Formative Assessment and Feedback Practice at Secondary Level: Effects on Students Learning in English Classroom

A thesis submitted to the University of Dhaka in partial fulfillment
for the award of the degree of Master of Philosophy in Education

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January, 2018
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DEDICATION

To my beloved Father
Abdus Salam Nurani
Mother
Mariam Begum
&
My Better-half
Rabeya Khatun

Declaration

I do hereby declare that this thesis is a record of a research work carried out by me, Muhammad Salauddin under the supervision of Dr. Mariam Begum, Professor, Institute of Education of Research (IER), University of Dhaka.

This thesis is only for the partial fulfillment of the requirements for the degree of Master of Philosophy in Education. It has not been used for any other award and that all sources used in this thesis are acknowledged.

………………………
Muhammad Salauddin
Date: January 2018

Certificate

I have the pleasure to certify that the thesis entitled *"Formative Assessment and Feedback Practice at Secondary Level: Effects on Students Learning in English Classroom"* submitted by Muhammad Salahuddin to the Institute of Education and Research, University of Dhaka, Bangladesh for the degree of Master of Philosophy in Education is an original research work done by him under my supervision. To the best of my knowledge, any research study/thesis with the similar title has not been previously submitted for any diploma or degree to any other university or institute. Information obtained from different sources has been duly acknowledged by the researcher in the relevant place of the thesis.

Date:

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Acknowledgement

I would like to thank Almighty Allah for giving me the opportunity to accomplish this long journey to conduct this study. First and foremost, I'd like to thank my parents for instilling the importance of education from an early age, for always supporting me in my endeavors.

The process of completing this thesis would not be possible without the support of some individuals. It was a very difficult task for me but with their co-operation, I finally have done this.

First, I would like to extend my sincere gratitude to my honorable supervisor Dr. Mariam Begum, Professor, Institute of Education and Research (IER), University of Dhaka for her guidance and support which helped me immensely to prepare this thesis. Throughout this process, I repeatedly said that I could not thank you enough for all your help, and it is true.

Thank you all to the amazing faculty of IER that I had received the opportunity to learn from throughout program, EIA-DU-OU (UK) research collaboration program which is outstanding because of all your efforts and dedication. I also want to thank Professor Fazlur Rahman, the team leader of this program who has done so much to help make the program outstanding.

I am grateful to those schools for giving me the permission to conduct this research and to the respondents of the research who provided me their valuable opinion. Indeed without their cooperation, this study would not have been possible.

Special thanks to Professor Md. Mokarram Hussain for his cooperation and went through the draft. His valuable comments help me a lot and enhance the quality of this study. I would also like to express my gratitude to my parents and friends who inspired me all the time to fulfill this study.

………………………

Muhammad Salahuddin

Abstract

Assessment is an essential and important part of the present schooling system. The main objective of this study is to explore the present situation of formative assessment and feedback practice at the secondary level as well as its effects on students learning at English classroom in Bangladesh. Following mixed method (convergent parallel design) approach, this study has been conducted based on empirical evidence. It also followed some descriptive inquiry. Both quantitative and qualitative data have been collected from different sources like teacher, students and classroom through questionnaire, observation checklist, interview, Likert scale and FGD guideline. The data analysis of this study has followed convergent design analysis method.

This study found that most of the teachers of both areas have knowledge about assessment although some of them have limited knowledge about formative assessment. Three-fourths teachers of urban and almost half of rural secondary schools teachers are using the class test as an assessment tools. Most of the secondary schools have no opportunity to use audio materials for assessing listening skills of students. That's why teachers are not assessing students listening skills. Teachers of both areas are following both oral and written method as feedback strategy. More than three-fourths teachers of urban and half of the teachers of rural secondary schools are giving feedback to their students during assessment time while most of the teachers are giving feedback to their students at the end of the assessment session. Most of the teachers of both areas' secondary schools identified as formative assessment and feedback practice at English classroom have positive effects on students' learning. It also helps the students to give concentration on their lesson. The formative assessment helps the teachers to know students' improvement happened or not and they minimize their challenges. In addition, most of the students of both areas strongly mentioned that assessment helps them to improve peer learning.

Following these findings researcher recommended that: the government should take necessary action to introduce an "assessment policy" for secondary level and four skills of English should be assessed during lesson.

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List of Acronyms

AaL	Assessment as learning
AfL	Assessment for learning
AoL	Assessment of learning
B.Ed.	Bachelor of Education
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BBS	Bangladesh Bureau of Statistics
CD	Compact disc
CV	Curriculum Vita
DU	Dhaka University
DVD	Digital Versatile Disc
EFL	English as Forgien Language
EIA	English in Action
ELT	Engligh Language Teaching
FGD	Focus Group Discussion
HSC	Higher Secondary Certificate
IER	Institute of Education and Research
INTO	Irish National Teachers' Organization
JSC	Junior School Certificate
KSA	Knowledge, Skills and Ability
M.Ed.	Master of Education
MCQ	Multiple Choose Question
NCTB	National Curriculum and Text Book Board
OECD	Organization for Economic Co-operation and Development
OU	Open University
SA	Strogly Agree
SD	Strogly Disagree
SSC	Secondary School Certificate
TTT	Teacher Talking Time
UK	United Kingdom
USA	United States of America
USAID	U.S. Agency for International Development

Chapter: One
Perspective of the Research

1.1 Introduction

The formal education system is directed by the education policy, particularly curriculum. The educational curriculum has four components including educational aims and objectives, subjects, teaching-learning process and assessment. Assessment has great influence on other parts (Hopper, 1997). It is a broad term defined as a process for obtaining information that is used for making decisions about students; syllabus, curriculum and schools.

Assessment is an essential and important part of the present schooling system. Without assessment, we can't make any decision about students' achievements. If we wish to discover the truth about an educational system, we must first look to its assessment process (Rowntree, 1987).

The assessment system is used as an indicator to measure students' competencies for further education or degree. It not only measures the learning competency level of students but also assists to take a decision about student learning (Nitko, 2004). Formative assessment and feedback is also a part of the assessment and related to each other to ensure students' learning. Nowadays it is also a part of classroom practice in our secondary classroom. To develop the learning scenario in the secondary classroom, the practice of formative assessment and feedback should be increased because assessment and giving feedback is also a part of teaching-learning approach (Stiggins, 1991).

The most important role of assessment is to promote students' learning. According to Angelo (1993), assessment is *'an ongoing process aimed at understanding and improving student learning'*. It involves: making expectations explicit and public; setting appropriate criteria and high expectations for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain and improve performance.

Assessing students is a very important part of the the teaching-learning process (Nitko, 2004). Studying and understanding students are essential to good teaching. Adams and Torgerson (1956) articulate that assessment is considered indispensable to teachers, embodying understanding and techniques which must be an integral part of

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the teaching process. Assessment impacts on student learning and motivation, it also influences the nature of instruction in the classroom. When the assessment is integrated with instruction, it informs teachers about what activities will be most useful, what level of teaching is most appropriate, and how assessments provide information.

Among different types of assessment, classroom assessment is an important one. Classroom assessment is an essential aspect of effective teaching and learning and it is an integral component of the teaching and learning process (Black and Wiliam, 1998). Assessment informs the teacher about what students think and about how they think. A teacher needs to know to what extent the ability of the individual student and classroom assessment help teachers to confirm what students already know and what they need to learn (Susuwele-Banda, 2005).

Stiggins (1991) states that teachers use assessments in their classrooms to serve at least three different categories of purpose: as a means of informing decisions, as teaching tools and as a classroom management or behavior control mechanism to keep students in line.

Feedback is the fundamental element in assessment and evaluation system. For the wellbeing of learners learning, it is a very important process. Through feedback, it is possible to facilitate learners' learning quality. In assessment system mostly teachers provide feedback, besides peers, parents, others professional consultants. Teachers use feedback as a means of improving student learning. Feedback is an essential part of education which helps learners to maximize their potential, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance (Deaneary, 2011 cited in Sharmin, 2011). It is needed to have the quality of giving feedback to the students of a teacher. The researcher wants to find out the literacy of the secondary level school teachers about feedback. For the quality of teaching and to facilitate the students learning, teachers should have to be feedback literate. Research shows that if students receive feedback often and regularly it enables better monitoring and self-regulation of progress by students. Other research is investigating the strengths of alternative modes of feedback communication (e.g. audio feedback, computer feedback) and of alternative ways of producing feedback information (e.g. poster productions where students get feedback by comparing their work with that of other students) (Hounsell, 2004; Hounsel & McCune, 2003).

English is a compulsory subject at the secondary level in Bangladesh mentioned by the National Education Policy-2010. We emphasize on four skills such as listening, speaking, reading and writing in English teaching-learning process. It is necessary to ensure the practice of four skills in the classroom for a student to learn English appropriately. In addition, it is also compulsory to assess these four skills so that students will be encouraged to learn these skills as this is necessary.

The aim of this study is to explore the formative assessment practice at secondary English classroom as mentioned by the national curriculum. In addition, the researcher tried to explore the practice of feedback in classroom during a lesson and its effects on students learning.

1.2 Rationale of the study

Assessment helps both teachers and students to achieve their goals. For teachers, it helps to take a decision about the class, strengths and weaknesses of teaching, audience motivation about the topics and learner perceptions. Moreover, it also helps the students to identify their lacking, present condition of a particular chapter or topic and way-out for further improvement. Through formative assessment, teachers make decisions about how to interact with their students at the rate of one every two to three minutes (Shavelson and Stern, 1981, in Stiggins, 1991). Although in Bangladesh, during a lecture at secondary level a teacher spends 45.2% of the time for presenting something, 22.9% of the time for assessing the students, 22.3% of the time for organizing the classroom and 9.6% of the time for giving feedback (Erling, Burton, & McCormick, 2012). Students spend a great deal of time in classroom assessment activities than in summative assessment therefore a great impact is made through formative assessment. This is a great opportunity for both teachers and students to get benefit from this assessment process. Researchers (Stiggins, 2001; Harlen and Winter, 2004; Tierney, 2006; Hussain, 2007; Matthews, 2007) support that formative assessment promotes student learning.

Formative assessment and feedback are closely related to each other. After completing the formative assessment, students need immediately to be fixed or revised their learning strategy. *"The main aim of feedback is to increase student knowledge, skills, and understanding in some content area or general skill like problem-solving"* (Shute, 2007). Formative assessment and feedback have different effects on teachers teaching strategy as well as students' learning cycle. After completing formative assessment teacher can take an immediate instructional

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adjustment to overcome any situation or they can take the near-future initiative to develop their teaching style. In Bangladesh, the government has taken different initiatives to popularize formative assessment and feedback at secondary classroom especially in English classroom. The National Curriculum and Text Book Board (NCTB) states some activities for teachers and students to ensure the practice of four skills of English language at secondary level. They also set some assessment criteria to ensure students' learning. This study tried to explore the practice of formative assessment and feedback in secondary English classroom.

The outcomes of this study will be beneficial for secondary education sector in Bangladesh, as it will discover what type of assessment related activities teachers conduct in secondary classroom; how much easy is the structure of the questions asked by teacher to understand students; what type of learning is emphasized to assess; how teachers make students engage in classroom assessment activities; what type of useful attitude teachers show; how they give feedback to students and how much quality it has; whether it happens timely. As classroom assessment enhances students learning, the study will find out to what extent the current assessment practices are useful for students learning i.e. students are encouraged what type of learning; how much active they are.

While describing teachers, in education for the 21st century, Delors Commission Report (1996) illustrates that *"Good education requires good teachers. Teachers play the main and vital role in education system. The teaching quality of a teacher in classroom indicates the quality of education of a country"*. Teachers take part in the most dominant and influential role in teaching learning strategies. It is said that a good teacher can produce great results from even the worst program and that a bad teacher will make even the best program fail. Secondary school teachers will be benefited from this study. As it will portray teachers' classroom assessment practices, they will comprehend what they do and actually what they should do in classroom assessment. On the other hand, if there is lack of perceptions i.e. they have misconceptions on classroom assessment patterns, they will overcome these thinking by gaining knowledge through this study. It is also hoped, this study will influence teachers to move to authentic classroom assessment practices from traditional assessment system.

In addition, this research will enhance the scope of further research relating to classroom assessment. If someone wants to conduct a study on classroom assessment

as well as assessment system, the connection between assessment and learning, teachers' role in assessment, developing classroom assessment approaches etc. S/he will get guidance and assistance from this research. It is hoped that this study may add a different dimension to the literature on classroom assessment.

1.3 Statement of the Problem

Formative assessment happens during teaching time inside the classroom. Teachers can also assess the students after completing class and outside the classroom setting. Formative assessment and feedback are strongly associated with each other in every step. Feedback means proved information as to how and why the students understand and misunderstand, and what directions the student must take to improve. The study is aimed to investigate the classroom assessment that means formative assessment and teachers' suggestions on students' performance that means feedback which is being practiced currently in secondary English classrooms. Therefore, the study is entitled "*Formative Assessment and Feedback Practice at Secondary Level: Effects on Students Learning in English Classroom*".

1.4 Objective of this study

The main aim of this study is to explore the present situation of formative assessment and feedback practice at secondary level and along with its effects on students learning in English classroom in Bangladesh. The specific objectives of this study are:

1. to explore the practice of formative assessment in secondary English classroom.
2. to examine the practice of feedback in secondary English classroom.
3. to investigate the effect of formative assessment and feedback practice on students learning in secondary school English classroom.

1.5 Operational Definition

There are some terms used in this study. These are:

1.5.1 Formative assessment

Formative assessment is used to monitor learning progress during instruction. Its purpose is to provide continuous feedback to both students and teachers concerning learning success and failures (Miller et. al, 2009). Moreover, Formative assessment is an assessment of students' learning improvement, as the part of learning process. Through this process, teacher can inform given feedback to students about their improvement to help their learning (Shikhok Nirdeshika, 2006)

1.5.2 Feedback

Feedback is one of the most powerful elements in learning and assessment. Feedback can be defined as providing information as to how and why the child understands and misunderstands and what directions the student must take to improve. Like all the teaching strategies, feedback is most effective when it relates to specific learning goals and to the ultimate goal of enabling students to monitor and regulate their own learning.

1.5.3 Effects on Students Learning

Some of the variables have shown their impacts on students overall behavior. All of these variables have been known as effects or results. In this study, the effect on students learning means the result of the formative assessment and feedback practice on students learning. It has both positive and negative effects on students learning.

1.5.4 Secondary Level

The Secondary level of education is comprised of 7 (3+2+2) years of formal schooling. The first 3 years (grades VI-VIII) is referred to as Junior Secondary; the next 2 years (grades IX -X) is Secondary while the last 2 years (grades XI-XII) is called Higher Secondary. In Secondary Education, there are three streams of courses such as, Humanities, Science and Business Education, which start at class IX, where the students are free to choose their course(s) of studies.

The Secondary Education is designed to prepare the students to enter into the higher secondary stage. On Higher Secondary stage, the course is of two-year duration (XI - XII) which is being offered by Intermediate Colleges or by an intermediate section of degree or master colleges. The researcher identified the grade IX-X students to conduct this study at the secondary level.

1.5.5 English

English is an international language although Bangladesh uses it as a foreign language (EFL). The government of Bangladesh has given more emphasis on English for all levels of education including primary to higher level. All education policies and commissions take positive action for improving the standard of English all over the country. For that reason, English is a compulsory subject at secondary level. This study used English as study area which refers it to a subject at secondary level.

1.5.6 Classroom

The classroom is a part of an academic institution which is led by a teacher. The teaching-learning process occurred inside the classroom. It is also an essential part of

the formal education system and regular schooling process. This class means the grade IX and X English classroom at all secondary level schools in Bangladesh.

1.6 Conceptual Framework

This study mainly focused on the formative assessment and feedback practices at the secondary level. Firstly, the National Education Policy-2010 sets some criteria for English subject which has been illustrated in the National Curriculum-2012. This curriculum identified some assessment criteria for English that must be followed by the teachers in the secondary classroom. To examine these criteria, teachers are following some techniques in formative and summative assessment. After the formative assessment, teachers give feedback to the students to improve students' performance which finally leads them to ensure learning of English. Finally, this study tries to explore "how formative assessment and feedback practice help the students learning inside and outside the classroom in English subject.
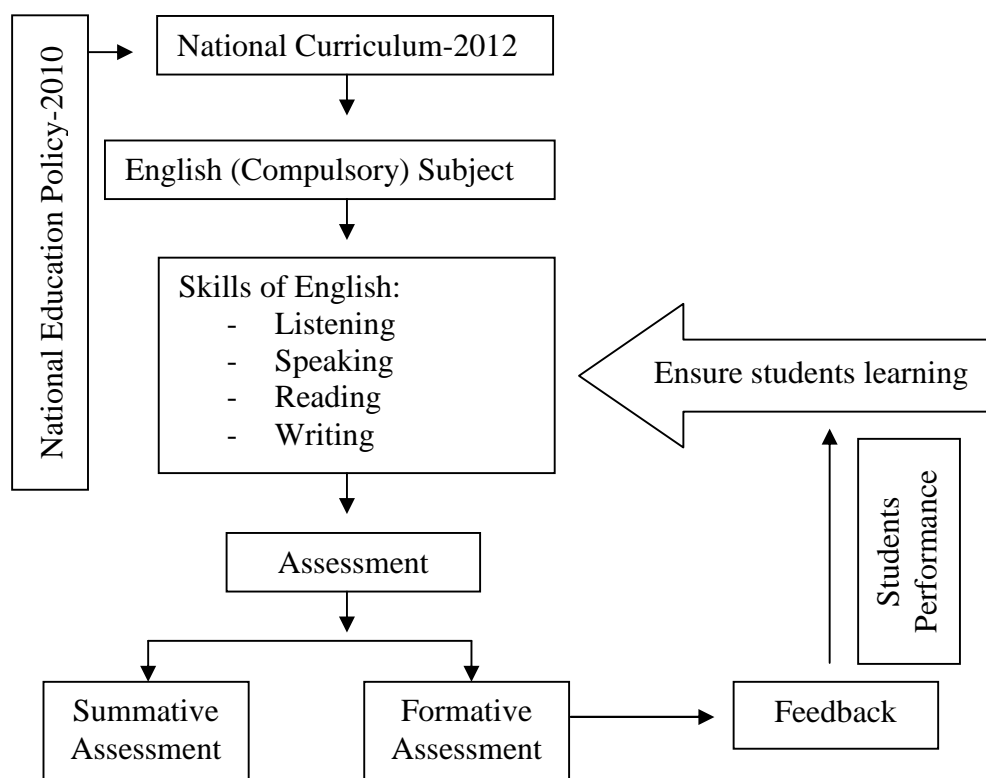
Figure 1: Conceptual Framework of the Study

1.7 Limitations of this study

Limitations of this study include factors beyond the researcher's control, such as study areas, time to conduct the study, the quality of data gathering, the willingness of

participants to share their views regarding formative assessment and feedback. There are several limitations of this study such as:

- *Study area:* This study was conducted only within two districts, the sample size may not be considered for generalizability. It could not give a total picture of Bangladesh. From secondary level, only grades IX-X have been included in this study. So there remains a chance of getting a partial picture of secondary schools.

- *Time:* The researcher mainly collected the data during school time from both teachers and students. In some cases, he collected some data after schooling time from teachers. Because teachers pass busy time during class and they don't feel comfortable during that time to talk in details. That's why teachers are showing urgency to provide necessary information.

- *Quality of data gathering:* After collecting data from different sources at the secondary schools, the researcher gathered all kinds information on different themes. The researcher collected data through Bangla version tools and translated the collecting data from Bengali to English. During this process, the researcher tried to ensure quality of data gathering. In addition, some of the respondents have provided their written opinion although it was not clear and understandable. That's why the researcher faced difficulties to gather all kinds of data on selected themes.

- *Willingness of participants:* The respondents of this study were selected by using different sampling methods. In that case, some of the teachers and students were selected as per simple random sampling method although they were not willing to participate at first. After that when the researcher discussed the objectives of this study and ensured them about research ethics, they have showed positive attitude to participate in this study.

Chapter: Two
Literature Review

2.1 Introduction

Students' learning depends on teaching-learning activities. Formative assessment and feedback are one of the best parts of classroom activities. In some cases, teachers use formative assessment and feedback as teaching tools although some teachers use this technique as a part of students' assessment. It is held that assessment is used to measure students' achievement and present status of learning. Formative and summative assessments are the main assessment types. In Bangladesh, the National Education Policy-2010 and the revised national curriculum-2012 have put emphasis on formative assessment for ensuring students' learning in English because English is a compulsory subject at the secondary level in Bangladesh. This chapter presents the related literature review of this study. Firstly, the concepts of assessment, formative assessment and feedback have been expressed here. Secondly, how assessment and feedback affect the students' learning and their international perspectives have been described briefly.

2.2 Secondary level Education in Bangladesh

Generally, after completing primary level students are promoted to the secondary level. Secondary education is the middle-level education between primary and higher education (Maleq, Begum, Islam & Riyad, 2012). Still, now secondary education starts from grade VI although national education policy prescribes that the secondary education will be started from grade IX. 'In the new academic structure, the secondary level of education will include Classes IX to XII. At the end of this level, students will choose different streams of higher studies according to their capabilities' (p.13) (Ministry of Education , 2012).

Secondary education has now three layers such as junior secondary level (grade VI to VIII), secondary level (grade IX to X) and higher secondary level (XI to XII). The secondary level has some aims and objectives set by the National Education Policy, 2010. These are:

o   to help learners' latent intellect and comprehensive inner faculties;

o   to develop a learner with competencies so that s/he can compete in the job market, especially in the economic sector of the country;

- o to impart quality education at this primary level to extend and consolidate the knowledge acquired during primary education and to help the students acquire a strong foundation of quality higher education;

- o to make efforts to mitigate discriminations among various secondary educational institutions and among various socio-economic, ethnic and socially backward groups; special steps will be taken to support the advancement of education in the backward regions as long as necessary;

- o to design, continue and implement a uniform curriculum and syllabus for the selected subjects, irrespective of streams. (p.13)

2.2.1 English at Secondary level

English is a compulsory subject at the secondary level. In grade VI to VIII, students are evaluated through 150 marks. In grade IX to X, students are evaluated through 200 marks (National Curriculum and Text Book Board, 2012). In addition, these students who study at grade six to ten are evaluated through both formative and summative assessment.

The government has set some terminal competencies for secondary students who study at grade six to ten. According to National Curriculum and Text Book Board (2012), after completing the secondary level students will able to:

- follow instructions, commands, requests, announcements and act accordingly.

- recognize and use English sounds, stress and intonation appropriately.

- understand and enjoy stories, poems and other texts.

- interact through short talks and simple dialogues, conversations and discussions.

- read aloud texts with proper pronunciation, stress and intonation.

- understand written instructions and texts through silent reading.

- use a dictionary and understand the table of contents of a book.

- write answers to questions, short compositions (paragraphs, essays, and letters) and simple CVs.

- use proper punctuation marks.

English is divided into two parts as first paper and second paper. Four skills of language like listening, speaking, reading and writing have been emphasized at the secondary level in Bangladesh. In addition, National Curriculum and Text Book

Board (2012) identified teachers works and students works regarding these four skills of language (p. 79-80). These activities have been presented below:

Table 1: Four skills practice at secondary level

Skills	Teacher's Activities	Student's Activities
Listening	The teacher speaks (requests, instructs, gives directions, commands, greets, describes, narrates, tells stories), asks questions. The teacher plays CD/DVD or reads out (listening texts and other materials).	Students respond (follow, act out, answer, interact). Students listen and /or watch and carry out the listening activities (MCQ, gap filling, true/false, and sharing opinions).
Speaking	Teacher selects/prepares organizes, facilitates, guides monitors activities with minimum TTT*. (*TTT= Teacher Talking Time)	Students speak/interact with each other, share opinions, make dialogues, role play, ask and answer questions, take interviews, take part in group discussions/debates, describe/narrate something, announce (Interaction can be between teacher & student and student &student.).
Reading	Teacher selects/prepares reading materials (textbook and other authentic materials including pictures, diagrams, graphs and charts, literary pieces etc.), and organizes, facilitates, guides, monitors reading activities debates, and describing/ narrating something. Students read and do while/post reading activities (such as MCQ, gap filling, true/false, matching, open-ended questions, information transfer, making sentences from substitution tables, rearrangement of sentences, describing charts, graphs, pictures etc.	Students read silently for scanning, skimming, inferring and interacting with students and teachers, sharing opinions, making dialogues, asking and answering questions, taking part in group discussions/
Writing	Teacher selects/designs writing tasks (from and outside the textbook) and organizes, facilitates, guides, monitors writing activities.	Students initiate ideas and prepare through thinking, reading, brain storming, discussions, imagination and observations, and produce writing individually, in pairs, and in groups (such as paragraphs, essays, letters, postcards, posters, wall magazines, project work etc.).

2.2.2 Assessment system in English at secondary level

There are three public examinations taken at the secondary level. Firstly, after completing grade VIII, a public examination is taken named JSC (Junior School Certificate) examination. Secondly, after completing grade X, a public examination taken named SSC (Secondary School Certificate) examination. Thirdly, after

completing grade XII, a public examination is taken name HSC (Higher Secondary Certificate) examination. According to National Education Policy- 2010, *"a public examination will be held on the completion of Class VIII. Initially, this examination will be known as Junior School Certificate (JSC) and be conducted by the Education Board concerned* (p.52)". In addition, the National Education Policy- 2010 also illustrated that

> On completion of Class X, a public examination will be held on a national basis. This will be known as Secondary Examination and stipends will be awarded till Class XII based on the score of this examination. On completion of Class XII, another public exam will be held, which will be called Higher Secondary Examination. The creative methodology will be applied to both the examinations and evaluation will be made in the grading system. (p.15)

Both formative and summative assessment are used to measure the students' performance. Students' learning activities have been assessed through class work, continuous assessment, terminal /public examinations using teacher prepared or centrally prepared tools. It is to note that test tools are based on all the learning domains where necessary. National Curriculum and Text Book Board (2012) mentioned that (p.80-81)

Table 2: Assessment criteria at Secondary level

Skills	Want to be assess	Testing Item
Listening	Students' ability to listen to/understand English with acceptable pronunciation (such as sound, stress, and intonation through student-student, student-teacher, and student-technology interaction) will be assessed.	True/False, MCQ, gap filling, listing
Speaking	Students' ability to speak acceptable English with understandable pronunciation (such as sound, stress, and intonation through student-student, student-teacher, and interaction) will be assessed.	Roleplay, acting out, dialogues, conversations, debates, describing, narrating
Reading	Students' ability to read text and authentic materials of appropriate level of comprehension and higher order thinking will be assessed	MCQ, answering questions (open ended and close ended questions), gap filling with and/or without clues, matching, substitution tables, information transfer, flowchart, rearranging, summarizing
Writing	Students' ability to write correct English at the appropriate level for expressing ideas, thoughts, feelings, emotions will be assessed.	Asking and answering; completion; dialogue, postcard, formal/informal letters, emails, CV, application, paragraph, poster, story, report writing;

This table presents the overall assessment process of English at the secondary level in Bangladesh. It mentions how the four skills of English language have been assessed using different tools by the teacher or students themselves. The presented table is a prescribed form of assessment which is fixed by the Ministry of Education although different practices are found at the school level.

2.2.3 Marking distributions of English at Secondary level

English is assessed through two parts. First part is mainly communicative English which includes themes like Home and family; Our neighbors; Pastimes and hobbies; Adolescence; Different people different jobs; Travel and tourism; Human achievements in science and technology; Media and e-communications; Population, Climate change; Myths and fables; World heritage, Personalities; Renewable energy sources; Dreams; Civic education; Health and hygiene; Events and festivals; Our roots. The second part is mainly grammar-based which includes nouns, number, gender, possessive, appositive, pronoun, adjective, verb and tense, adverbs and adverbials, prepositions, sentences, voice, speech and conditionals. In addition, the composition is one of the major parts of English second part. It includes paragraph writing (listing, narration, comparison and contrast, cause and effect), descriptive, narrative, imaginative and creative writing (such as completing story), formal and informal writing (application, letter, CV, cover letter, emails, online form filling etc.), analyzing graphs and charts, summary writing and referencing.

Marking distribution of English at the secondary level is nearly similar in grade VI to X. The first paper of English is evaluated through 100 marks. This marking distribution is: 10 marks for listening, 10 marks for speaking, 40 marks for reading and 40 marks for writing. In addition, speaking and listening skills of students have been assessed through continuous assessment and these (10+10) =20 marks are added to determine the learners' final grade in the summative assessment. Students' reading and writing skills have been assessed in the public examinations through paper and pencil tests on the remaining 80 marks (40 for reading and 40 for writing).

2.2.4 Formative assessment practice at Secondary level

In every subject, there are 20% marks for continuous assessment which as mentioned as formative assessment. That is why 20 marks out of 100 marks are assessed during classroom activities (National Curriculum and Text Book Board, 2012). These marks are also distributed in different segments like 10 marks for classroom works, 05 marks for homework or investigation work and another 05 marks for class test. In addition,

speaking and listening skills of students will be assessed through continuous assessment and these 20 (10+10) marks will be added to determine learners' final grade in the summative assessment. But this instruction is not followed in any secondary schools in Bangladesh because schools do not have enough materials to assess the students listening skills. In some cases, teachers assess students' speaking skill in urban secondary schools while it is fully absent in rural schools (English in Action, 2009).

The national curriculum-2012 illustrated that formative or continuous assessment has more positive aspects like the following:

- Continuous assessment helps to identify students' learning weaknesses and take necessary action for preventive measures instantly.

- It provides opportunities to observe learners' practical work and offer guidance for improvement.

- Assessment can be done in less time, and less expenditure; and strategies for prevention can be taken in phases. Summative assessment cannot measure these flaws.

- Some special skills of learners such as listening, speaking, reading, etc. can be assessed in this way quickly in low cost and guidelines can be provided accordingly.

- The effective aspects of learners especially their individual and social behavior, values etc. can be done in formative assessment for further corrections.

- Through learner assessment, teaching-learning methods and techniques are also assessed to measure strengths and weaknesses and bring about necessary changes. (p. 26)

The National Curriculum and Text Book Board suggested the teacher some work to do as formative or continuous assessment. They identified three areas as continuous assessment which must be practiced in the classroom. These are class work, homework, investigation work and class test. In these four sections, students get 20 marks which will be added to summative assessment.

Class work

Class work is a part of teaching-learning process. It differs from subject to subject and teacher to teacher. It includes narrating or writing answers, drawing (picture, table,

graph, and chart), discussions and debates, role play, practical work etc. Listening, speaking, reading, and writing are considered as class work in English. The English teacher will continuously assess a student using these criteria and for every term, she or he will keep 3 records of student assessment done once in every two months.

Homework

Homework is given by the teacher after conducting a class that a student does at home. It is expected that this work will be done by the students independently at home. Student's capacity of thinking will be evaluated through this work. After completing homework, teachers will provide necessary support to the students to achieve learning outcomes.

Homework should facilitate thinking ability and creativity. It should be designed in a way so that it can be done in 20-25 minutes. Homework with good marks will be considered for record keeping. A teacher can decide any marks for homework. The achieved marks will be converted out of five for record keeping (National Curriculum and Text Book Board, 2012).

Investigation work

Investigation work assists to develop problem-solving skills and thinking abilities of students. An investigation work may need more time than others such as few hours or few days. The duration will be decided by a teacher. Investigation work is done following particular steps. "From classes 6 to 8, the teacher does the work of problem identification, planning, and designing of investigation tools/schedule/questionnaire for collecting data. Students themselves will do the work of data collection which is one of the basic features of the investigation. Students will try to collect data from their families, neighbors, and locality as much as possible. There are no fixed marks for this investigation. But that will be converted into 5 and the marks achieved will be converted accordingly so that it is a test out of 5 for record keeping (National Curriculum and Text Book Board, 2012)" (p.28).

Class test

Class test is also a part of teaching-learning process. After completing a chapter teachers take a class test to measure the students learning level. The answer scripts of the class tests will be kept in the record room after they are being seen by the examinees and higher marks will be kept as records. The closest will be either practical or theoretical. It will be of short duration and they will be conducted in the

periods specified for that particular subject. This time cannot exceed more than one period.

2.3 Concept of Assessment

Assessment is a buzz word in the education system. It comes from Latin word "*assidere*" which means to sit beside or with. Generally, we understand this word to assess students by understanding them through close inspection (Wilson, 1996). A general term, assessment includes the full range of procedures used to gain information about students learning through observation, rating of performance or projects, paper-pencil test which are used for value judgment concerning learning process (Miller et. al., 2009). Assessment is a process of collecting and analyzing the situation to take a decision on students' learning. It has a close relationship between learning outcomes, content and teaching and learning activities. Assessment helps the learners to know their present status of learning, further way out of learning and the best process of learning (ACT Government and Education and Learning, 2011).

In addition, Assessment has a deep relation to other components of curriculum, textbooks, teaching style and results. According to Hopper (1997), assessment has a great influence on other parts of curriculum: educational aims and objectives, subjects, teaching-learning process and assessment. Assessment helps a teacher to know the actual situation of a students' learning. To measure students achieved knowledge and skills, assessment are an indispensable part of the education system (Malaque, Begum, Islam and Reyad, 2012).

Moreover, assessment is a systematic process of collecting information about students' progress towards learning outcomes (Linn & Miller, 2005). Assessment provides answer to student progress how well does the individual perform (Linn & Gronlund, 2005). Tapan (1992) describes assessment as a measurement of student achievement in terms of educational objective. "It is a regulatory system through which the success of a student in achieving the comprehensive goals of education is measured" (National Education Policy of Bangladesh 2010, p.51).

Two sides of assessment have been described by Cohen, Manion and Morison (1996). They mentioned that one side is being used for educational improvement, increased school effectiveness, curriculum reformation and on the other side it is being used for political control of teachers, students, curriculum, centralized policymaking, educational selection and selection of life changes in the competitive market.

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2.3.1 Purpose of assessment

Assessment has different purposes but ensuring students' learning is one of them. Some of these purposes show the use of assessment for individual progress, while others show assessment results used by external organizations. This wide range of different purposes can cause tension between apparently conflicting requirements. ACT Government: Education and Learning (2011) identified some purposes of assessment at a glance:
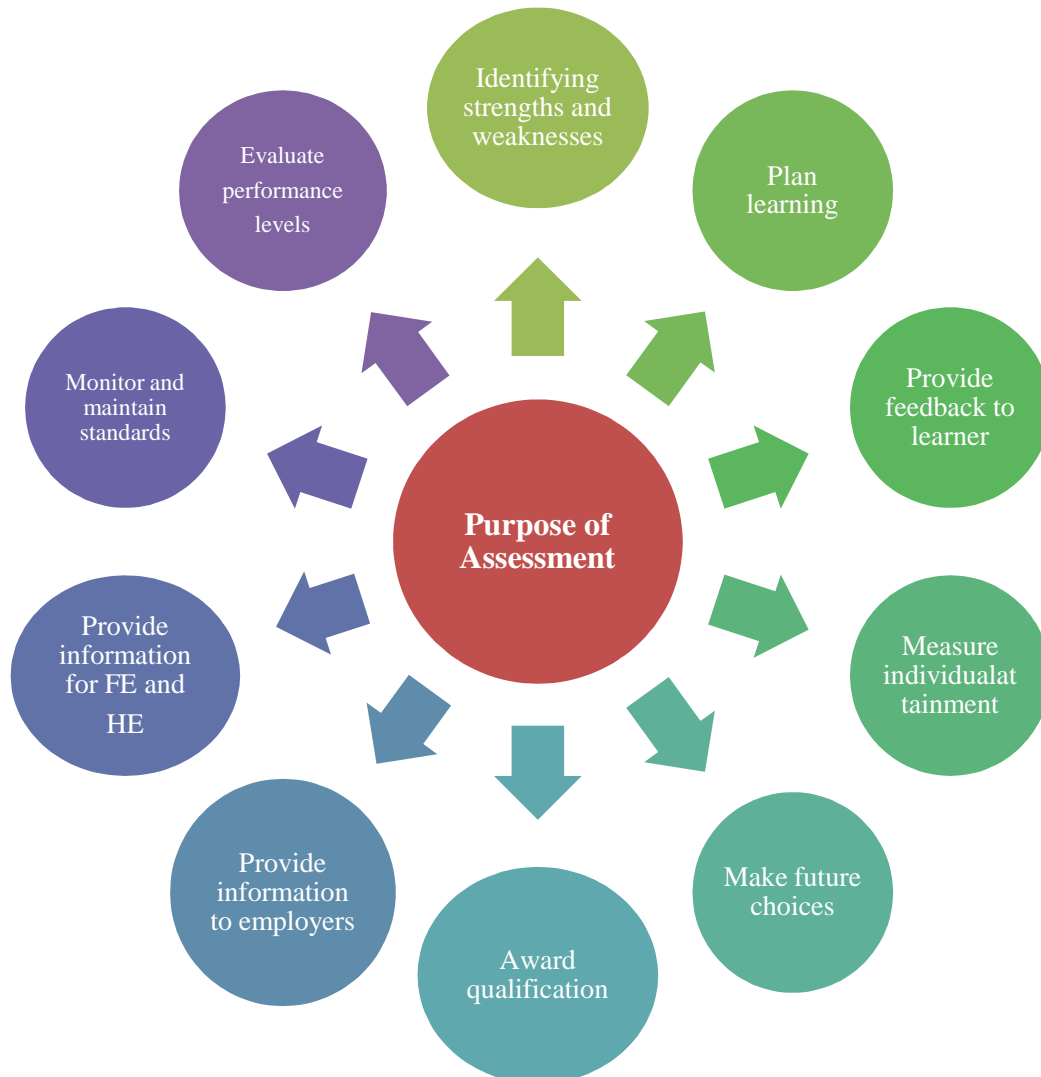
Figure 2: Purpose of assessment

Stiggins (1991) states that teachers use assessments in their classrooms to serve at least three different categories of purpose:

- o as a means of informing decisions (e.g., they diagnose student needs, select students for special services, group students for instruction, assign grades);

o as teaching tools (e.g., to communicate achievement expectations to students, to provide practice for students, to involve students in self and peer evaluation to help them become better performers); and

o as a classroom management or behavior control mechanism to keep students in line.

2.3.2 Types of assessment

Assessment has different types or classifications. According to method, it has two branches while as per purpose it has three branches. In addition, all kinds of assessment are used to ensure students' learning during a lesson or at the end of the lesson. Firstly, assessment has two branches. These are:

Assessment

Formative assessment

Summative assessment
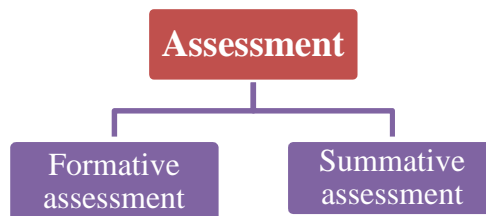
Generally, formative assessment is used to provide feedback to the students and teachers to promote further learning. Summative assessment contributes to the judgment of student learning for reporting and certification purposes. For example, when the cook tastes the food during cooking, that's formative; when the guests taste it, then it is summative.

Secondly, assessment has other three branches. These are:

Assessment

Assessment as learning

Assessment for learning

Assessment of learning
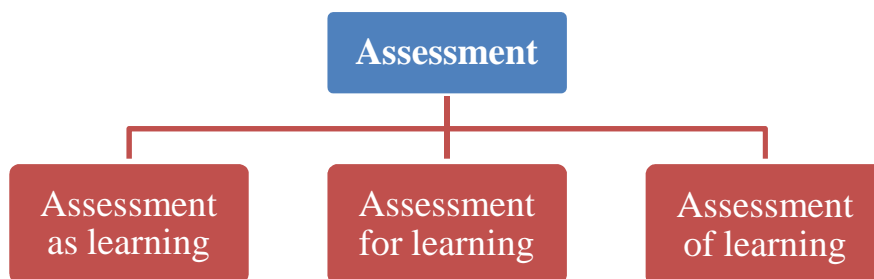
Assessment as learning and assessment for learning is closer with formative assessment while assessment of learning is related to summative assessment. All of these classifications are presented below.

2.4 Formative Assessment

An assessment is used to know the present status of a student learning and fixing the possible way out for ensuring the development of learning that is formative

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assessment. According to Wylie (2008), 'formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes' (p.3).

Formative assessment is mainly used during teaching time by the teacher, that's why it is used as assessment for learning. This assessment has given importance to students learning process. Generally, teachers use this assessment system at the beginning of an instructional period and during the lecture time to know the students' level of understanding regarding a specific topic. Its purpose is to provide continuous feedback to both students and teachers concerning learning success and failures (Miller, et. al., 2009).

Moreover, Formative assessment is an assessment of students' learning improvement, as the part of learning process. Through this process, the teacher can inform students' feedback about their improvement to help their learning (Shikhok Nirdeshika, 2006). Regarding these concepts, the researcher identified some characteristics of formative assessment as:

- classroom-based assessment
- to emphasize the students' learning
- to assess the progress of learning
- to make the students aware of their strength and weakness
- to investigate the understanding level of students
- to indicate the way of development
- to identify the students' strength about the lesson
- to help the students to acquire learning outcomes

Formative assessment occurs in secondary classroom in different ways. Mainly in Bangladesh, teachers use assessment techniques to assess students' learning inside the classroom. Usually, teachers use paper pencil test and performance assessment. In a traditional way, teachers use some traditional assessment techniques like essay question, multiple-choice, true-false, matching, completion, short-answer items, and quizzes to assess the students' achievement (Hunter, Mayenga & Gambell, 2006; Hussain, 2007; and Ohlsen, 2007).

2.4.1 Purpose of formative assessment

The main purpose of formative assessment is to ensure students' learning and to help them to learn better. Regarding this aspect, teacher can follow this process to assess a student through formative assessment. According to Ehsan, et. al. (2015)
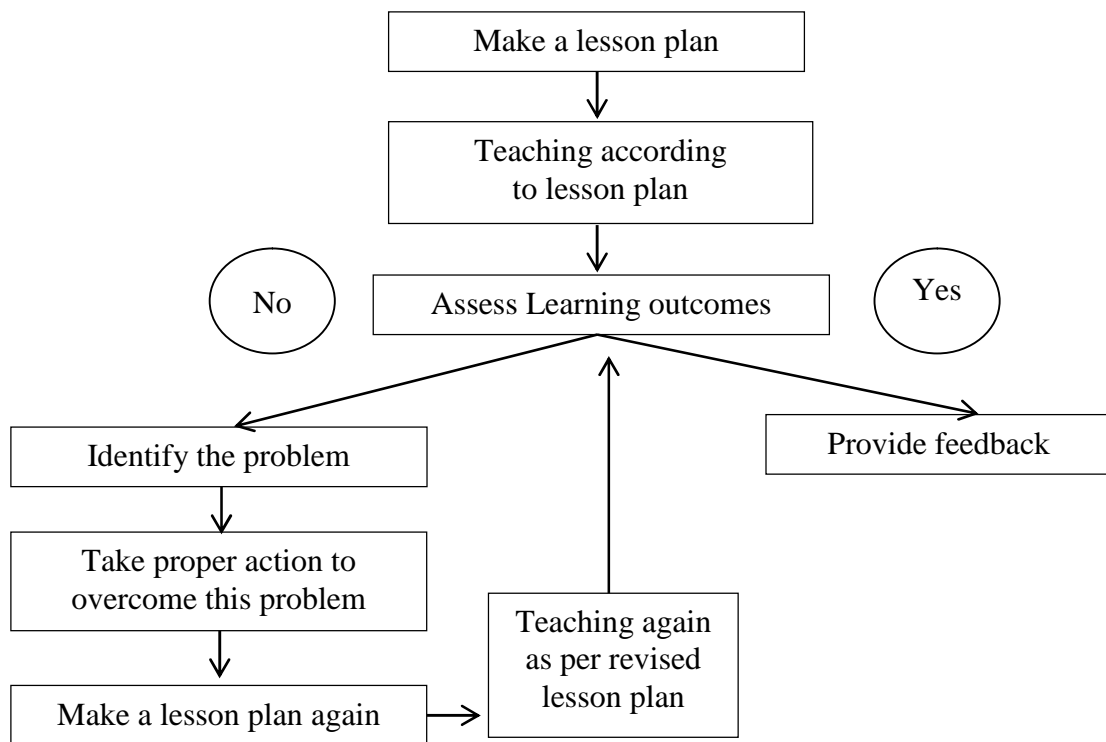
Figure 3: Process of formative assessment

The process of formative assessment follows different steps to assess the students properly. Firstly, the teacher makes a lesson plan to conduct a lesson. According to the lesson plan, the teacher takes a lesson and assesses the students during a lesson or at the end of the lesson. If students achieve the learning outcomes properly, the teacher gives feedback for further development. On the other hand, if the students do not achieve learning outcomes appropriately, teachers identify the problem of teaching or students motivation regarding the lesson. After that the teacher takes proper action to overcome these situations and make a revised lesson plan. Moreover, teachers conduct class as per revised lesson plan and assess the students again to measure the learning outcomes. Finally, if the students achieve learning outcome properly according to teachers feedback or if the students do not achieve learning outcomes then they follow the procedures again. The researcher thinks that the essence of formative assessment is to help the students to gradually learn better.

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The total classroom assessment process proceeds in a systematic way. The elements of assessment are underlying in that cycle under teacher's direct control. Butler & McMunn (2006) stated that classroom assessment cycle forms a working design upon which teachers can build their assessment knowledge, and it illustrates a thinking process that gets at the heart of formative assessment. It has an aim to facilitate students' learning, not to assess what they have already learned and it also expresses the key assessment components a teacher should reflect upon and utilize in the classroom in a progressive and repetitive cycle.

There are several types of formative assessment used in the secondary classroom. These are:

- Observations- during classroom activities
- Homework- review for examination and class notes
- Reflection journals - reviewed periodically (weekly/ monthly)
- Question and answer sessions- both formal and informal ways during lecture
- Discussion- both teacher and student participation on various topics in classroom
- In-class activities- students informally present their knowledge and thoughts
- Feedback- students receive feedback from teachers on performance and progress

2.4.2 Essential parts of formative assessment

Formative assessment has some essential elements which are more related to students learning. According to Heritage (2007), formative assessment process can be divided into four essential parts. These are:
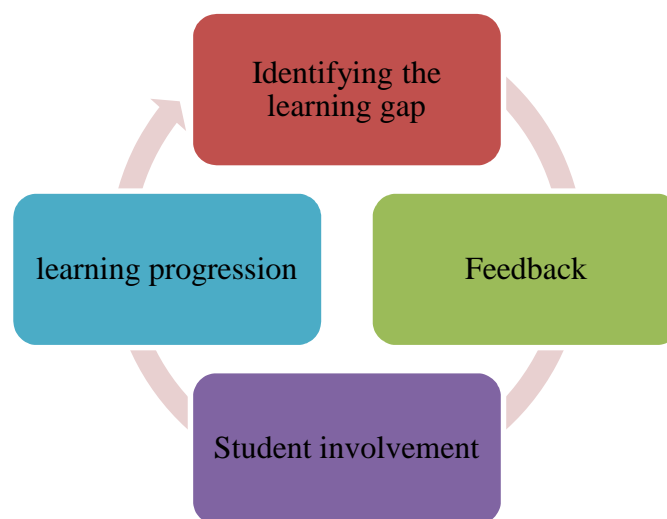
Figure 4: Essential parts of formative assessment

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Firstly, teachers have to know the gap between what students know and what they need to know. Teachers can assess themselves where instruction will be most effective to meet desired learning goals and where there is a gap to provide proper instruction. Once a teacher identifies the gap in the right way, s/he can improve his/her learning which helps the students' progress toward leaning goal.

Secondly, feedback comes from both teachers and students. Formative assessment provides critical information to a student to identify his gaps. It helps him to point out the current status of learning and informs next steps in the learning process. Students get feedback from a teacher in the classroom which helps them for further study. In addition, it is not designed and intended to close the instructional gap between teachers.

Thirdly, formative assessment helps the students to participate in classroom activities actively. It engages all of the students and teachers to improve their learning and classroom practice. Mainly, formative assessment is a part of teacher-student collaboration to develop a shared knowledge about their current learning status and what they need to do to progress in their learning.

Finally, teaching activities are operating in the classroom as per specific aims and objectives. Formative assessment helps a teacher to break down a larger learning goal into smaller sub-goals. It is necessary to identify students locations on learning progression continuum which helps teachers to set learning goals. It helps students to meet success and achieve progress in learning.

2.4.3 Importance of formative assessment

Formative assessment is important in our education system because one of the main purposes of assessment is to assist students to improve their learning (Shepard, 2000; Harlen & Winter, 2004; Stiggins, 2001). The formative assessment takes place in a regular classroom work. In teaching-learning process, it has the potential to guide for further improvements in students' learning. The main responsibility of a teacher is to ensure the development of each individual student's learning capacity. The role of classroom assessment is to assist in that process. Students spend a vast amount of time engaged in classroom assessment activities than in summative assessment; therefore, a greater impact is made through classroom assessment. In fact, teachers spend at least one-third of their professional time on assessment activities (Stiggins & Conklin, 1992 in Nitko, 2004). So, there is a great opportunity for both students and teachers to get benefits from formative assessment.

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Matthews, (2007) and Stiggins, (2001) has established that classroom assessment has a very positive impact on student achievement and teaching through research evidence. Teachers use formative assessment to evaluate themselves regarding the effectiveness of their instruction at classroom (Brookhart, 1999; Gronlund, 2006; Stiggins, 2001). It helps teachers to understand student strengths and weaknesses to deliver further instruction.

Among different modes of assessment, classroom assessment provides authentic information about the individual student. Teachers make a decision about student learning after each 2 or 3 minutes interval in a classroom environment (Nitko, 2004). Black & Wiliam (1998) stated that when teachers introduce formative assessment strategies, students' substantial learning achievements are possible. The formative assessment identifies student level of knowledge and understanding. It is also used to engage the students' previous knowledge with new learning, and teachers identify pupil learning level and handle his instruction based on student present knowledge. In addition, teachers take a decision about student learning through formative assessment and classroom is the best decision-rich environment (Nitko, 2004).

Self-assessment and peer-assessment are also used as a formative assessment in the classroom. These two approaches of classroom assessment are used to assess by themselves and each other. Peer assessment turns out to be an important complement to self-assessment. Peer assessment is valuable because students may accept criticism of their work from one another that they would not take seriously if the remarks are offered by a teacher (Black, Harrison, Lee, Marshall, & Wiliam, 2004). On the other hand, most of the students take self-assessment as a tool of self-development. They identify lacking and way out of improvement through self-assessment which is also a part of formative assessment.

Usually, after classroom assessment, the teacher provides feedback to students about their learning. Conversely, the teacher also provides feedback not only to students but also to himself. It gives information about how well students have learned and where is their lacking or weakness. Moreover, teachers can understand how well the teachers have taught and also evaluate the effectiveness of their instructional methods through classroom assessment. From the result of classroom assessment, the teacher can identify how much useful is the applied instructional strategies to students, what is taught to students, what is needed for them, how much students learn. The teacher cannot diagnose these without classroom assessment (Stiggins, 1991). Classroom

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assessment helps teachers to know when to move on, when to ask more questions, when to give more examples and what responses to student questions are most appropriate.

2.4.4 Practice of formative assessment

There are various researches conducted on classroom assessment practice at different levels of education on all around the world. Stiggins (1991) stated that teachers are using three forms of assessment techniques to trace the student assessment in everyday classroom activities.

- First, they are relying on paper and pencil assessment instruments, including teacher-developed and text-embedded tests and quizzes, assignments, standardized tests, and questionnaires.
- Second, they are depending on observations and professional judgments about achievement-related behaviors and products.
- Third, they are trusting on direct personal communication with students (such as instructional questions, interviews, casual conversations), discussions with others and feelings about students and their needs.

In different research studies, it found that teachers are passing a good amount of time in a day during classroom lecture to assess the students' learning status. Stiggins& Conklin (in Matthews, 2007) similarly revealed that teachers are spending at least one third to half of their professional (teaching) time on classroom assessment activities that inform a wide variety of decisions made daily and those decisions directly influence students' learning experiences.

Formative assessment helps to enhance students' learning and classroom performance. Black and William (1998) reviewed more than 250 articles and books to examine the effect of formative assessment on students' performance. They found that applying different methods to assess the student during the course would enhance students' success. The works on formative assessment suggest that new methods to increase effective feedback will change classroom practices and bring adjustment in learning and teaching. Motivation and self-assessment are also encouraged in formative assessment (Black & Wiliam, 2014). Teachers emphasize task completion in grading students rather than the quality of the work completed (Stiggins, 2001).

A case study conducted by Gattullo, he observed four teachers' performance in applying formative assessment in their classes. He focused on children classes and identified the teaching methods which are used as a teaching technique. His study was

a kind of survey in which the focus was just on children's classes and the techniques used in other age-groups were not considered (Gattullo, 2000).Teachers mostly use some forms of feedback, such as oral communication, nonverbal communication, written comments, performance ratings and test score (Stiggins, 1991). Moreover, the classroom culture focuses on rewards, 'gold stars', grades or place in the class ranking, and then pupils look for the ways to obtain the best marks rather than at the needs of their learning (Black & Wiliam, 1998).

Susuwele-Banda (2005) investigated Malawi's mathematics school teachers' classroom assessment practices. He found that:

- All teachers used tests to assess their students. However, the teachers differed on the frequency of administering the tests to students. The frequencies of administering tests ranged from weekly to after every three months.

- The teachers asked low-level questions and called for choral responses from the students. Teachers mostly asked recall questions and there were no questions meant to follow-up on what a student said.

- Teacher-centered approaches were predominant in classroom assessment. On average students worked only the last ten to fifteen minutes of the 35-minute lessons on the main lesson itself.

- There was no evidence suggesting that the teachers probed students' reasoning or encouraged students to talk and share ideas. Students were not allowed to talk to each other; instead, they were encouraged to work individually.

Ohlsen (2007) also investigated classroom assessment practices of secondary school mathematics teacher in the USA. He found that

- Teachers have a strong dependence on using self-created assessments, major examinations, and quizzes in classroom assessment.

- Teachers also employed a collection of assessment methods which include individual projects, team projects, authentic assessments, oral presentations, and performance-based assessments in a few cases.

Various studies (McKenna, 2003; Zhang & Burry-Stock, 2003; Greenstein 2004, in Hussain, 2007) inquired about classroom assessment practices in New England State (USA) schools. It was found that teachers were more inclined to the use of traditional assessments in the classroom (McKenna, 2003; Greenstein, 2004 in Hussain, 2007) and middle-school and high-school teachers used paper-pencil tests more often than

did elementary school teachers. In contrast, Zhang and Burry-Stock (in Rahman & Ahmed, 2009) uttered that elementary school teachers reported using performance assessment more often than did middle school and high school teachers.

In an investigation of classroom assessment practices of 246 science teachers from 112 schools in Oman, Alsarimi (in Hossain, 2007) found that teachers indicated using the short answer, completion, oral examinations, extended answer, and multiple-choice item formats.

In a survey of 18,000 students and 4,024 teachers, Hunter, Mayenga & Gambell (2006) uncovered Canadian (English) teachers' classroom assessment practices. Main features of this survey were:

- Teacher-made open-response and essay tests are the predominant classroom assessment tools among English Canadian teachers,
- Tools are used largely to support one-on-one interactions with students rather than small group activity,
- Teachers retain strong control over assessment activity in the classroom as a device for individualization,
- Teachers provide feedback as frequently on homework, and assignments, tests or other evaluation a few times a week or in almost every class,
- In most cases feedback based on scoring criteria and red ink comments.

Ahsan (2007) conducted a study on classroom assessment in Bangladeshi secondary education. The researcher tried to uncover whether classroom assessment facilitates or hinders learning. Through this evidence explored some features of secondary school teachers' assessment practices in secondary classroom:

- Teachers do not take classroom assessment as an integral part of teaching-learning process,
- The assessment system of secondary classrooms is mainly of the type of "Assessment of Learning",
- It is mainly test-dependent,
- Meaningful and immediate feedback given by teachers,
- Teachers do not emphasize on individual needs of students,
- Teachers tend to measure rote learning,
- There is no exultance of self and peer assessment in classroom,
- Teachers typically use questioning approach to assess students,

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- Teachers ask subject-oriented questions rather than person-oriented questions,
- Most of the time, teachers' attention is on front benches while engaging in assessment tasks,
- Generally, teachers pose questions to individual students rather than to all.

2.4.5 Effects of formative assessment

Numerous studies, both qualitative and quantitative, have indicated that classroom assessment practices have a tremendous impact on student achievement. Which approaches to classroom assessment practices improve and how they facilitate in promoting student learning, are described in this section by reviewing different literature and research.
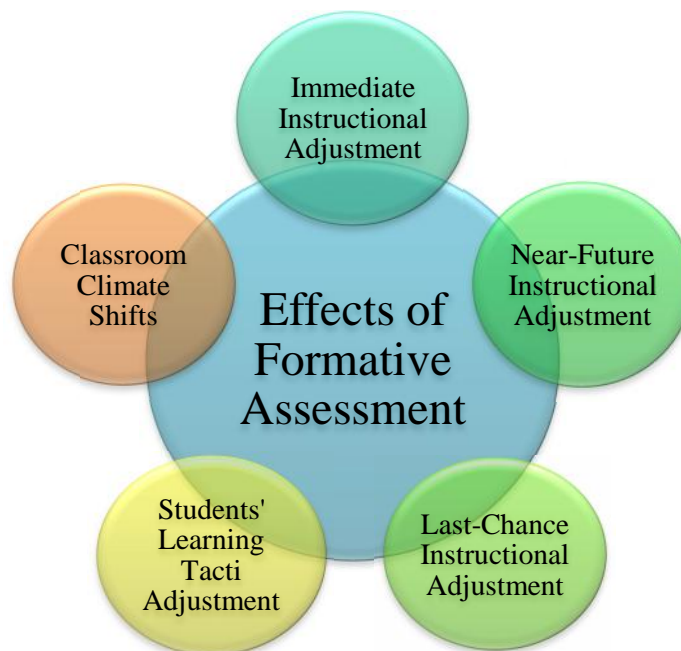
Figure 5: Effects of formative assessment

Formative assessment has different effects on teachers' teaching strategy as well as students' learning cycle. After completing formative assessment teacher can take an immediate instructional adjustment to overcome any situation or they can take the near-future initiative to develop their teaching style. In addition, after receiving the result from formative assessment students can revise their study style or they can pay more attention to teachers lecture, classroom activities and peer development. Moreover, formative assessment also helps to change the climate of classroom.

A study is conducted in Pakistan by Mehmood, Hussain, Khalid, & Azam (2012)entitled*"Impact of formative assessment on academic achievement of secondary school students"*. The main objective of that study is to sketch out the

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impact of formative assessment on the academic achievement of secondary school students. The study is experimental in nature and a pre-test/post-test control group design has been used. The sample of this study is 60 students of class 10 and they were grouped in control and experimental groups equally. Both groups were pre-tested. This study stated that formative assessment has positive effects on the achievements of students.

A study is conducted in the USA by Sousa (2007) entitled *"Effect of Formative Assessment on Student Achievement in Mathematics"*. The main objective of this study is to examine and explore the implementation of formative assessment in a mathematics class and determine its effectiveness in improving student achievement in mathematics. This study has been conducted with the secondary level students. It is found that the implementation of formative assessment as an integral part of instruction can improve student achievement and lead to better understanding of mathematical concepts.

Another study has been conducted in the USA by Kline (2013) entitled *"Effects of formative assessment on middle school student achievement in mathematics and reading"*. This study has been conducted with a data set from middle school students' mathematics and reading assessments, this study was conducted to gather evidence regarding effects of formative assessment on students' achievement. The major findings of this study suggest that formative assessments are positively related to student achievement in reading and mathematics.

2.5 Summative assessment

Generally, summative assessment occurs at the end of the course or year. It's mainly related to the course composition, final result, certificate and effectiveness of the course. According to Gipps (1994) "summative assessment takes place at the end of a term or a course and is used to provide information about how many students have learned and how well a course has worked" (p. vii). Most of the parents and authority of an institution are emphasized on summative assessment because it's a product while the formative assessment is a process.

ACT Government and Education and Learning (2011) stated that "summative assessment – is assessment *of* learning. It is used towards and at the end of the instruction period. Teachers document the culmination of students' learning achievements through tasks that invite students to demonstrate their mastery and

knowledge of the course content" (p.7). Furthermore, summative assessment is conducted after a certain period of time or interval to know the student level of knowledge and lacking (Garrison & Ehringhaus, 2007). In addition, the result of summative assessment provides information to both teachers and students. For teachers, it shows the information about how effective teaching strategies have been, the time needed for instruction and how to improve teaching for future students. For students, it provides information about performance in this particular subject and certificates with grades or comments.

Moss & Brookhard (2009) identified some characteristics of summative assessment. These are:

- summative assessment measures the students' attainments
- after a certain period, it takes a snapshot of what has occurred
- focus on final result of learning or outcomes of learning
- after completing the teaching-learning process, it provides an overview of different activities
- it is mainly a teacher-directed assessment process
- teacher assigns the students which must be done and then evaluate how well they complete that task
- it is an unchanging measurement process which is fixed by the authority and student should achieve
- teachers play the role of auditors and students play the role of the audited
- Teachers make final "success or failure" decisions according to summative assessment results

2.5.1 Summative assessment at Secondary level

In Bangladesh, summative assessment is one and the only process to make a decision about a students' progress. Teachers and parents have given more emphasis summative assessment than formative assessment. Generally, in an academic year, three summative examinations are taken to evaluate the students' performance. They are named as first term, second term and final exam. At the secondary level, three high stake examinations take place. The National Education Policy (2010) stated that public examination will be taken on the completion of grade 8, grade 10 and grade 12. They are known as Junior School Certificate (JSC), Secondary School Certificate (SSC) and Higher Secondary Certificate (HSC) Examination. These examinations are

conducted by the Education Board concerned. On the basis of the results of this public examination, division-wise scholarships will be awarded. For these the examinations, questions will be set in the creative method and evaluation will be done by gradation. There are different types of summative assessment conducted to measure the students' attainments. These are:

- Examinations- high-stakes examinations
- Final examination- yearly conducted in every grade
- Term papers- submitted at the end of year/term
- Projects- submitted at the end of year/term
- Performances- presentation at the end of year/term

Summative assessment helps to make a decision at the end of a course or grade. It also helps to measure a student's learning progress at a particular point of time and evaluating certain aspects of the learning process. Because they are spread out and occur after instruction every few weeks, months, or once a year, summative assessments are tools to help evaluate the effectiveness of programs, school improvement goals, alignment of curriculum, or student placement in specific programs (Garrison & Ehringhaus, 2007).

2.6 Assessment and learning

Assessment as learning, of learning and for learning is also associated with students learning. Generally, assessment as learning and assessment of learning is very close to formative assessment while assessment for learning is very close to summative assessment. All three branches of assessment are presented below in brief. After that, the main feature of this assessment is also presented in a table with some key aspects.

2.6.1 Assessment as learning

Assessment as learning (AaL) is associated with formative assessment and mainly student plays the key role in this assessment process as active, engaged and critical assessors. It helps the students to become self-assessor which give them a clear idea of their learning stage.

Assessment *for* Learning is the regulatory process in metacognition. It happens through personal monitoring what they are learning and using the feedback from this monitoring to make adjustments, adaptations, and even major changes in what they understand. Assessment *as* Learning is the ultimate goal, where students are their own best assessors (Earl, 2003).

2.6.2 Assessment for learning

Assessment for learning (AfL) is also more close to formative assessment. According to Earl (2003), it offers an alternative perspective to traditional assessment and shifts the emphasis from summative to formative assessment. AfL is interactive through providing assistance as part of the assessment by the teacher. It provides the feedback to teachers about students to scaffold next steps and mainly depends on teachers diagnostic skills. Generally, AfL occurs in the middle of a course, grade, program and stage. The teacher plays the key role in this step.

2.6.3 Assessment of learning

Assessment of learning (AoL) is more close to summative assessment. Mainly it is done at the end of a course, grade, program and stage. The purpose of AoL is to clarify progress in school and make students' single relative position compared to other students. It gives a report to parents and students about students' progress after completing the course (Earl, 2003). Assessment of and learning is the process of gathering and analyzing information as evidence about what students know, can do and understand. It is part of an ongoing cycle that includes planning, documenting and evaluating students' learning (ACT Government: Education and Learning, 2011).

AoL is mainly summative and AfL & AaL is formative. That's why AfL and AaL are closely related to each other. At a glance of this three major assessment processes are (Earl, 2003):

Table 3: Features of Assessment of, for, and as Learning

Approach	Purpose	Reference point	Key assessor
Assessment of learning	Judgments about placement, promotion, credentials, etc.	Other students	Teacher
Assessment for learning	Information for teachers' instructional decisions	External standards or expectations	Teacher
Assessment as learning	Self-monitoring and self-correction or adjustment	Personal goals and external standards	Student

2.6.4 Relationship between Assessment and learning

Assessment has a close relation to teaching and learning process in classroom settings. If the assessment is done effectively, it can improve students' performance significantly (Black & William, 1998). After completing assessment, teachers find a clear idea about students' learning level, lacking knowledge, skills and abilities, way

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out for further improvement. So, the researcher found that assessment and learning have an effective relationship to ensure learners learning.
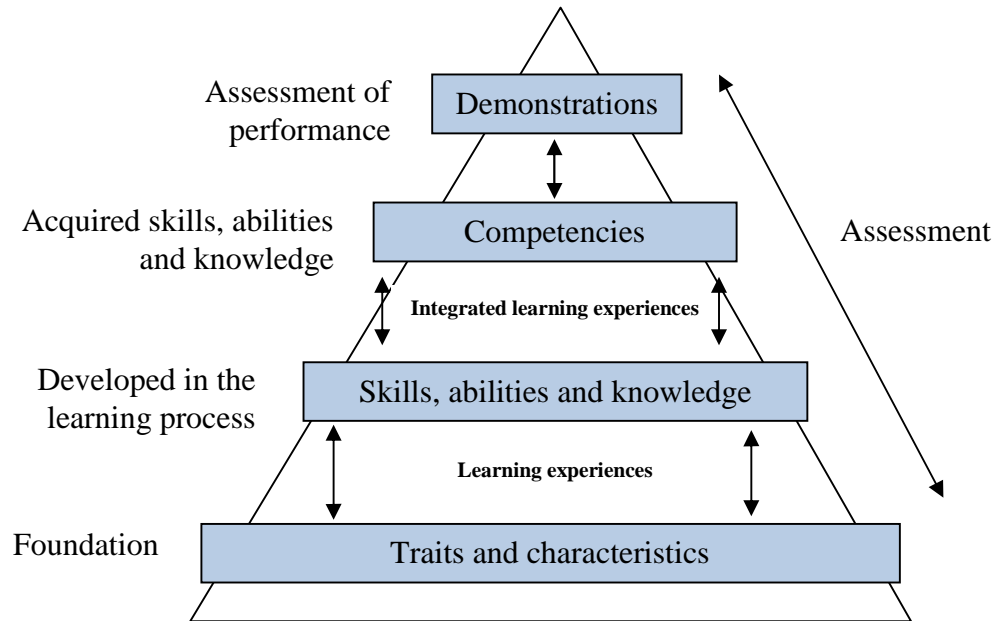
Figure 6: Relationship between assessment and learning

According to US Education department (2001), every student has a basic foundation and own traits and characteristics. Through teaching-learning process, he acquires some experiences from teachers, peers and environment at the classroom. It develops his skills, abilities and knowledge by a way of integrated learning experiences. He demonstrates finally for his personal development.

The purpose of assessment varies from person to person. It used for measuring students' learning level and teachers' capability to conduct a lesson. Clarke (1996) described assessment as having three basic purposes – to model, to monitor and to inform. In addition, teachers are using assessment in the classroom for making decisions, as a teaching tool and classroom management (Stiggins, 1991).

In Bangladesh, the purpose of assessment is described at National Education Policy 2010. They mentioned that "the aims and objectives of examination and evaluation (assessment) are to initiate a creative method that seeks to evaluate the students' acquisition of the course contents and not rote learning; to formulate regulation to prepare some uniform strategies to determine the methods and levels of examination and evaluation; to prepare rules and principles of developing textbooks and paper setting to facilitate proper evaluation and suggest ways of easy comprehension that are applicable both to the paper setters and examinees and to make them aware of those" (p.51).

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Assessment has an effective impact on students' learning. For example, students want to know their present status of learning after finishing a lesson. As it is they also want final result and certificate after completing a course or session. That's why a different type of technique should include assessment to measure the students' different skills (Race, Brown & Smith, 2005).

Assessment happens due to some targets closely related to teachers, students, parents and schools authorities. According to Corder, Davies, & Allen (1977) assessment has four targets:

1. to carry out teaching research
2. to understand students' learning progress
3. to guide teaching and
4. to reflect the ultimate teaching and learning case.

2.7 Feedback

Generally, feedback is used in educational contexts regarded as essential to improve knowledge and skill of students (e.g., Azevedo & Bernard, 1995; Bangert-Drowns, Kulik, Kulik, & Morgan, 1991; Moreno, 2004; Pridemore & Klein, 1995). Furthermore, it has influence on achievement; feedback is also depicted as a significant factor in motivating learning (Narciss & Huth, 2004). However, for learning, the story of feedback is not quite so rosy or simple (Shute, 2007).

Formative assessment and feedback are closely related to each other. It is one of the most powerful elements in learning and assessment. Feedback can be defined as "… providing information how and why the child understands and misunderstands, and what directions the student must take to improve" (Hattie, 1999; p.9). Like all the teaching strategies, feedback is most effective when it relates to specific learning goals and to the ultimate goal of enabling students to monitor and regulate their own learning. According to Black & Wiliam (1998), "feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils" (p.9).

Students are getting feedback during formative assessment and after finishing formative assessment. Wiggins (1998) stated that feedback needs to be of two kinds: in addition to better feedback after the performance, feedback must also be provided during (concurrent with) the assessment activities.

Narciss and Huth (2004) mentioned that there are some factors which are closely interacting with the feedback.
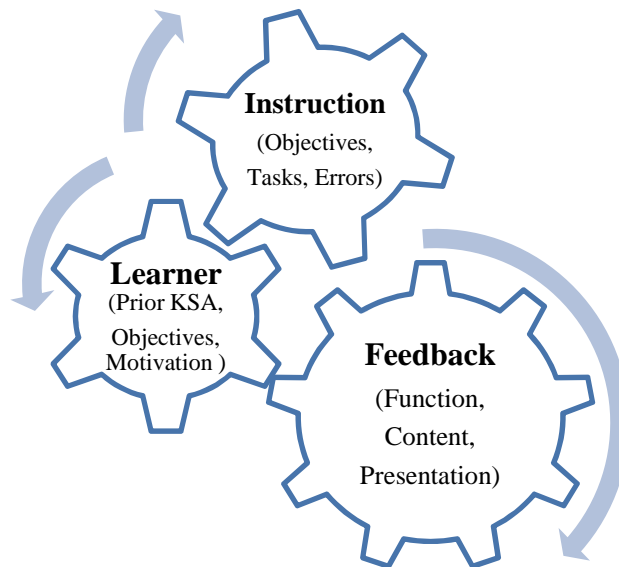
Figure 7: Factors influencing formative assessment

Instruction

The instructional factor or context also consists of three main elements:

(a) The particular instructional *objectives* (e.g., learning goals or standards relating to some curriculum),

(b) The learning *tasks* (e.g., knowledge items, cognitive operations, and meta-cognitive skills),

(c) *Errors* and obstacles (e.g., typical errors, incorrect strategies, and sources of errors).

Learner

Information concerning the learner that is relevant to feedback design includes:

(a) Learning *objectives* and goals;

(b) Prior *knowledge, skills,* and *abilities* (e.g., domain-dependent, such as content knowledge, and domain-independent, such as meta-cognitive skills);

(c) Academic *motivation* (e.g., one's need for academic achievement, academic self-efficacy, and meta-motivational skills).

Feedback

The feedback factor consists of three main elements:

(a) The *content* of the feedback (i.e., evaluative aspects, such as verification, as well as informative aspects, such as hints, cues, analogies, explanations, and worked out examples);

(b) The *function* of the feedback (i.e., cognitive, meta-cognitive, and motivational);

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(c) The *presentation* of the feedback components (i.e., timing, schedule, and perhaps adaptive considerations).

2.7.1 Purpose of feedback

Generally, the purpose of feedback is to facilitate the students' learning as they want to learn. According to Black and William (1998), there are two main functions of feedback: the first one is directive and the second one is facilitative. Directive feedback tells the student what needs to be fixed or revised. Such feedback tends to be more specific than facilitative feedback, which provides comments and suggestions to help guide students in their own revision and conceptualization. "The main aim of formative feedback is to increase student knowledge, skills, and understanding in some content area or general skill like problem-solving" (Shute, 2007). The purpose of feedback is different for various types of feedback.

Table 4: Purpose of Feedback

Type of Feedback	Purpose of feedback
Positive feedback	To motivate
	Help others to understand their strength
Constructive feedback	Help others to grow and develop
	Help others to see how their behaviors impact others
Negative feedback	To dominate
	To diminish
	To hurt

To meet the purpose of this feedback we can follow this cycle to ensure effective feedback for students.
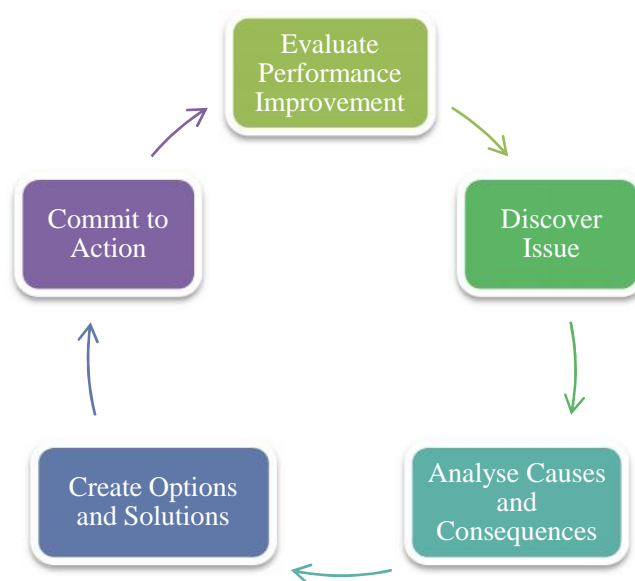
Figure 8: Effective feedback cycle

2.7.2 Type of Feedback

Feedback has different variations which depend on various themes and occasions. During/after completing formative assessment teachers give feedback in a different way. According to Department of Education and Communities (2015), feedback has two types such as:

```
                    Feedback


    Oral Feedback          Written
                           Feedback
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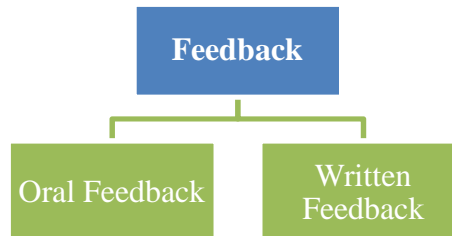
Oral feedback

With the word "Oral", it is clear that teacher has given this kind of feedback in a verbal way. It is one kind of motivation given by the teacher to develop students' learning. It usually occurs during or after a task. It is less formal, but it can be a very powerful and effective tool as it can be provided easily in the 'teachable moment' and in a timely way.

Written feedback

After completing a written task teacher has given this kind of feedback for student learning development. Effective written feedback provides students with a record of what they are doing well, what needs to improve and way forward for next steps. A log might be used by students and teacher to monitor whether and how well the student has acted on the feedback.

Written feedback needs to be:

- o timely so that it is paired as closely as possible with the event
- o written in a manner that is understandable for the student
- o action able so that the student can make revisions.

Written feedback needs to include where the student has met the learning intentions and/or success criteria, where the student still needs to improve and a way to think through the answer for themselves.

There is another type of feedback which has a close relation to students learning. According to Department of Education and Communities (2015), feedback has another two types such as:

```
                    ┌──────────────┐
                    │   Feedback   │
                    └──────┬───────┘
               ┌──────────┴──────────┐
        ┌──────────────┐      ┌──────────────┐
        │ Descriptive  │      │  Evaluative  │
        │   Feedback   │      │   Feedback   │
        └──────────────┘      └──────────────┘
```
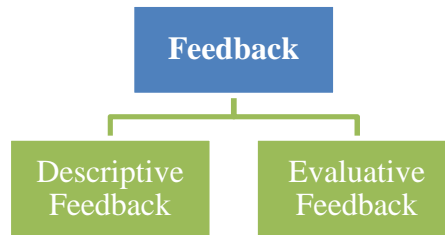
Feedback may be thought of as either evaluative or descriptive. Evaluative feedback involves making a judgment about what the learner is doing or has done and carries the idea of approval or disapproval. Descriptive feedback means describing or explaining what has or has not been achieved and why. It also involves giving information on how to learn further or what to do next in order to succeed.

Descriptive feedback

Effective feedback provides students with detailed, specific information about improving their learning. Descriptive feedback is:

- o Linked to the learning that is expected such as where am I going?
- o Addresses faulty interpretations and lack of understanding such as how am I going?
- o Provides students with visible and manageable 'next steps' based on an assessment of the work.

Evaluative feedback

Evaluative feedback, in the form of grades or brief general comments, (e.g. "well done"), provides some information about learning but does not convey the information and guidance that students can use to improve.

Pareek (1977) said that feedback will be as descriptive and not evaluative, Focused on behavior of person and not person himself, data based and specific and not impressionistic, reinforces positive new behavior, suggestive and not prescriptive, Continuous, mostly personal, need-based and solicited, intended to help, focused on modifiable behavior, satisfies needs of both checked and verified, well timed contribute to mutuality and building of a group. Davies (2000) described that descriptive feedback is during and after learning, easy to understand and directly related to the learning, specific to improve student's performance, continuous conversation about learning, comparison to model's, exemplars or descriptions about the performance –not the performer.

Again Rogers, 1961 cited in Sharmin, (2011) identified five types of feedback-

Table 5: Types of Feedback

Type	Explanation	Example
Supportive feedback	Supportive feedback seeks to support the other person in some way.	That was truly awesome! Can you sing it again, please?
Evaluative Feedback	It makes a judgment about the other person, evaluating worth or goodness.	You are not a very nice person. You are a lovely person.
Interpretive feedback	It makes a descriptive judgment about a person or issue.	So you are interested in joining the club - is this right? That was awful! You should give up singing.
Probing	It seeks to find more information by asking deeper questions that seek specific information.	Could you tell me more about what happened? …what happened next? …what size was it?
Understanding	At the understanding level, it seeks to understand not just what was said, but the whole person underneath.	It sounds like you have personal experience of this. Would you like to talk about it?

Positive and Negative Feedback

Feedback has another two types which are more close to formative assessment and students' learning. After completing formative assessment, teachers have to show positive or negative attitude towards students' achievement. Regarding this aspects the type of feedback is:
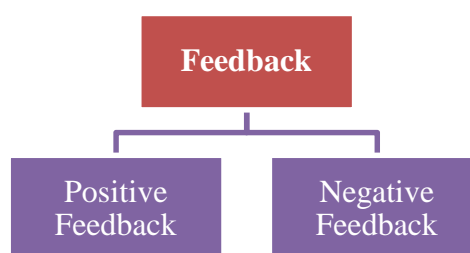
We define positive feedback as a signal that a task has been performed correctly and negative feedback as a signal that a task has been performed incorrectly. The Positive feedback is affirming comments about past behavior. It is Focusing on behavior that was successful and should be continued. But on the other hand, the Negative feedback is corrective comments about past behavior. It is also focusing on behavior that wasn't successful and shouldn't be repeated.

2.7.3 Principles of good feedback practices

Nicol and Macfarlane-Dick (2006) presents a framework of seven principles of good feedback practice and methods and techniques, which extend beyond written

comments, to support each of the principles. Their work is built on the idea that feedback should strengthen the student's capacity to self-regulate their own performance and contribute to the student's ability to learn for the longer term. Some good feedback practices are presented below. Good feedback:

- helps to clarify what good performance is (goals, criteria, expected standards);
- facilitates the development of self-assessment (reflection) in learning;
- delivers high-quality information to students about their learning;
- encourages teacher and peer dialogue around learning
- encourages positive motivational beliefs and self-esteem;
- provides opportunities to close the gap between current and desired performance;
- Provides information to teachers that can be used to help shape teaching. (extracted from Nicol and Macfarlane-Dick, 2006, pp.207-214)

Many of the good feedback practices identified by Nicol and Macfarlane to help enact these principles are suggestions to integrate feedback as part of usual teaching activities rather than stand alone events and to actively engage students in reflection on their own learning. Most extend beyond providing written comments on student work but still rely on usable comments as a major input into feedback activities. There are some basic principles of feedback which help to ensure students' learning. Ako (2009) identified some good feedback principles such as:

o Promote dialogue and conversation around the goals of the assessment task
o Emphasize the instructional aspects of feedback
o Remember to provide feed forward-indicate what students need to think
o Specify the goals of the assessment task and use feedback to link student performance
o Engage the students in practical exercises and dialogue
o Engage the students in conversation around the purposes of feedback
o Design feedback comments that invite self-evaluation and future self-learning
o Enlarge the range of participants in the feedback conversation-incorporate self and peer feedback

Sadler (1989) was identified the following principles that are behind the effective feedback-

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- ✓ The purposes of feedback, both verbal and written, must be clear to all those involved teachers, pupils, and parents.

- ✓ The provision of feedback is a shared, two-way activity.

- ✓ Feedback must be focused. Often these will be linked to National Curriculum criteria and may require 'translation'. These expectations should be reflected in the feedback teachers give.

- ✓ To be effective, feedback should comprise 3 elements: *exactly* what the learner has done well, what they have been less successful in doing and a brief indication of how improvement can be made.

- ✓ It is essential to be specific about what is good or not so good when providing feedback.

- ✓ There is no single 'right' way of providing feedback – the strategy used should be appropriate for the purpose and context of the work.

- ✓ 'It might look like this' - the use of demonstrations and modeling of outcomes is an important part of providing feedback.

- ✓ Marking must convey that a pupil's effort is valued – 'defacing' it by writing all over the work is unacceptable.

- ✓ Feedback is less effective if it always includes marks or grades.

- ✓ It is essential to give learners time to absorb and act upon or consolidate feedback comments.

- ✓ A response to feedback should be expected as long as comments are brief, clearly written and easy for the learner to understand.

- ✓ The difference between action points identified in feedback on a current piece of work and longer-term target setting needs clarification for some teachers, pupils and parents.

- ✓ Good quality feedback contributes positively to behavior management.

- ✓ The outcomes of written and verbal feedback must be used by teachers to plan the next steps of learning and pitch work appropriately for each pupil.

- ✓ For feedback to have a significant and sustained effect there needs to be an achievement culture in the school or department.

- ✓ This should provide clear direction and appropriate challenge for individuals.

Black and Wiliam (1998) reviewed international research on assessment and the subsequent feedback to learners. The findings suggest that schools should seriously consider whether the feedback given to pupils about their work is making the best use

of time. The danger is that it can be unproductive. A long paragraph at the end of a piece of work is not always effective. A grade or mark is not always understood and may not move learning forward. Teachers cannot afford to spend large amounts of time on activities that do not improve learning.

2.7.4 Guidelines for feedback to enhance learning

Further strategies that increase the quality of teacher feedback based on the definition given above and on traditional research include: (i) making sure that feedback is provided in relation to pre-defined criteria but paying particular attention to the number of criteria; (ii) providing timely feedback – this means before it is too late for students to change their work (i.e. before submission) rather than just, as the research literature often suggests, soon after submission; (iii) providing corrective advice, not just information on strengths/weaknesses; (iv) limiting the amount of feedback so that it is actually used; (v) prioritizing areas for improvement; (vi) providing online tests so that feedback can be accessed anytime, anyplace and as many times as students wish (Nicol, 2006).

Feedback is essential to enhance students' learning. During providing feedback we should follow guidelines what to do and what we should avoid. Shute (2007) identified some issues (p.30-31) regarding these aspects after reviewing several research articles, books and reports which showed in table 6&7.

Table 6: Feedback Guidelines to Enhance Learning (Things to Do)

	Prescription	Description and references
1	Focus feedback on the task, not the learner.	Feedback to the learner should address specific features of the learner's work in relation to the task, with suggestions on how to improve (e.g., Butler, 1987; Corbett & Anderson, 2001; Kluger & DeNisi, 1996; Narciss & Huth, 2004).
2	Provide elaborated feedback to enhance learning.	Feedback should describe the what, how, and/or why of a given problem. This type of cognitive feedback is typically more effective than verification of results (e.g., Bangert-Drowns et al., 1991; Gilman, 1969; Mason & Bruning, 2001; Narciss & Huth, 2004; Shute, 2006).
3	Present elaborated feedback in manageable units.	Provide elaborated feedback in small enough pieces so that it is not overwhelming and/or discarded (Bransford et al., 2000; Sweller et al., 1998). Presenting too much information may not only result in a superficial learning but also invoke cognitive

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		overload (e.g., Mayer & Moreno, 2002; Phye & Bender, 1989). A stepwise presentation of feedback offers the possibility to control for mistakes and gives learners sufficient information to correct errors on their own.
4	Be specific and clear with feedback messages.	If feedback is not specific or clear, it can impede learning and can frustrate learners (e.g., Moreno, 2004; Williams, 1997). If possible, try to link feedback clearly and specifically to goals and performance (Hoska, 1993; Song & Keller, 2001).
5	Keep feedback as simple as possible but no simpler (based on learner needs and instructional constraints).	Simple feedback is generally based on one cue (e.g., verification or hint) and complex feedback on multiple cues (e.g., verification, correct response, error analysis). Keep feedback as simple and focused as possible. Generate only enough information to help students and not more. Kulhavy et al. (1985) found that feedback that was too complex did not promote learning compared to simpler feedback.
6	Reduce uncertainty between performance and goals.	Formative feedback should clarify goals and seek to reduce or remove uncertainty in relation to how well learners are performing on a task and what needs to be accomplished to attain the goal(s) (e.g., Ashford, Blatt, & VandeWalle, 2003; Bangert-Drowns et al., 1991).
7	Give unbiased, objective feedback, written or via computer.	Feedback from a trustworthy source will be considered more seriously than other feedback, which may be disregarded. This may explain why computer-based feedback is often better than human-delivered in some experiments in that perceived biases are eliminated (see Kluger & DeNisi, 1996).
8	Promote a learning goal orientation via feedback.	Formative feedback can be used to alter goal orientation—from a focus on performance to a focus on learning (Hoska, 1993). This can be facilitated by crafting feedback emphasizing that effort yields increased learning and performance and that mistakes are an important part of the learning process (Dweck, 1986).
9	Provide feedback after learners have attempted a solution.	Do not let learners see answers before trying to solve a problem on their own (i.e., research availability). Several studies that have controlled research availability show a benefit of feedback, while studies without such control show inconsistent results (Bangert-Drowns et al., 1991).

These nine basic principles which we can be used to provide effective feedback at the secondary level. We should follow these principles although we can avoid some issues which also would be maintained.

Table 7: Feedback Guidelines to Enhance Learning (Things to Avoid)

	Prescription	Description and references
1	Do not give normative comparisons.	Feedback should avoid comparisons with other students—directly or indirectly (e.g., grading on the curve). In general, do not draw attention to self during the course of learning (Kluger & DeNisi, 1996; Wiliam, in press).
2	Be cautious about providing overall grades.	Feedback should note areas of strength and provide information on how to improve, as warranted and without overall grading. Wiliam (in press) summarized the following findings: (a) students receiving just grades showed no learning gains, (b) those getting just comments showed large gains, and (c) those with grades and comments showed no gains (likely due to focusing on the grade and ignoring comments). Effective feedback relates to the content of the comments (Butler, 1987; McColskey & Leary, 1985).
3	Do not present feedback that discourages the learner or threatens the learner's self- esteem.	This prescription is based not only on common sense, but also research reported in Kluger and DeNisi (1996), which reports feedback interventions that undermine learning as it draws focus to the self and away from the task at hand. In addition, do not provide feedback that is either too controlling or critical of the learner (Baron, 1993; Fedor, Davis, Maslyn, & Mathieson, 2001).
4	Use praise sparingly, if at all.	Kluger & DeNisi (1996), Butler (1987), and others have noted that use of praise as feedback directs the learner's attention to self, which distracts from the task and consequently from learning.
5	Try to avoid delivering feedback orally.	This also was addressed in Kluger & DeNisi (1996). When feedback is delivered in a more neutral manner (e.g., written or computer-delivered), it is construed as less biased.
6	Do not interrupt the learner with feedback if the learner is actively engaged.	Interrupting a student who is immersed in a task—trying to solve a problem or task—can be disruptive to the student and impede learning (Corno & Snow, 1986).
7	Avoid using progressive hints that	While hints can be facilitative, they can also be abused. If they are employed to scaffold learners, make

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	always terminate with the correct answer.	provisions to prevent their abuse (e.g., Aleven & Koedinger, 2000; Shute, Woltz, & Regian, 1989). Consider using prompts and cues (i.e., more specific kinds of hints).
8	Do not limit the mode of feedback presentation to text.	Exploit the potential of multimedia to avoid cognitive overload due to modality effects (e.g., Mayer & Moreno, 2002). Do not default to presenting feedback messages as text. Instead, consider alternative modes of presentation (e.g., acoustic, visual).
9	Minimize use of extensive error analyses and diagnosis.	The cost of conducting extensive error analyses and cognitive diagnosis may not provide sufficient benefit to learning (Sleeman et al., 1989; VanLehn et al., 2005). Furthermore, error analyses are rarely complete and not always accurate, thus only are helpful in a subset of circumstances.

Finally, the formative assessment and feedback assist the students to learn better. After completing the formative assessment, teachers should provide feedback to the students and it might be positive feedback. It helps the students to complete their learning cycle properly.

Chapter: Three

Methodology of the Study

3.1 Introduction

This chapter shows the methodology of the study in detail. The methodology consists of research context, research design, study area, population, sample and sampling, sampling design, sample selection strategy, data collection tools, development and description of tools, piloting, data gathering process, data coding, data analyses procedures and data triangulation. In addition, the researcher also has presented the ethical consideration issues of this study in brief.

3.2 Research context

After nine-month intense liberation war, Bangladesh emerged as an independent nation in 1971. Bangladesh is a country with 153 million people in a territory of 147,570 sq. km. with a density of 1036 per sq. km. (BBS 2011). The large population makes its' education system one of the largest in the world serving a huge number of people.

The structure of education systems of Bangladesh has three major stages-primary, secondary and higher educations. Primary education is a 5-year cycle while secondary education is a 7- year one with three sub-stages: 3 years of junior secondary, 2 years of secondary and another 2 years of higher secondary. The Junior School Certificate (JSC) examination is conducted to the end of this level. The high schools are managed either by the government or private individuals or organizations. In Secondary Education, there are three streams of courses such as, Humanities, Science and Business Education, which start at class IX, where the students are free to choose their course(s) of studies.

There is diversification of courses at the secondary level (grade IX-X). Vocational and Technical courses are offered in vocational and trade institutes/schools. Moreover, there are high schools where SSC (vocational) courses have been introduced. A parallel system of formal religious education (Islamic) is offered through madrasahs. Starting with *Ebtedayee* (equivalent to Primary), it advances through *Dakhil* (SSC), *Alim* (HSC), *Fazil* (Bachelor's) and *Kamil* (Masters) level. These courses are of the same length as in the primary schools to universities and follow a parallel curriculum. The *Dakhil* and *Alim* are equivalent to general secondary level. They are also following government approved curriculum to continue their

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education system with the parallel general education system in Bangladesh although some different courses are studied in each stream as per government instruction.

This study is mainly conducted at general secondary schools in Bangladesh. The researcher has not selected vocational or madrasah education system in this study. In addition, the researcher has selected junior secondary and secondary level (grade VI to X) to conduct this study.

3.3 Research Design

Following mixed method approach, this study has been conducted basing on empirical evidence and it is also a descriptive inquiry. Mixed method research approach is a process of collecting, analyzing and mixing both quantitative and qualitative data in a single study to understand a research problem (Creswell & Plano Clark, 2007). In this study, the researcher has used both quantitative and qualitative data to achieve the aim of this study. The quantitative and qualitative data have been collected from different sources like teacher, student and classroom.
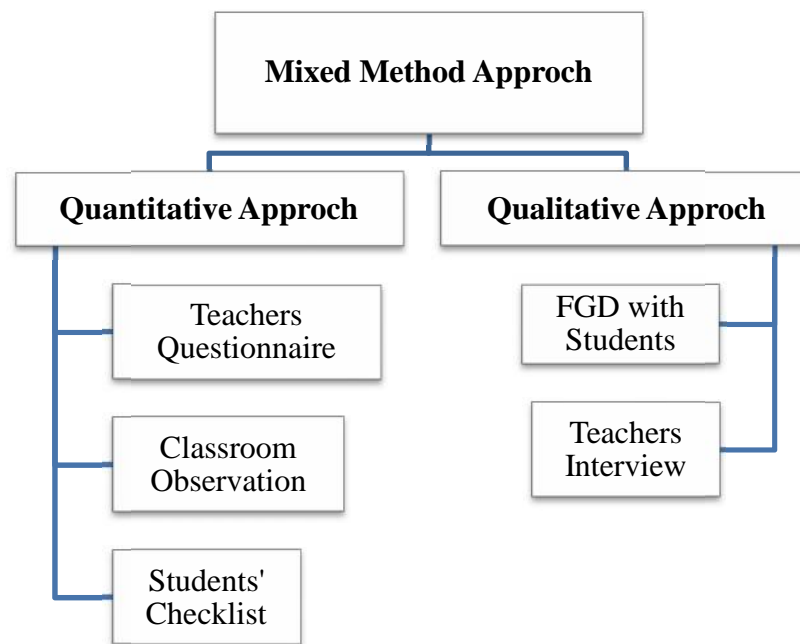
Figure 9: Methodological Framework

Mixed method research has different kinds of research design. Creswell and Plano Clark (2011) illustrates six mixed method designs such as convergent parallel design, explanatory sequential design, exploratory sequential design, embedded design, transformative design and multiphase design. This study has followed convergent parallel design because researcher collects both quantitative and qualitative data simultaneously, mixing the data and use the result to understand the research problem.

According to Creswell (2012), the convergent parallel design gives equal priority to both quantitative and qualitative data, both data collected simultaneously or concurrently and compares the results from quantitative and qualitative analysis to determine if both datasets of data follow similar or dissimilar results.
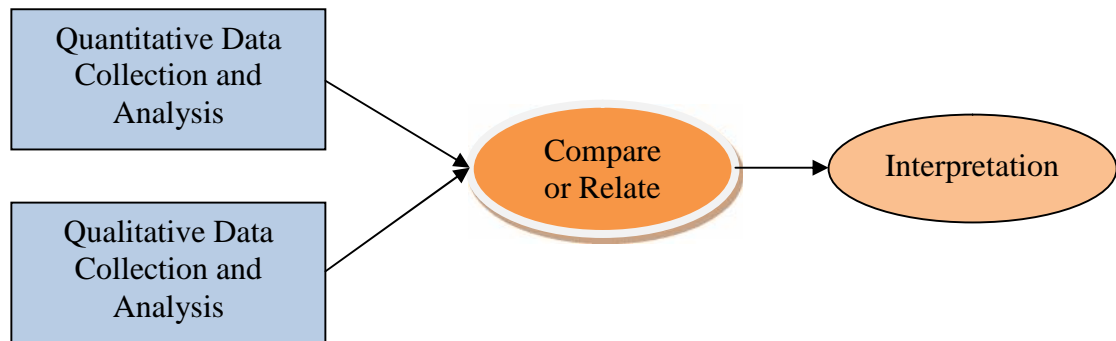
Figure 10: Convergent parallel design

3.4 Study area

The data have been collected from secondary schools in Bangladesh specifically 2 Districts *Dhaka* and *Patuakhali*. These districts have been selected to see if there is any difference between the practice of formative assessment and feedback from urban and rural setting at secondary school and easy access for collecting data.

- *Dhaka:* Firstly, the researcher selected Dhaka district to measure the urban status of practicing formative assessment and feedback practice in secondary English classroom. Dhaka is the capital of Bangladesh and it's situated at the center position. Generally, the educational opportunity in this city is better than any other city. Most of the capable teachers are working in this city and they are mostly qualified than others. That's why; the researcher has chosen this district to know the urban practice of formative assessment and feedback practice at secondary schools. In Dhaka, a total number of 478 schools are operating secondary level education in which a total number of 10, 154 teachers are working here and 3, 04,709 students are studying in these institutions (BANBEIS, 2013).

- *Patuakhali:* Secondly, the researcher selected Patuakhali to measure the rural status of practicing formative assessment and feedback practice in secondary English classroom. Patuakhali is situated in the southern part of Bangladesh and it is one of the coastal districts. It is also treated as a hard-to-reach area in Bangladesh. Most of the schools are located in the rural area. In addition, teachers and students have not got a similar opportunity as Dhaka. That's why

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the researcher has chosen this district to know the rural practice of formative assessment and feedback practice at secondary schools. In Patuakhlai, a total number of 239 schools are operating secondary level education in which a total number of 2, 471 teachers are working here and 80,472 students are studying in these institutions (BANBEIS, 2013).

3.5 Population of this study

The main population of this study is-

➢ *Schools:* All secondary schools of Bangladesh have been selected as the population of this study. Especially, the secondary schools which are operating only secondary level education (grade- VI to X) in all over the country. According to BANBEIS (2013), a total number of 15,581 schools are operating secondary education in Bangladesh. These schools have been selected as the population of this study. It is ensured that junior secondary schools and higher secondary schools are not a part of this study.

➢ *Classrooms*: All classrooms of secondary schools of Bangladesh are not a part of this study. Especially, the English classrooms of secondary schools of Bangladesh have been selected as the population of this study. These classrooms are used to conduct English classes for grade VI to X level students at secondary schools.

➢ *Teachers:* All the teachers of previously mentioned secondary schools have been selected as the population of this study. Data showed that a total number of 1, 86,173 teachers are working at secondary schools in Bangladesh (BANBEIS, 2013). Specifically, only English teachers have been selected as the population of this study who are working at secondary schools and conducting English classes as per class routine. According to BANBEIS (2013), a total number of 77, 796 teachers are conducting English classes as per routine. These teachers have been selected as one of the main population of this study. Other teachers who are working at secondary schools and conducting lesson on other subjects are not a part of this study.

➢ *Students:* All the students of previously mentioned secondary schools have been selected as the population of this study. According to BANBEIS (2013), a total number of 69, 83,069 students are studying at grade six to ten at secondary schools in Bangladesh. These students have been selected as the

population of this study. It is ensured that the students of junior secondary schools and higher secondary schools are not a part of this study.

3.6 Sample and Sampling strategy

The study has covered all the educational divisions considering the geographical locations in Bangladesh. The sample categories are as follows:

- ❖ *Schools:* In Bangladesh, there are 64 districts. The study wants to see that both urban and rural schools practice formative assessment and feedback at the secondary level. Gay, Mills and Airasian (2015) stated: "any location within which we find an intact group of population members with similar characteristics is a cluster" (p.139). Regarding this aspect, the researcher uses cluster sampling to make two clusters. The clusters are urban cluster and rural cluster.

  From these clusters, the researcher has selected one district from each cluster using convenient sampling method. Sampling selection is very simple based on availability and easy to reach for collecting data (Gay & et. al., 2015). Dhaka district has been selected from urban cluster and Patuakhali district has been selected from the rural cluster.

  Gay and et. al. (2015) stated: "simple random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of selection for the sample" (p.135). Regarding this aspect, at first, the researcher has collected secondary schools list of both districts. The researcher has selected a total number of ten (10) secondary schools following simple random sampling method. In addition, from each district researchers has selected five (05) secondary schools using a simple random table.

- ❖ *Classrooms:* To meet the research objective, the researcher decided to observe the secondary English classroom. To see the real scenario about formative assessment and feedback practice at the secondary level existing classroom practice needs to be visited. The researcher's knowledge and experience should be used to select the sample known as purposive sampling (Gay & et. al., 2015). Regarding this aspect, the researcher has selected a total of 20 English classes purposively for observing the formative assessment and feedback practice at the secondary level. Specifically, from each school the

researcher has selected two (02) English classrooms to see the actual picture about the practice of formative assessment and feedback.

❖ *Teachers:* The researcher needed English teachers to explore the practice of formative assessment and feedback in secondary English classroom. For this reason, a total number of 20 English teachers have been selected purposively to collect their opinion on the practice of formative assessment and feedback in secondary English classroom. In addition, from each school the researcher has selected 2 teachers who have been conducting English classes at secondary level. Moreover, a total number of 10 English teachers (1 teacher from each school) have been selected purposively to collect their in-depth outlook about knowledge of formative assessment and feedback. In addition, teachers' attitude and beliefs regarding the practice of formative assessment and feedback at secondary English classroom have also been expressed by these teachers.

❖ *Students:* Previously it was mentioned that simple random sampling is a process of sampling in such a way that every individual in the defined population have an equal chance of selection as a sample (Gay and et. al., 2015). To follow this sampling strategy, the researcher has identified the students as one of the main population of this study and determined that from each school 15 students have been selected firstly. He has collected all students list from the selected secondary schools and assigns all individual students a consecutive number. After that, he selected an arbitrary number in the table of random number (closing his eyes and pointing). Following all of these procedures, a total number of 150 students (15 from each school) have been selected randomly for collecting their opinion through checklist on formative assessment and feedback practice at secondary schools.

On the other hand, a total number of 80 students (8 from each school) have been selected using stratified sampling for conducting Focus Group Discussion (FGD) to collect in-depth information regarding study objective. Moreover, one FGD in a school has been conducted with 8 students. In addition, the students have been selected as per their academic performance. For example, 4 students have been selected as best achiever students and another 4 students have been selected as lower achiever students. According to Gay and et. al. (2015), stratified sampling is a technique to guarantee desired

representation of relevant subgroups within the sample. It could be also used to select equal sized samples from the subgroup. The researcher used such kind of sampling strategy to avoid biases and gather different types of information form good and weak students on the practice of formative assessment and feedback in secondary English classroom.

3.7 Data collection tools

The data collection instruments are mainly divided into two major areas. The quantitative data have been collected through questionnaire, observation checklist and Likert scale methods. On the other hand, the qualitative data have been collected through in-depth interview schedule, in-depth observation schedule and focus group discussion methods. All of these instruments are presented with description of their operating system.

3.7.1 Instruments for quantitative data

Mainly three types of instruments are used for collecting quantitative data. These are:

- *Questionnaire:* A questionnaire has been developed to find out the opinion of teachers regarding the formative assessment and feedback practice at the secondary level in Bangladesh. The focus was given on knowledge about assessment, formative assessment and feedback, teacher's perception on formative assessment and feedback practice at the secondary classroom, away from assessment and given feedback in the classroom, the purpose of formative assessment and feedback, the present status of practicing formative assessment and feedback in the secondary classroom. In addition, the four skills of language (reading, writing, listening and speaking) are important to develop students' English skills. So, this instrument also has tried to explore the teachers' motivation and perception for practicing these skills at the classroom and assess these skills during lecture and giving feedback on these issues.

  For developing this instrument, the researcher has reviewed related literature regarding this issue for teachers. The researcher developed the idea form research articles, research report, books and academic thesis. Firstly he made a draft version and has submitted to the supervisor for review. After receiving feedback from the supervisor, the researcher again developed his idea as per research objective and context. Secondly, he has submitted to the supervisor

for receiving feedback again. After getting feedback from supervisor, the researcher prepared this questionnaire for piloting. At last, this instrument has been finalized after completing piloting and getting final feedback from supervisor.

- *Observation checklist:* An observation checklist has been developed for collecting quantitative and qualitative data from English classroom at the secondary level. The main aim of the instrument is to explore the real situation of classroom for practicing formative assessment and feedback. In addition, the researcher also explored the teachers' perception and students' attitude on formative assessment and feedback practice through this instrument. Moreover, teachers usually follow lesson plan to conduct their lesson. So, during English class how they follow lesson plan to assess the students and to give feedback for improving students' learning has also been explored through this instrument.

  For developing this instrument, the researcher has reviewed related literature and developed his idea form different research articles, research report, books and academic thesis. Firstly he made a draft version and submitted to the supervisor for review. After receiving feedback from supervisor, the researcher again developed his idea as per research objective and context. Secondly, the researcher has gone to the real classroom to add different issues to this instrument. The researcher has submitted to the supervisor for receiving feedback again. After getting feedback from supervisor, the researcher made this questionnaire for piloting. At last, this instrument has been finalized after completing piloting and getting final feedback from supervisor.

- *Likert Scale:* A Likert scale has been developed to collect information from secondary students about formative assessment and feedback practice in English classroom. This instrument incorporated some statement about formative assessment, four skills practice in classroom, assessment of reading, writing, listening and speaking. In addition, it also includes knowledge about feedback, feedback practice, ways of giving feedback and effects of feedback on students' learning. Mainly, it has been developed following the five-degree Likert scale strategy like strongly agree, agree, neutral, disagree and strongly disagree. Is has forty (40) statements with five degrees scale including positive

and negative aspects of formative assessment and feedback practice in secondary English classroom.

For developing this instrument, firstly the researcher consulted the supervisor with some documents which have been found through reviewing related literature like research articles, research report, books and academic thesis. The researcher has got some ideas to develop the Likert scale and made 60 statements on assessment, formative assessment and feedback practice at secondary level. After getting permission from supervisor he has gone to the school as the first step for piloting these statements. After analyzing these statements, the researcher again consulted with the supervisor and removed 7 statements from the list. Secondly, these selected statements have been reviewed by the experts and they have given some opinion to improve these statements. After incorporating their feedback, the researcher again discussed with the supervisor to finalize the Likert scale statements. Finally, it has been decided that this instrument will include 40 statements with positive and negative aspects of formative assessment and feedback practice. After getting suggestion from supervisor, the researcher made this instrument for second round piloting. Finally, this instrument has been finalized after completing piloting and getting final feedback from the supervisor.

3.7.2 Instrument for qualitative data

Mainly two types of instruments are used for gathering qualitative data. These are:

- ▪ *In-depth Interview Schedule:* An in-depth interview schedule has been developed for secondary English teachers to collect more information about knowledge of formative assessment and feedback. In addition, this tool includes teacher's perception on formative assessment and feedback practice in the secondary classroom, away from assessment and given feedback in classroom, purpose of formative assessment and feedback, present status of practicing formative assessment and feedback in secondary classroom for collecting more data from the English teachers. Moreover, this instrument also has tried to explore in-depth information on teachers' motivation and perception for practicing four skills during lecture, opportunity and challenges for practicing formative assessment and feedback in secondary English

classroom. Furthermore, the researcher has tried to explore some examples for teachers on practicing formative assessment and feedback.

For developing this instrument, the researcher has reviewed related literature regarding this issue to develop this questionnaire for teachers. He has developed the idea form different research articles, research report, books and academic thesis. Firstly, he has made a draft version and submitted to the supervisor for review. After receiving feedback from supervisor, the researcher again has developed his idea as per research objective and context. Secondly, he has submitted to the supervisor for receiving feedback again. After getting feedback from supervisor, the researcher made this questionnaire for piloting. Finally, this instrument has been finalized after completing piloting and getting final feedback from supervisor.

- *Focus Group Discussion (FGD):* A focus group discussion (FGD) guideline has been prepared to collect data from the students to explore their opinion regarding formative assessment and feedback practice in English classroom. This instrument has given focus on the practice of assessment and feedback in the classroom, teachers' practice, teachers' perception on the practice of assessment and feedback, a way of giving feedback and so on. In addition, the researcher also has tried to explore the real situation and triangulation of the data of the other with the students' opinion. Therefore, the students are suitable respondents to check the data which have been collected from teachers. That's why the researcher raised different issues about formative assessment and feedback practice in the secondary classroom with the grade nine and ten students.

For developing this instrument, firstly the researcher consulted with the supervisor with some documents on formative assessment and feedback issues which have been found through reviewing related literature. Then researcher made a list of issues which are more close to the research objectives. He made a draft version and has submitted to the supervisor for review. After receiving feedback from supervisor, the researcher has made it final for piloting. Finally, this instrument has been finalized after completing piloting and getting final feedback from supervisor.

3.8 Piloting of instruments

After developing these instruments, the researcher has taken a plan with the permission of supervisor to test these tools at real school classroom, with teachers and students. The researcher contacts with the authority (head teachers) two secondary schools are located in Dhaka and Patuakhali. Unfortunately, the researcher faced problem from the school authority. They have informed that we need to take government permission for observing English class, talking with the teachers and students. After that, the supervisor of this study has talked to them and clarified the study purpose and objectives in brief. Simultaneously, the researcher has gone to the schools with permission letter taken from supervisor.

The instruments have been tested prior to finalizing at field level by the researcher. Instruments have been used to the respondents who have not included as a sample for final data collection. Especially, it is mentioned that the selected two schools are not a part of the final stage of data collection. The tools have criticized immediately after field test to find out the appropriateness of used language, approaches of inquiry, ethical issues and the relevancy of the study. After getting feedback based on the field test, the instruments have been finalized with the proper guideline of supervisor.

3.9 Data gathering process

The total data gathering process has been conducted by the researcher. At first, the researcher has developed a questionnaire, interview schedule, focus group discussion (FGD) guideline and observation checklist with the proper guideline, monitoring and supervision of supervisor. At this stage, the researcher has also cooperated with the other research experts, university teachers and assessment experts. These communications helped the researcher to develop a proper data collection instruments to collect data from urban and rural secondary schools.

Before data collection from selected institutions, the researcher has taken permission for data collection from each school, teachers and students. In the first stage, the researcher collected data from urban secondary schools. He has made a plan for that and sent to the head teachers of selected schools. At the same time, the researcher contacted over phone with the head teachers. Following a time schedule, the researcher has gone to selected institutions to collect data. At the second stage, the researcher collected data from rural secondary schools. He follows a similar strategy as he followed at the first time.

The researcher has collected data from all kinds of sources. Then he verified the information given by the respondents. Detailed note of those interviews was written by the researcher himself. With the permission of the interviewees a mobile recorder was also used for backup of all information. After completing this interview the researcher made a manuscript in Bengali then translated into English. But during FGD, the researcher has taken help of a note taker to take a note he has conducted FGD with the students. After collecting data, the researcher has gathered all information as per research objectives and then reorganized thematically.

3.10 Data coding

After collecting and gathering data, the researcher has organized all the qualitative data in major themes which are closely related to specific objectives of this study. For easy and impartial analysis of qualitative data, the researcher has used some code against the respondents. The data have been coded by alphanumeric coding. The coding frame is shown in table below:

Table 8: Data coding of this study

Respondents	Areas	Instruments	Coding Number
Teachers	Urban	In-depth Interview	$TIUD_1$ to $TIUD_5$
	Rural		$TIRP_1$ to $TIRP_5$
Students	Urban	FGD	$FGDU_1$ to $FGDU_5$
	Rural		$FGDR_1$ to $FGDR_5$

3.11 Data analyses

The data analysis of this study has followed convergent design analysis. Firstly, the researcher analyzes the quantitative data using descriptive statistics. Secondly, qualitative data have been analyzed thematically. Finally, make converge or compare with both kinds of data. According to Creswell (2012), convergent design analysis is perhaps the most difficult and controversial. The standard approach seems to converge or compare in some way quantitative and qualitative data. In addition, the analysis is providing a discussion in a side by side and emerging theme from the data and how they support or refute the statistical analysis.

3.11.1 Quantitative data analysis

The questionnaire survey data have been analyzed using descriptive statistics. This data have been presented the cross tabulation with urban and rural perspective. In addition, observation checklist of English classrooms related data and students' opinion related data have also been analyzed using descriptive statistics. In this study,

simple statistical techniques such as frequency distribution, percentage and mean have been used for data analyses. The SPSS software was used for statistical data analysis. All these data have presented either table or graph for clear understanding.

It is mentioned that after collecting data, the researcher has created an SPSS template for every instrument. To finish the entry of raw data, the researcher checks the data very carefully and tries to make error-free. Finally, with the consultation of the supervisor, the researcher has analyzed the quantitative data.

3.11.2 Qualitative data analyses

Qualitative data have been collected from students, teachers and class observation through interview schedule, FGD and observation checklist. All of the collected data have transcribed from Bengali into English and then coded for analyzing. The qualitative data have been analyzed on the basis of some major themes (thematic analyses) which are related to research objectives.

In addition, the process was begun with the management and organization of the data. To get an initial sense of what has been collected, the researcher read through the field notes of the observations and interview transcripts and noted themes. Once data were organized, the process of categorizing them began. "Qualitative data analysis is basically a process of breaking down data into smaller units, determining their import, and putting the pertinent units together in a more general, interpreted form" (Gay & Airasian, 2003, p. 232). The gathered data have been coded according to alphanumeric coding style. The coding process began by dividing the data into meaningful analytical units- "a word, a sentence, an entire story for analysis by hand" (Creswell, 2007, p.150). This was done using an Excel spreadsheet. Finally, to make clear and understandable for a reader, the researcher has used direct citation of respondents regarding research objectives.

3.12 Data Triangulation

According to Johnson (1997), "When qualitative researchers speak of research validity, they are usually referring to qualitative research that is plausible, credible, *trustworthy*, and therefore, defensible" (p.282). To ensure credibility in the study, data triangulation (employing multiple sources of data across participants and time), investigator triangulation (using more than one investigator or evaluator) and methodological triangulation (comparing multiple methods of data analysis, observation, interview, and document analysis) have been utilized.

In addition, Triangulation helps a researcher to measure the consistency of data obtained from different sources through various instruments. Similar data have been collected from different sources to know the real picture on formative assessment and feedback practice at secondary level in Bangladesh. Firstly, the researcher collected data from teachers using questionnaire and in-depth interview. Similar opinion has been gathered from students opinion and focus group discussion. Finally, the researcher tries to make it clear through classroom observation. The data of this study have been triangulated this way:
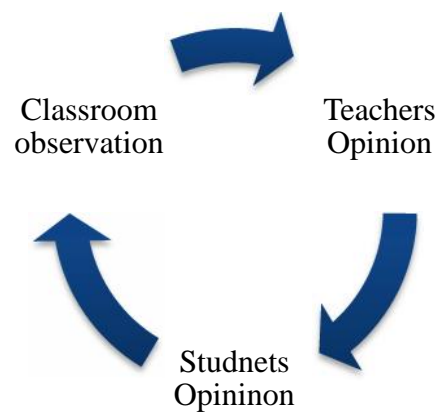
Figure 11: Triangulation process of this study

3.13 Ethical consideration

In convergent design, the quantitative and qualitative sample size may be different. Care needs to be taken to not minimize the importance of sample because of its size (Creswell, 2012). To ensure the quality if this study the researcher has maintained some ethical issues in general. These are:

a) *Avoiding plagiarism:* At the time of literature review, the researcher gave more attention to avoid plagiarism. The researcher used direct coding or paraphrasing or summering to use documents and also used in text and end text citations. In addition, during discussion the researcher maintained research ethics to compare or refute the data with the support of other study.

b) *Obtaining Permission:* During data collection, the researcher has taken consent from every institution for collecting data and also has taken consent from teachers and students. The researcher provided the main purpose of the study in the consent letter and made participants known about the purpose. In addition, the researcher also has supplied a letter from supervisor to the

respondent regarding permission issue. Before starting the discussion, the researcher has taken consent in written and oral ways.

c) *Protecting anonymity of respondents:* The researcher has taken proper action to ensure anonymity of respondents. Because he ensures through his consent letter that anonymity should be maintained. In addition, the researcher mentioned that he used alphanumeric codes for qualitative data and numeric code for quantitative data which helps to ensure protecting the anonymity of respondents.

d) *Avoiding deceptive practice:* Researcher has abstained from the manipulation of data during collection of data. He also has ensured the accuracy of the study in data processing stage. At last, this research was completed with full confidence and faithfulness and without being biased. During FGD, the researcher has selected FGD time according to school authorities' suggested time. The researcher has not given any pressure on the individuals at the time of data collection. The researcher did not give his own opinion or made any judgment to them. So that it could not make any kind of reflection on respondents.

e) *Not disclosing sensitive information:* The researcher has used different types of information which was collected from secondary schools teachers and students. But he was determined for not disclosing sensitive information about teachers and students. For that reason, he used alphanumeric code to use that information in this study. In addition, the researcher does not use the schools' identification indicator like schools' name, schools' location, headteachers' name, teachers' name etc.

f) *Conveying the purpose of the study:* The researcher firstly explains the purpose of this study to the school authority to collect information from school English teachers and students. He assures the respondents that the data will only used for academic research purpose and their identity must be confidential.

Chapter: Four
Data Analysis and Presentation

4.1 Introduction

This chapter presents the present status of formative assessment and feedback practice at secondary level and its' effects on students learning in English classroom in Bangladesh. Firstly, this chapter presents some basic information about schools, teachers and students who are closely related to this study. After that it also presents the practice of assessment and feedback related analytical information with some examples and evidence which help to find out the ways of students learning in English classroom in Bangladesh with the comparison of urban and rural situation. Finally, how formative assessment and feedback system help the students' in secondary school English classroom have been presented with some examples.

4.2 Situation analysis

This study was conducted in two different areas to get more information about formative assessment and feedback practice form urban and rural areas. In addition, most of the study illustrated that the feedback practice occurs more in urban areas than rural areas. For that reason, the researcher has chosen Dhaka city as urban and *Patuakhali* district as rural area, especially for this study. To get a brief idea about this study some basic information of sampled teachers has been presented below.

Table 9: Basic Information about teachers

		Urban (%)	**Rural (%)**
Education Qualification	Honors	40.0	60.0
	Masters	60.0	40.0
Professional Degree	B.Ed.	40.0	40.0
	M.Ed.	60.0	-
Teaching Experience	Less Than 3 Years	20.0	30.0
	7-10 Years	-	20.0
	More than 10 years	80.0	50.0
English-based training	Training has	100.0	100.0

This table presents that the education qualification in urban teachers is better than rural English teachers. It is found that 40% teachers of urban have honors' degree and 60% teachers have masters' degree. Conversely, in rural areas, 60% teachers have honors' and 40% teachers have masters' degree. In both areas 40% teachers have B.Ed. degree while 60% teachers of urban areas have M.Ed. degree. Most of the teachers (80%) of urban areas have more than 10 years of teaching experiences while

half of the teachers (50%) of rural areas have the same teaching experience. In addition, all teachers of both areas have subject-based training.

Table 10: English Classroom activities at Secondary Schools

	Urban (%)	Rural (%)
Start the class on time	100.0	100.0
Start the class with welcome speech	80.0	80.0
Announce lesson title	80.0	100.0
Write lesson title on board	60.0	30.0
Conduct class according to lesson plan	10.0	20.0

From the classroom observation, it is found that most of the classrooms are not well-organized in both urban and rural areas. The class size is big and teacher-student ration is more than 1:62. Most of the classroom are traditional and students setting arrangement is also traditional. All of the urban classrooms have electricity connection while some of the rural (60%) schools have the same scenario. Especially, it is found that 40% classroom of rural areas has no electricity.

During classroom observation, it is found that all teachers from urban and rural areas have started their lesson on time. In both areas, 80.0% teachers have started their class with a welcome speech. Unexpectedly it is found that only 10% teachers of urban secondary schools and 20% teachers of rural secondary schools have conducted their lesson according to their lesson plan. All teachers of rural secondary schools and 80% teachers of urban secondary schools have announced lesson title at the beginning of the lesson. However, more than half (60%) of the teachers of urban secondary schools and 30% teachers of rural secondary schools have written the lesson title on board when they started their lecture.

4.3 Practice of formative assessment

Firstly the researcher examines teachers' knowledge about assessment system. After that he also explores the teachers' knowledge about formative assessment and feedback then its' practice in the classroom. In addition, students' opinion and classroom observation report have been presented regarding this issue.
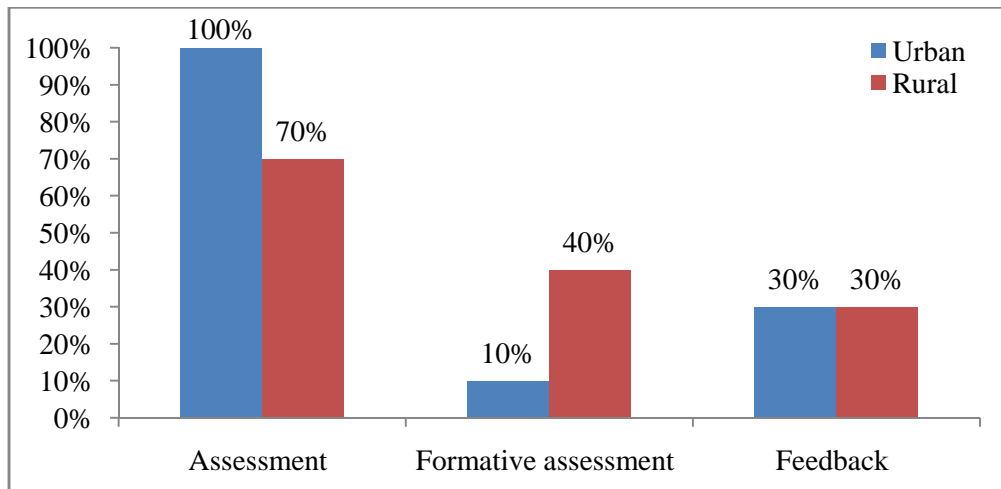
Figure 12: Knowledge about Assessment and Feedback

All of the teachers of urban and 70% teachers of rural secondary level school have knowledge about assessment while they do not have enough knowledge about formative assessment. This figure presents that 10% teachers of urban secondary schools and 40% teachers of rural secondary level have knowledge about formative assessment. For example, one teacher mentions that "*assessment is a continuous process throughout the whole course before the final exam. But formative assessment is identifying the limitations of students learning when assessment have done*" (TIRP$_3$).

Moreover, teachers have good knowledge about assessment than feedback. It is found that 30% teachers of both urban and rural secondary schools have knowledge about feedback. During an in-depth interview a teacher of the urban secondary school said:

> Formative assessment and feedback closely related to each other. When we assess the students in the classroom we can provide feedback to ensure and improve their learning. I think formative assessment occurred during the lesson. After completing a lesson we assess the student through different short questions that are a formative assessment. On the other hand, when students gave their answer if it was right or wrong, doesn't matter, teachers supplement them or encourage them to give answer properly on feedback. In addition, feedback can positive or negative. But the teacher should provide positive feedback to the students which help them to learn more and to give attention to the class lecture. (TIUD$_1$)

Therefore, the majority of the secondary teachers (70%) have no clear idea about feedback and its classification and how it helps the students' learning. For example, a teacher from rural secondary school stated that

> We are not used to the word "Feedback". I think it is saying good or bad after assessing the students. When we are assessing the students during lecture, we can try to ensure their learning using the positive word. In some cases, we can rebuke or punish them if they give the wrong answer. You know that students

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> are trying to avoid practice English at classroom or home. So, if we can bind them through rebuke or punishment to practice English, then they will learn English as we want. (TIRP$_3$)

After that the researcher explains assessment, formative and summative assessment and feedback to the teachers. He also gives example to the teachers on these issues to make it more clear.
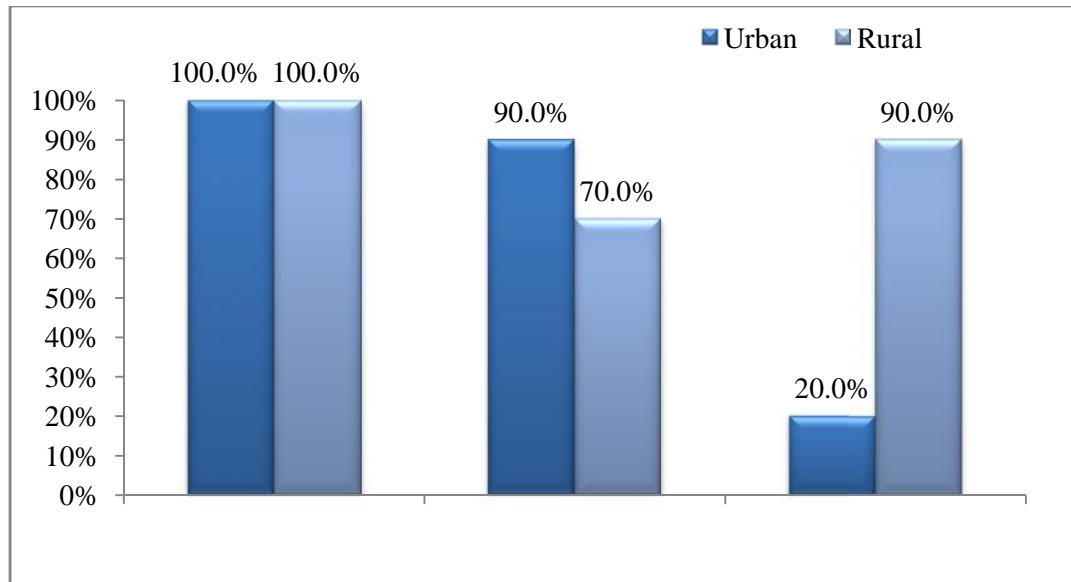
Figure 13: Assessment practice in classroom

This figure presents the percentage of teachers who assess the students in classroom during teaching time, giving importance to formative and summative assessment in the classroom. It is presented that all of the teachers of urban and rural secondary schools have assessed their students during class time. However, 90% teachers of urban and 70% teachers of rural secondary schools have given importance to formative assessment while only 20% of urban and 90% of rural secondary schools teachers have given priority to summative assessment. For example, one teacher stated that:

> Assessment is important in the classroom. I find information about my students and my teaching through assessment. In addition, formative assessment is more suitable than summative assessment. Formative assessment will help me and my students to improve our learning and lessons. But summative assessment provides us a final result or grade. So, I am giving more importance to formative assessment than summative assessment. (TIUD$_2$)

In addition, another teacher said that

> Most of the time, we assess our students during class time. But we give more importance on summative assessment for improving the final result. I think the final result is more important than classroom performance. People and school managing (SMC) want to know the final result, not classroom performance. (TIRP$_6$)
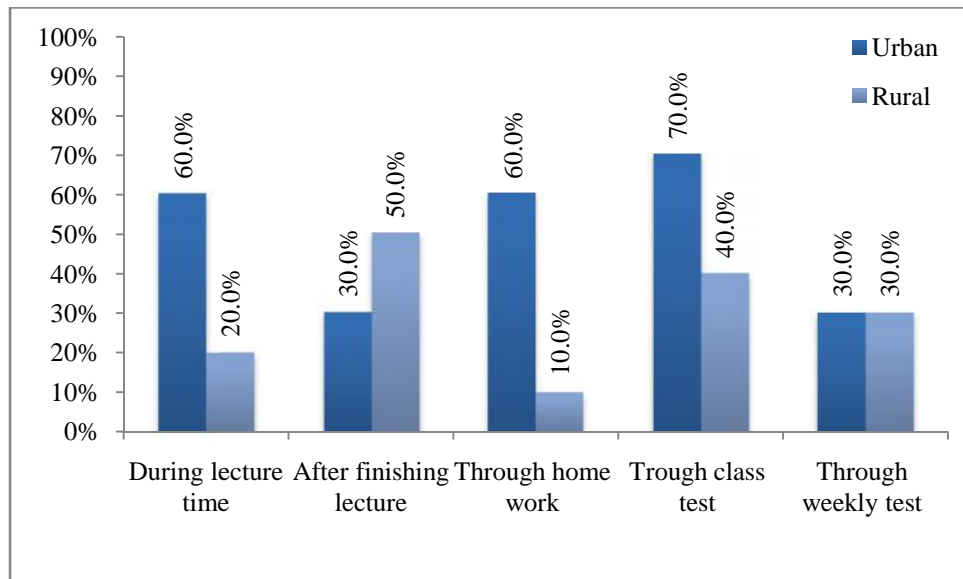
Figure 14: Timing of assessment

Secondary students assessed by the teachers at different times. This table present that 60% teachers of urban and 20% teachers of rural secondary schools have assessed their students during lecture while 30% of urban and 50% of rural teachers assessed their students after finishing a lesson. In addition, 60% teachers of urban and 10% teachers of rural assess their students through homework. Moreover, 70% teachers of urban and 40% teachers of rural teachers use the class test as an assessment tools however 30% of both urban and rural teachers use weekly test for assessing the students in English classroom. For example, one teacher mentioned that

> Mainly we are assessing our students during class lecture. Although, we also use class test and weekly test to understand our students learning level. In addition, our school has a culture or rule that after finishing a chapter we take a test. So, I think it is important for both teachers and students for practicing assessment in English classroom. (TIUD$_9$)
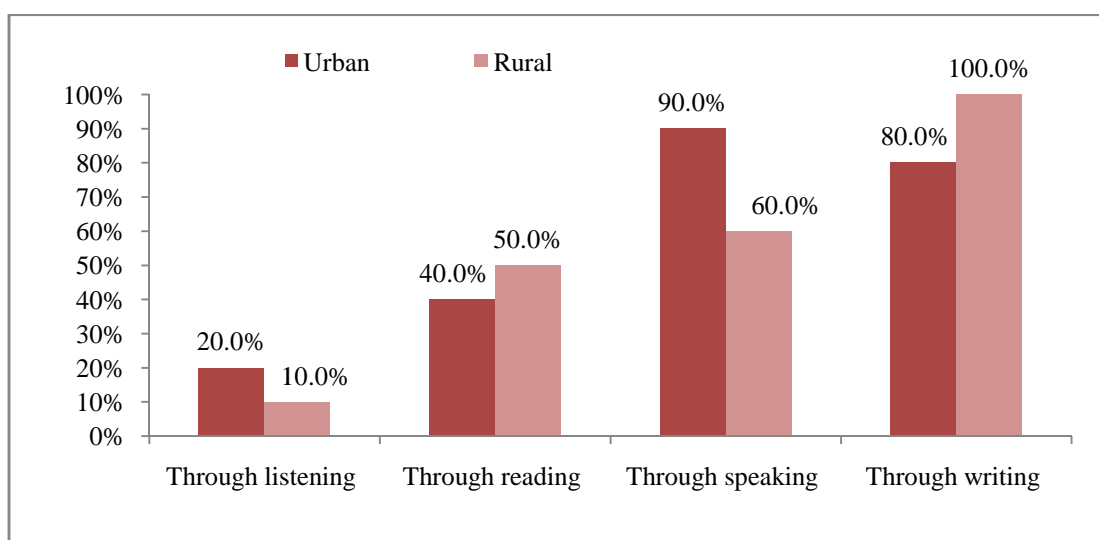
Figure 15: Techniques of assessment

Most of the teachers (80.0% in urban and 100.0% in rural) mentioned that writing is the best useful technique to assess the students' performance in English. Conversely, a few teachers (20% in urban and 10% in rural) assess students' listening skill in the classroom as assessment techniques. Moreover, 40% teachers of urban and 50% teachers of rural secondary schools assess their students through reading. Furthermore, 90% teachers of urban and 60% teachers of rural secondary schools assess their students through speaking in English classroom.

Regarding this situation, the researcher wanted to know about the practice of four skills in details from secondary English teachers. For example, the researcher learnt from a teacher that

> We have no opportunity to assess the students on English subject as per four skills of language. Mainly we are assessing them through reading and writing. In some cases, we also assess them through speaking. But we have no opportunity in schools to use listening as assessment tools. Because we have no audio clips which are related to the lesson and also have no audio player in our school. That's why we face this kind of problem at rural level. (TIRP$_7$)

A similar opinion was expressed by found a teacher who is working at an urban secondary school. He mentioned:

> As far my experience at this school, we are assessing our students through written test mainly. Parents are checking their children's notebooks when they reached home. In addition, we also assess the students in English class through speaking and reading. In upper classes like grade nine and ten, we use English as classroom language. That's why, I think it will help the student to recovery as a listening test. In some cases, we also use Bangle language to make it more understandable and clear. (TIUD$_1$)

Table 11: Purposes of assessment

	Urban (%)	Rural (%)
Encourage students for more study	30.0	20.0
Assist students for good result	80.0	60.0
Help students for achieving knowledge	60.0	50.0
Support students for developing self confidence	60.0	40.0
Help students for achieving learning outcomes	60.0	30.0
Help teachers to follow the lesson plan	40.0	50.0

This table presents the purpose of classroom assessment. From the table, it is found 30% teachers of urban secondary school assess the students for encouraging more study while it is 20% at rural secondary schools. In addition, 80% teachers of urban areas and 60% teachers of rural areas have mentioned that assessment assists the students for good result. More than half (60%) of the teachers of urban school mention that assessment supports the students for developing self-confidence however

nearly half (40%) of the teachers of the rural area mention the same reason for assessing the students. Moreover, 60% teachers of the urban secondary school stated that they assess the students for helping to achieve knowledge while half of the teacher (50%) of rural areas stated the same reason to assess the students. Furthermore, it is presented that 60% teachers of urban secondary school and 30% teachers of rural secondary school mentioned that they assess the students for achieving learning outcomes. Finally, 40% teachers of the urban secondary school stated that they follow their lesson plan as purpose of the assessment and only 50% teachers of rural secondary school mention the same reason as purpose of the assessment.

During in-depth interview, a teacher from Dhaka city illustrated:

> Teachers are assessing the students for a different purpose and it also varies one lesson to another. For example, I assess the students mainly to achieve the learning outcomes of my lesson. In some cases, I also assess students to know their learning level of a topic which I teach them on a particular day. In addition, I assess them for improving their concentration at me and my lesson. So, I think it varies person to person. (TIUD$_2$)

Table 12: Students perception about formative assessment

	Urban (%)					Rural (%)					Mean
	SA	**A**	**N**	**D**	**SD**	**SA**	**A**	**N**	**D**	**SD**	
Teachers assess the students during teaching time	73.3	20.0	2.7	4.0	-	58.7	20.0	6.7	12.0	2.7	**1.56**
Teachers ask short question during teaching time	73.3	20.0	-	2.7	-	57.3	25.3	12.0	4.0	1.3	**1.47**
Teachers give home work	58.7	22.7	18.7	-	-	58.7	17.3	6.7	6.7	10.7	**1.77**
Teachers assess the home work regularly	44.0	22.7	16.0	16.0	1.3	60.0	22.7	5.3	4.0	8.0	**1.93**
Teachers assess students' notebook in the classroom	81.3	18.7	-	-	-	73.3	24.0	1.3	1.3	-	**1.25**
Teachers assess the students after completing one chapter	62.7	29.3	6.7	1.3	-	56.0	22.7	10.7	5.3	5.3	**1.64**

This table presents the students' opinion about classroom assessment as formative assessment. It is found that in both areas most of the students (73.3% in urban and 58.7% in rural) strongly mentioned that teacher assess them during teaching time. Teachers ask short questions during lecture stated by the 73.3% students of urban

secondary school and 57.3% students of rural secondary schools. More than half of the students (58.7%) of both areas strongly mentioned that teachers gave them homework while 10.7% students of rural secondary schools strongly disagreed with them. Near about half of the students (44.0%) of urban secondary schools and 60.0% students of rural secondary schools strongly mentioned that teachers assess their homework regularly. As a part of formative assessment teachers assess students' notebook in the classroom strongly stated the 81.3% urban and 73.3% rural secondary schools students. Furthermore, more than half of the students (62.7% in urban and 56.0% in rural) strongly mentioned that teachers assess them after completing chapter by chapter.

Finally, mean of these statements showed that teachers are practicing formative assessment in English classroom in both urban and rural secondary schools. Mainly teachers give emphasis on assessing the students' notebook asking a short question during lecture. But they give less importance to homework and assessing the students to complete a chapter.

Table 13: Students opinion on English classroom assessment

	Urban (%)					Rural (%)					Mean
	SA	A	N	D	SD	SA	A	N	D	SD	
Teachers give writing task after teach a topic	70.7	22.7	6.7	-	-	65.3	32.0	1.3	1.3	-	1.37
Teachers give reading task after teach a topic	54.7	33.3	10.7	1.3	-	40.0	41.3	9.3	8.0	1.3	1.74
Teachers inspired students to speak on issue	74.7	25.3	-	-	-	69.3	21.3	4.0	4.0	1.3	1.36
Teachers give listening task in classroom	16.0	1.3	8.0	25.3	49.3	13.3	13.3	14.7	17.3	41.3	3.75

This table presents the students' opinion regarding four skills of English language which must be assessed by the teacher in classroom or at final exam. It is found that 70.7% students of urban secondary schools and 65.3% students of rural secondary schools strongly mentioned that teachers have given writing task after teaching a topic. In addition, teachers giving reading task after teaching a topic have been strongly mentioned by the 54.7% students of urban and 40.0% students of rural secondary schools. Moreover, 74.7% students of urban and 69.3% students of rural secondary schools strongly stated that teachers inspire them to speak English on any issue. Furthermore, teachers do not give any listening task in classroom as mentioned

by the near about half of the students (49.3% in urban and 41.3% in rural) in both areas. Finally, we conclude that most of the schools assess English skills of their students through reading, writing and speaking while they are not interested to assess the students listening skills in the classroom. It is one of the major barriers in Bangladesh to learn English as a second language.

During focus group discussion students of secondary schools in both areas mentioned that teachers assess them in classroom during lecture. Teachers are asking different types of short questions and sometimes assigning through reading, writing and speaking although listening is fully absent in classroom assessment. In addition, teachers give homework and arrange class test sometimes. They feel that is a good learning process for them and it also helps them to understand class lecture properly. If they miss some data first time in teachers' lecture then they recover this information during assessment. For example, a student from urban stated:

> Teachers are assessing us during lecture regularly. They are asking questions to know my views and my understanding of that lecture. I think it is more helpful to me and my friends. If we are not able to understand first time then we make it clear second time. In addition, when teachers are asking any kind of question to me or my friends we raise our hand then give my opinion. In some cases, teachers also added some new information during question-answer session. (FGDU$_3$)

Another student from rural mentioned that

> Assessment is a part of our regular classroom activities. Teachers are assessing each and every topic frequently. In most of the cases, teachers are asking meaning of words, synonym or antonym of words and meaning of a sentence. I think it helps us to understand the lesson very quickly and properly. (FGDR$_1$)

Teachers arrange different types of classroom test as a part of formative assessment. In urban area, it is preset by the school authority at the beginning of the year. Although in rural areas, it is not pre considered or pre-determined but it varies from school to school and teacher to teacher. In most of the cases, teachers are willing to arrange such kind of exam as part of classroom activities. For example, a student from a rural secondary school said during FGD

> In our school, we have no arrangement for class test. Our social science teacher takes class test in a week but English teacher arranges a class test in a month while it is irregular. In addition, this test is mainly essay type but sometimes it was MCQ type which arranged occasionally. Teacher announces the exam date 2/3 days before and given some instruction for that. I think this type of exam is more important for us to make proper preparation for final exam. (FGDR$_5$)

Another student from a similar area mentioned:

> Teachers are asking questions during class lecture. But we have no class test in our school. I am studying this school last 3 years and I didn't see such kind of exam at this compound. But recently our English teacher came from training and told us he will arrange a class test after completing this chapter. We must pay exam fee 10 BDT. I think this kind of exam helps me to learn more. You know that we are weak in English. So, this kind of class test helps us to recover from fear of English. (FGDR$_2$)

A student from urban secondary school stated about classroom test and usefulness of classroom assessment at the time of FGD. He said:

> Our English teacher has arranged class test after completing a chapter. He arranges such kind of exam regularly. This test includes different types of questions like true-false, fill in the blanks, writing a paragraph, matching, seen comprehension and unseen comprehension and grammar-related questions. I think this kind of test helps me to judge myself for our final exam. In addition, it also helps me to know my lacking properly and this test inspires me to read English more. (FGDU$_1$)

Giving homework and judging the work is a part of formative assessment. All of the teachers in urban areas and most of the teachers of rural areas have given homework regularly and examine frequently but not regularly. During FGD, students talk about this issue very specifically. For example, a student said

> Teachers give homework regularly but most of my friends avoid this because teacher has not enough time to judge homework in a class. In most of the cases, teacher judges bright students notebook and give them feedback. In addition, teacher cannot provide any kind of punishment for them who have not completed their homework. But I think homework is more important for us to complete a lesson properly. Our class time duration is 45 minutes. It is not enough for a teacher to conduct a lesson without giving homework. (FGDU$_2$)

Another student stated:

> Our English teacher gives homework regularly but not judging every day. After completing a lesson, he writes a homework on the board and instructs us what we should need to do. I think it is important for a student to learn a topic very specifically. But teacher should judge this work regularly because it is a part of our learning. (FGDR$_5$)

For learning a language we need to practice reading, writing, listening and speaking regularly. During FGD most of the students share their views about four skills of language which should have practice at schools. But unfortunately, our schools are not willing to practice all four skills at classroom. Students also mentioned similar opinion regarding this issue. They wanted to practice all four skills in the classroom with the support of English teacher. Firstly a student from a rural secondary school mentioned:

> Mainly we are practicing writing and reading skills at the classroom. At the beginning of lesson teacher told some to read from the book. After that he identifies some difficult word and writes it on the board. He wanted to know the meaning of this word from us. At the last of the lesson teacher instructs us

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> to write something. But unfortunately we have no any opportunity to practice listening and speaking skills at the classroom. (FGDR₁)

Another student from urban secondary school said that

> We have more opportunity to practice English than any other schools in this city. Our English teachers helps us lot to practice English at the classroom. We are practicing reading, writing and speaking during lecture but sometimes teacher arrange listening materials to practice. In addition, school has no opportunity to practice listening due to lack of proper audio clip. That's why government should provide lesson related audio clip to the schools at the beginning of the year.

Table 14: Assessment practice at classroom

	Urban (%)	**Rural (%)**
Asked question frequently while teaching	100.0	100.0
Students answered according to question	80.0	100.0
Teacher gave feedback on student answers	80.0	50.0

This table proves that teachers practice formative assessment as assessment tool during class. Through classroom observation, it is found that all of the teachers ask questions frequently when they conduct the lesson. Students also have shown a positive attitude toward formative assessment through answering the question at 80% in urban and 100.0% in rural secondary schools. Finally, teachers have given feedback on student answer 80.0% in urban and 50.0% in rural respectively.

Table 15: Four skills practice in previous topic at classroom

	Urban (%)	**Rural (%)**
Teacher gave writing test	20.0	30.0
Teacher gave speaking test	20.0	20.0
Teacher gave reading task	50.0	50.0
Teacher assessed listening task	60.0	40.0

During class observation, it is found that teachers practice four skills of English language in classroom in very limited ways. For example, teachers have given a written test on previous topic in 20% of urban and 30% of rural secondary schools. Teachers also have given speaking test on previous topic only 20% in both areas secondary schools while they have given reading task in 50% of secondary schools. In addition, teachers have assessed the students' listening skills on previous topics only 60% of urban and 40% of rural schools.
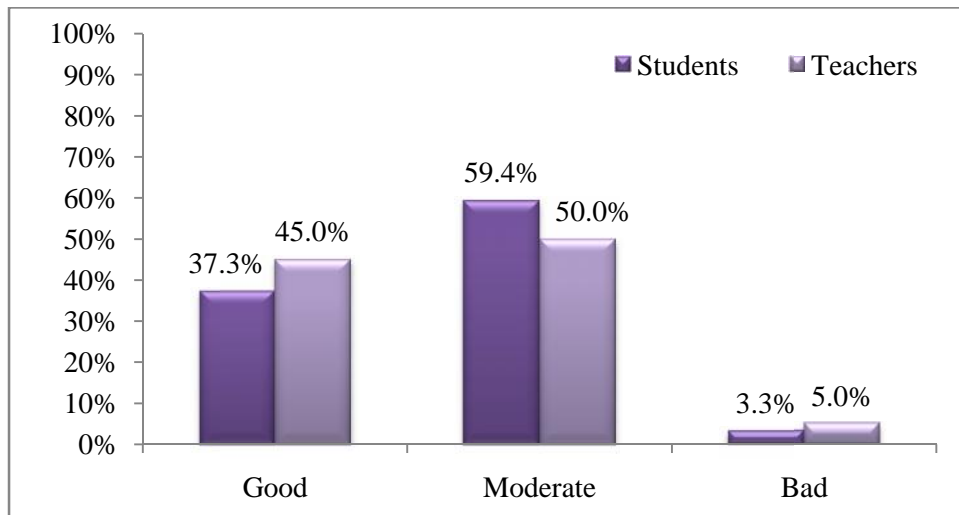
Figure 16: Opinion about overall formative assessment

This figure presents the overall formative assessment at secondary English classroom. It is found that 37.3% students and 45.0% teachers mentioned that formative assessment has practiced at classroom as good while 59.4% students and half of the teachers stated as moderate and only 3.3% students and 5.0% teachers mentioned as bad at secondary English classroom.

4.4 Practice of Feedback

Feedback is one of the major parts of the formative assessment. After completing formative assessment, teachers have to provide feedback to the students. Firstly the researcher presents the status of giving feedback in classroom, way of giving feedback and timing of feedback as per teachers' opinion. After that student's opinion and classroom observation report has been presented one by one.
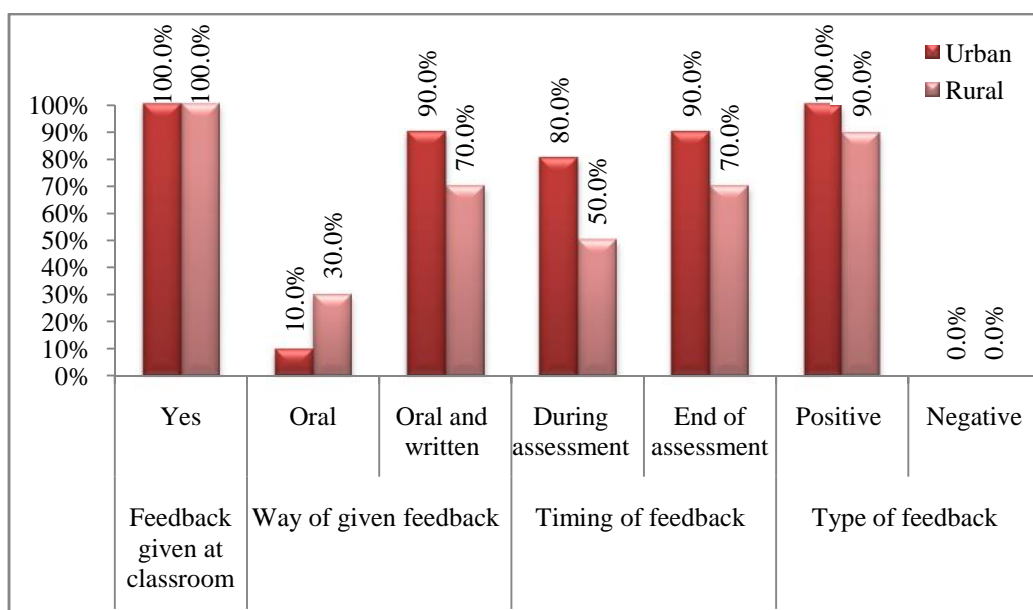
Figure 17: Feedback at secondary English classroom

This figure presents the percentage of teachers who have given feedback to the students in classroom during teaching time. It presents that all teachers of urban and rural secondary schools have given feedback to their students in classroom.

Teachers of both areas are following a different strategy for giving feedback to the students in classroom. Only 10% teachers of urban secondary schools are following oral feedback strategy for giving feedback to the students in classroom while 30% teachers of rural secondary school are following the same strategy. In addition, 90% teachers of urban secondary schools and 70% teachers of rural secondary schools have followed both oral and written method as a feedback strategy because it is a more suitable way to give feedback to the students.

Secondary teachers have given feedback to the students in a two-way process. Firstly, 80% teachers of urban and 50% teachers of rural secondary schools give feedback to their students during assessment time while 90% of urban and 70% of rural teachers give feedback to their students at the end of the assessment session.

Most of the teachers of both areas give positive feedback to their students. This figure presents, all teachers of urban and 90% teacher of rural secondary school mentioned that they have provided positive feedback to their students. For example, one teacher from Dhaka stated: *"I provide positive feedback to my students after assessing anything. If I assess the students through written exam I use good, very good type word as given feedback"* (TIUD$_2$).

Another teacher from rural secondary school mentioned that

> Feedback is as important as assessment. After completing assessment I will prove oral and written feedback to my students. If I assess them by asking question then I will provide feedback orally or assess them through written task than provide feedback in a written way. I avoid negative feedback strongly and provide positive feedback after completing an assessment at the classroom. (TIRG$_1$)
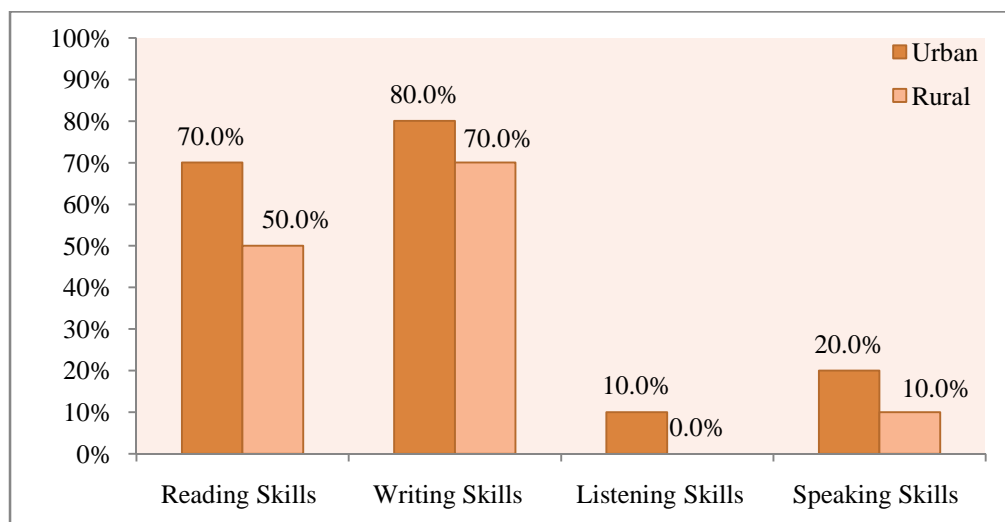
Figure 18: Feedback of four skills practice at classroom

Teachers of both areas are interested to give feedback on reading related issues. This figure presents that 70% teacher of urban secondary schools and 50% teacher of rural secondary schools stated they usually provide feedback when they assess the students' reading skills at classroom. One teacher from urban secondary school mentions:

> I am trying to give feedback to the students when I assess their reading skills through something reading. When the student read fluently and loudly, I will give those thanks and use good and sometimes use a big hand. If they mistake any pronunciation then I will correct them. (TIUD$_2$)

Teachers of both areas are more interested to give feedback on writing-related tasks. It is found that 80% teacher of urban secondary schools and 70% teacher of rural secondary schools stated that they are usually providing feedback when they assess the students' writing skills. One teacher from rural secondary school stated:

> I am providing feedback to the students in the written way when I assess their writing skills. Every day I am trying to give writing task during class for 5/8 minutes. After that, I judge some notebook frequently because of limited class time. I use marks and grade as feedback tools for writing skills. In some cases, I wrote in their notebook well, very well and need to improve etc. such kind of compliments. (TIRG$_5$)

In both areas, teachers are not interested in giving feedback on listening related assessment. Although, it is previously mentioned that schools have limited opportunity to practice listening skills in classroom. This figure presents that only 10% teachers of urban secondary schools usually provide feedback when they assess the students' listening skills. One teacher from rural secondary school said:

> We have no opportunity to practice listening skills in classroom because our school is out of electricity. So how can we practice this skill at school? But I think it is essential for a student to learn English better. Although I suggested them to practice at home if they have an opportunity. (TIRG$_1$)

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Another teacher mentioned:

> Usually, I am not able to provide feedback to the students' on listening related task. Because I am not good at listening so how can I provide proper feedback to the students? Although, I am trying to provide feedback as my level base and help them to practice listening. (TIRG₃)

Teachers of both areas are not interested to give feedback on speaking related issues. This figure presents that 20% teachers of urban secondary schools and 10% teachers of rural secondary schools stated that they usually provide feedback when they assess the students' speaking skills during lesson. For example, a teacher from rural areas stated:

> Habitually I am not able to provide feedback to the students' on speaking related assessment. Most of the time I encourage them to use English but they feel shy to use it. For that reason, I tried to use English as my teaching language. (TIRG₈)

Table 16: Students opinion regarding feedback

	Urban (%)					Rural (%)					Mean
	SA	**A**	**N**	**D**	**SD**	**SA**	**A**	**N**	**D**	**SD**	
Teachers write *good, very good, excellent* and *bad* on students' notebook	41.3	20.0	18.7	8.0	12.0	61.3	13.3	10.7	6.7	8.0	**2.08**
Teachers give marks/grade on students' notebook	44.0	36.0	14.7	5.3	-	37.3	33.3	1.3	17.3	10.7	**2.06**
Teachers give suggestions at classroom for students' academic development	74.7	21.3	1.3	2.7	-	70.7	21.3	-	4.0	4.0	**1.41**
Teachers give suggestions outside the classroom for students' academic development	41.3	26.7	28.0	4.0	-	57.3	16.0	4.0	9.3	13.3	**2.00**
Teachers prepare students' performance report	20.0	45.3	20.0	13.3	1.3	36.0	21.3	18.7	10.7	13.3	**2.37**

This table presents the students' opinion regarding feedback practice at secondary schools English classroom. It is found that 41.3% students of urban areas and 61.3% students of rural areas strongly mentioned that teachers are writing good, very good, excellent and bad on students' notebook. In addition, near about half of the students in both areas (44.0% in urban and 37.3% in rural) strongly stated that teachers have given marks/ grade in their notebooks. Moreover, teachers have given suggestions in classroom for students' academic development mentioned by 74.7% students of urban secondary schools and 70.7% students of rural secondary schools. Furthermore, 41.3% students of urban and 57.3% of students of rural secondary schools strongly agreed that teachers give suggestions outside the classroom for students' academic development. Moreover, teachers have prepared students' academic performance

report through formative assessment mentioned by the few students strongly. It means that this culture varies from institute to institute. Finally, this table also presents that teachers have given less priority on feedback than formative assessment. Through students, opinion researcher assumes that most of the statements' mean more than 2 which indicated that teachers have less concentration on feedback practice in the secondary classroom. For example, a student from the rural secondary school said: *"our English teacher is assessing us regularly but he can't judge our notebook and can't provide any marks or grade. In addition, most of the time he is rebukes us if we mistake any pronunciation.* (FGDU$_2$)*"*

Table 17: Students opinion towards teachers' attitude on feedback

	Urban (%)					Rural (%)					Mean
	SA	**A**	**N**	**D**	**SD**	**SA**	**A**	**N**	**D**	**SD**	
Teachers correct the mistake of class test	57.3	14.7	-	6.7	21.3	41.3	28.0	6.7	10.7	13.3	**2.23**
Teachers rebuke the students if they make mistake	16.0	8.0	29.3	24.0	22.7	8.0	8.0	22.7	16.0	45.3	**3.56**
Teachers insult the students in classroom if they don't give proper answer	5.3	12.0	12.0	28.0	42.7	14.7	5.3	10.7	30.7	38.7	**3.82**
Teachers inspired the students to give answer at classroom	65.3	30.7	-	1.3	2.7	50.7	29.3	10.7	5.3	4.0	**1.64**
Teachers don't give any opportunity to ask any question at classroom	8.0	4.0	6.7	32.0	49.3	10.7	12.0	12.0	24.0	41.3	**3.42**

This table presents the students' opinion towards teachers' attitude on feedback practice in secondary English classroom. It is found that teachers correct the mistakes of the class test as a part of feedback during class mentioned strongly by the 57.3% students of urban and 41.3% students of rural secondary schools. Sometimes teachers rebuke them is they make mistake in class test. Although 22.7% students of urban and 45.3% students of rural secondary schools strongly disagree that they don't receive any kind of rebuke or punishment from English teachers' regarding the mistake of class test. In addition, teachers don't insult the students in classroom if they are not able to give right answer mentioned by the 42.7% students of urban and 38.7% students of rural secondary schools.

This table also presents that more than half of the students of both areas (65.3% in urban and 50.7% in rural) stated that teachers inspire them to give an answer in classroom whether it is right or wrong. In addition, teachers are more flexible to ask

any question during lesson mentioned by the near about half (49.3%) of the students of urban secondary schools and 41.3% students of rural secondary schools.

Finally, we can conclude that English teachers assess their students frequently and giving them enough opportunity to ask any question or supplement something. Teachers seem more co-operative and supportive of students and they don't rebuke the students. It proves that feedback system is going on in English classroom at secondary schools but it needs to improve more to ensure quality education.

During FGD with the students in both areas, the researcher has identified that teachers are willing to provide feedback after completing the class test. They provide oral and written feedback to improve the students' performance. In addition, teachers are also giving feedback when they are assessing the students during class lecture. On that time they provide mainly oral feedback and encourage the students with big hands and some motivational words like "*great*", "*well done*", "*good*", "*very good*" and "*excellent*" etc. Moreover, teachers are providing feedback for improving students' reading skills, speaking skills and writing skills. But most of the teachers are not qualified to develop students' listening skills properly because they have some lacking in this particular skill.

As previously mentioned, teachers are giving feedback to the students after assessing during lecture. Mainly teachers are using encouraging words to give feedback to the students. For example, a student from urban area stated:

> I feel good when my English teachers told me a good boy after answering any question which asking me during lecture. He doesn't rebuke or punish us if we answer in a wrong way. Most of the time he is asking meaning of words English to *Bangle*. Firstly we tried to give answer then teacher wrote the meaning of that word into the blackboard. (FGDU$_1$)

Another student from same areas said:

> During lecture, the teacher gives us feedback in different ways. If he asks something orally then gives feedback in oral way like "*good*", "*very good*" and "*excellent*" etc. If he gives any kind of written task then gives feedback in a written format like *"need to improve", "check the spelling", "sentences are not clear"* or gives marks like as 8 out of 10 or 10 out of 10. We feel good when we get such kind of feedback in our English class. (FGDU$_4$)

This study found a different opinion from rural areas. For example, a student from rural secondary school mentioned:

> Teacher is assessing us in every class. He has tried to give feedback but most of the time we have received a negative way. Our teacher is a grumpier as are most senior teachers in this school. If we make any mistake to write or read then he becomes fire and rebukes us. That's why we can't raise any question to him during lesson. (FGDR$_4$)

Teachers arrange class test and give feedback to the students for identifying mistakes. For example, a student stated:

> Our teacher assesses us through a different type of test. Mainly teachers are using paper panicle test. After completing, this teacher gave us feedback in written way. In most of the time teacher wrote "*well done*", "*good*" and "*very good*" for inspiring us, I think this is a good way to motivate the student on teachers' lesson. On the other hand, they also indicate the way of improvement to defining mistakes. (FGDU$_6$)

Another student from rural areas stated different views about the feedback practice at rural secondary schools. During FGD he mentioned that

> It's rear in our English classroom. Teacher has not arranged any kind of class test, so how we expect feedback. We know that assessment and feedback are related each other and it is not possible in our class. Although teacher has given some written task during classroom and he judges some notebook frequently but doesn't provide any kind of feedback. (FGDR$_3$)

Homework is important to learn a lesson in depth. On one hand, it helps to a teacher to minimize workload and huge pressure. On the other hand, it insists to the students to make a habit of reading at home. For example, a student from urban secondary schools mentioned that

> I want to learn English with the support of my friends and teachers. So I am trying to attend the English class regularly. Occasionally, our teacher gives us some homework if the chapter is long. I try to complete this homework seriously. Although I face different type of problem I don't receive any kind of support from my teacher. He doesn't give any kind of feedback on my homework. (FGDR$_2$)

Students need support from teachers to improve their reading, writing, speaking and listening skills because English is a foreign language and also a second language in Bangladesh. In addition, students are practicing these skills in the classroom. Teachers are assessing them and giving feedback. For example, a student from an urban secondary school stated that

> Teachers are more supportive of me. They are giving feedback, especially in our writing and reading section. But we need more support from them to improve our listening and speaking skills. Recently a young teacher joins our school. He conducts his lesson very smartly and uses English as classroom language. I think it helps us to speak English in a proper way. (FGDU$_1$)

Table 18: Feedback practice at classroom by the teacher

	Urban (%)	Rural (%)
Assess the students' previous topic	40.0	10.0
Give feedback on previous topic	30.0	-
Discuss about previous day's homework	20.0	20.0
Give feedback on homework	20.0	10.0

During classroom observation, it is found that 40.0% teachers assess the students on previously discussed topic but they do not give feedback on previous topic that is

30.0%. In addition, 20.0% teachers in both areas have discussed the previous day's homework and 20% teachers of urban and 10% teachers of rural areas have given feedback on previous day's homework.

Furthermore, at the time of classroom observation the researcher has found that teachers have no interest to provide feedback in a proper way. Teachers pass the time with different work. Especially, in rural areas, most of the teachers have not used to provide feedback which is really helpful for the students.

Table 19: Feedback on four skills at classroom

	Urban (%)	Rural (%)
Teacher use audio clip as teaching tools	60.0	50.0
Ask question on audio clips	40.0	50.0
Give feedback on students answer	30.0	-
Teacher give speaking practice during class	60.0	40.0
Teacher gives feedback on speaking practice	50.0	30.0
Teacher give written task during class	50.0	40.0
Written task assess in class	50.0	50.0
Give feedback on written task	30.0	20.0

Through classroom observation, it is found that more than half of the teachers of both areas (60% teachers of urban and 50% teachers of rural) have used audio clips as teaching tools. In some case, teachers assess the students through this audio clip but only 30% teachers of urban areas have given feedback on students' answers. On one hand, 60% teachers of urban and 40% teachers of rural secondary schools have given speaking practice during class. But on the other hand, half of the teachers of urban and 30% teachers of rural secondary schools have given feedback on speaking practice. Furthermore, half of the teachers in both areas have given written task during class and assessed the students in class but do not provide feedback similarly. In addition, 30% teachers of urban and 20% teachers of rural secondary schools have given feedback on written task.

Table 20: Assessment and feedback practice at secondary classroom

	Urban (%)	Rural (%)
Teaching learning process was good	60.0	60.0
Students enjoyed assessment and feedback practice	100.0	40.0
Teacher seemed interested to assess and give feedback	80.0	30.0

This table presents the overall formative assessment and feedback practice in the secondary classroom. It is found that more than half (60%) of the teachers conduct class very well and their teaching-learning process seems good during classroom observation. In addition, all of the students of urban and near about half of the

students (40%) of rural level enjoy assessment and feedback practice in secondary English classroom. Furthermore, teachers seemed interested to assess the students and give feedback at 80% urban and 30% rural secondary schools. This data proved that the formative assessment and feedback practice is going satisfactorily all around the country.
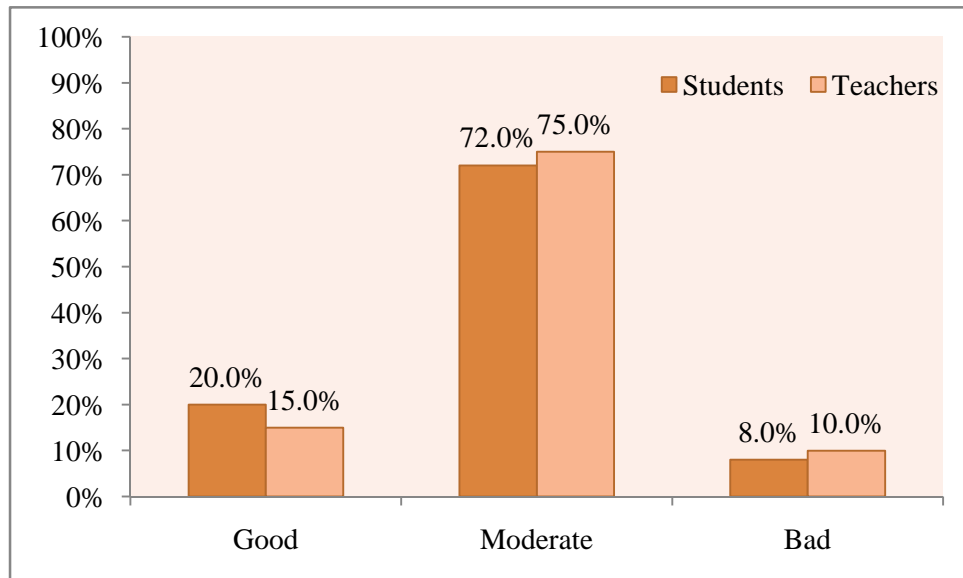
Figure 19: Opinion about overall feedback practice

Simply in Bangladesh, feedback practice at secondary English classroom is not so good. Both teachers and students show their overall opinion regarding the practice of feedback at secondary English classroom. It is found that 20% students and 15% teachers mentioned that feedback practice at secondary English classroom is good while 72.0% students and 75.0% teachers mentioned that as moderate and some of the teachers and students informed as bad.

4.5 Effects on students' learning

This study tried to explore the effects of formative assessment and feedback practice at secondary level on students learning. Firstly, the teachers' opinion regarding this issue related information has been presented with some evidence. After that students' perception of this issues related information has been presented in both quantitative and qualitative manner.
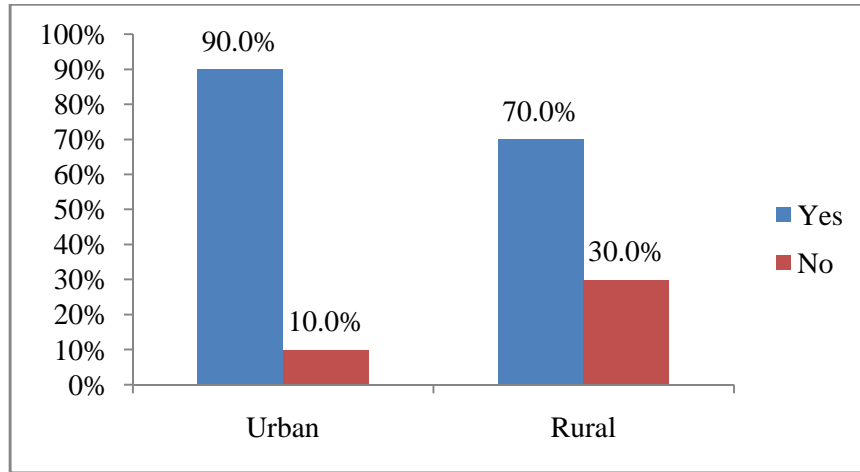
Figure 20: Teachers perception about effects on students learning

This figure presents the teachers' perception of effects on students' learning due to practice of formative assessment and feedback practice at the secondary level. It is found that 90% teachers of urban and 70% teachers of rural secondary schools have mentioned that formative assessment and feedback practice at English classroom have positive effects on student learning.

Data shows that the consequence of formative assessment and feedback practice in English classroom has created positive effects on students' learning. During teachers' interview, most of the teachers of secondary schools in both areas have identified that formative assessment and feedback help the students to give more concentration on their lesson. In addition, they also motivate the students to read English more than any other subject. For example, a teacher for rural secondary school stated:

> I am working at a rural secondary school in last 15 years. I found that students are weaker in English than any other subjects. In most of the case, they got a bad result in English due to lack of motivation and concentration on this subject. After getting training from English in Action and government, I think students need strong support from teachers and need more motivation. Now I am doing that. (TIRG$_3$)

Table 21: Reason of practice formative assessment and feedback at classroom

	Urban (%)	Rural (%)
Inspire the students to learn English	60.0	70.0
Assist the students to good result	20.0	20.0
Abolish the fear of English	80.0	70.0
Help to identify their weakness in English	30.0	30.0
Help to achieve the learning outcomes	40.0	20.0
Help to more attentive at classroom	40.0	20.0
Help to examine their development	10.0	-
Help to address the further development	-	10.0

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This table presents the teachers' opinion regarding the positive effects of formative assessment and feedback practice at the secondary level. It is found that 60% teachers of urban and 70% teachers of rural secondary schools inspired the students to learn English. One-fifth (20%) teachers of both areas have stated that they assist the students to get a good result while one-third (30%) teachers of both areas mentioned that teachers help the student to identify their weakness in English.

In addition, Most of the teachers (80% of urban and 70% of rural) of secondary schools stated that they help the students to abolish the fear of English. Moreover, teachers (40% of urban and 20% of rural) help the students to achieve learning outcomes in both areas' secondary schools. Furthermore, 40% teachers of urban secondary schools and 20% teachers of rural secondary schools have mentioned that they help the students to be more attentive in the classroom. Such kind of opinion also found from teachers' interview as a teacher says:

> Students need more support from their teachers. If they receive positive feedback after completing the assessment, I think students will achieve a good result in final exam. In my point of view, if we get a positive effect after conducting assessments we need to do some works like to give motivation to the students, to use more English word at the classroom, to abolish fear of English, to identify the weakness of students in English. (TIUD$_4$)

Another teacher from rural areas stated:

> I found a positive effect of formative assessment and feedback practice at secondary level. After receiving feedback, my students have used it for their development especially speaking and writing. Most of the time, my students have made mistake on spelling when they write something at the classroom. I am trying to correct their mistakes several times. Finally, I found that they receive my feedback to improve their English skills. (TIRG$_1$)

Table 22: Students believe in effects of assessment

	Urban (%)					Rural (%)					Mean
	SA	A	N	D	SD	SA	A	N	D	SD	
Students give importance on assessment for further improvement	82.7	17.3	-	-	-	84.0	12.0	2.7	-	1.3	**1.20**
Students abdicate the assessment result	8.0	9.3	9.3	20.0	53.3	29.3	24.0	8.0	20.0	18.7	**3.38**
Assessment helps the teachers to know students' improvement	48.0	32.0	14.7	4.0	1.3	60.0	18.7	6.7	12.0	2.7	**1.79**
Teachers help the students development through assessment	37.3	33.3	22.7	6.7	-	36.0	28.0	22.7	9.3	4.0	**2.08**

This table has presented the students belief on the effect of formative assessment and feedback practice at secondary schools. It is found that 82.7% students of urban

secondary schools and 84.0% students of rural secondary level have given importance on assessment for their further improvement although 8% students of urban and 29.3% students of rural secondary level have abdicated the assessment result. But most of the students of urban secondary schools are not accepting the assessment result. Near about half of the students of urban (48%) and more than half of the students of rural (60%) strongly mentioned that assessment help the teachers to know whether students' improvement happened or not. Teachers help the students' development through formative assessment and feedback in secondary English classroom strongly stated by the 37.3% students of urban and 36.0% students of rural secondary schools.

Table 23: Students' opinion regarding effects of assessment

	Urban (%)					Rural (%)					Mean
	SA	**A**	**N**	**D**	**SD**	**SA**	**A**	**N**	**D**	**SD**	
Assessment provides students' overall status	77.3	16.0	2.7	4.0	-	66.7	18.7	4.0	6.7	4.0	**1.48**
Assessment influences students learning	65.3	30.7	4.0	-	-	64.0	20.0	12.0	2.7	1.3	**1.48**
Assessment helps the students to identify their lacking	62.7	30.7	6.7	-	-	65.3	24.0	2.7	2.7	5.3	**1.51**
Assessment provides guideline for further improvement	57.3	34.7	2.7	1.3	4.0	48.0	36.0	12.0	4.0	-	**1.66**

Most of the students in both areas (77.3% in urban and 66.7% in rural) strongly mentioned that assessment provides their overall status of learning in English. More than half of the students in both areas (65.3%in urban and 64.0% in rural) secondary school strongly believe that assessment influences their learning. In addition, assessment helps the students to identify their lacking of English mentioned by the 62.7% students of urban and 65.3% students of rural secondary schools. Furthermore, more than half (57.3%) of the students of the urban secondary school and near about half (48.0%) of the students of rural secondary school strongly mentioned that assessment provides guideline them for further improvement.

Table 24: Students opinion about effect of formative assessment

	Urban (%)					Rural (%)					Mean
	SA	A	N	D	SD	SA	A	N	D	SD	
Assessment helps to improve peer learning	77.3	17.3	4.0	-	1.3	68.0	20.0	5.3	4.0	2.7	**1.42**
Assessment creates pressure on students study	16.0	1.3	8.0	25.3	49.3	13.3	13.3	14.7	17.3	41.3	**3.75**
Result of assessment is right	56.0	33.3	5.3	-	5.3	53.3	25.3	12.0	4.0	5.3	**1.74**
Assessment helps to develop competitive environment at classroom	72.0	22.7	5.3	-	-	73.3	21.3	2.7	-	2.7	**1.35**

Most of the students of both areas (77.3% in urban and 68.0% in rural) strongly mentioned that assessment helps them to improve peer learning. Assessment is a pressure for students mentioned by the 16.0% students of urban secondary schools and 13.3% students of rural secondary schools. More than half of the students of both areas (56.0% in urban and 53.3% in rural) mentioned that the result of the assessment is right and they believe this. In addition, assessment helps to develop competitive environment at the classroom stated by the 72.0% students of urban secondary schools and 73.3% students or rural secondary schools.

For example, a student from rural secondary school stated during FGD

> Assessment and feedback help me to improve my study situation. In addition, after assessing our English skills my teachers have provided feedback to me. I think it helps me to improve my English. Moreover, I and my friend talk to my teacher after completing our class. Teacher-guided us to help each other and will make a group. After that, we made a group to learn English. (FGDR$_5$)

Table 25: Effect of feedback on students' learning

	Urban (%)					Rural (%)					Mean
	SA	**A**	**N**	**D**	**SD**	**SA**	**A**	**N**	**D**	**SD**	
Students develop their learning through teachers' feedback	38.7	34.7	14.7	9.3	2.7	38.7	18.7	20.0	13.3	9.3	**2.19**
Students keep teachers feedback	57.3	32.0	9.3	1.3	-	68.0	21.3	6.7	1.3	2.7	**1.52**
Students try to develop study situation through teachers feedback	80.0	18.7	1.3	-	-	82.7	10.7	5.3	1.3	-	**1.23**
Assessment and feedback helps to develop students' overall performance	70.7	24.0	4.0	1.3	-	56.0	22.7	12.0	5.3	4.0	**1.57**
Student ignore teachers feedback	37.3	33.3	22.7	6.7	-	36.0	28.0	22.7	9.3	4.0	**2.08**

This table presents the students' opinion regarding effects of feedback on their learning. It is found that 38.7% students of both areas strongly mentioned that students develop their learning through teachers' feedback. More than half of the students in both areas (57.3% students of urban secondary school and 68.0% students of rural secondary school) strongly mentioned that students keep teachers feedback for improving their learning. In addition, students try to develop study situation through teachers' feedback strongly stated by the 70.7% students of urban secondary schools and 56.0% students of rural secondary schools. Most of the students of both areas (70.7% of urban and 56.0% of rural secondary school) identified that assessment and feedback help them to develop their overall performance. But in some cases (37.3% in urban and 36.0% in rural) surprisingly it is found that students ignore teachers' feedback after assessing their English skills. For example, a student for an urban secondary school said:

> I believe that assessment and feedback are good for developing our English skills. Most of the time, we believed that our teachers feedback after assessing us. But in some cases, we ignore feedback due to some reason like as they inspired us to take tutor support from them or their coaching center. They are a group of people including our English teacher have been running a coaching center near our school. At the beginning of a year, they have shown a different type of strategy to admit some students in their coaching center. They told us English is very hard subject, students need to admit in any coaching center, students need special supports from teachers etc. For that reason sometimes we don't believe their feedback as it is. (FGDU$_2$)

Table 26: Students feeling after receiving feedback

	Urban (%)					Rural (%)					Mean
	SA	**A**	**N**	**D**	**SD**	**SA**	**A**	**N**	**D**	**SD**	
Students feel good if teachers give positive feedback	74.7	21.3	-	1.3	2.7	72.0	22.7	1.3	1.3	2.7	**1.38**
Students feel bad if teachers give negative feedback	24.0	20.0	9.3	32.0	14.7	26.7	26.7	16.0	10.7	20.0	**2.82**
Students feel inspired through good mark in CT	82.7	16.0	1.3	-	-	73.3	17.3	2.7	5.3	1.3	**1.31**
Students lose their motivation when get poor mark in CT	21.3	16.0	17.0	26.7	18.7	30.7	20.0	17.3	12.0	20.0	**2.88**

This table presents the students' opinion regarding their feeling after receiving feedback from English teachers. It is found that 74.7% students of urban secondary schools and 72.0% students of rural secondary schools strongly mentioned that they feel good if teachers give positive feedback after assessing them. But they feel bad if teachers give negative feedback to them stated by some students in both areas although some students strongly disagree with others. In addition, 82.7% students of urban and 73.3% students of rural secondary school strongly stated that they feel inspired if they got good marks in class test (CT). But some of the students in both areas mentioned that they lose their motivation when getting poor marks in CT although some students strongly disagree with others.

During FGD, students stated similar opinion regarding receiving feedback from their English teachers. For example, a student from rural secondary school stated:

> I feel good when teacher wishing me if I provide a right answer when he asked something. But I feel very shy when teacher rebukes me or punish me if I provide the wrong answer. My friends have a similar opinion regarding this issue. So, I think we need very special support from our English teachers. We have fear of English and also an English teacher. We want to say teacher may provide positive feedback to develop our English skills. (FGDR8)
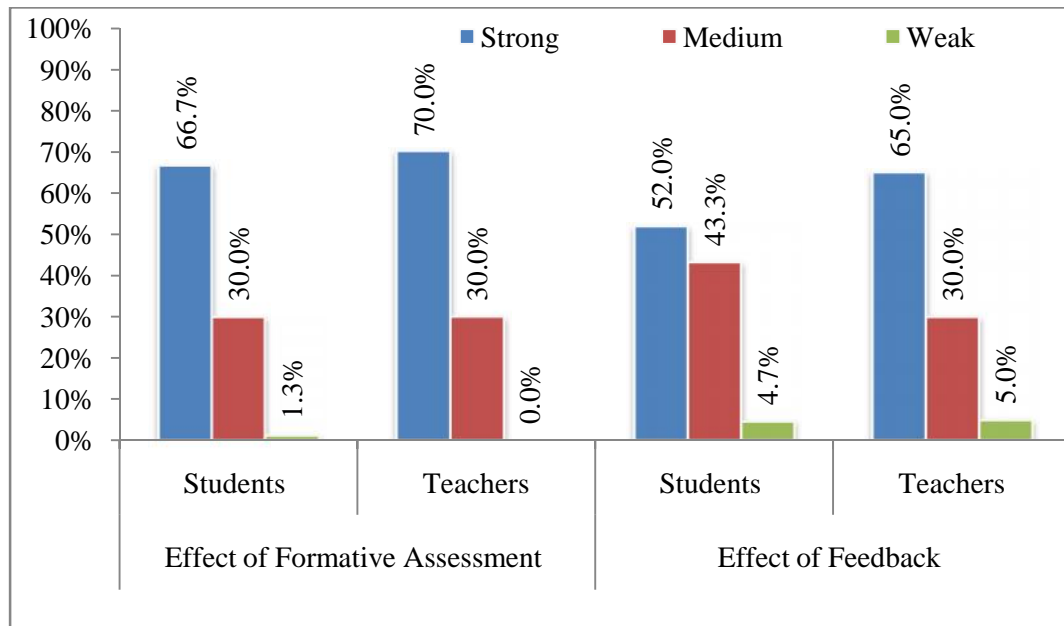
Figure 21: Overall effect of formative assessment and feedback

This figure presents the overall effect of formative assessment and feedback on students' learning at secondary English classroom. It is found that the practice of formative assessment and feedback have strong effect on students learning mentioned by the both students and teachers. For example, 66.7% students and 70.0% teachers stated that formative assessment has strong effect on students learning while 30% of both students and teachers mentioned that it has medium effect on students learning. On the other hand, 52.0% students and 65.0% teachers stated that feedback practice at classroom has strong effect on students learning while 43.3% students and 30% teachers mentioned that it has medium effect on students learning.

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Chapter: Five
Major Findings, Discussions and Recommendations

5.1 Introduction

This chapter presents a discussion of the key results of this study and draws an implication for further study. This chapter includes mainly three sections with some sub-section which are more related to the research objectives. For discussion, the researcher presents his findings with the support or opposition of other research findings.

5.2 Major Findings

The major findings of this study have been presented below in brief. The researcher presents these findings as per research objective. The practice of formative assessment and feedback at secondary level related major findings have presented than the effects of this practice also showed to meet the research objective.

5.2.1 Practice of formative assessment at secondary English classroom

- The classrooms are not well organized in both urban and rural areas. In addition, the sizes of classrooms are small and overcrowded.

- All of the teachers of urban and near of three-fourth teachers (70%) of rural secondary level schools have knowledge about assessment while they have no adequate knowledge about formative assessment.

- More than one-fourth teachers of both urban and rural secondary schools have knowledge about feedback. Teachers describe feedback as after completing a lesson teacher assesses the student through different short questions if it is right or wrong, doesn't matter, teachers supplement them or encourage them to give answer properly.

- All of the teachers of urban and rural secondary schools have assessed their students during class time. However, 90% teachers of urban and 70% teachers of rural secondary schools have given importance to formative assessment.

- Nearly three-fourth teachers (70%)of urban and near about half (40%) teachers of rural secondary schools use the class test as an assessment tool, however, some (30%) teachers are use weekly test for assessing the students in English classroom. Although, most of the students (73.3% in urban and

58.7% in rural) strongly mentioned that teachers assess them during teaching time.

- Most of the teachers (80.0% in urban and 100.0% in rural) mentioned that writing is the best useful technique to assess the students' performance in English.

- Majority teachers of both areas (90% teachers of urban and 60% teachers of rural) secondary schools are assessing their students through speaking. But they mentioned that teachers are assessing students through reading and witting. In addition, 70.7% students of urban and 65.3% students of rural secondary schools strongly mentioned that teachers have given writing task after taught a topic.

- Most of the schools have no opportunity to use audio materials for assessing listening skills of students. That's why teachers use English as classroom language at the secondary level (grade IX-X). In addition, 74.7% students of urban and 69.3% students of rural secondary schools strongly stated that teachers inspire them to speak English on any issue.

- Most of the Students (80% in urban and 100.0% in rural secondary schools) have shown a positive attitude toward practice of formative assessment through question-answering.

- Most of the teachers of both areas (80% teachers of urban areas and 60% teachers of rural) have mentioned that assessment assists the students for good result.

5.2.2 Practice of feedback in secondary English classroom

- Most of the teachers of both areas (90% of urban and 70% of rural) secondary schools have followed both oral and written method as a feedback strategy because it is a more suitable way to give feedback to the students.

- More than three-fourths (80%) teachers of urban and 50% teachers of rural secondary schools give feedback to their students during assessment time while 90% of urban and 70% of rural teachers give feedback to their students at the end of the assessment session.

- All teachers of urban and 90% teachers of rural secondary school mentioned that they are providing positive feedback to their students after completing an assessment on a special event.

- Near about three-fourths (70%) teachers of urban and 50% teachers of rural secondary schools are usually providing feedback when they assess the students' reading skills in the classroom.

- More than three-fourths (80%) teachers of urban and 70% teachers of rural secondary schools usually provide feedback when they assess the students' writing skills.

- Students mentioned that teachers provide feedback as needed. 41.3% students of urban and 61.3% students of rural areas strongly mentioned that teachers write good, very good, excellent and bad in their notebook.

- Near about three-fourths (74.7% of urban and 70.7% of rural) students of both areas' secondary schools stated that teachers give suggestions in classroom for their academic development.

- More than half of the students (57.3%) of urban and 41.3% students of rural secondary schools strongly mentioned that teachers correct the mistakes of class test as a part of feedback during teaching but sometimes teachers rebuke them for the make mistakes in-class test.

- More than half of the students of both areas (65.3% in urban and 50.7% in rural) stated that teachers inspire them to give an answer in classroom while it is right or wrong. Teachers provide feedback for improving students' reading, speaking and writing skills.

- Students need support from teachers to improve their reading, writing, speaking and listening skills because English is a foreign language and also a second language in Bangladesh.

- All of the students of urban and near about half of the students (40%) of rural level enjoy assessment and feedback practice in secondary English classroom.

- Teachers have seemed interested to assess the students and giving feedback at 80% urban and 30% rural secondary schools.

5.2.3 Effects of formative assessment and feedback on students' learning

- Most of the teachers (90% of urban and 70% of rural) of both areas' secondary schools have mentioned that formative assessment and feedback practice in English classroom have positive effects on student learning. It also helps the students to give more concentrate on their lesson.

- More than half of the teachers (60% of urban and 70% of rural) both areas are inspiring to the students to learn English for achieving good marks in final exam or good result.

- Most of the students (82.7% of urban and 84.0% of rural) of both areas have given importance to assessment for their further improvement.

- Near about half of the students of urban (48%) and more than half of the students of rural (60%) strongly mentioned that assessment helps the teachers to know whether students' improvement happened or not.

- Most of the students in both areas (77.3% in urban and 66.7% in rural) strongly mentioned that assessment provides their overall status of learning in English.

- Assessment helps the students to identify their lacking of English mentioned by the 62.7% students of urban and 65.3% students of rural secondary schools.

- Most of the students of both areas (77.3% in urban and 68.0% in rural) strongly mentioned that assessment helps them to improve peer learning.

- Assessment helps to develop competitive environment in the classroom stated by the 72.0% students of urban and 73.3% students or rural secondary schools.

- More than half of the students in both areas (57.3% students of the urban secondary school and 68.0% students of rural secondary school) strongly mentioned that students keep teachers feedback for improving their learning.

- Most of the students of both areas (70.7% of urban and 56.0% of rural secondary school) identified that assessment and feedback help them to develop their overall performance.

- Near about three-fourth of the students (74.7% of urban and 72.0% of rural) of both areas' secondary schools strongly mentioned that they feel good if teachers give positive feedback after assessing them.

- Most of the students (82.7% of urban and 73.3% of rural) of secondary school strongly stated that they feel inspired if they got good marks in class test (CT).

5.3 Discussion

5.3.1 Practice of formative assessment

The practice of formative assessment in secondary English classroom depends on some essential parts of a classroom like classroom size, teacher-student ratio and classroom environment. When classroom size is small and overcrowded it hampered

the classroom practice mentioned by Shah and Inamullah (2012) in their study. They mentioned that In Pakistan, the secondary classroom is overcrowded in different areas. Overcrowding has a direct impact on students' learning. Teachers like to teach small classes (in size) because it is easier to handle than overcrowded classroom. They suggested to the Pakistani government to reduce this situation for improving the students learning. In this study, it is found that the classrooms are not well-organized in both urban and rural areas. In addition, the sizes of classrooms size are small and overcrowded. This situation is also found in some other developing countries (Benbow, Mizrachi, Oliver, & Said-Moshiro, 2007). They mentioned that the growth of large classrooms in the developing world is tied to two interrelated trends: global initiatives for universal education and rapid population growth. These are a result of a web of factors that make large classrooms an enduring feature of the developing world. In a large classroom, teachers are faced with different problems like classroom management and instructional time-related issues. Conversely, class size has many effects on students' engagement, behavior and student retention (Benbow, Mizrachi, Oliver, & Said-Moshiro, 2007). Regarding this aspect, National Education Policy-2010 mentioned that classroom size does not exceed 30 students. Which indicated that teacher-student ratio will be 1:30 (Ministry of Education , 2012).

Formative assessment practice is a very complex, demanding and difficult task for the teacher to ensure students' learning (Vingsle, 2014). In my study, it is found that most of the teachers of both areas have knowledge about assessment although some of them have limited knowledge about formative assessment. Near about three-fourth teachers of urban and near about half teachers of rural secondary schools are using the class test as an assessment tools however some teachers are using weekly test for assessing the students in English classroom. The Irish National Teachers' Organization (INTO) has found in Ireland near about similar picture at primary school assessment. The INTO Curriculum Survey of 2005 showed that teachers have used observation (97%), teacher-designed tests (86%), diagnostic tests (59%) and samples of work (60%) as assessment tools to complement their everyday teaching. They also administer standardized tests (90%) and over 80% reported the regular updating of all test and observational results (Irish National Teachers' Organisation, 2008).

"Formative assessment consisted of activities used by the teacher to determine students' levels of knowledge and understanding, for the purpose of providing the students with feedback and planning future instructions" (Baroudi, 2007). Formative

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assessment mainly occurred during classroom teaching which helps the students to learn better. The researcher found in Bangladesh, teachers are practicing formative assessment in classroom mentioned by the students. Most of the students of urban and rural areas strongly mentioned that teachers assess them during teaching time. Near about similar findings are illustrated in a study which was conducted by the English in Action (EIA) at the secondary level in Bangladesh. They mentioned that during lecture teachers spend 45.2% of the time for presenting something, 22.9% of time for assessing the students, 22.3% of time for organizing the classroom and 9.6% of time for giving feedback (Erling, Burton, & McCormick, 2012). Another study also conducted by the EIA at primary level and they found that during lecture a teachers spend 23.1% of the time for presenting something, 28.1% of time for assessing the students, 27.1% of time for organizing the classroom and 19% of time for giving feedback (English In Action , 2011). In this study, it is found that all of the teachers of urban and rural secondary schools have assessed their students during class time. However, 90% teachers of urban and 70% teachers of rural secondary schools have given importance to formative assessment. After completing formative assessment teachers try to provide feedback to the student properly although more than one-fourth teachers of both urban and rural secondary schools have knowledge about feedback. Maclellen (2001) conducted a study on 130 students and 80 lecturers at the University of Strathdyle on their perceptions of assessment. They found that 70% of the students reported that feedback helped them to understand the lesson properly. However, teachers mentioned that feedback helps to promote discussion but students disagreed with the teachers.

In this study, it is found that teachers assess the four skills of language during classroom teaching. Most of the teachers mentioned that writing is the best useful technique to assess the students' performance in English. Majority teachers of both areas of secondary schools assess their students through speaking. But they mentioned that teachers assess students through reading and writing. In addition, 70.7% students of urban and 65.3% students of rural secondary schools strongly mentioned that teachers have given writing task after teaching a topic. A different scenario is found in the EIA study. Erling, Burton and McCormick (2012) stated that most of the English classrooms at secondary have been led by the teachers. Teachers talk half of the class time, while the average percentage of students talk time is 23.8%. Students have

engaged in listening activities for only 3.0% of time, in reading activities for 3.6% of time and in writing activities for 9.3% of time.

Especially, it is presented that most of the schools have no opportunity to use audio materials for assessing listening skills of students. That's why teachers are using English as classroom language at the secondary level (grade IX-X). In addition, 74.7% students of urban and 69.3% students of rural secondary schools strongly stated that teachers are inspiring them to speak English on any issue. According to Erling, Burton and McCormick (2012), teacher and students of secondary level are using the English language during English classroom. When an English teacher talks during a lecture he/she spends 78.8% of time talking English and 21.2% of time as talking Bangla. Although when secondary students talk during the lesson, they use English for 84.8% of time and at other times they use Bangla.

In this study, the researchers found that most of the students and students have shown a positive attitude toward the practice of formative assessment. As per routine, the duration of class time is 40 minutes although it varies in urban and rural areas. Erling, Burton and McCormick (2012) stated that the average classroom duration is 33.2 minute. In a lesson of 33.2 minutes, the teachers talk for 16.5 minutes and the students talk for 7.9 minutes of that time. In one hand, of the 16.5 minutes when teachers talk, they use English for about 12.9 of those minutes. They use 7.5 minutes for presenting, 3.7 minutes for organizing, 3.8 minutes for assessing and 1.6 minutes for providing feedback. On the other hand, of the 7.9 minutes when students talk, they use English for about 6.7 of those minutes. They speak in pairs for about 1.2 minutes, speak in groups for about 1 minute, speaking in chorus for 1.8 minutes and a single student talks for about 4 minutes.

5.3.2 Practice of feedback

A study is conducted by Havnes, Smith, Dysthe and Ludvigsen on "*Formative Assessment and Feedback: Making Learning Visible*". In this study, they found that teachers have given feedback on tests and assignment and also provide grade as per the result of assessment (Havnes, Smith, Dysthe, & Ludvigsen, 2012). In this study, the researcher found that the teachers of both areas secondary schools have followed both oral and written method as a feedback strategy because it is a more suitable way to give feedback to the students. According to Erling, Burton and McCormick (2012) teachers are spending only 1.6 minutes for providing feedback out of 33.2 minutes of class time. In addition, they also stated that teachers spend 9.6% of time when talking

and giving feedback. 81.4% of that time (i.e. of the 9.6%), the teachers give feedback in English. Another study mentioned that students and teachers are not to be informed of their grades. If asked, give some general feedback but avoid giving details about individual's performances, particularly adults (English in Action, 2009).

Formative assessment and feedback are closely related to each other. According to OCED (2013), "*good formative assessment provides timely feedback to students, helps them feel safe to take risks, diagnoses learning needs and allows teachers to differentiate teaching accordingly, and engages students in their own learning process*". In this study, the researcher found that teachers provide feedback immediately and timely after completing the formative assessment. For example, this study found that more than three-fourths teachers of urban and half of the teachers of rural secondary schools give feedback to their students during assessment time while most of the teachers give feedback to their students at the end of the assessment session.

Positive feedback helps the students to motivate for further learning and to understand their strength. Conversely, the negative feedback reduces the students' motivation on classroom teaching and studying at home (Shute, 2007). This study found that all teachers of urban and 90% teachers of rural secondary school mentioned that they provide positive feedback to their students after completing an assessment on a special event. This practice is good for our secondary English classroom to ensure sustainable learning for students. A good number of studies (English In Action, 2011; Havnes, Smith, Dysthe and Ludvigsen, 2012, OECD, 2013) recommended that teachers should provide positive feedback to the students during classroom teaching and established a proper mechanism to ensure learning.

Omorogiuwa (2013) identified some benefits of feedback for learning enhancement by the students in his study. He found that 86.5% students mentioned that feedback helps them for knowing the content to be learned and 83.75% students stated that feedback guided them to improve performance and 79.75% students identified that feedback helps them being encouraged to learn. Although this study found that 57.3% of urban and 41.3% students of rural secondary schools strongly mentioned that teachers correct the mistakes of class test as a part of feedback during teaching but sometimes teachers rebuke them if they make mistakes in-class test.

Teachers believe assessment and feedback have two roles in learning – help students to perform better; help teachers improve their teaching (English in Action, 2014). This

study illustrated that teachers are assessing the students' all four skills during lecture and after that teachers gave them feedback. According to Omorogiuwa (2013), 78.0% students think that feedback making learning interesting and 75.25% students believe that feedback helps them to know the assessment criteria. Moreover, 74.25% students mentioned that feedback is working as a part of transparency in assessment and 73.25% students believe that feedback is an opportunity to ask why a question was marked wrong. The researcher found this study that more than half of the students of both areas stated that teachers inspire them to give an answer in classroom while it is right or wrong. Teachers provide feedback for improving students' reading, speaking and writing skills.

According to Omorogiuwa (2013), feedback helps the students to interact with peers mentioned by the 72.25% students while 60.50% students identified that due to practice of feedback in classroom they know how to take constructive criticism from peers and teachers. In addition, feedback creates an opportunity to discuss difficult concepts mentioned by the 52.25% students. This study found that all of the students of urban and near about half of the students (40%) of rural level are enjoying assessment and feedback practice at secondary English classroom. Students mentioned that teachers provide feedback as needed. Teachers write good, very good, excellent and bad in their notebook. Near about three-fourth students of both areas of secondary schools stated that teachers give suggestions in classroom for their academic development. Another study found that most of the time teachers write short feedback comments; e.g. 'not good'. If they give longer comments, e.g. 'You have written very well. Just be attentive to your grammar', the student will know what area they need to improve (English in Action, 2014).

In this study, it is found that teachers have seemed interested to assess the students and give feedback at 80% urban and 30% rural secondary schools. Similar findings are also found in another study like "teachers believe assessment and feedback have two roles in learning – help students to perform better; help teachers improve their teaching" (English in Action, 2014).

5.3.3   Effects of formative assessment and feedback

Formative assessment is one of the most influential methods to improve learning and teaching (Bachman & Palmer, 1996; Shohamy, 1998; Rea-Dickins & Gardner, 2000; Cheng *et al.*, 2004). In this study, the researcher found that most of the teachers of both areas' of secondary schools have identified as formative assessment and

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feedback practice in English classroom have positive effects on student learning. It also helps the students to give more concentration on their lesson. Formative assessment is integrated into learning and teaching, so a great part of classroom assessment is formative (Ketabi & Ketabi, 2014).

Some researchers have shown that formative assessment is essential in ESL/EFL teaching and learning (Bachman, 1990; Gattullo, 2000; Rea-Dickins & Gardner, 2000). Because it helps the students to learn English better. A similar situation is found in Bangladesh also. This study found that more than half of the teachers of both areas inspire the students to learn English for achieving good marks in a final exam or good result. That's why most of the students of both areas have given importance to assessment for their further improvement.

Assessment helps the students to identify their lacking of English mentioned by the 62.7% students of urban and 65.3% students of rural secondary schools. Formative assessment has the potential to enhance teaching and learning, especially for those students who face particular challenges, such as English Language Learners (Alvarez, Ananda, Walqui, & Sato, 2014). This study found that sometimes teachers face challenges on different issues mentioned by near about half of the students of urban (48%) and more than half of the students of rural (60%) areas. The formative assessment helps the teachers to know whether students' improvement happened or not and they minimize their challenges.

Formative assessment is a most useful tool that helps develop learners' meta-cognitive skills, brings variety in the classroom, engages and motivates learners, raises their autonomy and interest (Victorovna, 2013). This study illustrated that most of the students in both areas (77.3% in urban and 66.7% in rural) strongly mentioned that assessment provides their overall status of learning in English.

Formative assessment helps to develop peer learning environment at classroom (Omorogiuwa, 2013) because after completing formative assessment students found feedback which helps them to ensure learning. This study found that most of the students of both areas (77.3% in urban and 68.0% in rural) strongly mentioned that assessment helps them to improve peer learning.

Formative assessment helps students to identify their way forward to the next steps (Alvarez, Ananda, Walqui, & Sato, 2014). This study stated that most of the students in both areas identified, assessment and feedback help them to develop their overall performance. Near about three-fourth students of both areas' of secondary schools

strongly mentioned that they feel good if teachers give positive feedback after assessing them. That's means of completing formative assessment students need immediate feedback for further development and achieve good marks. Similarly, Victorovna (2013) recommended in his study that student needs to practice formative assessment techniques regularly in their classroom. Students need to be clear about the impact of formative assessment. They need to have clear instruction about this assessment process how they will be assessed. Finally, students need immediate feedback from teachers about their lacking and wrong. The main purpose of formative assessment and feedback is to increase student knowledge, skills, and understanding in some content area or general skill (e.g., problem-solving), and there are multiple types of feedback that may be employed toward this end e.g., response specific, goal-directed, immediately delivered, and so on (Shute, 2007).

5.4 Recommendation

At the end of this study, the researcher recommended that:

- o The government should take necessary action to ensure teacher-student ratio will be 1:30 as per recommendation by the National Education Policy-2010. If the classroom-size will be manageable than the teachers will have operated the proper assessment techniques to assess the students.

- o The government should introduce an "assessment policy" for secondary level which must describe how the four skills of English will be assessed properly.

- o Assessment related training could be arranged for secondary English teachers.

- o Workload of teachers should be reduced and contact hour of the class could be increased.

- o Listening-related materials (laptop, sound system, audio clips) should be supplied by the authority to the schools at the beginning of the academic year.

- o Motivated teachers might be recruited at the secondary schools who become teachers. In addition, some motivation program will be arranged for teachers and ensure proper financial assistance for teachers.

- o A special training program on "Practice of Formative assessment and Feedback in English Classroom" should be arranged for secondary school teachers.

- o Distribute supplementary materials to the teachers on formative assessment and feedback in both Bengali and English

o Coaching centers of teachers should be banned immediately and proper monitoring and mentoring could be increased by the government special education office.

Reference

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Appendix – A [Questionnaire for Teachers]

<u>শিক্ষকদের জন্য প্রশ্নপত্র</u>

শ্রদ্ধেয় শিক্ষকবৃন্দ,

শুভেচ্ছা নিবেন। আমি ঢাকা বিশ্ববিদ্যালয়ের শিক্ষা ও গবেষণা ইনস্টিটিউটে ইআইএ-ডিইউ-ওইউ (ইউকে) রিসার্চ কোলাবোরেশন প্রোগ্রামের আওতায় এম.ফিল গবেষণায় নিয়োজিত। আমার গবেষণার বিষয় হচ্ছে- 'মাধ্যমিক বিদ্যালয়ের ইংরেজী বিষয়ের শ্রেণী কক্ষে গাঠনিক মূল্যায়ন ও ফলাবর্তণ প্রক্রিয়ার প্রয়োগ এবং শিক্ষার্থীদের উপর এর প্রভাব'। এই গবেষণা কর্মটি সম্পন্ন করতে আপনাকে একজন তথ্যদাতা হিসেবে বিবেচনা করা হয়েছে। এর সূত্র ধরে আপনাকে একটি বিষয় নিশ্চিত করতে চাই যে, এ গবেষণার তথ্য গবেষণা ছাড়া অন্য কোথাও ব্যবহার করা হবেনা, একই সাথে সর্বাবস্থায় আপনার ব্যক্তিগত তথ্য গোপন রাখা হবে। কেবল মাত্র আপনি চাইলেই গবেষক আপনার কাছ থেকে তথ্য সংগ্রহ করবে। তবে আপনি যে কোন সময় আপনার দেয়া তথ্য প্রত্যাহার করে নিতে পারবেন। সর্বোপরি গবেষণা কর্মটি সম্পন্ন করতে আপনার সাহায্য ও পরামর্শ কামনা করছি।

শুভেচ্ছান্তে

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এম. ফিল. গবেষক

শিক্ষা ও গবেষণা ইনস্টিটিউট, ঢাকা বিশ্ববিদ্যালয়।

cü_ωgK Z_¨: (নিজ হাতে পূরনীয়)

নাম:	লিঙ্গ: পুরুষ/নারী
বিদ্যালয়ের নাম:	
উপজেলা:	জেলা:
শিক্ষাগত যোগ্যতা:	বয়স:
শিক্ষকতার অভিজ্ঞতা (মাস):	যে শ্রেণীতে পড়ান:
ইংরেজী বিষয়ের উপর যেসব প্রশিক্ষণ নিয়েছেন: (হ্যাঁ/না)	
প্রশিক্ষণ সমূহের নাম লিখুন:	
শিক্ষকের সাক্ষর:	তারিখ:

<div align="center">cÖkgvjv</div>

১.	মূল্যায়ন(Assessment)সম্পর্কে আপনার ধারণা কী? উদাহরণ দিন। _____ -- -- -- -- ।	
২.	গাঠনিক মূল্যায়ন (Formative Assessment) বলতে কী বোঝেন? বিস্তারিত লিখুন।_____ -- -- -- -- ।	
৩.	ফলাবর্তণ (Feedback) কী? এ সম্পর্কে আপনার ধারণা কী?_____ -- -- -- -- ।	
আপনি নিচের প্রশ্নসমূহের উত্তরে একাধিক টিক/উত্তর দিতে পারেন:		কোড
৪.	আপনি কি শিক্ষার্থীদের মূল্যায়ন করেন? (১)হ্যা (২)না	
৫.	আপনি কোন ধরণের মূল্যায়নকে গুরুত্ব দেন? (১)একক মূল্যায়ণ (২) দলীয় মূল্যায়ণ	
৬.	আপনি শিক্ষার্থীদের কিভাবে মূল্যায়ন করেন? (১) মৌখিক মূল্যায়ন (২) লিখিত মূল্যায়ন (৩) ব্যবহারিক মূল্যায়ন (৪) মৌখিক ও লিখিত (৫) অন্যান্য:_____	
৭.	আপনি শিক্ষার্থীদের কখন মূল্যায়ন করেন? (১) পাঠচলাকালীন সময়ে (২) পাঠ উপস্থাপন শেষে (৩) বাড়ির কাজের মাধ্যমে (৪) শ্রেণী পরীক্ষার মাধ্যমে (৫) সাপ্তাহিক পরীক্ষার মাধ্যমে (৬) অন্যান্য: _____	
৮.	আপনি কোন পদ্ধতি ব্যবহার করে মূল্যায়ন করেন? (১) শোনার মাধ্যমে (২) পড়ার মাধ্যমে (৩) বলর মাধ্যমে (৪) লিখতে দেয়ার মাধ্যমে	
৯.	শিক্ষার্থীদের এভাবে মূল্যায়নের উদ্দেশ্য কী? (১) শিক্ষার্থীদের পঠনে সহায়তাকরা (২) শিক্ষার্থীদের ভালো ফলাফল করতে সাহায্য করা (৩) শিক্ষার্থীদের জ্ঞানার্জনে সহায়তা করা (৪) শিক্ষার্থীদের আত্মবিশ্বাস বৃদ্ধিতে সহায়তা করা (৫) শিক্ষাক্রম অনুসরণ করা (৬) শিক্ষার্থীদের শিখনফল অর্জনে সহায়তা করা (৭) বিদ্যালয়ের নিয়ম মানা (৮) সরকারি বাধ্যবাধকতাঅনুসরণ (৯) পাঠ পরিকল্পন াঅনুসরণ (১০) অন্যান্য:_____	

১০.	মূল্যায়নের মাধ্যমে শিক্ষার্থীরা কীভাবে উপকৃত হয় বলে আপনি মনে করেন? _____ -- -- -- -- ।	
১১.	শিক্ষার্থীদের মূল্যায়ন শেষে আপনি কি তাদের ফলাবর্তণ প্রদান করেন? (১) হ্যা (২) না	
১২.	আপনি শিক্ষার্থীদের কিভাবে ফলাবর্তণ করেন? (১) মৌখিক (২) লিখিত (৩) ব্যবহারিক (৪) মৌখিক ও লিখিত (৫) অন্যান্য:_____	
১৩.	আপনি শিক্ষার্থীদের কখন ফলাবর্তণ প্রদান করেন? (১) মূল্যায়ণ চলাকালীন সময়ে (২) মূল্যায়ণ শেষে (৩) অন্যান্য: _____	
১৪.	আপনি শিক্ষার্থীদের কোন ধরণের ফলাবর্তণ বেশি প্রদান করেন? (১) হ্যাঁ-সূচকফলাবর্তণ (Positive Feedback) (২) না-সূচকফলাবর্তণ (Negative Feedback)	
১৫.	শিক্ষার্থীদের প্রদান করা ফলাবর্তণের উদাহরণ দিন ঃ _____ -- -- -- --- ।	
১৬.	আপনি কি শিক্ষার্থীদের ইংরেজী ভাষার ৪টি দক্ষতাই মূল্যায়ন করেন? (১) হ্যা (২) না	
১৭.	আপনার ইংরেজী ক্লাসে শিক্ষার্থীদের কোন দক্ষতাটি সবচেয়ে বেশি মূল্যায়ন করা হয় বলে আপনি মনে করেন? (১) পড়া (Reading) (২) লেখা (Writing) (৩) শোনা (Listening) (৪) বলা (Speaking)	
১৮.	আপনার ইংরেজী ক্লাসে শিক্ষার্থীদের কোন দক্ষতা টি সবচেয়ে কম মূল্যায়িত হয় বলে আপনি মনে করেন? (১) পড়া (Reading) (২) লেখা (Writing) (৩) শোনা (Listening) (৪) বলা (Speaking)	
১৯.	অন্য দক্ষতাগুলো কম মূল্যায়িত হওয়ার ক্ষেত্রে আপনার মতামত কী/ কম মূল্যায়িত হওয়ার কারণ কী? -- -- -- ।	
২০.	আপনি কি শিক্ষার্থীদের পড়ার দক্ষতা মূল্যায়ন করেন? (১) হ্যা (২) না	
২১.	আপনি শিক্ষার্থীদের পড়ার দক্ষতা কিভাবে মূল্যায়ন করেন? -- --	

২২.	শিক্ষার্থীদের পড়ার দক্ষতা মূল্যায়ন শেষে আপনি কি তাদের ফলাবর্তণ প্রদান করেন? (১) হ্যাঁ (২) না	
২৩.	আপনি তাদের পড়ার দক্ষতা মূল্যায়ন শেষে কিভাবে ফলাবর্তন প্রদান করেন? -- -- -- ------------------	
২৪.	আপনি কি শিক্ষার্থীদের লেখার দক্ষতা মূল্যায়ন করেন? (১) হ্যাঁ (২) না	
২৫.	আপনি শিক্ষার্থীদের লেখার দক্ষতা কিভাবে মূল্যায়ন করেন? -- -- -- ------------------	
২৬.	শিক্ষার্থীদের লেখার দক্ষতা মূল্যায়ন শেষে আপনি কি তাদের ফলাবর্তণ প্রদান করেন? (১) হ্যাঁ (২) না	
২৭.	আপনি তাদের লেখার দক্ষতা মূল্যায়ন শেষে কিভাবে ফলাবর্তন প্রদান করেন? -- -- -- ------------------	
২৮.	আপনি কি শিক্ষার্থীদের শোনার দক্ষতা মূল্যায়ন করেন? (১) হ্যাঁ (২) না	
২৯.	আপনি শিক্ষার্থীদের শোনার দক্ষতা কিভাবে মূল্যায়ন করেন? -- -- -- -------------------	
৩০.	শিক্ষার্থীদের শোনার দক্ষতা মূল্যায়ন শেষে আপনি কি তাদের ফলাবর্তণ প্রদান করেন? (১) হ্যাঁ (২) না	
৩১.	আপনি তাদের শোনার দক্ষতা মূল্যায়ন শেষে কিভাবে ফলাবর্তন প্রদান করেন? -- -- -- ------------------	
৩২.	আপনি কি শিক্ষার্থীদের বলার দক্ষতা মূল্যায়ন করেন? (১) হ্যাঁ (২) না	
৩৩.	আপনি শিক্ষার্থীদের বলার দক্ষতা কিভাবে মূল্যায়ন করেন? -- -- --	

৩৪.	শিক্ষার্থীদের বলার দক্ষতা মূল্যায়ন শেষে আপনি কি তাদের ফলাবর্তণ প্রদান করেন? (১) হ্যাঁ (২) না	
৩৫.	আপনি তাদের বলার দক্ষতা মূল্যায়ন শেষে কিভাবে ফলাবর্তন প্রদান করেন? --- ---	
৩৬.	এসব মূল্যায়ন ও ফলাবর্তন প্রদান শিক্ষার্থীদের শিখনে ভূমিকা রাখে কি? (১) হ্যাঁ (২) না	
৩৭.	কিভাবে ভূমিকা রাখবে বলে আপনি মনে করেন? (১) শিক্ষার্থীদের ইংরেজী শিখতে আগ্রহী করে তোলে (২) শিক্ষার্থীদের ভালো ফলাফল করতে সাহায্য করে (৩) শিক্ষার্থীদের ইংরেজী ভীতি দূর করে (৩) নিজেদের দূর্বলতা বুঝতে সাহায্য করে (৪) শিখনফল অর্জনে সহায়তা করে (৫) শ্রেণী পাঠের উপর মনোযোগী করে তোলে (৬) পড়াশুনার অগ্রগতি বুঝতে সহায়তা করে (৮) পরবর্তী করণীয় নির্ধারণে সাহায্য করে	
৩৮.	শিক্ষার্থীদের কিভাবে মূল্যায়ন করলে তাদের ইংরেজীর দক্ষতা বৃদ্ধি পাবে বলে আপনি মনে করেন? (১) পড়া: _____ (২) লেখা: _____ (৩) শোনা: _____ (৪) বলা: _____	
৩৯.	শিক্ষার্থীদের কিভাবে ফলাবর্তণ প্রদান করলে তাদের ইংরেজীর দক্ষতা বৃদ্ধি পাবে বলে আপনি মনে করেন? (১) পড়া: _____ (২) লেখা: _____ (৩) শোনা: _____ (৪) বলা: _____	

<center>সহযোগিতার জন্য আপনাকে ধন্যবাদ</center>

Appendix – B [Questionnaire for Students]
শিক্ষার্থীদের প্রশ্নমালা

প্রিয় শিক্ষার্থীবৃন্দ,

শুভেচ্ছা নিও। আমি ঢাকা বিশ্ববিদ্যালয়ের শিক্ষা ও গবেষণা ইনস্টিটিউটে ইআইএ-ডিইউ-ওইউ (ইউকে) রিসার্চ কোলাবোরেশন প্রোগ্রামের আওতায় এম.ফিল গবেষণায় নিয়োজিত। আমার গবেষণার বিষয় হচ্ছে- 'মাধ্যমিক বিদ্যালয়ের ইংরেজী বিষয়ের শ্রেণী কক্ষে গাঠনিক মূল্যায়ন ও ফলাবর্তণ প্রক্রিয়ার প্রয়োগ এবং শিক্ষার্থীদের উপর এর প্রভাব'। এই গবেষণা কর্মটি সম্পন্ন করতে তোমাকে একজন তথ্যদাতা হিসেবে বিবেচনা করা হয়েছে। এর সূত্র ধরে তোমাকে একটি বিষয় নিশ্চিত করতে চাই যে, এ গবেষণার তথ্য গবেষণা ছাড়া অন্য কোথাও ব্যবহার করা হবেনা, একই সাথে সর্বাবস্থায় তোমার ব্যক্তিগত তথ্য গোপন রাখা হবে। কেবল মাত্র তুমি চাইলেই গবেষক তোমার কাছ থেকে তথ্য সংগ্রহ করবে। তবে তুমি যে কোন সময় তোমার দেয়া তথ্য প্রত্যাহার করে নিতে পারবেন। সর্বোপরি গবেষণা কর্মটি সম্পন্ন করতে তোমার সাহায্য চাইছি।

শুভেচ্ছান্তে

gηv¤§' mνj νnDwï'b

এম. ফিল. গবেষক

শিক্ষা ও গবেষণা ইনস্টিটিউট, ঢাকা বিশ্ববিদ্যালয়।

cΰ_ιgK Z_¨:

নাম: --

লিঙ্গ: ছেলে/মেয়ে

বিদ্যালয়ের নাম:--

শ্রেণি: --   শাখা: ---

উপজেলা: --   জেলা: --

gj cΚœ

[ωb‡'⁀KKv: মূল্যায়ন ও ফলাবর্তন সম্পর্কে নিচে কিছু মতামত দেয়া আছে। এসব মতামতের প্রেক্ষিতে ৫ মাত্রার উত্তর দেয়ার সুযোগ আছে। এখানে কোন ভুল কিংবা সঠিক উত্তর বলে কিছুই নেই। এটা কোন পরীক্ষাও নয়। শুধুই মূল্যায়ন ও ফলাবর্তণ সম্পর্কে তোমাদের মতামতের মাত্রাযাচাই। নিচের মতামতের প্রেক্ষিতে তোমরা ১ (সম্পূর্ণ একমত), ২ (একমত), ৩ (নিরপেক্ষ), ৪ (একমত নই), ৫ (একেবারেই একমত নই)। তুমি নিচের মতামতগুলো পড় এবং বৃত্তিকার চিহ্ন (◯) দিয়ে মতামত প্রকাশ কর ।]

bs	gZvgZ	m¤ú�© GKgZ	GKgZ	wbi‡cÿ	GKgZ bB	G‡Kwۡi B GKgZ bB
১	শিক্ষক আমাদের শ্রেণী কক্ষে পড়ানোর সময়ই মূল্যায়ন করেন	১	২	৩	8	৫
২	শিক্ষক আমাদের পড়ানোর সময় ছোট ছোট প্রশ্ন করেন	১	২	৩	8	৫
৩	তিনি একটি বিষয় পড়ানোর পর আমাদের লিখতে দেন	১	২	৩	8	৫
8	তিনি পড়ানোর পর আমাদের দেখে দেখে পড়তে বলেন	১	২	৩	8	৫
৫	তিনি আমাদের কোন বিষয় সম্পর্কে ক্লাসে দাড়িয়ে বলতে বলেন	১	২	৩	8	৫
৬	তিনি আমাদের বাড়ির কাজ করতে দেন	১	২	৩	8	৫
৭	শিক্ষক প্রতি সপ্তাহ শেষে পড়ানো অধ্যায়ের উপর পরীক্ষা নেন	১	২	৩	8	৫
৮	শিক্ষক শ্রেণী পরীক্ষার খাতার ভুল গুলো সঠিক করে লিখে দেন	১	২	৩	8	৫
৯	ভুল করলে শিক্ষক আমাকে বকাঝকা করেন	১	২	৩	8	৫
১০	উত্তর দিতে না পারলে শ্রেনীর সবার সামনে আমাকে অপমান করেন	১	২	৩	8	৫
১১	বাড়িরকাজগুলোনিয়মিত দেখেন	১	২	৩	8	৫
১২	শ্রেণীরখাতাগুলোশিক্ষকমনোযোগদিয়ে দেখেন	১	২	৩	8	৫
১৩	শ্রেণীকক্ষে কোনপ্রশ্নেরউত্তরদিতেশিক্ষকউৎসাহ দেন	১	২	৩	8	৫
১৪	শ্রেণী কক্ষে শিক্ষক কোন ধরণের প্রশ্ন করার সুযোগ দেন না	১	২	৩	8	৫
১৫	শিক্ষক খাতায় ভালো (Good), খুব ভালো (Very Good), চকৎকার (Excellent), খারাপ (Bad) ইত্যাদি শব্দ লিখেন	১	২	৩	8	৫
১৬	শিক্ষক শ্রেণীর খাতায় বাড়ির কাজের খাতায় নম্বর/গ্রেড প্রদান করেন	১	২	৩	8	৫
১৭	পড়াশুনায় উন্নতির জন্য শিক্ষক শ্রেণী কক্ষেই আমাকে পরামর্শ দেন	১	২	৩	8	৫
১৮	পড়াশুনায় উন্নতির জন্য শিক্ষক শ্রেণী কক্ষের বইরে পরমার্শ দেন	১	২	৩	8	৫
১৯	শিক্ষক শিক্ষার্থীদের উন্নতির ব্যাপারে রিপোর্ট তৈরী করেন	১	২	৩	8	৫
২০	আমি শ্রেণী পরীক্ষার ফলকে গুরুত্ব দেই যাতে আমি পরবর্তী পরীক্ষায় ভালো করতে পারি	১	২	৩	8	৫

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bs	gZvgZ	m¤úb© GKgZ	GKgZ	Wb›‡Cÿ	GKgZ bB	G‡Kev‡iB GKgZ bB
২১	আমি কতটা ভাল ছাত্র/ছাত্রী তা মূল্যায়নের ফলাফল দেখে বোঝা যায়	১	২	৩	৪	৫
২২	আমার পড়াশুনার অগ্রগতি বুঝতে মূল্যায়ন শিক্ষককে সাহায্য করে	১	২	৩	৪	৫
২৩	মূল্যায়ন আমার পড়াশুনা কে বাধাগ্রস্থ করে	১	২	৩	৪	৫
২৪	আমি মূল্যায়ন থেকে প্রাপ্ত তথ্য প্রত্যাখ্যান করি	১	২	৩	৪	৫
২৫	আমি শিক্ষকের দেয়া পরামর্শ দিয়ে আমার শিখনকে উন্নত করি	১	২	৩	৪	৫
২৬	মূল্যায়ন আমাকে ও আমার সহপাঠীদের সাহায্য করে একে অপরকে সাহায্য সহযোগীতা করার জন্য	১	২	৩	৪	৫
২৭	মূল্যায়ন আমার ভুলভ্রান্তি সম্পর্কে জানায় এবং পরবর্তীতে কি করা উচিত তার নির্দেশনা দেয়	১	২	৩	৪	৫
২৮	মূল্যায়ন শেষে আমার দূর্বলতা চিহ্নিত করতে পারি	১	২	৩	৪	৫
২৯	মূল্যায়নের ফলাফল নির্ভুল বা সঠিক	১	২	৩	৪	৫
৩০	শিক্ষক আমাকে মূল্যায়নের মাধ্যমে আমার উন্নতিতে সাহায্য করে	১	২	৩	৪	৫
৩১	মূল্যায়ন আমাদের ক্লাসে একে অপরের প্রতি প্রতিযোগিতাপূর্ণ মনোভাব সৃষ্টি করে	১	২	৩	৪	৫
৩২	মূল্যায়ন আমার শেখার ক্ষেত্রে প্রভাব ফেলে	১	২	৩	৪	৫
৩৪	সহপাঠীরা শিক্ষকের পরামর্শ (ফলাবর্তন) মেনে চলে	১	২	৩	৪	৫
৩৫	আমি শিক্ষকদের পরামর্শ কাজে লাগিয়ে পড়াশুনায় উন্নতির চেষ্টা করি	১	২	৩	৪	৫
৩৬	শিক্ষক আমাকে শ্রেণী কক্ষে পরামর্শ দিলে আমার ভালো লাগে	১	২	৩	৪	৫
৩৭	শ্রেণীকক্ষে আমার ভুল ত্রুটির জন্য বকাঝকা করলে আমার খারাপ লাগে	১	২	৩	৪	৫
৩৮	শ্রেণী পরীক্ষায় ভালো গ্রেড পেলে লেখাপড়ার প্রতি আগ্রহ বৃদ্ধি পায়	১	২	৩	৪	৫
৩৯	খারাপ গ্রেড পেলে আমি লেখাপড়ার প্রতি আগ্রহ হারিয়ে ফেলি	১	২	৩	৪	৫
৪০	মূল্যায়ন ও পরামর্শ (ফলাবর্তন) আমার শিক্ষার সার্বিক উন্নয়নে সহায়তা করে	১	২	৩	৪	৫

‡Zvgvi mn‡hwMZvi Rb¨ ab¨ev`‘

Appendix – C [Classroom Observation Checklist]

শ্রেণী পর্যবেক্ষণের তালিকা

প্রাথমিক তথ্য:

তারিখ: _____/_____/_____

বিদ্যালয়ের নাম: _____

শ্রেণী:_____ সেকশন:_____

শিক্ষকের নাম:_____

বিষয়:_____ ... লেসন: _____

wkÿv_©'i Z_¨:

মোট শিক্ষার্থী	বালক	বালিকা

‡kÖY msµvšÍ Z_¨:

ক্লাস শুরুর সময়	ক্লাস শেষ হওয়ার সময়	ক্লাসের মোট সময়

gj¨ welq:

	gZvgZ	n¨v	bv	we¯Ívwi Z gšÍe¨ wj Lyb
১.	শিক্ষক নির্ধারিত সময়ে ক্লাস শুরু করেছেন			১) মূল্যায়ন প্রক্রিয়া সম্পর্কে মতামত:
২.	শিক্ষক সবাইকে শুভেচ্ছা জানানোর মাধ্যমে ক্লাস শুরু করেছেন			
৩.	শিক্ষক শুরুতেই গত ক্লাসের পঠিত বিষয় সমূহ নিয়ে মূল্যায়ন করেছেন			
৪.	শিক্ষক ওই মূল্যায়নের উপর ভিত্তি করে তাদের পরামর্শ/ফলাবর্তণ প্রদান করেছেন			
৫.	পূর্ববর্তী পাঠের উপর ভিত্তি করে শিক্ষার্থীদের লিখতে দিয়েছেন			
৬.	পূর্ববর্তী পাঠের উপর ভিত্তি করে শিক্ষার্থীদের বলতে বলেছেন			
৭.	তিনি শিক্ষার্থীদের বই দেখে পড়তে দিয়েছেন			২) মূল্যায়নের কয়েকটি উদাহরণ:
৮.	তিনি শিক্ষার্থীদের কোন ধরণের অডিও শুনতে দেয়ার মাধ্যমে মূল্যায়ন করেছেন			
৯.	তিনি শিক্ষার্থীদের পূর্বের দিনের বাড়ির কাজ নিয়ে আলোচনা করেছেন			

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১০.	তিনি ওই কাজের উপর ফিডব্যাক প্রদান করেছেন			
১১.	শিক্ষক পাঠ পরিকল্পনা অনুযায়ী ক্লাস শুরু করেছেন			
১২.	পাঠ ঘোষণার মাধ্যমে আজকের ক্লাস শুরু করেছেন			
১৩.	বোর্ডে পাঠ ঘোষণার সাথে সাথে বিষয় টি লিখে দিয়েছেন			
১৪.	শিক্ষক আজকের বিষয় পড়ানোর সাথে সাথে শিক্ষার্থীদের প্রশ্ন করেছেন			
১৫.	শিক্ষার্থীদের এসব প্রশ্নের উত্তর দিয়েছে			৩) ফিডব্যাক প্রদান সম্পর্কে মতামত:
১৬.	তিনি শিক্ষার্থীদের উত্তরের ভিত্তিতে তাদের ফলাবর্তণ (ফিডব্যাক) প্রদান করেছেন			
১৭.	তিনি পড়ানোর মাঝে মাঝেই শিক্ষার্থীদের বিভিন্ন প্রশ্ন করেন			
১৮.	মাঝে মাঝেই শিক্ষার্থীদের উত্তরের ভিত্তিতে তাদের ফিডব্যাক প্রদান করেন			
১৯.	শিক্ষক শিক্ষার্থীদের অডিও ক্লিপ শুনিয়েছেন			
২০.	এসব অডিও ক্লিপের উপর তিনি প্রশ্নকরেছেন			
২১.	অতঃপর শিক্ষার্থীদের উত্তরের ভিত্তিতে তাদরে ফিডব্যাক প্রদান করেছেন			
২২.	শিক্ষক শিক্ষার্থীদের কোন বিষয় নিয়ে বলতে বলেছেন			৪) ফিডব্যাকের কয়েকটি উদাহরণ:
২৩.	শিক্ষার্থীদের বলার দক্ষতার উপর ভিত্তি করে তাদরে ফিডব্যাক প্রদান করেছেন			
২৪.	তিনি শ্রেণীতেই শিক্ষার্থীদের কোন বিষয় লিখতে দিয়েছেন			
২৫.	শিক্ষার্থীদের উত্তরপত্রগুলো ক্লাসেই মূল্যায়ন করেছেন			
২৬.	শিক্ষার্থীদের ভুলগুলো ক্লাসেই ধরিয়ে দিয়েছেন			
২৭.	ক্লাস শেষে শিক্ষক-শিক্ষার্থীদের বাড়ির কাজ দিয়েছেন			
২৯.	শ্রেণীর শিখন-শেখানো প্রক্রিয়া ভালোছিল			
৩০.	শিক্ষার্থীরা মূল্যায়ন ও ফিডব্যাক উপভোগ করেছেন			
৩১.	শিক্ষকের মূল্যায়ণ করা ও ফিডব্যাক প্রদানের আগ্রহছিল			
৩২.	শিক্ষার্থীদের মূল্যায়িত হওয়ার ও ফিডব্যাক নেয়ার আগ্রহ ছিল			

শ্রেণি কার্যক্রম সম্পর্কে আপনার সার্বিক মূল্যায়ন লিপিবদ্ধ করুন:

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Appendix – D [Focus Group Discussion]

শিক্ষার্থীদের জন্য

উন্মুক্ত আলোচনার গাইডলাইন

১. প্রতিদিনের পাঠের উপর ভিত্তি তোমাদের শ্রেণীতে শ্রেণী মূল্যায়ন (পড়ানোর মাঝে মাঝে) হয় কি? শিক্ষক কিভাবে শ্রেণী মূল্যায়ন করে থাকেন? এই মূল্যায়নে শিক্ষক তোমাদের কি ধরণের প্রশ্ন করে থাকেন? এই ধরণের মূল্যায়নের পিছনে উদ্দেশ্য কি বলে তোমরা মনে কর?

১.১ শ্রেণী মূল্যায়ন শেষে শিক্ষক তোমাদের কি ধরণের ফিডব্যাক/ফলাবর্তণ প্রদান করেন? এসব ফিডব্যাক তিনি কিভাবে প্রদান করেন?

১.২ তোমরা কি মনে কর, এসব ফিডব্যাক তোমাদের পড়াশুনার উন্নয়নে ভূমিকা রাখছে? কিভাবে ভূমিকা রাখছে বিস্তারিত বলো।

২.প্রতিদিনের পাঠের উপর ভিত্তি তোমাদের শ্রেণীতে কি কোন ধরণের ক্লাস টেস্ট (লিখিত) হয় কি? শিক্ষক কি ধরণের ক্লাস টেস্ট নিয়ে থাকেন? এই ধরণের ক্লাস টেস্ট নেয়ার পিছনে উদ্দেশ্য কিবলে তোমরা মনে কর?

২.১ ক্লাস টেস্টের উপর ভিত্তি করে শিক্ষক তোমাদের কি ধরণের ফিডব্যাক/ফলাবর্তণ প্রদান করেন? এসব ফিডব্যাক তিনি কিভাবে প্রদান করেন?

২.২ তোমরা কি মনে কর, এসব ফিডব্যাক তোমাদের পড়াশুনার উন্নয়নে ভূমিকা রাখছে? কিভাবে ভূমিকা রাখছে বিস্তারিত বলো।

৩. শিক্ষক কি প্রতিটি ক্লাস শেষে তোমাদের বাড়ির কাজ দেন? তোমরা কি যে দিনের কাজ সে দিনই সম্পন্ন কর? শিক্ষক তোমাদের এ সব কাজ প্রতিদিন মূল্যায়ন করেন? তিনি কিভাবে মূল্যায়ন করেন? বিস্তারিত বলো।

৩.১ শিক্ষক তোমাদের বাড়ির কাজ মূল্যায়ন শেষে তার উপর ফিডব্যাক প্রদান করেন কি? তিনি কিভাবে ফিডব্যাক প্রদান করেন? লিখিত/মৌখিক? তিনি কি লিখেন বা কি বলেন?

৩.২ এসব ফিডব্যাক তোমাদের কেমন লাগে? তোমরা কি মনে করো এসব ফিডব্যাক তোমাদের পড়াশুনার উন্নয়নে ভূমিকা রাখে? কিভাবে ভূমিকা রাখে?

৩.৩ এসব ফিডব্যাক কি তোমাদের কখনো খারাপ লাগে? শিক্ষক কি তোমাদের বকাঝকা করেন? তখন তোমাদের কেমন লাগে?

৪. শিক্ষক তোমাদের পড়ার (Reading) দক্ষতা কিভাবে মূল্যায়ন করেন? তিনি এ ক্ষেত্রে কি কোন ধরণের ফিডব্যাক প্রদান করেন? কি ধরণের ফিডব্যাক দেন? তোমাদের শিক্ষার উন্নয়নে এসব ফিডব্যাক কিভাবে সহায়তা করে? বিস্তারিত বলো।

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৫. শিক্ষক তোমাদের শোনার (Listening) দক্ষতা মূল্যায়ন করেন কি? তিনি এ বিষয়টি কিভাবে মূল্যায়ন করেন? তিনি এ ক্ষেত্রে কি কোন ধরণের ফিডব্যাক প্রদান করেন? কি ধরণের ফিডব্যাক দেন? তোমাদের শিক্ষার উন্নয়নে এসব ফিডব্যাক কিভাবে সহায়তা করে? বিস্তারিত বলো।

৬. শিক্ষক তোমাদের বলার (Speaking) দক্ষতা মূল্যায়ন করেন কি? তোমরা কি শ্রেণীতে বলার সুযোগ পাও? শিক্ষক কি তোমাদের শ্রেণীতে বলতে উদ্বুদ্ধ করেন? তিনি এ বিষয়টি কিভাবে মূল্যায়ন করেন? তিনি এ ক্ষেত্রে কি কোন ধরণের ফিডব্যাক প্রদান করেন? কি ধরণের ফিডব্যাক দেন? তোমাদের শিক্ষার উন্নয়নে এসব ফিডব্যাক কিভাবে সহায়তা করে? বিস্তারিত বলো।

Appendix – E [In-depth Interview for Teachers]

<u>শিক্ষকদের জন্য</u>

শ্রদ্ধেয় শিক্ষকবৃন্দ,

শুভেচ্ছা নিবেন। আমি ঢাকা বিশ্ববিদ্যালয়ের শিক্ষা ও গবেষণা ইনস্টিটিউটে ইআইএ-ডিইউ-ওইউ (ইউকে) রিসার্চ কোলাবোরেশন প্রোগ্রামের আওতায় এম.ফিল গবেষণায় নিয়োজিত। আমার গবেষণার বিষয় হচ্ছে- 'মাধ্যমিক বিদ্যালয়ের ইংরেজী বিষয়ের শ্রেণী কক্ষে গাঠনিক মূল্যায়ন ও ফলাবর্তণ প্রক্রিয়ার প্রয়োগ এবং শিক্ষার্থীদের উপর এর প্রভাব'। এই গবেষণা কর্মটি সম্পন্ন করতে আপনাকে একজন তথ্যদাতা হিসেবে বিবেচনা করা হয়েছে। এর সূত্র ধরে আপনাকে একটি বিষয় নিশ্চিত করতে চাই যে, এ গবেষণার তথ্য গবেষণা ছাড়া অন্য কোথাও ব্যবহার করা হবেনা, একই সাথে সর্বাবস্থায় আপনার ব্যক্তিগত তথ্য গোপন রাখা হবে। কেবল মাত্র আপনি চাইলেই গবেষক আপনার কাছ থেকে তথ্য সংগ্রহ করবে। তবে আপনি যে কোন সময় আপনার দেয়া তথ্য প্রত্যাহার করে নিতে পারবেন। সর্বোপরি গবেষণা কর্মটি সম্পন্ন করতে আপনার সাহায্য ও পরামর্শ কামনা করছি।

শুভেচ্ছান্তে

gতnv¤§' mvj vnDw|'b

এম. ফিল. গবেষক

শিক্ষা ও গবেষণা ইনস্টিটিউট, ঢাকা বিশ্ববিদ্যালয়।

cÖ_wgK Z_¨: (নিজ হাতে পূরনীয়)

নাম:	লিঙ্গ: পুরুষ/নারী
বিদ্যালয়ের নাম:	
উপজেলা:	জেলা:
শিক্ষাগত যোগ্যতা:	বয়স:
শিক্ষকতার অভিজ্ঞতা (মাস):	যে শ্রেণীতে পড়ান:
শিক্ষকের সাক্ষর:	তারিখ:

gj cÖkœ

১. প্রতিদিনের পাঠের উপর ভিত্তি করে শ্রেণীতে শ্রেণী মূল্যায়ন (পড়ানোর মাঝে মাঝে) হয় কি? আপনি কিভাবে শ্রেণী কক্ষে মূল্যায়ন কার্যক্রম পরিচালনা করেন? শ্রেণিকক্ষের এই মূল্যায়ন আপনার শ্রেণি কার্যক্রম পরিচালনায় কিভাবে সহায়তা করে।

১.১ শ্রেণী মূল্যায়ন শেষে আপনি কি শিক্ষার্থীদের ফিডব্যাক/ফলাবর্তণ প্রদান করেন? এসব ফিডব্যাক তিনি কিভাবে প্রদান করেন?

১.২ আপনি কি মনে কর, এসব ফিডব্যাক শিক্ষার্থীদের পড়াশুনার উন্নয়নে ভূমিকা রাখছে? কিভাবে ভূমিকা রাখছে উদাহরণ দিয়ে বিস্তারিত বলুন।

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২. প্রতিদিনের পাঠের উপর ভিত্তি করে আপনি কি শ্রেণীতে কোন ধরণের ক্লাস টেস্ট (লিখিত) নিয়ে থাকেন? কি ধরণের ক্লাস টেস্ট নিয়ে থাকেন? এই ধরণের ক্লাস টেস্ট কেন জরুরী বলে আপনার মনে হয়?

২.১ ক্লাস টেস্টের উপর ভিত্তি করে আপনি তোমাদের কোন ধরণের ফিডব্যাক/ফলাবর্তণ প্রদান করেন কী? এসব ফিডব্যাক কিভাবে প্রদান করেন?

২.২ আপনি কি মনে করেন, এসব ফিডব্যাক শিক্ষার্থীদের পড়াশুনার উন্নয়নে ভূমিকা রাখছে? কিভাবে ভূমিকা রাখছে বলে আপনার মনে হয়।

৩. আপনি কি প্রতিটি ক্লাস শেষে শিক্ষার্থীদের বাড়ির কাজ দেন? আপনি কি এ সব কাজ প্রতিদিন মূল্যায়ন করেন? কিভাবে মূল্যায়ন করেন? বিস্তারিত বলুন।

৩.১ আপনি কী বাড়ির কাজ মূল্যায়ন শেষে তার উপর ফিডব্যাক প্রদান করেন? কিভাবে ফিডব্যাক প্রদান করেন? লিখিত/মৌখিক? বিস্তারিত উল্লেখ করুন।

৪. আপনি কি শিক্ষার্থীদের পড়ার (Reading) দক্ষতা মূল্যায়ন করেন? কিভাবে মূল্যায়ন করেন? এ ক্ষেত্রে কি কোন ধরণের ফিডব্যাক প্রদান করেন? কি ধরণের ফিডব্যাক দেন? আপনি কি মনে করেন শিক্ষার্থীদের শিখন মান উন্নয়নে এসব ফিডব্যাক সহায়তা করে? বিস্তারিত বলো।

৫. আপনি কি শিক্ষার্থীদের শোনার (Listening) দক্ষতা মূল্যায়ন করেন? কিভাবে মূল্যায়ন করেন? এ ক্ষেত্রে কি কোন ধরণের ফিডব্যাক প্রদান করেন? কি ধরণের ফিডব্যাক দেন? আপনি কি মনে করেন শিক্ষার্থীদের শিখন মান উন্নয়নে এসব ফিডব্যাক সহায়তা করে? বিস্তারিত বলো।

৬. আপনি কি শিক্ষার্থীদের বলার (Speaking) দক্ষতা মূল্যায়ন করেন? কিভাবে মূল্যায়ন করেন? এ ক্ষেত্রে কি কোন ধরণের ফিডব্যাক প্রদান করেন? কি ধরণের ফিডব্যাক দেন? আপনি কি মনে করেন শিক্ষার্থীদের শিখন মান উন্নয়নে এসব ফিডব্যাক সহায়তা করে? বিস্তারিত বলো।

৭. আপনি কি শিক্ষার্থীদের লেখার (Writing) দক্ষতা মূল্যায়ন করেন? কিভাবে মূল্যায়ন করেন? এ ক্ষেত্রে কি কোন ধরণের ফিডব্যাক প্রদান করেন? কি ধরণের ফিডব্যাক দেন? আপনি কি মনে করেন শিক্ষার্থীদের শিখন মান উন্নয়নে এসব ফিডব্যাক সহায়তা করে? বিস্তারিত বলো।