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THE ASSESSMENT OF SPEAKING AND LISTENING (ASL) PROJECT: AN IMPACT STUDY

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About the Authors

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About Trinity College London

Trinity College London is a leading international exam board and independent education charity that has been providing assessments around the world since 1877. We specialise in the assessment of communicative and performance skills covering music, drama, combined arts and English language. With over 850,000 candidates a year in more than 60 countries worldwide, Trinity qualifications are specifically designed to help students progress. Our aim is to inspire teachers and candidates through the creation of assessments that are enjoyable to prepare for, rewarding to teach and that develop the skills needed in real life.

At the heart of Trinity's work is the belief that effective communicative and performance skills are life enhancing, know no boundaries and should be within reach of us all. We exist to promote and foster the best possible communicative and performance skills through assessment, content and training that is innovative, personal and authentic.

Content

TABLES

FIGURES

1. Introduction

1.1 CONTEXT

This report presents the findings of research into the impact on teaching and learning English in India that were observed following the introduction of the Assessment of Speaking and Listening (ASL) exam in India. In 2012, the Central Board of Secondary Education (CBSE), the largest board of education for state sector schools in India, partnered with Trinity College London with the ambition of raising standards in English teaching and learning in all CBSE schools. This initiative marked an ambitious refocusing of English language learning goals and assessment methods in India as part of a larger strategy to boost graduate employability by improving students' English communication skills.

Teaching English as an additional language in India

In western educational contexts, particularly in private language schools where classes are small, and resources and time are plentiful, the last few decades have seen a dramatic increase in the number of schools adopting communicative language teaching methodologies as the teaching model of choice. However, when resources and funding are tight and available training limited, as can be the case in state schools around the world, or when linguistic hegemonies dictate the ways in which teaching a language is approached, taught and even revered (eg the traditional teaching of Latin in British schools), teachers can often rely on whatever traditional materials are available and inevitably fall back on methodologies inherited from their own experience of learning languages when they were at school. This lack of communicative teaching skills and resources is further compounded by the nature of traditional assessments of language proficiency. Such traditional assessments place little emphasis on a learner's ability to demonstrate communicative skills, instead maintaining a focus on formally testing structural components of language and receptive reading skills, using outdated assessment methods. This provides minimal incentive for a learner to develop communication skills in the target language and inhibits the development of a range of linguistic competences relevant to communicating in real life.

As of May 2019, there were 21,271 CBSE-affiliated schools in India and a further 228 in other parts of the world, with an estimated enrolment of around 19 million students (CBSE, n.d.). Over 2.5 million students are estimated to take English exams annually in Classes IX and XI. Prior to 2012, the focus of English teaching in Indian schools was on formal and socially prestigious communication contexts and viewed as distinct from the local day-to-day community languages spoken inside and outside the classroom. Teacher training, the teaching syllabus and the national examinations tended to emphasise the English skills required for civil service and other state-sponsored employment rather than communicative ability. There was little provision in teacher training programmes for the classroom management skills necessary for teaching in the communicative language classroom. Additionally, National Board English textbooks, which most teachers in the state sector use systematically, provided few or no opportunities for communicative activities. Furthermore, state-sanctioned language proficiency tests focused solely on the assessment of reading, writing and on the memorisation of text-based information contained in the coursebooks.

Consequently, the development of speaking and listening had been almost entirely neglected. The predominant teaching model in India was the lecture, with students often seated at fixed desks listening in silence to the teacher. This model was often reinforced by large class sizes with year-groups of 60 to 90 children being commonplace. Not only was the classroom layout unfavourable for speaking practice, but when speaking was permitted, it was largely non-communicative. For example, students gave choral responses to teachers' questions or one child at a time was selected to answer the question by the teacher. The materials used were not oriented towards communicative goals. English teachers typically avoided speaking activities as potentially disruptive of discipline; in more old-fashioned classes, children could be punished for 'talking out of turn' or even for asking questions.

Innovation

In 2012, desiring to innovate and refresh English language teaching in schools, the CBSE issued a tender seeking assistance in producing assessments which would increase and enhance proficiency in English language speaking and listening skills for students in Classes IX and XI (15 and 17-year olds). Underpinned by a communicative approach to teaching, learning and assessment, the project would provide development and support for CBSE teachers in communicative classroom practice as well as giving access to basic principles of assessment literacy and classroom methodology. The selected partner would provide support and counsel to CBSE overall in achieving successful outcomes. The core principles described in the Request for Proposals were:

◗ Inclusiveness, with no student or teacher disenfranchised
◗ Confidence building among learners and staff
◗ Improvements in employment opportunities/real-world preparedness for students
◗ A 'can-do' assessment focus
◗ Cost-effectiveness
◗ Reliability coupled with effective and appropriate innovation.

Due to Trinity's reputation for developing highly communicative language assessments that can be administered locally, CBSE engaged the organisation to create a bespoke assessment which the CBSE titled the Assessment of Speaking and Listening (ASL). This new examination, aimed at B1 and B2 on the Common European Framework of Reference (CEFR), would promote and assess the communication skills of 15 and 17-year-old learners (Classes IX and XI) in CBSE schools. This compulsory assessment would take the form of paired speaking tasks, in which students conversed with each other and one examiner. The ASL was designed as a two-phase test with the same structure for both levels. In Phase 1, candidates prepare for a brief, unscripted topic presentation/discussion between candidates and examiner, topics being chosen by the candidates themselves. Phase 2 consists of a problem-solving discussion between candidates on a topic selected by the examiner, leading to a negotiated conclusion and further questions from the examiner. This is followed by an independent recorded listening test.

The ASL examiners were expected to be English teachers in their own school. To support all these teachers, both in the delivery of the test and in preparing students for the speaking and listening requirements of the ASL, Trinity provided training to teachers in both assessment methods and communicative classroom activities. Given the scale of the project, a cascade approach was adopted, whereby a core group of teachers received training from Trinity trainers. They subsequently trained the teachers in their schools.

The ASL was rolled out in 2013-14. Its introduction marked the first compulsory testing of spontaneous (ie unscripted/unmemorised) communicative English to take place in India. As a consequence of the teacher training and the new test, a washback effect was anticipated in the classroom, leading to the promotion of speaking and listening and an improvement in teaching skills.

1.2 IMPACT AND WASHBACK

Concepts of impact and washback

Since the early 1990s, the concepts of 'impact' and 'washback' have been much discussed and there is a generally agreed set of relationships between testing, teaching and learning (Cheng, 2013). For some, eg Wall and Horák (2011, p14), the terms 'impact' and 'washback' can be used interchangeably to describe the general consequences that test tasks have on teaching and learning. Others have differentiated between the two, using 'impact' to describe the effects of tests on *macro*-levels of education and society and 'washback' as the effects of language tests on *micro*-levels of language teaching and learning inside the classroom (McNamara, 2000, pp73-74). As this report focuses on the classroom only, the distinction between impact and washback is not elaborated here, and the terms 'impact' and 'washback' are used interchangeably throughout the report to refer to the consequences of test taking and test preparation on teaching and learning.

Interest in impact has been fuelled by the potential for large-scale, high-stakes assessments, with their characteristic highly controlled and constrained tasks, to intentionally or unintentionally diverge from the communicative aims of modern English classrooms for speakers of other languages, with negative consequences for learning and teaching. There is a concern that teaching to often cheap, mass-produced tests may undermine attempts to teach language communicatively, and surrender control of the

curriculum to agencies that do not have communicative language teaching at their heart (see Wall, 2013 for a summary of such issues). In more recent years, some examining boards have sought to counter possible negative washback by purposefully designing their assessments around communicative constructs which encourage the development of communicative skills and foster transferable skills such as Trinity College London's Graded Examinations in Spoken English (GESE) and Integrated Skills in English (ISE) examination suites. Such efforts to develop 'positive washback potential' (Bailey, 1996) have highlighted that, when the assessment and preparation tasks are specifically designed with positive washback in mind, the impact of test batteries can be positive, and large-scale assessments can be supportive of modern communicative language classrooms.

Washback hypothesis

In their seminal article, Alderson and Wall (1993) brought the issue of 'washback' to the fore, and in the process shaped the constructs for future washback studies. They questioned whether washback exists and set out their washback hypotheses, in which they proposed the theory that tests will influence teaching and learning in the following ways:

- What teachers teach
- How they teach
- The rate and sequence of teaching
- The degree and depth of teaching
- Attitudes towards the content or methods of teaching

- What learners learn
- How they learn
- The rate and sequence of learning
- The degree and depth of learning
- Attitudes towards the content or methods of learning.

Other discussions of washback have included points made by Hughes (1993), who suggested that there are three main types of washback: washback on participants – those whose work may be affected by a test; washback on processes – actions taken by participants that may contribute to the process of learning; and washback on products – what is learnt and quality of learning (cited in Wall & Horák, 2011, p51). Wall (2000) dedicated a full article to the question of whether washback could be predicted or controlled. Spratt (2005, pp8-21) identified five areas that were susceptible to washback: curriculum, materials, teaching methods, feelings and attitudes, and learning. Cheng (2013, p1135) summarised what washback might look like in teaching and learning, highlighting four areas of focus: how tests influence teaching content (rather than methodology), and the rate, sequence, degree and depth of teaching and learning; the impact a test has on learners and their learning; the impact a test has on parents and other stakeholders; and the impact a test has on contextual factors such as the status of the subject matter tested, the nature of the test and the uses to which it is put.

In this study, the analysis and discussion of washback is primarily linked back to Alderson and Wall's (1993) washback hypothesis, as it relates to impact on the classroom. Other concepts and models that have been theorised and evidenced are referred to in the discussion of the data, where relevant.

1.3 INTERVENTIONS AND THE POSITIVE WASHBACK POTENTIAL

This study explores the positive washback potential of the ASL exam in India that results from two linked interventions. The first intervention is the introduction of ASL–related communicative training workshops. The study considers teachers' feedback and attitudinal responses to the training provided in the context of teachers developing their skillset for teaching speaking and listening and for teaching communicatively. The second intervention is the inclusion of the ASL exam in the school curriculum. The study explores the effect of the presence of the ASL exam as a communicative event for students to aim and prepare for, and how the test may affect teaching and learning. It investigates the use in the classroom of communicatively oriented resources and methods generated for ASL–related study, and their impact on teaching and learning. Finally, the study provides evidence of how the Trinity/CBSE training in communicative teaching skills was put into practice by teachers, both in ASL preparation classes and in other English teaching. Evidence of the interventions and the positive washback potential in the CBSE classroom may be manifest in several changes, including but not limited to the following examples of teaching practice:

◗ Reduced teacher talking time to maximise student:student interactions
◗ Efficient setting up of speaking activities (eg modelling activities and using very simple language for instructions)
◗ Appropriate student grouping and seat arrangements for communication activities
◗ Use of lesson staging – knowing when and how to introduce speaking activities into the English class
◗ Equal support for all students
◗ Appropriate use of phonetics and drilling to practise pronunciation.

Potential positive washback may be observed directly through specific teacher behaviours and indirectly through questions and interviews with teachers, Heads of Department and students.

1.4 ORGANISATION OF THIS REPORT

The positive washback potential of the two interventions – teacher training and presence of the ASL in the school curriculum – is observed and measured across several sections of this report. Section 2 presents an overview of the first teacher training intervention: an example of a training module; teacher feedback on the training they received; where the potential benefits of training may be.

Sections 3-5 deal with the presence of the ASL in the school curriculum and in the classroom. Section 3 presents *Impact Study 1*, using data collected in 2017 from the first observed lessons in schools using the ASL exam as part of the school curriculum. Observations were conducted of 73 lessons delivered by 63 teachers in 22 schools across India. Additionally, interviews were held with students and some Heads of Department. Pulling together the observers' comments and the results of the interviews, Section 3 presents findings of positive washback attributable to the teacher training and presence of the ASL in the school curriculum.

Section 4 presents the findings of an investigation into changes of behaviour and attitudes: 43 teachers who had been preparing students for the ASL were surveyed in late 2016 and were invited to self-report any changes in their practices, opinions and confidence levels before and after they had received ASL–related training and started to prepare students for the ASL exam. The findings of this e-survey are presented as *Impact Study 2*.

Section 5 presents data collected when 11 teachers who were observed in 2017 (as part of *Impact Study 1*) were re-visited and re-observed in 2018. The section forms *Impact Study 3*. Finally, Section 6 closes this report with a discussion of the findings in the context of impact and washback.

2. Training interventions

In this section, details are given of the training interventions, including details of the cascade programme, the recruitment of teachers, the sessions that were provided and to whom, the content of the different training sessions and intended outcomes. An example training session is described as well as the teachers' feedback, their responses to post-training survey questions, their preferences and attitudes.

2.1 THE ASL CASCADE TEACHER TRAINING PROGRAMME

In 2012, CBSE announced that it would be making the ASL a compulsory part of the annual English language assessment for Classes IX and XI, with a weighting of 20% of the overall mark. The introduction of the assessment, and the substantial weighting it received, was a substantial systemic change and a very big incentive to teachers to begin teaching speaking and listening in their English language classes. In anticipation of the introduction of the new exam, a programme of teacher training was announced. The training took a cascade model, as follows:

◗ A team of Master Trainers from Trinity (UK-based) delivered five-day, face-to-face courses for key teachers, 40-50 per group, giving them a pedagogical toolkit to apply across a range of needs, approaches and levels in their school or locality.

◗ From these groups, highly proficient teachers were identified and recruited to become ASL-ETs (Examiner Trainers), thus creating a pool of expertise.

◗ The ASL-ETs delivered training programmes in each of the three core modules (communicative teaching skills; classroom management; assessment training) in local schools over two days. Each ASL-ET trained 100 local teachers in the cascade model.

◗ A package of online support, consisting of example assessments and classroom activities designed by the teachers themselves, was made available via the ASL Corner on the CBSE website. After training, teachers were asked to submit suitable classroom ideas/activities for promoting speaking and listening. These were then edited by a team of examiner teachers from Trinity in London into a booklet of 28 activities that was uploaded onto the ASL website (CBSE, 2013).

◗ Web support also included a forum for discussion (which the teachers used avidly).

◗ Ongoing Continuous Professional Development (CPD) was delivered via a programme of mentoring, observation and reflection, managed by the ASL-ETs.

All teachers who attended the training programme were drawn from CBSE-affiliated schools, whether controlled and funded by state governments, partly funded by the state, self-financing schools or minority schools funded by charity/religious organisations. All had a graduate qualification in Education and were graduates or postgraduates with a major in English. A few teachers had also done research in English or Education. With the exception of a few outstanding teachers who were accepted with less than five years' experience, the teachers typically had a minimum of five years' teaching experience. Applicant teachers first completed an online screening test. Those who were successful in the test attended a phone interview with a Trinity expert to assess their communication skills. Applicants who successfully completed both assessments were selected for training. The CBSE cascade training was delivered across India from 2013 to 2017, and eventually reached more than 38,000 teachers.

2.2 ASL TRAINING PROGRAMME CONTENT

The content of the training programme varied according to the time available (ie five-day or two-day format) and was also dynamic and organic, changing to meet teacher needs over time. The five-day programme comprised two days focusing on classroom management and communicative skills training, two days on assessment training and one day micro teaching/adapting non-communicative material from CBSE textbooks to maximise student participation. An example training programme is provided below:

Five-day programme

Day 1:

◗ A basic overview of the standardised testing of English
◗ An overview of communicative language teaching (CLT) and classroom management
◗ Personalising learning through mind maps and role play
◗ Practise some CLT exercises

Day 2:

◗ Overview of lesson staging
◗ Overview of pronunciation and phonology
◗ Teaching vocabulary and checking understanding
◗ Error correction
◗ Review

Day 3:

◗ Brief overview of testing theory and Trinity Graded Examinations in Spoken English (GESE)
◗ Assessing speaking
◗ What is involved in each criterion for assessment using performance descriptors
◗ Building on familiarity with the ASL exam
◗ Developing exam conduct good practice
◗ Role plays to practise the above

Day 4:

◗ Role play practice of exams to establish good techniques; role plays with grading
◗ Watch DVDs of mock exams to discuss good examiner practice and standardise grading
◗ Familiarisation with the performance descriptors and marksheets, and how to use them
◗ Exchange and learn tips for managing the examining day in the field
◗ Looking at connections between the Listening Test and the classroom
◗ Preparation for peer teaching on Day 5

Day 5:

◗ Overview of the two-day training sessions with activities conducted by course participants
◗ Role play exam
◗ Making textbook materials more communicative
◗ Review of the five-day programme, Q&A and feedback

Two-day programme

The approved ASL-ETs from the five-day programme delivered cascaded training to groups of 50-100 teachers in schools that were local to them. Day 1 focused on classroom management and communication skills, while Day 2 focused on making the textbook materials more communicative and on running the ASL as a teacher-examiner.

2.3 POST−TRAINING FEEDBACK FROM TEACHERS

This section focuses on teacher feedback from two two-day training events. The training programmes had begun in 2013, and these sessions (held in July 2017) represent the typical format and content of the established two-day programme. Teachers attending the training session had been selected on the basis that they had little or no prior exposure to Trinity/CBSE training. They had been invited to one of the two−day sessions via a dedicated portal for ASL and were told that the aims of the session were to:

◗ Give an overview of how to teach speaking and listening
◗ Practise speaking and listening classroom activities
◗ Gain a practical understanding of the ASL exam
◗ Practise examining and grading
◗ Understand how ASL links to the CEFR.

At the end of the second training day, teachers were invited to complete the survey, which aimed at eliciting answers relating to their preferences, what they enjoyed, where they saw the most benefit and their attitudes. Teachers were given paper feedback forms to complete; 110 completed feedback forms were received. The quantitative data were analysed using Excel, while the qualitative data were analysed thematically using NVivo 12.

The teacher feedback data are presented in four themes: i) how useful the teachers found the topics covered in the training sessions; ii) how confident they felt with the content by the end of the session; iii) if there was anything about which they would like further information; and iv) if they had any additional comments to make. The 'useful' and 'confidence' ratings are presented as bar charts ranging from negative (ie 'least') to positive (ie 'most') ratings using semantic scales. The average scores for each rating are represented by each bar. The requests for further information are presented in a table giving the number of times an item was requested. The qualitative comments are presented sub-divided by theme.

Which topics did you find most useful? (n=110)

Topic	Score
Communicative classroom techniques	4.62
Listening skills	4.53
Lesson planning using the ARC[1] model	4.53
Pronunciation and phonology	4.48
Using language functionally	4.45
Drilling techniques	4.41
Choosing and setting up speaking activities	4.39
Lesson staging	4.36
Speaking tests role play	4.34
Grouping and seating	4.30
Tools and techniques	4.26
Authority learning to delegate	4.03

1 Least — 2 Not very — 3 Useful — 4 Very useful — 5 Most

Figure 2.1: How useful teachers found the topics taught in the ASL training sessions[1]

As Figure 2.1 shows, though there was nothing in the training session content that the teachers did not find useful (with all the aspects of the taught components receiving average ratings of 'very useful' or higher), teachers identified listening and communicative classroom techniques as the most useful content. When comparing the scores for 'session usefulness' with the ratings of 'teacher confidence' (Figure 2.2), one would naturally expect scores on the usefulness of the new input to be generally higher than teachers' self-reports of their confidence to use the content that has just been learnt. This is indeed the case in the teachers' feedback here. Nevertheless, teacher reports of their confidence to use the materials and techniques taught were very positive and only slightly lower than the scores for usefulness. Teachers felt 'very confident' with all but one aspect of the session, 'learning to delegate', in which teachers reported feeling close to 'very confident'. We can conclude from the teacher feedback that the sessions were effective and popular; teachers left the sessions feeling their attendance was worthwhile and that they would be able to swiftly integrate the new skills into their teaching.

The scores for 'usefulness' and 'confidence' were not always similar. The scores for the 'lesson planning using the ARC model' suggest that this is an area where the teachers may have had a steeper learning curve, but one towards which they were positively oriented. They reported it as being one of the most useful areas covered in the training, yet it was one of the areas with the lowest scores for confidence and one of the most requested areas for further information. By contrast, there were some areas that teachers may have been more familiar with prior to the training, such as 'speaking tests role play'. The teachers reported that they were very confident with the role plays, and the usefulness score was relatively low, as was the number of teachers requesting further information on role plays.

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1 ARC model: A = authentic use, R = restricted use, C = clarification and focus (Scrivener, 1994)

How confident do you feel with...? (n=110)

Topic	Score
Listening skills	4.34
Speaking tests role play	4.26
Grouping and seating	4.25
Choosing and setting up speaking activities	4.17
Drilling techniques	4.16
Communicative classroom techniques	4.14
Using language functionally	4.12
Lesson staging	4.11
Pronunciation and phonology	4.09
Tools and techniques	4.08
Lesson planning using the ARC model	4.06
Authority learning to delegate	3.88

1 Not — 2 Less confident — 3 Confident — 4 Very — 5 Highly

Figure 2.2: How confident teachers felt with the topics taught in the ASL training sessions

Overall, teachers awarded their lowest confidence and usefulness scores to the 'ability to delegate'. One might expect that teachers would request further information on the topic where scores for usefulness and confidence are lower, yet relatively few teachers requested further information on 'ability to delegate'. This may be a reflection of the larger class sizes in the Indian state school context, a cultural and pedagogical unfamiliarity with delegation, and the short time allotted to delegation in the training. By contrast, 'tools and techniques' also scored lower on the 'usefulness' and 'confidence' ratings, but a relatively high number of teachers asked for further information about the area. This, presumably, reflects the universal teacher desire for fresh pedagogical techniques and a request for a continued supply of new ideas.

Pronunciation and phonology	33
Lesson planning using the ARC model	28
Tools and techniques	23
Lesson staging	20
Drilling techniques	19
Communicative classroom techniques	18
Speaking tests role play	17
Choosing and setting up activities	12
Authority: learning to delegate	11
Listening skills	11
Using language functionally	10
Grouping and seating	9

Table 2.1: Is there anything you would like more information about? (n=110)

Taking the 'usefulness' and 'confidence' scores and the 'requests for further information' (Table 2.1) together, there are some interesting patterns to discuss. For example, relatively few teachers asked for more information regarding 'listening skills'. Though they found the training on 'listening skills' one of the most useful areas, it was also an area in which they had the most confidence. This may indicate that the teachers were mostly happy with what they received in this area. Instead, the areas of the training about which they most expressed an interest in further information were pronunciation and phonology, and lesson planning using the ARC model.

Teachers' additional comments

Several subthemes emerged from the qualitative feedback the teachers gave on the training provided (a full list of the comments is in the Annex to this report). The first subtheme to emerge was teachers' general comments on the workshops. Teachers remarked on how informative, enriching, useful and effective they found the workshops. One teacher commented that the workshops were a "great insight into learning." A second subtheme to emerge was the teachers' affective response to the training. Teachers had enjoyed the workshop, finding it helpful and educational, with one of the teachers commenting, "This was one of the most interesting workshops that I had attended," and another, "I enjoyed the session thoroughly." Teachers also noted how beneficial they had found their attendance, and how they had learnt a tremendous amount.

Going into more detail regarding what they had learnt, teachers highlighted the benefits of learning more about speaking and listening communication skills, to make classes more communicative, interactive and interesting. They appreciated the "concepts and techniques for organising and conducting activities in the class." When commenting on the content of the workshop, teachers were similarly positive, talking about the "wide arrays [sic] of topics ranging from classroom management to assessment, planning of lessons to ASL." Teachers understood the relevance of communication skills in the assessment of English, with one teacher remarking, "It cements the fact that 'English' is used for communication so assessments should be based on the skill more than content."

Turning to the delivery of the workshops, teachers were extremely positive about the style of delivery, with a great many pointing out how interactive and engaging the sessions had been. Teachers praised the trainers as being energetic, lively and knowledgeable, with one teacher highlighting how the trainer managed to "re-enforce [sic] the fact that the classroom must be lively and fun and at the same time under control."

A particularly positive aspect of the teachers' feedback was how they thought they might use what they had learnt in their own classrooms. Teachers indicated how much more interactive and communicative they intended their classes to become, with one teacher remarking, "As 'Communicative English' has become every [sic] important part of students' life to face the competitive world, the learning principles, knowledge we shared and learnt here will surely be used for the benefit of students." Finally, teachers made requests for further training, commenting how much they were looking forward to future sessions, how they wished their colleagues could have the same training experience, and how they would like future workshops to take place: "I am fortunate to attend it, but I want my co-teachers to also attend the same. Can we arrange a workshop in our school? What is the procedure to do it?"

2.4 DISCUSSION AND CONCLUSIONS

The previous sub-section has shown that the teachers' comments about the training workshops were overwhelmingly positive. Teachers enjoyed attending and participating in them. They commented frequently that the sessions had been informative, useful and enriching, that they had learnt a great deal from their attendance at the training, and that it was a beneficial experience.

Aside from the more general affective responses, many teachers identified learning points and commented on the specific content of the training sessions, forming an interestingly diverse list of positive learning points. These included teaching speaking, listening and communication skills; increasing student discussion time; improving their classroom management and classroom interaction skills; and increasing learner-centredness. Teachers also remarked on the delivery of the sessions and the trainers who delivered them, characterising the training sessions as lively, interactive and engaging. Teachers discussed how they could introduce the training into their classrooms to enhance their own teaching and the students' learning, emphasising the potential for more communicative and interactive classes. Finally, teachers expressed interest in attending further training, or encouraging their colleagues to attend such training events.

To conclude, the analysis of teacher feedback reflects the attending teachers' strong appreciation for the content, the delivery and the time spent investing in their professional development. Aside from a few suggestions, the feedback was universally positive and often effusive. We can begin to infer that interventions such as these ASL-based training sessions made a significant impact on the professional lives and practice of those in attendance – an impact that may be observed indirectly in teacher self-reports or changes in professional behaviour and attitudes, and directly in observed lessons and interviews with teachers and other stakeholders. The following three sections provide examples of such indirect and direct measures.

3. Impact Study 1: Observations of positive washback in the classroom

3.1 OVERVIEW OF THE FIRST OBSERVATION STUDY

The first investigation into the washback of ASL in classrooms was conducted in schools across India between January and April 2017.The aim of this research was to gather, through direct observation and short, structured interviews, data regarding the English classes in these schools, the presence of the ASL exam, teacher familiarity with the exam, its role in the class and any evidence of its effect on teaching. Section 2 gave examples of the teachers' responses to two example ASL training interventions. This section, and the two that follow, consider the ASL intervention in terms of the extent to which it can claim to have changed classroom practice. The context of this study and its participants are set out in the following sub-sections.

Scope of the study

Twelve trained observers observed English classes in the cities of New Delhi, Bangalore, Gurgaon, Hosur, Noida, Pune, Pimre Pune, Punjabi Bagh and Vasant Viha. Across the nine cities, 22 schools were visited, in which a total of 73 lessons were observed, involving 63 different teachers and 2,272 students. All the teachers were interviewed about their experience and their English classes. Additionally, 25 Heads of Department and 63 students were interviewed, to confirm the accuracy and veracity of data and explore insights that their respective experiences may have to offer. The research procedure consisted of the following stages:

1. A short interview with a teacher before the beginning of a lesson
2. Observation of a lesson
3. A short interview with the teacher at the end of the lesson
4. Interviews with a sample of students
5. Interviews with Heads of Department.

Observers collected data using standardised forms with observation categories and spaces to enter interview response data. They also audio recorded the lessons and interviews in MP3 format.

English classes in the schools visited

In all the schools visited, students had at least one English class per day, five days per week. These English classes varied in length from 30 to 55 minutes, with the average length of an observed English class being 39.5 minutes. The number of students registered for a class varied from 25 to 50 students, with an average registered number of 40 students per class. On the observation days, class sizes varied widely. The smallest number of students observed was four and the largest class observed had 50 students. The average observed number of students per class was 31. Teachers were asked what the focus of the class would be (either ASL preparation or general English), and the lessons that were observed were a mix of ASL exam preparation and general English classes. If time permitted, teachers were observed teaching both types of classes. In total, 38 general English classes and 35 ASL preparation classes were observed.

The teachers who were observed were all experienced English teachers with 4 to 47 years' experience in the classroom (average length of experience = 14 years). Of the 63 teachers observed, 61 identified as female and two as male. All the teachers observed had prepared students for the ASL exam within their English classes. Given the communicative aim of the ASL exam and the departure from traditional English teaching required for successful student preparation, the Heads of Department were asked whether any training in communicative language teaching had been given to the teachers. 22 out of 25 Heads reported that their teachers had received training in communicative English teaching to support their preparation for the ASL exam and their English classes in general. In addition to specific ASL and CBSE training, alongside training from Trinity College London, teachers had received training from Oxford University Press, the British Council, the Faculty Development Research Centre and the Child Education Society.

The majority of the Heads (22 out of 25) confirmed that their teachers had been given specific training towards the ASL exam. Teachers from five schools had attended Trinity's five-day, ASL Master Trainer (ASL-MT) programme. Teachers from nine schools attended Trinity's five-day, ASL-Examiner Training programme. Finally, teachers from 22 schools had received the CBSE's two-day cascade training. Though some teachers did not receive communicative English training, and some did not receive the ASL/CBSE training, all teachers in the study had received either training in communicative English teaching or the ASL exam, and most teachers had received both. Additionally, 17 Heads reported that they had set up an in-house cascade training programme on using ASL materials in English classes and preparing students for the ASL exam.

The presence of the ASL exam

The main aims of the observers' visits to the school were: i) to see how much the ASL was being practised in classes; and ii) to identify early signs of the impact the ASL exam may be having on English teaching. Interviews with the teachers and Heads of Department regarding the ASL exam revealed that all students present in the observed lessons had taken the ASL exam at either Class IX or XI and were familiar with its format, aims and content. This established that the ASL had a definite presence in the classes. The observers also investigated the resources the different schools were using in relation to the ASL exam and its contents. The Heads reported the use of the following resources: ASL Guide for Teachers (n=24), CBSE practice videos (n=21), in-house, teacher-produced resources (n=20) and commercial (non–CBSE) publications (n=12).

Some individual Heads also reported using general English language teaching (ELT) resources, National Board textbooks and TED talks (www.ted.com). The responses established not only that the ASL was present in the schools, but also that teachers had oriented their pedagogies towards the ASL, utilising specifically related communicative ASL materials and methodologies in their English classes. Heads of Department were also asked to provide their view on whether activities useful for ASL exam preparation were being practised outside school. In their responses, 20 of the 25 Heads reported that, in their view, the school was the only venue in which the ASL and its contents were practised.

3.2 OBSERVATION DATA AND FEEDBACK

The observation data were collated into Excel spreadsheets. The quantitative data were processed to generate descriptive statistics for comparison and analysis, while the qualitative data were transferred into NVivo 12 for thematic analysis. The analytical themes used were derived from Alderson and Wall's (1993) washback hypotheses. Though not all of Alderson and Wall's washback hypotheses were relevant for the analysis of these data, the hypotheses served as a suitable framework for presenting the data. The analysed data are presented in their thematic categories below, each theme including both quantitative and qualitative data, as relevant.

ASL impact on what teachers teach

This sub-section presents the observers' responses to questions about the influence of the ASL exam on the observed lesson. For each question, the percentage of affirmative answers is given, followed by key themes reported in the observers' qualitative comments. This approach of presenting the quantitative and then the qualitative data is repeated throughout the sub-section.

When asked to report whether they observed the influence of the ASL on lesson content, observers reported seeing clear signs of the impact of the ASL and its guidelines on classroom activities, particularly the blending of ASL components into the lesson, using content derived from the CBSE support materials.

Do you think you observed the influence of ASL on content in this lesson? (ie *what* the teacher taught)	Yes = 77.0%

Observers remarked on having seen teachers "training the students for their speaking assessment without even their knowing it". This occurred by them giving "ample opportunity for self-expression to students" through warm-up and brainstorming activities, as well as by encouraging students to analyse, think independently, ask questions and express themselves, discuss ideas, and give opinions.

Observers also reported a substantial amount of time spent on speaking and listening activities (39.2% and 35.1% of classroom time respectively). One observer commented: "I think ASL may be having an impact on the lesson because the teacher incorporated a lot of student speaking time in the lesson, which may not have been the case prior to ASL."

What percentage of the lesson time would you say was spent on the following?[2]	
Speaking	39.2%
Listening	35.1%
Writing	13.8%
Reading	11.8%

Observers reported the different ways in which they saw speaking skills being practised. They noted that students were offered considerable opportunity to give their opinions and views, and student participation was actively encouraged. Students were also encouraged to support their views, often with evidence, to debate the pros and cons of their views and those of their classmates, and to agree and disagree where appropriate. Observers also saw examples of presentation work, group work and problem-solving activities.

Student speaking skills that you saw being practised in the observed lessons:	
Relevance of responses	87.8%
Giving an opinion	83.8%
Organising ideas before speaking	74.3%
Supporting an opinion	70.3%
Listening to partner's presentation	68.9%
Pronunciation	66.2%
Narrating/making a presentation	58.1%
Responding to partner's opinion	56.8%
Ability to take turns appropriately	55.4%
Ability to initiate interaction	41.9%
Working together to reach agreement	39.2%
Discussing material from reading passage	36.5%
Discussing material from listening passage	32.4%
Recommending	21.6%
Persuading	18.9%

Observers made similar comments about the quantity and range of listening work they observed. They felt students were listening more intently and consciously, as well as inferring from context and prosodic features such as tone and stress, and they noted how this was followed up with the opportunity for the students to discuss what they had heard. One observer commented: "The teacher taught and promoted active listening among the students and encouraged them to speak on the basis of what they heard."

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[2] Note that, due to rounding, numbers may not add up to exactly 100%.

Student listening skills that you saw being practised in the observed lessons:	
Identifying main ideas (gist)	79.7%
Making inferences	78.4%
Identifying supporting details	58.1%
Short answer	58.1%
Summarising	52.7%
Predicting content before listening	50.0%
Identifying order in a process	40.5%
Identifying meaning of specific lexis	39.2%
Categorising topics/objects	24.3%
Selecting more than one answer	9.5%
Matching (objects/text to categories etc)	8.1%
Multiple-choice	5.4%
Selecting a visual	4.1%

ASL impact on how teachers teach

Overall, observers noted the influence of ASL on the teaching methodology in 83.8% of the classes they saw and they reported that most teachers (86.5%) appeared to have a command of communicative English teaching techniques.

Do you think you observed the influence of ASL on methodology in this lesson? (ie *how* the teacher taught)	Yes = 83.8%
Did the teacher seem to be in command of communicative English teaching techniques?	Yes = 86.5%

The observers were also asked to indicate if the following four aspects of classroom management occurred during the classes they observed. Since lessons should contain a range of different classroom management techniques, these categories are not mutually exclusive in that one might expect to see a mix of individual work, pair/group work, and whole class participation during the course of a session. It is interesting, however, to see the high incidence of pair and group work in the observed classes.

What percentage of the lesson time would you say was spent on the following?	
Individual work	56.8%
Pair work	24.3%
Group work	33.8%
Whole class	63.5%

Observers commented on the substantial amount of time spent on group and pair work. "The teacher actively encouraged the class to participate in the discussion. She also invited personal opinions and childhood reminisces from students." This interaction was also observed in different stages of the lessons. "The teacher actively encouraged student participation. It was an interactive lesson. The pre-reading task encouraged pair discussions and the teacher often encouraged the students to explain the meanings of words/lines."

96% of the Heads of Department surveyed reported that their teachers use ASL performance descriptors when grading their students' speaking and listening work. This finding is perhaps unsurprising since the ASL was a compulsory component of the end of year assessment and teachers had been trained to assess their own students.

Do your teachers use ASL performance descriptors for grading students' speaking and listening work?	Yes = 96%

Finally, when asked for their perception of the atmosphere in the classes, observers reported that lessons were "fun" 35.1% of the time, perhaps reflecting the energy generated in a classroom when there are interactive activities.

Was the lesson ever…[2]	
… fun?	35.1%
… neutral?	40.5%
… serious?	13.5%

ASL impact on how learners learn

Three themes emerged in the observers' comments regarding the interaction they saw. First, they noted how many of the classes were interactive (68.9%). Interaction was observed between both the teacher and students and students with other students. "The activities used initiated discussions leading to presentations in groups. The students used turn-taking, persuasion and worked together to reach agreement."

Was the class interactive?	Yes = 68.9%

The observers also provided additional comments on the open manner in which the students were speaking – that they were speaking freely, stating their opinions, and that teachers were encouraging unstructured speaking and free/open discussions. Finally, the observers remarked on the learner-oriented nature of the classes, stating that they were "student led, with teacher guidance." Teachers were observed "letting the students discover on their own what they were going to learn."

ASL impact on learners' attitudes towards content or methods of learning

Observers noted the students' engagement in the lessons and commented on their confidence: "Students were confident and expressed their opinions and shared personal stories/experiences without hesitation" and "Confidence in speaking has greatly improved." This improvement was explicitly linked to the ASL: "ASL has definitely helped, as the students were speaking with confidence and lucidly expressed their views and opinions and were able to summarise quickly."

The content of the lesson is interesting to the students	Yes = 90.5%
Students showed a positive attitude towards the lesson	Most = 86.5%

This finding was reflected in the student data. Of the sample of students (n=62), 88.7% reported feeling "very confident" or "highly confident" about speaking in their English classes.
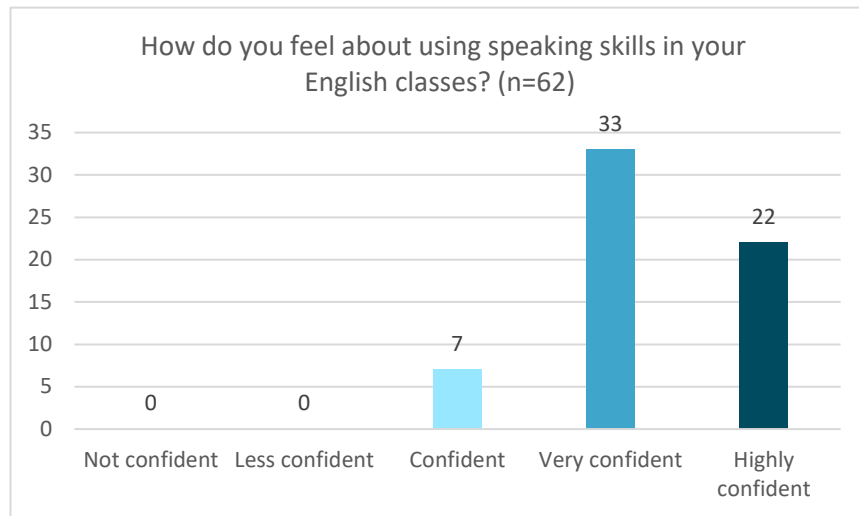
Figure 3.1: Students' confidence using speaking skills in their English classes

A more measured response emerged from the Heads of Department (n=25), perhaps because they were asked to think beyond the students' speaking confidence in their English classes. The Heads reported that all the ASL students were confident in using English in their other subjects. However, a lower percentage (68%) were "very confident" or "highly confident".
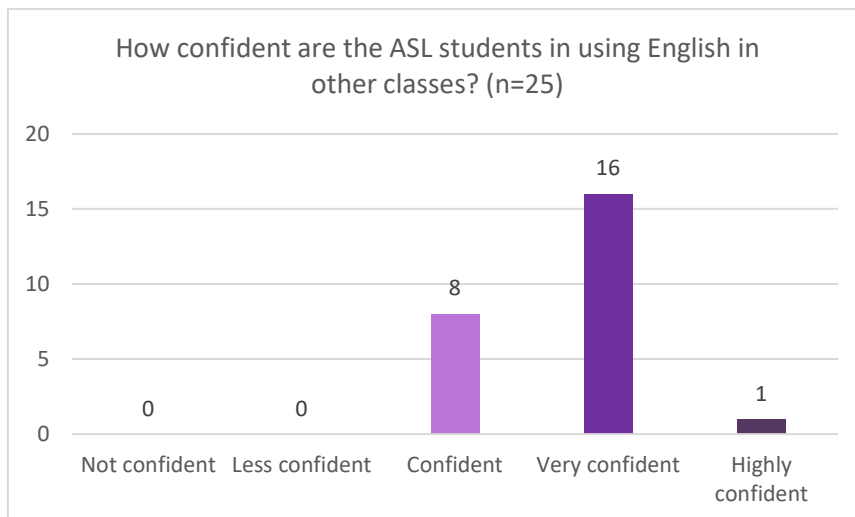
Figure 3.2: Students' confidence in using English in other classes

General impressions of the classes observed

Overall, the observers' opinions on the classroom set-up, their general impressions of the teachers and the suitability of the classes for ASL–related teaching were very positive. They felt the teachers were well prepared and had the necessary skills and language ability to be teaching English to Classes IX and XI. Also, the classroom conditions were favourable to language learning. The observers were in almost unanimous agreement that the lessons they observed presented the right level of challenge for the students. In 75.7% of cases, observers considered that the lesson objectives were attained. This slightly lower score than for the other judgements perhaps reflects the reality that even the most skilled and experienced teacher cannot predict the progress of a lesson, no matter how meticulously it has been planned.

	Response (n = 73)
Observers' impressions of the classroom and resources:	
Classroom conditions are favourable to language learning?	Yes = 100%
There were enough copies to go around?	Most = 79.7%
Observers' impressions of the teacher:	
Teacher seems competent to teach Class IX/XI English?	Yes = 98.6%
Teacher's English language abilities seem adequate to teach Class IX/XI?	Yes = 97.3%
Teacher seems to have prepared the lesson appropriately?	Yes = 90.5%
Observers' impressions of the lesson objectives:	
Teacher's learning objectives were attained?	Yes = 75.7%
Observers' impressions of lesson content:	
Content of lesson is the right level of challenge for this group of students?	Yes = 93.2%
Content of lesson is familiar to the students?	Yes = 87.8%
Observers' impressions of students' English ability:	
Students' earlier English training seems to be adequate for the tasks being practised in this lesson?	Yes = 97.3%

3.3 DISCUSSION AND CONCLUSIONS

All the teachers who were observed had received training in the teaching of speaking and listening and had had time to incorporate new teaching practices into their classroom. All had also prepared students for the ASL and had adapted their teaching pedagogy and lesson content towards improving their students' speaking and listening skills in readiness for the final exam. The data presented in this section have painted a picture of classes in which the teaching and learning behaviours are quite distinct from the more traditional English classes in India that were described in the first section of this report. Viewing these classes through the prism of Alderson and Wall's (1993) washback hypotheses, we can identify several ways in which to describe, quantify and characterise the innovations that were observed in live classes or were described by Heads of Department and students.

First, data from the observed lessons indicate that the ASL intervention affected what the teachers taught. In 77% of cases, the observers indicated that the ASL influenced lesson content and their comments specifically stated the evidence of this that they had seen. In some cases, this came in the form of activities that closely replicated the communicative speaking and listening activities in the ASL exam. One might expect this for the 35 (47%) classes which the teachers had said would be focused on ASL preparation, but we must also keep in mind that another 38 (51%) observed classes did not have the ASL as their identified learning focus. In these classes, observers also noted the influence of the ASL communicative training in the form of adapted communicative content. We can conclude from this that the ASL has brought a communicative focus to the content of the observed classes that goes beyond exam preparation alone, additionally altering the content of the general English curriculum classes.

Further evidence of this is provided in the balance of skills observed in the lessons. In the classes observed, some 74% of the classroom time was given over to speaking and listening practice, a figure that would be wholly unexpected had the ASL intervention not occurred. The data show classes that have been transformed into learning spaces in which speaking is the primary skill being used by the students, closely followed by listening. Drilling even deeper, we see from the observation data that the types of skills being practised were consistent with a communicative language teaching curriculum, including

a large amount of speaking practice in the form of giving opinions and replying with relevant responses, supporting opinions and responding to those of others, initiating interaction and working together to reach agreement. In the case of listening, there was a large amount of practice in listening for gist, making inferences, identifying supporting details, as well as summarising and predicting content before listening. The data here suggest that the ASL intention of promoting speaking skills among the students appears to have achieved its aim.

A second layer of evidence for washback in the English classes emerged from the ASL's influence on how the teachers taught. Observers reported that the ASL influenced teaching methodology in nearly 84% of cases, even higher than the figure for the influence of the ASL on lesson content. This supports the inference that the ASL has made an impression not only on specific ASL classes, but also on general English lessons. The data for classroom management point to a shift away from the traditional teacher-centred chalk-and-talk approach of addressing the whole class or requiring students to work alone in silence. According to the data, the ASL-trained teachers have adopted other ways of working, with pair and group work being seen in more than 50% of lessons observed, suggesting more communicative classes. Additional to this, it is important to note that the teachers seemed competent and fully prepared, appropriately choosing content to align with what the students had previously learnt. In nearly 87% of cases, the observers felt that the teachers were in command of the communicative English techniques that they were using. The Heads of Department also reported that the teachers were using the ASL performance descriptors to mark students' speaking and listening work. These triangulated observations and reports suggest that the teachers have adopted communicative teaching techniques as standard practice, rather than having improvised or staged them for the purpose of the observations.

A third layer of evidence comes from reports of how the learners were learning. Even in the most communicative of classes, there are inevitably teacher-led instructions, checking, guidance, etc, and time is given for students to think, prepare, reflect and solve tasks. However, the observers reported that the teachers promoted interaction, with some 70% of class time being viewed as interactive. Though there is no prescribed ideal figure against which to compare this percentage, as each lesson is as individual as the teacher who plans it, we can conclude that the classes reflected an ambition among the ASL teachers to create lessons in which spontaneity and dynamic communication are viewed as positive qualities in teaching and learning.

The fourth and final layer of evidence for washback in the English classes relates to the affective aspects of impact. The lessons were interesting to the students over 90% of the time and, in 86.5% of cases, the students responded with positive attitudes towards the lesson. These two measures suggest that the students were positively oriented towards the communicative content and delivery of the lessons. This could represent an important milestone in their learning and in the professional development of the teachers, perhaps buoyed by the teachers reportedly keeping the atmosphere neutral to light, with a serious atmosphere being observed in only 13.5% of lessons. The estimated confidence of the students to speak English offers a second view of this positive orientation towards communicative ways of learning. The students' speaking confidence was evident in a range of ways, such as their ability to speak without hesitation; confidently give opinions and share views; participate in pair and group discussions; give presentations; and participate in drama activities. Not only was this confidence noted by the observers, but the interviews with the students reflected the same positive levels of confidence, with all students reporting that they felt confident with speaking English in class and 87% of students interviewed reporting that they felt either very confident or highly confident. Interviews with the Heads of Department corroborate the reports of increased student confidence with speaking skills, with all Heads reporting that the students are confident using English in other classes and 68% reporting that the students were very confident or highly confident.

To conclude, in Impact Study 1, the teachers were observed to deliver lessons that were unmistakably communicative in their orientation and markedly different from a traditional language classroom in India. Most importantly, perhaps from the point of view of the initial overarching aims of the ASL, teachers practised a range of speaking and listening skills, often in an engaging way. The data in Impact Study 1 strongly suggest evidence of washback from the ASL in the English classes – not just in the adoption of communicative approaches in ASL-specific classes but washback also in the way that general English classes are taught and how the learners learn. The additional finding that this positive washback extends across other subjects where English may be used (see Figure 3.2), exceeds the original expectations of the ASL to promote positive washback.

4. Impact Study 2: Positive washback – self-reports over time

4.1 RESEARCH DESIGN: RESPONDENTS AND DATA COLLECTION

Impact Study 2 comprised an online survey of teachers who had participated in the original Trinity/CBSE benchmarking pilot study in 2012, subsequently received training and who had prepared their own students for the ASL exam. In November-December 2016, these teachers were invited to participate in an online survey in which they self-reported changes in their levels of confidence in their classroom practice as well as any changes in classroom behaviours that may have resulted from the training they had received and/or the experience of preparing students for the ASL exam.

