment on the part of the instructors may lead to an incorrect application, which would then result in unintended consequences. As a result, the process of teaching and learning calls for consistent follow-up.

2.3 The roles of assessment in learning

According to Akbari (2015), the role of assessment should be that of getting information about learning gaps and attempting to fill the gaps as much as possible in the context of the learning environment. Moreover, the main reasons why teachers assess their students are;

assessment tells students and teachers how well they are learning. Teachers assess students to see how and when they have learned a subject (Noe, 2004). He further stated that using the information from the assessments, instructional materials like textbooks, teacher guides, and other things can be updated. When grading students, assessments can show parents, administrators, and sometimes even employees, how well the students are doing. Putting students in different groups or ranking them for different reasons and doing research on how to teach or what to teach.

2.4 Assessment in Foreign/ English Language learning

By having two distinct groups of teachers participate, Ahmed, Ali and Shah (2019) investigate how teachers' knowledge of formative assessment (i.e. classroom performance) affects summative assessment and how that affects students' grades. The purpose of this study was to bridge the gap that currently exists between summative and formative evaluation. The findings of this study demonstrated a substantial difference between the grades assigned by teachers who were aware of their students' classroom performances and those who were not aware of the students' class performance. They argued that in educational settings where summative evaluation is exclusively dependent on writing, both formative and summative assessment practices of language learners are crucial and must be addressed. There is a possibility that some students may score poorly on language writing tests, but they may do well on other tests, such as speaking, reading, and pronunciation. This creates an issue for the teachers who conducts solely summative evaluations and is unaware of formative evaluations based on classroom performance.

2.5 Teachers' perspective about assessment in English

According to Brown (2006), it is essential to do research on the perspectives held by teachers on assessment due to the fact that perspectives influence behaviour. Different countries' researchers work on teachers' perspectives about assessment in the English language. Rixon (2013) discovered that towards the end of the primary school years, assessment of students' ability in the English language varied from country to country. He found out that the English teachers' organization of Finland developed a voluntary "national" exam of English, and many primary schools in Finland utilize it to influence the final grades of students and to gather some information for students about how they are doing in comparison to the average of other schools. At the elementary school level in Taiwan, teachers are now constructing their own English proficiency assessments (Rixon, 2013). Their proficiency exam is designed to determine how well English is being taught at their school and to determine which students need more training.

Ragchaa (2019) said that teachers of English think that state-level assessments should be prioritized in order to enhance the quality of language instruction since English as a second language is included in the achievement tests given to students in schools in Mongolia. They also think that it would be better to do these assessments more often.

Hüseyin & Buyukkarci (2019) explore the English language teachers' opinions of evaluation in English as a Foreign Language (EFL) classes in a setting that is unique to the Turkish Science and Arts Centers (BILSEM). The researcher found out from this study that the majority of teachers rely on the Student Written Work assessment technique to assess the language performances of their students as well as their students' overall language progress in their classrooms. In addition, the teachers claim that assessments are a kind of intimidation that drives them to instruct English in a manner that goes against their teaching values. In

addition, they believe that the assessment does not evaluate the higher order cognitive abilities that students possess, such as analyzing and evaluating information anyhow.

In certain language classrooms in Myanmar, Mar (2022) discovered that assessment is not a continuous process and tends to be more summative than formative, in the sense that the only feedback students get is their marks. When observing classes where a foreign language like English is taught, the researcher observed that assessment is frequently not employed effectively in the classrooms.

2.6 Students' perspective about Assessment in English

Chaqmaqchee (2015) examined students' perspectives on formative assessment in higher education, particularly in EFL classrooms. In his study, he found out that students feel that formative assessment, such as quizzes and discussions, has a good impact on their learning process because it places a greater emphasis on the learner-centered classroom as opposed to the teacher-centered classroom.

Ali (2011) highlighted in his study that, in the context of Bangladesh, some students indicated that a traditional approach is still being used in classroom settings, and they believed that significant changes must be made to make the assessment system more effective and innovative for students. The students also argued that if speaking and listening skills are incorporated into the official assessment process, they will be extremely motivated to practice and develop them.

2.7 Assessment practices in English language learning in Bangladesh

Poddar (2021) investigated the extent to which students and teachers of secondary English in Bangladesh had an understanding of English reading skills; the methods that secondary

English teachers used to teach and assess English reading skills; the resources that were used in teaching and assessment, the English reading skill assessment practices that were used in schools, the challenges that teachers faced when teaching and assessing reading, and the potential ways that teaching and assessment could be improved in schools. He found out that teachers only partially followed the requirements for summative assessment (AoS) and did not follow the continuous assessment in the curriculum. Moreover, teachers mostly utilized commercially generated resources like guidebooks to teach English reading skills rather than NCTB-prepared materials.

Rahman., Babu, and Ashrafuzzaman (2011) investigate of the nature of English language classroom assessment and feedback employed in Bangladeshi secondary schools. The findings demonstrated that teachers assessed students' learning using open-ended questions that had a closed-ended answer. This study also found out that the majority of learners preferred written assessment. In the classroom, teachers of junior secondary schools, only supplied verbal feedback to the students, and it was discovered during the observation that this occurred only occasionally.

2.8 Continuous Assessment in foreign/ English Language learning

Rana and Zubair (2019) explored Saudi university assessment practices where they mainly focused on the continuous assessment strategies. This study looked at how various assessment procedures affected student learning and performance. According to the results of this study, it was discovered that the implementation of continuous assessment provides students with assistance in comprehending challenging aspects of the EFL materials. Moreover, based on the findings of the research, even though there are many different types of continuous assessment strategies, EFL teachers at both institutions mostly used take-home assignments, written examinations, and recap exercises to evaluate the English language

learning of EFL students. As a result, students gain greater self-confidence and are better prepared for final exams.

2.9 Policy regarding continuous assessment in Bangladesh

Rahman, Babu, and Ashrafuzzaman (2011) pointed out that in Bangladesh, the assessment system has always followed the national curriculum even if it mainly looks at students' memorization and comprehending capacities. The assessment rarely touched on other areas of knowledge and abilities, including application, analysis, synthesis, and evaluation.

Additionally, the evaluation method did not take into account some of the crucial characteristics, including oral presentation, leadership, tolerance, cooperative attitude, school manners, co-curricular activities, and social values. According to Bangladesh's secondary curriculum policy, formative assessment, also known as Assessment for Learning (AfL), is referred to as Continuous Assessment (CA) in the current curriculum (NCTB, 2012). The other type of assessment, known as summative assessment (SA) or assessment of learning (AoL), is typically administered at the conclusion of a term, a course, or an academic year. For Continuous Assessment, every subject, even English, is allocated 20% of the total score. (NCTB, 2012). According to Poddar et al. (2019), the national curriculum 2012 of Bangladesh anticipates that the learners will be responsible for completing their own homework, and that the assignment will encourage the learners' capacity for critical thinking and creative expression. The teachers will evaluate the assignments and keep a record of them.

