

# The Washback of the Ethiopian National English Examination (ENEE) for Grade 10 on Students' Practice: Debre Markos Secondary Schools on Focus

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**Abstract**—This study was intended to examine the washback of the General Secondary School English Exam on students' practice. The study was conducted at three secondary schools in Debre Markos Town. 270 Grades 9 and 10 students were included. Questionnaire, focus group discussion (FGD), exam paper analysis and classroom observation were employed. The questionnaire data were analysed with mean per cent and multiple regression analysis. Whereas, the FGD data and observation data collected with field notes were analysed qualitatively. The content of two years national exam was analysed with percentage. The result revealed students were found practising mainly grammar and technical aspects of writing and speaking disregarding using their textbook in their practice. The factors mediated were students' ambition for success in the exam, awareness of the exam and teachers' exam-oriented teaching. Therefore, the washback of the exam negatively affected the successful implementation of the communicative syllabi.

**Index Terms**—washback, domains of learning, mediating factors of washback, form-related practice, exam-fashioned practice

## I. INTRODUCTION

In the teaching and learning process, tests (interchangeably used with 'exam') constitute a larger position. As Stiggins (1991) mentions almost half of the teachers' time is dedicated to assessing the students' progress and achievement of learning of a certain course and to determine the potentials of the learners to attend forthcoming academic programmes. Tests are administered regularly to attain such objectives in the educational system. Cheng and Curtis (2004) further state the paramount importance of tests and their long-standing roles in the education systems.

Though the data obtained from the test results have different intended functions in the education system, tests also produce unintended effects on the teaching-learning practice. Especially, tests whose score determines the prospects of students and the success of teachers in their teaching yield strong effect back to the different actors in the education system. This effect of tests as applied linguists agree is referred to as washback (Alderson and Wall, 1993).

Researchers like Alderson and Wall (1993) and others try to limit the influence of washback at the classroom level. However, writers such as Shohamy, Donista-Schmidt and Ferman (1996) extend the influence of washback of tests to different stakeholders outside the classroom in the education system.

As students are central in the teaching and learning practice, their practice is highly affected by the washback of tests. While mentioning the position of learners in the washback phenomenon, Hamp-Lyons (2000) notes, "Of all stakeholders in testing events, test takers surely have the highest stakes of all" (p.591). This implies that more than any other stakeholder, the influence of washback of tests is more pronounced on students practice. Tayeb, Ismail, Sallehuddin, and Baksh (2014) similarly state that "In sum, learners are the final target around which all the factors are moving, reciprocally and centrifugally. In other words, the effects of washback on them interact with other educational factors" (p.87). This still emphasizes that students are the major stakeholders strongly influenced by the washback of the exam. The hypotheses developed by Alderson and Wall (1993) and the different models designed by researchers like Bailey (1996) based on Hughe's (1989) model indicate learners are the main actors affected by the washback phenomenon. From the 15 hypotheses of Alderson and Wall (1993), for instance, 10 of them (hypothesis 2, 5, 6, 8, 10, 11, 12, 13, 14 and 15) show that washback of tests either directly or indirectly affect learners practice. Hence, it is worth researching the washback of the tests on learners' practice as the area is less investigated (Yi-Ching, 2009; Shih, 2007).

### A. Washback Affecting Domains of Learning

The domains of learning influenced by the washback of tests mainly are time management, the content of learning and material choice (Shih, 2007). When the tests that students taking are external and high stake ones, students tend to devote more time to exam related activities. Substantiating this, for instance, Ingulsrud's (1994) study on of Japanese University entrance exam points out that students' study time in the evening, weekend, and vacations was dedicated to exam preparation to score better in the exams. Buck (1988) also adds that from the total time students' budget for

learning, the majority of their time was dedicated to exam-related practices. This is due to the learners' and other stakeholders' such as parents' aspiration for students to join better educational programmes.

The other area of learning affected by the washback of the exam is the content of learning. As most researchers point out, students focus on exam-related contents of the language in their learning. Alderson and Wall (1993) in their hypotheses indicate how washback of tests affects the content of learning. Learners give priority to the language areas that are emphasized in the tests. Madaus (1988) vividly shows how content is affected by the washback of tests as, "It is testing, not the 'official' [sic] stated curriculum that is increasingly determining... what is learned, and how it is learned" (p.83). This indicates the power of tests in narrowing the curriculum if tests are not well managed. This was accentuated in the memorials quote of Spolsky (2005) stated, "Tests should be labelled just like dangerous drugs. Use with care" (p.V). This further strengthens the idea that tests affect students learning.

