

USE OF TEXTBOOK IN SECONDARY CLASSROOM IN DHAKA FOR  
TEACHING AND LEARNING ENGLISH

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A thesis submitted to Brac Institute of Languages in partial fulfillment of the requirements of the  
degree of Masters of Arts in TESOL

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## **Declaration**

It is hereby declared that

1. The thesis submitted is my own original work while completing degree 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 which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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## Approval

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## **Abstract**

Textbook is the traditional way to teach and learn a language. In language teaching class textbooks play a vital role. It is important to learn English as it is an international or the most widely spoken language in the world. The purpose of my study was to investigate the use of textbook in the secondary level for teaching and learning English in Dhaka city. Now, teachers face many challenges while they following the textbooks as guidelines for teaching language. From my research, I found some problems on following the textbook in the language classes of secondary level. There is the lack of teachers training, classroom materials, technology, tendency to skip the activities which are not important for exam, no marks on listening and speaking skills. Some suggestions of those problems are teachers training, available materials, technology, the changes of the assessment system. Firstly, it explores the historical background of using textbook in the secondary level language classes. Secondly, it designs the research methods by qualitative techniques to find out the answer of research questions. Then it provides an elaboration of the research findings based on collected data from the teachers and students face to face interview. Finally, it reports on the brief summary of this study based on the findings.

**Keywords:** Textbook on teaching and learning English language, materials to complete the tasks, teachers training, need the changes on curriculum in higher secondary level, Bangladesh.

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## **Statement of Original Authorship**

The work enclosed in this dissertation has not been before submitted to meet requirements for a grant at this or any other higher educational institution. To the best of my information and belief, the thesis contains no material previously available or written by another individual except where due reference is made.

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## **Chapter 1**

### **Introduction**

In our country textbook is used as a guideline to teach or learn a language in the classroom. The classrooms of Bangladesh can't think except textbook. Textbook is an important instrument to get a knowledge of a language in the classroom. Textbook use has become one of the fundamental aspects for English language teaching (Moulton, 1994; Cunningsworth, 1995; Kitao, 1997; Hinchman, 2002; Cheng, 2011 in Herlinda 2014). Some teacher follows the textbook as bible. They think that the textbook is enough for language teaching and there is no need to follow any other materials to teach a language. Though the teachers are using the textbook as a guideline to teach a language, they don't practice the all activities of textbook and also don't get the materials which are needed to complete the tasks. Another reason to skip the activities are focusing on the marks. They do the tasks which are important for the exam. Teachers and learners both are not interested to do the all activities, especially which are not important for their exam. In our country we don't want to acquire a language, we just practice the language in the classroom to get a good mark. As a textbook is organized by fulfilling the four skills of a language, it is quite enough to get the knowledge of the language. But we don't follow it properly because of focusing on the marks.

“However, there is almost no textbook that is definitely suitable for all teachers and students (Tomlinson, 1998; Richards, 2001 in Herlinda 2014). Ultimately the only person who really knows how the students will learn a specific skill or knowledge best is their own teacher (Lewis and Hiils, 1995). Therefore, any teacher uses any textbook will have to adapt it for the success of teaching and learning process. (Herlinda, 2014).” For teaching a language teacher need training on the textbook because of the changes of the syllabus and curriculum. Teachers should also have the opportunity to create the syllabus by their learners need. Because the teachers are the person who really know what is need for their learners to learn a language. Teachers can design the materials or instruments through knowing the lacking and the needs of their learners.



In the schools of our country teachers and students are fully dependent on the textbook to learn a language. Actually, it is not called learning they just study the language to get the marks. They follow the tasks from the textbook which are related to the exam and skip the others activities. For that reason, they can't fulfill to practice all skills to learn a language. "However, the overuse of textbooks also gives some disadvantages (Tomlinson, 1998). When teachers have exposed the textbooks as their sole guide for preparing lessons, teachers and students have little control in the teaching and learning process (McGrath, 2002; Little john in Maila 2008). As stated by Hutchinson and Torres (1994), the more explicit instructions in a textbook, the more it is likely to be a script, and the less appears for the teacher to decide and work out (Herlinda, 2014)." In Bangladesh teachers and learners both depend on the textbook to get the knowledge of English language. They use the textbook as an instrument. The textbooks are usually specially made by a corporation to follow a set of standard curriculums for a school system or an organization, such as a province (Encyclopedia of education, 2008). Though the textbook is well organized by fulfilling the four skills, for the curriculum the teacher and learners both don't practice all the tasks except the tasks are needed for getting marks. So, there need the opportunity to the teachers to make the syllabus as their learners need.

### **1.1 Background and context**

I discussed in the article reviews how the teachers use the textbooks and tools for a successful class. In those articles I found the author was speaking only about CLT material.

I notice here in these papers that certain writers addressed the use of textbooks (Karim 2004, Rahman and Pandian 2007, Choudhury 2010 and Maniruzzaman and Haque 2010). Teachers and learners in Bangladesh use this textbook as a guide to teaching and learning English. In our country teaching and learning English is just to get marks so teachers and learners both focus on the activities to get a good result. The teachers especially ignore certain activities which are not important for examination. It happens in the medium of Bangla and particularly because there is no teacher training (Rahman and Pandian 2017). Some teachers don't know how the activities are used or how important. Bangladesh medium teachers struggle to gain the correct or sufficient information from the new curriculum (Karim 2004). For the lack of training teachers have had unclear ideas about the new curriculum. In Bangla medium schools, the classrooms are centered

on teachers and the learners' activities are very limited because the CLT curriculum is unclear to the teachers of English (Yasmin 2009). Some investigators have found the exam's negative aspect. Teachers feel pressure while the teacher is told how to take the class (Choudhury 2010 and Maniruzzaman and Haque 2010). They cannot use the strategies required for their learners and must obey the instruction and concentrate on the outcome. The shortest thing about our language learning class in Bangladesh is the relationship between teacher and learner. The relationship between them is so formal and the classes are teacher centered (Yasmin 2009). In general, therefore, we may say that in order to use a textbook instructor, the authors need to be educated and have the correct idea of the value of the textbook activities.

Nevertheless, the writers spoke about the various problems of using a textbook, they didn't talk about the issue of a classroom's time limit. This is another major problem of learning a language and teaching. To take a class there is a time limit and teachers need to complete the examination syllabus at this time. Therefore, both teachers and learners concentrate on the activities related to the test and miss the activities that are not necessary for the examination. In the textbooks certain tasks are like role play, pair function, etc., which the teachers neglect because of the time constraints. The majority of the skipping activities are related to listening and speaking. The learners have the lack of listening and speaking skills to skip the unnecessary activities for examination, although the learners are experts in reading and writing. To develop a language that talks and listens without these two skills is so important that we cannot communicate in the target language. Therefore, according to me to teach and learn a language we need to concentrate on all skills. Without a talent it is not possible to learn the language properly. So, learning and teaching a language time is also an important part because without sufficient time teacher and student will not concentrate on the listening and speaking skills related activities. One factor that can also aid in using exercises is that if there is a listening and speaking skills test. If in these two areas there would be an assessment framework, the teachers and the students would both be careful about those activities related to listening and speaking skills.

## **1.2 Evaluate and analyze a textbook**

So far, I read the articles that I found the authors discussed the use of the textbooks in those articles but none of them discussed evaluating a textbook except Rizaldy Hanifa. In her article

she discussed the evaluation before selecting a textbook for the English textbooks for high school in Indonesia. Teachers will review a textbook before choosing a class, according to the author. In this article the author discussed how to test and analyze a textbook. The most important part of evaluating a textbook to select a textbook is the price of a book. Because all learners need to afford the textbook cost. Second, teachers should remember that the texts and activities are appropriate for the students or not. Teachers need to focus on fulfilling the needs, approaches, syllabus, goals, objectives and content of the curriculum in the course book or textbook. Teachers must study that the books are appropriate for the learner's condition. Teachers must follow that there is anything to add, replace, adapt or omit to modify a course book or textbook as needed by the learners. It will be easy to learn more if the textbook is culturally appropriate so when evaluating a textbook it is important to note the layout and design, instructions, methodology, syllabus, language skills, subjects, etc.

### **1.3 Purpose of my study**

If we go back to the issues highlighted in the previous sections, we see Rahman and Pandian 2017, says about the lacking's of teachers training, Karim 2004, says that teachers fail to acquire the accurate or proper knowledge from the new curriculum, Yasmin 2009, says that the CLT curriculum is unclear to the English language teachers, Choudhury 2010 and Maniruzzaman and Haque 2010, says that teachers have no freedom to choose the activities because the activities are selected from the author which become a pressure for the teachers. Nevertheless, none of them appear to talk about these issues while study like Rizaldy Hanifa says about evaluating and analyzing a textbook before choosing a course. Author also discussed how to assess and analyze a class textbook. I would therefore like to discuss in my research how teachers use the textbook in the secondary level class. If the school uses all of the exercises or not, and how it uses them. If not, what aspect or what skill-related activities will be avoided. Or if it uses more than the way it is used in the class and how it manages everything. How the teachers assess and analyze the appropriate textbook for a class. My thesis aim is to investigate how the teachers and students are being used the textbooks in the secondary classroom for teaching and learning English language.

### **1.4 Research questions**

#### **General**

1. Which sources or guidelines are being used to teach English by EFL teachers?

**Specific**

2. How are the teachers using the textbook and what type of challenges do they face while using the textbook?
3. What are the teachers' experiences of using textbook to teach English language?

## **Chapter 2**

### **Literature review**

English is the language of the world that is more appropriate for interacting with the outside world. In our country there are different kinds of problems in the curriculum. My aims and objectives of the research is to discuss about the material development and the use of the textbooks in the EFL classroom. I explore the problems secondary level education faces in the context of our country. In our country, in EFL class the textbook plays as the main guideline. The textbooks are selected from the authority so how the teachers are using the textbook.

In Bangladesh textbook is used as the guideline for teaching and learning a language. It is the traditional method of following a guideline. “In practice, the use of textbooks is known to give benefit for both teachers and students (Hutchinson and Torres, 1994). For the teachers, textbook facilitates them in giving direction to lessons, guides them for discussion, and facilitates them in giving homework. On the students’ side, textbook is a guide in helping them organizing their learning both inside and outside the classroom, studying on their own, doing homework, and preparing for the test (in Herlinda, 2014; pg-359).” The allocation of funding in the education sector as a developing country is very limited compared to other Southeast Asian countries (Habib & Adhikary, 2016). The level of English language teaching and learning is not up to the mark and its performance has deteriorated in recent times alarmingly (Hamid, 2011). There is a basic fundamental uncertainty and unclear view that always drives ELT policy in Bangladesh (Rahman & Pandian, 2017). Bangladesh had graphical and functional English language policy before the national education program (Chowdhury & Kabir, 2014). There are 3 educational systems in Bangladesh which are Bangla medium English medium and Madrasah and the preface of English language in all of these 3 systems are also special. It is also considered as a major issue for adoption of ELT in Bangladesh. After the liberation eight education commission supported proposal for education policy but it is a matter of great regret that the English laws were incompatible with English condition from the first to the last of these studies. Education policy was therefore still contradictory and was always treated in Bangladesh as a part of ELT (Rahman & Pandian, 2017). There was no discernible justification for making modifications to the decision, but decisions about modifications were often guided by it (Rahman & Pandian,

2017). In the new curriculum, the teachers fail to acquire accurate or proper knowledge. One of the key reasons for this disappointment is their unclear understanding about this curriculum's expected consequence. It has also become complicated to implement it in the classroom for this purpose (Karim, 2004). There are two main issues in this controversy. The first issue is that teachers are deficient in changing their curriculum and the second issue is the general lack of teacher's training facilities (Rahman & Pandian, 2017). The policy makers who generally develop the policy do not realize the teacher's need, which is considered to be a major issue. (Fullan, 2007).

In 1996, the Ministry of Education (MoE) replaced GTM to CLT (Rahman & Pandian, 2018). "Curriculum, as a document then lacks clarity and explanation on its complexity (Fullan, 2007).

The replacing from GTM to CLT was not come out the expectation, CLT techniques are hardly used and communicative language are used with little exposure (Rahman, Babu, Ashrafuzzan 2011; Nur & Islam 2018; Sultana, 2018; Rahman, Pandian & Kaur, 2018; Haider & Chowdhury, 2012; Parvin & Haider, 2012). "Since, curriculum change process is a multi-factorial system (Fullan, 2007), changing the curriculum to CLT from GTM raised complexity among different stockholders and questioned the adaptability of CLT in the existing settings of Bangladeshi classrooms (see. Chowdhury & Kabir, 2014). English language teachers in Bangladesh, however, were found to be unprepared for the change. However, the condition seems to be same after two decades of the introduction of the CLT in the curriculum (Rahman & Pandian, 2018; in Rahman at al., 2018; pg-1104)." The CLT curriculum has not been implemented correctly in the secondary English language classrooms in our country according to the intended purpose. Teachers were also found to main factor in implementing the CLT curriculum. The requirements of teachers in classrooms were not assessed at the time of the curriculum was developed. The design of the ELT national curriculum that was created by the top-down process did not take into account the opinion of the teachers (Ali & walker, 2014). Failure to have a qualified and competent teacher to implement CLT instruction in the classroom is another major challenge to recognize and troublesome issues. There are lack of language skills and knowledge that can be perceived as a limitation in the classroom to use the CLT methodology. There is no coordination between different phases of the curriculum development and for these reasons the teacher's voice still remains ignored and one aspect of this issue is the teachers' uncleaned CLT curriculum. (Ali, 2010). There is a lack of clarity in the CLT curriculum which creates serious difficulties in

the implementation process even when English teachers and head teachers do not have the correct and sound CLT curriculum concept (Das, Shaheen Shrestha, Rahman and Khan, 2015). Some researchers have also raised questions about CLT's aptitude and its fitness for education in our country (Chowdhury and Ha, 2008). Small amount of research on classroom communication has been conducted in Bangladesh. This is very critical for developing the curriculum in classrooms (Babu & Mim, 2014). Short class time, big class size, lack of classroom infrastructures, exam-oriented system, memorization, as well as the lack of proficiencies of the teachers and students do not willing to practice CLT in the classroom (Ali & Walker, 2014; Hamid, 2010; Kirkwood & Rai, 2011 in Rahman, Pandian and Kaur, 2018)

Bangladeshi teacher's way of thinking and behavior is quite inappropriate. They are accustomed to a focused instructor where the students' activities are very limited. There is an issue with the teacher-student relationship. There is not friendly relationship here between these two and there is only a formal relationship between them and there is only a formal relationship exists. All of these issues are perceived as barriers to the application of the CLT curriculum (Yasmin, 2009). Existing teachers' expectations, values and beliefs are not consistent with curriculum developments (Fullan and Marsh & Willis, 2007). The classroom's actual sceneries are often overlooked, which is an alarming issue (Rahman & Pandian, 2017). Teachers' involvement and participation is required to not only bridge the gap, but also improve the effectiveness of Professional Development facilities (Fullan, 2007; in Rahman et al, 2018)."