Research questions

All the teachers participating in the research had received ASL–related training, many attending more than one training event. They had also all prepared students for the ASL exam in their English classes and had conducted the ASL for their students – in semester one and in semester two. All the teachers had received support practice materials from Trinity. The following research questions were posed:

1. Do the teachers' self-reports of pre-training and post-training practice differ, and if so, do they differ in the desired way?
2. Do teachers' self-reports reveal any insight into their feelings and attitudes towards teaching English after the training and ASL exam preparation experience?

These questions were informed by the intended impacts of the training and the requirements that the ASL exam made on learning and teaching.

Background of teacher respondents

43 teachers participated in the survey. All were teaching English at the time of the research – Class IX (57%) and/or Class XI (66%). Though a quarter of the respondents (n=11) were from the Delhi area, the remaining 32 respondents were drawn from across India:

State	(n)
Delhi	11
Goa	1
Haryana	5
Jharkhand	3
Karnataka	3
Kerala	2
Maharashtra	5
Odisha	2
Punjab	1
Rajasthan	4
Tamil Nadu	2
Uttar Pradesh	4

All respondents had received one or more of five types of training (given below). The number does not add up to 43 because teachers attended more than one type of training.

Training type	N
CBSE two-day cascade training	10
Trinity ASL-ET five-day training	31
Trinity ASL-MT five-day training	24
Trinity item writer training	14
Trinity pilot training (2012-2013)	16

Survey design and data collection

The teacher participants were recruited by approaching teachers who had participated in the benchmarking pilot study. The survey was completed online and took around 20 minutes to complete. It asked teachers to reflect on their feelings before and after their ASL experience. Many questions were presented as Likert-type scales, with five response categories to indicate levels of confidence, strength of feeling, positive vs negative feelings, frequency of activities, etc. Approximately 20% of the items also allowed respondents to express their own thoughts and feelings regarding each topic or theme. Some examples follow:

Q1 How confident did you feel about developing speaking skills in the classroom via pair and group work?

Not confident				Highly confident
1	2	3	4	5

Q2 How confident do you now feel about developing speaking skills in the classroom via pair and group work?

Not confident				Highly confident
1	2	3	4	5

Q16 Before ASL training, I used the following speaking activities in my classes (choose all that apply):

Role play	Simulation	Game	Presentations	Debates

Q17 Now I use the following speaking activities in my classes (choose all that apply):

Role play	Simulation	Game	Presentations	Debates

Teachers were invited to note any additional thoughts they may have through some qualitative-only questions, such as the following:

Q31 Has the ASL influenced the methodology that you use with your Class IX/XI classes – ie the techniques or activities that you use? Has the exam affected the way you teach the skills of reading and writing as well as listening and speaking?

4.2 ANALYSIS AND RESULTS

The data collected in the survey were analysed using SPSS 25 to produce descriptive and inferential statistics and NVivo 12 to identify and code thematic groupings in the qualitative data. The stages of the analysis and the emerging themes were considered in the context of previous washback research, which informed the organisation of this results sub-section.

Self-reports of teacher confidence

The teachers' confidence to handle speaking activities in class was addressed by conceptualising 'before' and 'after' self-ratings of confidence. For each item, teachers were able to select from five options on a Likert-type scale, from 'not confident' to 'highly confident'. Respondents were asked to provide their own estimations of change by giving 'before' and 'after' ratings.

Teacher confidence was explored from several perspectives. Cronbach's coefficient alpha was calculated to check the reliability and internal consistency of the questionnaire items. It is generally accepted that a value greater than $\alpha = .9$ is appropriate for cognitive surveys. The results of the Cronbach's alpha for the items related to confidence 'before' was $\alpha = .964$, and there was no increase in reliability if any individual item were deleted. This shows more than acceptable internal consistency in the 'before' measures.

Figure 4.1 presents the teachers' mean self-reported confidence scores for 'before' and 'after' the training that they received. The graphic shows their confidence in what they teach, and when and how they teach it ie choosing materials and methodology, and initiating, directing and controlling activities before and after training. In every case, the teachers' confidence was higher after training.
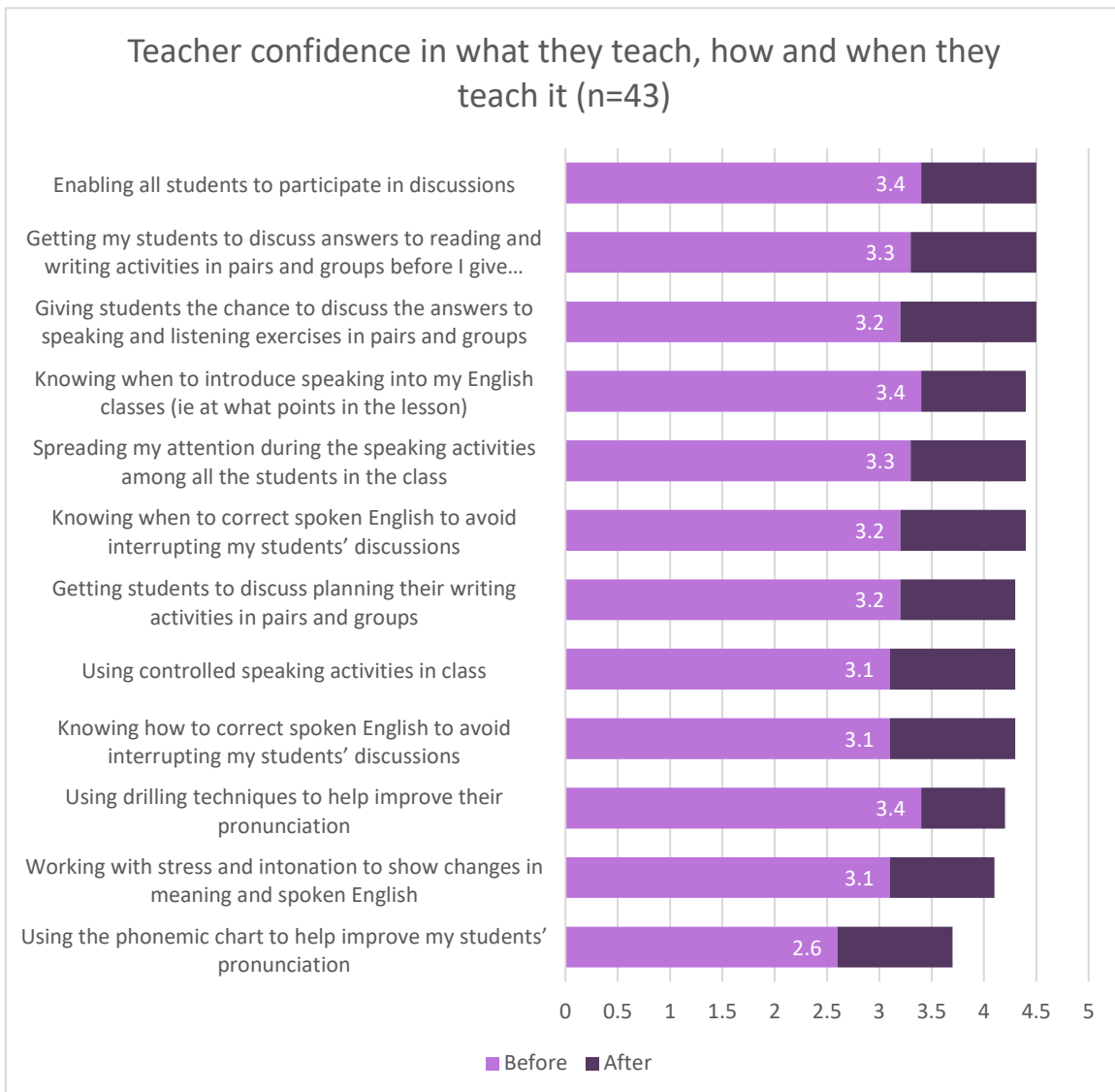

Figure 4.1: Teachers' confidence in what they teach, how and when they teach it

In questionnaires where several potentially similar variables have been measured, it can also be useful to explore whether each item is a measure of a discrete construct or whether the questionnaire items measure a smaller number of underlying constructs. Principal components analysis (PCA) is a variable-reduction technique that aims, through a form of correlation analysis, to reduce a larger set of variables into a smaller set of underlying variables, called 'principal components', which account for most of the variance in the original variables. Before conducting a PCA, it is necessary to ensure that statistical assumptions are met. In the present study, with only 43 teacher respondents, a preliminary Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was taken for the overall data set in order to confirm the sampling adequacy for each variable in the data set and for the complete data set. In this procedure, all the measures of confidence in the 'before' condition were treated as one data set, and the measures of confidence in the 'after' condition were treated as another discrete set. The KMO measure of sampling adequacy should be greater than 0.5 for the sample to be adequate. In this study, the KMO measure indicated that the strength of the relationships among the 'before' variables (KMO = 0.842) and the 'after' variables (KMO = 0.85) was high. This allowed the analysis to proceed to the PCA.

The PCA was conducted using the confidence answers for the 'before' data set using Varimax rotation with Kaiser Normalization. Among the 22 variables that had an Eigenvalue above one and can therefore be described as accounting for most of the variation, only two factorial components were identified. This indicates that, in the minds of the respondents, they were answering questions related to just two elements or constructs. To investigate how the questions grouped, the factor loadings for each question (item variable) were inspected. Any item variable with a score over 0.43 was identified as salient to the factor[3]. Then, human judgement was used to infer the superordinate link between item variables that loaded onto the same factors. In this case, factorial component 1 relates to the teachers' reports of their confidence to initiate, control and direct classroom activities. This aligns with Alderson and Wall's (1993) washback hypotheses: 'What teachers teach' and 'How they teach'. Factorial component 2 relates to teachers' confidence in focusing on a student's perspective to learning – how students learn and what they use for learning. This aligns broadly with Alderson and Wall's washback hypotheses: 'What learners learn' and 'How they learn', though the original hypotheses were fully learner focused (ie on learner behaviour rather than on teacher behaviour). The 22-item variable loadings and figures from the PCA rotated component matrix are given below in Tables 4.1, 4.2 and 4.3.

Of note here is that the more teacher-centred an activity becomes, the higher the component score and the stronger the relationship to the component. For example, using drilling techniques is a highly teacher-driven exercise, and relates very strongly to component 1. On the other hand, giving students the chance to discuss their answers requires the teacher to create and allow opportunities for students to speak, but it is also describing the students' own discussions. This less teacher–focused activity has a lower score of .650. Likewise, those activities that the teachers have interpreted as highly student focused have a stronger relationship to component 2. For example, giving the student many opportunities to speak in class has a score of .818, and including more speaking opportunities for students in class has a score of .793.

Also important to note is that some item variables cross–loaded onto both factorial components, indicating the teacher-student-directed nature of the activities. This is perhaps well illustrated by the item variable 'Giving my students plenty of free ("authentic") practice', in which the teacher creates and monitors the exercise but the students do most of the talking; this loaded onto both factorial components. There is also a noteworthy parallel between 'Knowing the best order to present new language to students' and Alderson and Wall's (1993) washback hypothesis 'Rate and sequence of teaching and learning'. The cross-loaded connection to both the teacher-driven and student-focused factorial components is also arguably related to Alderson and Wall's 'Degree and depth of teaching and learning', connecting as it does teacher to student, teaching to learning.

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[3] After Comrey (1973)

Factorial component 1	Confidence in …
.797	Using drilling techniques to help improve their pronunciation
.781	Working with stress and intonation to show changes in meaning in spoken English
.753	Knowing how to correct spoken English, to avoid interrupting my students' discussions
.746	Spreading my attention during speaking activities among all the students in class
.745	Knowing when to introduce speaking into my English classes (ie at what points in the lesson)
.717	Using the phonemic chart to help improve my students' pronunciation
.707	Using controlled speaking practice activities in class
.703	Knowing when to correct spoken English to avoid interrupting my students' discussions
.687	Getting my students to discuss answers to reading and writing activities in pairs and groups before I give them the correct answers
.669	Getting students to discuss planning their writing activities in pairs and groups
.652	Encouraging all students to participate in discussions
.650	Giving students the chance to discuss the answers to speaking and listening exercises in pairs and groups

Table 4.1: Factorial component 1: Teachers' confidence in what they teach, how and when they teach it

Factorial component 2	Confidence in …
.793	Knowing how to include more speaking activities in my English classes
.750	Ensuring all students understand what they have to do in communicative activities by using clear instructions
.694	Knowing how to split large classes into smaller groups and pairs in order to work together
.623	Knowing how to get students to talk together in large English classes
.582	Developing speaking skills via pair and group work
.574	Getting my students to use mind maps etc in planning their presentations in pairs and groups

Table 4.2: Factorial component 2: Focus on students' opportunities for learning

Factorial component 1	Factorial component 2	Confidence in …
.619	.549	Knowing about the best order to present new language to students
.612	.541	Knowing how to link speaking activities to the learning outcomes of my class
.564	.630	Giving my students plenty of free ('authentic') speaking practice

Table 4.3: Cross-loaded onto factorial components 1 and 2

In order to identify any changes in confidence, ie 'before' and 'after' effects, the next step in the analysis was to consider any differences in reported levels of confidence on each item variable. Prior to comparing the 'before' and 'after' confidence ratings for each individual question item, a Shapiro-Wilk test was conducted on each pair of responses to see if the data were normally distributed. In each case, the data were shown not to be normally distributed, indicating that, for the purpose of comparing 'before' and 'after' responses from the same respondents, a non-parametric Wilcoxon signed-rank test would be required.

Confidence in …	*z*	*p*	*r*
Using drilling techniques to help improve students' pronunciation	-4.441	.000	.48
Working with stress and intonation to show changes in meaning in spoken English	-4.909	.000	.53
Knowing how to correct spoken English to avoid interrupting my students' discussions	-5.062	.000	.55
Spreading attention during speaking activities among all the students in class	-4.988	.000	.54
Knowing when to introduce speaking into my English classes (ie at what points in the lesson)	-4.388	.000	.47
Using the phonemic chart to help improve my students' pronunciation	-4.864	.000	.52
Using controlled speaking practice activities in class	-4.876	.000	.53
Knowing when to correct spoken English to avoid interrupting my students' discussions	-4.899	.000	.53
Getting my students to discuss answers to reading and writing activities in pairs/groups, giving correct answers	-5.212	.000	.56
Getting students to discuss planning their writing activities in pairs and groups	-5.215	.000	.56
Encouraging all students to participate in discussions	-5.219	.000	.56
Giving students the chance to discuss the answers to speaking and listening exercises in pairs and groups	-5.436	.000	.59

Table 4.4: Reports of confidence, focusing on teacher direction and control
– what teachers teach and how and when they teach it

The results of the Wilcoxon signed-rank test indicated that for every question item, there was a statistically significant difference between the 'before' and 'after' ratings for confidence. Tables 4.4 to 4.6 present the results of the Wilcoxon signed-rank test, grouped according to the factorial component loadings and Alderson and Wall's (1993) washback hypotheses.

Confidence in …	z	p	r
Giving students many opportunities to speak to one other in my English classes	-5.583	.000	.60
Knowing how to include more speaking activities in my English classes	-5.379	.000	.58
Ensuring all students understand what they have to do in communicative activities by using clear instructions	-5.524	.000	.60
Knowing how to split large classes into smaller groups and pairs in order to work together	-5.200	.000	.56
Knowing how to get students to talk together in large English classes	-5.558	.000	.60
Developing speaking skills via pair and group work	-5.334	.000	.58
Getting students to use mind maps etc in planning their presentations in pairs and groups	-5.379	.000	.58

Table 4.5: Reports of teacher confidence focusing on students' opportunities for learning

Confidence in …	z	p	r
Knowing about the best order to present new language to students	-5.118	.000	.55
Knowing how to link speaking activities to the learning outcomes of my class	-5.084	.000	.55
Giving my students plenty of free ('authentic') speaking practice	-4.969	.000	.54

Table 4.6: Reports that cross-load onto both factorial components, including 'degree and depth of teaching and learning'

ASL impact on teachers' choice of content

Teachers were also invited to say what may have changed in their teaching as a result of increased confidence. These qualitative comments have been analysed in relation to the factors (constructs) identified in the PCA, with some comments aligning with factorial component 1, others with factorial component 2, and several comments relating to elements of both.

Several themes emerged in the qualitative comments related to what the teachers were teaching and how and when they were teaching it. First, teachers mentioned how they are using topics given by the CBSE in class and supplementing these materials by introducing their own ideas and materials. One teacher commented: "I try to make it a point to add listening and speaking activities as part of my everyday teaching. Many things are already there in the CBSE books, but I try to add stuff from my side too." Another said: "I supplement the exercises given in CBSE coursebooks by providing my students with the topic and problem-solving activities of the ASL speaking part. I do more pre-planning for class." Teachers were willing to make an extra effort to select materials as they felt it was having a positive effect and getting good results out of students of all levels.

When choosing their own content, teachers chose materials and topics that were more interesting and relevant to the students. As one teacher noted: "While it's unique and challenging for the teacher to convert a news item into age-appropriate questions of interest for the class, the students get to learn from a new source, rather than the prescribed textbooks." Another commented: "I choose topics for my Class XI students which might be of interest to them at that particular age, like the use of drugs or alcohol, topics which students can easily relate to." Indeed, the contemporary nature of the topics was important: "I like to choose materials that are current and connected to contemporary issues such as odd even carpool policy, use of cloth bags etc." There was also a comment about the use of materials from authentic sources: "I choose authentic material (text or recording) to illustrate grammar points" and there was evidence of teachers looking further afield, with a more outward-looking focus when considering content: "I try to incorporate the activities that test/train students for international standards like the Trinity exams."

Importantly, teachers commented on a shift in focus from teaching English as knowledge to teaching it as a skill: "I have started talking of this subject as a skill subject. I aim to be specific regarding the particular skill I intend to develop among my students." Teachers also emphasised a balance of all four skills. One teacher commented: "Earlier their focus was on reading and writing only. After the ASL, students have become more interested in speaking and listening skills as they are marked." Another remarked: "The ASL test has really created interest among students about these two skills of listening and speaking. Earlier, in the absence of a formal test of these two skills, neither teachers nor students bothered so much about them."

Another teacher described what can be done when one focuses on listening skills: "For listening skills, I arouse interest in topics through visuals, discussion and brainstorming; I pre–teach vocabulary and set focus questions; we work on predictions and on language points from the recording, set a context for fluency task and finally give feedback." The listening activities also extended into more pronunciation–related activities: "After the ASL training, I have started giving more pronunciation exercises to check and improve their pronunciation." Also: "Students are […] taught and checked for their tone and intonation. Choral reading/recitation is done for the poems. All doubts of the students regarding the pronunciation of the words are allayed by exposing them to the correct pronunciation then and there, followed by a drill of the same till they get it correct."

In a final point about the content of their teaching, teachers commented on their understanding of assessment: "The ASL training has proved to be very productive and enriching for me. It has familiarised me of [sic] the ASL assessment parameters to bring uniformity in the evaluation process."

ASL impact on teachers' choice of methodology

With respect to how teachers are teaching, one teacher commented: "Definitely the exam has affected the way I teach. I have improved my techniques and strategies to bring about the desired outcome." Another teacher, who was also a trainer, commented: "I am a teacher trainer. After this training, I am able to mentor the teachers in how to improve their learners' speaking and listening skills." Many teachers reported an increased use of multi-media, such as radio drama, websites, TED talks (www.ted.com), video clips and other digital material for listening and reading development, as well as increased use of PowerPoint presentations and Smart Boards as teaching aids.

When asked specifically about speaking activities, teachers reported an increased in the use of debates, presentations, games, simulations and role plays in the classroom. The data presented in Figure 4.2 indicate that, among the teachers surveyed, the use of each of the speaking activities increased after ASL training. Where some activities were reportedly already used by teachers, eg role plays and debates, teachers reported an additional moderate increase in their frequency after training. Also, nearly all teachers reported that they were now using presentations in the classroom (41/43), most were using games (39/43) and a very large number were now using simulations (36/43).

The teachers' additional comments indicate that the students better understood the value of speaking activities: "Learners are beginning to understand that getting marks in English does not end in getting marks in the written exam. They also need to speak well." Another teacher commented: "I create situations to elicit a variety of responses, encourage exchange of ideas, focus on content words more than the structural words, and give importance to creativity and the sequencing of ideas." Many teachers commented on the role of discussion in the classes, for example: "Students are asked to discuss in pairs/groups and present their answers before then discussing questions in class." Another teacher commented: "Students share their experiences and anecdotes and relate them to modern instances and

talk about their varied interests. Opportunities are provided to them to express their own opinions and suggestions on the various themes and activities." One teacher pointed out how they could see new speaking ideas in existing materials: "Even the coursebooks have got a lot of questions and activities that create speaking situations. Earlier I used to skip them or did them with less confidence. However, I have understood their importance because of ASL training."
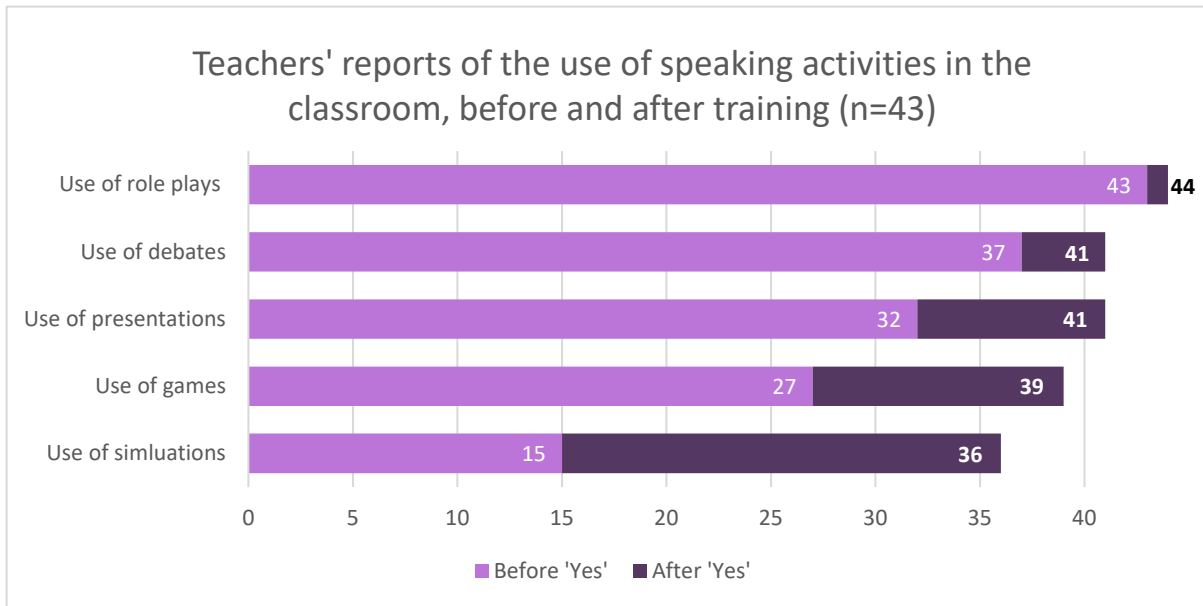

Figure 4.2: Teachers' reported use of speaking activities in the classroom

The increase in the use of speaking activities appears to correlate with changes in the balance of teacher vs student talking time in the classroom. Figure 4.3 shows the amount of teacher talk vs student talk before their training and after. After putting the training that they had received into practice, teachers reported moving to a more communicative model of teaching, with an identifiable shift to a model in which the students were able to talk more and the teacher spoke less. Further comparative analysis was conducted through a Wilcoxon signed–ranked test. The difference in teachers' talking time was statistically significant with a "medium" effect size (z=-3.400, p=.000, r=.37).
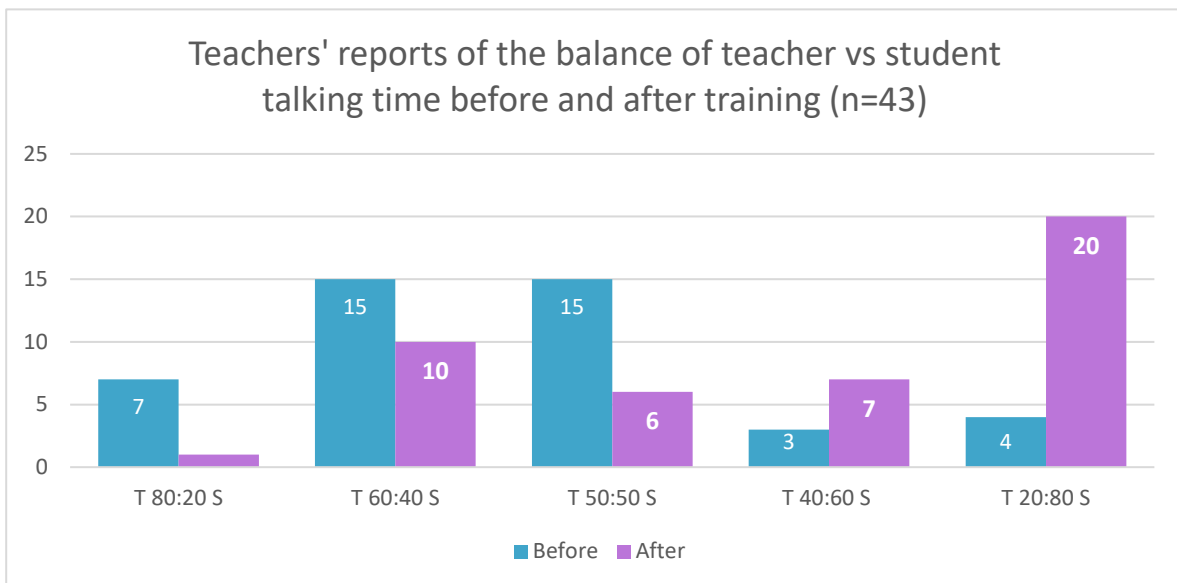

Figure 4.3: Teachers' reports of the balance of teacher vs student talking time, before and after training

Teachers' qualitative comments focused on how the ASL and its associated training helped them to reduce teacher talking time (TTT): "The ASL has brought a change in the teaching methodology which reduces TTT considerably." Another remarked: "ASL training enabled me to reflect and plan my teaching so that TTT gets reduced." There was also evidence of the ASL training having a cascade effect: "As a teacher trainer I have been able to train teachers in creating opportunities for more student talk time."

Finally, Figure 4.4 shows how frequently teachers used comprehension checking activities before and after the ASL training. Though the use of each comprehension checking tool depends somewhat on the task at hand, it is likely that teachers tend to use certain tools more often than others. This expectation is borne out by the 'before' and 'after' data. For instance, before training, teachers most frequently used concept checking questions and definitions, and after training their use of this activity increased. However, after training, teachers reported the use of techniques that they had previously used very infrequently. Large increases were observed in the use of images (+20), clines (+15), opposites (+15), short texts (+11) and realia (+10).
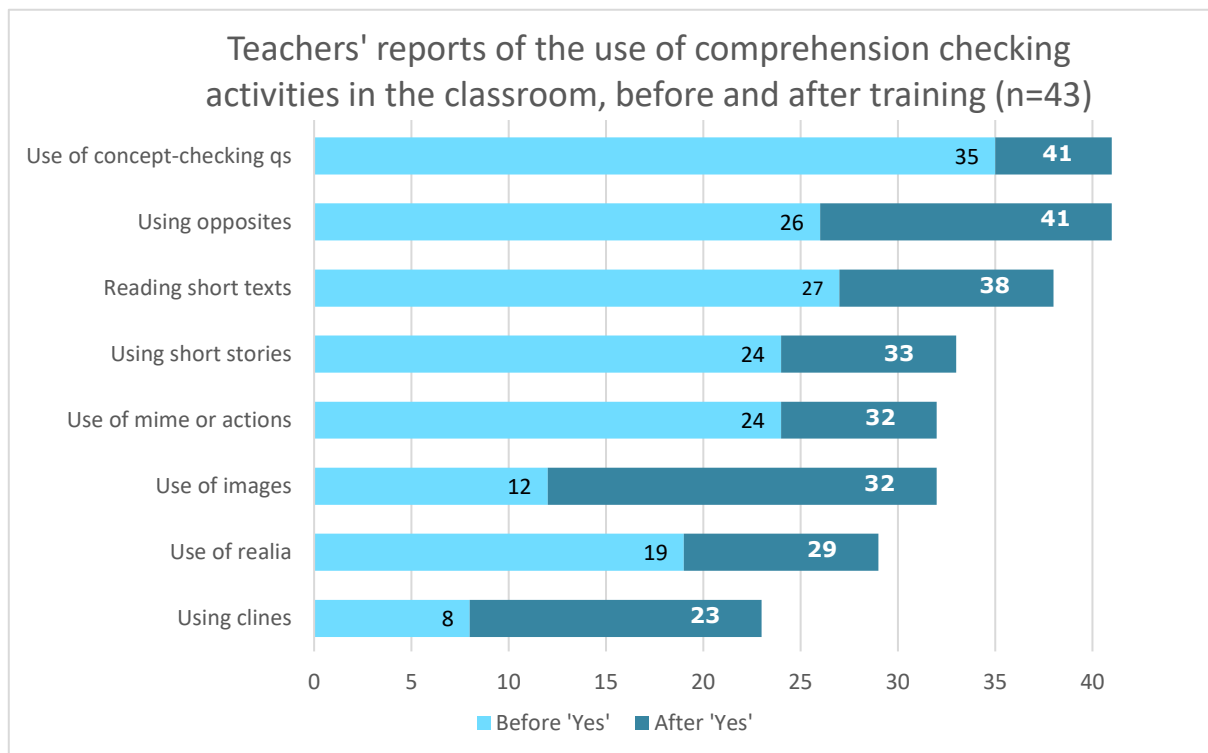

Figure 4.4: Teachers' reported use of comprehension checking activities, before and after training

ASL impact on teachers' attitudes towards the content and methods of teaching

One of Alderson and Wall's (1993) washback hypotheses was that the exam would effect changes in teacher attitudes towards the content and methods of teaching. The qualitative data collected from the online questionnaire provide several examples of changes in teacher attitudes. One teacher commented: "In my opinion, the ASL has shaken us all up from our comfort zone, be it the teacher or the taught, and both are now making a conscious effort to deliver their best. This in itself is a good sign."

Teachers attributed their change in attitude specifically to the ASL and the training that was provided: "The ASL training has apprised me of new methodology, tools and techniques to hone my skills to choose the most appropriate and effective techniques to maximize the overall effect on my students." Teachers also praised the programme and its aims: "It is a great initiative by CBSE and Trinity College. The research and training must continue till each teacher feels like a master in the field. Undoubtedly, they will shape the language skills and the career of the students in the cascading effect." Positive attitudes also manifested themselves as statements of personal development as in the case of one teacher who said, "It has boosted much confidence in me while teaching and moulded my art of teaching. I feel much confident [sic] and happy in the lively classroom where everyone enjoys learning."

Finally, teachers of children with special needs responded positively to the training they received and the introduction of the ASL. One teacher noted: "Our school is an inclusive school. Conducting the ASL successfully for special children in itself speaks volumes about the impact of the ASL test and the wonderful training provided by Trinity."

ASL impact on students' learning opportunities

Figure 4.5 presents the mean scores for teachers' confidence in their ability to be student-centred in their pedagogy. Though teachers claimed to use many student-centred activities before they received ASL training, their use of these activities increased after the ASL training.
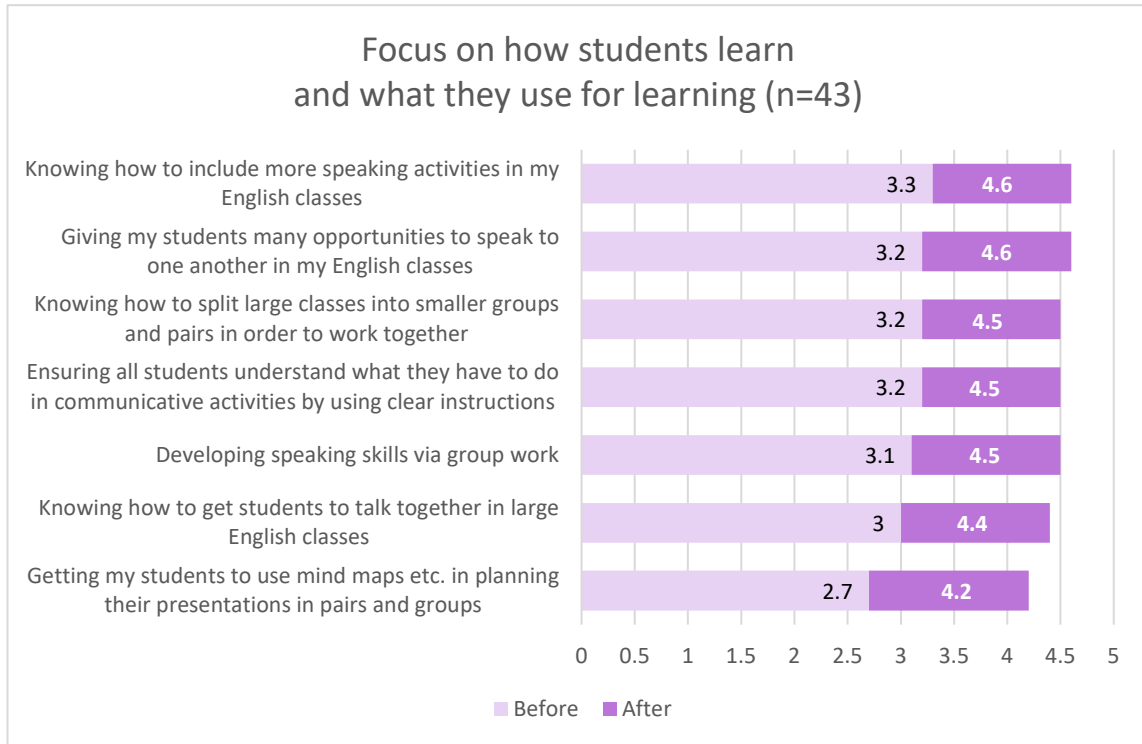

Figure 4.5: Focus on student-centred activities and comprehension

Teachers also made several comments about their classes becoming more learner-centred and interactive, as they were drawing on the students' real-life experiences, which they were better able to share and discuss through pair and group work. Teachers linked this more learner-centred approach to the training that they had received. One teacher commented: "The newly learnt techniques during my ASL training have also apprised me of a plethora of activities which can be used to enhance the basic language skills of my students particularly of Class IX/XI. I take the students' perspective into consideration." Among the new activities that teachers cited were encouraging their students to do independent research; encouraging them to create and give presentations and to hold seminars; and promoting the use of mind maps, graphic organisers, flow charts, web charts and other visuals in order to stimulate their peers and better communicate their ideas.

One teacher commented: "Before, many a time I handed the worksheet to the students and gave the instructions simultaneously, which resulted in the set of instructions getting all mixed up and the students asking the same thing over and over again. My instructions are now clear, concise and precise and I have reduced the TTT considerably. Setting up of ground rules before any activity has also helped with time management." Another teacher added: "No denying it. It has changed my perspective forever. Now I use group work and pair work with ease. My classrooms are learner-centred. Teaching English will never ever be monotonous for me again!" A teacher made the further point that this was not restricted to the urban, more cosmopolitan areas where English is more commonly spoken – the ASL was also enhancing students' spoken confidence in schools in rural areas where there is less exposure to English.

ASL impact on mixed teacher–student focus

Figure 4.6 presents the mean scores for teacher confidence in activities that had a mixed teacher-student focus. As with all the previous questionnaire items, after they had received ASL training, teachers were more confident about providing students with speaking and other student-centred learning opportunities.
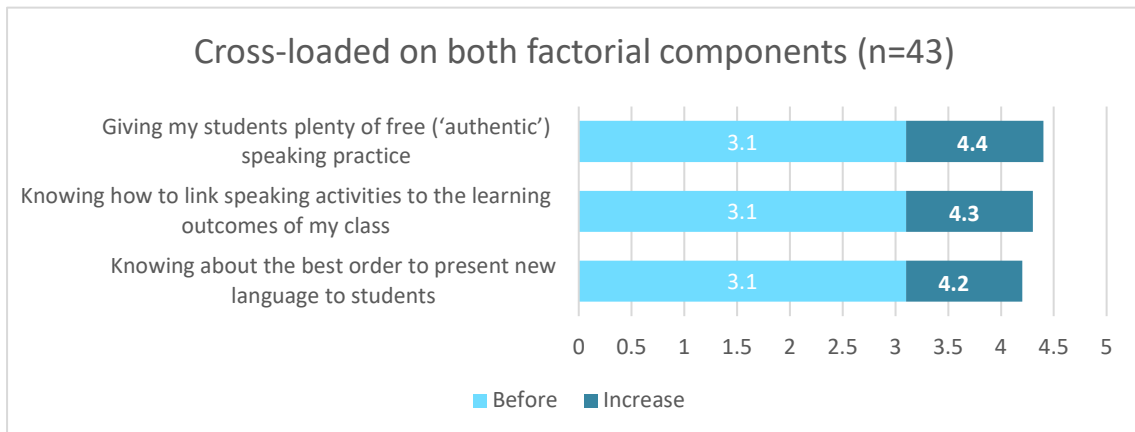

Figure 4.6: Activities with a mixed teacher-student focus

In the qualitative comments, teachers pointed out that increased student participation in speaking activities led to a decrease in student response time when speaking in class (ie shorter turns and possibly more interactivity), and there was comment that, as the number of students speaking increased, the quality of the language improved. The benefits of the ASL appeared also to extend beyond language and interaction as learning outcomes. One teacher commented: "My teaching techniques have changed. Now the emphasis is more on students talking, critical thinking and helping the ones who are not so confident to speak – by asking them short questions, which help them to speak." Another teacher noted how the increase in student confidence led to students also being better able to identify their own abilities.

4.3 DISCUSSION AND CONCLUSIONS

In her summary of washback studies, Cheng (2013, p1,133) describes Alderson and Wall's (1993) washback hypotheses as dividing into two halves: a test's influence upon teaching and a test's influence upon aspects of learning. In this study, we have empirical evidence from the principal components analysis that supports this division: twelve of the item variables loaded onto one factor, thematically linked as 'teacher confidence to initiate, control and direct their teaching'. This factor included Alderson and Wall's hypotheses relating to what teachers teach and how they teach it, as well as the rate, sequence, degree and depth of teaching. The second factor, onto which loaded seven item variables, were all thematically linked by their focus on 'students' opportunities for learning'. The item variables here align with Alderson and Wall's hypotheses of how and what students learn, as well as the sequence and degree of learning. The final three item variables appear linked to both teaching and learning and the PCA indicated that, indeed, they cross-load onto both factors.

In this study, we can therefore characterise reports of teacher practice as falling into two groups: approaches to teaching and opportunities provided for student learning. The question that naturally follows is whether the teachers' approaches differed as a direct result of the ASL exam and the training they received, the basis for Research Question 1:

> *Do the teachers' self-reports of pre-training and post-training practice differ, and if so, do they differ in the desired way?*

The data show that there was a clear difference in the 'before' and 'after' confidence levels for each question, across the two factorial components and those items that cross-loaded onto both factors. In the first factorial component group, confidence levels improved on each dimension by a rate of between 0.8 and 1.2. Taking an average score for the whole factorial dimension, confidence levels improved by 1.1 from an average of 3.2 to 4.3. The impact of the training and ASL–related activity on the teachers' confidence regarding the content of their classes, the methodology they use, and their delivery is clearly very positive.

The positive quantitative data were corroborated and expanded upon by the teachers' qualitative comments. Teachers described how they were now introducing their own content – content that was more contemporary, age-appropriate and relevant to their students, and how they now included previously neglected speaking and listening skills. Teachers also reported increased confidence with the use of multi-media in the classroom. In both the quantitative and qualitative data, teachers indicated an increased confidence with teaching pronunciation – the use of stress and intonation, the use of drilling techniques and the use of the phonemic chart. Teachers also remarked that they had started to consider their own questions more carefully, and that they encouraged students to discuss their plans before writing as well as to share their answers to reading and listening activities in pairs and groups.

For the second factorial component, the 'before' and 'after' scores also clearly indicate a positive impact, with the scores improving by between 1.3 and 1.5. Taking an average score for the whole factorial dimension, teachers' confidence levels with elements of classroom management improved from 3.1 before ASL–related activity to 4.5. This very large increase in the mean of 1.4 indicates that the teachers responded extremely positively to the ASL–related training activities. They were allowing more diverse activities in the classroom, such as presentations, and had the confidence to take a freer approach to classroom management by allowing students to speak in class. The qualitative data related to this second factorial component adds further detail to these changes in behaviour and attitude. Teachers reported that students were encouraged to do their own research, plan using mind maps and other visual organisers, and give presentations. Teachers felt they were giving better instructions, and overall teachers reported a shift to more learner-centred classes with a new aim of boosting students' confidence in English.

The teachers' responses to the three questions which cross-loaded onto both factorial components were similarly positive, with a score increase of between 1.1 and 1.3. The qualitative comments once again indicated that their students had more freedom to talk and that the classrooms were now far more communicative in nature, with more relevant speaking activities and speaking being more overtly relevant to the learning outcomes.

Turning to the other elements of teaching practice that were surveyed, differences were also seen in the 'before' and 'after' frequency scores for the use of different speaking activities. Most teachers were using most techniques, regardless of how infrequently or frequently they had been using them prior to the ASL–related training. Additionally, the teachers reported a noticeable increase in the amount of student talking time (STT). Previously, the majority of teachers had reported that the TTT:STT balance was between 60:40 and 50:50. After the ASL–related training, nearly half of teachers reported a shift to a 20:80 balance, with students being given far more time and opportunity to speak English in the classes. Teachers expanded on this in the qualitative data, talking of deliberate changes to methodology, materials and activities that reduce TTT and increase STT. Finally, there was also evidence of an increase in teachers' use of concept checking activities and a particularly steep increase in the number of teachers using techniques like images or clines.

The qualitative comments give helpful examples of changes in teachers' general feelings and attitudes towards teaching English. These serve to answer Research Question 2:

> *Do teachers' self-reports reveal any insight into their feelings and attitudes towards teaching English after the training and ASL exam preparation experience?*

The teacher statements, given below, serve as a short summary of the positive changes:

> "Gradual shift in my role from being a teacher to a facilitator."

> "ASL training has opened up a whole new world for me. I have learnt how much fun it can be to teach a language. You keep learning new things without tiring yourself. It is much more fulfilling than the regular teaching–learning process. It has innovation, creativity, originality, collaboration and one makes friends for a lifetime, who are there for you always. Always is the right word!"

> "I teach without losing my temper."

> "No denying it. It has changed my perspective forever. Teaching English would never ever be monotonous for me!"

> "It has been accepted wonderfully by both students as well as teachers of English."

In terms of washback hypotheses and thinking around impact, the data in Impact Study 2 suggest that ASL–related training activity has been beneficial in ways that may be predicted by Alderson and Wall's washback hypotheses, particularly around what teachers teach, how they teach it, the rate and sequence of teaching, the degree and depth of teaching, and attitudes to content or methods of teaching. The teachers in the survey also report that there have been changes for the students in terms of their learning opportunities. The findings here can also be aligned to three of Cheng's (2013) observations regarding what evidence of washback in teaching and learning might look like: how tests influence teaching content (more than methodology); the rate, sequence, degree and depth of teaching and learning; and the impact a test has on learners and their learning. Likewise, the data in the study indicate evidence of washback in the five areas identified by Spratt (2005): curriculum, materials, teaching methods, feelings and attitudes, and learning.

To conclude, the data in this study show that training teachers how to incorporate speaking into their classroom pedagogy as well as teaching them how to prepare their students for a communicative speaking and listening exam such as the ASL has had two (intended) positive effects. The teachers are now able to confidently prepare their students for the ASL exam, with better learning outcomes for the students. The training and experience have developed the teachers' pedagogical skills to include more communicative and dynamic approaches to their teaching. The data in this study offer evidence that the positive aims of the ASL programme were achieved.

5. Impact Study 3: Positive washback – re-observations over time

5.1 PARTICIPANTS AND RESEARCH DESIGN

The observations and interviews in Impact Study 1 provided rich details regarding teachers' lesson content, methodologies, and feelings towards the students and their learning. These observations and interviews took place in 2017. In 2018, a selection of the teachers from Impact Study 1 were re-observed and interviewed. These follow-up visits form Impact Study 3, and provide an insight into whether the teaching and learning impacts observed in Impact Study 1 were sustained. This study explores whether training and preparation for the ASL resulted in long-term changes to teaching practice, and the nature of such changes.

Scope of the research

Six trained observers carried out 26 observations of 20 teachers (some teachers were observed twice). The schools were all urban schools, with most of them being in New Delhi, two in Punjabi Bagh, one in Noida and one in Pune. Of these observations, 11 teachers (10 female, one male) had participated in Impact Study 1. The data from these 11 teachers are analysed in this section. Additional to the interviews with the teachers, 11 Heads of Department and 20 students were interviewed and given short surveys to complete, in a mixed-methods approach.

The research procedure followed the same stages as Impact Study 1:

1. A short interview with a teacher before the beginning of a lesson
2. Observation of a lesson
3. A short interview with the teacher at the end of the lesson
4. Interviews with a sample of students
5. Interviews with Heads of Department.

Observers collected data using standardised forms with observation categories and spaces to enter interview response data. They also audio recorded the lessons and interviews in MP3 format.

English classes in the schools visited

As was the case for Impact Study 1, the students had at least one English class per day, five days per week, totalling up to seven English classes per week. The English classes that were observed varied in length from 30 to 40 minutes. On the observation days, the smallest observed class size was 20 and the largest 43, with an average class size overall of 32. Six of the classes observed were Class IX and five were Class X, with one being a mix of ages. All the students in the classes observed had been assessed for speaking and listening skills in the previous school year and would be taking the ASL in the current school year. However, most of the classes observed had a focus on general English skills (n=9) and only two were oriented towards the ASL exam.

All the teachers observed had experience of preparing students for the ASL exam within their English classes, and all had received training in communicative English teaching to support their preparation for the ASL exam and their English classes in general. They reported that specific ASL and CBSE training had been provided, alongside training from Trinity College London, various publishers, the British Council and their own in-house programmes.

5.2 OBSERVATION DATA, SURVEYS AND INTERVIEW FEEDBACK

Impact Study 3 was relatively small in scale, re-visiting a subset of the teachers from Impact Study 1 who agreed to a follow-up observation. With such a small sample, it would be overreaching the data to make generalisations about the wider teacher population. Therefore, the aim of Impact Study 3 was not to extrapolate to the wider teacher community, but to investigate the extent to which practices and behaviours that had developed from the ASL training and experience of preparing the students for the ASL exam had stayed with them or perhaps fallen away. In this sub-section, therefore, the response data from the teachers in Impact Study 3 (11 observed, eight completed the post-observation survey) are compared against the results of Impact Study 1. Likewise, responses from the 11 Heads of Department and 20 students who were selected for interview in Impact Study 3 are compared against those from the larger group of Heads and students interviewed and surveyed in Impact Study 1. Some additional questions were asked in Impact Study 3 which had not appeared in a previous stage of the research, and these stand alone.

Finally, comments provided by any of the respondents are presented. The data below, organised into sub-sections according to Alderson and Wall's (1993) washback hypothesis, give an indication of whether practices, attitudes and behaviours endured, developed or waned over the year between observations.

ASL impact on what teachers teach

The observers noted a continued shift towards teaching speaking and listening in class and a concomitant reduction in the time spent on teaching writing and reading:

What percentage of the lesson time would you say was spent on the following?	2017 (n=63)	2018 (n=11)
Speaking	39%	40%
Listening	35%	39%
Writing	14%	9%
Reading	12%	12%

The Heads of Department (n=11) confirmed the continued emphasis on communicative language skills:

I think my teachers are spending more time on communication skills in their English classes (1=strongly disagree, 5=strongly agree)	4.9

ASL impact on how teachers teach

Data reported in this and previous sections have identified how positively the Heads of Department viewed the teachers' improvement in teaching skills since the ASL training and its introduction into the English classroom. One Head commented: "They have started focusing more on giving opportunities for listening and speaking in class." Another said: "They are more confident and plan activities to help the students. The ASL training has benefitted them. The lessons have lost their monotony."

