

The (Dis)Connection between Secondary English Education Assessment Policy and Practice: Insights from Bangladesh

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Abstract

Given the instrumental wave of globalization, English language has received a more pragmatic attitude and development interventionist promotion in developing countries including Bangladesh. This attitudinal shift and promotion have also led the policy makers of Bangladesh to revise and develop English education related policies including its curriculum, methods, materials and assessment system. Considering the scope of journal writing, the paper critically presents a policy trajectory study of secondary English education assessment in Bangladesh. This qualitative study was conducted as part of a doctoral project employing content analysis of pertinent policy documents and semi-structured interviews with a set of English curriculum policy implementation stakeholders including teacher trainers, school principals and English teachers. The findings highlighted a clear ‘disconnection’ between the intended English assessment policy directions and the practiced pattern. The analysis of data also indicated that, as a washback of such ‘disconnection’ between policy and practice substantially intercedes the overall quality of secondary English education. By accenting the assessment system as the wire-puller, the paper finally suggested that the strict monitoring of

the government would facilitate the extent of proper implementation of secondary English assessment policy in Bangladesh.

Keywords: Assessment, Bangladesh, curriculum, English curriculum, English education, English language teaching (ELT)

1. Introduction

Educational agendas are informed by a myriad of socio-politico-economic sine qua non (Poppleton & Williamson, 2004). Bangladesh, the case of this study is also of no exception as the nation was clearly perceived to hub the two opposite notions of decolonization and globalization, which Canagarajah (2005; pp.195-196) termed as the ‘postcolonial puzzle’. More elaborately, in the post-war, decolonized Bangladesh (just after the liberation war of 1971), English was relegated to a marginalized position because of the strong Bengali favoritism. Policy makers appeared to be uncompromising in providing space of and growth for English language in Bangladesh in the national education policy documents. Moreover, policy about English education in different ‘pockets of activities’ (Parry, 1996) during the last 40 years also appeared to be reluctant, fragile, marginalized, disoriented and inconsistent. But then globalization, with its strong wave has made its borders ‘porous and reinserted the importance of English language’ (Canagarajah, *ibid*). Gradually, Bangladesh started feeling an endogenous urgency to build a skilled human resources enabling them to contribute to the country’s socio-economic development. The nation started believing that along with ICT and Science, English education would wheel Bangladesh to keep pace with the exogenous global call.

Consequently, a ‘unified effort’ of national development, regardless of ‘political and ideological differences’ (NEP 2010, p. 5) was pronounced in the form of the NEP 2010 and also was privileged to be the country’s first ever education policy to get proper implementation (NEP 2010, pp. 2-4). Connectedly, the NCE 2012, by demonstrating interconnected and transformative effects of *globalization* and *development* also attempted to accentuate the role and spread of English in Bangladesh. Like other Asian and African decolonized countries, Bangladesh, alongside its national language adopted English as the main foreign language, as an unassailable instrument for ‘increased employability and productivity, nation-building, technological advancement, fulfilling personal needs’ (Kirkpatrick & Bui, 2016, pp.3-6) both nationally and internationally.

2. The Study Context

Bangladesh exhibits a legacy of long-rooted geo-political history, culture and traditions in its education system, as the system is pillared upon an adapted version of colonial structure introduced in 1854 by the British in the Indian subcontinent. It is comprised of three stages: primary, secondary and tertiary or higher education.

The secondary education system in Bangladesh is the second stage of education that

commences after primary education and continues up to the beginning of higher education. It starts with grades 6 through 12 (3+2+2). More specifically, secondary education system is divided into junior secondary level (grade 6-8), secondary level (grade 9-10) and higher secondary or college level (grade 11-12). These three levels are respectively designed for age groups 11-13, 14-15 and 16-17 years. However, in Bangladesh, secondary school education system basically stands for education provided in schools from grade 6-10, and so is also the context of this current study. Apart from the school-based summative assessments, the secondary school education system conducts two nation-wide, terminal public examinations: the Junior School Certificate (JSC) examination is for successful completion of Grade 8 and the Secondary School Certificate (SSC) marks the completion of secondary school education at the end of grade 10.

In the formal school education system, English is a compulsory subject to be taught from Grade 1 to 12. During the 1990s, the communicative language teaching (CLT) approach was strongly emphasized by incorporating it officially as an English language teaching (ELT) method. The NCE 2012 asserted that ELT should be conducted in such a way so that students can equip ‘with basic language skills in English to function in an international context with confidence’ (p. 35). More specifically, the revised curriculum policy document (NCE 2012) stressed on teaching and learning the four skills of English (listening, reading, writing, and speaking) in an integrated way. In tune with the advocacy of CLT approach, the policy also stipulated that ‘grammar should not be taught explicitly; rather the structural and functional aspects should be presented in a systematic and graded way within contexts’ (p. 40). However, the policy used a thoughtful tone while considering the ground realities of long-term, traditional teaching-learning practice in grammar. Hence, a decision was suggested to teach communicative English grammar simultaneously as English Paper Two (p. 40). Accordingly, along with the curriculum, the English textbooks (the English for Today series) was revised, redesigned and published in 2013. Policy regarding modifying the traditional English education assessment process was also undertaken. Thus, the overall orientation for English education went through a major revisions to make it more compatible with the notion of CLT.

3. The Study Rationale

Since the development of the NEP 2010 and the NCE 2012, in recent years, a number of studies have been conducted focusing on the issues and challenges of English language teaching and English education in general (Akbas, 2016; Milon, 2016; Hamid & Erling, 2016, Hossain, Nessa & Rafi, 2015; Rahman, 2015; Salahuddin, Khan & Rahman, 2013 are some recent studies to name). However, the number of studies reporting English education assessment policy and practice more concretely has been scant except the study of Khan (2010) and Das, Shaheen, Shrestha, Rahman, and Khan (2014). To contribute to such scholastic dearth, the current study was designed to gain and develop critical insights regarding Secondary English education assessment policy and practice. In particular, the following research questions were used to serve the study purpose:

Research question 1: *To what extent is the revised secondary English assessment policy*

practiced in Bangladesh?

Research question 2: *What insights does this extent of policy practice reveal about the current secondary English education context in Bangladesh?*

Answer to these research questions were mapped out by following a theoretical lens which again helped the researcher to select the overall set of research methodology.

4. The Theoretical Framework

To offer a comprehensive yet critical understanding of secondary English assessment sector in Bangladesh, the study employed the policy trajectory framework (Ball, 1994; Bowe, Ball & Gold, 1992) as a discursive theoretical lens. As the Figure 1 illustrates, the policy trajectory framework indicates a non-linear, directional relationship existing between the four contexts. While the ‘macro context of influence’ involves the global, national and local agencies leveraging the policy makers to initiate in policy making, the ‘meso context of policy text’ refers to the articulation of policy directions through text or discourse. The ‘micro context of practice’ is where the policy implementation stakeholders interpret of, enact and experience about the policy. These three reciprocated contexts finally corroborate the foregrounding of the ‘context of policy outcomes’, that is, the ultimate ‘bigger picture’ (Vidovich, 2007, p. 291) of the context.