2.10 Upcoming curriculum in Bangladesh and continuous assessment

The current Minister of Education, Dipu Moni, has said that the new curriculum would be introduced at the beginning of the academic year 2023 (Daily Bangladesh, 2021). From the

level of pre-primary education all the way up to the level of higher secondary education, the new curriculum focuses on assessment that is either continuous or structural. The Minister of Education has also mentioned that the new curriculum would place a significant emphasis on reducing the amount of homework that students are required to complete each night and on completing the daily study routine in class. During the course of the academic year, students will be evaluated on their knowledge of Bengali, English, mathematics, science, and social science in a manner that accounts for sixty percent of the total assessment. The remainder of the evaluation will be carried out following the end of the academic year. (Daily Bangladesh, 2021)

Billah (2021) discusses how the newly reformed curriculum is going to be put through its paces in a pilot program at one hundred primary schools and one hundred secondary schools. Students in grades six and seven, as well as those in classes one and two, will get brand new textbooks that are up-to-date starting in 2023. These textbooks will be aligned with the curriculum. The revised educational program is scheduled to be introduced in 2024 for the third, fourth, eighth, and ninth grades, in that order. It is anticipated that by the year 2025, students in all secondary schools will be expected to study according to this newly developed curriculum. It will become mandatory for students in the eleventh grade to follow it by the year 2026, and it will become mandatory for students in the twelfth grade to follow it by the year 2027.

According to the new educational plan, for students in pre-primary through grade three, all the assessments will be based on classroom evaluation. However, there will be a 60% classroom-based or continuous assessment and a 40% summative exam in Bengali, English, Mathematics, Science, and Social Science for students in grades four and five. These percentages are consistent across all subject areas. Students will be evaluated in the classroom on their understanding of life skills and ways to make a living; digital technology;

the maintenance of physical and mental health; religion; and arts and culture. In the ninth and tenth grades, the school-based or continuous assessment portion accounts for fifty percent of the total grade in Bengali, English, Mathematics, Science, and Social Science, while the summative portion of the assessment accounts for fifty percent of the total grade in each of those subjects. As part of the new curriculum, evaluations of students' performance in a range of different subject areas will be carried out based on observations made in the classroom. The classroom-based assessments on required topics will account for thirty percent of the total in the eleventh and twelfth grades, while the summative exams will account for the remaining seventy percent of the total. (Billah, 2021).

2.11 Research Gap

In the past, studies based on assessments have been done in Bangladesh. Babu and Ashrafuzzaman (2011) look into how English language assessment and feedback are used in secondary schools in Bangladesh. Also, Islam et al. (2021) talk about the difference between how assessment is taught in the curriculum and how it is actually done in the classroom. Poddar (2019) talks about how well secondary English students and teachers in Bangladesh understood English reading skills and English reading skills were assessed in schools, what problems teachers ran into when teaching and assessing reading. Notably, no studies have been conducted on the existing continuous assessment practices that teachers have in English, nor has the question of whether or not English language teachers in Bangladesh's secondary schools are fully competent to implement continuous assessment of their students' English language abilities in accordance with the planned new curriculum for 2023 been addressed. This study attempts to address the issues surrounding the implementation of a curriculum based on continuous assessment within the context of rural secondary schools in Bangladesh.

Chapter 3

Methodology

In this chapter, the researcher describes the steps and procedures used in this study. The researcher's primary goal in this study was to understand the current assessment scenario of rural schools, as well as to determine whether or not the teachers of these rural schools are prepared for the upcoming curriculum 2023 based on continuous assessment and thus what different rural school teachers think of the factors impeding effective assessment of English language skills in secondary level classrooms. Within a the multiple case study approach, the researcher also discussed paradigm and philosophical assumptions, the role of the researcher, participant and school selection, participant profiles, data collection and analysis procedures, and ethical considerations.

3.1 The qualitative paradigm and its philosophical assumptions

In this study, the researcher chose the social constructivism paradigm from among the several worldviews. People construct their own understanding and knowledge of the world by observing and responding to things which is the main idea of social constructivist philosophical paradigm (Honebein, 1996). Furthermore, according to Cashman et al. (2008), social constructivism is based on the assumption that humans construct the majority of what they learn through experience. To solve the research problem of the real situation of assessment of English in rural Bangladesh which was based on the rural school teachers' experience and viewpoint and whether teachers are well equipped or not for the implementation of continuous assessment of their students' English language skills under the proposed new curriculum 2023, qualitative research methods were used. The teachers' will discuss the present scenario of continuous assessment in rural Bangladesh based on their day-

to-day experience and also their view point regarding the preparedness for the upcoming new curriculum 2023.

On the basis of the ontological assumption, Creswell (2007) claims that reality is multifaceted and subjective. When a researcher conducts research, he or she is likely to consider a wide range of scenarios. In this research program, the researcher will attempt to investigate various teachers' perceptions regarding the present scenario of continuous assessment in rural Bangladesh and also their view point regarding the preparedness for the upcoming new curriculum. By conducting interviews with the participants, the researcher will acquire insight into their subjective perceptions of the research problem. Participants' diverse quotes represent their various realities and viewpoints (Creswell, 2007). When the researcher examines the diverse points of view expressed by teachers in this study, different realities will be consolidated into a single paradigm. The third philosophical foundation is epistemological, which refers to closing the gap between participants and research so that the researcher may see the participants' true "reality." Creswell (2007) suggests that the researcher should use the ontological premise to try to get as close to the participants as possible in order to understand about their genuine situation. The researcher will call the individuals to learn more about them before conducting the interview. The researcher realizes the value of his or her research and openly reports his or her biases in the research program, which is the third philosophical assumption (Creswell, 2007). The researcher will endeavour to minimize biases in the research findings in this study, and if any biases do exist, they will be expressed explicitly with appropriate logic. Finally, researchers will utilize a qualitative, multiple case study procedure in to the methodological philosophical assumption. Using semi-structured interviews, the researcher investigated the current scenario of continuous assessment in rural Bangladesh based on participants' day-to-day experiences as well as their perspectives on readiness for the upcoming new curriculum. The researcher used a multiple

case study approach in this study to get a proper exploration of the data and different perspectives of the participants to answer the research questions.

3.2 Design of the research

The research design is a blueprint that ties all of the study aspects together in the research programs one by one (Akhtar, 2016). As a result, designing a research program is a crucial step in moving on with the research. It is vital to determine the kind of data that will aid in the smooth resolution of the study topic (Ahuja, 2010). The researcher in this study attempted to design the research by first considering the research topic. The researcher has discussed the study's design in this chapter.

3.3 Multiple case study approach

According to Creswell (2012), in the case study method of qualitative research, the researcher investigates a case or cases over time using extensive, in-depth data collecting processes incorporating numerous sources of information, and then produces a case description and case-based themes. Because the case study technique in qualitative research necessitates in-depth interviews and tales from participants in order to more quickly answer the research topic, the researcher has chosen to conduct her qualitative research using the case study approach. It is vital to design the research on the basis of the case study technique in order to delve deeply into the perceptions and assumptions of rural schools' English teachers in real-life circumstances. According to Simon (2014), a case study necessitates an in-depth investigation from many perspectives of participants in a real-life research topic. The researcher used a multiple case study technique in this study to acquire a more in-depth look at the data and varied perspectives from the participants in order to answer the study's research objectives.

3.4 Researcher's role

According to Simon (2011), the researcher's position in quantitative research is theoretically non-existent, while the researcher's role in qualitative research is distinct. Because the researcher studied English language teaching and applied linguistics as an undergraduate, she is well informed about the upcoming new curriculum 2023, which influenced her to seek an answer to the question of whether or not rural school teachers are prepared for the upcoming new curriculum. For that reason, she tries to understand the present scenario of continuous assessment in rural Bangladesh based on their everyday experience and also their point of view regarding the factors inhibiting continuous assessment in rural schools in Bangladesh.

3.5 Selection of the settings and participants

The choice of locations and participants is critical to obtaining suitable study findings. It is difficult to choose the location and the participants for this study within a very short period of time and without permission and connection it was difficult to connect with the teachers and as well as the school authority.

