

LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 10 : 12 December 2010

ISSN 1930-2940

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How does Washback Work on the EFL Syllabus and Curriculum? A Case Study at the HSC Level in Bangladesh

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Abstract

The way in which public examinations influence teaching and learning is commonly known as "washback" or backwash. The washback effect, or the influence of testing on the syllabus and curriculum, appears in any classroom situation. Washback influences the treatment of syllabus and curriculum, and this influence on teachers' teaching attitudes is quite superficial. The washback influences teachers about what to teach, and how to teach. The purpose of this study was to investigate the washback effects on the syllabus and curriculum at the Higher Secondary Certificate (HSC) level in Bangladesh. The study tried to examine the relationship between the curriculum and the textbooks, and the relationship between the curriculum and the HSC public examination.

The target population was higher secondary students and teachers. Data were collected through questionnaires. Findings indicate that the public examination associated with educational reform has an influence on teachers' curricular planning and instruction. It is found that the teachers often have a tendency to "teach to the test"; students are willing to focus only on those subjects and skills that are going to appear in the examination. The study also discovers that the students do not cover the syllabus of the HSC due to test pressure. The study explores that the

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How does Washback Work on the EFL Syllabus and Curriculum?

A Case Study at the HSC Level in Bangladesh

maximum teachers are not aware of the objectives of the English syllabus and curriculum, and they largely depend on the ‘hidden syllabus’ published by unauthorized external sources. The investigation discloses teachers’ lack of knowledge about how to change their teaching methods to align with the curriculum objectives; therefore, the test exerts negative washback on teaching and learning.

Finally, on the basis of current understandings of washback, some suggestions and recommendations are put forwarded. However, the results of the study seem to indicate that only if the student studies towards the examination, the intended qualitative learning will hardly occur, especially, in the period of examination preparation.

1. Introduction

Washback, a term commonly used in applied linguistics, refers to the influence of language testing on teaching and learning. The way in which public examinations influence teaching and learning is commonly described as washback or backwash. Tests are assumed to be powerful determiners of what happens in classrooms, and it is commonly claimed that tests affect teaching and learning activities both directly and indirectly. It has long been affirmed that tests exert a powerful influence on language learners who are preparing to take these exams, and on the teachers who try to help them prepare.

The first washback study was conducted by Kellaghan et al. (1982), then Wesdorp (1982) and Hughes (1988). It should be pointed out that the former was a general education study and not specific to language education. In their ensuing discussion, it is clear that evidence of either beneficial or harmful was often tenuous remaining unproven or, at best, inconclusive. For example, to take the Kellaghan et al. (1982) study looked at the impact of introducing standardised tests in Irish Schools as a case in point. Afterwards, Washback on learners was a topic seldom discussed in 1990s, and has gotten more attention from the researchers since the 21st century. The Sri Lankan impact study conducted by Wall & Alderson (1993) is often cited as a landmark study in the investigation of washback. It may be mentioned that, the present study is the pioneer research work conducted in Bangladesh on this particular pedagogical field.

Washback affects various aspects of teaching and learning: stakeholders, syllabus and curriculum, materials, teaching methods, testing and mediating factors, learning outcomes, feelings, attitudes, and learning, etc. Existing washback models and hypotheses contend that tests alone or at least for the most part trigger the perceived washback effects, but empirical studies show that both testing and mediating factors play essential roles involved in the mechanism of washback effects. Biggs (1995) uses the term ‘backwash’ to refer to the fact that testing drives not only the curriculum, but teaching methods and students’ approaches to learning (P.12).

Teacher perceptions of communicative language teaching are in many ways influenced by the existence of a ‘hidden syllabus’ (test papers, suggestions, model questions, etc.). Within the Bangladesh context, this hidden syllabus is undoubtedly shaped by the content of English

examinations. Johnson (1989) argues that, if a syllabus is to have credibility, then subsequent test items must be related to the content of that syllabus, and that ‘item types in examinations need to be selected and constructed with this ‘washback’ effect in mind’ (P. 6). Unfortunately, the HSC examinations in Bangladesh are still grammar orientated; somewhat, contradicting the syllabus aims of the National Curriculum and Textbook Board (NCTB).

The various influences of tests are often referred to as washback (or backwash). Washback is the power of examinations over what takes place in the classroom. Numerous explanations of the term ‘washback’ can be found throughout the published research and literature on language testing. Shih (2009) generated a new washback model of students' learning, as illustrated in Figure 1. This model includes extrinsic, intrinsic, and test factors to help depict the complexity of learning washback.

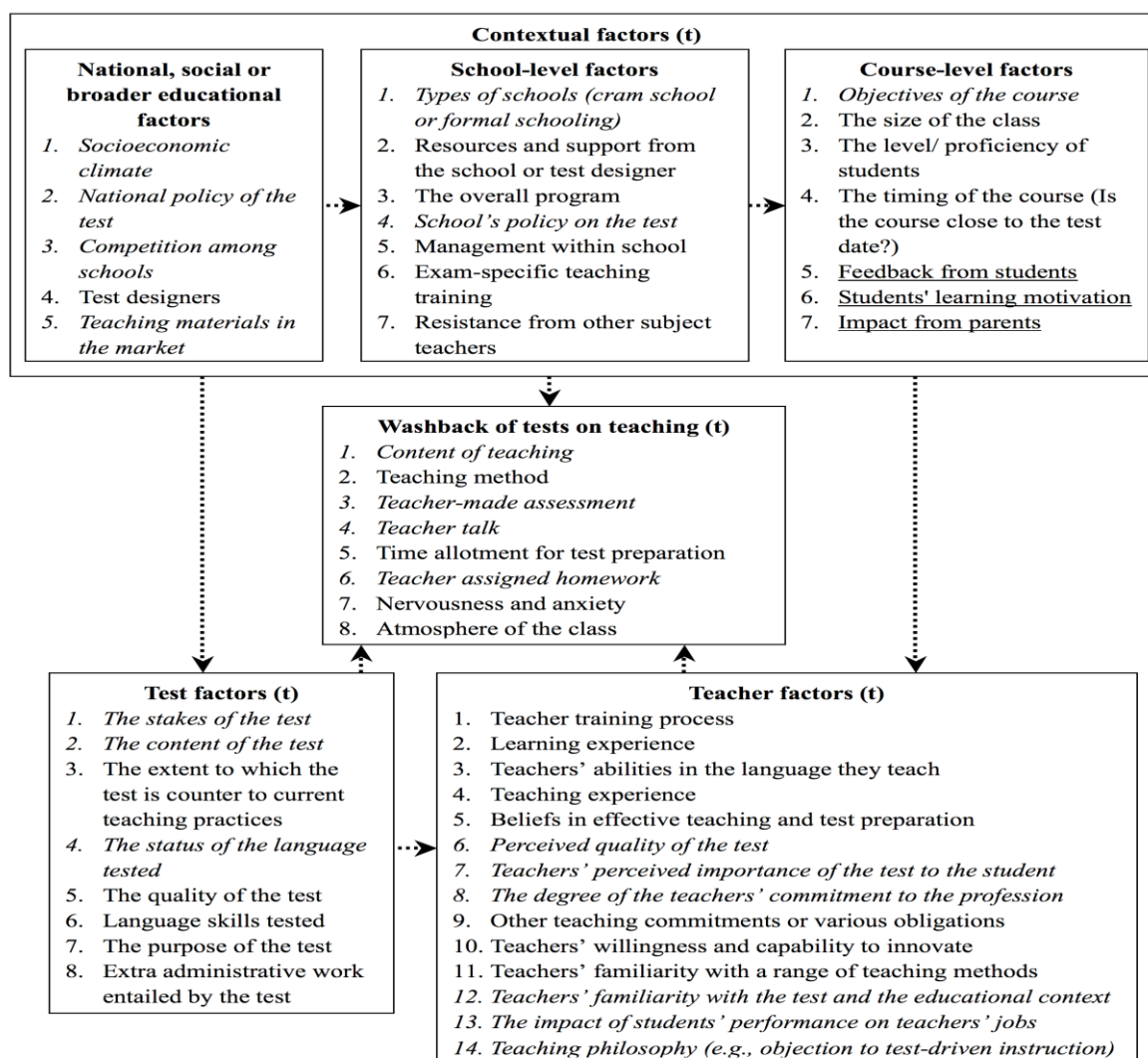


Figure: 1 Shih, Model of Washback (2009)

It is common to claim the existence of washback (the impact of a test on teaching) and to declare that tests can be powerful determiners, both positively and negatively, of what happens in classrooms. One of its key characteristics is the careful observation of teacher behavior. Swain succinctly states the prevailing opinion: Swain (1985) says "It has frequently been noted that teachers will teach to a test: that is, if they know the content of a test and/or the format of a test, they will teach their students accordingly" (p. 43).

It is generally accepted that public examinations influence the attitudes, behavior, and motivation of teachers, learners and parents... (Pearson, 1988, p. 98). Tests are often perceived as exerting a conservative force which impedes progress. Andrews and Fullilove point out, "Not only have many tests failed to change, but they have continued to exert a powerful negative washback effect on teaching" (Andrews and Fullilove, 1994, p. 57). Heyneman (1987) has commented that teachers teach to an examination. Pierce (1992) states "the washback effect, sometimes referred to as the systemic validity of a test (p.687). Cohen (1994) describes washback in terms of" how assessment instruments affect educational practices and beliefs" (p. 41).

The problem is that while washback is widely perceived to exist, there is little data to confirm or deny these perceptions. This is neatly summarized by Alderson and Hamp-Lyons (1996) in the rationale for their study of TOEFL preparation classes in the United States: "Much has been written about the influence of testing on teaching; however, little empirical evidence is available to support the assertions of either positive or negative washback" (p. 281).