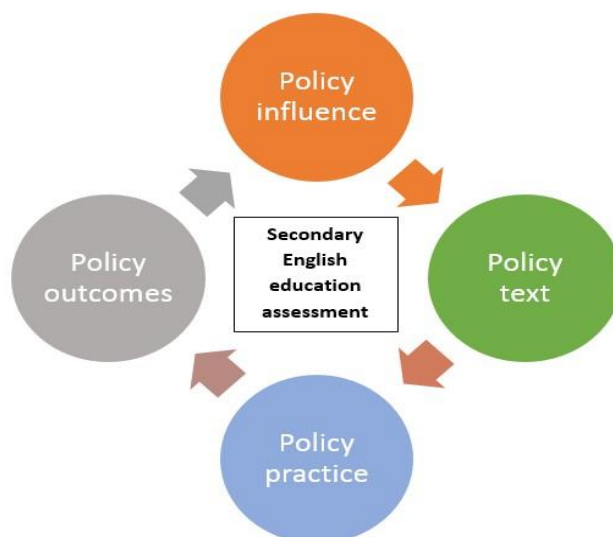


Figure 1. Policy trajectory framework (Ball, 1994; Bowe, Ball & Gold, 1992)

More specifically, the framework was utilized to address and investigate what the policy documents say about the secondary English assessment system, how and in what ways the curriculum policy implementation stakeholders translate those policy directions and what consequences the secondary English education field is experiencing due to the current extent of secondary English assessment policy and practice. Moving away from treating education policy as an object, this framework treats secondary English assessment policy as an ongoing,

interactional process (Ball, 2008; Boyd, 1999; Ledger, Vidovich & O'Donoghue, 2014; Ozga, 1990).

5. Methodology

5.1 Design of the Study

The study is located in a qualitative case study (Yin, 2014) research paradigm that facilitated a more focused, in-depth and relational analysis of secondary English education assessment pattern from its policy to outcomes context. The implementation of qualitative research approach would help the readers understand the context 'more broadly and deeply' and that richness and that depth of understanding might be built upon something previously undocumented, obscure, or unknown (Baptiste, 2001).

5.2 Methods of Data Collection

Two different methods: document analysis and semi-structured interviews were employed to collect data. It was envisaged that while the relevant educational policy documents analysis would develop and provide a background picture of what the secondary English education assessment provision is supposed to perform, the 'in situ' interviews with the curriculum policy implementation stakeholders would reveal the actual extent of enactment of those policy rhetoric in the actual context. Thus both tools, along the policy trajectory framework, provided significant and complementary data that promoted in building up a comprehensive, holistic and 'bigger picture' of assessment policy and its impact on secondary English education context.

5.3 Sampling of Data Sources

The policy trajectory model was central in identifying the samples of data sources for this study. So the sampling were varied from relevant English education related policy documents and curriculum policy implementation stakeholders (teacher trainers, school principals and English teachers) associated with secondary English education. The below table provides information concerning the samples of data sources:

Table 1. Research instruments and participants

Instrument	Context	Research samples	No. of sample
Document analysis	Context of policy influence	National Education Policy (NEP 2010)	1
	Context of policy text	National Curriculum for English (NCE 2012)	1
		English assessment question papers	2

Semi-structured interviews	Context of policy practice	Teacher trainers (TT)	3
		School Principals (SP)	4
		English teachers (ET)	11

The reason for purposive multi-sampling (interpretive analysis of the policy texts, question papers and the stakeholders' perspective in its own context) was to 'view policy holistically and comprehensively, to study it in its complexity and to study it in its context' (Punch, 2000, p. 18). Such sampling also made the overall study robust and compelling (by corroborating the findings) to develop a comprehensive yet critical understanding of the washback of secondary English assessment pattern on the overall secondary English education sector (Silverman, 2005; Silverman & Marvasti, 2008; Patton, 2015; Yin, 2014).

5.4 Data Collection Procedure

Data collection procedure followed two steps. First, the relevant policy documents were collected from the Ministry of Education website which is accessible for research purpose. Second, for interview data, the training institution was contacted to secure consent of the TTs as participants. Then the details of schools (purposive sampling) were accessed through the same website. The potential schools were contacted to secure approval from the concerned authority, the 'gatekeeper' (school principal) with the full authority to grant or deny permission to conduct research in the vicinity of his/her institution. The school principals were also requested to direct to English teachers for arranging interviews with them. Upon their (school principals and English teachers) verbal consents, finally, in both cases, participants' signed consent forms were obtained prior to the commencing the interview sessions. Face-to-face semi-structured interviews were conducted with the individual stakeholders on the agreed date and time in order to capture the multitude of participants' views on the studies issue. The TTs and 3 ETs used English while the rest 8 ETs and 4 SPs preferred to be interviewed in Bengali (the L1 of Bangladesh). Each of these interviews was digitally recorded, transcribed and translated into English, where necessary.

5.5 Data Analysis

Qualitative content analysis (Graneheim & Lundman, 2004; Schreier, 2014; White & Marsh, 2006) was undertaken to analyze the documents in order to enable the researcher to construct the meaning the documents contain and offer (Bryman, 2015). Careful and iterative reading of the selected documents was carried out to highlight and underline the relevant and significant passages (Bowen, 2009; Denzin & Lincoln, 2000; Saldaña, 2009) with respect to the focus of the research question as well as the overall focus of the current study.

Cross-case analysis (Miles & Huberman, 2014) was followed in several stages to analyze the collected interview data. After reading the interview transcripts meticulously, appropriate keywords were highlighted and selected and inserted under each context of policy trajectory framework. Codes have been used in place of participants' names. For example, ET 1 refers to interview with English teacher 1. For the case of any translated interview data, the code has been italicized and underlined, as *ET 5*.

6. Findings

The findings of this study are arranged below following the contexts of the policy trajectory framework. The reason to do so is to develop analytical possibilities to guide this study by demonstrating how the study was situated in the relevant theoretical and empirical literature (Maxwell, 2012; Muhammad, 2015).

6.1 *The Context of Influence*

The pertinent parts of the NEP 2010 were analyzed to understand the ‘context of policy influence’ of secondary English education assessment system. The data analysis showed that the NEP 2010, like the other previous national education policies considered the assessment system as one of the crucial benchmark in measuring and ensuring the quality education. Although the NEP 2010 did not discuss the assessment system for English in particular, however, it did formulate a number of general aims and strategies and thus opened the door for the curriculum experts to revise the existing, traditional assessment system for secondary English education. For instance, one of the general principles (among the 30) of the NEP 2010 was to ensure all students’ marginal competencies at each level so that their own thoughtfulness, imagination and urge for curiosity are promoted. It also recommended ‘to correlate the competencies learnt at the earlier level with the next one to consolidate the formations of knowledge and skills; to promote extension of such knowledge and skills; to enable learners to acquire these skills’ (p. 9). Linking to this, the NEP 2010 aimed at making the assessment system more effective by dispersing the rote-learning tradition.

The NEP 2010 proposed for adopting the creative system of evaluation by reasoning that this creative method would facilitate a strong subject-based knowledge along with creativity, and innovation instead of blind memorization (p. 58). The NEP 2010 was also found to be cautious about the implementation of this new assessment system. Hence, ‘effective steps’ were promised to be taken ‘to prepare the right kind of textbooks, to set proper rules and to create appropriate awareness and knowledge of all concerned’ (p. 58). However, an important gap still exists when the NEP 2010 didn't state anything about a local or central monitoring cell to ensure the actual implementation.

6.2 *The Context of Policy Text*

The assessment policy directions advocated by the NEP 2010 were found to be influential in the revised curriculum 2012 for English, the later was analyzed to understand the ‘context of policy text’ of secondary English education assessment directions. The term ‘assessment’ was attributed to a wider connotation to enhance the scope to measure students’ potentials in English and the effectiveness of the teaching-learning process in the classroom (NCE 2012, p. 25). Consequently, the inclusion and implementation of school based formative or continuous assessment (CA) received a strong emphasis along with the traditional summative assessment (SA). With particular attention to ELT, the NCE 2012 stated that some special skills of learners such as listening, speaking, reading etc. can be assessed through CA quickly in low cost and immediate support could be provided accordingly (p. 26). The policy document also regarded CA as a measuring tool for teachers to identify strengths and weaknesses of their

teaching methods so that necessary modifications could be undertaken.

Strategically, the NCE 2012 outlined a revised marks distribution for English subject in order to promote and hence to guide teachers in implementing the CA. Moving away from the previous curriculum policies, the NCE 2012 included listening and speaking tests of 20% marks as the test components of CA. Teachers have been advised to conduct CA of each of his or her students and three samples of evaluation of individual student should be appropriately recorded. This record would be added to determine the students' final grade in the terminal assessment, school final exams. The NCE 2012 thus directed to consider the EFT prescribed listening, speaking, reading, and writing activities and tasks as class work along with homework and class tests and therefore should be assessed and marked in the following ways:

Table 2. Marks distribution for CA (Adapted from the NCE 2012, P. 27)

Assessment area	Allotted marks
Class work	10
Homework and investigation work	05
Class test	05
Total	20

The NCE 2012 also substantiated the revision of assessment system by asserting that “test tools will be based on all the learning domains where necessary”. The revised assessment format of secondary English 1st paper thus corroborated the NEP 2010 and NCE 2012’s curriculum and methods policy directions, that is, enabling students’ communicative competency by teaching and learning four skills of English language in an integrated way. For the case of English 2nd paper, the NCE 2012 aimed to make students able to use English accurately in all aspects (speaking, reading, and writing) of communication (p. 83). Hence English grammar was taken as a backbone to strengthen the communicative aspect of English. However, the overall assessment pattern for English 2nd paper is comprised of only two sections, i.e. grammar and composition. Though the nation-wide public exams have not yet incorporated listening and speaking test to the main exams (where only reading and writing skills are being tested), but the secondary schools have been strongly advised to follow the revised assessment system through CA. Appendix 1 and 2 provides the NCE 2012’s overall assessment format for secondary English subject.

For pre and post assessment management and administration strategies, the NCE 2012 directed for a guideline for question setters before they set questions and marker guidelines for assessing answer scripts. The policy document recommended to prepare questions to test

four spheres of thinking skills (cognitive, comprehension, application, and higher skills) of students' different skills. The NCE 2012 also directed to use teacher prepared or centrally prepared assessment tools for both in CA and SA. However, along with the NEP 2010, the NCE 2012 was also imprecise regarding outlining the assessment supervision strategies to ensure the actual implementation of this revised assessment system.

6.3 The Context of Policy Practice

This section signposts the findings related to curriculum implementation stakeholders' (TTs, SPs and ETs) perception and experience regarding the implementation of secondary English education assessment policy. To derive information around the 'context of policy practice', interviewees were asked to discuss about the existing secondary English assessment system. The data collected from the study participants showed an obvious gap between the planned English assessment policy and the enacted pattern by the curriculum implementation stakeholders.

Though the NEP 2010 and the NCE 2012 called for a powerful and effective assessment system of English language by incorporating listening and speaking test through CA, the context of policy practice indicated otherwise. The current secondary English assessment system still bears the legacy of the traditional assessment pattern. English teachers do not conduct CA for assessing students' listening and speaking skills, let alone identifying students' weaknesses and strengths in English. More specifically, in reality, neither the schools examinations nor the nation-wide public examinations include these skills assessments in their English language assessment pattern (See Appendix 3 and 4 for samples of English question pattern). The design and content of test items (both in schools and high-stake exams) basically assess students' knowledge of forms and so the provision of engaging students in communicative tasks is very little. Therefore, the intention of assessing students' overall English proficiency is still confined within the pages of policy documents. All the participants shared the same story about the practiced assessment system. The extracts below exacts this finding:

Prior to 2012, there was no policy to assess students' listening and speaking skill at school's formative and summative exams. But I am sorry to say that the practice rate is 0%. No one is following the policy. No one cares. (TT2)

Here listening and speaking tests are not yet included in the school exams. Even the questions we buy from the local agency, they do not prepare any items on these two skills. We use the old question pattern that includes only reading and writing assessment tasks. So, there is no implementation of the revised assessment policy. This is not only in my school, almost in all schools you will find the same thing happening. (ET6)

Relatedly, amplificatory discussion with the stakeholders helped to identify a number of reasons influencing the non-practice of the revised English language assessment policy in schools. The participants, to start with, indicated that lack of adequate logistic support (namely deficiency of CDs of listening tracks, CD players, teachers' guide and other related teaching and assessing aids) does not allow them to implement the restructured assessment

pattern for English language, particularly assessing listening and speaking test. While majority of the participants one-sidedly blamed their resource constraints as the major cause of not attempting to employ the revised assessment policy, however, one participant appeared to be different:

Initially we planned and started conducting listening and speaking test in the CA like we do the practical exams of Science related subjects in the school. I started using my own laptop, sometimes mobile to conduct these tests. But how far we can go without the proper items like CDs, CD player, speaker, recorder etc.? So unfortunately I had to stop my attempt. (ET11)

The second reason, according to the interview responses, is the level of ETs' own academic, pedagogical and language skills. This *lack of appropriate academic background* couples with the *scarcity and quality of ELT training* and therefore poses an *enormous challenge to them in enacting the new reforms of English language assessment policy* (TT1, and TT3). The following extract says more:

The government has introduced listening and speaking tests in the school exams. These are all eye-wash. Because there is no guidelines for us on how to deal with this. We didn't have any proper training on this. In this locality only Mr. X from Y school (names have been removed) received such training. We don't know how to prepare the questions, conduct the exams and also evaluate students' responses. So, we are not following the revised English test policy. (ET2)

The stakeholders' 'Pass/Grade' oriented attitude towards examination was the third crucial reason to widen the gap between the intended and enacted English language assessment policy. All participants played the same chord while discussing this issue. The participants reported that along with the school management committee (SMC) members, parents, students, and sometimes SPs also view the pass rate and grades as the ultimate end product of the examination system. ETs' only venture, therefore, is to maximize the pass rate rather than focusing on developing students' actual English proficiency. They argued that conducting listening/speaking activities in terms of CA is a useless as these do not carry any weight for the high stake public examinations. The extracts epitomize this:

Many of the trainees call us back and share that they are very much motivated and willing to conduct listening and speaking test in their school exams. But they fail to do so because of the present exam system in Bangladesh. Because everything is exam-oriented. SPs, parents, students focus on the ultimate grade of final, public exams, not on how much a students has learned English. So they don't follow the revised English test policy. (TT1)

Another big issue is the expectations of the students and their parents. For ex: if we want to follow revised assessment system, the guardians come to the headmaster with the complaint that we are not teaching the students properly. And as a matter of fact, they complain that we are not making the students ready and prepared for the exams. Because the public exams do not include listening and speaking tests. So why are we practicing that? They simply want us to follow widely marketed bazar guide books to practice model tests questions on reading and

writing and get ready for the exam. (ET10)

The last reason identified by the stakeholders is the absence of effective monitoring system. To them, the current practice of monitoring system is a so called *paper work*, because *no one is there to follow-up what and how much we are doing (ET2)*. Therefore the *accountability* of both monitor and monitored group lacks *validity* (TT1). A more succinct remark in this regard is:

Some of my teachers were sent to receive training on CA. Upon returning whenever I ask them to follow and submit the policy directed steps of CA report, they seemed to be reluctant to do so. They replied that they were already burdened with heavy class-loads, home works, examination scripts checking etc. and added that this CA system is an extra pressure for them. They also gave examples of other schools where CA is not practiced. Thus chaos and confusion arises in my school. This all happens because there is no strict monitoring agency from the government side across the education sector to observe the extent of the proper implementation of the revised curriculum and the suggested exam pattern. So things are remaining the same. (SP1)

The quality of stakeholders involved in developing English tests for both schools and public exams also emerged as a matter of concern during the interview. Participants, particularly TTs claim that the whole procedure of setting the question items is operated by *people who do not have proper ELT academic background, and so are still practicing the traditional method in teaching English as well as setting question items for the exams (TT2)*. So the quality and standard of high-stake public exam questions is at risk. The participant continued as:

As I have said earlier, exams influence teaching and learning, so our government should pay attention to this. The training for the English test developers lacks quality. For instance, SESIP (Secondary Education Sector Improvement Project) conducted some trainings on testing; however they were not conducted by professional TTs or assessment experts, but by some college teachers who merely have experience of trainer or ELT background for secondary schools. The question items are also seen to be very much predicted. Even the unseen reading comprehension passage is found in different commercial guide books. (TT1)

6.4 The Context of Policy Outcomes

The ‘unforeseen side-effects’ (Spolsky & Shohamy, 2000) ensued by the current practice of secondary English education assessment practice outlines the ‘context of policy outcome’. The data analysis reported that the consequences of the practiced assessment pattern affects both macro and micro level of the education system. At the macro level the high stake exam pass rate controls the provision of financial aids for schools. As a consequence, narrowing down of methods and curriculum policy occurs in the micro level English teaching and learning. The ultimate impact on the overall quality of education in general and English in particular, thus, appears to be detrimental.