The researcher selected only the rural-level school teachers as the participants. The researcher thought that the urban school teachers' perspectives and experiences about the assessment system are quite different from the rural school teachers' perspectives and experiences. The study, is primarily focused on the three secondary educational platforms in Gazipur.

The study program was conducted by five teachers chosen by the researcher. Participants in the research program are 25-40 years old English teachers who are currently teaching English in class 6 and 7. Moreover, the researchers also interviewed two head teachers and one master trainer for their view point regarding continuous assessment. The researcher has presented the study's goal, research questions, and concept to the participants, and they have

given their consent to the researcher without revealing any of the participants' personal information by using their real names in the research program.

3.5.1. Participant profile

No	Participants	Initials	Educational Qualification
Teachers			
1	Rahman Kabir (37)	R.K.	B.A. and M.A. in English
2	Salman Ahmed (34)	S.A.	B.A. and M.A. in English
3	Ritu Aktar (25)	R.A.	B.A. in English and M.A. (Ongoing)
4	Afrin Jahan (33)	A.J.	B. A. in English, B. ED. and M. ED (ongoing)
5	Kajol Huq (39)	K.H.	B.A. in English MA in English
Head Master			
6	Shamim Karim	S.K.	BSS (Social Science), MSS, B. ED
7	Rony Chowdhury	R.C.	BA and MA in Bangla
Master Trainer			

8	Mamun Ahsan	M.A.	B.A. and M.A. in English
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Table 1: List of participants

3.6 Data collection procedures

Individual semi-structured interviews on participants' experiences and preconceptions about the present scenario of continuous assessment in rural Bangladesh based on their day-to-day experience and also their view point regarding the preparedness for the upcoming new curriculum. The researcher made extra notes and occasionally wrote follow-up questions based on crucial topics from the interview. Because this is a qualitative study and the researcher used the multiple case study method, the researcher asked a lot of open-ended questions to fully analyse the topic.

3.7 Semi-Structured Interviews

According to Creswell (2013), a multiple case study examines a real-life incident while collecting in-depth data from participants. Semi-structured interviews are ideal for getting to the heart of the data. The advantages of semi-structured interviews, according to Datko (2015), provide adaptation and flexibility in the data gathering phase of the study. He went on to say that the purpose of the semi-structured interview is to learn the participants' subjective responses to a known circumstance in their own reality. In this study, the researcher looks for opinions and assumptions about present scenario of continuous assessment in rural Bangladesh and also their view point regarding the preparedness for the upcoming new curriculum. As a result, the researcher can obtain the participants' subjective answers to the known circumstance from the participants' reality by conducting a semi-structured interview.

3.8 Interview protocol for teachers

The qualitative research program would not be complete without an interview. It assists researchers in appropriately analysing data. Interviews, according to Rubin & Rubin (2012), assist the researcher in gathering specific information based on the interviewees' experiences with his or her qualitative study. As a result, it is evident that researchers must conduct interviews in order to obtain sufficient data from respondents. However, the researcher must confirm that the interviews he or she performed were reliable. Researchers require an interview protocol as an instrument in their qualitative study to ensure the reliability of the interviews, which they may refine using the IPR framework. According to Castillo-Montoya (2016), the IPR framework improved the quality of structured and semi-structured interviews and aided the creation of non-structured interviews. This IPR framework was used by the researcher in this study to create semi-structured interview questions for her qualitative research. The IPR in the qualitative research program involves four steps (Castillo-Montoya, 2016), which the researcher followed when designing the protocol:

Phase 1: Ensuring interview questions align with research questions,

Phase 2: Constructing an inquiry-based conversation,

Phase 3: Receiving feedback on interview protocols

Phase 4: Piloting the interview protocol.

The researcher in this study followed the interview process to guarantee that the necessary data was collected. The researcher designed interview questions that were connected with the study topics from the beginning. Second, the researcher engaged the participants in an inquiry-based discourse. Finally, the researcher obtained input on the protocol after deciding on it. Finally, before conducting real interviews, the researcher piloted the interviews.

3.8.1. Piloting the Interviews

The researcher piloted the interviews with an English Teacher called Tarin (pseudonym). The researcher selected her because she is currently taking English classes in rural school, following the pilot interview, the researcher will make some changes to the interview questions (Appendix A).

3.8.2 Conducting Final Interviews

Teachers and head teachers are overly preoccupied with the terminal examinations and classes in the schools, so making it quite impossible to manage time. The researcher scheduled each meeting at a time and location that was convenient for the participants. However, because of the short time period and distant place the researcher was unable to conduct the required number of interviews. Prior to the interview, the researcher spoke with each participant over the phone regarding the time of the interview before conducting the final interview. The researcher went to the schools by herself and took face to face semi structured interview with the teachers and the teachers filled up the consent form (Appendix C). However, the researcher took interview over telephone with the head teachers and the master trainer due to their busy schedule. The researcher attempted to establish rapport with the participants throughout the interview in order to provide them with comfort.

3.9 Analysis Framework

First of all, the researcher manually transcribed the recorded interviews (Appendix B). Second, the researcher began coding the interviews from the transcripts. Third, after looking over and interpreting the data, the researcher discovered the leading primary thoughts from the coding. Fourth, the researcher was able to analyse the developing themes with the aid of

all of the leading key concepts. Finally, all of the themes were gathered in order to compare the data, and a thematic pattern of the study was constructed to answer the research questions as a result of this approach.

3.10 Ethical considerations

Another key aspect while undertaking a study program is ethical concern. The research in this study was conducted with a significant ethical consideration in mind. To begin, participants are fully aware that their identities will not be revealed in any way as a result of this study, and that pseudonyms can be employed to conceal their identities (Table 1). Second, the researcher went through every element of the research topic and the study with the participants to ensure that they were comfortable and safe while doing the interviews. Finally, because there may be some delicate concerns when participants share their personal experiences, the researcher asked each participant for that concern.

Chapter 4

Findings

This chapter will exhibit the findings of the teachers' perception regarding current continuous assessment practice in English language classroom in rural level junior secondary school.

This chapter will exhibit teachers' perception regarding the current continuous assessment practice in rural English classroom, the role of continuous assessment and the skills in language learning that teachers place greater emphasis on while doing CA. Moreover, teachers' perception regarding the challenges of CA in English classroom will also be mentioned in this chapter. This chapter will generate the findings of teachers' perception regarding their preparedness to implement continuous assessment of English language in accordance with the proposed new curriculum for 2023. Lastly, this chapter will generate the findings of the head teachers and master trainer's opinion regarding continuous assessment and their role and challenges to implement continuous assessment of English language. These themes are generated after coding the interviews from the transcripts.

