

## The Higher Secondary Level English Language Testing Procedures in the Light of English Curriculum: A Case Study of Rajshahi Education Board (REB) in Bangladesh

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### Abstract

*The present curriculum incorporates teaching and testing procedures in the light of Communicative Language Learning (CLL). More than a decade ago the curriculum integrated Communicative Language Teaching (CLT) and (CLL) in order to make language learning more creative, comprehensive and accessible to students of higher secondary level. Moreover, the testing is a crucial issue which projects the achievements of students and outcomes of teaching and learning included in the curriculum. Hence, teaching and testing are integral parts of curriculum and in the curriculum the teaching procedures and the testing techniques are inter-dependent in the process of education. However, the tests are required to design based on the Communicative method. Despite the government efforts for last two decades, the language testing in public examination has not been able to reach at the standard level and unfortunately it has remained in the nascent stage. The English language examination conducted by REB in Bangladesh is considered to be the only way to examine level of proficiency in English. It is reported that other assessment such as group work, class work, homework, investigation work, class test suggested in the curriculum are ignored by all stakeholders because of the overwhelming emphasis on public examination. Hence, strategies incorporated in the curriculum related to testing find little relevance with regard to developing four skills together. The research strives to explore weaknesses of this testing system and to suggest for the improvement. A total of seven questions have been framed to solicit information about the prevailing testing system in the light of English curriculum and syllabus. The questionnaires have been served to total twenty two English language teachers of rural and urban colleges affiliated to REB to collect data. The statistical results show more weaknesses than that of the strengths of this testing system. Moreover, the paper finds lack of a complete set of strategy related to teaching, learning and testing procedures of all four skills contained in this curriculum.*

**Key Words:** Curriculum, Assessment, Testing, Public Examination and Strategies

### 1. Introduction

Higher Secondary Certificate (HSC) level English language testing in Bangladesh is a pivotal issue in judging ability, competence, mental aptitude and application of knowledge of the concerned students. The testing finds a prominent place in this curriculum as it includes some tests such as group work, class work, homework, investigation work, class test, continuous assessment for values, terminal and public

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examination as part of assessment procedures. The study has focused on the characteristics of all assessment procedures suggested in the curriculum to find out the applicability to classroom and public examination. The terminal, summative and public examinations are the reflection of the achievement of the students. The present curriculum is a revised version of 1995 and it has long been practiced by students and teachers. Significant changes have taken place in the society, culture, economy and politics in Bangladesh since the inception of first curriculum. Now there is need for an updated methods and techniques for teaching, learning and testing. Learners' demands are also changing fast. To meet the demands and keep teaching-learning efficient, National Curriculum-2012 of Bangladesh has been introduced. Besides, an in-depth study on the existing curriculum finds that it has weaknesses, problems and incongruities in terms of the aforementioned issues. Hence, the curriculum stresses the need for achieving the objective learning outcome model which focuses on subject-wise learning outcome, terminal learning outcomes for different grades and class-wise learning outcomes. Based on the three domains of knowledge such as cognitive, affective and psychomotor, the curriculum chooses the contents applicable to a class, teaching-learning activities, assessment techniques and other strategies which are laid on the basis of class-wise learning outcomes (National Curriculum, 2012). Hence, curriculum implores strong support and complementary effort from teaching, learning and testing. The existing curriculum with its aims and objectives have widely explained all issues which ensure teaching and learning, and ultimately achievement comes through testing procedures laid on it. The curriculum includes the syllabus which explicates the test patterns and allotted marks for each question item. The teaching-learning strategies promote the Communicative language Teaching (CLT) approach whereas the assessment does not reflect the actual aspects of CLT. The testing and assessment integrated in the curriculum provides a series of procedures which cannot be implemented by a single examination. It ranges from teaching in the classroom and observing students through class work, group work, class test, homework and assignment to summative test, achievement test and public examination. In the existing system, English teachers are motivated to take tests in the form of half yearly, annual, the terminal and public examination. On the contrary, dejectedly tests revolve round the preparation of public examination. For this reason, teachers invest their whole energy to familiarize and practise their students with reading and writing question items. This tendency to cramming answer for the examination frustrates students' creative faculty and they repeatedly ignore importance for listening and speaking skills. Therefore, students neither grow with the sound application of four skills of language nor they are able to face examination to demonstrate proper intellectual mettle. An analysis has been presented in this study through investigation of guidelines suggested in curriculum and syllabus with regard to the testing matters. Finally, the existing status of the testing and teaching at the HSC level in Bangladesh reveals that the classroom is still dominated by teachers. They are busy at finding out probable questions and answers for the students. It is found that teachers follow the traditional method of teaching and students are inclined to memorize answer for public examination. The other examinations which are integral parts of teaching-learning events as suggested in the curriculum are avoided. Hence, the gradual development of four skills is hindered a lot. The research has

underscored the need for the investigation of the efficacy of terminal examination, summative and public examination. Therefore, the study will look into problems in the current testing so that the paper can find some suggestions to improve the quality of the testing. Moreover, a quantitative discussion has been carried forward to present the statistical analysis of the data collected from teachers against each statement and the opinions they have interpreted regarding the guidelines of testing.

## **2. Review of Literature**

### **2.1. Curriculum and Testing**

Testing, being an essential part of the teaching-learning process, is one of the concerns of many teachers who are involved in test design, construction and administration. Testing refers to the use of tests, or the study of the theory and practice of their use, development, evaluation, etc. (Richard, 2001, page no. 291). Carroll (1968, page.46) states “a psychological or educational test is a procedure designed to elicit certain behaviours from which one can make inferences about certain characteristics of an individual”. Halliday, et al., (1966, p.215) state that “tests are an attempt to construct an instrument for measuring attainment, or progress, or ability in language skills. Thus testing, through techniques and skill, provides an estimate of learning, teaching, students’ problems and students’ progress against the percentile”. Fulcher (2010, page no. 1) adds “but these decisions are diverse, and need to be made very specific for each intended use of a test”. To make the meaning of ‘testing’ clearer, it can be compared with another common term ‘assessment’. While ‘testing’ is more formal and standardized; ‘assessment’ is based on a collection of information about what students know and what they are able to do” (Dikli, 2003, 13). Porter (2004, page no. 141-159) defines curriculum analysis as the systematic process of isolating and analyzing targeted features of a curriculum. Without proper and regular assessment of curriculum, the curriculum loses its credibility. Therefore, regular assessment is a part of keeping curriculum an updated one. Brown (2007) argues “no curriculum should be considered a complete one without some form of programme evaluation”. He adds that there are three interdependent elements to assess: students, teachers, and programme. Each of these relies on the both, the others to be successful, or, conversely contribute to their failure. Brown (2007, p. 159) further explains that there are three possible ways that need to be considered in evaluating the success of the curriculum. First, everybody needs to be consulted (“all the stakeholders/participants”). Secondly, the researcher needs to consider the “audience of the evaluation”. Finally, the researcher needs to consider various aspects of the programme evaluation (Brown, 2007). However, evaluation of curriculum will explore the standard and acceptability of the curriculum in the light of testing. According to Brown (1995, p. 71) goals are broader in their concept as they are general statements concerning desirable and attainable programme purposes and aims”.