The data gleaned from the stakeholders also indicated the exercise of politicization of examination results, a striking finding, implying it as a gate keeper of funding for schools.

The registration of school in the MPO list, teachers' salary, and other related aids directly depends on students' pass rate in the nation-wide public exams. Therefore, the majority stakeholders including the SPs and the ETs labelled the present exam system as *faulty* and asserted that the meritocracy of education system has been trespassed by the macro level bureaucracy:

Now we have to make 100% pass rate in the public exams and school exams. Otherwise, we have to struggle to survive. Because funding from the government agency largely depends on this statistics. So we have no other option but to listen to the 'Boss' to run the school, to get salary for me, for my staffs. It is very pathetic, but this is the fact. (SP3)

Consequently, the participants agreed that their sole concern is to ensure the high pass rate at the cost of quality education as well as the long-researched state education policy and curriculum directions. Participants also revealed that ETs who work as markers in the public exams have to act like 'puppets' (ET3) of the upper level instructions without enquiring further. The quality of education, thus, they asserted is at stake:

Honestly, we do not have any practical training on marking public exam scripts or school exam scripts. Before the exam, a written instruction comes to us which is about the general instructions of checking a script. Nothing particular of English or any other subject. But off the record, these instructions are mere eye-wash. We are verbally being instructed to check the scripts liberally so that the maximum number of students pass and the national pass rate increases. (ET10)

At the micro level, the practiced secondary English assessment system impacts directly on the extent of curriculum, methods and materials policy implementations. The revised curriculum policy clearly mentioned the goals and objectives of English education by redeveloping methods policy and EFT books. However, the practiced question pattern (traditional in terms of content, marks distribution) is making those policy enactment stagnant. Interviewees reported that the current English assessment practice promotes blind memorization with the least comprehension of contents. A heavy reliance on mass-produced, bazaar guidebooks and widespread of private tuition also occurred as an entailment. The teachers are no longer aware of the importance of developing students' English quality, but strongly focuses on increasing pass rate and good grades at any cost (TT2). The below extracts exemplify this accordingly:

In the EFT books along with listening and speaking activities, there are plenty of group/pair work activities. But the questions for the public exams are directly set from the commercial guidebooks. The more we want to use different skill activities, and advise students to use the EFT books, the more they pay attention to those commercial books. They do not cooperate us, simply because school exams and public exams questions are just being copied and pasted from those guide books. So, who will teach the EFT book thoroughly, who will follow what methodology the curriculum policy directs to employ? (ET8)

This finding is substantiated with a more severe issue when a participant revealed that her job security depends on her students' performance in the public examinations.

School, parents, SMC, students...all are concerned about their pass and grades. The school puts a pressure on us to complete the syllabus, make the students ready for the exam according to the question pattern. Frankly speaking, there are 100 students in class 8. All of them have to pass in the JSC. If anything goes wrong, the SMC will accuse me in front of all. They will shoot questions like, "what do you do in the class? How do you teach them? Why did your students fail in the exam?" This makes me colored. Sometimes it risks my job. (ET11)

Interestingly, the overall findings of evaluation policy can be summed up succinctly by incorporating one participants' incongruous information. The participant strongly blamed students' level of English, their socio-economic background, attitude towards English and ended up saying that:

.....They (students) don't know what to understand from a class, let alone how to speak and write properly. Maximum of them even can't read in English properly. They are very dull. So it is a great problem. (SP2).

However, this same participant showed the researcher their school's record book and claimed with proud that *we are highly concerned about doing the best result in the JSC and SSC exams. And yes, we are doing a very good result in these board exams. Every year we are achieving 100% pass rate (SP2).* The majority participants (SPs and ETs) appeared to be very happy and proud while showing and sharing their schools' pass rate statistics of high-stake exams.

7. Discussion

Extensive analysis of data set revealed that there has been a great extent of mismatch between what the policy documents directed about secondary English education assessment strategy and the ways the policy implementation stakeholders translate those directions into their practice. This mismatch also developed a great extent of washback on the overall secondary English education provision in Bangladesh.

Following the directions of the NEP 2010, the NCE 2012 has redirected for including listening and speaking test in school-based CAs. English communicative skills (listening, speaking, reading and writing) are, therefore, supposed to be assessed and evaluated in English 1st paper while English grammar and writing skills are in English 2nd paper. However, the test layout of English 1st paper mysteriously and invariably has been excluding this direction. The assessment in both papers covers a range of test items including reading comprehension related tasks (both from inside and outside the EFT textbooks) and various guided writing and vocabulary related tasks in English 1st paper as well as multiple grammatical test items and composition, letter writing in English 2nd paper. The current practice of assessment pattern thus shows a direct deviation from its policy directions.

The existing reading and writing test items have also been accused of having lacking in validity and reliability on the ground of inappropriate reflection of syllabus as well as non-standardized assessing technique which in turn elicits memorization to attempt those items (Haider, 2008; Hasan, 2004; Khan, 2010). An example that validates this issue is ET 9's

parenthetical confession. Despite being an English teacher (let alone English academic background), that participant is involved with a commercial publication agency responsible for writing secondary English questions in that sub-district. Rather than managing and minimizing these long stand complaints and dodges, a sense of ‘resistance-to-change’ geared by the silence from and apathy of the central agency and English education related policy developers and evaluators has been prevalent in the test setters’ mere attempt, which Rahman (2015) referred as a ‘cosmetic touch-ups’ (p. 89). Because, in Bangladesh, pertinent stakeholders (including students, teachers, parents and higher authority of education) possess a strong ‘reverence’ only for *pass grade* and *pass rate* instead of what actually should be taught and learned. Therefore, not only the secondary schools but also the public examinations tend to be reluctant in following and executing the revised curriculum policy instructions regarding secondary English assessment.

The extent and ways of assessment policy implementation of the secondary English education grounds a chain of serious washback effects on English education related other policy planning and so the overall quality of English education is affected. For example, the pattern of national examinations which is ‘external yet powerful devices’ (Shohamy, 1993, p. 186) influences and so directs the extent and the ways of implementing the revised curriculum and methods policy of English education. The most severe repercussion of such pattern provokes the related stakeholders (students, teachers, school principals) to adopt and adapt the ‘short-cut’, ‘ready-made’ ways to tackle the examination in order to achieve the best possible grade and success in the ultimate high-stake national examinations. The secondary English education in Bangladesh shows no deviation to that. The exam-oriented teaching-learning culture has extensively endorsed and legitimized the constant, parrot-fashioned process and practice of grammar based, traditional, teacher-centered teaching and rote learning with very little or even no practice of the actual communicative English skill. The school-based examinations tend to exclude listening and speaking tests simply on the count of not including any test items of these two skills in the national examinations and hence participants declared doing such is ‘useless’, a ‘mere wastage of time and effort’ (*SP 2*, ET 7, ET 11).

The implementation of English textbooks (English for Today series and English Grammar book series) by the National Curriculum and Textbook Board (NCTB) has also been impacted by the assessment policy implementation. A ‘quasi-educational’ (Hilke & Wadden, 1996, p. 53) or ‘shadow education’ (Bray, Hallak & Caillods, 1999) business of the ‘interventionist entrepreneurs’ (Rahman, *ibid*, p. 91) in terms of garden-variety and widely available commercial guide/notebooks of the original text materials and extensive popularity of private tuitions is prevalent in Bangladesh. Participants frankly reported about the practice of using slightly modified or even cloned copies of test items from those commercial guidebooks both in school-based and high stake national examinations. This short-cut, easiest way of examination preparation thus makes the important stakeholders (teachers, principals, students and parents) the ‘worshippers’ of those guide/notebooks. So, majority of the students, instead of learning the technique of how to answer the questions and most importantly of learning English properly, are found to be encouraged and advised by their ETs, parents for spending

long hours in memorizing those guidebook produced model answers of reading comprehension questions, vocabularies, compositions, letter writing etc. However, the central test setters are still seen to be very reluctant to bring upon any changes regarding this matter.

The most drastic wash-back of assessment policy implementation is the degradation of the overall education quality. The participants also admitted that though the pass rate of public examinations is ascending, the quality of education is descending proportionately. The students are coming out with a mere paper (certificate) without gaining the appropriate knowledge (*SP1*, *SP 3*). ETs also reported that pertinent stakeholders advised them to be ‘kind’, ‘generous’, to imagine the students as ‘their own children’ while marking their scripts and also to remember ‘to assign marks if they (students) simply attempt the question’ (ET11, *ET 3*). The ultimate attention was thus to ‘make the pass rate high’ (*SP 3*, ET11, *ET5*). Along with the continuous leakage of question papers and reluctant invigilation of examination hall rooms (The Prothom Alo, July 26, 2017), the most highlighting yet natural consequence is the dramatic and radical increase in pass rate of public examinations (Figure 2). Interestingly, while writing this section, a news report attracted my attention in which the Education Minister, indirectly confessed the above-mentioned allegations and stated that pass rate of SSC examination in 2017 came a bit down to 80% because ‘an order has been given for strict script checking’ (The Prothom Alo, *ibid*). And the same Minister once said “Why would the students fail? There will be no chance for students to fail in the examinations” (The Prothom Alo, *ibid*). These statements along with scholarly reports on education in general and English education in particular clearly shows that increasing the pass rate in public examinations is purely a political cajolery to show the nation as well as the international agencies that Bangladesh has been able to set a milestone in education sector by attaining the MDGs in ‘a well in advance’ position (executive summary of BANBEIS, 2016) at the cost of providing and ensuring the quality education.

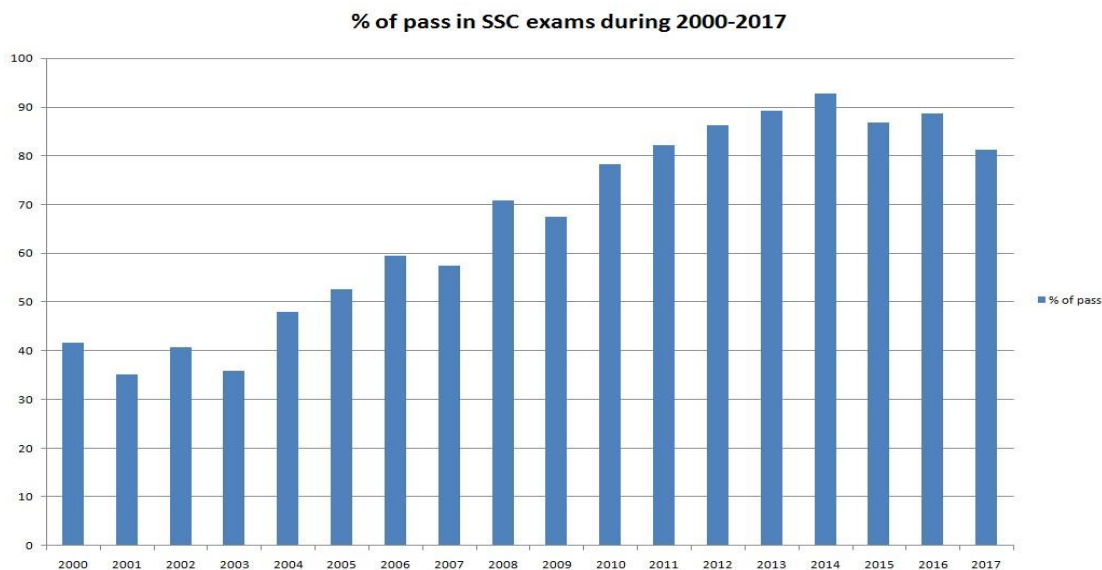


Figure 2. Pass rate of SSC examination from 2000-2017

English teachers’ own lack of pertinent ‘assessment literacy’ (Taylor, 2009) (due to their

academic qualification, pedagogic skill and professional development provision) coupled with meagre resourcing allocation (i.e. logistic and infrastructural support) in their working contexts also creates a step of gap between the policy directions and their practices. Therefore, what is intended to teach and measure, how and using what to teach to that end and how it is measured eventually is tended to be sidestepped or even detoured in the actual practice context. This combined knot of clogs ultimately disturbs the extent and quality of anticipated benefits of English education access at the secondary level schools.

8. Conclusion

The NEP 2010 and the NCE 2012's respective section on Examination and English assessment advocated for revising the assessment pattern and items in line with the revised English curriculum of 2012. However, this study identified that the 'stable but stultifying' (Johnson & Wong, 1981, p. 285) ways of assessment policy actualization is producing detrimental backwash by clogging the effective enactment of the envisioned English curriculum policy objectives, English language pedagogy, instructional materials and thus impacting on the overall goal put forwarded by secondary school English education system. Consequently, though the pass rates in public examinations are getting higher, a huge number of students have been reported to be failing to master the desired English competency due to a flawed pedagogic practices encouraged by a 'faulty assessment and education system' (TT 1).

It is necessary to strengthen and regulate the proper and systematic monitoring at the macro level of the government to ensure the maximum extent of English education assessment policy practice. Stakeholders of both macro and micro level should be made accountable if any deviation is found in assessment policy translation. At the same time, they should be made aware of the importance of English learning and teaching not only for exam purpose, but also for the real life benefits. Above all, holistic approach should be taken to facilitate the whole education system to come out from the taboo of 'examination oriented' culture. We should remember what Barber and Fullan (2005) recommended, 'You can't develop systems directly. You have to design the system to develop itself' (p. 33).

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Appendix 1

Table

 Marks distribution for English 1st paper (adapted from the NCE 2012, pp. 69 & 81-82)

Learning outcomes					
Subject: English 1 st paper, Total marks: 100					
Skills	Assessment area	Total marks	Test items	Notes	
Learning outcomes are expressed in terms of four language skills. Therefore, the teaching learning activities are based on Listening, Speaking, Reading, and Writing.	Listening	Students' ability to listen to and understand English with acceptable pronunciation	10	MCQ, Gap filling	<i>Test items must be developed by question setter</i>
	Speaking	Students' ability to speak acceptable English with understandable pronunciation	10	Describing/narrating/ answering questions	
	Reading	Students' ability to read text and authentic materials for comprehension and higher order thinking	40	MCQ, Answering questions (open ended and close ended questions), Gap filling without clues, Substitution tables, Information transfer, Rearranging	<i>For text materials (Text materials should be developed by question setters. They should not be taken from any textbooks)</i>
	Writing	Students' ability to write correct English of appropriate level for expressing ideas, thoughts, feelings etc.	40	Answering questions, Summarizing Writing paragraph, answering questions/ Completing a story Writing formal/informal letters, Describing graphs and charts, Writing compositions (on personal experience and familiar topics, recent events/incidents), Writing Emails, CV	

Appendix 2

Table
 Distribution of marks for English 2nd paper (adapted from the NCE 2012, pp. 83-86)

Learning outcomes					
Subject: English 2 nd paper, Total marks: 100					
Skills	Assessment area	Total marks	Test items	Notes	
Speaking	<i>Not mentioned</i>	<i>Not allotted</i>	<i>Not mentioned</i>		
Reading	<i>Not mentioned</i>	<i>Not allotted</i>	<i>Not mentioned</i>		
Grammar	To assess students' grammar competency in English language.	45	Gap filling activities with and without clues, Cloze test with and without clues, Substitution table, Right forms of verbs, Use of articles, Changing sentences (change of voice, narrative style, sentence patterns, degrees), Completing sentences, Tag questions, and Use of suffixes and prefixes.	Question setters will use all items from the above list and make questions of 5 marks for each question item. Test items must have contexts. Sentences which are isolated and out of context cannot be given as questions. Question setters will prepare the test items. No questions will be set from the textbook or/and any help books.	
Writing (Composition)	Students' ability to write correct English of appropriate level for expressing ideas, thoughts, feelings etc.	55	Group A: Formal/informal letters/emails, CV writing, Group B: Completing stories, Short paragraphs, Dialogue writing, Analysing graph/chart, Group C: Writing composition (based on personal experience, everyday problems, events and incidents etc.).	Question setters will select two items from Group A (10 X 2 = 20 marks), two items from Group B (10X2= 20 marks), and Group C has no alternative (15 marks). For Group A, and B no alternatives will be given. Question C will clearly mention the desired writing style i.e., whether it will be written in descriptive or narrative, or listing, or comparison and contrast style.	

Students will be able to speak, read and write English accurately in all aspects of communication. (Speaking, reading, writing)

Appendix 3: SSC English question paper**Ka Set**

ENGLISH (COMPULSORY)

[According to the Syllabus of 2017]

FIRST PAPER

Subject Code :

1	0	7
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Time—3 hours

Full marks—100

*[N.B.—The figures in the right margin indicate full marks.]***Part A—Reading Test**

Marks—50

Read the passage. Now, answer the questions below:—

Newspaper is the storehouse of knowledge. It is not only the people's parliament but also an integral part of modern civilization. It is just like the mirror of the world and it plays a vital role to form public opinion. We must have the habit of reading the newspaper daily. It helps us in acquiring general knowledge which is essential for our education. Nobody can keep contact with the outside world without reading the newspaper. Mere bookish knowledge is not sufficient in the struggle of life.

A man who does not read the newspaper daily is like a frog in a narrow well. Being ignorant of current topics, he cannot take part in the talks and discussions in an enlightened society and it seems like a fish out of water in it. The newspaper is a dainty in a dish of varieties, such as the news of current affairs, trade and commerce, films and games etc. Moreover, the views of scholars on different subjects are discussed. All these have some educative values and we must have the habit of reading the newspaper regularly as it is a blessing of modern civilization. But one should bear in mind that sometimes newspaper bears comments of diverse nature and interests by the reporters and critics from various angles. We should not be blindly influenced by these comments but should keep an open mind to the facts and problems.

1. Choose the correct answer from the alternatives :—

Marks

1×7=7

(a) Which of the following has the closest meaning of the word 'vital' used in the passage?

(i) unimportant (ii) large (iii) big (iv) important

(b) The phrase 'fish out of water' indicates—

(i) comfortable (ii) uncomfortable
(iii) unsustainable (iv) out of order*[Please turn over]*

2

Marks

- (c) In this passage 'acquire' means—
(i) learn (ii) understand (iii) obtain (iv) make out
- (d) The word 'current' refers to—
(i) at once (ii) established (iii) contemporary (iv) recent
- (e) What does the word 'enlightened' mean?
(i) educated (ii) ignorant (iii) oblivious (iv) bookish
- (f) Newspaper helps us to acquire—
(i) bookish knowledge (ii) religious knowledge
(iii) general knowledge (iv) scientific knowledge
- (g) What is the motto of the author of this passage?
(i) To show the role of the parliament
(ii) To show the blessing of modern science
(iii) To show the importance of reading newspaper
(iv) To show the demerits of newspaper
2. Answer the following questions :— 2×5=10
(a) Why should one read newspaper daily?
(b) Why is newspaper called the mirror of the world?
(c) What does newspaper often contain?
(d) What is your idea of a man who does not read newspaper?
(e) How can newspaper influence us in a wrong way?
3. Write a summary of the above passage in not more than 90—100 words. 10
4. Read the following passage and complete the table below with information from the passage :— 1×5=5
- Neil Armstrong was the first man to walk on the moon. He was an American astronaut. He was also an aerospace engineer. Armstrong was born on 5 August, 1930 in Wapakoneta, Ohio, the USA. In 1947, at the age of 17, he began to study aeronautical engineering in Purdue University, the USA. He received B.Sc degree in Aeronautical Engineering in 1955 and he did M.Sc in aerospace engineering from the University of South California in 1970. In 1958 he was selected for the U.S Airforce's Man in space programme. Neil Armstrong, along with his group, launched the mission to the moon with Apollo 11 on July 16, 1969. He was the commander of Apollo 11 and four days later they landed on the moon. They explored the surface and gathered moon rocks for over two hours. The next day they fired off the surface of the moon.

Marks

Name of event	Year/Date	Place
Birth of Neil Armstrong	5 August	(i).....
Received B.Sc Degree	in 1955	(ii)
(iii).....	in 1970	University of South California
They landed on the moon	(iv)	
Started their return journey	(v)	from the moon

5. From your reading of the above passage fill in the blanks with suitable words. Use one word only in each blank :— 1×5=5

Neil Armstrong was the first man (a)——landed on the moon in 1969. He was very (b)——in flying in the sky. So, he (c)——Aeronautical Engineering. He was (d)——by the U.S.A Airforce to make a voyage to the moon. He (e)——returned to the earth after landing on the moon.

6. Match the parts of sentences given in column "A" and column "B" to write five complete sentences. There are more parts of sentences in column "B" than required :— 1×5=5

Column A	Column B
(a) ICT means	(i) to take multimedia classes.
(b) In education sectors	(ii) to decorate the classroom.
(c) In health science	(iii) ICT works as a means of class presentation.
(d) Teachers use ICT	(iv) through telemedicine which is run with the help of ICT.
(e) Patients can get treatment	(v) Information and Communication Technology.
	(vi) Informative and Communicative Technology.
	(vii) ICT is used to diagnose disease and giving good treatment.

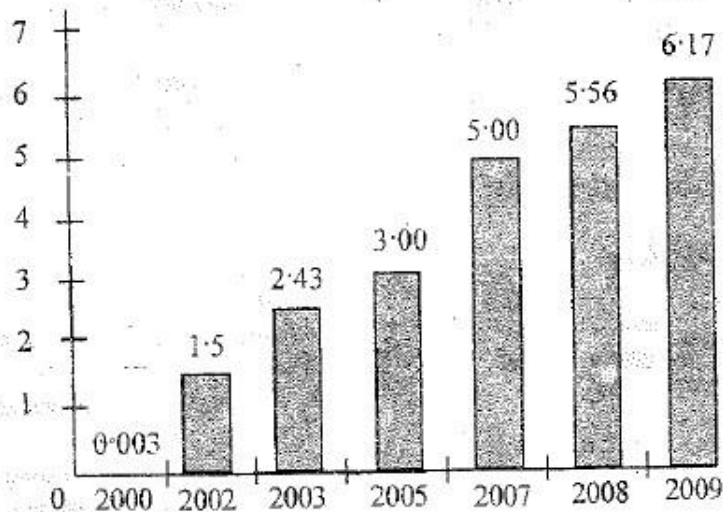
7. Put the following parts of the story in correct order to rewrite the whole story. Write the sequence only :— 1×8=8
- (a) Penicillin is the life saving medicine.
 - (b) He passed his boyhood with his parents.
 - (c) It was discovered by Dr. Alexander Fleming.
 - (d) He was the seventh of the eight brothers and sisters.
 - (e) He was never absent from school up to the age of twelve.
 - (f) He was sent to London at the age of fourteen for higher study.
 - (g) Fleming was born in a poor family in Scotland.
 - (h) Fleming was a very regular and attentive student.

(Place your answer)

Part B—Writing Test

Marks—50

- | | Marks |
|---|-------|
| 8. Answer the following questions to write a paragraph on “A Street Hawker”. | 10 |
| (a) Who is a Street Hawker? | |
| (b) Where does he usually live? | |
| (c) How does he earn his livelihood? | |
| (d) How does he attract his customers? | |
| (e) How is his lifestyle? | |
| 9. Read the beginning of the story. Write ten new sentences to complete the story. Give a suitable title to it. | 10 |
| An old farmer had four sons. They used to quarrel with one another. One day the farmer told his sons to bring..... | |
| | |
| | |
| 10. Look at the following graph. It shows ‘The Internet Users’ from 2000 to 2009. Now, describe the graph in 150 words. | 10 |



- | | |
|--|----|
| 11. Imagine, you are Shamim/Shamima living at Kalitola Road, Bogra. You have a pen friend Vicky who lives at 22 Park Street U.S.A. She wants to know about Bangladesh. Now, write a letter to your pen friend describing her about your country. | 10 |
| 12. Suppose you are Rana. The name of your friend is Ripon. Now, write a dialogue between you and your friend about the problem of illiteracy and how to eradicate it from the country. | 10 |

निम्न

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२०७९/२०१९

Ka Set

ENGLISH (COMPULSORY)

[According to the Syllabus of 2017]

SECOND PAPER

Subject Code :

1	0	8
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Time—3 hours

Full marks—100

[N.B.—The figures in the right margin indicate full marks.]

Part A—Grammar

Marks—60

1. Fill in the blanks with the words from the box. You may need to change the forms of some words. You may need to use one word more than once :—

Marks
0.5×10=5

between	saying	physical	of	on
participation	personality	for	an	beneficial

Sports are very essential (a)—us. There are various types (b)—sports. Among them cricket, football, volleyball, swimming etc. are very popular. All types of sports are (c)—to us. There is relation (d)—the body and the mind. “A sound of mind lives in a sound body” is a wise (e)—. In order to win success in life, we should have a sound health which depends (f)—regular (g)—in games and sports. Sports keep us (h)—fit. Sports exercise is (i)—important influence in forming one’s (j)—.

2. Fill in the blanks with suitable words :—

0.5×10=5

The Eiffel Tower was named (a)—Gustave Eiffel, a Frenchman who build (b)—Tower. He graduated from the Central School of Engineering in Paris and went to work for a railway (c)—company. For years Gustave made plan (d)—plan of dams, factories, stations and structures of great size. All (e)—Europe engineers copied them. In the middle of 1880s a group of French industrialists persuaded the government to organise (f)—World’s Fair (g)—Paris. Gustave Eiffel proposed a 989-foot tower of iron as symbol of the (h)—. Forty engineers and designers under Eiffel’s (i)—worked for two years. It was (j)—highest structure yet made by man.

Marks

3. Make five sentences using parts of sentences from each column of the table below :—

1×5=5

Mount Everest	is	difficults and dangerous.
.	might be	because of snow.
It	has	exciting and challenging to
But	fascinated	them.
Climbing the Everest	looks	the climbers always.
There		in the Himalayan Mountains.
		snow slides and cracks
		under ice.

4. Complete the following text with right forms of verbs given in the box :—

0.5×10=5

prepare	maintain	form	succeed	get
influence	should	use	be	call

Student life (a)—a golden season of life. This (b)—the time when we should (c)—ourselves for future. The very habits (d)—in the student life (e)—the later phases of life. Right from the student life, they (f)—be careful. In (g)—discipline. They should (h)—their time properly. If they do not use their time, they will not (i)—in life. They should (j)—punctual from the very beginning of their student life.

5. Change the narrative style of the following text :—

5

The teacher said to the boy, "Do you think that honesty is the best policy?" The boy said, "Yes sir, I think so". "Then learn to be honest from your boyhood", said the teacher. "Thank you, Sir", said the boy. "May Allah grant you a long life", said the teacher to the boy.

- Marks
6. Change the sentences according to directions :— 1×10=10
- (a) Haji Mohammad Mohsin was more generous than any other man in this subcontinent. (Positive)
 - (b) He was born in Hoogly. (Complex)
 - (c) He inherited a vast property from his father and sister. (Interrogative)
 - (d) He did not misuse this wealth. (Passive)
 - (e) He is called a friend of humanity. (Active)
 - (f) He didn't marry. (Affirmative)
 - (g) During his life time he spent money lavishly to help the poor. (Compound)
 - (h) He was very kind to the poor. (Negative)
 - (i) One night when he was saying his prayer, a thief broke in to his room. (Simple)
 - (j) He caught the thief but didn't punish him. (Complex)
7. Complete the sentences :— 1×5=5
- (a) This is Bangladesh—.
 - (b) The people of Bangladesh are friendly though—.
 - (c) When anyone falls in danger, others—.
 - (d) We love and help one another as if—.
 - (e) We work seriously in order that Bangladesh—.
8. Complete the text adding suffixes, prefixes or the both with the root words given in the parenthesis :— 0.5×10=5
- Trees are (a)—(use) to man in many ways. They are companion in our day to day life. It is (b)—(possible) to build our homes, furniture etc. without trees. Trees save us from flood and (c)—(nature) calamities. It (d)—(strength) the soil. If we cut trees (e)—(discriminately) there will be ecological (f)—(balanced). So tree (g)—(plant) programme should be extended for a better, (h)—(happy), (i)—(healthy) life and (j)—(peace) environment.
9. Make tag questions of these statements :— 1×5=5
- (a) Most of students who fail in English do not have strong foundation on grammar,——?
 - (b) No, they read only to pass the examination,——?
 - (c) Yes, teacher should motivate them to learn the basic things,——?
 - (d) Yes, they can not help learning grammar,——?
 - (e) No, moreover, practice is essential too,——?

- | | Marks |
|--|-------|
| 10. Complete the passage using suitable connectors :—
21 February is a red letter day in our national history. It is our pride (a)—no nation of the world has ever fought for its language the way we fought. So it has been now declared as the International Mother Language Day. The proposal has been passed unanimously in the General Assembly of the UNESCO (b)—some countries pointed out (c)—the incident of 21st is related to the Bangalees only. (d)—, the recognition of the day, (e)—the International Mother Language Day by UNESCO has upheld the prestige of Bangalees all over the world. | 1×5=5 |
| 11. Use capitals and punctuation marks where necessary in the following text :—
how daring you are to wake me up the lion roared i shall kill you for that please let me go the mouse cried i did not mean to wake you up. | 5 |

Part B—Composition

Marks—40

- | | |
|---|----|
| 12. Suppose, you are Emon, you have obtained MA Degree from the University of Dhaka. ABC School is going to recruit some assistant teachers.
Now, write a CV with a cover letter for the post. Your CV shouldn't exceed one page. | 8 |
| 13. Imagine, you are Arafat Rahman, a student of Rasulpur High School, Sylhet, there is no computer club in your school. Now, on behalf of the students of your school, write an application to your Headmaster to set up a computer club in your school. | 10 |
| 14. Suppose, you have visited the Amor Ekushey Boimela this year and had an excellent experience. Write a paragraph on "Your Visit to a Book Fair". | 10 |
| 15. Write a composition on "A journey you have recently enjoyed". | 12 |

Appendix 4: English question paper (School examination)

Annual Examination-2016
Class : VI
English First Paper

Time-3 Hours **Full Mark-80**

Section-A : Reading Test-40

Read the following text and answer the questions.

A huge number of Bangladesh go abroad for jobs. There is always a high demand of workers in some foreign countries like UAE, Oman, Saudi Arabia, Qatar, Bahrain, etc. They like Bangladeshi workers because they are hard working. But this is a matter of regret that our workers are doing odd jobs. As a result they are not paid much. This is because our workers are not good at English, Arabia, on other language. So we should develop language skills of our workers for the countries they go for work. If they can develop their language skills, they can get good jobs and send more money to our country. Thus the wage earners of our country can help develop our economy.