4.1 Teachers' perception regarding current Continuous Assessment (CA) practice

4.1.1 Way of conducting CA in English language classroom

Interviews with the participating teachers revealed that teachers' way of conducting CA in rural level junior secondary level English classroom. S.A. stated that "*Here we take continuous assessment as a class test, it is taken as the main marks for CA, to do continuous assessment as stated by the curriculum, we have faced some problems*". He added that the current curriculum allocates 20 marks to the continuous assessment and the marks that

students obtain on their weekly English paper and pen tests on a particular topic are converted into that 20% of the overall grade. He also said that, “*Sometimes we asked students to come in front and present themselves or asking students to read something in front of the class. But the student came and presented and I gave two or three marks as continuous assessment, this is not the case. Other than CT or class test, these activities are not considered as formal continuous assessment.*” Another participant, R.A. claimed that in order to assess the students' level of understanding on a certain grammar topic. She said, “*Like today I took a class test on grammar part...*” She also mentioned that she tried to occasionally assign pair work and homework; however, these assignments do not formally count against the 20 marks that are assigned for continuous assessment. She mentioned that in reality, the continuous assessment marks were generated mainly from the weekly paper and pen-based test in the English classroom. Moreover, another participant, K.H., said that she took class tests on a regular basis, such as once a week and once a month, as directed by the head instructor. The majority of class tests consist of multiple-choice questions (MCQ) or objective questions and also creative style questions. She said that after finishing a particular grammar class, she often informally evaluates students by asking them questions. However, this type of assessment score does not usually add to the 20% in general. In addition, R.K. reported that he organized weekly English class debates in which students formed distinct groups. He said that every week in the English class, two groups of four students debate in a given topic and it will help them improve their English speaking and listening skills. In this manner, he attempted to determine which students are performing well and which are still suffering. However, he stated that despite the fact that these debate programs will improve his students' listening and speaking skills, he was unable to give them solid scores for continuous assessment. Aside from these four participants, A.J. has differing viewpoints regarding the execution of current continuous assessment in her English language classroom. She stated

that, in addition to class tests, she does provide marks to the students through continuous assessment. She stated that she uses a variety of questions to assess students' comprehension of an English passage. Those students who responded to questions promptly were noted, and she later added marks to the allotted marks for continuous assessment. She added that, for instances there will be four quizzes assign by the school authority for 20% continuous assessment, sometimes she took three class test and another one test mark, she gave by assessing students' understanding on a certain topic in the actual English lessons. However, she stated that because she assigns marks in this manner, she occasionally receives questions or justification from the school administration and parents.

4.1.2 Role of CA in Junior secondary level classroom

Teachers' perspectives on the role of continuous assessment in junior secondary classrooms are conveyed through interviews with the participants. S.A., one of the participants who presently teaches English in junior secondary (class 6 and 7), stated that students in these classes are not required to take any public examination. He noted that, for instance, there is a JSC exam after completing eighth grade and a secondary school certificate exam after ninth and tenth grade. In sixth and seventh grade, he added, students must prepare and develop their study habits. Continuous assessment is quite important, in his opinion, for fostering learning habits in students. He stated that, during the weekly based class test which is officially considered as continuous assessment, students need to prepare for the test and that will surely make them to grow the habit of learning.

Another participant named K.H. asserted that continuous assessment is crucial to students' deep learning in all subjects, not just English language. Students should not only memorize information when learning English; instead, they should work on improving their vocabulary,

reading and listening comprehension, and freehand writing; this is why continuous assessment plays a crucial role in language learning.

Moreover, another participant, R.K. noted that one of the important notions of continuous assessment is to give feedbacks to the students. Usually, the feedback for CA is mainly based on the scores or marks of class test. He argued that these continuous assessment feedback helps student to do well in the terminal or final exam. Moreover, due to large amount of student in one small class and limited time constraints, it is very difficult for him to give every student verbal feedback on their progress. In paper and pen-based class test, it is more convenient to give marks rather than verbal feedback to huge number of students.

R.A. mentioned “*When students hear about a formal class test, they take studying more seriously. However, they don't show the same level of seriousness when doing normal pair or group work.*” R.A. stated that in her English lesson, she frequently assigned fill-in-the-blank and multiple-choice questions during class time and directed students to speak in English while completing the activity in pairs. She often circulates across the classroom to determine whether any students are experiencing difficulty. During her round throughout the classroom, she assesses students' pair work based on their English-speaking and listening and also understanding and the quality of the finished work as a pair. The communication between the pairs or groups with the teacher helps to improve the teacher-student relationship. Another participant named A.J. preferred taking continuous assessment outside of the traditional assessment practice. She is currently working with British Council different rural school-based projects and she frequently involve students in these projects. She stated that after working with British council projects, she started to assess students during the class time by asking question about their understanding, involving student to present in English in front of the class and engaging them into a group project like making school wall paper. She also encourages student to enhance their English reading habit. She argued that, although 20%

marks is allocated for the continuous assessment, in our school the authority instructed us to give students marks based on the monthly class test. However, according to A.J., as she is assistant head teacher and as well as English teacher, she always prefers to assess students beyond just monthly class test and in her opinion, these continuous assessment helps students to enhance their English language skills by “learning by doing”. She acknowledged that most of the students love to do different activities instead of class test. Furthermore, she stated that continuous assessment has help students to increase the appetite for knowledge at the same time learning for self-improving rather than just getting marks in the terminal or final examination. In group or pair works or alternative activities for continuous assessment, interaction with students to students and students to teachers will help to build a relationship of trust and respect; which is not possible for just arranging weekly or monthly class test for continuous assessment.

4.1.3 Language skills addressed in the CA

Teachers talk about the skill in language learning that they focused on more in English class while implementing Continuous Assessment and their way of making CA-based question papers and tasks. According to A.J., she likes to focus all four skills while doing CA. In the classroom, she encouraged students to give presentation in English and also making project & assignments in groups other than just taking class test. She stated that most of the students feel happy while “learning by doing” activities. She added that she usually gets help from the national Textbook for English, while preparing for the continuous assessment based weekly/monthly test. Another participant, R.K. mentioned that he sometimes picked students to introduce themselves, or explain aim in life, in English language for speaking skill. However, he uses generally MCQ type questions in the continuous assessment process.

R.K. states: *“I ask students to bring 10 questions from home after completing a specific grammar lesson. Then, each student comes to class the next day with ten questions based on those grammar points, such as the correct form of verbs. Then I choose some questions from the students, add some of my own, and write them on the blackboard. Then the students have to take the class test.”*

K.H. also mentioned that after finishing a certain chapter in *English for today*, she usually asks students to come with few questions in the next class where the test will happen.

According to R.A., she usually prepares questions for the class test from home. She gets help from the Textbook to prepare question for CA. She added that she intended to prepare a kind of question where every student can at least pass at that class test. Another participant S.A. also prepare question for CA where most of the student get pass the test. He said,

“Questions are made in such a way that the last row students can pass, and some questions in the class test are given for the first-row students to answer and compete with each other”.

He added that, doing well in the CA makes student feel confident and that ultimately help him to do well in the term or final examination. Moreover, he stated that, he prefers to focus on the English writing skill while doing CA, in this way student get good result in the final exam because around 40 marks in English second paper is based on writing. He further stated that *“In terms of developing language skills, it is clear that only writing skills are being developed in our classrooms, while the other three skills are still not being developed. In order to help students, continue to improve their language abilities, we also urge them to join language clubs outside of the classroom. However, there isn't a specific number given for joining these clubs.”* Another participant, K.H. mentioned that she tries to focus on writing while doing continuous assessment in most of the cases. She prepares the question with the help of *English for today*.