Observers also noted changes in teachers' methodological approach, such as clearer instructions and concept checking, using a variety of question types, avoiding the mother tongue, requiring students to make inferences, encouraging students to give their own opinions, making the classes more interactive and encouraging the quieter students to join in discussions. They noted that these qualities were not just displayed for the benefit of the researcher, commenting: "The teacher was able to teach using the communicative approach without preparation, when she had not been informed of the observation […]."

	2017 (n=63)	2018 (n=11)
Do you think you observed the influence of communicative language teaching methodology on this lesson? (ie how the teacher taught)	Yes = 84%	Yes = 100%
Did the teacher seem to be in command of communicative English teaching techniques?	Yes = 87%	Yes = 100%

Additionally, the teachers were asked about the typical balance of teacher vs student talking time in their English classes (whether they were general English lessons or lessons focused on ASL preparation). In 2017, the majority of general English class teachers (32) indicated that there was more student talking time than the minority (13) who indicated more teacher talking than student talking time. In the case of the 2017 ASL preparation classes, this highly student-oriented trend was particularly pronounced with 47 out of 63 teachers reporting that the lessons contained more student talking time than teacher talking time, compared to only 3 reporting the opposite.

In 2018, the sample of teachers questioned reported that this balance of more student talking time had continued in the general English classes, with 5 of the 8 teachers indicating a 40:60 balance, and only one teacher reporting the lessons containing more teacher talking time than student talking time. For the ASL preparation classes, all teachers reported either a 40:60 or 20:80 balance in favour of student talking time.
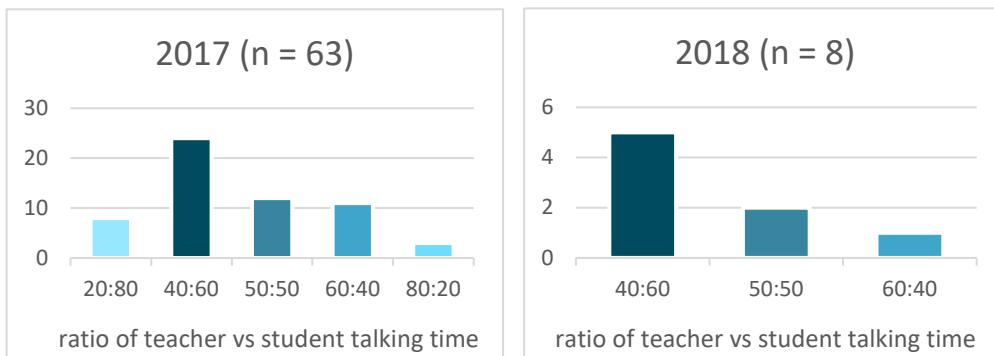

Figure 5.1: Teacher self-reports on the ratio of teacher to student talking time in general English lessons
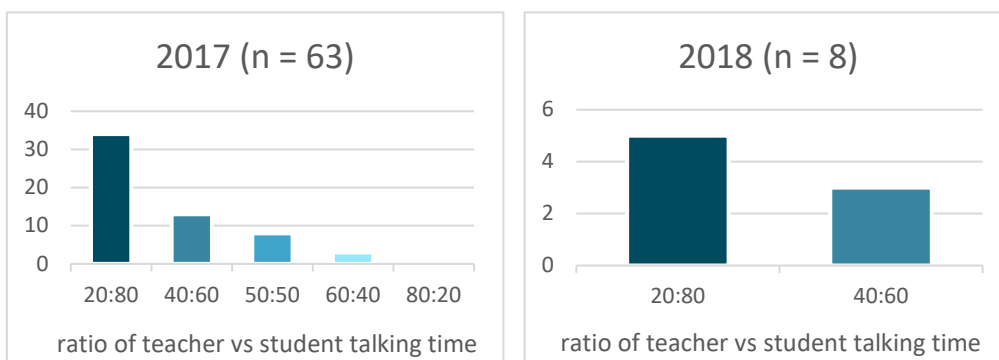

Figure 5.2: Teacher self-reports on the ratio of teacher to student talking time in ASL preparation lessons

ASL impact on teachers' attitudes towards content of methods of teaching

In both 2017 and 2018, teachers were asked how confident they were in using a range of communicative approaches to language teaching in their English classes. In general, the teachers' confidence appeared stable. The slight but noticeable decrease in their confidence in working on speaking skills in their classes might be attributable to the much smaller sample in 2018. Indeed, all the Heads of Department interviewed in 2018 (n=11) said that their teachers were gaining confidence in introducing speaking and listening skills into their English teaching.

	2017 (n=58)	2018 (n=8)
How confident do you feel working on speaking skills in your English classes?	4.6	4.3
How confident are you in giving your students many chances to speak to one another in your routine English classes?	4.2	4.9
How confident are you in developing your students' speaking skills in the classroom using pair work and group work?	4.3	4.4
How confident are you in developing your students' listening skills in the classroom using pair work and group work?	4.3	4.5

ASL impact on how and what learners learn

Interestingly, there were signs of English classes having become increasingly communicative even after the ASL project ended in 2017. 82% of the classes observed in 2018 were found to be interactive, and in all cases (n=11), the observers also saw evidence of communicative language teaching methodology affecting how students learn. An observer noted: "Students were able to go beyond the text and personalize the content, to their own lives. Students were familiar with taking and giving up turns and maintaining the flow of the discussion."

	2017 (n=63)	2018 (n=11)
Was the class interactive?	Yes = 69%	Yes = 82%

One Head of Department summarised the impact neatly: "More interactive classrooms. More communicative. More engaging. Learners speak their mind." In 2018, the Heads of Department also judged the students to be very confident in using English in other subjects, slightly up from the figure in 2017.

	2017 (n=25)	2018 (n=11)
How would you describe your students' confidence using English in other subjects? (1=not confident, 5=highly confident)	3.6	4.2

Overall, in 2018 the students were still believed to be benefiting from the ASL. All of the Heads of Department interviewed (n=11) agreed that preparing for the ASL had had a positive effect on their students' speaking and listening skills. Additionally, a teacher commented on the benefit to both students and teachers: "ASL has streamlined speaking and listening, which has helped both students and teachers to be more effective speakers."

ASL impact on learners' attitudes toward content or methods of learning

Students expressed substantial confidence in working on speaking skills in their English classes in both 2017 and 2018 and the teachers reported that their students like doing speaking practice in class.

Students …	2017 (n=63)	2018 (n=20)
How do you feel about working on speaking skills in your English classes? (1=not confident, 5=highly confident)	4.2	4.2

Teachers …	2017 (n=58)	2018 (n=8)
My students like doing speaking practice in class (1=strongly disagree, 5=strongly agree)	3.5	4.6

The observers also noted substantial student engagement in the lesson. Indeed, student engagement (as measured by their positive attitude in class) was slightly up in 2018.

	2017 (n=58)	2018 (n=8)
The content of the lesson is interesting to the students	Yes = 91%	Yes = 100%
Students showed a positive attitude towards the lesson	Most = 87% All = 13%	Most = 73% All = 27%

General impressions of the classes observed

In 2018, the observers' opinions on the classroom set-up, their general impressions of the teachers and the suitability of the classes for ASL–related teaching continued to be very positive and, in most cases, they judged more teachers to be well prepared and to have the necessary skills and language ability to be teaching Classes IX and XI English classes. In only one area, that of whether the lesson objectives were attained, did the evaluation decrease (though this could easily be attributable to the lower number of classes observed in 2018). As in 2017, this slightly lower score than for the other judgements perhaps reflects the reality that even the most meticulously planned lessons are subject to deviations when the class is in progress. Indeed, such deviations are an indication of the flexibility of the teacher, who adjusts the focus and content of the lesson to suit their students.

	2017 (n=73)	2018 (n=11)
Observers' impressions of the classroom and resources:		
Classroom conditions are favourable to language learning?	Yes = 100%	Yes = 100%
There were enough copies to go around?	Most = 79.7%	Most = 82%
Observers' impressions of the teacher:		
Teacher seems competent to teach Class IX/XI English?	Yes = 98.6%	Yes = 100%
Teacher's English language abilities seem adequate to teach Class IX/XI?	Yes = 97.3%	Yes = 100%
Teacher seems to have prepared the lesson appropriately?	Yes = 90.5%	Yes = 100%
Observers' impressions of the lesson objectives:		
Teacher's learning objectives were attained?	Yes = 75.7%	Yes = 73%
Observers' impressions of lesson content:		
Content of lesson is the right level of challenge for this group of students?	Yes = 93.2%	Yes = 100%
Content of lesson is familiar to the students?	Yes = 87.8%	Yes = 82%
Observers' impressions of students' English ability:		
Student's earlier English training seems to be adequate for the tasks being practised in this lesson?	Yes = 97.3%	Yes = 100%

5.3 DISCUSSION AND CONCLUSIONS

Impact Study 3 afforded the opportunity to compare practices, attitudes and beliefs across two time points to determine whether training and preparation for the ASL resulted in long-term impacts on teaching and learning and to characterise what those changes might be. Turning first to the impact of the ASL on what teachers teach, the Heads of Department very strongly agreed that, since the ASL project and training had been introduced, their teachers were spending more time teaching spoken communication skills. The observers were able to corroborate this finding in the balance of skills taught in the observed lessons, which prioritised speaking and listening over writing and reading. Notably, the balance of skills in the 2018 observations was almost identical to that of the 2017 observations, with speaking and listening accounting for nearly 80% of class time. This is an indicator of sustained impact.

With respect to impact of the ASL on how teachers teach, both the observers and the Heads confirmed that communicative teaching methodologies were still firmly in place a year after the first observations. The Heads remarked on the greater focus on a balance of skills and the move away from a reading and writing dominated lesson to more speaking and listening activities in class. The observers confirmed that all the teachers used communicative language teaching methodologies and demonstrated a command of the techniques. As one observer remarked, this was not simply due to the teacher wheeling out the 'polished lesson'. The teacher had not been informed of the observation beforehand but still used the communicative approach. Observers also commented on the continued use of concept checking questions, clear instructions, fostering interaction, staying in English consistently and encouraging student input. As had been the case in 2017, the most frequent balance of TTT vs STT in general English classes was 40:60, followed by 50:50, and in ASL preparation classes, the most frequent balance of the 2018 observed class TTT vs STT was 20:80, followed by 40:60. This suggests that the ASL classes have remained the most communicative of all of the classes, and the teachers have continued the communicative focus with their students.

Questions regarding impact of the ASL on the teachers' attitude towards content or methods of teaching revealed that all Heads of Department felt that their teachers were more confident in introducing speaking and listening activities into their classes. The teachers confirmed this: In 2018, teachers stated that they were between 'very confident' and 'highly confident' when it comes to using speaking and listening skills in their classes, giving students the chance to speak in general English (not just ASL) classes and using pair work for developing both speaking and listening skills. Comparing the 2017 and 2018 data, the average scores for these dimensions suggest that this confidence has grown.

All Heads of Department felt that the ASL had had a positive effect on the students' speaking and listening skills. The Heads also felt that the ASL preparation had made the classrooms more interactive. This was corroborated by the classroom observations. The observers felt that 82% of the observed classes could be called interactive, greater than the proportion in the 2017 observations (69%).
The Heads also identified a carry-over from the ASL preparation into other areas of school life, indicating that preparing for the ASL had had a positive effect on the other school subjects as it had had the effect of increasing student confidence to use English in other subjects to 'very confident'. These are both stronger figures that those collected in Impact Study 1.

Finally, with respect to the students' attitude towards content or methods of learning, the teachers were in emphatic agreement that their students like doing speaking practice in class. We cannot draw strong conclusions from such a small sample, but we can conclude that for the teachers who participated in Impact Study 3, the positive feeling remained (indeed, increased) over the subsequent year. This view is reinforced by the observers' perception of the lesson content being interesting to the students and is further crystallised by reports from the sampled students themselves saying that they were between 'very' and 'highly' confident working on English speaking skills in their classes. This figure is consistent with the measure of student views taken in 2017 for Impact Study 1.

To conclude, this section has explored via smaller sample groups whether the washback from the ASL training that was observed in 2017 was still in evidence in 2018. The findings demonstrate that the ASL training and experience of preparing the students for the ASL had sustained washback over the 12 intervening months, with communicative teaching methodologies becoming established practice and possibly continuing to develop and evolve.

6. Final discussion and conclusions

This report has presented a study of the impact of a project to introduce a communicative speaking test into Indian schools. The intervention comprised a speaking test, the Assessment of Speaking and Listening (ASL), and teacher training in communicative language teaching methodology. Commissioned by the CBSE, the project aimed to develop oral communication skills and linguistic competences relevant to communicating in real life. It was predicted that introducing the ASL would have an impact in India in the form of positive washback in the classroom. This report has presented feedback responses from teachers on the impact of the training. It has also presented impact data from the introduction and repeated cycles of the ASL exam on the classroom, measured directly via classroom observations and re-observations, and indirectly via teacher self-reports, as well as Head of Department and student interviews and surveys.

The ASL training interventions consisted of five two–day training events. The training introduced teachers to communicative teaching methodologies such as classroom management techniques, teaching and checking vocabulary orally, and teaching listening sub-skills, with example activities for practice. The teachers were also familiarised with the foci and procedures of the ASL, and they were taught techniques for grading students. Locally, a scheme of mentoring, observation and reflection was also introduced to align with the cycles of the ASL exam and school calendar. The first phase of training events was delivered by Trinity's ASL Master Trainers to CBSE teachers, who became ASL–Examiner Trainers (ASL-ETs). These ASL-ETs (supported by the CBSE) cascaded the ASL teacher training across India from 2013 to 2017, reaching more than 38,000 teachers.

Feedback was collected from one of these training events, asking teachers to rate how useful they found different elements of the training. The teachers consistently rated the training as 'very useful', rating the communicative teaching techniques and the teaching of listening skills, lesson planning, teaching pronunciation and language functions among the most useful aspects of the input. Additional comments confirmed that the teachers found the training sessions 'informative, useful and enriching'. They left the training feeling positive and more confident in several critical communication skills areas, such as teaching listening skills, choosing and setting up speaking activities, and practising the ASL speaking test in role plays. The training interventions were regarded by teachers who attended as uniquely instructive and impactful.

How these training impacts translated into classroom practice was the focus of the three impact studies that followed. Specifically, the research used Alderson and Wall's (1993) washback hypotheses as a framework to guide the identification of examples of washback in classes where the ASL had been introduced. All the data were collected from practising and trained teachers, their Heads of Department and their students, and from classroom observations, ensuring that data from those directly experiencing washback were collected, and that a mixture of subjective and objective reporting took place. The data were collected using a mixed-methods approach of surveys and interviews. The data were analysed using a range of software packages – Microsoft Word and Excel for basic analyses and NVivo and SPSS for the more complex qualitative and quantitative analyses, respectively. The analyses identified a range of phenomena that fit with most of the washback hypotheses outlined by Alderson and Wall. Those identified in the research are presented in Tables 6.1–6.7. Tick marks in the columns for each impact study (coded: IS1 (Impact Study 1), IS2 (Impact Study 2) and IS3 (Impact Study 3)) indicate the study(ies) in which evidence of these phenomena was found.

The compiled research findings give a rich picture of positive washback in the classrooms as a result of the ASL training and associated teacher training. Alderson and Wall's (1993) hypotheses are confirmed in this research to the extent that emphatic claims can be made about the positive impacts of the ASL project (the teacher training and the introduction of the exam) both on English classes and beyond the English classes to other subjects. These findings confirm that the washback was not confined to the English classes, and the data analysed in Sections 3-5 of this report give a sense of how far washback can permeate under the right conditions.