Andrews (1994) concurs: "Although a great deal has been said and written about washback, there is in fact relatively little empirical evidence for its existence" (p. 44). Similarly, Shohamy (1993) acknowledges that "while the connection between testing and learning is commonly made, it is not known whether it really exists and, if it does, what the nature of its effect is"(p.4). Brown (2000) defines washback as "the connection between testing and learning" (p.298). Gates (1995) defines washback simply as "the influence of testing on teaching and learning" (p.101). Bachman and Palmer (1996) have discussed washback as a subset of a test's impact on society, educational systems, and individuals (p. 29-35). Alderson and Wall (1993) Washback refer washback as the way that tests are (...) perceived to influence classroom practices, and syllabus and curriculum planning (p.17)

The definition stresses the impact of a test on what teachers and students do in classrooms. This influence of the test on the classroom (referred to as washback by language testers) is, of course, very important; this washback effect can be either beneficial or harmful. Washback is the extent to which the test influences language teachers and learners to do things that they would not necessarily otherwise do (Messick, 1996, p. 243). The influence of testing on teaching and learning is referred washback (Bailey, 1996, p. 259). Shohamy (1993) summarized four key definitions that are useful in understanding the washback concept:

1. Washback effect refers to the impact that tests have on teaching and learning.
2. Measurement driven instruction refers to the notion that tests should drive learning.
3. Curriculum alignment focuses on the connection between testing and the teaching syllabus.
4. Systemic validity implies the integration of tests into the educational system and the need to demonstrate that the introduction of a new test can improve learning (p.4)

Andrews (1994) sees washback as "an influence on teachers, learners, and parents, with an associated impact on what happens in classrooms"(p.45) Washback sometimes referred to as backwash. Hughes (1989) states "the effect of testing on teaching and learning is known as backwash" (and this term, as he uses it, is synonymous to washback) (p.1). Alderson & Wall (1993) suggest washback compels "teachers and learners to do things they would not necessarily otherwise do because of the test" (p.1).

Bailey (1996) states, "washback is the influence of testing on teaching and learning" (p.5). Shohamy, et al. (1996) Washback is delineated as "the connections between testing and learning" (p.6). Pearson (1988) states "Public examinations influence the attitudes, behaviours, and motivation of teachers, learners, and parents, and because examinations often come at the end of a course, this influence is seen working in a backward direction, hence the term, washback" (p.7). Cheng (2005) concurs that washback indicates "an intended or unintended (accidental) direction and function of curriculum change on aspects of teaching and learning by means of a change of public examinations" (p.112).

1.1 Types of Washback

Generally, washback can be analysed according to two major types: **positive and negative**, depending on whether it has a beneficial or harmful impact on educational practices. For example, a test may encourage students to study more or may promote a connection between standards and instruction. Washback from tests can involve individual teachers and students as well as whole classes and programs. Bachman and Palmer (2000) termed washback as: **macro contexts**, and **micro contexts**. The **micro level**, the effect of the test on individual students and teachers; and the **macro level**, the impact the test may have on society and the educational system.

Some kinds of washback result from the effects of a test on the language learners themselves, while other kinds of washback are more closely related to effects of a test on personnel involved in language teaching (including influences on teachers, administrators, course designers, and materials developers ultimately influencing courses, programs and materials). Bailey (1996) called two sorts of washback: **learner washback** and **program washback**, respectively. This idea overlaps, to some extent, Bachman and Palmer's **micro** and **macro levels**

of washback, although they included the influences on individual teachers under the micro category.

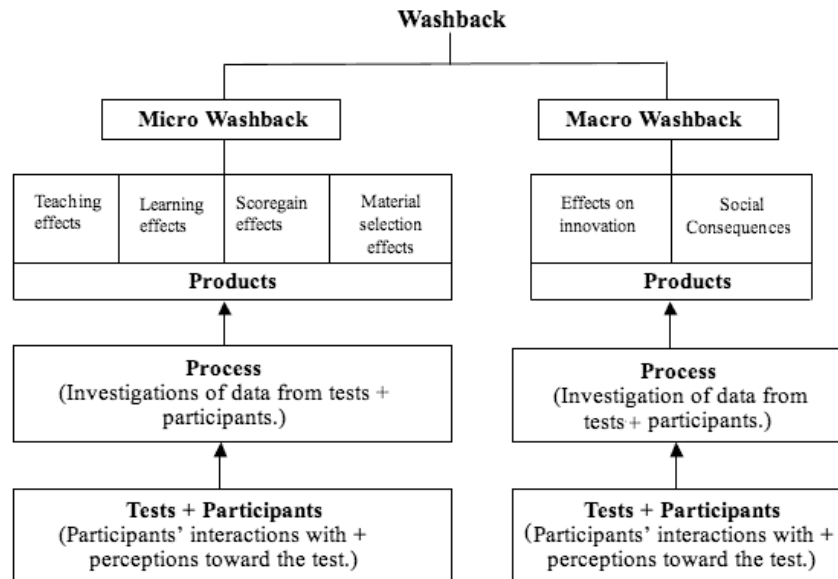


Figure: 2 Based on ideas of Hughes (1993), Bachman and Palmer (1996)

1.1.1 Positive Washback

Positive washback is said to result when a testing procedure encourages 'good' teaching practice. For example, an oral proficiency test is introduced in the expectation that it will promote the teaching of speaking skills. Positive washback would result when the testing procedure reflects the skills and abilities that are taught in the course, as, for instance, with the use of an oral interview for a final examination in a course in conversational language use." Therefore, when there is a match between the activities used in learning the language and the activities involved in preparing for the test, we say that our test has positive washback. The following figure shows how a washback works on syllabus and curriculum.

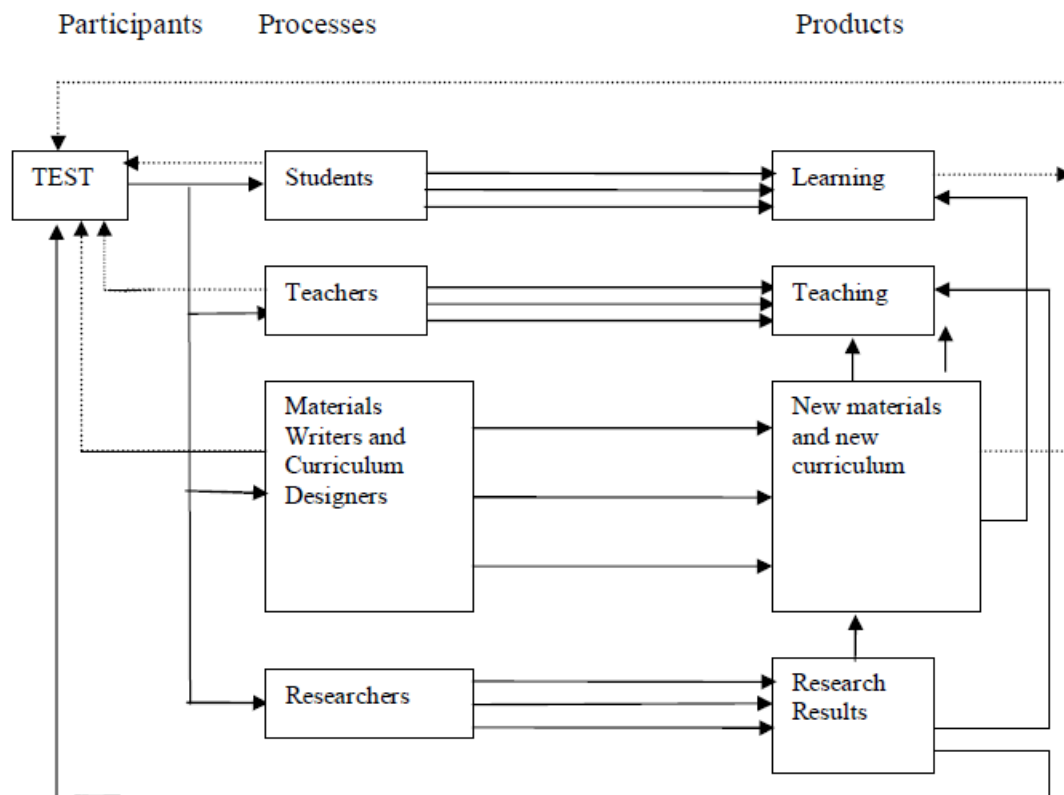


Figure: 3 Basic Model of Washback by Shohamy (2005)

We can use this positive washback to influence the language syllabus and curriculum. As Davis (1990) mentions, washback is inevitable and it is foolish to pretend that washback does not happen. Therefore, in order to prepare students for the examination, the communicative way of teaching will be adopted in our classes and this positive washback helps us change the curriculum the way we want. Positive washback can be summarised as below:

- Teachers and learners will be motivated to fulfill their teaching and learning goals (Anderson & Wall, 1993).
- Positive washback takes place when tests induce teachers to cover their subjects more thoroughly, making them complete their syllabi within the prescribed time limits
- Good tests can be utilized and designed as beneficial teaching-learning activities so as to encourage a positive teaching-learning process (Pearson, 1988).
- A creative and innovative test can quite advantageously result in a syllabus alteration or a new syllabus (Davis, 1990).

- Examination achieves the goals of teaching and learning, such as the introduction of new textbooks and new curricula (Cheng; 2005).
- Tests induce teachers to cover their subjects more thoroughly, making them complete their syllabi within the prescribed time limits.
- Tests motivate students to work harder to have a sense of accomplishment and thus enhance learning.
- Good tests can be utilized and designed as beneficial teaching learning activities so as to encourage positive teaching-learning processes.
- Decision makers use the authority power of high-stakes testing to achieve the goals of teaching and learning, such as the introduction of new textbooks and new curricula.

1.1.2. Negative Washback

Negative washback is said to occur when a test's content or format is based on a narrow definition of language ability, and so constrains the teaching/learning context. If, for example, the skill of writing is tested only by multiple choice items then there is great pressure to practice such items rather than to practice the skill of writing itself. As Brown (2002) states "Washback becomes negative washback when there is a mismatch...between the content (e.g., the material/abilities being taught) and the test".