4.2 Teachers' perception regarding challenges of CA

4.2.1 Challenges due to the class environment and students

Teachers experience several challenges while doing continuous assessment in English due to class environment and students. R.K. stated that he has 89 students in class six. He argued that limited class space with this big number of students is not well suitable for teaching English. He added that, a class of 30 students is good for teaching and assessing an English language class. However, due to the enormous number of students and the short amount of time in a class, he does not continually assess every student, which makes the implementation of continuous assessment more challenging in practice. R.A. mentioned some points regarding the difficulties of applying CA in English classrooms. She claimed that she tried alternative methods of assessing students, such as assigning pair or group projects or work, but the students did not seem very engaged, and the class became chaotic. She mentioned that when she occasionally asks students on their understanding on a certain grammar item, most of the time they are reluctant to speak. She added that although some students voluntarily respond to her query, this number is not increasing. That is why she acknowledged that she prefers a class test using paper and pencil for continuous assessment rather than using assessment techniques. A.J. also mentioned that it was often difficult for her to get students to talk in the English language classroom which is a part of continuous assessment. There have been years during which teachers have urged students to maintain silence in the classroom. As a result, students maintain silence in language classrooms, despite the fact that this practice is not justified for language classrooms. Another challenge to applying CA in rural level classrooms is the fear that students have for their teachers. She said *“Most students don't raise their hands or ask for help in front of their teachers. Instead, they just nod their heads to show that they understand everything, and the teachers quickly accept their answer even*

though they don't know for sure.”. However, the primary goal of CA is to diagnose the difficulties that students are having and then assist them in their educational journey by providing corrective feedback. In addition, K.H. noted “*Some students who do well in class tend to accept continuous assessment well, just like they do when they willingly take part in different group or pair activities or answer teachers' questions.*” She needs spend more time instructing other students who are still having difficulty because they are reluctant to engaging in alternate or new activities in class. She also said that a teacher's inability to apply CA in the classroom is hindered by the behaviour of the students. It might be challenging to adopt CA in an English language classroom when students are particularly resistant to obeying instructions. In rural areas, K.H. noted, there is a low rate of class attendance, after the pandemic the class attendance is dropping day by day and parents should be mindful of students who frequently leave their homes during school hours when they usually go somewhere else. In reality, they went somewhere else during school hours despite telling their parents they were going to school. It is quite challenging for her to regularly assess kids if they are not present in the classroom. Without regular classroom attendance, it is really difficult for her to assess students on a regular basis.

S.A. argues that in regard to the difficulties associated with implementing CA in English, during training they teach and guide various styles of teaching such as making groups for classwork. However, in reality, he had approximately 89 students in one class, and there was a total of 10 groups present in the classroom. After that, he gave the students the assignment of writing a paragraph on the topic of "your classroom," with one student actually writing while the others provided ideas. It is pretty tough to offer a lesson, and then immediately after that, the group making process, then the actual class work and assessment, all within the allotted time of 45 minutes which is quite difficult.

4.2.2 Challenges from the administrative and the parents' side

Teachers experiences some difficulties regarding implementing Continuous assessment in English due to administrative and parents' side. S.A. said *“Suppose one child is given 15 and another is given 13 out of 20 marks, continuous assessment mark is given based on students' class participation, behaviour, group or pair works, his activities during class work.*

However, there are many parents who don't want to accept such marks, but when the students get two or four marks less in class test or examination, the guardians accept it, they don't want to accept it when the students get two four marks less during continuous assessment.”

He asserted that there were occasions when the parents and guardians of his students approached him about not granting marks in a certain CA-based examination. He said that during his first-time of teaching year, he attempted to provide some of the marks that were allowed for CA to the speaking and reading skills. However, some parents went up to him and questioned his marking standards as well as the reasons behind why their children did not receive the desired grade. The parents believed that their children not deserved of the marks that were given to them. However, when he gives score on the class test like writing paragraphs or MCQ, the parents did not question about the way of marking and they liked class test rather than alternative assessment. He went on to say that because the new curriculum would be implemented beginning with the following school year, it is imperative that both instructors and the parents of children have the mentality necessary to adjust to the new circumstances. The institution of monthly parent meetings is something that ought to be done in order to inform parents about new pedagogical approaches and trends in education.

K.H. also mentioned that without family and guardian support, CA will not work in the classroom. She added that if the marks are given according to the criteria of alternative or continuous assessment, many guardians disagreed with this concept. Moreover, some disobedient students reluctant to join or do any alternative activities in the classroom, she

sometime notifies parents about students' behavioural pattern in the class, however, parents or guardians did not take any action regarding this issue. On a different note, A.J. suggested *“The way English is taught in a classroom is different from how other subjects are taught. There is often a lot of noise in English class because students talk and discuss in English with each other in groups or in pairs.”* She further said that for the continuous assessment, positive noise can be happened in the English class. However, in the context of Bangladeshi educational, the only thing that the teachers urge their students to do is to stay quiet or silent in the classroom. She continued by saying that a language lesson taught in English required a certain amount of positive noise. She also noted that those English teachers who have noisy classroom, they had complaints about this issue from other teachers as well as the administration. Other two participants, R.K. and R.A. did not say about the challenges implementing Continuous assessment in English due to administrative issues and guardians' mindset.

4.3 Teachers' perception regarding their preparedness to implement continuous assessment in accordance with the proposed new curriculum

4.3.1 Lack of Expertise in Assessment

Teachers reveal some perception regarding their preparedness to implement continuous assessment of English language in accordance with the proposed new curriculum for 2023. R.K. argued that not all teachers are adequately expert at assessing students. He added that, in our traditional way of assessment, it is quite convenient for teachers to apply. However, for the upcoming new curriculum, there should be specific trainings based on assessment. K.H. mentioned *“Continuous assessment (CA) is much harder to use in the English classroom if the teacher hasn't been trained in it”*. R.A. pointed that as she is a new to the teaching

profession, she didn't receive any trainings regarding assessment so far. She added that there should be a training for assessment and these training programs is just not name only, there should be proper monitoring of whether the teachers actually continuously assess students or whether there way of doing assessment is correct or not. She mentioned "*In this upcoming curriculum maximum number will be allocate for the continuous assessment, so teachers should be trained to do subject-based assessment separately for this type of assessment.*" S.A. argued that in traditional assessment system, students will get grades based on their writing, reading and grammar knowledge. However, other two skills of language are totally neglected by most of the teachers as well as parents because there are no formal marks allotted for these two skills. He also added that some teachers who are willingly want to enhance students other two skills, but unfortunately, they didn't have the knowledge to assess students. A.J. added that in other countries, teachers are tested every two years to make sure they are really qualified to teach. But there is nothing like that in our country. Because of this, neither instruction nor assessment is done in a cohesive manner, and there isn't enough monitoring no matter whether training is given or not.

4.3.2 The need for subject related teacher in English

The researcher chose two MPO listed and one government schools for the data collection, teachers from both schools argued that there is a scarcity of teacher in secondary rural level school. A.J. stated that now some English teachers who are appointed through the NRTCA are qualified based on their educational qualification, like BA & MA in English language teaching or B. ED degrees; however, most of the previously appointed senior teachers are not qualified to teach English subject because of their non-English educational background. Without subject related knowledge, it is difficult to teach English in language classroom as well as assessing students. S.A. argued that, he is currently taking several classes English classes including class 6 and 7. As he is graduated from English, it is quite familiar for him to

take English classes and he is quite familiar with the pedagogy and assessment of English language learning in that way. However, he said that in off the record that authority sometimes appointed teachers from another background for nepotism and corruption. Another participant argued that, in government school, there is lot of vacant position in subject wise teacher and it is very common that other subject teachers with no related educational background for English language teaching are taking English class. Thus, the teaching and learning process as well as assessment process is not up to the mark. He added that, non-subject related teacher, especially senior teachers still taking classes based on the grammar translation method and their assessment styles in English is also backdated. He also added that for the vacant position, sometimes new teacher come to the schools; however, due to the rural side, they applied for the posting and hence, the old teacher who are currently live in permanently and influential teachers in the society, they are filling the gaps in this vacancy. In these ways, the non-subject teachers sometimes reluctant to use continuous assessment in English classroom. So, it is clear that English subject related teacher is necessary for implementing continuous assessment in the classroom.

