

Exploring Relation between Curriculum and Instructional Framework  
on Reading Skills in English for the Students of Class 3 at  
Government Primary School

By

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A thesis submitted to the BRAC Institute of Educational Development in partial fulfillment  
of the requirements for the degree of  
Master of Education in Educational Leadership & School Improvement

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## **Declaration**

It is hereby declared that

1. The thesis submitted is my own original work while completing the degree of Masters in Education in Educational Leadership & School Improvement at BRAC University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material that has been accepted or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all of the main sources of help.

**Student's Full Name & Signature:**

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## Approval

The thesis titled “Exploring Relation between Curriculum and Instructional Framework on Reading Skills in English for the Students of Class 3 at Government Primary School” submitted by

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## **Ethics Statements**

This paper has been presented in a process of qualitative research considering appropriate ethical principles which are important to the in-depth nature of the study. These principles have been adopted throughout the research, to deal with the participants from various settings and the dissemination process. The identity of the participants has been strictly secured upon taking consent to participate in the interviews. The purpose of the study has been informed adequately to the participants so that they could decide whether to participate or decline. The anonymity and confidentiality of participants have been managed in the whole process as their credentials have not been disclosed. The interview sessions have been conducted via phone calls and zoom meetings by taking enough precautions as to the researcher is the only one who would be able to identify the voice recordings of the participants. Moreover, the data transcribing and analysis have been protected separately while conducting the research and data has been shared with one qualitative researcher for the purpose of cross-checking in data analysis.

## **Abstract**

In Bangladesh, students come to school with strengths in their native language. The challenges for schools transpire because of the prevalence of second-language literacy instruction when students learn to read in English. This study intends to explore the literacy instructions in English in primary schools and how it is related to the curriculum and instructional framework for class 3 students. A qualitative approach has been used to find out the result that shows anomalies in curriculum development, textbook design, instructional mechanisms, and classroom practices regarding reading skills in English which requires attention to put up strong policy initiatives.

## **Dedication**

This thesis is dedicated to my beloved parents, whose love, support, and sacrifice inspire me.

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# **Chapter 1**

## **Introduction & Background**

### **1.1 Introduction**

The overarching literacy scheme in the underprivileged educational context, an elusive triad of reading, writing, and comprehending competency, is vastly ignored due to the equal educational opportunities for the students regardless of their diversity, socio-economic background, and contextual position (Sultana & Ali Ahsan, 2013). Particularly, in the instructional practices in English as a language, the difference seems evident in the government primary schools (Islam et al., 2018). This paper focuses on the study and research on curriculum and instructional framework regarding the reading skills in English for grade 3 students, which are inextricably linked in terms of literacy interventions at primary level education in Bangladesh.

The educational disparities in Bangladesh at the primary level are the results of a substandard structural system and lack of proper planning in curriculum and pedagogy. As a matter of fact, learning the English language is often overlooked when it comes to government primary schools where a huge number of students are currently enrolled (Rahman & Pandian, 2018). Lack of effective literacy intervention is leading this group towards an uncertain destination which calls for the urgent reconstruction of the curriculum and pedagogical practices highlighting the reading skills in English so that they could complete their primary education with the expected expertise in the language.

The integration of reading skills and competencies in the curriculum allows students to learn how to read and comprehend a simple text from an early age. Nevertheless, reading literacy skills are considered one of the most significant academic aspects at the primary level as students need to go through a lot of written materials i.e. books, questions, notes, and others, etc. (Haider & Chowdhury, 2012). In Bangladesh, there are 18 million students currently enrolled in grade 1 to grade 5 where the majority of them belong to underprivileged communities. They cannot afford to get admitted into private or English Medium schools but the government primary schools where the standard of education is not up to the mark. Thus,

students are lagging far behind compared to other students studying in private and English medium schools in terms of attaining those competencies and skills (Kabir, 2015).

## **1.2 Research Topic**

### **1.2.1 Research Topic**

The National Education Policy-2010 and National Curriculum-2012 have mentioned that the students should have literacy skills in English so that they can connect locally and globally. The topic of this research proposal circles around the curriculum and the practices in the classroom attempting to understand the reading skills, as to what extent the curriculum relates to the pedagogical approaches, and how the teaching-learning strategies are implemented inside the classroom.

### **1.2.2 Research Title**

The title of the study is ‘Exploring Relation between Curriculum and Instructional Framework on Reading Skills in English for the Students of Class 3 at Government Primary School’.

## **1.3 Statement of the Problem**

In Bangladesh, the English language is used for higher academic levels and, for some official purposes as yet it is not regarded as a second language or declared official. There is no denying that English plays a pivotal role in trade, business, and other important areas in Bangladesh whereas, in primary schooling, formal education begins under the public system and enables the students to attain basic English literacy competencies according to the curriculum for primary education (Kabir, 2015). Thus, Communicative Language Teaching (CLT) comes into place in order to develop four language skills so that students understand simple commands, instructions, and requests in English to act accordingly (NCTB, 2012). The concern remains untouched for the curriculum developers whether they are providing adequate support for the teaching of English or not?

As per the research conducted by the Department of Primary Education (DPE), it is found that about 70% of the students who have graduated from the primary level are unable to read properly (IRIN, 2009). This is an alarming issue for our future generation enervating their

interest in attaining basic education from an early age. The question arises as to why the students have reading deficiencies in English, especially in the government primary schools. Although a myriad of study has been conducted in terms of the standards and instructional methods on Communicative Language Teaching (CLT) for learning language literacy skills through a competency-based curriculum, insufficient quality research always limits the significant relationship between the curriculum and framework. As there is no sufficient study has been made in this regard, this study will definitely add the most value and work accordingly to palliate its efficacy to some extent.

#### **1.4 Research Questions**

1. To what extent does the English curriculum for class 3 address the requisite standards of reading literacy competencies?
2. How is the English curriculum for reading literacy implemented in the classroom to achieve competency in reading skills?

#### **1.5 Purpose of the Study**

The study aims at evaluating the existing curriculum for English reading literacy skills at the primary level for class 3 students. When a curriculum is designed for a specific purpose, the developers should consider the need of the learners, determine aims and objectives, construct a standard syllabus, contrive course structure, and formulate teaching-learning strategies with a viable paradigm of the implementation approach (Klebansky & Fraser, 2013). This paper should also seek to understand the current classroom practices on reading literacy in English for class 3 students in accordance with the planning, implementing, and evaluating of the related curriculum.

Moreover, this study should provide insight into the standards of reading literacy skills for class three students by exploring the interrelation through qualitative data analysis between the teacher's repertoires, availability of resources, limitations of the curriculum in the primary educational context, and principles of pedagogical reading techniques.

The study also has the purpose to identify the methodological progress in terms of teaching-learning approaches in reading literacy skills considering the training facilities for the primary teachers and its implementation in the classroom. It also determines the connection between

the curriculum, textbook, training manuals, and learning materials to address the concern to upskill the students in this particular field of literacy at the primary level of education.

## **1.6 Significance of the Study**

The study has the potential to extend existing knowledge about literacy practices in a government primary school. As past studies predominantly look for the importance of learning English as a foreign language, this study will put emphasis on the curriculum and its instructional implementation. It has the potential to work as a guideline for policymakers and teachers on the process of acquiring competency in the English language.

Literacy skills have a significant relation with the overall attainment of academic achievements. It defines the student's ability to comprehend a written text. Students will be able to identify facts, make a judgment on the specific text, or articulate an account of their experiences on that matter if they attain a certain level of literacy competency (Thornley, Read, Eason & Parker, 2017). In Bangladesh, primary schools play a vital role in shaping up the preliminary language acquiring skills for students from an early age. Therefore, this study has a meaningful issue on the primary students in becoming more skilled in reading and comprehending a written text in the English language.