### **2.2. Communicative Competence**

Chomsky (1965: 3) distinguishes between ‘competence’ and ‘performance’ which are two major aspects of language in linguistics theory. Chomsky’s linguistics theory has undergone severe criticism as it fails to report the social aspects of language and it is

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too simplistic (Hilliday, 1979; page no. 57-79, Hymes 1972, page no. 269-93). Furthermore, Hymes (1972, page no. 269-93) has given a broader concept of communicative competence and it is much more comprehensive view than Chomsky's view of competence. Moreover, Richards and Rodgers (2001:160) have discussed communicative competence by referring to Canale and Swain (1980, page no. 1-47) who have identified "four dimensions of communicative competence: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence". Besides, Savignon (1997, page no. 272) explains communicative competence as "functional language proficiency; the expression, interpretation, and negotiation of meaning involving interaction between two or more persons belonging to the same or different speech community". Finally, According to Hymes (1972, page no. 13), communicative competence should be viewed as "the overall underlying knowledge and ability for language which the speaker-listener possesses".

### **2.3. Communicative Approach**

With a view to explaining Communicative Approach Harmer (1995, page no. 41) states, "we can sum up a methodological approach to the learning of languages which takes account of categories of input and output. Because of the focus on communicative activities and the concentration on language as a means of communication such as an approach has been called the communicative approach". Moreover, it deals with a goal which stresses on the development of the listening, speaking, reading and writing skills authentically. Hence, the communicative approach aims to develop communicative competence to shift "beyond grammatical and discourse in communication" and explore the "nature of social, cultural and pragmatic features of language" (Brown, 1994: page no. 77). It is an idea where learners acquire language through communication by involving them in a real life situation.

### **2.4. Communicative Language Teaching**

In his observation, Howatt (1984: page no 279) finds that communicative teaching has both 'weak' and 'strong' version. The weak version "stresses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider programme of language teaching". On the other hand, (Howatt, 1984: page no 279) states that the strong version "advances the claim that language is acquired through communication" Moreover, Richards and Rodgers (1986, page no. 66) are of the view that communicative language teaching intends to make communicative competence a goal of language teaching and develop procedures for the teaching of the four language skills. Besides, teaching focuses on the three principles by which activities and language use help learners to support learning: (a) communicative principle; (b) the task principle; and (c) meaningful principle (1986, page no. 72).

### **2.5. Communicative Language Testing**

Allen and Widdowson (1979:122-142) proposed the principles of this approach to language teaching with the help of discussion on communicative tests. Some of these principles are as follows: "The first principle of the approach we propose that the

language should be presented in such a way as to reveal its character as communication". "Secondly, we assume that they already have some knowledge of basic science. Hitherto, these two kinds of knowledge have existed in separation: our task is to relate them". Thirdly, "intention is to make linguistic forms as unobtrusive as possible. At the same time, we wish to make their communicative functions as obvious as possible. We are able to prepare 'foreground' features of language which have particular communicative value".

### 3. The Present Study

In this regard, empirical method is taken as a process of carrying out this research. It investigates the prevailing curriculum and it also interprets data collected from the participants who are practically involved in teaching and testing. In this connection, Burns (1994) points out that right type of methodology as an organized approach to problem solving which involves data collection, analysis, and followed by the interpretation of data. Besides, Davison and Tolich (1999, page. 25) emphasize that "when we talk about methodology, what we are talking about is a certain order of philosophical commitment". Leedy (1997, page no. 5) defines that by methodology the researcher tries to "achieve systematically and with the support of data the answer to a question, the resolution of a problem or a greater understanding of a phenomena". The empirical method has been applied to collect data and put forward the ways of interpretation of the data. The researcher has adopted qualitative and quantitative method to present statistical analysis and interpretation of data. Moreover, in order to solicit information the survey questionnaire has been designed and administered to English teachers of fourteen colleges affiliated to REB situated in the North Western part of Bangladesh. In an attempt to get a clear idea about the prevailing testing situation at the HSC level (REB) in Bangladesh, the study is conducted in the rural and urban areas of Rajshahi district in Bangladesh. A total number of twenty two teachers have participated in the process of the study. Eleven teachers from rural and the same numbers of teachers from urban areas have been randomly selected for distributing survey questionnaire. The total eleven teachers from nine separate colleges of rural areas have responded to questionnaires while the rest of the eleven teachers are from four separate colleges of urban areas. They have also been sorted out by gender, male and female. Seventeen male and five female teachers are found to participate in the research process. Besides, the teachers have been sorted out by monthly payment order (MPO) college and public college teachers in order to get broad views about the curriculum and syllabus. The MPO colleges are considered to be private college in Bangladesh but the teachers draw salary from development fund of the government of Bangladesh. They have a scale based salary including scanty amount of other allowances while public college teachers are drawing salary from revenue fund with all benefits, perks and allowances. They hold high prestige and honour in the society as well. The following table projects percentage of participants from each category of teachers.

Total participants	Rural/ %	Urban/ %	Male/ %	Female/ %	MPO/ %	Public/ %
22	11	11	17	5	12	10

	50%	50%	77%	22%	54%	45%
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The table shows that 50% of teachers out 22 from urban and rural each have participated in the process of study. Besides, 77% and 22% of male and female teachers out of the same total respectively responded to questionnaires. Moreover, MPO and public teachers with their percentage of 54% and 45% respectively have responded to the same questionnaire.

#### 4. Discussion

The paper includes seven questions taken the teacher's questionnaire pertaining to the researcher's main Ph.D dissertation. The questions are administered to English language teachers who are currently teaching in public and MPO colleges affiliated to REB. The questions are designed and administered to solicit information about existing HSC level English curriculum and syllabus of Bangladesh practised by REB. The questions are presented in the form of statements to carry out quantitative discussion and interpretation of the data. The statements are: Statement No. 1: Teacher teaches, conducts activities and takes test keeping in mind the objectives, the learning outcomes and the guidelines of the curriculum and the syllabus prescribed; Statement No. 2: The nature and amount of guidance and support from the curriculum and syllabus are sufficient for conducting the programme; Statement No. 3: The curriculum and syllabus guidelines are reflected in testing; Statement No. 4: The English textbook is written by following the curriculum guidelines; Statement No. 5: The curriculum objectives help students prepare for the tests; Statement No 6: The English tests are completely based on the prescribed syllabus; Statement No. 7: The English teaching and testing is based on teachers' experiences.

#### 4.1. Testing in the Light of HSC Level English Curriculum of Bangladesh

English is incorporated in the CLT curriculum as skill base subject and it is considered as the content base subject as well. There is a dearth of application of the CLT techniques and principles in the language classroom. It is commonly found that students are taught to memorize answers of textbook contents and they are also being familiarized with probable answers for public examination. Teachers are very often found to deviate from curriculum goals. In curriculum-2012 has underscored the need for developing and acquiring four skills together but practically two skills such as listening and speaking are ignored as they are not parts of tests and public examination. Out of four major skills listening are receptive skills which are called passive skills as well. On the contrary, speaking and writing skills are productive skills or active skills. These skills are closely interconnected with the rest of the skills and language abilities developed by the total application of the four major skills together. The students will not perform well in productive skills if they are not learnt receptive skills well.

#### 4.1.2. Testing of Listening Skill

Listening comprehension, cloze test, diction test, interview, open-ended question, multiple-choice question, and presentation of grid, diagrams and pictures are the ways to judge listening capacity of students. Brown and Yule (1983, p. 100) express their concerns that "we find existing approaches to the assessment of listening

comprehension based on a very insecure theoretical notion of what "comprehension" means. It is by no means clear that a great deal of what is currently tested in listening comprehension tests is necessary, or relevant, to the process of understanding the communicative event which the student has listened to". Similarly, with respect to dictation test, Lado (1961, p. 34) is very critical to it and says that it is a test which is a little more than a test of spelling test, but work in the 1970's has indicated that dictation can be a good measure of general language proficiency (Oller, 1979; OakeshottTaylor,1977).

#### **4.1.3. Testing of Speaking Skill**

According to Wilson (1997, page no. 9) speaking connects others, notices and identifies the world, makes sense of the world and depicts you. When it comes to the question of testing, examinees took part in both simple dialogues and multi-participant interactions, designed to let learners reveal the extent of their ability to comprehend and produce language (Hughes, 2003, Ch.10). Moreover, speaking skill plays crucial role in developing reading and writing skills. Speaking skill is crucial tool to connect others, from simple talk to public speech. Developing speaking as mentioned in the curriculum is one of the important objectives of teaching English at the HSC level. Quarder (1993) observes that in our country students get only one third of the total time whereas teachers seize the remaining two thirds in the classroom.

#### **4.1.4. Testing of Reading Skill**

In the communicative classroom, learners are required to read, comprehend and apply classroom instructions in situations where they need to clarify meaning. Cloze passages test reading in the ways that are indicative of overall ability of students and they are tested based on the challenges and difficulty level of passages to learners through the trial and errors (Hughes, 2003, p. 193). However, necessary guidelines of teaching and testing of reading skill is not available in the curriculum.

#### **4.1.5. Testing of Writing Skill**

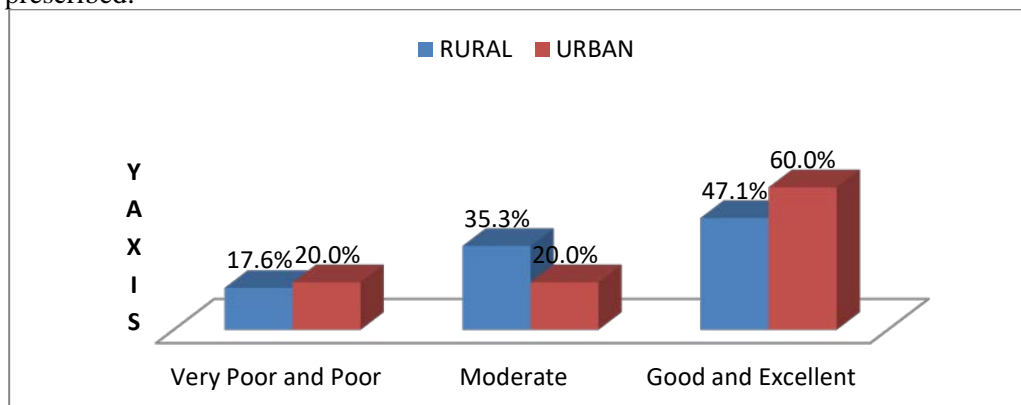
The curriculum suggests for teaching and testing of writing skill. There are no specified guidelines and rules for developing writing skill formally and informally. The students at this stage write only what the syllabus has stipulated for the board examination. Therefore, students do not incline to write out of their curiosity and they do not feel interest to write something novel of their own to flourish the creativity. In the classroom, teacher guides the students to memorize the answers so that they can reproduce the prepared things in the final examination.

#### **4.1.6. Analysis of Seven Questions**

The statements have been analyzed through the qualitative and quantitative methods. The opinions of the rural-urban, Male-female and MPO-Public teachers have been projected through the bar graphs. Their opinions have been measured by the five point rating scale and percentages of respondents have been shown in the vertical scale. The opinions have also been demonstrated by clubbing together the rating scales 1-2

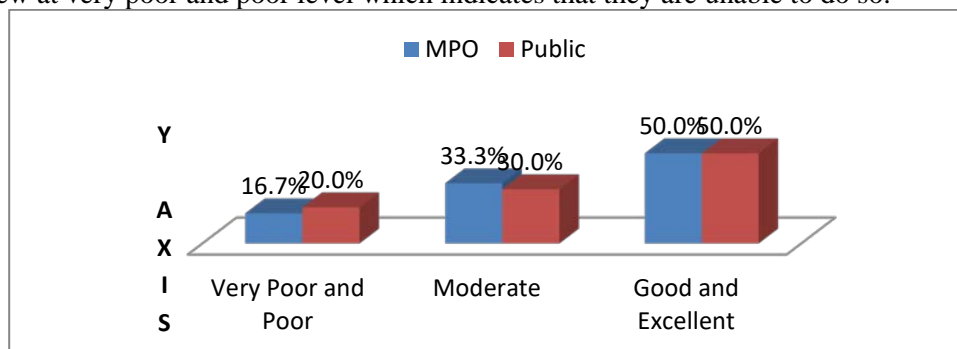
(extremely poor and poor), 4-5 (good and excellent) and keeping 3 points scale alone as moderate level.

**Statement 1:** Teacher teaches, conducts activities and takes test keeping in mind the objectives, the learning outcomes and the guidelines of the curriculum and the syllabus prescribed.



**Figure No. 1**

The above bar graph projects that out of total 22 respondents 60% urban and 47% rural teachers have agreed to this statement at the good and excellent level which infer that they are more trained than the rest of the teachers and they receive supports and aids from government and college authorities which help them to make the things possible. On the contrary, 20% urban and 35.3% rural teachers have consented on this statement at the moderate level which signifies that they are not able to do the same job always. However, 20% and 17.6% urban and rural teachers respectively have subscribed to the view at very poor and poor level which indicates that they are unable to do so.



**Figure No. 2**

50% of the MPO and public teachers each have agreed on this statement at the good and excellent level signify that they know the techniques and methods to perform those activities. On the other hand, 33.3% and 30.0% MPO and public teacher respectively are of the view that they have agreed on this statement at the moderate level. Moreover, 16.7% MPO and 20.0% public teachers respectively have agreed to this statement at the



very poor and poor level. On the contrary, rest of the teachers follow the same guidelines at the moderate, poor and extremely poor level respectively which indicate that they are not equipped enough to carry out the aforementioned activities.