4.4 Head teachers' and Mater trainer's opinion regarding CA

4.4.1 CA practice in rural classrooms

The interviewees were head teachers at rural level schools and one master trainer, and the topic of discussion was about the continuous assessment in English at rural level junior secondary level classroom. According to S.K., one of the head teachers at the rural school where one of the interviewees (teacher) works, stated that "*English teachers at my institution tried to maintain the NCTB guideline for continuous assessment*". He proceeded by explaining that teachers assess their students informally by asking them questions, having

them participate in a variety of group and pair activities, and giving them a class test at the end of the month. However, master trainer, M.A. claimed that the majority of urban schools do a good job of adhering to the requirements of the NCTB because of the monitoring, the sincerity of the teachers and guardians. On the other hand, problems with infrastructure and a lack of subject-specific teachers make it difficult for rural areas to successfully apply rules-based instructional methods like continuous assessment in classroom settings instructed by the NCTB. Moreover, another head teacher, R.C. mentioned, *“Teachers took class tests and quizzes which is held on weekly basis and then grade them later”*. In addition to that, he mentioned that the majority of teachers still used the traditional way of assessment which ultimately point out that they are not stand for the NCTB guidelines.

4.4.2 Role of CA in English language classroom

One of the head teachers, S.K discusses his involvement in the adoption of CA in the classroom by claiming that he tried to supervise every English classroom on a weekly basis. He continued by explaining that CA is necessary for the English language because it is really important to get away from the system of education that is centred on tests or examination and to begin adopting a system of education that is sustainable. Because of this, the English language needs CA in order to function properly. Another head teacher, R.C. stated that in his school, he often walks around the classroom and asks the students about any problems that they are having with the English instruction that they are receiving. Moreover, he stated that sometimes he presided as chair over the debate in any topic in English. He made a point of mentioning that the students who were doing well in the class were the ones who responded to his questions. On the other side, students who struggle with shyness are more likely to remain to themselves and not participate in activities. On occasion, he did inquire with

students about the teaching styles of the teachers; nevertheless, he did not question about the review of their assessment procedures yet. According to the master trainer, who is also an English teacher named M.A. said that a teacher's role is to regularly examine students while also assessing their own teaching styles to determine areas in which they may improve their teaching styles. M.A. said that a few years ago, he participated in a training session on continuous assessment. According M.A., *“CA contributes to an improvement in the interaction between teachers and students as well as a greater mutual understanding”*. He noted that instructors can immediately recognize students' weaknesses and correct them through the use of feedback, which is something that is very important in the context of an English language classroom

4.4.3 Challenges and preparedness to implement CA

Head teachers and the master trainer discuss about the current challenges of implementing CA and teachers' preparedness to implement continuous assessment-based new curriculum. One of the head teachers, S.K. admitted that there should be a comprehensive training program for teachers on CA because it will assist teachers in adapting CA-based curricula beginning in the following academic year. He further stated that in most cases, the trainings are based on books written by other foreign authors, that some trainers come to seminars or workshops, and that the training is finished in between three to five days. As a consequence of this, teachers are unable to become experts in their teaching skills like assessment. He went on to explain that there need to be a training program that was extremely identical to the actual environment and setting of the classroom. He continued by explaining by saying. *“CA is important for the English language because we need to move away from a system of education based on tests and exams and start using a system of education that is sustainable”*. Because of this, the English language needs CA in order to function properly. R.C., another participant, who is also a head teacher, noted that there are some senior teachers

who are now teaching English in the school. Despite the fact that they have taken part in a variety of trainings, they have a solid understanding of the NCTB rules for CA; yet, owing to the ratio of students to teachers in certain classrooms, it is quite challenging for them to uphold these guidelines. He suggested that the Ministry of Education arrange for more comprehensive trainings for CA. He continued by stating that a student has very little chance of being successful in that specific field of study if they do not have access to an appropriate method of assessment on that field of study. M.A. claimed that problems with infrastructure and a lack of subject-specific teachers make it difficult for rural areas to successfully apply rules-based instructional methods like continuous assessment in classroom settings instructed by the NCTB. He continued by saying that one of the challenges that CA faces in rural level classrooms is a shortage of trained teachers for CA. The low attendance rate of kids was another key factor that he brought up when discussing the difficulties associated with implementing CA in English language rural classrooms. He posed the question, "*How can a teacher consistently assess a student if the students are not coming to school on a regular basis?*" as a response to his statement. He is aware of the new curriculum that will be implemented beginning in 2023; nevertheless, he noted that owing to our infrastructure and assessment illiteracy, teachers' educational qualification, and pupils' low attendance, we would not be able to successfully implement the new curriculum. It is quite hard to put into practice. He added that the rural level instructors are not equipped for the new curriculum that is going to be implemented. He mentioned that it is very risky to implement because there is a large portion of marks that will be in the hands of teachers, misuse or bias in the assessment process or grades can easily happen, and the business of coaching centres and private tutoring will promote easily.

Chapter 5

Discussion

This chapter will critically discuss participants' perception regarding current continuous assessment practice in English language classroom in rural level junior secondary school by following the research questions. In addition, their perception regarding the challenges of CA in English classroom will also critically exhibit in this chapter. Moreover, this chapter will generate the findings of participants' perception regarding their preparedness to implement continuous assessment of English language in accordance with the proposed new curriculum for 2023.

5.1 Current CA practice in English language classroom in rural level junior secondary school

The researcher several aspects of the current Continuous Assessment (CA) practice in English language classrooms at rural level junior secondary schools. To begin, all of the participants who teach English stated that they formally take pen-and-paper-based class tests in their English classrooms on a weekly or monthly basis, and that the marks from these tests will be fully incorporated into that 20% of the total grade. This was stated by most of the English teachers. In addition, they claimed that they attempted to assess the students' level of comprehension by asking them questions, coordinating group or pair work, and holding discussions; nonetheless, the marks for these evaluations or assessment were not counted against the 20% of points that were allotted for CA. The NCTB (2012) curriculum states that the continuous assessment (CA) is worth 20% of a student's total grade in each subject, while the in-class test is only worth 5% of a student's total grade. The remaining marks can be earned through classwork, homework, and inquiry or investigation-based activities in the school. In point of fact, grades are assigned to students only based on their performance on

class tests given in English classes, and this type of grading is regarded to be formal continuous assessment. According to the findings, it is evident that teachers did not adhere to the teaching that was advised by the NCTB, and it is also evident that teachers did not have a clear notion of the distribution of marks. It is also claimed that master trainers on the rural side are still having trouble implementing rules-based instruction in the classroom in the form of continuous assessment that is provided by NCTB. Despite this, the headteachers at the school made it their priority to guarantee that all of the NCTB's requirements were adhered to completely. Secondly, the majority of the educators presented a unified front on their views on the function of ongoing assessment in English language classrooms. According to the participants, some of the important roles that are portrayed by continuous assessment include fostering learning habits, providing feedback to teachers to help them improve their students' language skills, enhancing teacher-student relationships, and enhancing students' engagement in the English language classroom. On the other hand, the majority of the teachers attempted to base their feedback on the CA-based class test by only providing the students with a number or GPA point. Due to the high number of students, there is seldom any opportunity for vocal or oral feedback in English language classrooms. Thirdly, teachers' opinion about their preferred skill in English when doing CA and how they were going to prepare for undertaking CA-based tasks and questions. The multiple-choice questions (MCQs) and the paragraph as writing assignment were the ones that the vast majority of them favoured for the formal class test. In addition to this, they said that they initiated a variety of activities such as debates, group and pair work, and reading without formal CA grading. According to the findings', writing skill is only prioritized in the continuous assessment for most of the cases. They utilized NCTB books like *English for today* to produce the questions paper for the class exam, and in addition to that, they made questions of their own during the class, or they asked students to come up with a few questions for the class test.