Sometimes, the objectives and contents of the test do not appeal to students and teachers. For example, some students like and need to learn English communicatively, but the test they have to undergo is discrete-point. Actually, much teaching is always directed towards testing and much time of the class is spent on materials that appear in the test. Both positive and negative washback work at both level: micro-level (classroom settings), and at macro-level (educational and societal system). Some of the reasons as well as the outcomes of the negative washback are illustrated below.

- Test comes to dominate classroom work.
- There is no correlation between test objectives and curriculum objectives.
- Teachers teach one thing and the test then concentrates on another one,
- Teachers tend to ignore subjects and activities that are not directly related to passing the exam, and tests accordingly alter the curriculum in a negative way.

- Students may not be able to learn real-life knowledge, but instead learn discrete points of knowledge that are tested.
- Tests bring anxiety both to teachers and students and distort their performance.
- Teachers tend to ignore subjects and activities that are not directly related to passing the exam, and tests accordingly alter the curriculum in a negative way.
- The tests fail to create a correspondence between the learning principles and/or the course objectives.
- An increasing number of paid coaching classes are set up to prepare students for exams, but what students learn are test-taking skills rather than language learning activities.
- Test narrow down the curriculum, and put attention to those skills that are most relevant to testing.
- Decision makers overwhelmingly use tests to promote their political agendas and to seize influence and control of educational systems.

1.1.3 Washback on the Stakeholders and the Teaching Areas

As mentioned, washback affects various aspects of teaching and learning, such as **stakeholders, syllabus and curriculum, materials, teaching methods, testing and mediating factors, learning outcomes, feelings, attitudes, and learning**, etc. Tests have impact on the lives of test takers, classrooms, school systems and even whole societies (Hamp-Lyons, 1998).

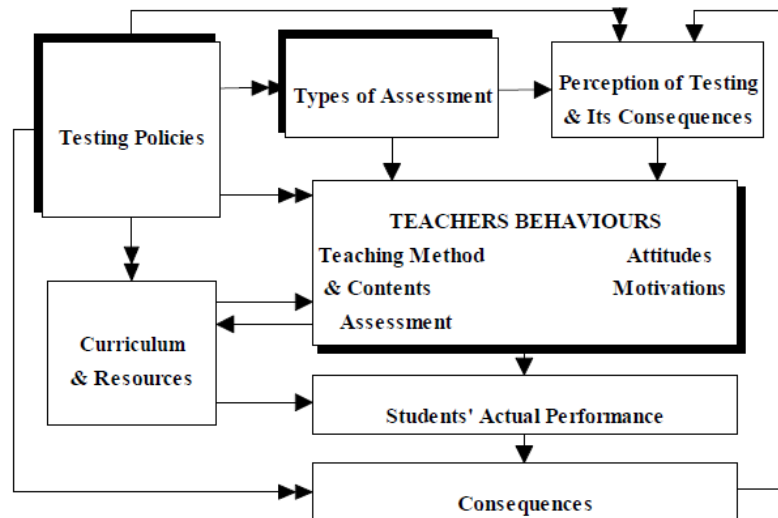


Figure: 4 Test Washback effects on teachers (Phuong-Nga Nguyen et. al, 2008)

Wall & Alderson (1993) put forward the 15 hypotheses, highlighting more specifically some of the ways in which a test might affect teaching and learning. The five of the hypotheses relate to washback to the learners, and six relate to washback to the programme. The following are the hypotheses that relate to syllabus, curriculum, and teaching contents:

- (3) A test will influence what teachers teach; and
- (5) A test will influence what learners learn; and
- (7) A test will influence the rate and sequence of teaching (P); and
- (11) A test will influence attitudes to the content, method, etc. of teaching and learning. (ibid)

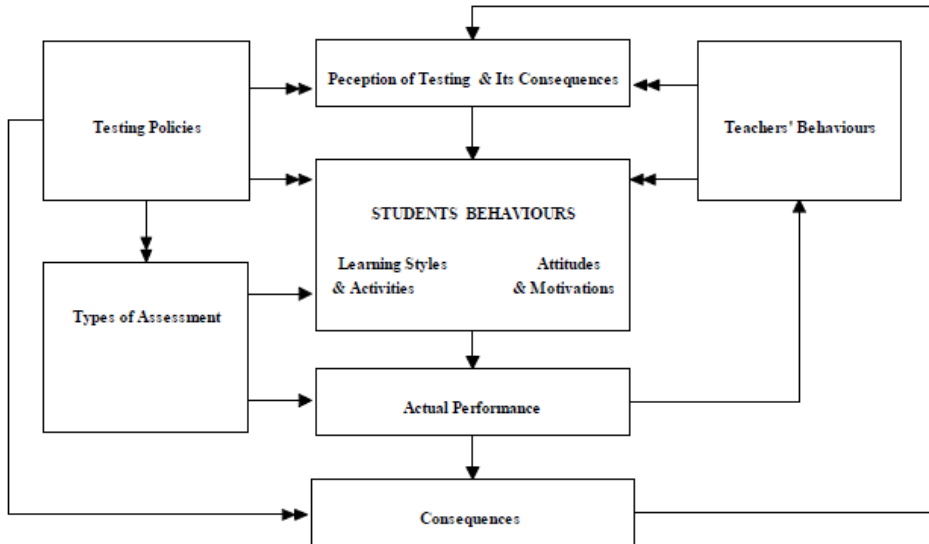


Figure: 5 Test Washback effect on students (Phuong-Nga Nguyen et. al, 2008)

The Washback Hypothesis seems to assume that teachers and learners do things they would not necessarily otherwise do because of the test. Additionally, in order to study the washback effect, it is necessary to look at the people that participate in the educational process, to the actual classroom events and activities, and to the outcomes of these processes. Based on the various researches throughout the world, washback hypotheses may be summarised as:

1. Tests can affect curriculum and learning,
2. Tests can provide feedback on learning,
3. Tests can help implement content and performance standards,
4. Tests can influence the methodology that teachers use,
5. Tests can motivate teachers and students,
6. Tests can orient students as to what is important to learn,
7. Tests can help orient needed teacher training,
8. Tests can help implement articulation,
9. Tests can help implement educational reform,

Taylor et al. (2000) offers a detailed conceptualisation in order to illustrate the wider societal effects of a test, building upon a washback model proposed by Rea-Dickins (1997) identified stakeholders categories as:

- | | | | |
|---|--------------|----|---|
| 1 | learners | 8 | government and official bodies, and the marketplace |
| 2 | teachers | 9 | professional bodies |
| 3 | parents | 10 | Consultant |
| 4 | test writers | 11 | Care-givers |
| 5 | examiners | 12 | Administrators |
| 6 | school owner | | test center |

Testing tends to induce consequences for its stakeholders. It is well known in the field of education that there is a set of relationships, intended and unintended, positive and negative, between testing, teaching and learning. Impact refers to the effects that a test may have on individuals, policies or practices, within the classroom, the school, the educational system or society as a whole.

1. 2 Literature Review

Alderson and Wall concluded from their Sri Lanka study that the examination has had a demonstrable effect on the content of language lessons (1993). This effect was that of the narrowing of the curriculum to those areas most likely to be tested. This finding is similar to that of Lam (1994) who reported an emphasis in teaching on those parts of the exam carrying the most marks.

Likewise, Cheng (1997) noted that the content of teaching had changed after the introduction of the revised exam, reading aloud being replaced by role play and discussion activities, for example, reflecting the new exam content. However, Shohamy et al.'s 1996 study shows a slightly different picture. They report that the Arabic exam had little effect on the content of teaching whereas the EFL exam did. Watanabe's findings are different again. He speaks of teachers not necessarily teaching listening or writing even though the exam contained these skills (Watanabe, 1996). The findings of Read and Hayes (2003) are quite detailed and show variations in washback on the curriculum depending on the course observed.

Lam (1994) finds that more curriculum time is given to exam classes, though Shohamy et al.'s study suggests that this is true only in the case of exams viewed as high stakes. Alderson and Hamp Lyons (1996) note in their study that while extra time is given to TOEFL classes in some institutions this is not the case in others. Read and Hayes' study (2003) also notes that time allocation may be greater or Mary Spratt lesser depending on the school. They point out too how much of a consideration time is for teachers, with teachers observed remarking that considerations of time available affected their choice of methodology. Alderson and Hamp Lyons also raise the consideration of class size, pointing out that in the situation they

investigated there were many more students in the exam classes than in the 'regular' classes. The findings from the studies about washback onto the curriculum indicate that it operates in different ways in different situations, and that in some situations it may not operate at all.

Read and Hayes (2003), in their New Zealand study, confirm as Cheng (1997) finds in Hong Kong: 'By the time the examination syllabus affected teaching in Hong Kong secondary schools . . . nearly every school had changed their textbooks for the students' (p.50). Shohamy et al.'s findings are somewhat different to Cheng's. They find that in relation to the EFL exam 'ample new material has been published and marketed since the announcement of the test changes became public' (1996: 309).

Read and Hayes (2003) confirm this in their New Zealand study, as does Cheng (1997: 50) in Hong Kong: 'By the time the examination syllabus affected teaching in Hong Kong secondary schools . . . nearly every school had changed their textbooks for the students'. Shohamy et al.'s findings are somewhat different to Cheng's. They find that in relation to the EFL exam 'ample new material has been published and marketed since the announcement of the test changes became public' (1996, P. 309). Tests sometimes are used by schools or school administrations as a "lever" to introduce the innovation of new curricula, but it may change the format of what teachers instruct, not foster an in-depth change of teaching methodologies as a whole.