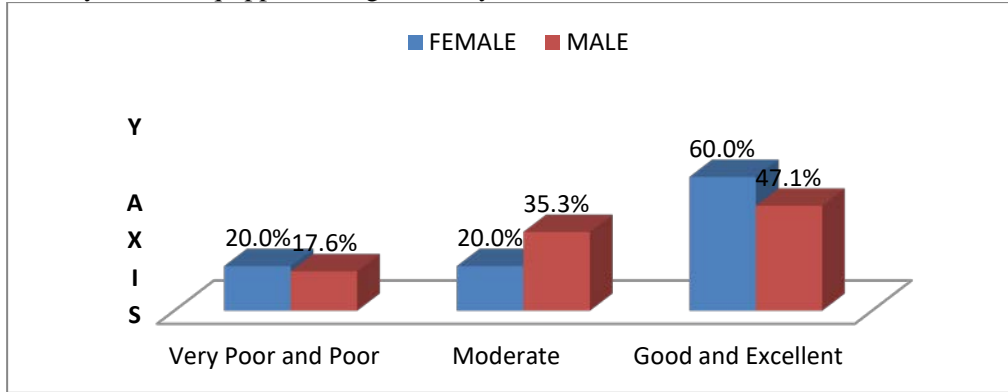


Figure No. 3

The bar shows that 60% female and 47% male teachers have agreed to the same statement at the good and excellent level which indicates that females are relatively more expert in performing the activities based on the curriculum and syllabus guidelines. On the contrary, 20% female and 35.3 males respectively consented on this statement at the moderate level which infers that they are not always able to carry out the issues. Moreover, 20% females and 17.6% males are of the view that they are agreed with this statement at the extremely poor and poor level. It clearly shows that they are not able to conduct the activities and tests based on the curriculum and syllabus guidelines.

**Statement No. 2** The nature and amount of guidance and support from the curriculum and syllabus are sufficient for conducting the programme.

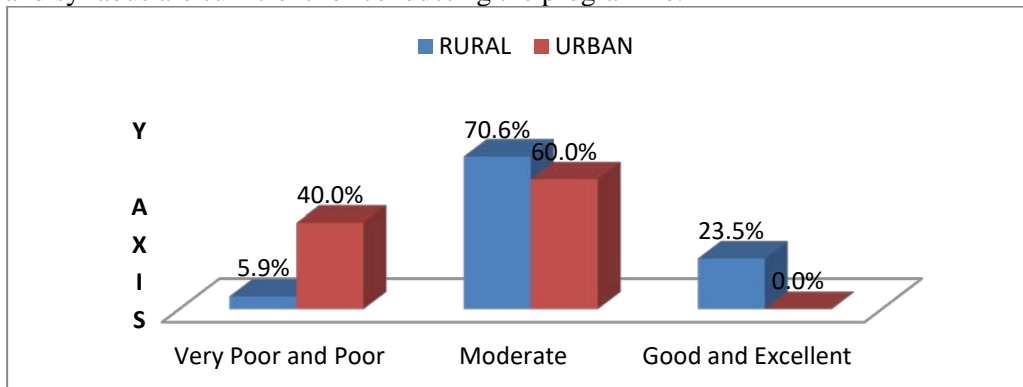


Figure No. 4

70.6% rural and 60.0% urban teachers respectively are of the opinion at the moderate level which indicates that they receive very less support and guidance from the curriculum and syllabus for conducting the programme. On the other hand, 23.5% rural

and 0.0% urban teachers are agreed to this statement at the good and excellent level which signifies that the rural teacher get the same support and guidance but none of the urban teachers follow the same support and guidance. Moreover, 5.9% rural and 40.0% urban agreed to this statement at the poor and extremely poor level which signifies that they do not receive any support and guidelines from curriculum and syllabus.

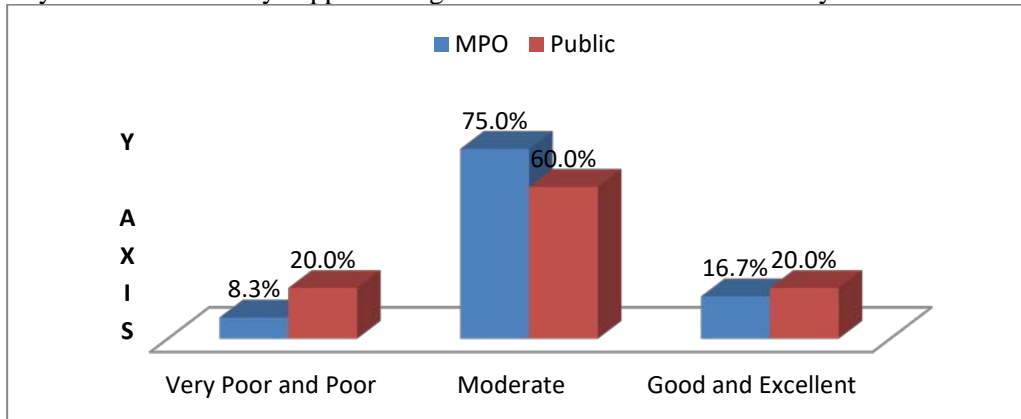


Figure No. 5

A significant number of MPO and public teachers with the percentages of 75.0% and 60.0% are of the view at the moderate level which indicates that the guidance and support from the curriculum and syllabus are very scanty. On the contrary, a small number of teachers from MPO and public colleges with the percentages of 16.7% and 20.0% respectively have agreed at the good and excellent level which infers that guidance and support from curriculum and syllabus are sufficient for conducting the programme. Furthermore, a very small number of teacher MPO and public with the percentage of 8.3% 20.0% respectively have agreed to this statement at the very poor and poor level which indicates that the guidance and support are not at all sufficient for conducting programme.