## **Chapter 2**

### **Literature Review & Conceptual Framework**

#### **2.1 Literature Review**

This chapter contains the literature review on reading skills. Before diving deep into the research, it is important to get a clear insight on the topic in terms of defining reading skills, examining the existing literature on curriculum and framework, and exploring relations between the skill and curriculum in the context of primary education having an emphasis on both national and international aspects of reading skills and its implementation. Activity-based learning is the most salient aspect in the recent development of the teaching of all four fundamental skills i.e. listening, speaking, reading, and writing. Not only that, the practice of these skills also amount to a great deal of success while developing expertise in a particular language through the ‘communicative language teaching’ method. It is to be noted that, among these skills, reading literacy skill determines the overall attainment of complete learning of a language (Lazo & Pumfrey, 1996). So, this chapter also highlights the literature on the standardized practical teaching-learning methods applying worldwide.

In primary school teaching, the importance of reading literacy skills is vastly neglected by the teachers despite the students go through a very complicated development on reading and comprehending texts while learning a foreign language. Even if they do, limited knowledge comes into play over the instructional contrivance which resulted in them being unable to implement the method appropriately (Geva & Wang, 2001). A lot of studies have already addressed a set of skills that have been organized in a concrete manner to build competencies in the reading and comprehending ability of students at the primary level and how it relates to their cognitive development. The set of skills are key to achieve requisite proficiency to read and comprehend texts in a foreign language on knowledge capacity, understanding the context, identifying the meaning of words, correlating the experience, etc. (Liebfreund & Conradi, 2016).

##### **2.1.1 Definition of ‘Reading Skill’**

The definition of ‘Reading Skill’ has been depicted in many different ways. It varies on the

individual perspective depending on the purposes, aims, and objectives considering the fact that the context may not be similar to the reason for reading. Researchers have outlined the term 'Reading Skill' differently according to their own notion and experience.

(Pang et al., 2003) referred to reading skills as the stimulation of the meaning of words, getting an idea from the sentences and text. They believed that reading skills help the students to become efficient in comprehending a text through preconceived knowledge, experience, vocabulary, grammar, and other strategies.

The National Reading Panel Report (2006) has explained the reading literacy skill is the way of making sense out of the interpretation of the meaning within a text. It is related to constructing ideas rather than rote memorization. It can be defined as the natural impulsive explication having a connection with the background knowledge and experience through cognitive steps in recognizing the inner meaning of a text.

To define the term 'Reading Skill', (Brevik, 2014) demonstrated that it is a strategic approach where readers are intrigued by the meaning, clues, and knowledge of a text to develop interpretation based on the prediction and also re-predict the meaning when required in searching for the missing puzzle piece.

The strategic approach is rather complicated in constructing a meaningful rendition of a comprehension. It depends on the capacity to make a combination of vocabulary, grammar, phonics, phonemic awareness, and fluency to contrive the interpretation in the same way a writer wants to represent in the text (National Reading Panel Report, 2006).

Similarly (Olifant et al., 2019) stated that 'Reading Skill' comprises five components. These are vocabulary, phonics, phonemic awareness, reading fluency, and comprehending caliber. A student will not be able to achieve reading skills if he or she does not practice those components from an early age. Subsequently, it will not be possible for them to read and comprehend books of different difficulty levels according to their age. RTI International (2015) stated that attaining a basic skill of literacy only helps a child to get rid of the intergenerational cycle of poverty. In many countries, students at an early age, get admitted into a school without having prior knowledge and skills about reading and comprehend a simple text. In that case, schools play a pivotal role in shaping their foundation strong enough with essential attributes of skills for their future activities.



## 2.1.2 Reading Skills: Strategies to Facilitate

Early grade reading skills refer to those students who are studying in grades one to five being able to read and comprehend a text-based on their age level. Children who fail to comply with the reading skills from an early age, struggle mostly to develop other skills as it is considered as the most important attribute of developing other skills (Akkakoson, 2013). In schools, children need to go through all the printed documents, follow instructions, and communicate with others. Those who are well in reading and comprehending skills, do well in all the spheres in their life such as exams, communications, following instructions, understanding texts, etc. Reading skill is accompanied by several schemes suggested by H. Douglas Brown in *Teaching by Principles*. These schemes are referred to as skimming, scanning, semantic mapping, guessing, vocabulary analysis, the distinction between literal and implied meaning, capitalizing on discourse markers to process relationships, and schema theory or the use of background knowledge (Brown,1994). It says as follows:

**Skimming:** To get a general idea about a text a reader uses skimming skills. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic or message, and possibly some of the developing or supporting ideas.

**Scanning:** The 'most valuable' category is scanning, or quickly searching for some particular piece of information in a text. The purpose of scanning is to extract certain specific information without reading through the whole text. For academic English, scanning is absolutely essential. In vocational or general English, scanning is important in dealing with genres like schedules, manuals, forms, etc. Scanning is used to get specific information about a text.

**Semantic mapping or clustering:** Readers can easily be overwhelmed by a long string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos. Clustering is a very good activity for building a student's vocabulary skills. It is mainly grouping simpler words. It helps a learner to learn new vocabulary (Brown, 1994). Neil Anderson (2003) named it as "Cultivate vocabulary". He added that it is a very good activity for building a student's vocabulary skills.

Guessing: With the help of this skill, a learner mainly keeps guessing the meaning of a word, the starting of the book by reading the title, or predicting the ending of the book. It has some advantages i.e. guessing the meaning of the word, guessing a grammatical relationship, guessing a discourse relationship, inferring implied meaning, guessing about a cultural reference, etc.

Vocabulary analysis: Knowledge of word meaning is the most important single factor in reading comprehension. Learners must be able to interpret the meaning of most of the words in a text in order to make sense of it. Learners mainly analyse a word by looking at the prefixes, suffixes, or root words. H. Douglas Brown (1994) talks about five techniques that help a reader to analyse the vocabulary. These are:

- Looking for prefixes (co-, inter-, un-, etc.)
- Looking for suffixes (-tion, -tive, -ally, etc.)
- Looking for roots that are familiar.
- Looking for grammatical contexts that may have single information.
- Looking at the semantic context (topic) for clues.

The distinction between literal and implied learning: This requires the application of sophisticated top-down processing skills (readers use their experience for predicting to achieve a text and try to find out the conjecture whether it is wrong or right). The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demands on readers. Implied meaning usually has to be derived from processing pragmatic information.

Capitalizing on discourse markers to process relationships: There are many discourse markers in English that have a single relationship among ideas as expressed through phrases, clauses, and sentences. A clearer comprehension of such markers can greatly enhance a learner's reading efficiency. Firstly, secondly, again, so, so far, then, also, anyway, etc. are some examples of discourse markers.

Schema theory: According to the theory, background knowledge is very important for reading. Schemata, a part of the human brain stores our knowledge. It is a combination of the reader's previous knowledge and the writer's idea, which he wrote in the book. The reader gets a chance to relate his own idea with the text, which increases the interest of a reader to read a book.

### **2.1.3 Teaching Reading Skills in English Language in Bangladesh**

Reading skills play an important role in developing a child's comprehending ability through the extensive implementation of strategies inside the classroom in order to build a strong foundation from an early age (Islam et al., 2018). Researchers have found that students of government primary schools in Bangladesh lack reading literacy skills though the curriculum directs foreign language acquisition strategies for teaching-learning practices. CLT curriculum-based education has been practiced for a long time in the primary sector with a view to achieving basic language skills in English but the reality seems to react differently. Studies have found that the English curriculum is not followed properly in the classrooms in both Bengali and English Medium Schools (Fatema, 2019).

The Ministry of Education, Bangladesh developed a countrywide schooling coverage which is an outline for the authorities to implement various levels of education all through the country. In this training policy, reading skill is also highlighted for newbies to attain competencies. In objective No.10, it is far really said 'to make sure the marginal skills of freshmen at every level in order that they may be discouraged from rote learning, as an alternative use their very own thoughtfulness, imagination, and urge for curiosity' (Ministry of Education, 2010). Reading skills may be an elementary right of a child during a dynamic world to realize at school and reach the world as the top, kids ought to have skills to read and write. Plenty of evidence shows the many implications of attainment not just for people over their lifetimes however additionally for societies (Heckman, 2002).

In Bangladesh, Communicative Language Teaching has been incorporated into the curriculum to teach English at the primary level for nearly two decades. However, the students are graduating from their primary education with poor reading skills which may indicate some major gaps between the curriculum and teaching-learning methods (Fatema, 2019). The National Education Policy of 2010 recommended English as a compulsory subject in the curriculum which was eventually adopted in 2012 (Rahman et al., 2019). Based on the recommendations, the National Curriculum and Textbook Board (NCTB) has incorporated 29 terminal competencies for primary education and sub-categorized those into 7 subject-based terminal competencies that are directly related to reading skills. One of the objectives of the curriculum states that students will be able to read and comprehend a text and enhance their interest in reading in English literature upon graduating from primary education (NCTB, 2012).

However, research has been conducted to assess the learning outcomes of class 3 students to find out the overall attainments in different subjects. The study deduced that the primary education system in Bangladesh has major drawbacks addressing literacy skills in both Bangla and English language. The overall achievement of learning standards is not at a satisfactory level where students are graduating from primary education with poor literacy skills in both Bangla and English language despite the competency-based curriculum is in the place. In Bangladesh, the study explores that, primary students do not have requisite literacy and numeracy skills that might impede their future learning (NSA, 2011)

### **2.1.4 Teaching-Learning Approach for Reading Literacy Competencies**

Williams (1986) has suggested ten principles and described them as ‘Top Ten Principles’ for the teachers intending to make effective use of the teaching of EFL reading in the classroom focusing on the perspective, nature, activity, and management of the classroom. They are regarded as significant attributes to determine successful reading techniques in the classroom. The top ten principles are:

1. In the absence of interesting texts, very little is possible
2. The primary activity of a reading lesson should be learners reading text
3. Growth in language ability is an essential part of the development of the reading ability
4. Classroom procedure should reflect the purposeful, task-based, interactive nature of real reading
5. Teachers must learn to be quit all too often; teachers interfere with and so impede their learner’s reading development by being too dominant and by talking too much
6. Exercise-types should, as far as possible, approximate to cognitive reality
7. A learner will not become a proficient reader simply by attending a reading course or working through a reading textbook
8. A reader contributes meaning to a text
9. Progress in reading requires learners to use their ears, as well as their eyes
10. Using a text does not necessarily equal teaching reading

Teaching-learning strategies should be structured in such a way that would align with the cognitive process involved in reading comprehension. It also should be planned according to the level of ability of the students to see, hear, or become aware of the senses through literacy and numeric skills. However, the teacher is a responsible person to decide upon the implementation of particular strategies while teaching reading skills to the students. There are some proven techniques suggested by the researchers that can be effective in building these skills inside the classroom (Küçükoğlu, 2013).

Moreover, research conducted by (Roskos, Strickland, Haase & Malik, 2019) suggested some principles implement an early grade reading mechanism. According to a study, sometimes practicing reading in the classroom should not be done by the teachers or the students only. Read aloud technique should be nuanced with extra attention and teachers should guide the whole process in the classroom because it would make the students equipped with poor reading skills since they might not be able to follow the punctuations, intonations, and other technical terms alone while reading a text. Teachers should guide them beforehand or read aloud to the students. It also implied that reading literacy skills are enhanced by pre-reading, while-reading, and post-reading consecutive phases (Day & Bamford, 2002).

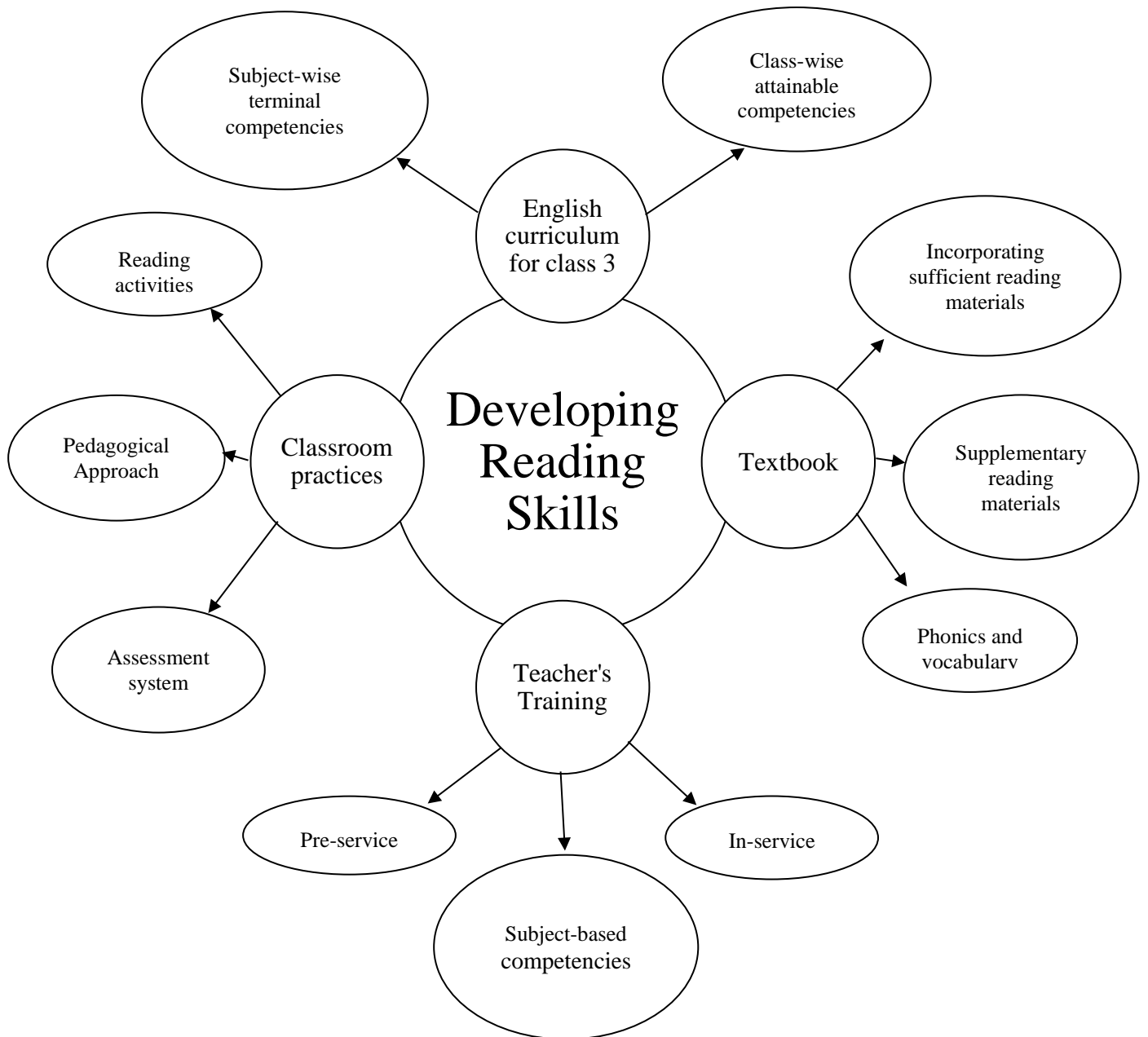
## **2.2 Conceptual Framework**

This study has been conducted to find the relation between curriculum and instructional framework on reading skills in English for the students of class 3 in government primary school. Besides, it has been reported on how reading skills have been addressed in relation to the textbook, teacher's training, and classroom practices to achieve expected outcomes in skill-building. According to (Antonenko, 2014), the conceptual framework refers to ideas, presumptions, principles, and contextualization which elevate and inform research. The researcher has reviewed different aspects to conceptualize issues in terms of developing reading skills, and the notion of the conceptual framework is based on the following concepts:

- English curriculum for class 3 on reading skills
- Textbook addressing reading skills
- Teacher's training in teaching strategies
- Classroom practices in building reading skills

Having discussed the background, defined the research question, and discussed the literature for this study, figure 1 is establishing the conceptual framework:

**Figure 1: Conceptual Framework of the Study**



## **Chapter 3**

### **Methodology**

#### **3.1 Methodology**

This chapter entails methodology including research approach, research site, research participants, study area, data collection tools, research tools, piloting, and data analysis procedures. Also, it includes an account of the methodology on the specific design of the study which is qualitative in nature.

#### **3.2 Research Approach**

The main objective of conducting educational research is to get clear insights into the educational approach, instructional methods, practices in the classroom, and other issues. According to (Creswell, 2012), educational research is a method by which authentic facts, figures, statistics, knowledge, etc. are employed based on educational problems, issues, and drawbacks. This research is about the grade three student's reading skills in English concerning the curriculum and practice.

The research has been conducted through a qualitative approach as it focuses on the reading skills under the current instructional framework in the classroom and how the strategies are implemented following the curriculum by collecting in-depth information on the perception of this particular aspect from different angles and views. Qualitative research explores deep into the subject matter to get a holistic view through specific and relevant questions to the participants in a contextual setting. It is also essential in educational research to seek how the participants perceive the situation and are able to describe it as the way things are, and the qualitative approach is appropriate for this query (Creswell, 2012). Thus, this study seeks to gain insights into the overall situation of the skill-building practice at primary schooling on reading skills in the English language.

#### **3.3 Research Site**

The research has been conducted in a government primary school, Tannery Mor, Zigatola. This area represents the socio-economic context of all the government primary schools as most

students belong to underprivileged families. Like other primary schools, the research school is replete with unqualified teachers, inadequate infrastructure, overcrowded classrooms, and over 80 percent of them run double shifts. Also, the school suffers scarcity of teacher supervision, monitoring, and accountability, etc. which are the reasons for most of the school's lack of strength (UNICEF, 2016).

Since this research is based on a qualitative approach conducted sparingly into the extensive study and review of curriculum, syllabus, assessment structures, etc. for the students of underserved areas, the selected primary school is an ideal place to explore reading skills for grade 3 students of the government primary schools. All the pupils of class 3 in government primary schools are presumed to be the population of this research.

### **3.4 Research Participants**

Teachers of the selected government primary school have been considered as the participants since they are the sources of qualitative information in terms of understanding the reality and practice that exists in primary school teaching-learning paradigms. It includes the Head Teacher along with other Assistant Teachers working at the chosen school.

Furthermore, to understand the holistic model of the curriculum integration referring to reading skills, expert opinion has been taken into consideration from an educationist, who is working as an assistant professor at a reputed private university. Also, government officials i.e. one AETO and URC instructor have been chosen as participants to understand the implementation strategies and practices at the root level. However, global insights are essential to explore the impeccability of the existing curriculum in dealing with reading skills. A myriad of non-government organizations is actively working in this particular field, one NGO specialist has been considered as a potential participant to derive data in this regard.

### **3.5 Sampling Procedure**

A purposive selection method has been applied to construct a group of six people to be interviewed. Teachers have been selected in a way that creates a sample group of English subject teacher of class 3. Since this study aims to identify the classroom practices as to how the teachers are implementing the reading literacy skills and what are the challenges currently apparent in the system impeding the overall headway, the English teachers have been opted for



through a purposive sampling procedure for this study. Similarly, a purposive sampling method has been followed for selecting AETO, URC instructor, Academic professional, and NGO specialist to gain perspective on how the instructional framework of implementing reading skills impacts a student's academic achievement.

### **3.6 Data Collection Methods**

Semi-structured, individual interviews have been taken with the teachers and stakeholders in order to lead the participants towards the discussion about relevant information on the reading skills of the students. Data has been collected through interviews and reviewing related documents. The character of interviews and questions have been pointed to the notion of how reading skills are addressed for the students of class 3. Each Interview required on average 50 minutes and has been carried out with the participant via online platforms. Although the initial plan was to collect data through field visits and in person, however, considering the situation of COVID-19, the data collection process has been limited to virtual communication by using Zoom and phone calls.

The interview schedules have been designed to get answers that are connected to the details of the research and to address the expected outcomes of the research. Before conducting the interviews, participants were informed about the aims and objectives of the research, explained the purpose of conducting this research, and assured about the fact that the ethical consideration would be strictly maintained in regard to their credentials, confidentiality, and anonymity. This has envisaged the idea of getting the expected results from data collection to data analysis, increasing the trustworthiness and reliability of the informed consent process. All interviews have been tape-recorded and transcribed verbatim upon the permission granted by the participants beforehand, which tend to protect from unfairness and impart authentic record of the data which also helps in the data analysis process.

To address research question one, the reviews of the existing documents such as curriculum, syllabus, teacher's guide, assessment tools, etc. have been scrutinized to perceive the current reading literacy guidelines and instructions. Also, an open-ended questionnaire survey has been prepared for the experts working in the related field. The interview questions are incorporated with an in-depth discussion on the assimilation of reading literacy strategies into the curriculum, its aims and objectives, articulation of a standard syllabus, course structure, and formulation of teaching-learning strategies.

To address research question two, there has been a set of interview questions for the teachers and other stakeholders to collect data for the qualitative analysis. The interview schedule has been developed for the English language teachers of grade 3 consisting of twelve open-ended questions. These questions are asked to know about the teacher's views about reading literacy, classroom practices, and issues they are facing, and the assessment system. This should cover the content of training and resource management which gives a greater input for the research question.

### **3.7 Role of the Researcher**

As this is a qualitative study, the researcher personates a critical role as a qualitative researcher. In this study, the researcher has worked as flexibly as possible since data has been collected directly from the interviews with the constant possibility of improvising interview tools. Considering the outcome of this research, the researcher has come up with some themes having subjective influence in this study.

The role of the researcher has been open to scrutiny in this qualitative research, as the researcher lacks many of the protections against errors. Integrity has been an essential facet of the researcher which has an immense influence on the validity, reliability, and utility of the study. The researcher has also ensured credibility, dependability, and transferability relying on the performance on the part of the researcher in this study. In monitoring and reducing biases, a significant role has been played by the researcher in interpreting the explicit description considering the previous knowledge and disposition to control the intrusion of biases.

### **3.8 Data Analysis**

According to Gibson & Brown (2009), there are two big 'families' of approaches to the basics of qualitative data analysis: subject-based analysis which denotes exploration based on themes, and interpretive analysis which is based on discussion, communication, dialogue, etc. The indication under different themes pertaining to the logic of 'coding' transcends the objectives of the study and exploring the pattern within the data which directly or indirectly relies on qualitative research.

On the other hand, descriptive analysis refers to the constructions of meaning and how it shapes and constrains a perception of the world (Luborsky & Rubinstein, 1995).

In the data analysis process, interview data and review of documents have been compiled and constructed notes. A two-layer process has been used in the analysis of the notes. Firstly, the data set has been analyzed under subject-analysis to understand the glimpse of subject-wise reading competencies of students for class 3. This has been followed by examining primary data for the class 3 English curriculum, syllabus, teacher's guide, textbook, and assessment format of the school on different examinations to gain insights on classroom practices for reading skills. Secondly, interpretive analysis has been conducted to see the existing attitude on reading skills for teacher's practices, competency, teacher's training, instructional framework, and student's participation in the classroom and how they are addressing reading skills in the classroom aligning with the curriculum and textbook.

### **3.8.1 Organizing Data**

Data has been recorded meticulously and written down the information as precise as possible of the interview for each participant. Then a spreadsheet has been maintained to keep track of the details of each participant as to the duration, content, method, and time of the interview session. Moreover, research questions have been well defined and recorded to follow the flow of the conversation. Finally, data has been maintained in duplicate copies, kept labeling the recorded audio and written transcription files with the spreadsheet for standardization.

### **3.8.2 Transcribing and Translating Data**

In this process, recordings have been transcribed into written form so that they can be studied in detail, linked with analytic notes, and coded into different topics. All the interviews have been transcribed involving close observation of data through repeated careful listening and prepared for data analysis. Also, the audible talks have been converted to written words through reduction, interpretation, and representation to make the written text readable and meaningful.

Since all the interviews have been conducted in the Bengali language, after transcribing, data has been translated into English considering the fact that some words have no linguistic equivalent in English or have more than one meaning. To avoid misinterpretation, a translation lexicon has been developed to serve as a consistent resource, in some cases, the original word has been maintained in quotes with the closest description in brackets or footnotes.

### **3.8.3 Coding the Data**

The onset of data analysis has been followed by the coding and labeling of the transcripts into various segments and concepts. In this process, open and selective coding processes which are the first phase of content analysis (Corbin & Strauss, 2008) have been pursued. Initially, the transcripts have been analyzed line by line, and thus the codes regarding the relationship between curriculum and instructional framework on reading skills have been constructed based on direct or indirect meanings. The analysis process has been carried on by reviewing the transcripts several times, filtering data, coding them according to the research questions, and identifying some themes.

During the analysis process, all data for the relevant themes have been brought together and used in the descriptive analysis process. However, prior to descriptive analysis, the information reflecting the related issue has been incorporated into different perspectives. For example, data on exploring correlations between curriculum and instructional framework has been categorized into five different themes, such as (1) concept and importance of reading skills, (2) English curriculum for class 3 concerning reading skills, (3) textbook and learning materials on reading skills, (4) the training mechanism to implement strategies on reading skills, and (5) present classroom practices in achieving reading skills. The study also refers to certain variables to analyze the qualitative data obtained from interviews conducted with the Head Teacher, Assistant Teacher, ATEO, URC instructor, Academic Professional, and NGO specialist and from documents and scripts.

### **3.9 Ethical Issues and Concerns**

This research has some ethical, confidential, and consensus considerations while conducting the study, data collection process, interview, etc. The purpose of this study has been well explained to the head-teacher, teachers, and other stakeholders related. Also, its confidentiality is assured for any data that are used for academic purposes only. Consent and permission are taken beforehand during the data collection process from the participants. Moreover, during conducting this research, any kind of biases or discrimination has been kept aside. Permission has been taken beforehand as the study uses the pseudo name in the report and keeps confidentiality when it records the interviews.

### **3.10 Credibility and Rigor**

Credibility and rigor have been explained in four basic standards. According to Whittmore, Chase, and Mandle (2001) who explained credibility and rigor need to be equipped with authenticity, credibility, criticality, and integrity in qualitative research. Authenticity means the assurance that data reflect the experiences of the participants and demonstrate multiple realities whereas, credibility is responsible for the data are interpreted accurately. There are four basic indicators to establish credibility and rigor in a qualitative study. According to them, these four ingredients are must be present in a way of originality, credibility, criticality, and integrity. Originality refers to the undertaking of data on the basis of true experiences by the participants. On the other hand, credibility refers to the validation of the data when described precisely.

In this study, data analysis and findings have been drawn across the themes using triangulation, and member-checking. To establish triangulation, several researchers analyzed all the interviews, methods of data collection in descriptions and themes in this research. Subsequently, member checking has been conducted where an illustration of an acceptable response has been constructed regarding the accuracy of the findings on various outlines such as description, themes, and interpretations. However, the initial plan was to reach all the participants but the COVID-19 situation could not allow doing so, and the member checking process has been followed sparingly limiting to only two participants.

### **3.11 Limitations of the Study**

Conducting research requires comprehensive research skills, adequate time, and funds. This research is no different. Besides, the study has been conducted on one government primary school which might not be similar to all the government primary schools in Bangladesh. So, the findings might have limited application. Interview questions are structured simple and understandable, nevertheless, though sometimes those are misinterpreted while participating in the interviews.

Moreover, amidst the COVID-19 pandemic situation, all the educational institutions remain closed. It is indeed a difficult situation for data collection and to proceed with the research further untroubled. It limits access to conduct research and collection of data in person hence, demarcates to use of only online platforms to conduct interviews. Since this research aims to

work in an under-served area, the availability of the online toolkits and use for the data collecting procedures seem challenging.

Another limitation of the current study is time duration. The research design is selected for a short period of time which is very difficult to demonstrate accurate results when the data collection method is chosen for the interviews only. It also limits the number of participants who take part in the data collection process. The methods employed in this study could have generated more accurate results for the anticipated number of participants with no time constraints.

## **Chapter 4**

### **Results**

#### **4.1 Introduction**

This study aimed to explore the relationship between the curriculum and instructional framework in English reading skills for class 3 students in government primary schools. In this process, data was collected to see the current learning environment and classroom practices. Delving deep into the structural system in accordance with the research questions, the relevance has been brought out as to whether the English curriculum of class 3 is designed appropriately incorporating the reading skills into the textbook, training and facilitation for the teachers, and teaching-learning approach inside the classroom.

In this chapter, the results have been presented by a dint of in-depth interviews with Head Teacher, Assistant Teacher, URC, ATEO, Academic Professional, and NGO educationist to perceive the answers to those research questions. The qualitative data were presented in this chapter on the three broad categories i.e. Curriculum, Instructional Framework, and Classroom Practices. The participants were interviewed as representatives of each faction of stakeholders working in the same field at variance with their responsibilities. The purpose is to see them through an intensive lens right up from the balcony on their respective contributing factors. For that reason, the questions were asked according to the view of research questions, and data were analyzed and presented in a qualitative approach.

The results have been presented in four major areas:

1. Concept and importance of reading skills
2. The English curriculum for class 3 concerning reading skills
3. Textbook and learning materials on reading skills
4. The training mechanism to implement strategies on reading skills, and
5. Present classroom practices in achieving reading skills

## **4.2 Concept and Importance of Reading Skills**

From the interview, the study indicates that reading skill is very important to a student's life. From the perspective of learning a language, English has been taught in communicative language teaching which is an approach to language teaching that emphasizes interaction to develop communicative competence in a specific language. The participants also understand that the sooner the students learn the reading skills, the better they will perform and clutch the foundation of learning English.

Moreover, participants feel that reading skill is more important than the three other fundamental skills i.e. listening, writing, and speaking. One interviewee said:

“There are no cutting corners to get to that standard level of expertise if a student is not nurtured with a nuanced glance from the beginning otherwise it may jeopardize their future. On top of that, they recognized the instinct of learning a language by observing how to speak or understand while listening from the teachers in the classroom, a student can certainly cope with the listening and speaking skills. However, in order to achieve reading skills, a student needs to adopt some strategies and methods, or else there will be possibilities that they might have a frail foundation on the writing skill. Beyond that, learning to read is a good example of cognitive exercise, to decode the language when a student practices reading exercise, enables the creative parts of the brain faster than the other visual media (Interview-5, Date: 22/09/2020).”

## **4.3 The English Curriculum for Class 3 Concerning Reading Skills**

The curriculum is considered to be the foremost guideline to facilitate the student's achievement of the goals and objectives of education. Learning English as a second language in the context of our primary education lacks a specific objective or goal. CLT approach certainly helps students with having a basic idea to communicate in English but if the objective is to learn a language, then the existing English curriculum is not appropriate and adequate. Hence, it does not address the reading literacy skills of the students in grade 3. In this regard, one of the participants articulated that:

“What is the purpose of the curriculum? If we see the purpose is to achieve higher reading skills in English in class 3, the curriculum is not appropriate. But if it aims to



fit for everyone to attain a basic foundation of the language, then I would say the curriculum is well enough. However, if I consider English as a part of the language and class 3 is the 3rd year of intervention, I would say there should be more content on reading skills so that the students must attain the competencies which would help them to read the content of class 4. Similarly, the content should be aligned with the first and second year of intervention. (Interview-6, Date: 15/09/2020).”

In addition to this, one participant highlighted the lack of a proper role model for the teaching-learning process in the English language. The basic instinct of learning a language, especially the listening and speaking skills, vastly depends on the role model because humans are inherently capable of attaining those skills by mere observation and communication. He emphasized that:

“I think reading skills have some learning strategies i.e. identifying and pronouncing letter sound, constructing the sound of a word or sentence with the letters, etc. but in case of having the advanced reading skills for comprehending a text, scanning, skimming, summarizing, etc., we have limited resources to teach those advanced reading skills through pedagogy, teaching-learning, and assessment system...I think, we need to work on the curriculum adopting the process of learning English through a natural way. (Interview-5, Date: 22/09/2020).”

However, one participant working as an Assistant Thana Education Officer said that the curriculum is nicely designed and would be effective if we use it properly. There was no dissent from this view on the part of the Head Teacher and Assistant Teacher as well. The Head Teacher of a government primary school pointed out:

“When the curriculum is designed for any specific subject, there are some terminal competencies and class-wise attainable competencies. For instance, students will get to know how to read aloud texts with proper pronunciation, stress, and intonation by the end of their primary level education. This terminal competency is divided into class-wise attainable competencies. For that, one of the attainable competencies for class 3 is that the students will be able to read words, phrases, and simple sentences with proper pronunciation and stress. So, the curriculum explicitly mentions the class-wise competencies which are being developed according to the age, ability, and rigor of the students. (Interview-3, Date: 13/09/2020).”

#### **4.4 Textbook and Learning Materials on Reading Skills**

Reading skills development is so essential for a student that there is no short-cut way to become a master of it. It requires an intensive and holistic approach from the beginning where it is expected that a student would achieve reading skills in the English language. Undoubtedly, reading materials play important roles to perceive the basic foundation of the skills whereas, in our primary education, students are using the ‘English For Today’ textbook as the only source of learning material. Now the question arises as to what extent the textbook is appropriate for skill-building. While interviewing a respondent, he emphasized the importance of incorporating the reading skill separately into the textbook in a chronological order to make a gradual reading structure so that the students would discern the particular expertise. He added that the content of the textbook should be aligned with the rigor of the students. He stated in this regard:

“The English textbook for class 3 is not ready for reading skill development yet. If the students of class 1 have a focus on the listening part, the class 2 textbook should be composed of letter/alphabet or word construction scheme. Consequently, the class 3 textbook should include the forming of sentences and the ability to read and comprehend sentences. (Interview-6, Date: 15/09/2020)”

Besides, another participant made a point on supplementary reading materials which would be effective for the students of under-resourced government primary schools. He stressed having diverse reading contents for the students, including the visual cue, appropriate font size, and style, length of the sentences, number of words in a sentence, etc. to make it attractive to draw the attention of the readers.

One of the interviewees said:

“...as the textbook is based on communicative English learning and that is why we can see chapter 1 starts with greetings, which makes sense. However, the biggest problem of the English textbook for grade 3, which is the reflection of the curriculum, is that it does not categorize the listening, reading, writing, and speaking part of learning a language. (Interview-6, Date: 15/09/2020).”

## **4.5 Training Mechanism to Implement Strategies on Reading Skills**

The instructional framework determines the pedagogical approach in the existing curriculum in terms of teacher's training, qualification, capacity, and the monitoring system. In our primary education system, the teachers undergo initial training after being recruited. While asking about the contents of the training one Assistant Teacher said:

“We have to take part in the training process. The training consists of pedagogy, subject knowledge, and practice. We get training on how to take a class, how to implement the curriculum, classroom management, etc. There are sub-cluster and subject-based training where we get to brush up on previous knowledge and sometimes learn new methods if there is any. (Interview-4, Date: 14/09/2020).”

The Head Teacher also explained that:

“Teachers have to attend the DPED training (Diploma in Primary Education Program) for 18 months comprises of twelve PTI-based courses (Primary Teacher's Training Institute) and two school placement courses. This training focuses on class-based learning and practical school-based learning. I took training on how to incorporate listening, writing, reading, and speaking skills in English through classroom practices. I was trained in a practical class on how to conduct the reading activity. (Interview-3, Date: 13/09/2020).”

According to the URC Instructor:

“We provide subject-based training to the primary school teachers of the respective Upazila Resource Center (URC). In this training, the teachers are provided with the concepts and approaches of the primary teaching-learning process. We motivate the teachers intrinsically and extrinsically to help them understand the learner's aptitude and interest. We also train them in different teaching techniques. (Interview-2, Date: 12/09/2020).”

The ATEO was asked whether the sub-cluster training or the subject-based training includes any content or manual on reading skills. She described that the sub-cluster training is given based on short training manuals. The Assistant Upazila Education Officer (AUEO) is responsible to conduct the training on the demonstration of lessons and co-curricular activities.

The idea is to introduce the latest innovative ideas of teaching-learning. It includes reading skills according to the training manual and curriculum. (Interview-1, Date: 10/09/2020)

#### **4.6 Present Classroom Practices in Achieving Reading Skills**

The classroom practices is related to the teaching-learning process on how a teacher delivers specific content according to the curriculum focusing on the class-wise attainable competencies. Regarding the reading skill development, one Head Teacher said:

“Teachers have their lesson plans before entering the classroom. While practicing the reading skill, teachers read out from the textbook and then ask the students to read aloud with the teacher. Teachers also follow the teacher’s guide to help the students more effectively. There are some strategies that we follow while exercising a reading lesson, for example, chain drill, ask and answer, etc. (Interview-3, Date:13/09/2020)”

On the contrary, one participant has argued that though there are guidelines and teachers get the training on pedagogy, the reality is that sometimes they could not follow them or the situation does not let them focus on those things. He added:

“...there might be a lot of challenges inside the classroom while teaching in a government primary school. Sometimes teachers cannot follow the lesson plan or the teacher’s guidelines because of the irregular and less attentive students. The teacher-student ratio is a big problem in our primary education system. (Interview-5, Date: 22/09/2020)”

Coupled with the shreds of evidence, the Assistant Teacher has also spotted the problem in the current classroom situation. According to her:

...mainly I would say, the methods or strategies we have learned from the curriculum or the training, we cannot apply in the classroom thoroughly. A teacher’s own style seems to have become more effective in my opinion. In that case, I make different groups having a mixture of low and high attaining students and conduct the reading activity. (Interview-4, Date: 14/09/2020)”

While examining the assessment system of grade 3 regarding the reading literacy skill, the current practice is not appropriate to measure the level of reading skills of the students. Students

are evaluated through one half-yearly and one yearly examination. The English question paper consists of a reading passage, an extract from the textbook in which students have to answer a set of questions based on the passage. One participant said:

“The question paper is not appropriate to get the level of reading skills of the students. As the passage is obtained from the textbook, chances are that the students might memorize the Bengali meaning. They tend to answer the questions based on their memory skill, not their reading skills. (Interview-6, Date: 15/09/2020)”

The school assessment system mainly follows the summative assessment. The URC Instructor elaborated that:

“The assessment system has drawbacks. Teachers assess only by asking them to read out the text. They can use picture samples to inspire them to describe and should make groups mixing different types of merits. The question paper is not adequate to evaluate the level of expertise in reading skills. (Interview-2, Date: 12/09/2020)”

The classroom practices are limited to resources for language learning opportunities for the students in class 3 tied with limited class time and it relies on the ‘English For Today’ textbook alone. Large classroom sizes impede effective teaching in a constrained environment including noise, poor ventilation, and inadequate sanitation facilities. This situation results in poor classroom practices with insignificant exposure on reading skills. (Interview-5, Date: 15/09/2020)

## **Chapter 5**

### **Discussion & Conclusion**

#### **5.1 Discussion**

In this chapter, the findings have been explicated based on the data derived from the interviews on the curriculum, instructional mechanism, and classroom practices to find out how it relates to the reading skill in class 3. It also explored different stakeholders to get an understanding of the challenges faced by the teachers to facilitate students in achieving those skills. This discussion remarks a detailed interpretation on the basis of qualitative information which has been gleaned from the six interviews structured upon research questions of the study, and also with the review of various documents, literature review, and conceptual framework.

From the analysis of interviews and critical review of the curriculum, it is evident that the curriculum does not address up to scratch for the reading skill development in class 3. Although all the participants agreed on the importance of having the requisite level of reading skills from an early age, few of them who are working for the government, believed that the curriculum is well enough. The ATEO, URC Instructor, Head Teacher, and Assistant Teacher consider the curriculum has been designed in a proper way to address the issue. This might be their limitation of uttering anything against the policy and regulation of the government or they have a lack of knowledge regarding reading literacy or both. Whatever the reasons are, when a group of responsible figures considers an imprecise curriculum as a perfect one, it must influence the individual decision-making process at the root level. In this chapter, the discussion has been divided into three correlational aspects, where the results have been depicted in a precise way to grasp the overall scenario.

##### **5.1.1 Reading Skills: Curriculum to Textbook**

The curriculum starts with the statement that the purpose would be to help students develop competence in all four language skills in English (National Education policy, 2010). Along with the statement, it suggests seven terminal competencies regarding the reading skills in primary education which are divided into eleven attainable competencies in grade 3 with fifteen learning outcomes (English Curriculum, Class 3).

In relation to English for Today, which is the only book to learn the English language in our primary school education, it is apparent that the four skills of learning a language are missing in the textbook (Interview-5, Date: 22/09/2020). Reading contents related to the constructive reading tactics on contextualization, making the connection to the student's prior knowledge, and guessing or descriptive text are hardly used. Emphasis is given on memorization or understanding the lexical meaning of texts but not so much on understanding the contextual meaning of the texts. However, there are few comprehensions containing questions related to the passages, which might determine one's comprehension skill, but not enough for building reading skills. Also, the chapters are not divided into listening, speaking, reading, and writing foundation, hence it is not concrete and direct towards developing the expected competence on this.

The study also found the importance of incorporating more reading content on different themes and ideas. It has been pointed out that students should be aware of communicative language learning by practicing reading and writing, whereas the textbook offers insufficient reading materials with a little exposure to English literature. Textbooks ought to be designed in a way so that students get to read some of the works of literature in the English language (Fitria, 2019). Ideas can be taken from the Bengali textbook for grade 3 which contains enough literature to make the students motivated to read and practice.

### **5.1.2 Reading Skills: Textbook to Training Mechanism**

The subject-based training for the teachers focuses diminutively on the reading skills in English. After examining the subject-based training manual for the primary teachers, it is found that the session conducted for receptive skills, also known as developing reading skills by discussing two types of reading strategies: reading aloud and silent reading. Nevertheless, the training lacks the most important strategy that is activity-based learning, according to a study conducted by (Watkins et al., 2007) which says activity-based learning fosters the competence of achieving language skills having meaningful exposure in close proximity to the particular language. On top of that, insufficient time is allocated for the entire session which is only ninety minutes, covering different reading activities through three stages of a reading session that is pre-reading, while, and post-reading on the basis of the English For Today textbook for class 3.

The findings also indicate that subject-based training is not appropriate for developing reading skills for the students of grade 3. This specific training is conducted in relation to the specific grade and subject. Since the subject matter is English and the grade is classified as class 3, the training vastly depends on the textbook, and hence, the training objectives are hedged around the content of the textbook. The training mechanism becomes cliché because the textbook itself becomes scarce on enough reading contents, so as to the curriculum. The training might contain some preliminary techniques for developing reading skills, but the standard approach is always missing.

### **5.1.3 Reading Skills: Training Mechanism to Classroom Practices**

The results show from the interview that the teachers use different methods of reading skills in the classroom. The results show from the interview that the teachers use different methods of reading skills in the classroom. Teachers use reading aloud, silent reading, pair-reading, chain drilling, vocabulary memorizing, et cetera as tactics for learning reading skills. Moreover, the prevalence of teaching reading skills is significant when teachers use conventional methods such as word meaning, sentence making, question-answering, summary making, and so on.

The current classroom interventions such as pedagogical approach, classroom management, implementing reading activities are not sufficient for developing reading skills. According to a study, an activity-based teaching-learning approach brings about the most effective teaching strategy in developing reading skills. However, teachers should be well-trained in implementing activity-based learning in the classroom, and also they should become competent in how the learning takes place to build an effective learning environment (Haq et al., 2019). As the teachers are not well-trained in this regard, the classroom practices deem to have limited development to the typical methods which have been followed by rote learning, purposive reading, knowledge on vocabulary, and read-aloud practices. They do teach how to build reading skills to some extent but the frequency of use is quite limited and redundant.

(Petrus & Md Shah, 2020) has argued that instructional frameworks played a vital role in shaping student's interest in reading. When teachers give instruction effectively, students get motivated and influenced positively whereas students lose their interest easily after ineffective instruction. The subject-based training does not give insights to address overcrowded classrooms with suitable instructional facilitation. Also, teaching-learning activities tend to be confined to only 40-50 minutes of class time for teaching English, which is insufficient.



The assessment system also overlooks the four basic components of language. The results implied that teachers evaluated student's reading skills in various ways such as taking responses, expressions, reading ability assessment, and scrutinizing the answer sheet. Again, the students are not evaluated through the standard assessment mechanism for the reading competencies because all the four modules of learning a language are not assimilated into the system from curriculum to textbook into the instructional framework and classroom practices.

## **5.2 Conclusion**

The study incisively deduces the significance of the reading skills of students to become literate and gained proficiency in English. The overall system is deemed to have delusions of being overlooked by the policy-makers on the ground of reading skills for the students of class 3 in government primary schools. It implies that the curriculum is mostly responsible for the student's poor reading skills despite addressing some of the lower skills but none of the higher sub-skills which are indispensable to achieve proficiency in reading skills. The problems raft along with the textbook, teachers training, monitoring administration, teaching-learning strategies, assessment system, and hence become multifaceted.

It attempts to find out the problems and recognizes the need for developing modern teaching-learning approaches to ensure efficiency in reading skills in English from an early age. To improve student's reading skills, it is imperative to fix the loopholes to emphasize on the missing attributes in this particular field of literacy instruction. Reading as one of the basic skills is considered a crucial element for everyday life. The standard of reading skill is not satisfactory for the students especially in government primary schools and they have multifaceted difficulties.

## **5.3 Recommendations**

### **5.3.1 Recommendations to Policy Makers**

- Curriculum revision for grade 3 students is highly recommended incorporating specific attainable competencies of higher skills in reading skills in English.
- Textbook revision should be done accordingly with developing supplementary teaching-learning materials.