Shohamy, Donitsa-Schmidt, and Ferman (1996) report on the stability of the washback effect over time as they investigated two national exams that had been implemented in Israel in the late 1980's. One was a high-stakes test of English as a foreign language (EFL) and the other was a low-stakes examination of Arabic as a second language (ASL). Following Madaus (1990), Shohamy et al. (1996) defines a high-stakes test as one used in a context in which decisions about "admission, promotion, placement or graduation are directly dependent on test scores" (p. 300), while low-stakes exams do not entail these significant decisions.

The notion of high-stakes and low-stakes exams is reflected in Alderson and Wall's (1993) breakdown of the washback hypothesis: "Tests that have important consequences will have washback; and conversely, tests that do not have important consequences will have no washback" (pp. 120-121).

As Hughes (1993) has pointed out, the key question about the products of washback is whether or not it leads to learning (in our case, language learning). Shohamy et al. (1996) asked their student respondents whether and how the ASL test and the EFL test had promoted learning. With regard to the high-stakes EFL test, 68% of the students believed that the test promoted learning (from a large to a very large degree) and 92% said that the goal of the test was to promote learning. But in terms of the EFL test's impact on their own language learning, 46% believed that it had little or no impact while only 34% of the student respondents reported that "their command of English is affected to a large extent" (ibid., p. 312) by the test. In terms of the low-stakes ASL test's impact on learning,

Shohamy et al. (1996, p. 306) say only that "both teachers and students express negative feelings toward the test and complain that the test is of nom importance and not essential in all course levels." An important issue that has not been investigated here is the extent to which the students' views are independent of or influenced by their teachers' views. Do teachers voice their opinions of tests to students, and if so, how are students influenced by their teachers' ideas?

Cheng (1997) reports on a study of language testing washback that she conducted at the time of a change in a major public examination: the Hong Kong Certificate of Education Examination (HKCEE). Her data included questionnaire responses from 42 students. The students' data revealed that they thought the HKCEE played "a 30% role in their learning," followed by the influence of future jobs, their parents' concerns, and competition with their classmates (ibid., p. 47). Thus the students' perception is that the exam is the single greatest factor influencing their English progress.

1.3 Washback on the Syllabus and Curriculum

Test contents can have a very direct washback effect upon teaching curricula. Tests can affect curriculum and learning (Alderson & Wall, 1993). Shohamy et al. defined curriculum alignment as "the curriculum is modified according to test results" (1996, P.6). A curriculum is a vital part of TEFL classes. It provides a focus for the class and sets goals for the students throughout their study. A curriculum also gives the student a guide and idea to what they will learn, and how they have progressed when the course is over. Washback has deep relation with the syllabus and curriculum. The test leads to the narrowing of contents in the curriculum.

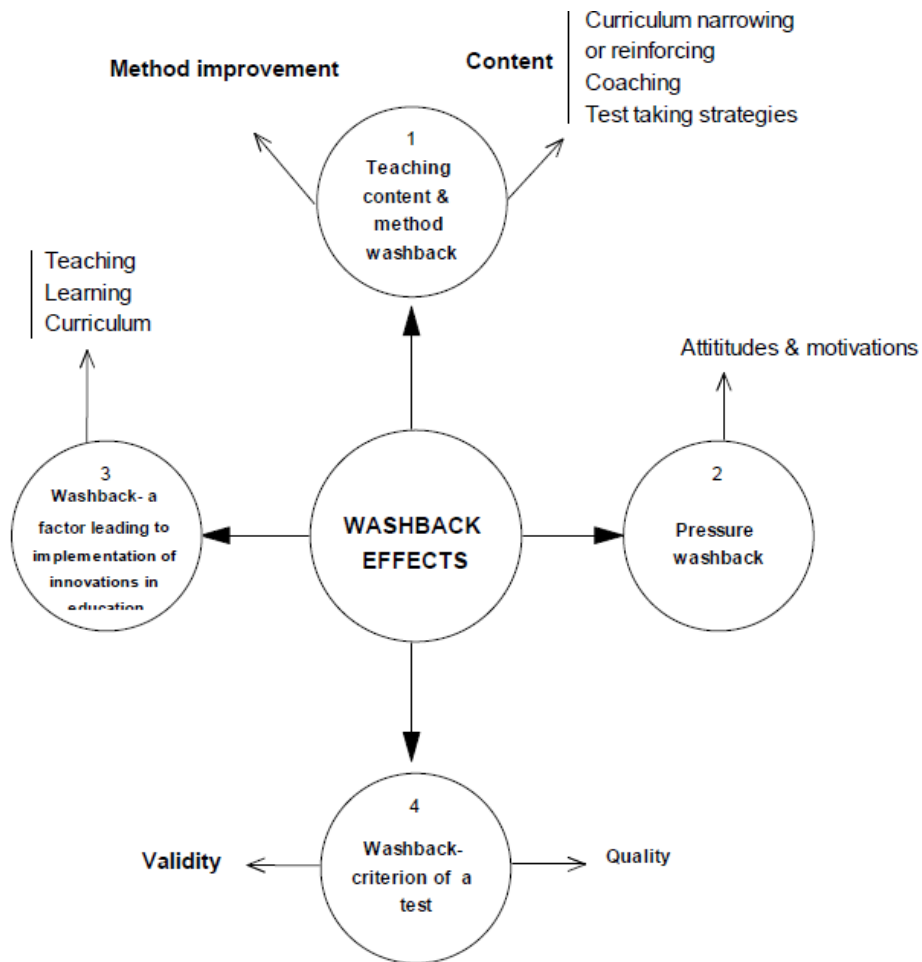


Figure: 6 Concepts of Washback Effects on the syllabus and Curriculum (based on the model of Nguyen et. al, 2008)

Alderson and Wall (1993) concluded from their Sri Lanka study that ‘the examination has had a demonstrable effect on the content of language lessons’ (p, 126-27). Lam (1994) finds that more curriculum time is given to exam classes, though Shohamy et al.’s study suggests that this is true only in the case of exams viewed as high stakes. Alderson and Hamp Lyons (1996) note in their study that while extra time is given to TOEFL classes in some institutions this is not the case in others. Higher Secondary Learners in Bangladesh follow a ‘hidden’ syllabus, that is, the contents driven by the contents of EFL examination.

A Summary of Test Effects and the Possible Factors for their Occurrence

Aspects of washback	Participants	Process (test and mediating factors)	Products
Teaching	1. teachers 2. students	1. teachers' awareness and perception of the test (e.g. the status and stakes of the test) 2. teachers' educational backgrounds, beliefs and experience 3. test format and content	1. syllabus design 2. methods of teaching (degree, if any, of change) 3. contents of teaching 4. classroom activities or time arrangement 5. instructional materials 6. classroom assessment in accordance with the format and content of the test 7. teaching to the test 8. different teachers react differently to test
Learning	1. teachers 2. students	1. students' awareness of the importance of the test (e.g. the status and stakes of the test) 2. students' experiences with tests 3. students' thoughts influenced by teachers 4. students' motivations, learning strategies and personalities 5. test format and content	1. promote learning 2. little change on their learning 3. not motivated to learn
Materials	1. teachers 2. material writers	1. teachers' needs resulting from unfamiliarity with the tests 2. test format and content 3. the purpose of test use	1. reliance on test-related materials 2. boom of test-related materials 3. influence on the design of curricula 4. encouragement of additional materials from a variety of sources
Learning outcomes	1. teachers 2. students	1. preparatory classes 2. initial proficiency 3. personality 4. motivation 5. learning strategies	1. score gains 2. not much gain on scores 3. no score gain

Table: 1 Washback on syllabus and Curriculum, and other areas (based on Andrew, 2004)

In Bangladesh, English education at the HSC level is mandatory. The National Curriculum and Textbook Board (NCTB) compiles and develops the syllabus and curriculum, publishes textbooks and teaching materials for nationwide HSC students. The revised curriculum was introduced in 2000, following by the issuance of the new textbooks in 2001. The revised curriculum places an emphasis on promoting students' communicative competence. The students sit for the HSC public examination after two years' studying of the syllabus.

1.3.1 The EFL Syllabus and Curriculum at the HSC Level

The National Curriculum and Textbook Board (NCTB) claims that the syllabus and curriculum at the HSC level follows the communicative approach to teaching and learning English in Bangladesh situations. The NCTB assures that the materials have been designed and developed in such a manner that, it can ensure practice in four basic language skills: listening, speaking, reading and writing. As a result, classes are expected to be interactive with students actively participating in the classroom activities through pair work, group work as well as individual work.

The “English for Today” for Classes 11-12 is to provide ample opportunities for students to use English for a variety of purposes in interesting situations. However, the emphasis in such cases is not just on content but on the exploitation of the texts to trigger a variety of language activities. The emphasis on the communicative approach, however, does not disregard the role of grammar. Instead of treating grammar as a set of rules to be memorised in isolation, the syllabus has integrated grammar items into the lesson activities allowing grammar to assume a more meaningful role in the learning of English. Thus, students will develop their language skills by practicing language activities, and not merely by knowing the rules of the language.

The higher secondary English subject consist of two papers carrying 200 marks, 100 marks for each paper: 1st paper, and the 2nd paper. The English syllabus contains 14 units comprising 112 lessons. In keeping with the communicative language teaching (CLT) principles, the book includes topics of both national and global context, appropriate and interesting to the learners thematically, culturally and linguistically. Adequate grammar contents have also been integrated with language skills, so that the elements taught and learned in situations can easily be related to real life situation not just to be memorised as discrete items.

It is expected that if used properly, the present syllabus will facilitate learning English through various enjoyable skill practice activities.

It also claims to provide learners with a variety of materials, such as reading texts, dialogues, pictures, diagrams, tasks and activities; learners can practise language skills using these materials. They can actively participate in pairs, group or individual work. The book also includes a wide range of topics from both national and global contexts. It is expected that the new textbook will be an effective resource for the learning of English at the HSC level.

It is hoped that the topics are appropriate and interesting to the learners thematically, culturally and linguistically. Adequate grammar elements are also integrated with language skills, so that learners can transfer the elements in the real life situations. This opposes the memorisation of discrete grammar items. It is hoped that the present textbook, containing the syllabus contents, will meet the actual needs of the students and the teachers, and eventually, it will accelerate effective communicative teaching and learning of English language at the level HSC in Bangladesh.

This syllabus aims to provide clear comprehensive guideline for teachers, students and all those who are concerned with the teaching and learning of English in classes 11-12. In itself, however, a syllabus cannot ensure that communicative language teaching and learning takes place in the classroom. It can only provide a set of criteria which, if properly implemented, would give the best possible change for that to happen.

The contents of the EFL Examination at the HSC level are: seen comprehension, unseen comprehension, vocabulary, guided writing (producing sentences from substitution tables, reordering sentences, and answering questions paragraph). Despite claiming the present syllabus as ‘communicative’, it is clearly observed that, there not sufficient opportunities for practicing the two important skills: listening, and speaking. Even testing of listening and speaking are totally ignored in the public examination. The EFL examination only assesses the reading comprehension and learners’ vocabulary. Therefore, the EFL testing does not match the curriculum objectives.

Distribution of Marks

Paper I: Total Marks = 100

(a) Seen comprehension: -----	40 marks
Objective questions:	20
More free/open questions:	20
(b) Vocabulary: -----	20 marks
*Cloze test with clues:	10
Cloze test without clues:	10
(c) Guided writing: -----	<u>40 marks</u>
	100 marks

Paper II: Total Marks = 100

(a) Unseen comprehension: -----	40 marks
Objective questions:	20
More free/open questions:	20
(b) Grammar: -----	20 marks
*Cloze test with clues:	10
Cloze test without clues:	10
(c) Semi-guided to free writing: -----	<u>40 marks</u>
	100 marks

2. Methodology of the Study

2.1 Sampling

The present study followed the random sampling while selecting respondents. Morris (1996) suggests that the advantage of random sampling is that, it is easy to apply when a big

population is involved. Robert (1997) opines that random sampling is inexpensive and less troublesome. Agresti (1999) suggests that sample must be large to give a good representation. Two types of samples are used for the present study: students, and teachers.

2.2. Instrumentation

In the present study, the questionnaires were used to elicit information from the respondents. The 12 item questionnaires were constructed on the syllabus and curriculum domain. The researchers developed the questionnaires following the model of Liying Cheng (2005), Chen (2002), and Shohamy (2005). Five-grade Likert Scale, from strongly agree – strongly disagree, was used in the questionnaire. The questionnaire had two versions: student questionnaire, teacher questionnaire. The reliability, validity and practicality of the questionnaires were checked with a pre-test among the 10 higher secondary students and 3 English teachers of Dhaka Model College, Dhaka.

2.3 Subjects

The target population, higher secondary students and English language teachers teaching EFL at the HSC level, were randomly selected. The sample consisted of 100 HSC students and 25 EFL teachers. The students received English instructions for 11-12 years. The teacher respondents were Master of Arts (M.A.) in English, and were experienced in teaching.

2.4 Data Analysis

The descriptive and contextual methods were also used for data analysis. The SPSS was used to categorise the data for the help of planning, analyzing, and interpreting the results collected through the questionnaire. The tables and graphs are used to present the findings. The responses of the subjects are generalized to the entire population of Higher Secondary students. The findings and the detailed analysis of the data are presented in the succeeding pages.

2.5 Discussion and Interpretation

Research is a studious investigation or experimentation with an aim to discover new facts and their correct interpretation. The science of statistics assists the research worker in planning, analyzing, and interpreting the results of his investigations. The results of the study are presented in this section. The data was collected through the questionnaire and processed through the SPSS.

Now, the relevant data is presented in the charts.

At first, the findings of the study are graphically presented and then analysed in the descriptive and the contextual methods. Expert opinions on the washback studies are also generalised through discussion. Due to the abundant results yielded in this study, the findings were presented according to the sequence of the research questions stated above. The findings of the study will be presented gradually: teacher questionnaire findings, and then student questionnaire findings. In the discussion and data presentation, whenever, data figure is shown, it will mean the sum of two options of same kinds. [for example (Strongly Agree & Agree) and (Strongly disagree & Disagree)]

2.5.1 Discussion and Interpretation- Teachers level

Test objectives resemble the curriculum objectives; and if it does so, it will obviously exert positive washback on teaching and learning. Washback effect works quickly and efficiently to bring about changes in the syllabus and teaching materials, but somewhat slowly, reluctantly, and with difficulty in the methodology that teachers employ.

Question	
1	I am aware of the objectives of the HSC syllabus and curriculum.
2	The present HSC syllabus and curriculum can enhance EFL teaching and learning.

The study finds that the teachers follow the “hidden syllabus “for the preparation of the students’ exam. The findings indicate that, at least 57% (strongly agree & agree) teachers are not aware of curriculum objectives (figure-7), yet 52% teachers (strongly agree & agree) believe that it will enhance the EFL teaching (figure-8) in the class.

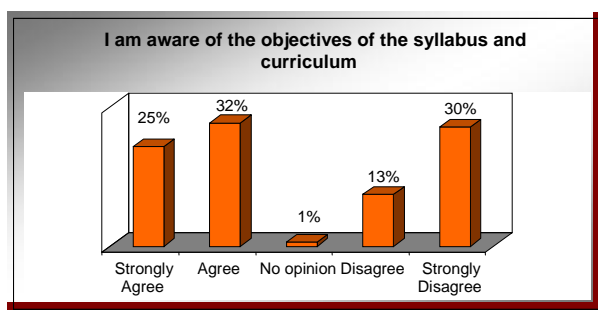


Figure: 7- Teacher Question-1

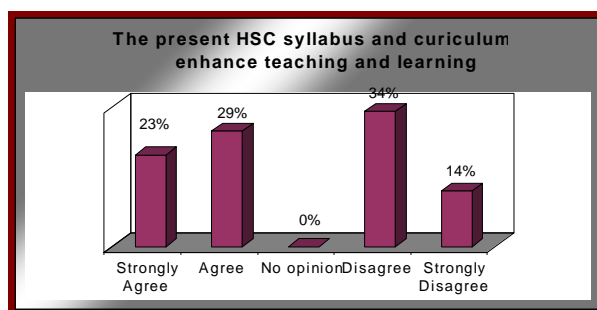


Figure: 8- Teacher Question -2

Alderson and Wall (1993) suggested that the examination has had a comprehensible effect on the syllabus and the contents of language lessons. This effect was that of the narrowing of the curriculum to those areas most likely to be tested. This finding is similar to that of Lam (1994) reported that teachers give emphasis on those parts of the exam that carry the higher marks. Usually, in Bangladesh, the teachers do not have much knowledge about how to

implement the curriculum objectives, even though, they are aware of the innovated curriculum and testing objectives. In this case, teachers do not know how to align the syllabus with their lesson plans.

Question	
3	I skip certain topics in the textbook because they are less likely to be tested in the examination
4	I teach every section in the textbook although some sections are unlikely to be tested in the exam.

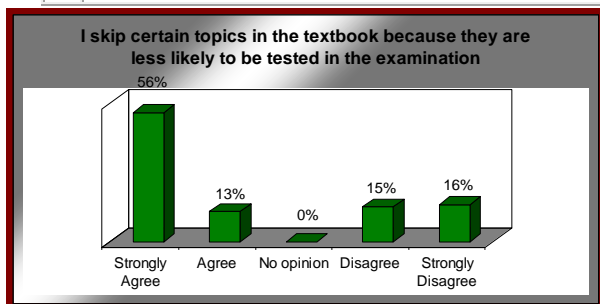
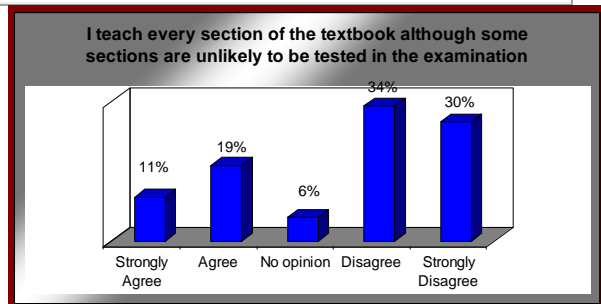


Figure: 9- Teacher Question -3



Figures: 10- Teacher Question - 4

The present study finds that the teachers narrow down the syllabus, and teach their students the selected topics to be tested in the examination.

The investigation discloses that the 69% teachers (strongly agree & agree) skip topics and lessons that may not be tested (figure:9). Another 64% (strongly agree & agree) responding teachers admit that they do not take the risk of teaching the entire syllabus (figure: 10).

The findings support the study of Alderson and Wall (1996) in their Sri Lankan study, Read and Hayes (2003) in their New Zealand study, and Cheng's study (1997) in Hong Kong, all of which found that the examination affected syllabus teaching.

Question	
5	I do not care the syllabus and curriculum while teaching my students.
6	I follow the textbook guidelines (given at the beginning of every lesson) while planning my lessons

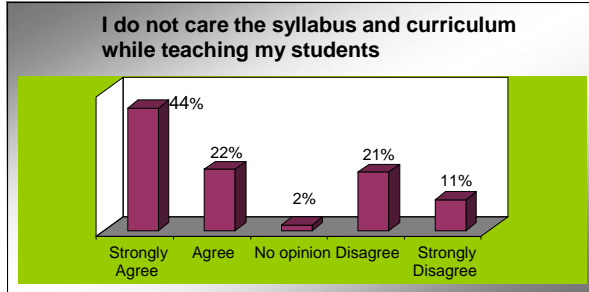
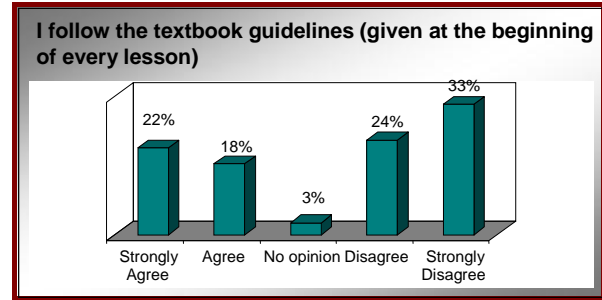


Figure: 11- Teacher Questions -5



Figures: 12- Teacher Questions- 6

Tests induce teachers to cover their subjects more thoroughly, making them complete their syllabi within the prescribed time limits. Though the present syllabus provides clear comprehensive guideline (claimed by the NCTB) for teachers, students, the figures (figure-12) (figure-11) focus that 64% teachers (strongly agree + agree) do not care the syllabus and curriculum for the teaching EFL; another 57% teachers (strongly disagree and disagree) suggest that they do not follow the guidelines of the textbook .