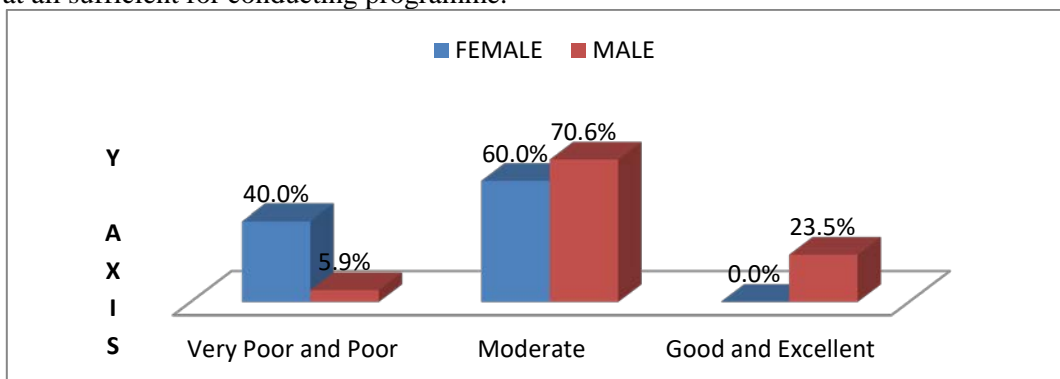
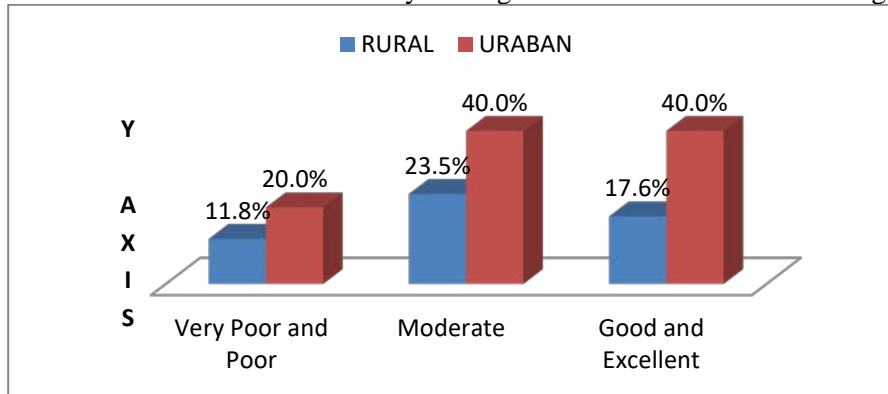


Figure No. 6

The bar projects that a large number of teachers from female and male with the percentages of 60.0% and 70.6% respectively are of the view at moderate level that the

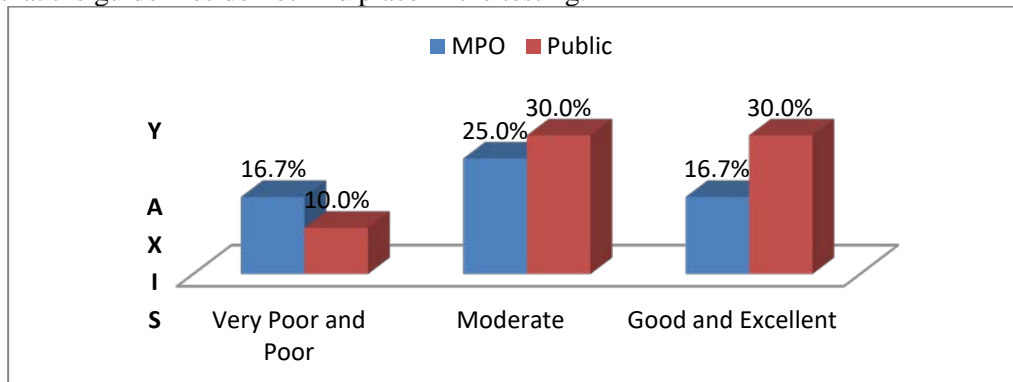
amount of guidance and support from curriculum and syllabus are not sufficient for conducting programme. On the other hand, 0.0% females and 23.5% males respectively have expressed their opinion on this statement at the good and excellent level which infers that guidance and support are sufficient enough to conduct the programme. However, 40.0% females and a few males with a percentage of 5.9% have agreed to this statement at the very poor and extremely level which indicate that the same guidance and support are not at all sufficient for conducting the programme.

**Statement No. 3:** The curriculum and syllabus guidelines are reflected in testing.



**Figure No. 7**

As shown in the bar graph, 40.0% urban and 17.6% rural teachers respectively have agreed that curriculum and syllabus guidelines are reflected in testing at the good and excellent level which reflects that current testing shares guidelines of curriculum and syllabus a lot. Conversely, 40.0% urban and 23.5% rural teachers are of the view on this statement at the moderate level which indicates that the existing testing partially reflects the aforementioned guidelines. Moreover, 20.0% urban and 11.8% rural teacher have expressed their opinions on this statement at very poor and poor level which infers that the guidelines do not find place in the testing.



**Figure No. 8**

As demonstrated in the graph, 30.0% public and 16.7% MPO teachers respectively have agreed to the statement at good and excellent level which signifies that

guidelines of syllabus and curriculum are reflected in the testing a lot. Conversely, 30.0% public and 25.0% MPO teachers respectively are of the view on the same statement at moderate level which indicates that the aforementioned guidelines are partially reflected in the testing. Again, 10.0% public and 16.7% MPO teachers respectively have agreed to this statement at very poor and poor level which infers that there is no reflection of guidelines in the testing.

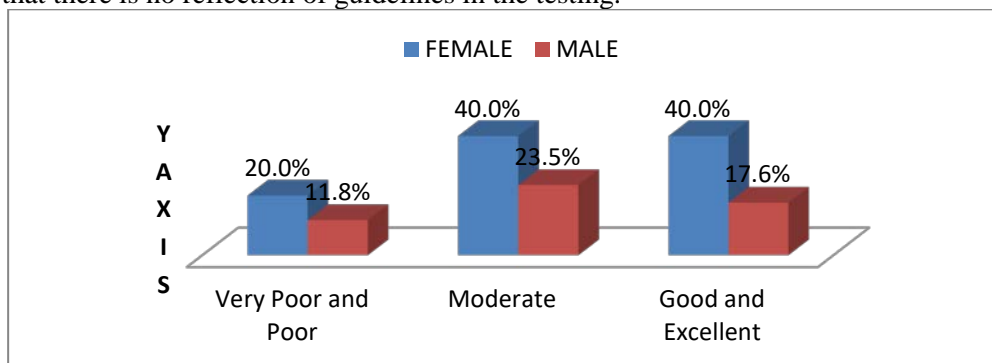


Figure No. 9

The graph presents that 40.0% females and 17.6% males are agreed at good and excellent level which indicates that guidelines of curriculum are strongly reflected in the testing. On the other hand, 40.0% female and 23.5% males are of the view at moderate level which infers that the reflection of guidelines is very little. Moreover, 20.0% females and 11.8% males have agreed at very poor and poor level indicate that there is no reflection of guidelines in the testing.

**Statement No. 4:** The English textbook is written by following the curriculum guidelines.

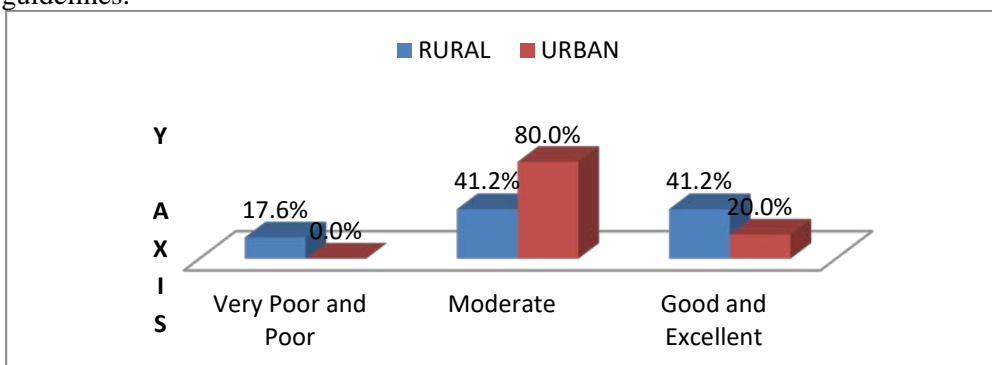
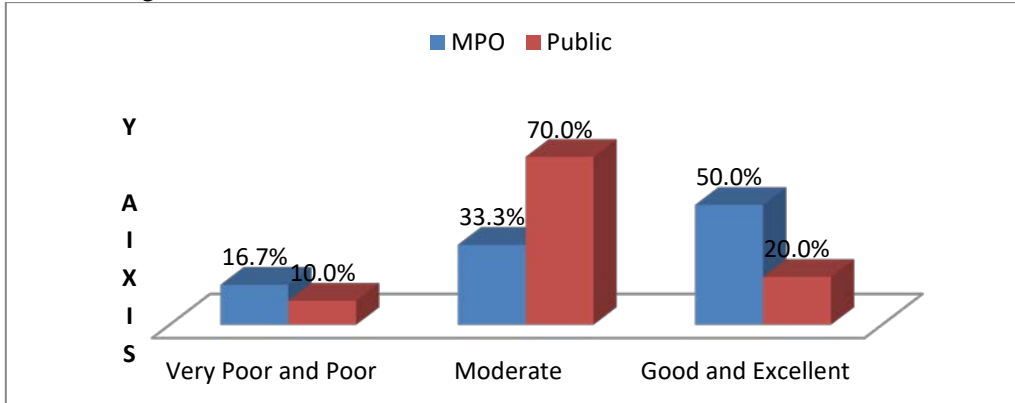


Figure No. 10

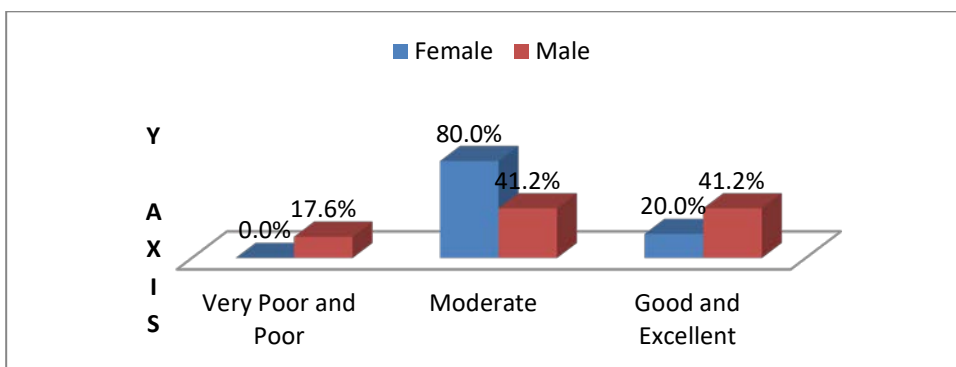
A large of urban teachers with a percentage of 80.0% and 41.2% rural, half of urban, teachers are of the view at moderate level which indicates that the English textbook is written partially by following the curriculum guidelines. Conversely, 41.2% rural and 20.0% urban teacher have agreed at good and excellent level which infers that the English textbook is fully written in consonance with curriculum guidelines. However,

17.6% rural and 0.0% urban teachers are of the opinion at very poor and poor level which indicates that the textbook is not written keeping in conformity with curriculum guidelines.



**Figure No. 11**

A large number public teacher with a percentage of 70.0% and 33.3% MPO teachers are agreed at moderate level which signifies that textbook is not written entirely by following the curriculum guidelines. Conversely, 50.0% MPO and 20.0% public teachers are of the opinion at good and excellent level which indicates that textbook is completely written following curriculum guidelines. Moreover, 16.7% MPO and 10.0% public teachers' agreement on this statement signifies that the textbook is not at all written by following aforementioned guidelines.

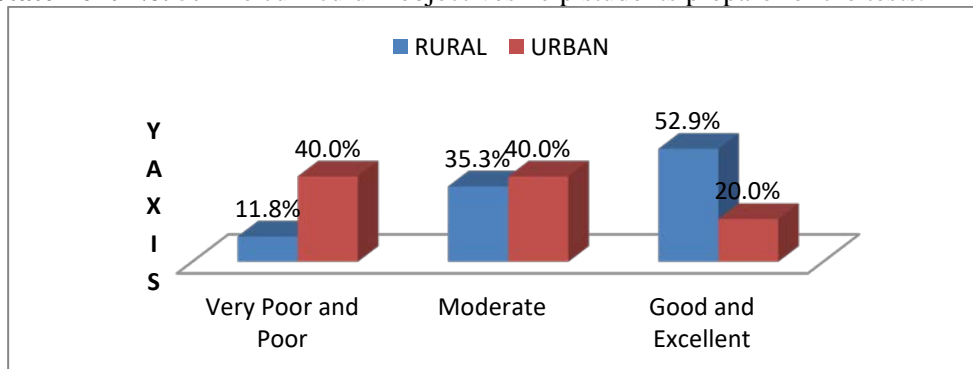


**Figure No. 12**

The graph demonstrates an astonishingly large number of female teachers with a percentage of 80.0% male and 41.2% male teachers, almost half of females, have agreed to this statement at moderate level which indicates that textbook does not follow curriculum guidelines entirely. On the contrary, good and excellent level the opinions of 20.0% females and 41.2% males signify that the English textbook is written by following curriculum guidelines. Moreover, 0.0% females and 17.6%

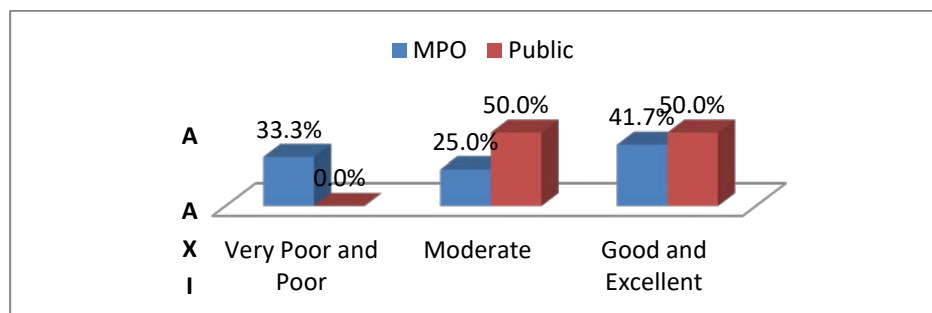
males have agreed to this statement at very poor and poor level which indicates that textbook is not written at all based on the curriculum guidelines.

**Statement No. 5:** The curriculum objectives help students prepare for the tests.



**Figure No. 13**

Almost half of rural teachers with a percentage of 52.9% and 20.0% urban teachers are view that the curriculum objectives help students to enhance their skills in an integrated manner at good and excellent level which indicates that objectives play significant roles in developing students' all skills together. Conversely, 35.3% rural and 40.0% urban teacher expressed their opinions at moderate level which infers that curriculum has helped a little to enhance all skills together. Moreover, 40.0% urban and 11.8% rural teachers respectively have agreed at very poor and poor level infer that the objectives are not at all useful to this purpose.



**Figure No. 14**

50.0% public and 41.7% MPO teachers are agreed to the same statement at good and excellent level which indicates that the curriculum objectives strongly help students to enhance their skills in a concerted way. But the opinions at moderate level of 50.0% public and 25.0% MPO teachers project that the same objectives help students a little to increase their skills. On the contrary, 33.3% MPO and 0.0% public teachers are of the view that objectives do not help to increase students' skills.

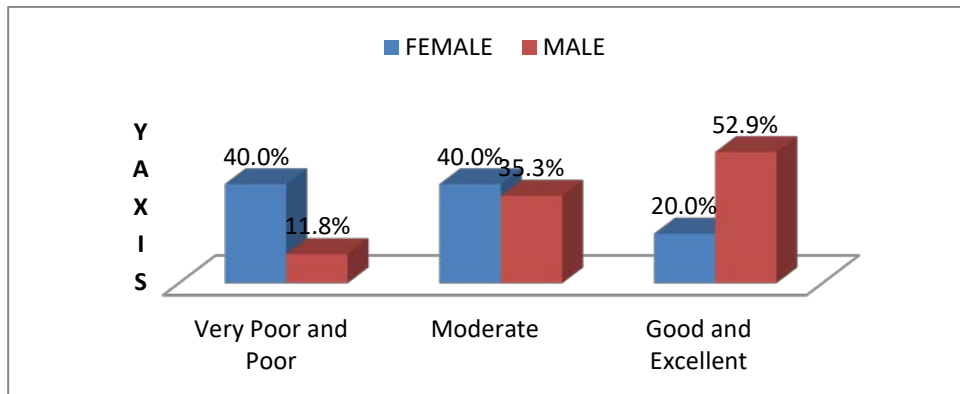


Figure No. 15

The opinions of 52.9% males and 20.0% females teachers at good and excellent level project that curriculum objectives greatly help students to enhance their skills. On the other hand, 40.0% females and 35.3% males are agreed on this statement at moderate level which infers that the objectives are not very helpful for students' skills development. Moreover, 40.0% females and 11.8 males have expressed their view that the curriculum objectives are not useful at all for this purpose.

**Statement No 6:** The English tests are completely based on the prescribed syllabus.

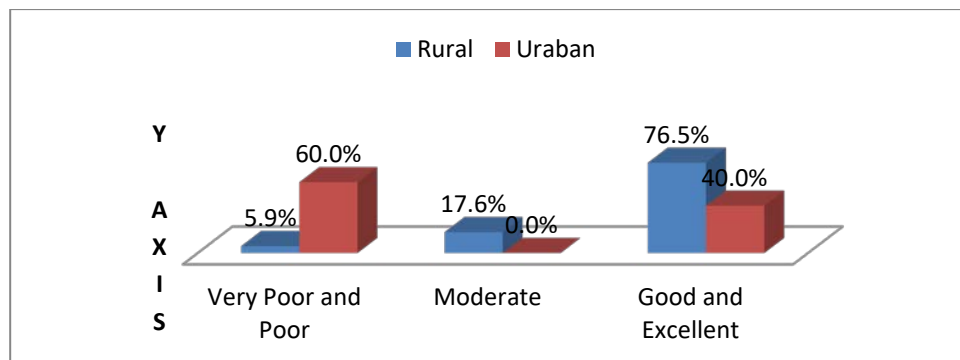
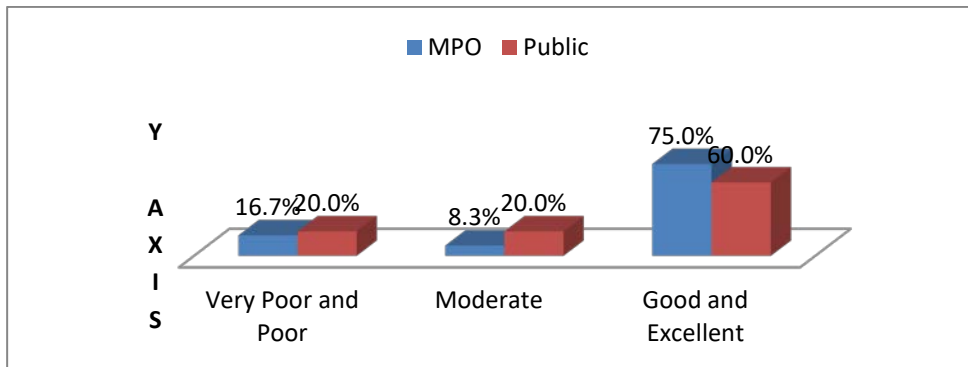


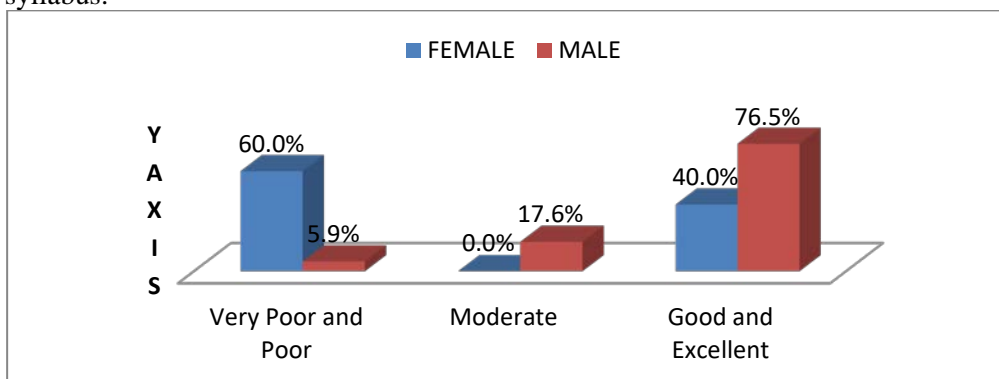
Figure No. 16

A significant number of rural teachers with percentage 76.5 and 40% urban teachers have agreed that English tests are completely based on prescribed syllabus at good and excellent level which indicates that the tests patterns entirely follow the syllabus guidelines. On the contrary, 60.0% urban teachers 5.9% rural are of the view at very poor and poor level that tests are not at all designed by prescribed syllabus. Similarly, 17.6 rural and 0.0% urban teacher have expressed their opinions at moderate level which indicates that tests follow the prescribed syllabus partially.



**Figure No. 17**

A large number of MPO teachers with a percentage of 75.0% and 60.0% public teachers have agreed at good and excellent level which indicates that the tests strictly follow syllabus guidelines. On the other hand, 16.7% MPO and 20.0% public teachers are of view on the same statement at very poor and poor level indicates that tests are not designed based on prescribed syllabus. Moreover, a small number of MPO teachers with a percentage of 8.3 and 20.0% public teachers have agreed at moderate level which signifies that English tests are partially based on prescribed syllabus.



