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## Formative Assessment in English Classroom at Secondary Level: Knowledge and Practice of Teachers and Students

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## **Formative assessment in english classroom at secondary level: Knowledge and practice of teachers and students**

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### **Abstract**

*An assessment helps to discover the truth or reality of learning progress. Students can be evaluated both formative and summative assessment in present schooling systems around the world. The main objective of this study is to explore the knowledge and practice of formative assessment (FA) in English classrooms at the secondary level in Bangladesh along with measuring the perception of teachers and students about FA. Following a convergent parallel design, the data were collected from teachers, students, and classrooms by using a questionnaire, in-depth interview schedule, FGD, Likert scale, and classroom observation checklist. A total number of 230 students, 10 teachers, and 20 English classrooms from 10 secondary schools were selected as sample of this study from urban and rural settings. The analysis of the data identifies that while teachers know general assessment, their knowledge of FA is inadequate. Teachers use class tests as FA tools but have no opportunity to assess the four skills of language, especially listening which is absent.*

### **Introduction**

Assessment is a buzz word in the 21st-century education system. It comes from the Latin word "assidere" which means to sit beside or with. Generally, we understand this word to assess students by understanding them through close inspection (Wilson, 1996). It helps to discover the truth or reality of learning progress. Among different types of assessment, classroom assessment is an important one. Classroom assessment is an essential aspect of effective teaching and learning and it is an integral component of the teaching and learning process (Black and Wiliam, 1998). Assessment informs the teacher about what students think and about how they think. A teacher needs to know, to what extent the ability of the individual student and classroom assessment helps teachers to confirm what students already know and what they need to learn (Susuwele-Banda, 2005). Teachers use assessments in their classrooms to serve at least three different categories of purpose: as a means of informing decisions, as teaching tools, and

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as classroom management or behaviour control mechanism to keep students in line (Stiggins, 1991). Mainly assessment has two branches such as formative assessment (FA) and summative assessments (SA). FA is used to provide feedback to the students and teachers to promote further learning. On the other hand, SA contributes to the judgment of student learning for reporting. Besides, FA is used to monitor learning progress during instruction. Its purpose is to provide continuous feedback to both students and teachers concerning learning success and failures (Miller et. al, 2009). FA is important for our education system because one of the main purposes of assessment is to assist students to improve their learning (Shepard, 2000; Harlen & Winter, 2004; Stiggins, 2001). The FA takes place in regular classroom activities. In the teaching-learning process, it has the potential to guide for further improvements in students' learning. The main responsibility of a teacher is to ensure the development of each student's learning capacity. The role of classroom assessment is to assist in that process. Students spend a vast amount of time engaged in classroom assessment activities than in SA; therefore, a greater impact has been made through classroom assessment.

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

In Bangladesh, according to the National Education Policy-2010, English is a compulsory subject at the secondary level (Ministry of Education, 2010). The national curriculum of Bangladesh emphasized four skills such as listening, speaking, reading, and writing in the English teaching-learning process. Besides, the government took different initiatives to popularize FA and feedback in the secondary classrooms especially for the English. The National Curriculum and Text Book Board (NCTB) states some activities for teachers and students to ensure the practice of four skills of the English language at the secondary level.

They also set some assessment criteria to ensure students' learning. This study tried to explore the knowledge and perception of teachers about FA and its practice in the secondary English classroom in Bangladesh.

This paper was prepared based on the findings of an M.Phil. thesis entitled "Formative Assessment and Feedback Practice at Secondary Level: Effects on Students Learning in English Classroom" that awarded in April 2018 from the University of Dhaka, Bangladesh. Mainly, it prepared focusing on only FA practice at the secondary level which partially aligned with that study. The authors develop this evidence-based article to disseminate the findings which will help the readers for further thinking.

### **Context of the study**

After a nine-month intense liberation war, Bangladesh emerged as an independent state in 1971. It is a South Asian developing country with 16.17 core people whereas the number of secondary school-going children (11-15 years) is 1.70 crore. The net enrolment rate at the secondary level is 54.68%. The completion rate is 62.79% however the dropout rate is 37.21% at the secondary level. The structure of the education systems of Bangladesh has three major stages- primary, secondary and higher education. Primary education is a 5-year cycle while secondary education is a 7- year with three sub-stages: 3 years of junior secondary, 2 years of secondary, and another 2 years of higher secondary. The Junior School Certificate (JSC) examination is taken at the end of the junior secondary level. The secondary schools are managed by the Ministry of Education.

In Secondary Education, there are three streams of courses such as, Humanities, Science, and Business Education, which start at grade IX, where the students are free to choose their course(s) of studies. English is a compulsory subject at the secondary level through the students of grade VI to VIII are evaluated through 150 marks whereas the students of grade IX-X are evaluated through 200 marks (National Curriculum and Text Book Board, 2012). Besides, the government has set some terminal competencies for secondary students to evaluate their progress of learning either FA or SA.

In every subject, there are 20% marks for continuous assessment which as mentioned as FA. That is why 20 marks out of 100 marks are assessed during classroom activities (National Curriculum and Text Book Board, 2012). These marks are also distributed in different segments like 10 marks for classroom works, 05 marks for homework or investigation works, and another 05 marks for class testes. Besides, the speaking and listening skills of students are assessed through continuous assessment and these 20 (10+10) marks are added to determine learners' final grade in the SA.

### **Objectives of the study**

The main objective of this study was to explore the knowledge and practice of FA in English classrooms at the secondary level in Bangladesh along with measuring the perception of teachers and students about FA. The specific objectives of this study were:

- a) to explore the knowledge of teachers about FA in English classrooms
- b) to explore the practice of FA in English classrooms
- c) to identify the perception of teachers about FA practice in English classrooms
- d) to identify the perception of students about FA in English classrooms

### **Methodology**

This study was conducted following a convergent parallel design as giving equal priority to both quantitative and qualitative data, both data collection have occurred simultaneously or concurrently. According to Creswell (2012), “...*a convergent (or parallel or concurrent) mixed-method design is to simultaneously collect both quantitative and qualitative data, merge the data, and use the results to understand a research problem*”(p.540).

The data were collected from 10 secondary schools in Bangladesh specifically from *Dhaka and Patuakhali* districts. A total number of 230 students were selected randomly, 10 teachers and 20 English classrooms were selected purposively as a sample of this study from an urban and rural setting. The data collection instruments were mainly divided into two major areas. The quantitative data were collected through questionnaires, observation checklist, and Likert scale. Similarly, the qualitative data were collected through in-depth interview schedule, classroom observation schedule, and focus group discussion (FGD) guideline.

The data were analysed following the convergent design analysis procedures. Firstly, the researcher analysed quantitative data by using descriptive statistics. Secondly, qualitative data were analysed thematically. Finally, make converge or compare with both types of data. To ensure the ethical issues of this study, researchers used alphanumeric code as TIUD1-5 for teachers’ in-depth interviews from the urban areas and similarly TIRP1-5 for teachers’ in-depth interviews from the rural areas. Besides, FGDU1-5 as used for presenting the FGD data of urban-based schools students’ opinions, and FGDR1-5 as used for presenting the rural-based students’ opinions.

### **Results**

Firstly, the teachers’ knowledge of the assessment system was evaluated. After that the teachers’ knowledge about FA and its’ practice in the classroom also explored. Besides, students’ opinions and classroom observation reports were presented to meet the research objectives.

*Table 1: Knowledge of Assessment and Feedback*

	Assessment.	Formative Assessment	Feedback
<b>Urban</b>	100%	10%	30%
<b>Urban</b>	70%	40%	30%

All of the teachers in urban and 70% of teachers in rural secondary schools know general assessment, their knowledge of FA is inadequate. The above table presents that 10% of teachers in urban secondary schools and 40% of teachers of rural secondary schools know FA. For example, a teacher stated that “assessment is a continuous process throughout the whole course. The FA was used as a tool for identifying the limitations of students’ learning” (TIRP3).

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

I think FA and feedback are closely related to each other. FA occurred during the lesson. When I assessed the students in the classroom, I gave feedback to ensure and improve their learning. If their answer was right or wrong, doesn’t matter, I supplemented them or encouraged them to give answers. (TIUD1)

Therefore, the majority of the secondary teachers (70%) have no clear idea about feedback and its use in classrooms. For example, a teacher from a rural secondary school stated that “we are not used to the word “Feedback”. I think it is saying good or bad after assessing the students” (TIRP3).

After that, the researcher explained general assessment, FA and SA, and feedback to the teachers with one or more examples. Then he tried to explore its’ real practice in the classroom.

*Table 2: Assessment practice in the classroom*

	Teachers assessed the students during teaching	Given Importance on Formative Assessment	Given Importance on Summative Assessment
<b>Urban</b>	100%	90%	20%
<b>Urban</b>	100%	70%	90%

The above table presents that all of the teachers in either urban or rural secondary schools assessed the students during the lesson. Most (90%) of the teachers in urban and majority (70%) of teachers in rural secondary schools had given importance to FA. Similarly, only 20% of teachers in urban and 90% of teachers in rural secondary schools had given priority to SA. For example, one teacher stated that:

I found information about the progress of students and my teaching through FA. It helps me to improve my lessons. In contrast, SA gave final results or grades at the end of a year. For that reason, I preferred FA to SA. (TIUD2)

Besides, another teacher said that *“I think the final result was more important than classroom performance. Parents of the students and members of the school managing committee wanted to know the final result, rather than the classroom performance”* (TIRP4).

Table 3: Timing of assessment

	During lesson time	After finishing lesson	Through homework	Through class testes	Through weekly testes
<b>Urban</b>	60%	30%	60%	70%	30%
<b>Rural</b>	20%	50%	10%	40%	30%

The students were assessed by the teachers at the secondary schools at different times. The table-3 presents that 60% of teachers in urban and 20% of teachers in rural secondary schools assessed the students during the lesson. Similarly, 30% of teachers in urban and 50% of teachers in rural secondary schools assessed at the end of a lesson. Besides, 60% of teachers in urban and 10% of teachers in rural secondary schools assessed the students through homework. Moreover, 70% of teachers in urban and 40% of teachers in rural secondary schools used ‘class-test’ as assessment tools however 30% of teachers in both areas used ‘weekly tests’ to assess the students’ performance in English. For example, one teacher mentioned that *“mainly I assessed my students during the lesson. I took class tests and weekly tests to understand students’ learning levels. Besides, our school has had a culture or rule that after finishing a chapter we took a test”* (TIUD3).

Table 4: Techniques of assessment

	Through listening	Through reading	Through speaking	Through writing
<b>Urban</b>	20%	40%	90%	80%
<b>Rural</b>	10%	50%	60%	100%

Most of the teachers (80.0% in urban and 100.0% in rural) assessed students’ ‘writing’ skills frequently to assess the students’ performance in English. Conversely, a few teachers (20% in urban and 10% in rural) assessed students’ listening skills in the classroom while 40% of teachers in urban and 50% of teachers in rural secondary schools assessed students’ reading skills. Furthermore, 90% of teachers in urban and 60% of teachers in rural secondary schools assessed students speaking skills in the English classroom.

Based on these findings, the researcher wanted to know the practice of four language skills in detail from the English teachers of secondary schools in Bangladesh. For example, a teacher stated that

We have no opportunity to assess the students with four language skills. Mainly I assessed them through reading and writing. In some cases, I also assessed them by speaking. But we have no opportunity to assess listening skills at the school due to lack of audio clips, audio player, and suitable room. (TIRP5)

Similar opinion also found from a teacher of urban secondary school. He mentioned that *"I assessed my students through written tests mainly. Because the Parents of students were checking their children's notebooks when they reached home"* (TIUD1).

Table 5: Purposes of assessment

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

The researcher wanted to explore the teachers' opinions regarding the purpose of assessment with a close-ended question. The above table showed that 30% of teachers in urban and 20% of teachers in rural secondary schools assess the students for encouraging study more. Besides, 80% of teachers in urban areas and 60% of teachers in rural areas assessed the students for a good result. Data showed that half of the teachers in both areas (60% in urban and 50% in rural) assessed the students for achieving knowledge.

Moreover, 60% of teachers in urban and 40% of teachers in rural secondary schools believed that assessment helps the students for developing self-confidence. Furthermore, 60% of teachers in and 30% of teachers in rural secondary school assessed the students for achieving learning outcomes. Finally, 40% of teachers in urban and 50% of teachers in rural secondary schools mentioned that assessment helps them to follow the lesson plan properly.

During an in-depth interview, a teacher from an urban secondary school describes his views about the purpose of assessment as- *"I assessed the students to achieve learning outcomes. In some cases, I also assessed them to know their understanding level that I teach them during the lesson. I think the purpose of assessment varies from person to person"* (TIUD2).



Formative assessment in english classroom at secondary level: Knowledge and practice of teachers and students

Table 6 : Students perception about formative assessment

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

Table-6 presents the students' perception of FA as a tool for classroom assessment. This information was collected through a five scale based Likert scale where students showed opinion as strongly agree (SA/1), agree (A/2), neutral (N/3), disagree (D/4), and strongly disagree (SD/5) section by putting a tick mark. Data showed that the mean of these statements was not more than two which indicated that teachers were practising FA in the English classroom in both urban and rural secondary schools. Mainly teachers were emphasizing assessing the students' asking a short question during the lesson. However, they were giving less importance to homework and assess after complete a chapter.

Table 7 : Students opening on English classroom assessment

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

The above table presents the students' opinions regarding four skills of the English language. In this section, students showed their opinion through a Likert scale. It is found that mainly teachers were assessing the students through writing tasks, reading tasks, and speaking tasks. Most of the students were put a tick mark on either strongly agree or agree button in the writing, reading, and speaking section. On the other side, more than half of the students mentioned that were not assessed listening tasks during the lesson and the mean of listening tasks was 3.75.

During FGD, students in both areas mentioned that teachers assessed them in the classroom during the lesson. Mainly, teachers were asking different types of short questions while sometimes assigning through reading, writing, and speaking although listening was fully absent in classroom assessment. Besides, teachers gave homework and arrange class testes sometimes. For example, a student from an urban secondary school stated "*teachers were assessing us during lecture regularly. They were asking questions to know my views and understanding of that lecture. I think it was more helpful for me and my friends*" (FGDU3)

Another student from a rural secondary school mentioned that

Assessment was a part of our regular classroom activities. Teachers were assessing each topic frequently. In most cases, teachers were asking the meaning of words, synonym or antonym of words, and the meaning of a sentence. I think it helped us to understand the lesson very quickly and properly. (FGDR<sub>1</sub>)

Teachers arrange different types of class testes as a part of FA. In urban areas, it was pre-set by the school authority that took place at the beginning of a year. Although in rural areas, it was not pre-set or pre-determined. Mainly, teachers were willing to arrange such kind of testes as part of classroom activities. For example, a student from a rural secondary school said "*in our school, we had no arrangement for class tests. Our science teacher took class testes in every week but the English teacher took class testes in a month while it was irregular*" (FGDR5).

Another student from a similar area mentioned

I was studying this school in the last three years and I didn't see any class testes. But recently our English teacher came from training and told us he would arrange a class test after completing this chapter. We must have to pay the exam fee of 10 BDT. I think this kind of exam will helpful for me to learn more. (FGDR<sub>2</sub>)

Conversely, a student from an urban secondary school stated

Our English teacher arranged class testes after completing each chapter. He arranged such kinds of exams regularly. These tests included different types of questions like true-false, fill in the blanks, writing a paragraph, matching, seen comprehension and unseen comprehension and grammar-related questions also. I think such kind of test will help me to judge myself for the final exam. (FGDU<sub>1</sub>)

Giving homework and checking these works is a part of FA. All of the teachers in urban areas and most of the teachers in rural areas gave homework regularly and examine frequently but not regularly. During FGD, students talk about this issue very specifically. For example, a student said, "*our English teacher gave homework regularly but not judging every day. After completing a lesson, he wrote homework on the board and instructed us what we need to do*" (FGDR5).

*Table 8: Assessment practice in the classroom*

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

Data showed that all of the teachers asked questions frequently during the lesson. Students of secondary schools also showed a positive attitude (80% in urban and 100.0% in rural) towards FA by answering the question. Finally, the majority (80.0% in urban and 50.0% in rural) teachers gave feedback on student answers.

*Table 9: Four skills practice in the classroom*

	Urban (%)	Rural (%)
The teacher gave a writing test	20.0	30.0
The teacher gave a speaking test	20.0	20.0
The teacher gave a reading task	50.0	50.0
The teacher assessed a listening task	10.0	10.0

During the class observation, it was found that teachers practised four skills of English language in the classroom was very limited ways. For example, teachers gave a written task on the previous topic in 20% of urban and 30% of rural secondary schools. Teachers also gave speaking tasks only 20% in both areas secondary schools while they gave reading tasks in 50% of secondary schools. Besides, teachers assessed the students' listening skills only 10% of secondary schools in both urban and rural areas.

During FGD, most of the students share their views about four skills of language which should have practice at schools. But unfortunately, our schools were not willing to practice all four skills in the classroom. Students also mentioned a similar opinion regarding this issue. They wanted to practice all four skills in the classroom with the support of the English teacher. A student from a rural secondary school mentioned:

Mainly we were practising writing and reading skills in the classroom. At the beginning of the lesson, the teacher told someone to read from the book. After that, the teacher identified some difficult words and wrote on the board. He wanted to know the meaning of these words. At the end of the lesson, the teacher instructed us to write. But unfortunately, we had no opportunity to practice listening and speaking skills in the classroom. (FGDR<sub>1</sub>)

Another student from the urban secondary school said that

We had more opportunities to practice English than any other schools nearby. Our English teachers helped us a lot to practice English during the lesson. We were practising reading, writing, and speaking during lessons though sometimes teachers arranged listening materials to practice listening skills. (FGDU<sub>1</sub>).

### Discussions

The practice of FA in secondary English classrooms depends on some essential parts of a classroom like a classroom size, teacher-student ratio, and classroom environment. When classroom size is small and overcrowded it hampered the classroom practice (Shah and Inamullah, 2012). In Pakistan, the secondary classroom is overcrowded in different areas. Overcrowding has a direct impact on students' learning. Teachers like to teach small classes (in size) because it is easier to handle than the overcrowded classroom. The Pakistani government to reduce this situation for improving the students learning (Shah and Inamullah, 2012). In this study, it is found that the classrooms of secondary schools were not well-organized in both urban and rural areas. Besides, the sizes of classrooms size are small and overcrowded. This situation is also found in some other developing countries (Benbow, Mizrachi, Oliver, & Said-Moshiro, 2007). In a large classroom, teachers are faced with different problems like classroom management and instructional time-related issues. Conversely, class size has many effects on students' engagement, behaviour, and student retention (Benbow, Mizrachi, Oliver, & Said-Moshiro, 2007). Regarding this aspect, National Education Policy-2010 mentioned that classroom size does not exceed 1:30 students (Ministry of Education , 2012).

FA practice is a very complex, demanding, and difficult task for the teacher to ensure students' learning (Vingsle, 2014). In this study, it was found that most of the teachers of both areas knew general assessment rather than FA. Near about three-fourth of teachers in urban and near about half of the teachers in rural secondary schools were using class testes as an assessment tools however some teachers were using weekly testes for assessing the students in the English classroom. A similar situation was found in Ireland for primary school assessment. Data showed that teachers used observation (97%), teacher-designed tests (86%), diagnostic tests (59%), and samples of work (60%) as assessment tools to complement their everyday teaching. They also administer standardized tests (90%) and over 80% reported the regular updating of all tests and observational results (Irish National Teachers' Organisation, 2008).

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

during classroom teaching which helps the students to learn better. This study found that teachers were practising FA in the classroom mentioned by the students. Most of the students in urban and rural secondary schools strongly mentioned that teachers assessed them during the lesson. Near about similar findings were found in another study which was conducted by the English in Action (EIA) at the secondary level in Bangladesh. They mentioned that during lecture teachers spend 45.2% of the time for presenting something, 22.9% of the time for assessing the students, 22.3% of the time for organizing the classroom, and 9.6% of the time for giving feedback (Erling, Burton, & McCormick, 2012). Similarly, a study conducted at the primary level and they found that during a lecture a teacher spends 23.1% of the time for presenting something, 28.1% of the time for assessing the students, 27.1% of the time for organizing the classroom, and 19% of the time for giving feedback (English In Action , 2011).

Data showed that all of the teachers in urban and rural secondary schools assessed the students during the lesson. However, 90% of teachers in urban and 70% of teachers in rural secondary schools had given importance to FA. After completing FA teachers tried to provide feedback to the student properly. Similarly, Maclellen (2001) stated that feedback helped the students to understand the lesson properly. It also helps to promote discussion.

This study found that teachers assessed the four skills of language during classroom teaching. Most of the teachers mentioned that 'writing' was the best useful technique to assess the students' performance in English. The majority of teachers in both areas of secondary schools assessed the students through speaking. But they mentioned that teachers assessed the students through reading and writing tasks. Besides, 70.7% of students in urban and 65.3% of students in rural secondary schools strongly mentioned that teachers gave writing tasks after teaching a topic. A different scenario was found in another study. Erling, Burton, and McCormick (2012) stated that most of the English classrooms at secondary had been led by the teachers. Teachers talked half of the class time, while the average percentage of students talk time was 23.8%. Students engaged in listening activities for only 3.0% of the time, in reading activities for 3.6% of the time, and in writing activities for 9.3% of the time.

Significantly, this study identified that most of the schools had no opportunity to use audio materials for assessing the listening skills of students. That's why teachers were using English as classroom language at the secondary level (grade IX-X). Also, 74.7% of students in urban and 69.3% of students in rural secondary schools strongly stated that teachers were inspiring them to speak English on any issue. According to Erling, Burton, and McCormick (2012), teachers and students of the secondary level were using the English language during the English lesson. When an English teacher talked during a lecture, he/she spent

78.8% of the time talking English and 21.2% of the time as talking Bangla. Although when secondary students talked during the lesson, they used English for 84.8% of the time, and at other times they used Bangla.

This study found that most of the students showed a positive attitude toward the practice of FA. As per routine, the duration of class time was 40 minutes although it varies in urban and rural settings. Erling, Burton, and McCormick (2012) stated that the average classroom duration was 33.2 minutes. In a lesson of 33.2 minutes, the teachers talked for 16.5 minutes and the students talked for 7.9 minutes of that time.

### **Conclusion**

The practice of FA in the secondary level is slowly increasing in Bangladesh after formulating a new education policy in 2010 and revising the secondary curriculum in 2012. Although the four skills of language are still not emphasized in classroom practice especially in English. For improving the present scenario of FA at the secondary level, the government should take necessary action towards teacher-student ratio and class size. If the classroom-size will be manageable than the teachers will have executed the proper assessment techniques to assess the students. Besides, the government should introduce an “assessment policy” for the secondary level which must describe how the four skills of English will be assessed properly. Furthermore, assessment-related training could be arranged for secondary English teachers and the workload of teachers should be reduced and contact hours of the class could be increased. Moreover, listening-related materials (laptop, sound system, audio clips) should be supplied by the authority to the schools at the beginning of the academic year. Finally, a motivational program for teachers might be arranged to practice FA in the classroom because it played a key role in ensuring the learning needs of students.

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