Khaniya (1990) found that the English examination would have a strong influence on the teaching and learning of English at secondary level, and that content, method and pressure washback were in effect. Students study the “ready-made answers” prepared by their teachers. Another source of “readymade answers” for the test items which are likely to appear in the examination is “commercial cribs” (which are easily available in the market).

The NCTB designed the HSC EFL syllabus and curriculum in such a manner (as claimed) that, it can ensure practice the four basic skills of language: listening, speaking, reading and writing. But, the classroom teaching does not reflect the teaching goals of the curriculum. Therefore, the communicative approach faces considerable opposition, and that several barriers have yet to be overcome if the EFL test is to be fully integrated into the English syllabus.

Question	
7	I rely on test papers and sample questions to prepare my students for the examination.
8	I teach whatever I think important to teach no matter whether it is important or not for the exam.

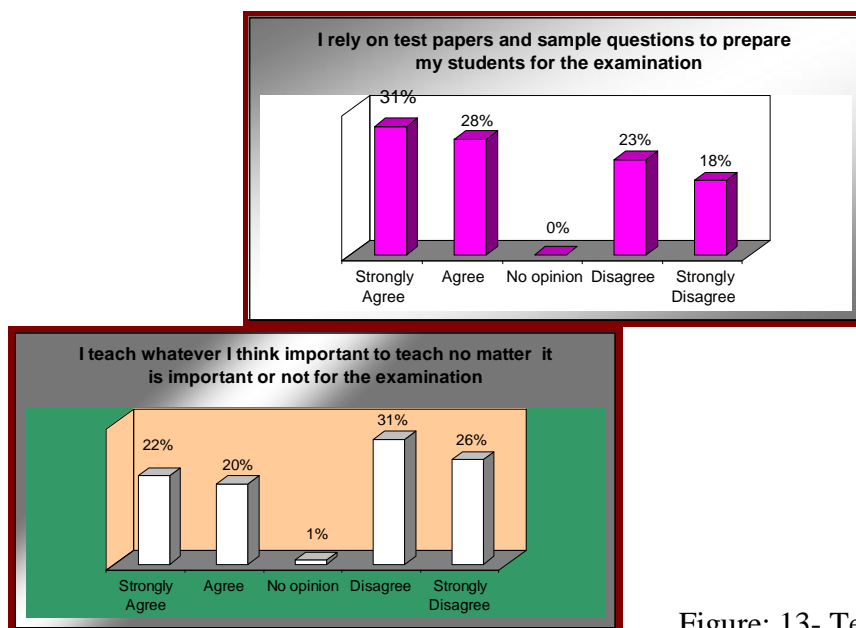


Figure: 13- Teacher Questions- 7

Figure: 14 Teacher Questions - 8

As shown in the above figure, the 59% teachers (figure-13), rely on the test papers, sample questions, and other commercially produced materials to prepare their students. It is also found that 57% (figure-14) teachers avoid teaching the important topics for teaching English. Here, the tests fail to create a correspondence between the learning principles and/or the course objectives (Cheng, 2005).

Examination achieves the goals of teaching and learning, such as the introduction of new textbooks and new curricula (Shohamy, 1992; Wall & Alderson 1993; Cheng; 2005). The present study is also parallel to the study of Cane (2005) in Japan, where he found that the teachers are heavily dependent on test papers, model questions, suggestion/guidebook, which is called “hidden syllabus” driven by the content of EFL examinations. These findings also support the findings of Cheng (1997) in Hong Kong, where she found that test contents dominate the classroom teaching.

Question	
9	I ignore the task and activities that are not directly related to passing the examination.
10	I give model tests to do better in the final exam.

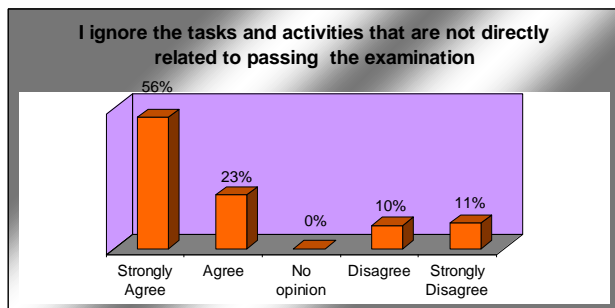


Figure: 15- Teacher Questions- 9

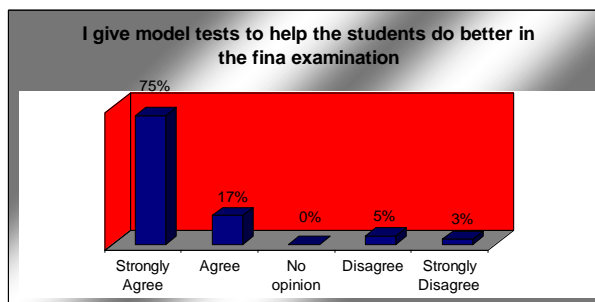


Figure:16 - Teacher Questions- 10

The task and activities, which are not tested in the examination, are considered as the wastage of time and labour. The figure (figure: 15) shows that the 79% teachers, surprisingly, ignore the task and activities that are not directly related to passing the examination, whereas 82% teachers (figure: 16) check the progress of the students by giving model tests.

In Bangladesh, the teachers teach the test and the test taking strategies, because it is relevant to the test score and test results. The teachers' teaching is examination oriented, and they follow the past examination question papers to have guidelines, assuming it would help them guess the probable questions to be appeared in the test. Teachers tend to ignore subjects and activities that are not directly related to passing the exam, and tests accordingly alter the curriculum in a negative way.

Question
11 I teach test-taking strategies, especially when the examination date gets closer
12 I feel pressure to cover the syllabus before the final examination.

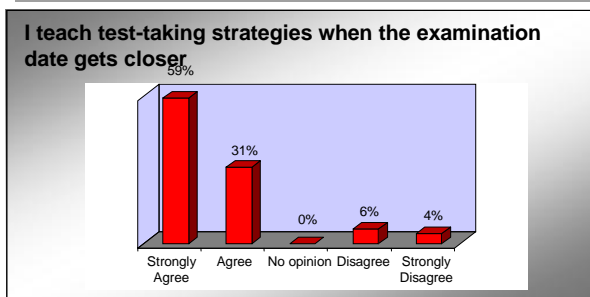


Figure: 17- Teacher Questions- 11

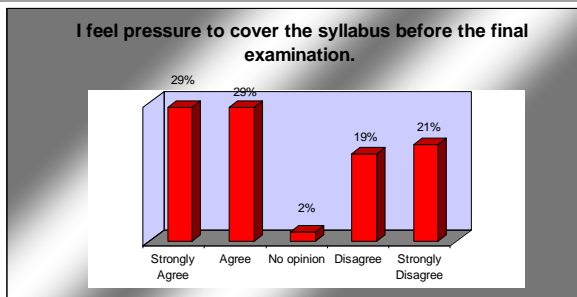


Figure:18- Teacher Questions -12

An increasing number of paid coaching classes are also arranged to prepare students for examinations; what students learn are test-taking skills rather than language learning activities; there is no correlation found between test objectives and curriculum objectives. The above figure (figure-17) demonstrates that 80% teachers teach the test and test taking strategies; another 58% teachers (figure 18) feel pressure to cover the syllabus before the examination starts.

2.5.2 Discussion and Interpretation - Students level

Alderson and Wall (1993, 1996) suggest that test influence the contents of the syllabus, learning methodology, rate and sequence of learning, etc. Cheng (2005), in her Hong Kong study, found that test can change the over all learning activities either positively, or negatively. The NCTB assures that the present communicative syllabus will meet the actual needs of the students and the teachers, and eventually it will accelerate effective language teaching and learning at the level HSC.

Question	
1	The present HSC syllabus and curriculum help me learn English.
2	I do not care the syllabus and curriculum while preparing for the examination.

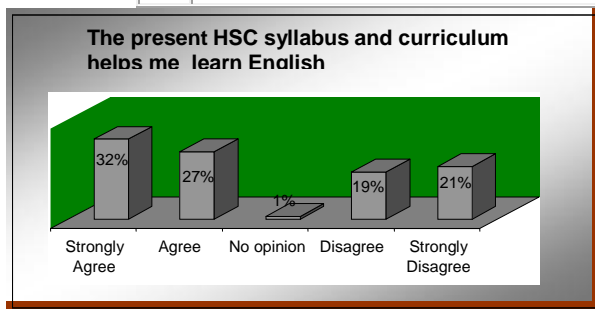


Figure: 19- Students Question-1

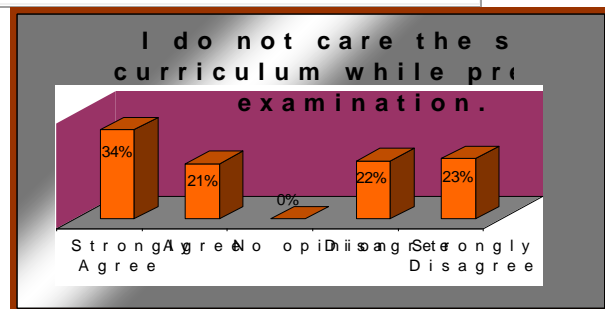


Figure: 20- Students Question-2

The findings of the present study support this impression of the NCTB, because 59% (strongly agree +agree) students (figure 19) believe that the present HSC syllabus and curriculum may help them learn English. But, it is surprising to notice that 55% learners (strongly agree + agree) do not care the syllabus and the curriculum (figure 20) due to test pressure.