5.2 Challenges of implementing the current CA in English

The researcher observed the challenges of Continuous Assessment (CA) in English language classroom in rural level junior secondary school. First of all, the participants argued that the student-teacher ratio in their classes is not suitable for the English language classroom.

During pair or group work with huge number of students, class became chaotic specially for the language classroom. With huge number of students, some students feel shy and do not express or respond to the teachers' queries or do not even speak up to talk about their problems in front of the huge number of students. Secondly, the allocated class time is also another challenge for a teacher to conduct continuous assessment. NCTB (2012) instructed schools to allocate 1 hour for single shift school and fifty minutes for the double shift school. However, the class time of these rural schools is in between thirty to forty-five minutes.

Within limited time frame it is not easy to implement any CA related activities in the English language classroom. Thirdly, seating arrangement with small classroom setting is another main challenge for the implementation of CA in English language classroom. Infrastructure issues like limited space classroom and wooden heavy benches are not friendly for the group or pair work. Fourthly, guardians' mindset is another challenge of implementing continuous assessment in English classroom. Some guardians tend to point out their dissatisfaction regarding alternative ways of teachers' assessment if the teachers tried to implied in the class except formal paper and pen-based exam or quizzes. The guardians tend to accept the GPA or solid marks rather than continuous or alternative assessment feedbacks. In addition, students' behavioural issue is another problem for implementing CA in English classroom. For continuous assessment, it is required to organize different alternative activities in the classroom. However, some struggling students reluctant to do these activities due to boredom or lethargic attitude and even for shyness. Thus, these situations impede the continuous

assessment process in the classroom. Finally, for CA is it necessary to have positive noise in the English language classroom, silent class is not suitable for a language classroom. Due to noise, sometimes these classes get complaints from the fellow colleagues and administration, which is another challenge for implementation CA in the classroom.

5.3 Preparedness to implement CA in accordance with the proposed new curriculum

Teachers as well as head teachers & master trainer reveal some perception regarding the preparedness to implement CA in English language classroom in accordance with the proposed new curriculum for 2023. Firstly, rural level English teachers are not adequately expert in alternative way of assessment, they tend to follow the traditional assessment process. As the new curriculum is based on CA, teachers' unpreparedness about continuous assessment is a concern for implementing new curriculum. The participants have agreed that teachers' less expertise in assessment process can be an issue for the implementation of the new CA oriented curriculum. Teachers need extensive training based on assessment and more specifically for the English language subject. They have also pointed that after the training there should be proper monitorization whether the teachers actually continuously assess students or whether there way of doing assessment is correct or not. Most of the teachers have the expertise in assessing writing skill, other three skills are not assessed the way it should. Secondly, in rural level, the scarcity of subject related teacher is another concern for the preparedness towards the new curriculum. In MPO listed schools, lots of teachers appointed without even the subject related degrees or less educational qualification due to corruption and nepotism. Moreover, the government schools in rural level, lots of vacant position in subject related teacher and it is very common that other subject teachers with no related educational background for English language teaching are taking English class. Thus,

the teaching and learning process as well as assessment process is not up to the mark. Non subject teacher, especially senior teachers still taking classes based on the grammar translation method and their assessment styles in English is also backdated. In govt schools for the vacant position, sometimes new teacher come to the schools; however, due to the rural side, they applied for the posting and hence, the old teacher who are currently live in permanently and influential teachers in the society, they are filling the gaps in this vacancy. In these ways, the non-subject teachers sometimes reluctant to use continuous assessment in English classroom. So, the need for the subject related teacher is a concern for the preparation of implementing new curriculum. Thirdly, students' low attendance rate in the rural level classroom is another concern for the preparedness towards the new curriculum. Students should come to English classroom regularly and it is the only way to assess them on a regular or continuous basis. Finally, teachers' biasness towards student is a common scenario in our country, after implementing new curriculum, this mindset can be dangerous because a huge chunk of number will be in the hand of teacher and that will enhance the business of coaching centres and private tutoring.

Chapter 6

Conclusion

The main objective of this study was to ascertain the current practice of continuous assessment, its challenges, and teachers' preparedness for the new continuous assessment-based curriculum. To investigate this study, the researcher has interviewed total eight participants who convey their perception regarding the issues related with continuous assessment. In this chapter, first, the researcher provided an overview of the findings. Second, some of the ramifications of this research on theoretical, pedagogical, and practical scenarios were emphasized in this chapter. In the latter section of this chapter, the researcher made a few recommendations on continuous assessment in English language classrooms in accordance with the new curriculum.

6.1 Summary of the findings

6.1.1 Current Practice of CA in English language classroom

This study reveals that for most of the participants (teacher) take weekly or monthly class tests as a formal continuous assessment and the marks from these tests are fully incorporated into that 20% of the total grade. In addition, they claimed that they attempted to assess the students' level of comprehension by asking them questions, coordinating group or pair work, and holding discussions; nonetheless, the marks for these assessments were not counted against the 20% of points that were allotted for CA which is suggested by NCTB. Findings from this study reveals teachers did not adhere to the curriculum that was advised by the NCTB, and it is also evident that teachers did not have a clear notion of the distribution of marks regarding continuous assessment. However, most of the participants conveyed the

importance of continuous assessment include fostering learning habits, providing feedback to teachers to help them improve their students' language skills, enhancing teacher-student relationships, and enhancing students' engagement in the English language classroom. Moreover, majority of the teachers attempted to base their feedback on the CA-based class test by only providing the students with a number or GPA point. Due to the high number of students, there is seldom any opportunity for vocal or oral feedback in English language classrooms. Teachers use multiple-choice questions (MCQs) and the paragraph as writing assignment as formal class test which is considered as continuous assessment for them. In addition to this, they said that they initiated a variety of activities such as debates, group and pair work, and reading without formal CA grading and for most the teachers writing skills is preferred for formal CA grading.

6.1.2 Challenges of current CA practice

This study also reveals the challenges of implementing continuous assessment in junior secondary rural schools. Teacher student ratio, short class time, seating arrangement, parents' dissatisfaction regarding alternative ways of teachers' assessment except paper and pen-based class test are some the challenges of implementing CA in junior secondary schools.

Furthermore, students' behavioural issue like some struggling students reluctant to do these activities due to boredom or lethargic attitude and even for shyness during CA. Finally, it is vital to create a positive noise environment in the English language classroom in order to complete classroom assessment, as a silent class is not appropriate for a language classroom. Because of the noise, these classrooms occasionally receive complaints from the other students, colleagues, and administration, which presents another difficulty for the use of CA in the classroom.

6.1.3 Preparedness towards new curriculum

Teachers, as well as head teachers and master trainers, share some of their perceptions regarding how prepared they are to apply CA in English language classrooms in accordance with the proposed new curriculum for the year 2023. To begin, there is a lack of adequate expertise in continuous assessment methods among teachers of English in rural areas. Because the new curriculum is depended on continuous assessment (CA), teachers' less expertise in CA is a worry for the implementation of the new curriculum. The participants have reached a consensus that the lack of knowledge in the assessment process can be a barrier to the successful implementation of the newly designed CA-oriented curriculum. Secondly, a lack of subject-specific teachers is another issue that needs to be addressed before the transition to the new curriculum. This problem is especially prevalent in rural areas. Because of corruption and nepotism, several teachers in MPO schools have been recruited despite not having degrees related to the subject matter they teach or having a lower educational qualification. In addition, there are a large number of unfilled positions in subject-related teachers at government schools located in rural areas. As a result, it is very common for teachers of other subjects who do not have a relevant educational background for English language instruction to be assigned to teach English. Thirdly, a low attendance percentage among pupils in rural level classrooms is another cause for concern regarding the level of preparedness towards the new curriculum. Students are expected to attend class on a consistent basis because this is the only way to conduct frequent or ongoing assessment of their English language skills. In conclusion, bias on the part of teachers toward their students is a common occurrence in our country. Following the implementation of the new curriculum, this biasness issue towards students can be harmful because a huge portion of the number will be in the hands of the teacher, which can be the reason of the spread of coaching centres and private tutoring in near future.