Impact on what teachers teach ...	IS1	IS2	IS3
Heads of Department felt very strongly that their teachers are spending more time on communication skills in class.			✓
Teachers reported having moved the balance of skills away from reading and writing to including all four skills.		✓	
Observers saw a change in balance of skills taught in favour of speaking and listening.	✓		✓
Observers saw a range of speaking sub-skills, such as giving, responding to and supporting opinions, making and listening to presentations, taking turns interactively when speaking, initiating interaction, responding relevantly to the points of others.	✓		
Observers saw a range of listening sub-skills, such as listening for gist, making inferences, identifying supporting details, summarising, predicting content.	✓		
Observers made strong comparisons between lesson content, the ASL and materials provided by CBSE.	✓		
Teachers reported choosing more contemporary content.		✓	
Teachers reported choosing authentic, real-life materials and themes.		✓	
Teachers reported now having a more outward-looking focus when considering content.		✓	
Teachers reported choosing content that is more interesting to the age of the students.		✓	
Teachers reported using more controlled speaking practice activities in class.		✓	
Teachers reported using more drilling techniques in class.		✓	
Teachers reported now giving more pronunciation exercises, including more attention to stress and intonation.		✓	
Teachers reported using the phonemic chart more often in class.		✓	
Teachers reported increased use of a range of speaking activities, such as debates, presentations, games, simulations and role plays.		✓	

Table 6.1: Impact of the ASL project on what teachers teach

Impact on how teachers teach …	IS1	IS2	IS3
Observers saw the influence of the ASL on the methodology of lessons.	✓		✓
Teachers reported knowing better how to link speaking activities to learning outcomes of the class.		✓	
Observers felt that the teachers seemed to be in command of communicative English teaching techniques.	✓		✓
Teachers reported now teaching English as a skill, not a test of knowledge.		✓	
Teachers reported that they know better when to introduce speaking activities into classes.		✓	
Teachers reported better knowing the best order in which to present new language to students.		✓	
Teachers reported increased use of a range of concept checking techniques, such as concept checking questions, opposites, short texts, images and realia.		✓	
Teachers reported that they now choose their questions more carefully.		✓	
Teachers reported giving students more free practice in speaking activities.		✓	
Teachers reported spreading their attention more among all of the students in a class.		✓	
Teachers reported better knowing when to interrupt or not interrupt student discussions to give corrections.		✓	
Teachers reported encouraging their students to participate in more discussions.		✓	
Observers saw an increase in the use of pair and group work (over 50% of the lesson time), away from individual and whole class focus only.	✓		
Teachers reported increasing student talking time and reducing teacher talking time.		✓	
Observers reported a shift to predominantly 40:60 TTT vs STT in general English classes.	✓		✓
Observers reported a shift to predominantly 20:80 TTT vs STT in ASL preparation classes.	✓		✓
Teachers reported now getting students to discuss before they read and answer questions.		✓	
Teachers reported more frequently getting students to discuss planning their written activities in pairs and groups.		✓	

Impact on how teachers teach …	IS1	IS2	IS3
Teachers reported getting students to discuss reading and listening activities in pairs or groups before giving the answers.		✓	
Teachers reported increased use of multi-media.		✓	
Heads of Department reported that the teachers now all use the ASL performance descriptors for assessing students' speaking and listening work.	✓		
Observers reported that the classes were mostly 'fun' or 'neutral', and rarely 'serious'.	✓		

Table 6.2: Impact of the ASL project on how teachers teach

Impact on teachers' attitudes towards content or methods of teaching …	IS1	IS2	IS3
Heads of Department reported that the teachers are gaining confidence in introducing speaking and listening skills into their English teaching.	✓		
Teachers reported feeling confident working on speaking skills in their English classes.	✓		✓
Teachers reported feeling confident giving their students many chances to speak to one another in routine English classes.	✓		✓
Teachers reported feeling confident developing students' speaking skills in the classroom with pair work and group work.	✓		✓
Teachers reported feeling confident developing students' listening skills in the classroom with pair work and group work.	✓		✓

Table 6.3: Impact of the ASL project on teachers' attitudes towards content or methods of teaching

Impact on what students learn …	IS1	IS2	IS3
Heads of Department reported that the teachers are gaining confidence in introducing speaking and listening skills into their English teaching	✓		

Table 6.4: Impact of the ASL project on what students learn

Impact on how students learn ...	IS1	IS2	IS3
Observers reported seeing evidence of communicative language teaching methodology affecting how students learn.			✓
Observers reported that the classes were interactive.	✓		✓
Observers reported that the students were speaking in an open manner.	✓	✓	
Observers remarked on the learner-oriented nature of the classes.	✓	✓	
Teachers reported how the students learn through speaking activities in the classes.		✓	
Teachers reported how the students learn through having many opportunities to speak to one another in classes.		✓	
Teachers reported how the students learn better when working in smaller groups and pairs.		✓	
Teachers reported the need to ensure that students have clear instructions for communicative activities.		✓	
Teachers reported how the students learn through the use of mind maps and planning.		✓	
Teachers reported the need to build their students' confidence.		✓	
Teachers reported the benefits of letting students prepare presentations.		✓	
Teachers reported how the students learn topics and skills that are more relevant to their futures.		✓	
Teachers reported the importance for students of linking speaking and learning outcomes.		✓	

Table 6.5: Impact of the ASL project on how students learn

Impact on students' attitudes towards content or methods of learning ...	IS1	IS2	IS3
Observers reported that the content of the lessons was interesting to students.	✓		✓
Observers reported that the students showed a positive and confident attitude towards the lessons.	✓		✓
Teachers reported that their students like doing speaking practice in class.			✓
Students reported that they felt very or highly confident using speaking skills in their English classes.	✓		✓

Table 6.6: Impact of the ASL project on students' attitudes towards content or methods of learning

Impact on education outside the language classroom ...	IS1	IS2	IS3
Heads of Department reported that their students were confident or very confident using English in other classes.			✓
Heads of Department reported that they felt preparing for the ASL had had a positive effect on the teaching of other subjects.			✓

Table 6.7: Impact of the ASL project on education outside the language classroom

As discussed in the opening section of this report, the identification and framing of washback captured in this research could arguably have been organised differently, eg washback on participants, processes and products (Hughes, 1993), or washback on curriculum, materials, teaching methods, feelings and attitudes, and learning (Spratt, 2005), or the influence of the test over teaching content, learners and their learning, on parents and other stakeholders and on contextual factors such as the status of the subject matter tested (Cheng, 2013). However, Alderson and Wall's (1993) washback hypotheses have proved a helpful framework for organising the washback reported.

Importantly, this research has included a longitudinal dimension, with some observations taking place a year after the project came to an end. This has enabled us to determine whether training and preparation for the ASL resulted in sustained changes in teaching practice. Additionally, the teachers' self-reports captured the changes over time in their own attitudes, behaviours and practices. These direct and indirect measures of washback, with their comparisons of different time points, have provided a detailed picture of how washback can be observed and described over several academic cycles.

It is now worth re-visiting the original aims of the CBSE when they embarked on the ASL project in partnership with Trinity College London. This initiative marked an ambitious refocusing of learning goals and assessment methods in India as part of a larger strategy to address national concerns about graduate employability, where many otherwise able students were finding it hard to secure jobs due to poor English communication skills. It was hoped that the introduction of the ASL and its raft of cascaded training support would bring about a step change in the teaching of English as an additional language in Indian schools and address a wider national problem.

The data in this research report have demonstrated how the ASL project addressed many of the CBSE's original concerns: The introduction and continuation of the ASL resulted in English classes that were student-centred and inclusive, focusing on all-class participation, interaction and discussion. The research findings present a coherent stakeholder view that both students and teaching staff in the ASL programme benefited from a boost in confidence with respect to their use of speaking and listening skills in English classes and beyond. We see how the contents of the training have been sustained over time, have permeated the teaching curriculum, and have influenced teaching methodology in a way that leaves a positive legacy. We also see how by introducing such ambitious programmes, in partnership with experts in assessment, one can, as Wall (2000) argues, predict and control washback in the classroom, not just in mainstream schools in urban areas with greater exposure to English, but also in special needs schools and schools in more rural areas. The findings of this report support the view that the 2013-2017 ASL programme can be hailed a collaborative success. It has achieved its aims of using assessment and teacher training as a lever for change, which has increased learners' and teachers' communicative abilities in speaking and listening and dramatically added to teachers' skillsets for the teaching of English as an additional language in India. Such programmes can provide widespread benefits to large numbers of stakeholders. We leave the final word to one teacher at the centre of the project:

> "We noticed that [the ASL] had a positive impact on students, especially the ones who were introverts and hesitant in speaking English. They had actually really started making efforts to speak."

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Annex

POST-TRAINING FEEDBACK COMMENTS FROM TEACHERS

The comments given below are taken directly from the feedback sheets and are reported as they were written.

Affective response to the training:

- Wow! What a workshop.
- I enjoyed the training.
- It was very nice experience.
- I enjoyed the session thoroughly.
- The workshop was really helpful.
- Thoroughly enjoyed the complete session.
- I have enjoyed the second day of workshop.
- I am blessed to be a part of ASL training.
- Heart-felt gratitude to the Hosts for wonderful hospitality.
- It was an excellent learning experience.
- Has been a pleasant experience.
- I found the session interesting and educative.
- Extremely interesting.
- Very inspiring and motivating workshop.
- The sessions on both days have been interesting.
- This was one of the most interesting workshops that I had attended.

The workshop in general:

- Good work.
- Excellent eye opener.
- A well organised event.
- The training session was very well planned.
- Very informative.
- Quite informative.
- Informative session.
- It was good and informative.
- It was an informative session.
- The workshop was informative.
- Workshop was very informative.
- This session was very informative.
- It was a very informative workshop.
- Workshop was enriching.
- Highly effective and enriching.
- It was an enriching experience.
- The session were very enriching.
- Workshop was an enriching experience.
- The workshop was an enriching experience.
- The two-day sessions was extremely enriching.
- The workshop was indeed enlightening and productive.
- Overall, the workshop was very enlightening and an opener one.
- The two-day workshop has been a very enriching one with never a dull moment.
- A wonderful workshop.
- It was a wonderful session.
- It was a wonderful session for me.
- Excellent training workshop by Trinity College London.
- The workshop was really useful.
- It was very purposeful and useful.

- The workshop was too good, useful and inspiring.
- It was definitely an educative and comprehensive workshop on ASL skills.
- The programme is very good effective.
- The workshop has been a really effective one.
- It was a great opportunity to be a part of the workshop.
- Workshop was excellent.
- The workshop has been highly 'fruity'.
- The workshop was quite thought provoking.
- The workshops were a great insight into learning.
- This was a learning situation/highly motivational, very productive. Thank You.
- This is indeed an effective workshop to prepare students for future opportunities.

Benefits of attending:

- The whole session was fruitful to me.
- Beneficial points for us.
- The workshop was highly beneficial.
- I found it very interactive and beneficial.
- It was a brain storming session.
- Got to learn many things.
- A lot of learning took place.
- The workshop was a great insight into learning.
- It has given us overall confidence to share it with our children.
- A tremendous amount of learning and re-thinking class interaction happened.

What they felt they had learnt:

- I am very new to this profession. I have learnt more from this training, learnt more about ASL.
- The workshop on communication skills have really enhanced and enriched on our ongoing process of methodology. It has given us overall confidence to share it with our children.
- It has helped us to take more of structured and tools for various [sic] that fulfill our profession.
- Use picture to initiate discussions in class, use language functions worksheet, be more cautious and deliberate in pronunciation and intonations.
- It gave me an insight about how to make an English class interesting and at the same time improving my students' knowledge about the subject.
- Get an opportunity to know various types of activities which can be conducted in the class.
- Misconceptions related to listening skills were clarified to a great extent.
- I was also able to understand the error pattern in conducting ASL (eg cutting of marks for spellings in Listening skills, focusing on contest in speaking skills, etc).
- Have gained many information about speaking, listening and assessment techniques.
- An opener to the necessity of developing listening skills among learners.
- A very useful workshop to conduct effective speaking and listening session in my classroom using the techniques discussed by the resource persons.
- I was enriched further with new techniques being used in speaking and listening skills.
- The session has restored my facts in interactive and child centric classroom and with many take aways from the session.
- Latest techniques were discussed which helped in updating our knowledge.
- It helped me a lot to understand the numerous of communicative teaching.
- Learnt a lot of new concepts techniques for organising and conducting activities in the class.
- We not only gained knowledge but also got valuable tips on classroom management.
- A tremendous amount of learning and re-thinking class interaction happened.

Session content:

- It was definitely an educative and comprehensive workshop on ASL skills.
- The workshop covered a wide arrays of topics ranging from class room management to assessment, planning of lessons, ASL.
- The handouts on phonetics and transcription are very useful.
- For me, the best part was session of sounds and stress patterns.
- This workshop brought back the importance of the subject.

- Where in tool and techniques were put to use.
- First time I learn about CEFR.
- Learning about CEFR was my main take away from this workshop using language functions and communication techniques will certainly help my students learn better.
- It cements this fact that 'English' is used for communication so assessments should be based on the skill more than content.
- This workshop gave me useful tips regarding effective classroom management.
- It was all the more fulfilling to know that some practices which we follow in school already, one in the pattern Trinity suggests us to do.
- Latest techniques were discussed which helped in updating our knowledge.
- Grouping and pairing was awesome.
- The best session for me was the lesson planning and hanging using ARC model.

Session delivery:

- Interactive.
- Highly interactive.
- Well interactive session.
- Workshop was interactive.
- It was an interactive session.
- Very informative and interactive.
- Very memorable and very interactive.
- I found it very interactive and beneficial.
- The workshop was interactive and enriching.
- This session was very informative and interactive.
- So lively.
- Highly engaging sessions.
- The session was very engaging.
- Engaging and also very actively conducted.
- It was very enthusiastic workshop.
- I loved the grouping method used. (games and energiser)
- Techniques used to keep the class alive were very effective.
- The training session was very well planned and executed accordingly.

Session trainers:

- Resourceful trainer.
- The resource persons were fantabulous.
- Resource persons were energetic and lively.
- The resource people were very resourceful and guided us.
- The resource persons were very clear about the content delivered and clarified doubts whenever raised.
- Resources persons were very knowledgeable, friendly and down to earth in solving problems asked.
- The resource persons were highly enthusiastic and their bubbly nature and technique of explaining complex things in a simple way impressed me a lot.
- All the ladies (Resource people) were thoroughly prepared for the workshop.
- Mr X…You are too GOOD.
- Ms Y is an excellent communication.
- Three cheers for Z's dexterity in conducting the workshop.
- The workshop was very enjoyable because Ms Y interspersed the session with a lot of humour.
- She actually re enforced the fact that the class room must be lively and fun and at the same time under control.

How they will use what they have learnt in the classroom:

- I will try my level best to execute the communicative activities effectively in my class.
- It will be very helpful for us for developing or improving our teaching through communicative approach.
- As 'Communicative English' has become every important part of student's life to face the competitive world, the learning principles, knowledge we shared and learnt here will surely be used for the benefit of students.
- I will surely make my classroom more interactive.
- Learnt lot and hoping to implement in forthcoming days.
- I will try to apply all these techniques in our classroom. Thanks a lot Trinity.
- I will certainly try to incorporate a lot of it in classroom situations and motivate other to do so.
- Looking forward to use the learning and transfer knowledge to my students and fellow teachers.
- I will definitely like to take this forward and implement all that I have learnt in my classroom and school. Thank you!
- It will help me to face my class more confidently especially in using language functionally & ARC Model.
- The workshop will surely go a long way in bringing a transformation in our classroom, teaching and make us grow professionally.
- I will definitely make my lesson plans base on it & will also semester to make use of the M.C.B. the most.
- ASL will surely bring a changed attitude towards English teaching in India.

Requests for further training:

- Looking forward for the next workshop.
- I am looking forward to the follow-up session.
- More workshops should be conducted.
- Learnt lot and hoping to implement in forthcoming days.
- I suggest please promote more workshops for teachers.
- I would like to attend more workshops like this if possible.
- Would like to participate again for reassessing our techniques for a better classroom functioning
- Would also like my remaining staff member to attain benefit from such workshops.
- Need such regular interactive workshops even at the senior level for VPs [Vice Principals], coordinators etc …
- I am fortunate to attend it, but I want my co-teachers to also attend the same can we arrange a workshop in our school? What is the procedure to do it?