- Teacher's capacity should be addressed through developing training manuals aligning with the curriculum and textbook on reading skills and disseminating revised curriculum and textbook to the teachers.
- Monitoring and evaluation should be recognized under a transparent system of training programs, classroom practices, and teaching materials.

### **5.3.2 Recommendations to Teachers**

- More classroom activities should be considered while conducting reading activities. Teachers should help students with cognitive and metacognitive strategies to read.
- The teachers should be more aware of applying techniques and procedures to help the students read both textbook and supplementary materials.
- Teachers should monitor student's activities, assist them, and provide guidance and feedback.
- Teachers should seek information and advice from parents, community members, and other teachers that will help to improve the instruction of particular students.
- Pursue professional development in the area of second language literacy.

### **5.3.3 Recommendations to AETO/URC Instructor**

- Revise the supervision system to improve classroom practices on reading skills.
- Reform the roles and responsibilities of AETO and URC Instructors emphasizing building specific skill sets in literacy instructions.
- A collaborative approach should be put in place among AETO, URC, and PTI instructors in supervising teaching reading skills to avoid disparities.

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## Appendices

### Appendix A: Consent Form

#### CONSENT FORM FOR INTERVIEW PARTICIPANT

This is to confirm that I have read and understood the Research Information Sheet given and explained to me. I have been given a chance to ask questions which were answered to my satisfaction. I then hereby consent to participate in this study.

If you agree with each statement provided below, please place a **tick (✓)** in the **box [ ]** provided.

1. I have read and understood the Information Letter given and explained to me. **Yes I understand [ ]**
2. I am aware of the fact that I may/may not answer questions if they choose not to. **Yes I understand [ ]**
3. I agree that the researcher may invite me to take part in the research by giving a questionnaire to respond to. **Yes I understand [ ]**
5. I understand that I will not be personally identified. **Yes I understand [ ]**
6. I agree that what I say may be quoted in publications, presentations, and in the final report. **Yes I understand [ ]**
7. I understand that if I am concerned about what I have said, I may ask for part or all information provided not to be quoted. **Yes I understand [ ]**

\_\_\_\_\_  
Full name of the Participant

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Full name of researcher

\_\_\_\_\_  
Signature

Date: \_\_\_\_\_

## Appendix B: Research Tool Table

<b>Description of activities</b>	<b>Number of activities &amp; time needed</b>	<b>Persons involved</b>	<b>Date of activity implementation</b>	<b>Mode of Communication</b>
Interviews	6 (Around 50 minutes)	1 Head Teacher	13/09/2020	Phone Call
		1 Assistant Teacher	14/09/2020	Phone Call
		1 ATEO	10/09/2020	Zoom
		1 URC	12/09/2020	Phone Call
		1 Expert Educationist	22/09/2020	Phone Call
		1 NGO specialist	15/09/2020	Zoom



## Appendix C: Interview Questionnaire for Teachers

**[The provided information will be used for research work only. Your answers will be kept strictly confidential and will not be identified by name.]**

School Name:

Name of the Teacher:

Highest Educational Qualification: ( ) SSC/ ( ) HSC/ ( ) Degree/ Honours/ Masters/ Other

1. Experiences of the Teacher:

Experience in teaching: ..... years

Experience in teaching in Class 3: ..... years

2. Long term training:

C-in-Ed

DPEd

B.Ed

M.Ed

No training

3. Have you received subject-based training? a) Yes  b) No

If the answer is 'Yes': duration of the training: ..... days

4. Is the training appropriate to conduct teaching-learning activities effectively?

a) Yes  b) No

If the answer is 'Yes', why is it effective? .....

If the answer is 'No', why is it not effective? .....

5. What are your suggestions to make the subject-based training more effective?
6. To what extent do you prepare lesson plans before conducting class?
  - Every day
  - Weekly 2/3/4/5 days
  - Never
7. When do you use the teacher's edition?
  - a) In the lesson presentation
  - b) In classroom assessment
  - c) In the planning lesson plan
8. To what extent are you satisfied with your teaching-learning activities?
  - a) Fully
  - b) Highly
  - c) Average
  - d) Little
  - e) Not satisfied
9. Write in sequence what you have done from beginning to end to conduct classes?
10. How do you assess your student's reading skills?
11. What measures do you take to address the student's weaknesses in reading?
12. What are your suggestions for making students fluent in reading?
13. Please mention if you need any support to conduct the teaching-learning activities effectively.

## **Appendix D: Interview Questionnaire for URC/ATEO**

1. How long have you been in this profession?
2. Have you had any specific training in English? Do people of your profession get specific subject training?
3. Can you describe the components of training?
4. Is there any continuous training happening regarding English teaching focusing on reading literacy?
5. Have you read the NCTB curriculum of English? What are your perceptions about it?
6. Do you think the curriculum is appropriate for teaching English literacy skills? If not, what can be done to make it improved?
7. What do you understand about the importance of developing reading literacy skills of a second language?
8. What are your specific strategies for training the teachers on reading skills?
9. Is the current assessment procedure an appropriate method to assess the reading skills of the students?
10. What are the materials you suggest can be used while teaching reading skills in the classroom?
11. Is there any structural/administrative factor that can influence the teaching-learning practice of English? Please describe.
12. Do you think the current teaching-learning practices are enough for skill-building? What can be done more efficiently to improve the teaching-learning practices of English?

## **Appendix E: Interview Questionnaire for Expert Educationist**

1. How long have you been in this profession?
2. What do you think about the important aspects of reading skills in English?
3. Do you participate in any specific training in English? If yes, what are the components of the training? What are the components important to conduct reading literacy activities effectively in the classroom?
4. Do you think the English curriculum for grade 3 is appropriate to teach reading literacy skills? If not, what measures can be taken to improve it?
5. Do you think the existing textbook is useful for reading skills? If no, what are your suggestions to make it useful?
6. How can the different materials/activities be useful while teaching reading skills in the classroom?
7. Is there any structural/administrative factor that can influence the teaching-learning practice of reading literacy? Please describe.
8. What do you think about the teachers are having appropriate training for teaching reading skills?
9. How can a teacher's capacity be improved on reading literacy skills in the classroom?  
How do the teachers help students to learn?
10. What do you think, the current classroom practices are sufficient for skill-building?  
What can be done more efficiently to improve the practices of reading skills in English?
11. Do you think the current assessment structure is appropriate to evaluate the reading skills of the students?
12. What do you think, is the English curriculum for grade 3 aligned with the international standards for reading skills?

## **Appendix F: Interview Questionnaire for NGO Specialist**

1. How long have you been in this profession?
2. What do you think about the important aspects of reading skills in English?
3. Do you participate in any specific training in English? If yes, what are the components of the training? What are the components important to conduct reading literacy activities effectively in the classroom?
4. Do you think the English curriculum for grade 3 is appropriate to teach reading literacy skills? If not, what measures can be taken to improve it?
5. Do you think the existing textbook is useful for reading skills? If no, what are your suggestions to make it useful?
6. How can the different materials/activities be useful while teaching reading skills in the classroom?
7. Is there any structural/administrative factor that can influence the teaching-learning practice of reading literacy? Please describe.
8. What do you think about the teachers are having appropriate training for teaching reading skills?
9. How can a teacher's capacity be improved on reading literacy skills in the classroom?  
How do the teachers help students to learn?
10. What do you think, the current classroom practices are sufficient for skill-building?  
What can be done more efficiently to improve the practices of reading skills in English?
11. Do you think the current assessment structure is appropriate to evaluate the reading skills of the students?
12. What do you think, is the English curriculum for grade 3 aligned with the international standards for reading skills?