6.2 Implications of this study

This study may have numerous implications for the theoretical, pedagogical, and practical backgrounds. First of all, future studies can investigate continuous assessment after applying the new curriculum starting from 2023 in the English language classroom, as well as students' perceptions of CA in the new curriculum. This study is conducted using the qualitative method; future investigations may employ the quantitative or mixed methods. Second, in the pedagogical context, when the school authority as well as curriculum board recognizes the challenges and the question of preparedness for the new curriculum, they can focus on these issues, provide teachers with the necessary support, and encourage them to use continuous assessment in the English language classroom. In addition, as the purpose of this study is to give teachers, principals, and master trainers a voice and their perceptions are revealed, the authority should investigate the perceptions and then revise the new curriculum with their perceptions in mind.

6.3 Recommendations

The researcher presented some recommendations of this study:

- Continuous assessment-based curriculum should take into account not only how to improve the quality of education for students, but also teachers' expertise and practice in pedagogical issues in real classroom should be consider while implementing new curriculum. Teachers can easily execute user-friendly curriculum with proper knowledge and trainings.
- Students' parents and guardians should know about the new curriculum and regular meetings should be arranged by the school authority to let them inform about the continuous assessment process.

- Infrastructure issues, seating arrangement, class time and teacher-student ratio should be considered while implementing new continuous assessment-based curriculum, especially for the English language classroom.
- In depth training on English language continuous assessment techniques and clear concept about mark distribution should be advised before implementing new curriculum.
- In order to reduce teachers' biasness toward students and the growth of coaching centres and private tutoring, government should elevate teachers' societal status, pay, and logistical supports, such as increasing the number of teachers per classroom and managing fewer students to enable teachers to oversee English language learning which will help implementing CA in the proposed curriculum.

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Appendix A

a. Interview Questions for English Language Teachers:

Interview Questions	Related with RQ 1	Related with RQ2
As an English teacher, how do you conduct continuous assessment in your classroom?	✘	
How often do you use continuous assessment in your classes?	✘	

What do you think about the role that continuous assessment plays in English language classroom?	✘	
What are the approaches/strategies for continuous assessment that you follow in your English classroom?	✘	
Which English language skills do you emphasize more while doing continuous assessment?	✘	
Do you prepare questions for short quiz/assignment (continuous assessment) independently or do you prefer guidebooks for assistance?	✘	
Do you believe that students enjoy using continuous assessment techniques by the teachers in the classroom? Whether yes or no, why?	✘	
What kind of assistance do you receive from the school administration in putting continuous assessment into place?		✘
In your opinion, what are some of the challenges you've faced in implementing continuous assessment into practice?		✘
Offer some solutions that you believe could be used to address to implement continuous assessment in English language classroom. What needs to be done?		✘
Starting next year, the continuous assessment marks will be increased to 50% to 60%. What do you think of that? How do you accommodate new assessment policy especially continuous assessment in your English classes?		✘
Do you believe that teachers' less expertise in assessment is an issue in our country?		✘

Do you think English teachers of rural level secondary schools are prepared for the new continuous assessment-based policy? Why or why not?		✘

b. Questionnaires for Head Master/principle

1. Do you well informed about the NCTB 2012 guideline about CA? what is it? Do the English teachers follow continuous assessment guidelines from NCTB?
2. What is your role in implementing CA in English classroom?
3. What do you think the role of CA plays in ELC?
4. How do think the teachers accommodate new CA based curriculum from next year?
5. Do you believe that teachers' less expertise in CA is an issue in our country?
6. what are the issues preventing the use of continuous assessment in English into practice? And offers some solutions. What really needs to be done.
7. Do you think English teachers of rural level secondary schools are prepared for the new continuous assessment-based policy? Why or why not?

c. Questionnaires for Master Trainer

1. Do you receive/give any training based on Continuous assessment (CA) specifically for English language classroom?
2. Do you think rural level teachers follows the guideline of NCTB for continuous assessment?
3. What are the issues preventing the use of continuous assessment in English into practice? And offers some solutions. What really needs to be done.
4. Starting next year, the continuous assessment marks will be increased to 50% to 60%. What do you think of that? How do you accommodate new assessment policy especially continuous assessment in your English classes?
5. Do you believe that teachers' less expertise in assessment is an issue in our country?
6. Do you think English teachers of rural level secondary schools are prepared for the new continuous assessment-based curriculum? Why or why not?

Appendix B

Sample Transcription of a participant

Participant initial: S.A.

No	Questions	Answers
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1	As an English teacher, how do you conduct continuous assessment in your classroom?	Here we take continuous assessment as a class test, it is taken as the main marks for CA, to do continuous assessment as stated by the curriculum, we have faced some problems
2	How often do you use continuous assessment in your classes?	Sometimes we asked students to come in front and present themselves or asking students to read something in front of the class. But the student came and presented and I gave two or three marks as continuous assessment, this is not the case. Other than CT or class test, these activities are not considered as formal continuous assessment.
3	Do you prepare questions for short quiz/assignment (continuous assessment) independently or do you prefer guidebooks for assistance?	Questions are made in such a way that the last row students can pass, and some questions in the class test are given for

		the first-row students to answer and compete with each other
3	Which English language skills do you emphasize more while doing continuous assessment?	In terms of developing language skills, it is clear that only writing skills are being developed in our classrooms, while the other three skills are still not being developed. In order to help students, continue to improve their language abilities, we also urge them to join language clubs outside of the classroom. However, there isn't a specific number given for joining these clubs.
5	In your opinion, what are some of the challenges you've faced in implementing continuous assessment into practice?	Suppose one child is given 15 and another is given 13 out of 20 marks, continuous assessment mark is given based on students' class participation, behaviour, group or pair works, his activities during class work.

		<p>.....there are many parents who don't want to accept such marks, but when the students get two or four marks less in class test or examination, the guardians accept it, they don't want to accept it when the students get two four marks less during continuous assessment...</p>
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Appendix C

Consent Form

Researcher's Name: Farah Semonti

Department: Department of English and Humanities, BRAC University

Email: fsemonti@gmail.com

Introduction

- You are being asked by the researcher about the English language Assessment (Continuous) in Bangladesh English and your perceptions about it.

- You were being selected for the interview because you are currently teaching in English in Bangladeshi rural schools.

Purpose of the Study

- The purpose of the study to explore English language Assessment (Continuous) in Bangladesh.
- This study maybe presented as a Postgraduate dissertation.

Procedures

If you are fully agreeing with those statements, you will be asked to do the following procedures:

- Participate in a face-to-face interview which will be audio recorded.
- You will be asked by the researchers if there is any problem in the audio record in the future.

Confidentiality

The researchers will not be disclosing any information about your identity and this study is totally anonymous.

Right to refuse or Withdrawal

Participants in the interview have the total right to refuse to answer any questions from the interview.

Right to Ask Question

You have the right to ask questions during the interview process. As the researcher give the contact number and email address, you can ask any question without any hesitations about the interview.

Consent

Your signature bellow indicates your consent about the participant in the study and you understood all the aforementioned issues.

Participant's Name and Phone Number:

Participant Signature:

Investigator signature:

Date: