

The Effect of Public Examination in Teaching EFL Writing: A Study at the HSC Level in Bangladesh

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ABSTRACT : Around the world, exams have always had an impact on academic education at all levels. Therefore, the effect of exams on teaching English is not exceptional. The purpose of this study is to determine how EFL writing instruction at the HSC level in Bangladesh is impacted by public examinations. The study used a quantitative research methodology to collect and analyze data. In order to look into how Public Examination affects EFL writing instruction at the HSC level in Bangladesh, the researcher administered a questionnaire survey to 50 students at the HSC level as well as 10 EFL teachers who teach at the HSC level. To examine the quantitative data that was acquired, the researcher used SPSS 20.0. Main findings of the study were that yearly common and general writing subjects were included in public examinations. Both teachers and students have little trouble figuring out what kinds of writing tasks might have been included in the test. In order to prepare for the writing portion, students therefore relied on guides. They particularly committed the writing prompts that could be relevant to their exams to memory. In order to teach writing to HSC students, the National Curriculum and Textbook Board (NCTB) created a textbook. The researcher recommends EFL teachers teaching at this level to adhere to this lesson plan. To guarantee that the HSC English curriculum objectives and results are met, they shouldn't skip any portion of the lesson plan.

Keywords- EFL, writing, public examination, effect, curriculum outcomes

I. INTRODUCTION

Writing has always played a significant role in the majority of English language curricula. In Bangladesh, it is one of the main skills taught at the HSC level. For students, it is the most demanding and challenging skill for unlocking their inner writing potential (Islam & Rahman 2019). Of the four skills that students ardently endeavor to acquire, this is the only one. Rather than speaking, students' proficiency in writing is the primary means of assessment in the testing and evaluation system at this level (Ali & Hamid, 2020). As a result, learning how to write in English has become increasingly important for academic purposes, and writing is becoming a more important and useful tool for students learning English as a second or foreign language (ESL/EFL) (Obaidullah 2022). Therefore, the government of Bangladesh has always placed a high priority on improving the level of English proficiency throughout all academic levels, particularly at the Higher Secondary level (Khan, 2010 & Rahman, 2015). The English

Curriculum included several writing-related goals that students might meet in higher secondary education. It is intended that students will be able to follow lectures, take notes, and describe individuals, locations, and various cultures as a result of the curriculum's implementation (Sultana 2019). The curriculum also aims to teach HSC students how to critically analyze and enjoy stories, poetry, short plays, and other literary works in addition to being able to recount scenes and events in a logical order (Khan, 2010). Additionally, upon completing this level of education, students at the HSC level are expected to read, comprehend, and critically evaluate nonfiction works; write formal and informal letters; CVs/resumes; emails; use references in writing and create bibliographies; and read, describe, comprehend, and interpret maps, charts, graphs, and other visual aids (Ali & Hamid, 2020).

But in order to accomplish the goals, teachers must play a crucial role using their own teaching strategies, since teaching writing is thought to be the most challenging task when compared to teaching the other three skills in the English language (Maniruzzaman & Hoque, 2010). A simplistic understanding of writing would hold that written language is just spoken language represented graphically (Brown, 2001). However, writing is more complicated than this, and that's why writing pedagogy is crucial. According to Brown (2001), writing and speaking are comparable to swimming and walking. Hedge (2005) elaborates on this, saying that writing involves more than just crafting precise, coherent sentences and phrases. Furthermore, according to her (2005), teaching students to write involves helping them to connect and develop ideas, information, and/or arguments for a specific reader or audience. Consequently, a high level of organization in the formulation and structure of ideas, material, and arguments is necessary for effective writing. A high degree of correctness, intricate grammatical devices, and a deliberate use of vocabulary and sentence structures to produce style, tone, and content appropriate for the readers of one's written text are some other characteristics mentioned by Hedge (2005). Since each of these factors must be considered for effective writing strategy acquisition, teaching writing becomes more complicated.

In addition to instructional techniques, assessment and testing procedures are critical to the development of students' writing abilities (Amengual, 2010). Studies indicate that the examination system has a significant influence on EFL teaching and learning methods. When adopting tactics for teaching EFL writing, teachers frequently keep the assessment procedure in mind (Quader, 2001; Rahman et al., 2019). As a result of the testing system's influence, teachers' arrangements for classroom activities also differ from one another. A textbook that emphasizes writing is assigned for English instruction at the HSC level in Bangladesh. A sample writing activity has been given below:

Unit One: People or Institutions Making History

Lesson 1

Nelson Mandela, from Apartheid Fighter to President

Photograph Given 1	Photograph Given 2	Photograph Given 3	Photograph Given 4
Without mentioning the person's name	Without mentioning the person's name	Without mentioning the person's name	Without mentioning the person's name

1. Warm up activity:

Work in pairs.

- Who are the people in the pictures? Why are they famous?

- Make a list of some famous people that you have heard about and write about their contribution in their fields (NCTB, 2020).

On the other hand, academic writing has also been given more importance in English in Public Examinations. A significant portion of total marks has been allotted to the writing sections. Writing parts in the examination papers contain a range of writing tasks and activities. Two sample writing tasks have been presented below:

“Write a paragraph in about 200 words on “The Impact of Facebook on Teenagers”.

“Write a letter to the editor of a newspaper complaining against reckless the driving of the motor cars in the streets” (NCTB, 2020).

Examinations are designed to test knowledge and skills of the students, but in most cases they exercise a power that influences curriculum and attitudes to learning and teaching. It is expected that the type and range of writing tasks in the examination paper at the HSC level influences the EFL teaching strategies significantly. This study aims at finding out how the public examinations influence the teaching methods, classroom activities conducted by the teachers and EFL materials used by the teachers while teaching writing to the students of HSC level.

II. LITERATURE REVIEW

Among the four language skills, writing is the more complex one and when it comes to foreign or second language teaching and learning then it is more difficult to deal with (Brown 2001). Generally learners encounter complications during EFL writing for many reasons and proper instruction is one of them. Han & Ernst-Slavit, (1999) states that “When students are given opportunities to write for authentic meaning-making, message-sharing purposes, they can enjoy the benefits of writing even when they are beginning readers and writers who are doing so in a language they have not yet mastered.” There are a number of specific and systematic policies to enhance the writing skill of the learners (Graham & Perin, 2007, Hillocks, 1986, MacArthur, Graham, & Fitzgerald, 2006). According to Bromley (2007), there should have sufficient writing practices in the classroom on different related topics in different formats to make the students efficient writers.

According to Foster (1992), overall scenario of EFL writing skill can be improved through facilitating critical thinking ability of the teachers and learners.

In Bangladesh context, public examination of EFL writing part mainly focus on a number of fixed items of writing and that is why both the teachers and the students are bound to deal with those issues only. Most of the cases students tend to memorize the important items that may appear at exam and this phenomenon hinders the instructors from giving effective EFL writing instructions in any level (Rahman et al. 2019). This study aims at finding out how the public examinations influence the teaching methods, classroom activities conducted by the teachers and EFL materials used by the teachers while teaching writing to the students of HSC level.

According to Alderson (2017), Cheng and Curtis (2010), testing system in most of the countries of Asia is really complex that create direct and indirect pressure on teachers and students. Though the assessment system has a number of negative aspects, it is really difficult to come out from those stereotypical issues related to the examination procedure. Compared to the amount of researchers in the respective field of Asia, very few number of research works are available in Bangladesh context on the impact of assessment on teaching EFL writing (Kwon et al. 2017; Qi 2007; Qian and Cumming 2017).

According to Das et al. (2014), Khan (2010) & Rahman (2015), EFL teaching and learning system at school and college level of Bangladesh is greatly influenced by examination structure. In the view of Choudhury (2010) and Maniruzzaman and Hoque (2010), instructors often are bound to make the teaching plan based on the structures of the examination rather

than their own plan and this issue create pressure on the whole teaching-learning process. According to Das et al. (2014), there is a big consistency between what should be taught and what really being taught emphasizing the examination process.

Generally public examination have a great impact on both teaching and learning of EFL writing skill at the SSC and HSC level in Bangladesh (Barnes, 2016; Hayes & Read, 2004; Hoque, 2011; Sultana, 2019). It is a common matter that most of the test has a minimum impact on the stakeholders and such testing EFL writing has a notable impact on the teaching of that skill (Cheng, Andrews, & Yu, 2011; Fulcher & Davidson, 2007; Spratt, 2005). According to (Ali & Hamid, 2020; Nuby et al., 2019; Rahman et al., 2019, 2018; Sultana, 2019), There is a number of limitations in the arena of assessing EFL writing in the public examination considering its impact on the whole teaching-learning process of that skill.

According to Al-Jamal & Ghadi (2008), public examination has a huge impact on the teaching of EFL writing skill in Jordan. Especially it affects the selection of teaching method and the classroom practices much and it is also supported by previous studies. All these studies suggests that to with the respective issue, teacher should be given more trainings and assessment structure could be modified where necessary. According to Amengual (2010), English testing at the school and college level has different types of effect on the numerous points of teaching EFL writing. According to Manjarres (2005), teachers mainly put emphasis on those area on teaching EFL writing which are like to appear in the final examination and tendency definitely has a big impact on teaching methodology as well as classroom activities. Even in some cases learners get motivated to memorize the items for examination. According to Ahmad, Dr. Ghani, Alam, & Sadiq (2012), HSC examination has a big washback impact on the whole teaching-learning process and the notable matter is that most of the teachers teach the students to the test, not for the development of the students' linguistic skills, and in case of EFL writing issue, it is very notable.

From the review of the relevant literature, it can be said that public examination has notable effect on teaching EFL writing that the above literature shows though these are limited to very surface level of the phenomenon and there are very few studies at the HSC level in Bangladesh in the respective field. So, the current study tends to investigate the effect of public examination on teaching EFL writing at the HSC level in Bangladesh including the impact on different specific issues like teaching method, writing items, writing practice, writing techniques etc.

II. JUSTIFICATION OF THE STUDY

This study is significant from different perspectives. In the education system of our country, English is being taught as a compulsory subject. In spite of having a long time and exposure to learn English, most of the students of the country in HSC level are continuously showing poor performance in academic writing in English in the Public Examinations. Many students are not comfortable with the act of writing. They are experts in memorizing any item. They don't prepare their English notes by themselves. They get them prepared by their tutors. Their tutors exercise their brain for their students. So the thinking power of the students doesn't develop. In the name of free-hand writing, what our students produce is pure and simple memorization. The study is very important as the EFL teachers teaching at this level needs to have a perfect insights about teaching EFL writing.

Examinations are designed to test knowledge and skills of the students, but in some cases they exercise a power that influences curriculum and attitudes to learning and teaching. This study wants to investigate the effect of Public examinations in teaching EFL writing in Higher Secondary education level in Bangladesh and their impact on curriculum students, teachers, parents and wider society. It focuses mainly on the field of English language teaching writing. This study examines how examinations influence teaching EFL writing in Bangladesh.

IV. METHODOLOGY

The study applied quantitative research approach (Cresswel, 2014) for collecting and analyzing data. The researcher chose this approach because quantitative research typically produce numerical data which is subsequently analyzed using statistical methods (Dornyei, 2011) making the approach more scientific and reliable. To investigate the effect of public examination on teaching EFL writing at the HSC level in Bangladesh, the researcher collected data using a teacher as well as a student questionnaire.

The statements of the questionnaire covered most important issues related to the impact of public examination on teaching and learning EFL writing. The researcher wanted to find out if the teachers facilitated adequate writing practice, conducted ample writing activities, taught grammar, and used NCTB Textbook etc. The researcher also instigated whether the teaching and learning writing procedure was impacted by the public examination. For collecting data, fifty students from five HSC level institutions were chosen randomly and ten teachers from those five institutions were also selected randomly. From each institution, ten students as well as two EFL teachers were randomly chosen.

The instruments' reliability and validity were tested methodologically. The items included in the questionnaire were customized and adapted for surveying teachers' and students' opinion related to the public examinations in teaching and learning EFL writing. Statistical software package SPSS 20.0 was used for analyzing questionnaire data. The findings of the analysis have been presented through charts with ample discussion in the next section.

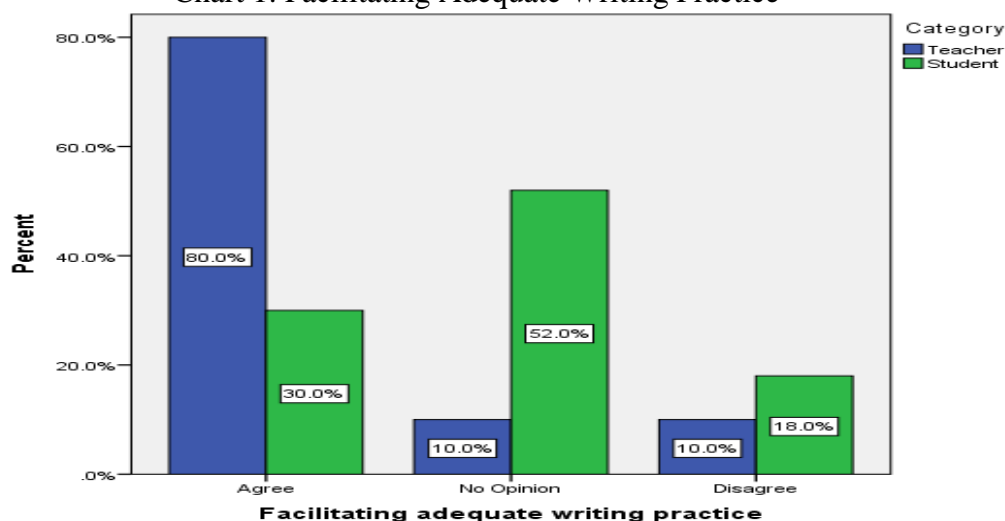
V. FINDINGS OF THE STUDY

Facilitating Adequate Writing Practice

The first statement of the questionnaire was designed to find out the adequacy of the writing practice arranged by the teachers in the EFL writing classes. The EFL curriculum at the HSC level inspires interactive writing activities to be arranged in the classroom. The textbook also includes activities such as writing dialogue, report, composition, short stories, long essays, job letters and some other professional items which are supposed to be conducted through pair and group work.

The researcher aimed to explore whether the teachers conducted those activities adequately or not. The view of the teachers and the students regarding this issue has been demonstrated in the chart below

Chart 1: Facilitating Adequate Writing Practice



The chart shows that almost 80% of the participants from the teachers believed that they arranged adequate writing practices in the class. On the contrary, only 30% participants from

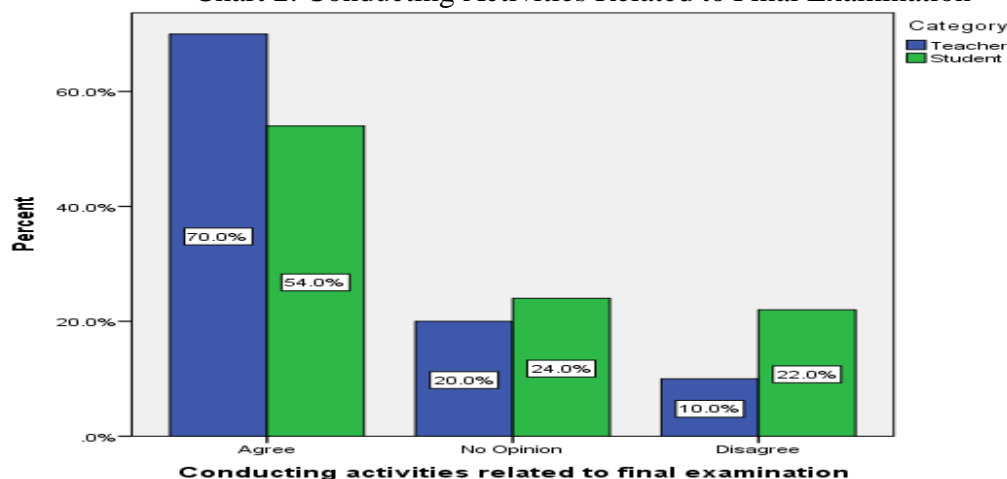
the students agreed with the statement. However, 52% student participants expressed no opinion in this regard. It is significant that 18% student participants disagreed with the statement.

Conducting Activities Related to Final Examination

This statement of the questionnaire aimed at exploring the volume of classroom activities related to final examination conducted by the teachers in the EFL writing classes. According to the curriculum and the NCTB Textbooks for this level, there are a number of writing activities prescribed for the teachers to arrange though most of the cases, teachers and the students tend to focus on only those items which appear in the final examination.

So, here, the researcher aimed to find out whether the teachers conducted all the activities or only the examination related activities. The view of the teachers and the students regarding this issue has been demonstrated in the chart below

Chart 2: Conducting Activities Related to Final Examination



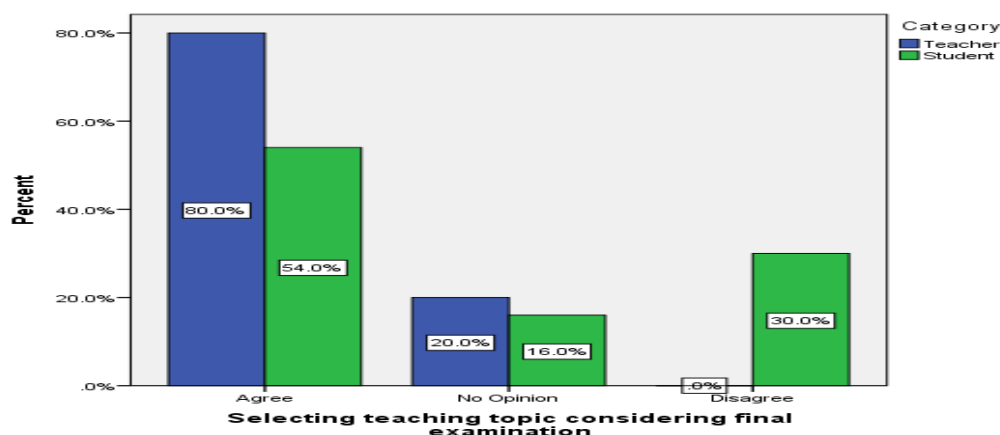
The chart shows that 70% of the participants from the teachers believed that they conducted activities related to final examination. On the contrary, 50% participants from the students agreed with the statement. However, 20% teacher participants and 24% student participants expressed no opinion in this regard. Besides, 22% student participants disagreed regarding this.

Selecting Teaching Topic Considering Final Examination

The third statement of the questionnaire was designed unfold the procedure of the selection of topic related to final examination by the teachers in the EFL writing classes. There are lot of topics in the Textbooks to deal with. Most of the topics has relation to different EFL skills and specially with writing skill.

The researcher aimed to explore whether the teachers selected the teaching topics based on the final examination. The view of the teachers and the students regarding this issue has been demonstrated in the chart below

Chart 3: Selecting Teaching Topic Considering Final Examination

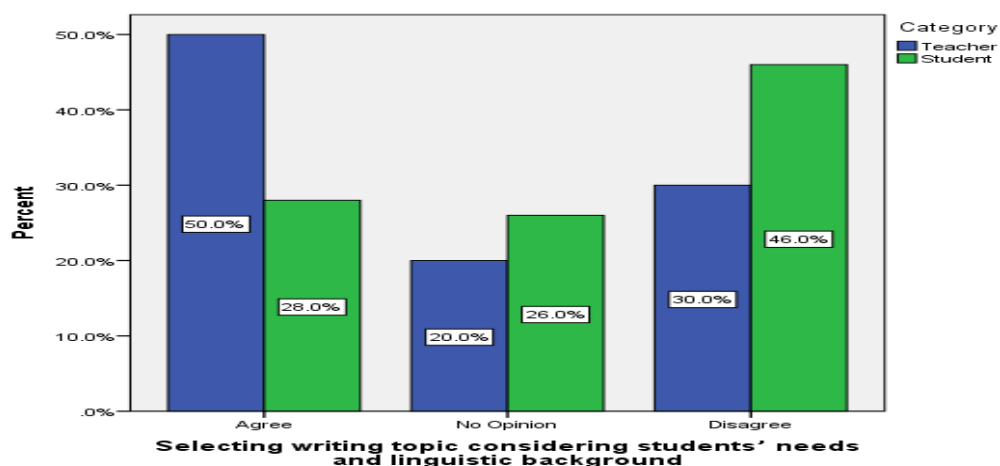


The chart shows that 80% of the participants from the teachers believed that they selected teaching topic considering final examination. Regarding the same statement, 54% participants from the students agreed. However, 20% teacher participants expressed no opinion in this regard and 30% student participants disagreed with the statement.

Selecting Writing Topic Considering Students' Needs and Linguistic Background

This statement of the questionnaire aimed to find out the extent to which the teachers selected writing topic considering students' needs and linguistic background. There are different types of issues to be taught according to the curriculum and textbook though all are not similarly necessary for the students as well as topic selection should be consistent with the background of the teachers. Here, the researcher aimed at exploring whether the teachers selected writing topic considering students' needs and linguistic background or not. The view of the teachers and the students regarding this issue has been demonstrated in the chart below

Chart 4: Selecting Writing Topic Considering Students' Needs and Linguistic Background



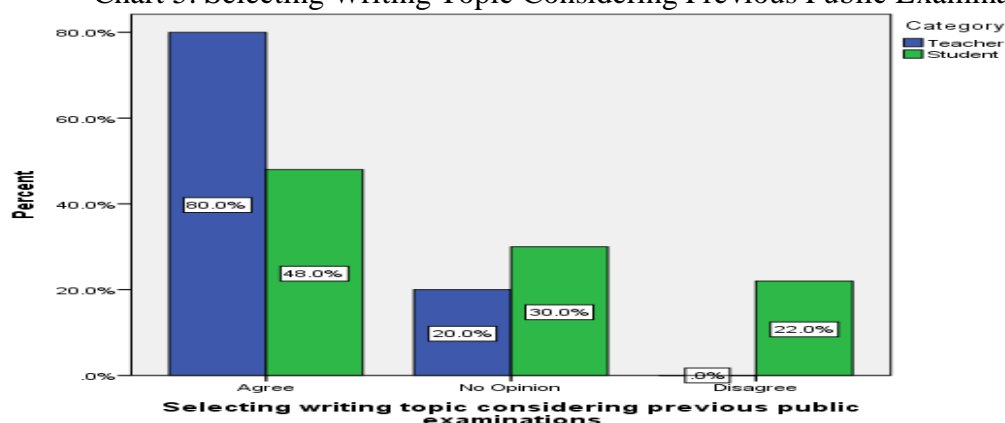
The chart shows that almost 50% of the participants from the teachers believed that they arranged writing topic considering students' needs and linguistic background. On the contrary, only 28% participants from the students agreed with the statement. However, 20% teacher participants and 26% student participants expressed no opinion in this regard. It is significant that 30% student participants and 46% teacher participants disagreed with the statement.

Selecting Writing Topic Considering Previous Public Examinations

The fifth statement of the questionnaire was designed to find out the extent to which the teachers selected writing topic considering previous public examination. The EFL curriculum at the HSC level suggests for a number of writing topics to be arranged in the classroom. The textbook also includes different topics for writing dialogue, report, composition, short stories, long essays, job letters and some other professional items which are supposed to be conducted in the classroom.

The researcher aimed to explore whether the teachers selected writing topic considering previous public examination or not. The view of the teachers and the students regarding this issue has been demonstrated in the chart below

Chart 5: Selecting Writing Topic Considering Previous Public Examinations



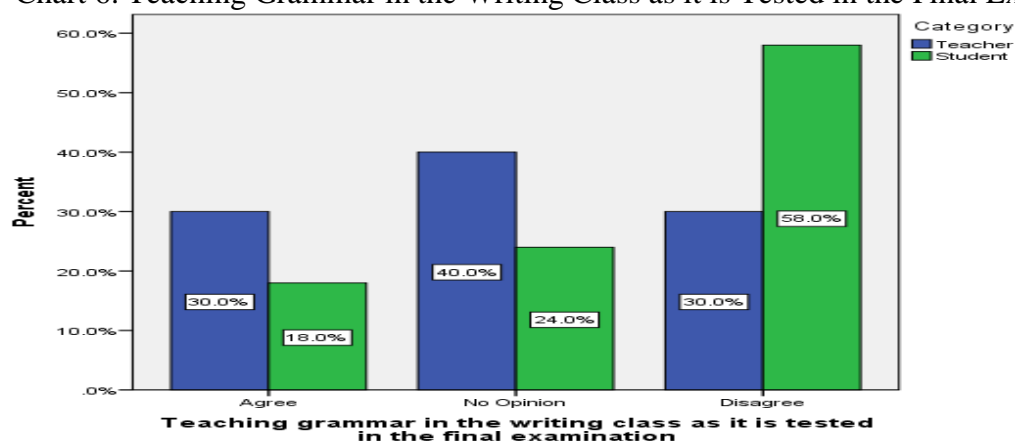
The chart shows that 80% of the participants from the teachers believed that they selected writing topic considering previous public examination in the class. On the contrary, only 48% participants from the students agreed with the statement. However, 20% teacher participants and 30% student participants expressed no opinion in this regard. It is significant that 22% student participants disagreed with the statement.

Teaching Grammar in the Writing Class as it is Tested in the Final Examination

The sixth statement of the questionnaire was designed to investigate the scenario of teaching grammar in the writing class as it is tested in the final examination. English Textbooks at the HSC level has some major parts to teach the students some grammatical items as these are tested in the final examination though the main focus is communication.

So, here, the researcher aimed to explore the scenario of teaching grammar in the writing class as it is tested in the final examination. The view of the teachers and the students regarding this issue has been demonstrated in the chart below

Chart 6: Teaching Grammar in the Writing Class as it is Tested in the Final Examination



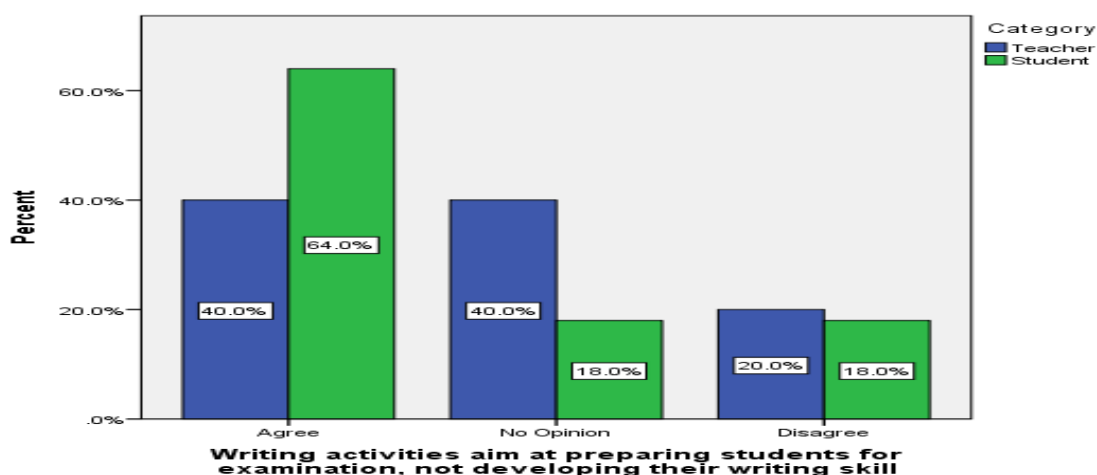
The chart shows that almost 30% of the participants from the teachers believed that they arranged teaching grammar in the writing class as it was tested in the final examination. On the contrary, only 18% participants from the students agreed with the statement. However, 40% of the teacher participants and 24% student participants expressed no opinion in this regard. It is significant that 58% student participants disagreed with the statement.

Writing Activities Aim at Preparing Students for Examination, not Developing their Writing Skill

This statement of the questionnaire was designed to examine whether the writing activities arranged by the teachers aimed at preparing students for examination only or developing their writing skill also. Though the EFL curriculum at the HSC level aims four language skill, most of the cases teachers focuses on examination rather real skill achievement at preparing the students efficient.

The researcher aimed to explore whether the writing activities arranged by the teachers aimed at preparing students for examination only or developing their writing skill. The view of the teachers and the students regarding this issue has been demonstrated in the chart below

Chart 7: Writing Activities Aim at Preparing Students for Examination, not developing their Writing Skill



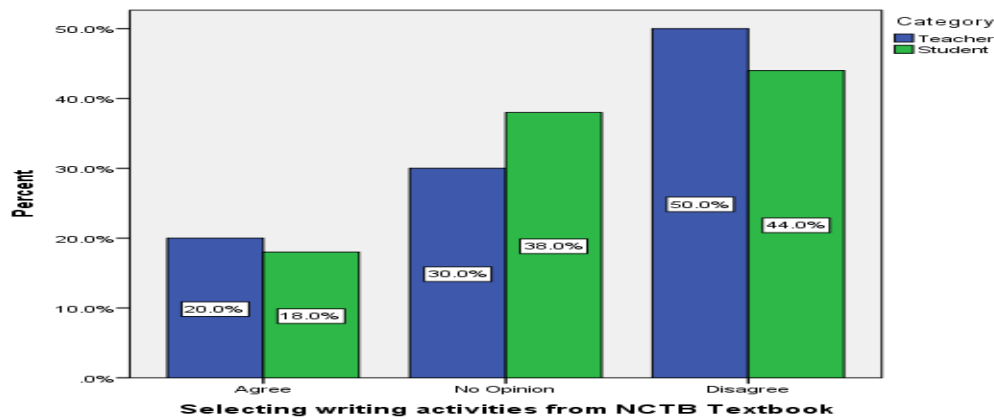
The chart shows that almost 40% of the participants from the teachers believed that the writing activities arranged by them aimed at preparing students mainly for examination only. On the contrary, 64% participants from the students agreed with the statement. However, it is notable that 40 teacher participants and 18% student participants expressed no opinion in this regard. It is also significant that 20% teacher participants and 18% student participants disagreed with the statement.

Selecting Writing Activities from NCTB Textbook

The eighth statement of the questionnaire was designed to investigate whether the teachers select writing activities from NCTB prescribed Textbook or not. NCTB Textbook is enriched with different types of writing activities including report writing, essay writing, letter writing, summary writing, dialogue writing etc.

In this section, the researcher aimed to find out whether the teachers conducted writing activities from NCTB Textbook. The view of the teachers and the students regarding this issue has been demonstrated in the chart below

Chart 8: Selecting Writing Activities from NCTB Textbook



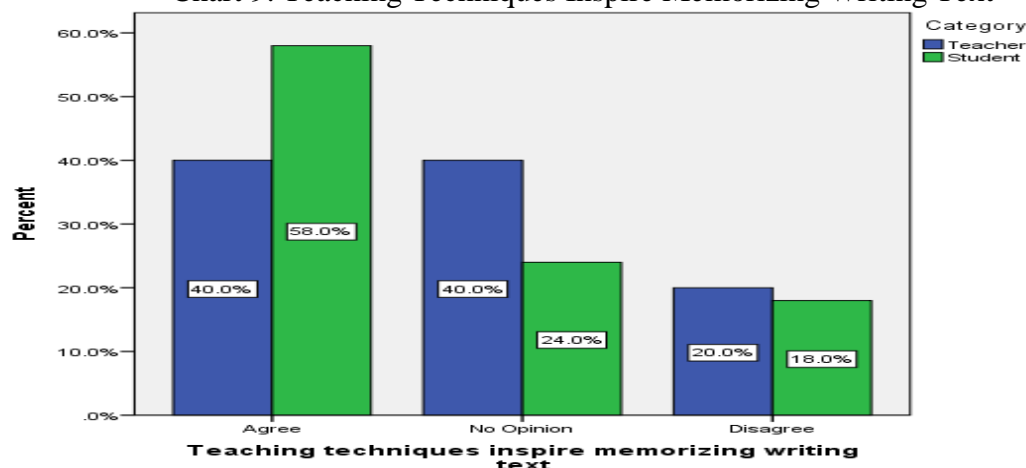
The chart shows that only 20% of the participants from the teachers and 18% participants from the students believed that the teachers arranged writing activities from NCTB Textbook. It is notable that 30% teacher participants and 38% student participants expressed no opinion in this regard. It is significant that 50% teacher participants and 44% student participants disagreed with the statement.

Teaching Techniques Inspire Memorizing Writing Text

This statement of the questionnaire aimed to find out the impact of teaching techniques in inspiring students to memorize writing text. When the students cannot perform free writing activity and when they are not guided properly for free writing, they tend to memorize some writing items including report, composition, story etc.

Here, the researcher aimed to explore whether the teachers' teaching techniques inspire the students memorize writing text or not. The view of the teachers and the students regarding this issue has been demonstrated in the chart below

Chart 9: Teaching Techniques Inspire Memorizing Writing Text



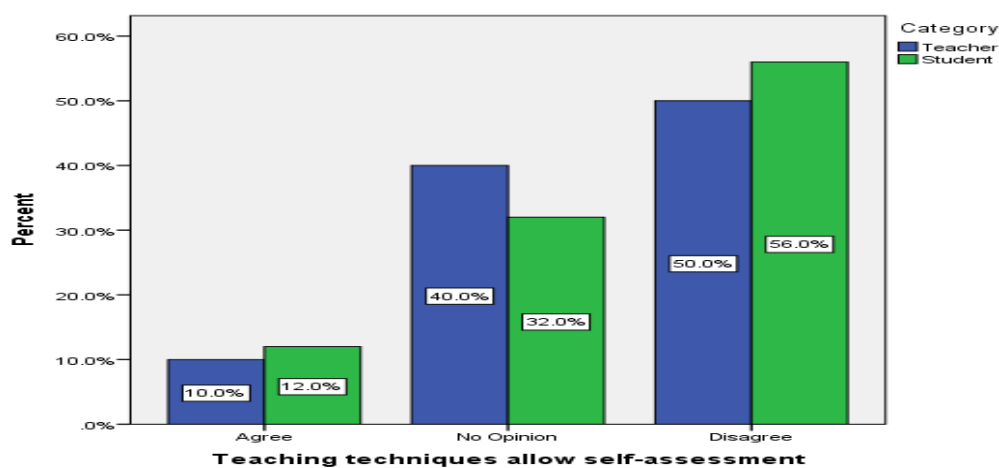
The chart shows that 40% of the participants from the teachers believed that their teaching techniques inspired the students memorize writing text. On the contrary, 58% participants from the students agreed with the statement. However, it is mentionable that 40% teacher participants and 24% student participants expressed no opinion in this regard. Again, 20% teacher participants and 18% student participants disagreed with the statement.

Teaching Techniques Allow Self-assessment

The 10th statement of the questionnaire was designed to examine whether teaching techniques of the teachers in the EFL writing classes allow self-assessment or not. Most of the time, it is really difficult for the teachers to assess students' writing scripts in the short tenure of class time. So, it could be a better solution for them to use effective teaching techniques that might help the students to perform self-assessment.

Here, the researcher aimed to explore whether the teaching techniques of the teachers in the EFL writing classes allow self-assessment or not. The view of the teachers and the students regarding this issue has been demonstrated in the chart below

Chart 10: Teaching Techniques Allow Self-assessment



The chart shows that only 10% of the participants from the teachers and 12% participants from the students believed that teaching techniques of the teachers in the EFL writing classes allow self-assessment. However, it is notable that 40% teacher participants and 32% student participants expressed no opinion in this regard. It is very significant that 50% teacher participants and 56% student participants disagreed with the statement.

VI. DISCUSSION

From the above findings, it can be summed up that most of the teachers of HSC level give writing instruction in such a way that inspire the students to take preparation for passing the final examination, not for being really efficient EFL writer. As the syllabus is exam/result oriented, students can hardly write creatively. In the view of Choudhury (2010) and Maniruzzaman and Hoque (2010), instructors often are bound to make the teaching plan based on the structures of the examination rather than their own plan and this issue create pressure on the whole teaching-learning process. It has been notably explored that most of the teachers do not conduct sufficient EFL writing activities in the classroom and the activities they do and the topics they touch, those all are exam oriented only that has also been explored by Al-Jamal & Ghadi (2008). According to them, public examination has a huge impact on the teaching of EFL writing skill. Especially it affects the selection of teaching method and the classroom practices much and it is also supported by previous studies. It is also seen from the findings of the study that the teachers do not follow the lessons and the activities suggested by the NCTB Textbook. Ignoring this Textbook, most of the teachers use different types of guidebooks for teaching writing items. Besides, most of the teachers' teaching techniques directly or indirectly motivate the students to memorizing rather than being creative. As a result, the students memorize some selected writing items from those guidebooks. The same issue has been

mentioned by (Rahman et al., 2019). They unfold that most of the cases students tend to memorize the important items that may appear at exam and this phenomenon hinders the instructors from giving effective EFL writing instructions in any level. On the other hand, majority of the teachers of HSC level arrange the writing activities related to public examination. As the public examination includes paragraph writing, letter writing, report writing, essay writing, composition writing, summary writing, story completion etc, they conduct those activities while teaching EFL writing. Most of the cases, students' real needs are not given any importance. Most importantly, teaching techniques do not allow self-assessment that is very alarming for the students to correct their mistakes. It has also been investigated by Alderson (2017), Cheng and Curtis (2010). They mention that testing system in most of the countries of Asia is really complex that create direct and indirect pressure on teachers and students. Though the assessment system has a number of negative aspects, it is really difficult to come out from those stereotypical issues related to the examination procedure

Again, it is notably unfolded that in so many statements like regarding the selection of EFL writing activities focusing on the learners' needs, teaching techniques to lead the students towards memorizing, teaching strategies to allow the students' self-assessment, selection of EFL writing activities from the NCTB prescribed Textbook, teaching grammar for examination and conducting writing activities for only examination purpose rather than making the learners skilled in writing, a significant number of the participants from both the students and the teachers remain neutral. It indicates that they do not have sufficient knowledge, skills and training regarding all those issues.

VII. CONCLUSION AND RECOMMENDATIONS

Based on the above findings, discussion and the experience, the researcher has the following recommendations:

1. The core aim of teaching EFL writing should be making the students efficient to write English creatively.
2. Teachers should ensure adequate writing facilities in the classroom emphasizing the needs and the background of the students.
3. The teachers should not only focus the final exam oriented topics and activities of the Textbook but also they should follow the sequence of the textbook. They should not avoid any part of the lesson to ensure the achievements of the curriculum objectives and the outcomes.
4. The teachers should organize student centered classroom where the students can participate actively in different activities and have much scope of practicing EFL writing.
5. The teachers should organize activities related to EFL writing based on the instruction of the textbook. They should give the students prior idea about the activities such as pair work, group work, simulations, role play etc. so that they can be mentally prepared for those activities.
6. The teachers should use English as a medium of instructions as much as possible. This could initially create problems for the students but gradually it would improve their writing skill.
7. Teachers should conduct the EFL writing activities such a way that will motivate the students to be creative instead of memorizing writing items.
8. Teachers should apply very creative teaching techniques in the classroom so that these can lead the students to self-assessment.

9. The teachers should dedicate enough time to writing while teaching writing, planning their curriculum, and students should be involved in different forms of writing. Students should write at least an hour in a day in the process of writing, planning, revising, authoring, or publishing texts. Further, students should email their writings to their teacher for feedback. The teacher can bring some of the samples to the next class to show different errors and suggestions for correcting the errors.

The Education Ministry and the Education Board are the two government administrative institutions who generate plan and implement the plan of the government regarding education policy. They are the main stakeholders who can bring a real change in the field of education. So, they can also bring a fruitful change to the present situation of teaching EFL writing at the HSC level in Bangladesh. They should include diverse writing topics to the public examinations. This can be done in the similar way as the IELTS examinations are conducted. Normally, the writing topics that are selected for the public examinations at both Alim and HSC level every year circle around some limited subject matter. So, the students and the teachers have prior idea about the topics that might be included to the examination question paper.

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