1. **Choose the best answer from the alternatives.** 0.5×10=5

a) Bangladeshi workers are ----.
(i) active (ii) lazy (iii) inactive (iv) indifferent

b) But our workers do ---- jobs.
(i) unusual (ii) usual (iii) different (iv) same

c) They aren't paid ----.
(i) well (ii) little (iii) the little (iv) a lot

d) We should ---- our language skill.
(i) reduce (ii) increase (iii) improve (iv) decrease

e) We can get good jobs by ---- our language skill.
(i) developing (ii) development (iii) developed (iv) develops

f) Where do Bangladeshis go for jobs?
(i) UAE (ii) Oman (iii) Saudi Arabia (iv) foreign countries

g) They people of foreign countries ---- our workers.
(i) hate (ii) disdain (iii) abhor (iv) like

h) Why is it a matter of regret?
(i) Bangladeshis work odd jobs (ii) Bangladeshis are lazy
(iii) They are paid a little (iv) They have no language skill

i) We should develop language skills of ----.
(i) English (ii) Arabia (iii) other languages (iv) all above

j) Our workers will be ---- to send more money to our country.
(i) capable (ii) able (iii) unable (iv) ignorant

Read the passage carefully and answer the questions following it :

Robin read the letter over and over. He was very excited. It came from his aunt Amina. Aunt Amina and her family live in the countryside forty miles away from Dhaka. Robin ran to his mother and said, "Mom, listen to this letter." He then read it to her.

Dear Robin,

We are happy to know that your summer holiday is starting from the next week. We should like you to come and stay with us for a few days. We know you'll like the country. We have four ducks, six chickens, and a cow that gives fresh milk every day. Your cousin Maher is just about your age. He's very excited and is making a lot of plans to do together. Let us know when you well arrive. We have already talked to your parents. Tell them not to worry. We'll be at the bus station to receive you.

Your Aunt Amina and
Uncle karim

2. Answer the following questions.

5×2=10

- What did Robin read over and over and why?
- Why was Robin excited?
- Where do Amina and her family live?
- What is the name of Robin's cousin?
- What do Maher family have?

3. Read the following text and answer the questions.

William words worth was born in 1770 at Cocker Mouth Cumberland Hills in England. He was one of the greatest poets of the Romantic Period (1793-1832). He was a great admirer of the French revolution in his early life. He published in 1798 jointly with his friend Samuel Taylar Coleridge a volume of verses called lyrical Ballads. He is the author of a poetical autobiography- They prelude.

A. Complete the following table with the information given in the passage.

5

A	B
Birth year	
Birth place	
Nationality	
Profession	
Admirer	

B. Read the following statements. Write (True) in your answer script if the statement is true. Write (False) if the statement is false. If true, give the correct answer. 5×1=5

- William Word worth was an English dramatist.
- He is considered as the greatest poet of Romantic period.
- Words worth alone published lyrical Ballads.
- Samuel Taylor Coleridge was words worth's contemporary poet.
- Lyrical Ballad is a volume of verses.

4. Complete the text with the right words in the box. 0.5×10=5

full	return	oxen	backbone	rain	rise	mid	field	work	sun
------	--------	------	----------	------	------	-----	-------	------	-----

A farmer is the (a) ---- of our nation. The life of a farmer is (b) --- o' activities. He (c) ---- early in the morning and starts for the (d) ---- with his (e) ----. At noon he (f) ---- home with his oxen. He takes his (g) ---- day meal. He continuous his (h) ---- all the year round under the (i) ---- and (j) ----.

5. The texts in column A are the beginnings of some sentences. The extensions are given in column B and column C. Match the texts in column A, B and C to make complete sentences. 1×5=5

Column-A	Column-B	Column-C
Hobby	has	it very much.
Every one	means	some hobbies of his/her own.
I myself also	like	a hobby.
My favourite hobby	have	a favourite activity.
I	is	gardening.

6. Read the texts and re-arrange then in correct order. 0.5×10=5

- a) He was nine years old.
- b) The boy also loved and obeyed her very much.
- c) Long long ago, there lived a widow in a certain village of Bustam.
- d) She loved him dearly.
- e) She had a son.
- f) One night the entire village was in deep sleep.
- g) She told her son with dozing eyes to give her a glass of water.
- h) His beloved mother was also sleeping.
- i) All on a sudden, she woke up.
- j) The boy was awake and busy in studies.

Section-B : Writing Test-40

7. Read the beginning of the following story and complete it in your own way. Give a suitable title to it. 10

Once upon a time on a summer day a crow became very thirsty. It flew to and fro in search of water. But it could not find water anywhere. -----

8. Suppose, you are Sumon or Samina. Your yearly Examination is knocking at the door. Your father wants to know about your progress of studies. Now, write a letter to your father about your progress of studies.
9. Write a paragraph on "Your Reading Room" by answering the following questions. 10
 - a) What is a reading room?
 - b) How many pieces of furniture are there in your reading room?
 - c) What things are there in your reading room?
 - d) How is your reading room?
 - e) How do you feel in your reading room?

10. Write a dialogue between two friends about the Tajmahal. 10

Annual Examination-2016

Class : VI

English Second Paper

Time-2 Hours

Full Mark-50

Part- A : Grammar-30

1. Fill in the gaps with article and put a cross (×) where no article is necessary. $0.5 \times 8 = 4$
 Kamal determind to do well in (a) --- examination and began to work hard. But he was not a healthy (b) --- boy. So he had been suffering from (c) --- lot of troubles. He decided to consult (d) --- honourable doctor. The doctor was busy man. He made (e) --- urgent appointment to see him one afternoon.

2. Choose the correct preposition from the box and fill in the gaps. $0.5 \times 8 = 4$

from	to	away	at	in	for	by	of
------	----	------	----	----	-----	----	----

An honest man is true (a) --- his words. He does not deviate (b) --- the path of honesty. He knows that peace consists (c) --- honesty. So he does not fall victim (d) --- any greed. He has no ambition (e) --- getting wrong things. He is really a happy man (f) --- the world. But the number (g) --- real honest people is rare. Honesty must be practised (h) --- our childhood.

3. Complete the text using the suitable words in the box as needed. $0.5 \times 10 = 5$

said	reply	returned	had	her	showed
two	was	lived	ornaments	house	

Once there (a) --- a rich lady in Rome. She paid a visit to the (b) --- of a poor lady. She (c) --- many ornaments of (d) --- own. She (e) --- the poor lady all her ornaments and (f) --- "Now, show me your ornaments, please." In (g) --- the poor lady said, "Wait a bit." After a short while her two sons (h) --- from school. "These (i) --- sons are my wealth and (j) ---," said the poor lady.

4. Make four sentences from the following substitution table. $1 \times 4 = 4$

The students and the teacher	to be	a wise and amusing man.
The students	went	to learn something from him.
One day Nasiruddin	wanted	happy to find Nasiruddin.
He		to visit Sherpur High School.

5. Read the following text and change the sentences as directed. $1 \times 5 = 5$

- a) Man is mortal. (Negative)
- b) I shall never forget Allah. (Interrogative)
- c) He is too weak to walk. (Negative)
- d) He writes a letter (Interrogative)
- e) Nobody loves a lair. (Affirmative)

6. Fill in the gaps with right form of verbs in the brackets. $0.5 \times 8 = 4$

English (a) --- (be) a global language So, we (b) --- (learn) it for our greater interest. While (c) --- (communicate) with the foreigners. We can't help without (d) --- (use) this language. If anybody (e) --- want to get a good job, he (f) --- (have) a good command on it. Without (g) --- (achieve) a good skill, no one (h) --- (be) successful in life.

7. Use appropriate punctuation marks and capital letters where necessary. 4
 there are six seasons in a year winter season is remarkable season of the year a winter morning is cold but i get up from bed early in the morning if i get up early in the winter morning i have to face some problems.

Part-B : Composition-20

8. Write an application to the Headmaster of your school for going home early. 8
 9. Write a composition on "Your Native Village." 12

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