The other area of learning affected by the washback of tests is learning material choice. Instead of relying on the prescribed textbooks that are developed based on designed curricula, learners may prefer to use exam-related materials. This is because publishers tend to produce materials aligned with newly launched tests. In this regard, Shih (2007) and Spratt (2005) contend that teachers and students tend to use commercially produced exam-fashioned materials and previous years exam papers. Learners as Lam (1994) argues, become 'exam-slaves' as they heavily rely on using such materials. This limits students' learning capacity to the narrower aspects of a given curriculum.

### *B. Mediating Factors of Washback to Learning*

Tests on their own do not yield a washback on the teaching and learning process. Rather, there may be different mediating factors for the tests to produce washback on the activities of the stakeholders involved in the system. The common factors that mediate washback on students' learning as researchers identify are the perceived importance of the tests, students' awareness of the content and format of tests, an imposition from teachers and other stakeholders (Shih, 2007; Wall, 1997 and Buck, 1988).

Students' perception of the importance of the exam in their life may contribute to the occurrence of washback. Most studies indicate that high stake tests produce washback more than low stake tests. This is because the high value is given to the scores students obtain from high stakes tests as important decisions are made up on students' prospect such as placement, admission, and graduation (Al-Jamal & Ghadi, 2008; Green, 2007; Shih, 2007; Stoneman, 2006).

External pressure like teachers' teaching to the test, parents and other stakeholders aspirations for students' score gain could also mediate washback to happen on students' learning (Cheng, 2005). Due to the prestige given to high score of students, these parties influence learners to make their practice to be exam-oriented. For instance, parents usually send their children to tutorial and cram sessions for exam preparation. Thus such impositions from such parties contribute to the occurrence of the washback phenomenon on students learning Ferman (2004).

Another mediating factor for the washback to happen on learning is students' awareness about the content and form of the tests. Students who have exposure to previous tests, gear their learning to the contents and forms of such tests Buck (1988). Bailey (1996) further states that students prefer to practise test-taking strategies and attend test preparation sessions even disregarding scheduled classes for the designed courses because of the great desire they have to succeed in the exams. Hence, the awareness students have about the contents and forms of exams contribute to the washback to take place in the students' practice.

### *C. Perspectives of Washback*

Washback by its nature is not a single educational phenomenon. It constitutes complex dimensions to be described. As different researchers try to depict it, washback holds various dimensions. While describing the complex nature of washback, Cheng, Watanabe & Curtis (2004) note that washback in its very nature constitute a highly complex feature. To better understand washback, researchers tried to view the phenomenon from different dimensions concerning its effect on students' learning.

Washback can be described as negative or positive washback in terms of the direction of its effect on students practice. When tests deviate from the designed syllabus in content and form, students practice becomes narrowed to the specific aspects of the language. In this case, the washback becomes negative or harmful. This kind of washback of tests hampers the implementation of the syllabus. Whereas, when the washback of tests promotes learning the desired learning outcome, it is referred to as positive washback. This happens when the syllabi objectives and test objectives are aligned in the same direction (Cheng and Curtis, 2004).

In terms of its intensity on learners practice, washback could be described as either weak or strong (Cheng, 1997). In this dimension, when the washback of the exam prevails in every domain of learning, the washback is strong. That is to say, strong washback happens when the intensity of the effect of the exam dominates every activity of the students to be exam-oriented. Whereas, when the intensity of the effect of the exam is mild, its effect is reflected in some domains of learning. Such a form of washback is referred to as weak washback (Manjarres, 2005; Cheng, 1997).

Washback can also be described as either overt or covert upon its revelation on the practice of the learners. As Prodromou (1995) and Bailey (1996) try to note, when the students practise the language for the exam through exercising previous years test items, practising exam fashioned exercises from commercially produced materials, attend exam preparing or tutorial classes, the washback is an overtone. In this form of washback, exam form preparation is

manifested explicitly. However, cover washback happens when the learners practice the language for the exam in an implied manner.

## II. THE PROBLEM AND ITS CONTEXT

The English language has been taught in Ethiopian schools starting from early grade to university level. It is also used as a medium of instruction starting from secondary school. Moreover, it is an official language in some governmental institutions and almost all non-government organizations.