It is asserted that the HSC examination is a very high stake examination, and it puts huge pressure on the teachers and the students, as a result, they largely depend on the test related materials, for the exam preparation. The reliance is the evidence of negative washback, because instead of introducing more authentic materials, the teachers prefer to use commercial textbooks, most of which are basically modified copies of the examination papers. Fullilove (1992) in his study in Hong Kong finds that many such texts are little more than **clones of past exam papers** (p. 139). The educational result is that some students particularly the weaker candidates tend to spend long hours memorising those model answers, rather., than actually learning how to answer similar questions.

Question	
3	The teacher skips certain sections in the syllabus because they are less likely to be tested in the examination.
4	We study every section in the textbook although some sections are unlikely to be

tested on the examination.

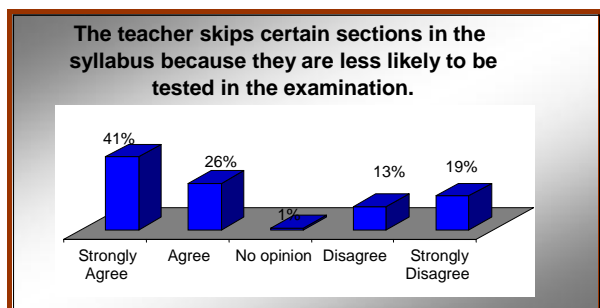


Figure: 21- Students Question-3

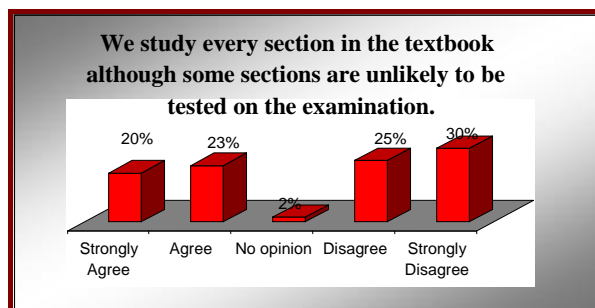


Figure: 22- Students Question-4

The present study found that the most of the English teachers adopt strategies in teaching the contents, and the students are also reluctant to cover the syllabus, it is because it may not affect their test results. The total 67% students (figure-21) admitted that they skip the sections, which may not be tested. Whereas 43% teachers (figure- 22) claim that, they study the entire syllabus, whether it is tested or not.

Question	
5	I rely on the test-related materials, such as test papers and model questions.
6	The teacher makes us practice and solve the past examination questions to do better in the final examination.

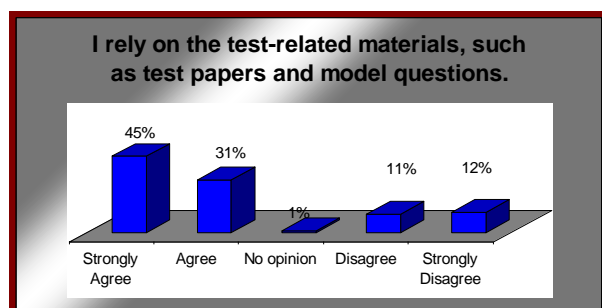


Figure: 23- Students Question-5

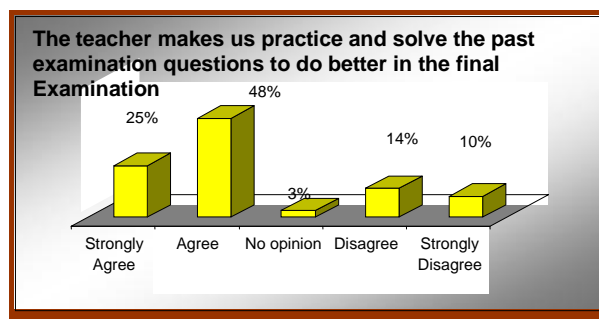


Figure: 24- Students Question-6

Cheng (1997) comments that test can influence to narrow down the syllabus and curriculum. It is very common that examination determines classroom behaviour. The present study finds that 76% students (figure-23) rely on the test papers and model questions to prepare themselves for the examination; the teachers also compel their students practice and solve past examination questions. Romen (2005) carried out a study in Tamil Nadu state in India on the textbook usefulness at the 12th grade English language education, and found that 72% students (out of 113 students) do not buy the textbook written by curriculum; it is because, they use commercial materials published by different publishers, which are mostly past examination

questions, model examination papers with ready-made answers. The present study directly correlates the study of Romen (2005) and Cheng (1997), because this study discloses that 73% students (figure 24) fully depend on the test related materials for their preparation.

Question	
7	The teacher teaches us the selected topics important for the examination.
8	The teacher gives us model tests before the final examination starts.

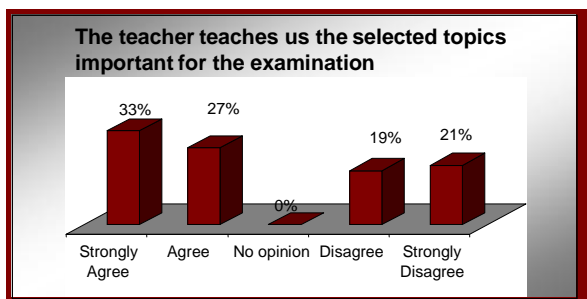


Figure: 25- Students Question-7

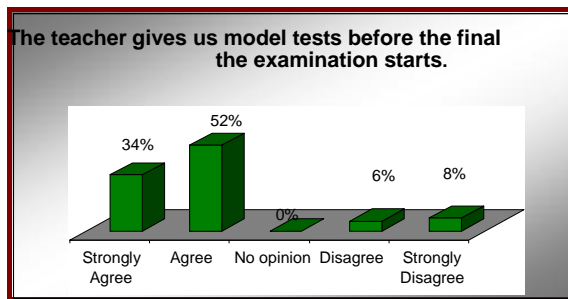


Figure: 26- Students Question-8

The 60% students (figure-25) say that their teachers teach them selected topics; another 86% (figure- 26) students confirm that their teachers give them model test as an examination preparation tool. The statements directly correlate the statements of the teachers.(see figures 10 and 11). It proves that classroom is a rehearsal venue of the test, not at all, a teaching learning place. These findings do not reflect the curriculum objectives, the main purpose of which is to practice four skills of English language.

The present EFL syllabus and curriculum cannot motivate the teachers and the students; the reason is that, the test objectives do not reflect the curriculum objectives. The test itself compels the teachers and the students to deal with the classroom activities in such a manner.

Question	
9	The teacher ignores the task and activities that are not directly related to passing the examination.
10	The teacher gives us instructions on how to answer questions in the examination.

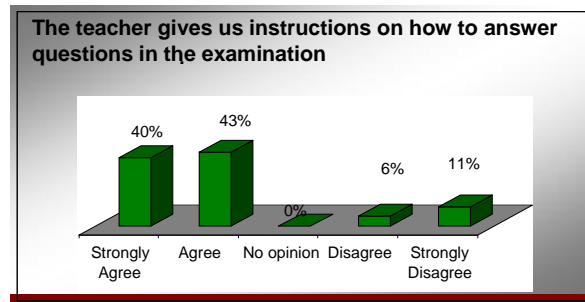
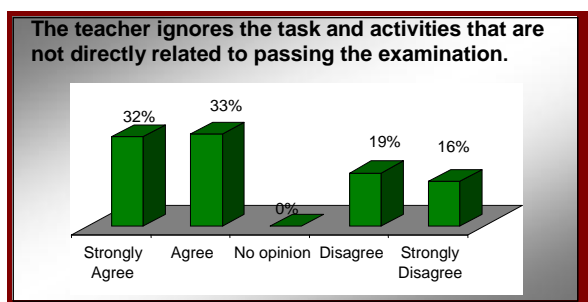


Figure: 27- Students Question-9

Figure: 28- Students Question-10

Test- oriented behaviour is also noticed in the findings of the present study. The 65% of the student respondents (figure -27) suggest that, not only the lessons and contents, but also the task and activities are related to the contents of the final examination. To them, practicing the less important (may not appear in the question paper) tasks and items, is the waste of time. In this study, the 83% students (figure-28) reply that the teachers teach them on how to answer the questions in the examination.

The present HSC public examination exerts pressure on the students, because this examination is a high stakes test. Shohamy et al. (1996) define a high stakes test, as a standardised test in which decisions about admission, promotion, placement or graduation are directly dependent on test scores, while low-stakes exams do not entail these significant decisions.

Question	
11	I feel pressure to cover the syllabus before exam.
12	I like to go to the coaching center for the preparation of the examination.

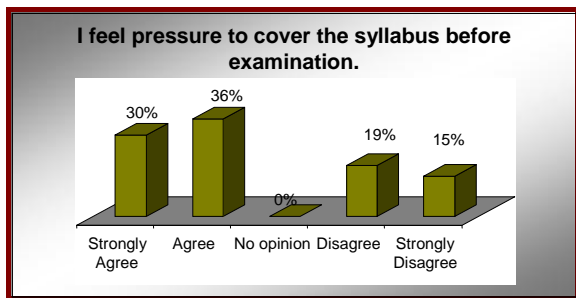


Figure: 29- Students Question-11

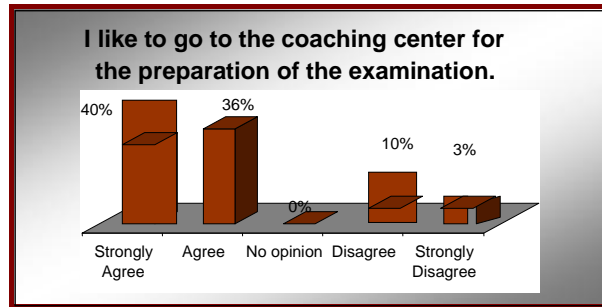


Figure: 30- Students Question-12

The present study correlates the research conducted by Shohamy et al. (1996) in Israel on the washback effect administered to students. Their study found that students suffer from anxiety to their examination preparation. The present study also discovers that, the 67% students (figure-29) feel very pressure to cover the syllabus (examination contents), and 76% students (figure-30) go to the coaching centers for the examination preparation.