**Figure No. 18**

A large number of male teachers with a percentage of 76.5% and 40.0% female teachers are of opinions at good and excellent level indicates that the English tests entirely follow syllabus guidelines. On the other hand, 60.0% females and 5.9% males are of the view that the tests are not based on prescribed syllabus. Moreover, 0.0% females and 17.6% males believe that tests follow partial guidelines of syllabus.

**Statement No. 7:** The English teaching and testing is based on teachers' experiences.



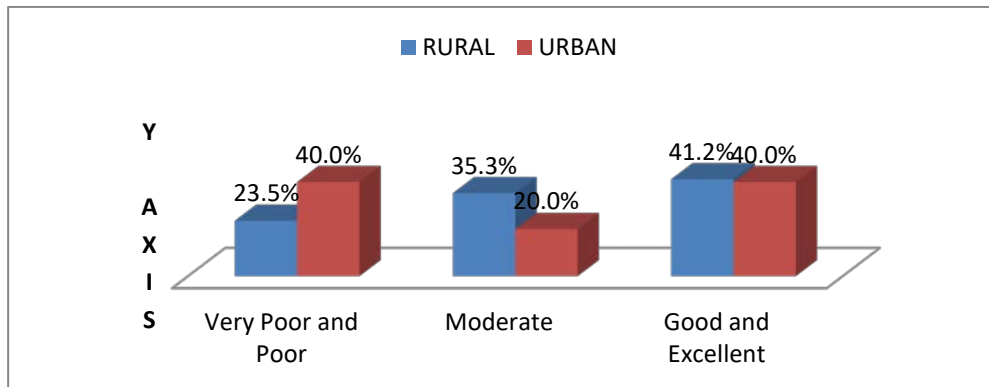


Figure No. 19

41.2% rural and 40.0% urban teachers, almost same number, have agreed that the English teaching and testing is based on teachers' experience at good and excellent which signifies that teaching and testing entirely stem from teachers' experiences. Conversely, 40.0% urban and 23.5% rural teachers have refuted the claims. However, 35.3% rural and 20.0% urban have shown their mixed opinions.

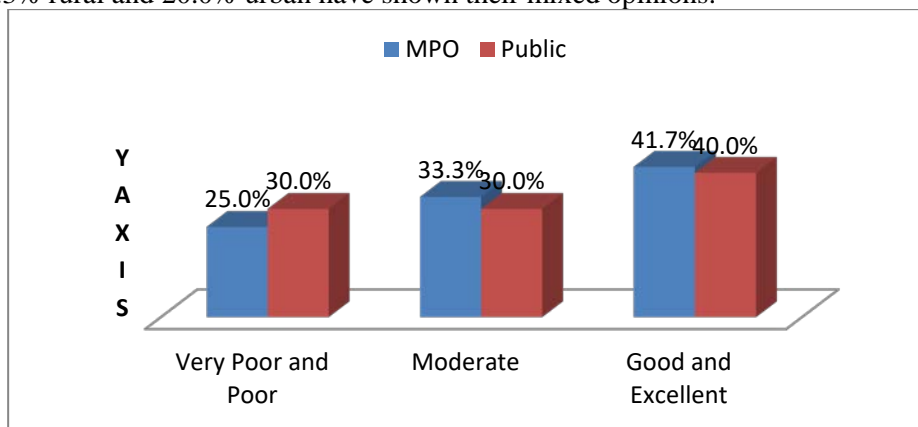
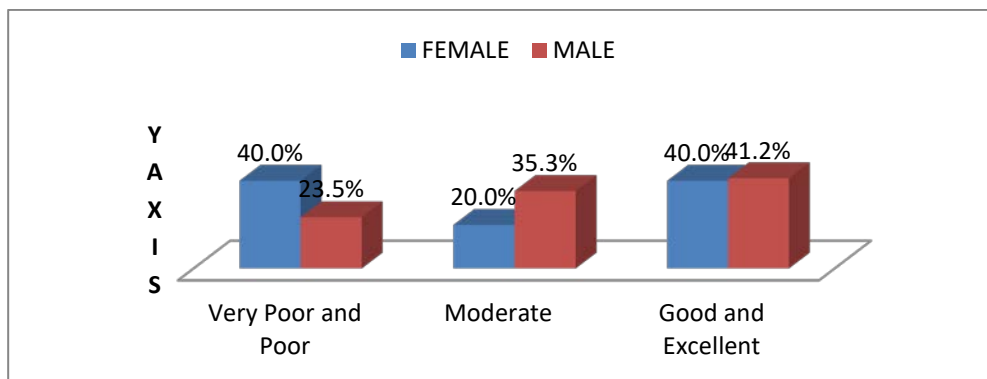


Figure No. 20

Public and MPO teachers with the percentages of 40.0% and 41.7% respectively claimed that English tests completely follow teachers' experiences whereas 25.0% MPO and 30.0% public teachers respectively disagree with this statement. Furthermore, 33.3% MPO and 30.0% rural teachers respectively are of the view that tests are partially based on teachers' experience.



**Figure No. 21**

40.0% female and 41.2% male teachers are of the view at good and excellent level which signifies that tests are fully based on teachers' experience. Conversely, 40.0% female and 23.5% males opined at very poor and poor level which indicates that English tests are not at all based on teachers' experience. However, 20.0% female and 35.3% male teachers are of the view at moderate level which infers that English tests share teachers' experience partially.

### **5. Conclusion**

In essence, the paper projects inadequate number of strategies of teaching, learning and testing incorporated in the English curriculum and syllabus for teachers and students of Bangladesh. In case of listening and speaking skills, techniques and methods are not elaborated at all. There is no trace of rules and procedures mentioned in curriculum for teachers and students in contexts of teaching and learning. However, the students and teachers vehemently ignore these two skills even in the classroom interaction. Furthermore, the board examination excludes test of listening and speaking. Although the National Curriculum and Textbook (NCTB) board of Bangladesh has laid emphasis on teaching, learning and testing equally, the education board authorities have not taken any step to include listening and speaking skills in the public examination. Moreover, in case of reading skill the curriculum and syllabus provide a few strategies for developing lower order reading skills, whereas the higher order sub skills such as writers' point of view, critical evaluation, tone and mood are not given due importance. Furthermore, owing to the limited scopes offered by government and board authorities, the development of these sub skills is very difficult. With respect to writing skill, our students hugely depend on memorizing answer to face the public or terminal examination. A complete strategy for writing skill has not yet been developed and integrated in the curriculum for the assessment of teaching, learning and testing. Since updating curriculum is crucial issues in order to cope with utility of state, society and international arena, it requires a serious overhauling to incorporate separate teaching, learning and testing strategies for each skill so that students and teachers can get proper guidelines of their own.

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