In the educational system, the approach of language teaching has been aligned with the global trends of language teaching methodology. For instance, since the 1990s, Communicative Language Teaching (CLT) has been adopted and implemented in the teaching of the language. In this regard Tylor (1998) witnesses that the English language syllabi are designed with the orientation of CLT. The principles of CLT are reflected in the teacher training, material preparation and classroom instructions.

The implementation of CLT in the teaching and learning practice of the language is to develop students' communicative ability as the syllabi of Grades 9 and 10 clearly pointed out. In supporting this idea, the introduction of the Grade 9 English syllabus as Bailey states,

*Grade 9 English for Ethiopia focuses on the development of listening, speaking, reading and writing skills for communication in a wide variety of contexts informal to formal. It also focuses on understanding and application of English grammar rules as well as the development of English vocabulary* (2002: Viii).

In a very similar manner, the introduction for the Grade 10 English syllabus as Bailey still states,

*Grade 10 English for Ethiopia focuses on the development of listening, speaking, reading and writing skills for communication in a wide variety of contexts informal to formal. It also focuses on understanding and application of English grammar rules as well as the development of English vocabulary* (2002: Vii).

These syllabi are intended to develop the students' communicative skills by proportionally treating the macro and micro-skills. The skills are integratively treated in all the units of the textbook. For the teaching of the language, much attention is given like allotting more than five contact hours per week for the teaching which exceeds other subjects.

However, as different local studies revealed, there is great dissatisfaction with the student's language proficiency. Very recently, the country's educational Road Map (2018-30) is under implementation after carrying out a national survey conducted by senior experts in the field; namely, Tirussew, Amare, Jeilu, Tassew, Aklilu and Berhannu, (2018). In their study, they found out that students' poor language proficiency both in the primary and secondary schools was one of the serious challenges the country encountered in the educational system.

It is felt that along with efforts being made in the teaching of the language communicatively to develop students' proficiency, there seems less attention given for assessment practice. The washback of the nationally administered tests tend to affect the implementation of the communicatively designed English language syllabi. That is the washback of the tests in affecting the syllabi appears overlooked and like the global trend. That is to say, the washback of tests on learning in the Ethiopian context is under-researched.

Therefore, this study tries to explore the washback of the General Secondary School English Exam (GSSEE), which is offered nationally at the end of Grade 10 education, on students' practice. To meet this objective, the study raised the following questions.

- How does the washback of the GSSEE affect students' learning?
- Which domains of learning are affected by the washback of the exam?
- What factors mediate the washback of the exam to students' practice?
- What kind of washback the exam yields on students practice?

## III. RESEARCH METHODOLOGY

The study employed a descriptive research design with a mixed-method approach of data collection and analysis.

### A. The Study Site and Participants of the Study

The study was conducted at Debre Markos Town, in Amhara Regional State, Ethiopia. There are three government secondary schools in the town, namely, Menkoror, Tekle Haimanot, and JICA. From these schools, Tekle Haimanot Secondary School was selected randomly. Participants of the study were taken from Grades 9 and 10 students. From the total 920 students in Grades 9 and 10, with simple random sampling technique, nearly 30 per cent of them were included. That is 270 (140 from Grade 9 and 130 from Grade 10) students were selected for the survey. For Focus Group Discussion (FGD), 10 students (in two groups) were selected out of the 270 students.

### B. Data Collection Instruments

To examine the complex nature of washback, three data collection instruments, namely, document analysis, questionnaire, Focus Group (FGD) and classroom observation were used.

Document analysis was made to exam the relationship between the contents of the textbook and the national exam. In this regard, two years (2017 and 2018) national English exam contents and Grades 9 and 10 English syllabi were analysed and compared.

Classroom observation was used to examine students' reactions to the different language areas practice while attending lessons and to assess the materials students hold in the classroom. For the classroom observation field notes were used.

Survey Questionnaire was used to assess students' perceived effect of the exam on their practice and to identify the factors that mediated the washback of the exam on their practice. The questionnaire items were adapted from Chen (2002) which was originally prepared for teachers' questionnaire. The questionnaire mainly included items related to domains of learning that are influenced by the washback of the exam. The second part of the questionnaire included items that elicit data about identifying mediating factors for washback occurrence on students' practice.

The FGD like that of the questionnaire was used to examine the students' perception about the washback of the exam on their practice and the mediating the washback to appear on their practice. The items were intended to assess the types of language areas students give attention to in their learning, the types of materials they prefer to use in their learning and to identify the factors that bring about washback to occur in their practice. The FGD items were translated to the local language, Amharic, for students easy understanding.

### C. Data Collection Procedures and Analysis Techniques

The first classroom observation was conducted for two weeks in two sections (Grades 9 and 10). Each section was observed four days a week. 32 observations were made. Next, the questionnaire was administered followed by FGD. Finally, the documents were collected and analysed.

The collected data were analysed in different ways. The observation data and some part of the questionnaire data were analysed with mean per cent to determine the domains of learning affected by the washback of the exam. The remaining questionnaire data were analysed through multiple regression to determine the mediating factors for the washback to occur. The field notes and FGD data were sorted thematically and analysed qualitatively. The contents national exam was analysed in percentage and compared with the syllabi.

## IV. DATA ANALYSIS

### A. Document Analysis

The contents of the textbook are mainly focusing on treating the macro-skills (reading, listening, speaking and writing) and micro-skills (vocabulary and grammar). As Tylor (1998) confirms, the syllabi of English in these grade levels are designed with the orientation of communicative language teaching. Two years contents of the national exam were analysed as put in the following table.

TABLE I.  
SUMMARY OF CONTENT ANALYSIS OF THE NATIONAL EXAM

No.	Language area	No of items	Per cent	Type of item Format	Remark
1	Reading	43	26.87	Multiple choice	
2	Listening	0	0	Multiple choice	
3	Speaking	11	6.87	Multiple choice	Dialogue completion
4	Writing	17	10.63	Multiple choice	Mechanics and word arrangement at the sentence level, word completion
5	Vocabulary	29	18.13	Multiple choice	
6	Grammar	60	37.50	Multiple choice	
	Total	160	100	Multiple choice	

As the analysis of the two years national exam content summary indicated, more attention was given to the micro-skills except for the reading skills. Top priority was given to grammar as the mean analysis shows that it covered 37.5 per cent of the total language areas. Reading comprehension constituted 26.87 per cent in the exam. It was followed by vocabulary which covered 18.13 per cent of the total number of items. However, the macro- skills received less or no attention. Even, the few items included from speaking and writing skills were not in their proper communicative form. Moreover, the format of the items was in a multiple-choice form which has less contribution for communicative skill development.

When we compare the content of the textbooks and the national exam, there is a total mismatch between them in content and form. Textbooks were developed communicatively focusing mainly on the macro-skills whereas, the exam mainly focused on the micro-skills with multiple-choice test item format. Therefore, the exam appeared to deviate from the textbook in content and form.

### B. Questionnaire

The questionnaire items were analysed under two themes as follows. This part of the questionnaire was analyzed with mean to determine the domains of learning that were more affected by the washback of the exam as put in the following table.

TABLE II  
MEAN RESULT OF STUDENTS' AGREEMENT ABOUT THE INFLUENCE OF THE EXAM ON THEIR PRACTICE

Variable	Mean	Standard Deviation
Time budgeting	4.13	.042
Content	4.46	0.72
Material choice	4.11	0.67

As the above Table 2 revealed, all the domains of learning were found affected by the washback of the exam as the mean result indicates to be above the average (2.5) on the five levels Likert Scale which ranges from 1(Never) to 5(very often). The mean results are more than 4(often) on the scale. Among the domains of learning, the content of learning was found highly affected by the washback of the exam as the mean result was 4.46. Next to the content of learning, students' material choice was found influenced by the washback of the exam as the mean result was found to be 4.11. In not much different level of influence, the learners time budgeting was found affected by the washback of the exam. Therefore, the washback of the exam influenced all domains of learning that they frequently geared their

The different predictors for the washback to happen on students' practice are determined with the regression analysis as follows.

TABLE III  
REGRESSION COEFFICIENTS OF MEDIATING FACTORS

No	Factor	Beta Weight	Sig.
1	Grade level of students	.036	.234
2	Parents' educational background	.017	.321
3	Perceived teachers' teaching attitudes	.130	.003
4	Perceived external pressure in learning	.082	.001
5	Perceived ambition for success	.376	.000
6	Perceived importance of the exam	.102	.000
7	Perceived awareness of the exam	.360	.000

\* $P < 0.005$

The multiple regression analysis as illustrated above identified the different predictors of washback of the exam to occur on students practice. The major factors that significantly contributed to the washback of the exam to occur on students' practice were students' ambition to succeed in the exam and their awareness about the exam content and form. To be specific, 37.6 per cent of the share of the washback of the exam to influence students' practice was due to students' ambition to be successful in the exam as the level of significance for the variability of the students practice to be exam-oriented was found to be  $P < 0.005$ . More equivalently, students' awareness of the exam accounted for 36 per cent of the students' practice to be exam-oriented as the level of significance of the variability was found to be  $P < 0.005$ . However, the grade level of students and parents' educational background did not contribute significantly for the washback to happen on students practice to be exam-oriented.

### C. Focus Group Discussion

The discussion made with two groups of students was analysed into two parts. First, the domains of learning influenced by the washback of the exam were examined. Second, the mediating factors for the occurrence of the washback were identified.

Concerning the students' focus area of learning the language, almost all of the participants responded that they were focusing on some aspects of the language in their practice. They identified form-related language areas in which they were practising. They were grammar, vocabulary, dialogue completion and mechanics. *(All the responses of the participants quoted below were translated from the Amharic Language)*

For instance, S<sub>1</sub> from Grade 9 states that,

*I give more attention, especially to grammar and vocabulary. Because these part are included in the national examination. But other skills for instance listening and speaking are not included in the exam. So, I am studying these skills more than others.*

In a very similar manner, S<sub>3</sub> from Grade 10 reported in a way,

*If you look at the national exam, it includes grammar, vocabulary, completing dialogue, and sometimes word order. I want to be successful in the exam and I am giving more emphasis to these skills. Even we are practising these language areas in tutorial classes and the summer season [vacation].*

What is identified from these responses is that students were targeting their practice for the exam preparation as both of the respondents revealed they focused mainly on grammar, vocabulary and form-related aspects of speaking and writing. They openly claimed that these aspects of language appeared in the exam. This implies that the communicative syllabus was narrowed to specific and form related language areas as the respondents denied the macro skills in their practice for not appearing in the exam.

The respondents further indicated their inclination of using commercially produced books instead of relying on using the prescribed textbooks for the grade levels. They complain that their textbooks were not helping them prepare for the

exam. Some of the respondents even reported that they did not bring the textbooks to the classroom. They unanimously admitted that they used to study customized and exam-fashioned materials and even previous years exam papers.

Regarding the different factors that contributed to the washback to influence students to practice to be exam-oriented, from the discussions, the student's grade level and parents' educational backgrounds were not found determinant factors.

However, students' awareness about the exam, their ambition to be successful in the exam and teachers' focus area of teaching were found contributing to the washback of the exam to influence students' practice. Students had awareness about the focus area of the exam and what the format looked like. For instance, S<sub>3</sub> from Grade 9 notes,

*I know that the exam includes reading comprehension, grammar, vocabulary and dialogue. All the items are in multiple-choice forms. So, I always study, grammar and dialogue completion exercise. I don't study reading activities.*

Similarly, S<sub>5</sub> from Grade 10 reports,

*We know the national exam contains more about grammar, vocabulary, mechanics, and dialogue. We like to learn more about these areas [of language] and we study them. Even though there is reading we don't study it.*

As these responses of the students indicated, students had awareness of what the exam contains. Because of this, they were practising grammar, vocabulary, mechanics, and dialogue completion. Therefore, the student's awareness about the exam was found strong mediating factor for the washback to occur on students' practice.

The other contributing factor as the respondents put was their ambition to be successful in the exam. They had the ambition to gain a good score in the exam as the exam determines their prospect. All of the respondents generally agreed that they had great ambition to pass the exam and they used to make their practice exam-oriented. Hence, students' ambition to be successful in the exam contributed to the washback of the exam to influence students practice.

Moreover, respondents reported that teachers' focus area of teaching also made their practice to the limited areas of the language. They noted that they adjusted their practice to the language aspects their teachers emphasized to. To mention one instance, S<sub>7</sub> from Grade 10 reported,

*Our teacher usually gives more emphasis on vocabulary, grammar, dialogue and mechanics in his teaching. He sometimes tells us where the national exam focuses. He does not give attention to teach speaking, writing and listening activities.*

This response clearly illustrated that teachers imposed students to gear their focus of learning to exam related language skills. So, teachers' focus on teaching contributed to the washback of the exam to influence students practice.

Generally, the major mediating factors for the washback of the exam to influence students practice were found to be students' awareness of the exam, their ambition to be successful in the exam and teachers' practice of teaching to the exam.

#### D. Fieldnotes

The observed aspects of the classroom were students' reaction to the different classroom activities and materials available in the classroom.