2.6 Summary of Findings

The results indicate that the curriculum corresponds to the textbooks, while the EFL Public examination does not represent the curriculum, and that, there is a negative washback effect of the HSC examination on EFL teaching and learning. The variable(s) influenced by the washback effect are negative attitudes that the participants of the study have toward the test.

A question may be posed, whether the examination should address the objectives of the syllabus and curriculum, or the examination objectives be reflected in the syllabus and curriculum. Curriculum changes over times to address present needs. Innovation of the curriculum is a reality of time. The frontloaded curriculum alignment, that is, the curriculum is developed first; the test is designed to measure how students have learnt based upon the curriculum.

One of the problems with frontloading alignment is the poor test quality, such as lack of validity, reliability, and positive washback effects. The teachers usually claim that they have to make a change of their teaching to meet the curriculum standards, but the findings from this study do not provide enough evidence that the teachers may change their perceptions regarding how to teach, in terms that their teaching is still test-oriented. However, a huge gap is found between the objectives of the syllabus at the HSC level, and the current EFL practices. The present study explores that the present EFL test affects the syllabus and curriculum, and exerts negative washback on the teaching and learning. Positive washback effects are more likely to occur when a curriculum and a test are highly matched.

The major findings are:

1. The textbook “English for Today” for classes 11-12 is adopted as the syllabus and curriculum at the HSC English teaching,
2. Test narrow down the curriculum, and put attention to those skills that are most relevant to testing.
3. English language learning does not take place sufficiently, though huge numbers of students pass the examination with high grades; it is because, they do not learn the language rather they learn how to deal with the test.
4. The present EFL examination comes to dominate classroom work,
5. Teachers teach the test and the test taking strategies as a major activity in the class,
6. Teachers tend to ignore subjects and activities that are not directly related to passing the exam, and tests accordingly alter the curriculum in a negative way,
7. Tests bring anxiety both to teachers and students and distort their performance.
8. The present EFL tests fail to create a correspondence between the learning principles and/or the course objectives,
9. An increasing number of paid coaching classes are set up to prepare students for exams, but what students learn are test-taking skills rather than language learning activities,
10. Most of the teachers tend to rely on the hidden syllabus (test papers, model questions, suggestions book, etc.),
11. There is no correlation between teaching objectives and curriculum objectives,
12. According to most of the teachers, students' learning attitudes are associated with their learning interests.
13. The study finds strong correlation between the teachers' responses and that of students.
14. Teachers do not teach the students the basic skills of language: listening, speaking, reading, and writing.

15. It is found that the present syllabus and curriculum does not keep any provision of testing of listening and speaking.
16. The marks distribution of the HSC EFL test focuses on the reading comprehension, writing, grammar and vocabulary items.
17. This study finds the washback effects of external tests occurred to influence how the teachers implement the new curriculum.
18. Most of the teachers interviewed expressed negative attitudes to the HSC syllabus and curriculum.

2.7 Suggestions and Recommendations

Examination should reflect the syllabus and curriculum, and since not everything in a curriculum can be tested in an examination, the areas that are assessed should be ones that are considered important. It is also important that, same items and contents should not be tested again and again. If the expectation is that student achievement will align itself with the content of examinations, it is critically important that the stated objectives and content be carefully developed. Objectives should reflect the contribution of knowledge and skill which they embody to the long-term growth and development of students. On the bases of findings, the researchers would like to put forward some suggestions and recommendations, so that it brings a beneficial washback on the EFL teaching and learning at the higher secondary level in Bangladesh, and thus, the objectives of the curriculum be achieved.

1. Insofar as possible, modes of testing (e.g., written, practical, oral) should be diverse to reflect the goals of curricula.
2. The syllabus and curriculum contents should be modified and reshuffled after every three years of time.
3. The provision of the listening and the speaking skills testing should be organized, so that students may be compelled to develop these two major skills of EFL.
4. The authority concern should monitor the teaching and learning activities in the classroom, testing, and check the test related materials whether all thing enhance EFL learning.
5. The format and contents of the public examination should be reorganized every year.
6. An expert body should be formed to look into matters, whether teaching – learning practices at the HSC level reflect the desired curriculum objectives.
7. The use of commercially produced clone tests materials (hidden syllabus) in the class should be discouraged.

8. EFL examination items should not be limited to the measurement of recall or recognition of information, but should attempt to measure higher-order outcomes defined in terms of more complex cognitive processes (e.g., understanding, synthesis, application).
9. EFL examination should assess students' ability to apply their knowledge, not just in scholastic contexts, but also in situations outside school.
10. Examinations, both in content and in difficulty level, should reflect their certification function and provide an adequate assessment of the competencies of pupils who will not obtain a higher-level qualification.
11. EFL examination performance should be analyzed to provide feedback to schools and other stakeholders (curriculum authorities, etc.).
12. As many teachers as possible should be involved in the setting and scoring of examinations, as these activities provide valuable insights into the demands of examinations which can be applied in teaching.
13. The use of teachers' assessments to contribute to grades that their students are awarded in public examinations merits investigation.
14. The syllabus contents and form of examination items should exhibit correlations with the EFL testing.
15. Testers, examiners, curriculum designers, and teachers should be trained properly, so that they can perform their respective duties in view of communicative language teaching and testing take place at the HSC level in Bangladesh.

2.8 Conclusion

A Syllabus is a vital part of the EFL classes. Washback has deep relation with the syllabus and curriculum. Washback influences and affects the various aspects of teaching and learning, such as stakeholders, syllabus and curriculum, materials, teaching methods, testing and mediating factors, learning outcomes, feelings, attitudes, and learning, etc. Public examination, as a high stakes test, impacts on the lives of test takers, classrooms, school systems and even whole societies. At the HSC level in Bangladesh, the entire syllabus and curriculum is incorporated in the HSC textbook formulated by the NCTB. The syllabus provides a focus for the class, and sets goals for the students throughout their study; it attempts to give the student a guide and idea to what they will learn, and how they have progressed when the course is over.

At various points throughout this study, reference has been made to the mismatch that occurs between the curriculum planning and classroom implementation. It has also been noticed that English teachers in Bangladesh find themselves in an unenviable position in which the

constraints imposed by the examination-driven “hidden syllabus” prevent them from implementing, in practice, communicative methodology. Students also feel tremendous pressure of the EFL test, as, this high stakes examination will determine their future educations and carrier. The study observed a negative washback on the EFL teaching and learning, which affects the existing syllabus and curriculum negatively. In order to examine more fully whether beneficial washback can be achieved within the area of teaching, it is suggested that future research should also be conducted in other areas to examine the intensity of the negative or positive washback, and to provide more insights into the nature of this educational phenomenon across different factors and research contexts.



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Appendix-1 (Teacher Questionnaire)

Items		Strongly Agree	Agree	No opinion	Strongly Disagree	Disagree
1	I am aware of the objectives of the HSC syllabus and curriculum.					
2	The present HSC syllabus and curriculum can enhance EFL teaching and learning.					
3	I teach every section in the textbook although some sections are unlikely to be tested in the exam.					
4	I skip certain topics in the textbook because they are less likely to be tested in the examination					
5	I do not care the syllabus and curriculum while teaching my students.					
6	I follow the textbook guidelines (given at the beginning of every lesson) while planning my lessons					

7	I rely on test papers and sample questions to prepare my students for the examination					
8	I teach whatever I think important to teach no matter whether it is important or not for the exam.					
9	I ignore the task and activities that are not directly related to passing the examination.					
10	I give model tests to do better in the final exam					
11	I teach test-taking strategies, especially when the examination date gets closer					
12	I feel pressure to cover the syllabus before the final examination					

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Appendix-2 (Student Questionnaire)

	Items	Strongly Agree	Agree	No opinion	Strongly Disagree	Disagree
1	The present HSC syllabus and curriculum help me learn English.					
2	I do not care the syllabus and curriculum while preparing for the examination.					
3	The teacher skips certain sections in the syllabus because they are less likely to be tested in the examination					
4	We study every section in the textbook 5 tested on the examination					
5	I rely on the test-related materials, such as test papers and model questions.					
6	The teacher makes us practice and solve the past examination questions to do better in the final examination					
7	The teacher teaches us the selected topics important for the examination					
8	The teacher gives us model tests before the final examination starts.					
9	The teacher ignores the task and activities that are not directly related to passing the examination					
10	The teacher gives us instructions on how to					

	answer questions in the examination					
11	I feel pressure to cover the syllabus before exam.					
12	I like to go to the coaching center for the preparation of the examination.					

Appendix -3: Syllabus of the HSC level

EFL Examination: Distribution of Marks of

Paper I: Total Marks = 100

(a) Seen comprehension: -----	40 marks
Objective questions:	20
More free/open questions:	20
(b) Vocabulary: -----	20 marks
*Cloze test with clues:	10
Cloze test without clues:	10
(c) Guided writing: -----	<u>40 marks</u>
	100 marks

Paper II: Total Marks = 100

(a) Unseen comprehension: -----	40 marks
Objective questions:	20
More free/open questions:	20
(b) Grammar: -----	20 marks
*Cloze test with clues:	10
Cloze test without clues:	10
(c) Semi-guided to free writing: -----	<u>40 marks</u>
	100 marks

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