There were two scenarios in the students' participation in the classroom. In the practice of reading comprehension and some writing activities, most of the students were found passive and even seemed independent observers. Teachers were seen complaining to students who were coming without doing homework in such types of activities. As a result, teachers used to move quickly to other activities. Listening activities were ignored in the classroom practices of teachers. As opposed to this, during the practices of vocabulary, grammar and technical aspects of speaking and writing, an unusual form of participation was observed. Especially, during grammar lessons, students were found fully participating. Even, they were seen asking questions. Thus, students' reacted differently to the practice of the language skills. That is, they were seen interested and participating better during the practice of form-related aspects of language.

Concerning materials available in the classroom, the researcher tried to observe what types of materials were available on students' desks. On some desks, there were no textbooks and during the classroom practices, teachers were even seen complaining about the students' negligence of not bring textbooks to the classroom. As opposed to this, especially in Grade 10, there were commercially produced exam-fashioned books and even previous years exam papers.

### V. DISCUSSION OF RESULTS

The findings of the different data analysis were triangulated and discussed in a way to answer the research questions posed.

First, it was inquired to know how the washback of the GSSEE influenced students' practice. The findings obtained from the questionnaire, FGD and observation data analyses indicated that the washback of the exam influenced students to practice to deviate from attaining the objectives of the syllabi to develop students' communicative skills. As the findings from these data analyses indicated students were found gearing their practice to exam related language areas. This was because, the contents and forms of the national exam, as it is revealed on document analysis, mismatched with the syllabi of the English language teaching. That is, it was limited to the form-related language elements. Therefore, the washback of the exam influenced students to practice to be geared to the contents of the exam. This finding agrees with what Alderson and Wall (1993) have hypothesized that test influence what and how learners learn.

The second objective was intended to discover the domains of learning that are affected by the washback of the exam. To this end, the findings from the questionnaire, FGD and field note data analyses indicated that the different domains of learning were found affected to be exam-oriented. Students' focus of learning was tended entirely match with the contents of the exam (vocabulary, grammar and technical aspects of speaking and writing); their practice time was dedicated to learning these language areas and instead of using the communicatively prepared textbooks, their material choice was shifted to using exam-fashioned and customized materials and previous years exam paper. This implies that all the domains of learning were found influenced by the washback of the exam. This finding agrees with what Shih (2007) and Spratt (2005) found out. Learners were found 'exam- slaves' as Lane (1994) describes the phenomenon.

The factors that mediated for the washback to happen on students practice were identified thirdly. The findings from the questionnaire and FGD data analyses revealed that the major factors that mediated washback of the exam on students' learning were the students' ambition to be successful in the exam and their awareness about the content and form of the exam. Teachers' tendencies of teaching to the exam-related language areas also contributed to the washback of the exam to influence students practice. The finding goes in line with what Shih (2007), Cheng (2005), Wall (1997) and Buck (1988) have mentioned.

Finally, the dimensions of washback that the exam yielded on students practice were determined. The findings from the different data analyses revealed that the exam yielded negative, strong and overt washback. To be specific, first, as the influence of the exam narrowed students' practice from the broader aspect of communicative language learning to the specific form-related language area, the exam yielded negative washback (Cheng and Curtis, 2004). Second, the intensity of the influence of the exam was found to override all domains of learning to be exam-oriented so that it produced strong washback (Manjarres, 2005; Cheng, 1997). Third, the students were found practising exam-related language areas using exam- fashioned materials vividly. As a result, this dimension of influence was found to be an overt washback (Bailey, 1996; Prodromou, 1995).

## VI. CONCLUSION

The study was intended to examine the washback of the exam on students' practice. The washback of the exam negatively and overtly affected the implementation of the communicative language syllabi as it geared students practice to the narrowed and form-related aspects of the language. This happened due to the students' ambition to be successful in the exam, their awareness of the exam and the imposition students experienced from the teachers' practice.

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1. *International Journal of Current Research* Volume 9(12), 9106 - 9111, December 2019;
2. *Indus Foundation for Research and Social Welfare*, 9(11), 41-50, November 2019;
3. *Journal of Education and Practice*, 10 (22), 23-40, August 2019.
4. *Theories and Practice in Language Studies*, 10 (4), 372-378.
5. *International Journal of English Language and Literature Studies*, 9(2), 106-120.
6. *Theories and Practice in Language Studies*, 10 (6), 623-631