The national assessment system controls almost all appraisals of studying students as well as the Bangladesh school system (Das et al, 2014; Khan, 2010; Rahman, 2015). Although the new English curriculum has the aspirational goals and objectives, there are many research studies that excoriate the difference between policy goals and actual practice. Many researchers have discovered that gap based on various aspects and angles. Several researchers have again concentrated on the negative influence of tests on teaching and learning (Amin, 2018). A number of scholars have a lot of criticism related to CLT's success in English language learning. Teachers feel pressure when teaching through head teacher instruction and the expectations of parents and especially students. They want from teacher to teach them in such a way that can bring achievement and good marks in the examination. For this purpose, they were effectively prepared to organize mock class tests and prepare them to answer the expected questions. Large proportion of teachers agree and assume they could have taught in different styles if there were

no exams (Choudhury, 2010; Mannerizing and Haque, 2010). To cut a figure Students and their families take an interest in investing money in private classes. Students get away from all formal textbooks in this cycle and both the students and teachers reliant on the guidelines for commercial analysis and sheets for grammar exercises. What tendency to the primacy of rote learning.

Dominance of bright learners in classroom communication process (Babu & Mim, 2016). Bright learners get more teacher attention because of their prompt response and impressive performance. But the remaining learners cannot share the same chance of connecting with the teacher. In this way, teacher cannot pay equal attention to all of his/ her students, even though he/she is instructed to pay equal attention and care to all the students (Babu & Mim, 2014). All the classroom students are not as cautious as the some of the students are hesitant to engage in cooperative activities that could destroy the air of good communication (Babu & Mim, 2014).

It is a matter of great concern that given the implementation of CLT Bangla medium-sized students were not able to achieve their needed level of efficiency in English and they are still struggling (Afroze, Kabir and Rahman, 2008; Rahman, 2011). There is a disparity between English medium and Bangla medium as regards the English medium of instruction. Medium school teachers in Bangla give instructions in both English and Bangla. Yet teachers of English medium schools only provide instruction in English. So, we can clearly see that there is a clear difference in the teaching cycle between Bangla and English medium schools, which also makes difference between Bangla and English medium students (Parvin & Haider, 2011). Teachers in Bangla medium school translate English into Bangla for students but teachers never do that for students in English medium schools. This is also a clear difference between the education method in Bangla and English medium schools which can be considered as an issue (Parvin & Haider, 2011). In the case of a degree in English, the percentage of English teachers, the percentage of English medium teachers is much higher than that of Bangla medium teachers. This clearly defines English medium teachers as being well ahead of Bangla medium teachers in terms of academic training in English language. The teaching style, skills and efficiency will naturally be different (Parvin & Haider, 2011).

In recent times, our country's education sector has achieved momentous achievements. Especially in the case of school assignment and gender equity. But education assessment has not



gained adequate attention to ensure quality education (Das et al, [2014] for notable exception). Evaluation bases on schools and public exams in our country are incompatible with the contact approach (Das et al, 2014). “The structure of the national examination only allows assessment of skills in reading and writing, and because it permits success through rote learning of answers (United Nations Educational, Scientific and Cultural Organization, 2011; in Amin & Greenwood, 2018; pg-5).” In terms of practicality the materials and assessment of the CLT program are still unclear. One of CLT’s two main competencies is listening and speaking, which is still undervalued but interestingly this is known as highly emphasized materials for the curriculum (Das et al, 2015). Again, we do not know the students’ level of capacity to develop communication skills in this critical language. We do not even have the idea how those English tests are designed (Ali, Hamid & Hardy, 2018). We have research literature which is full of theoretical discussion of test design, reviews and validations. But we still have limitations when it comes to focusing in the actual design process of high-stakes language tests (Fan and Jin, 2013). Public tests in English and other subjects are used in Bangladesh for decades. But few works have been carried out into the design process of these tests (Ali, Hamid & Hardy, 2018). We don't even know the performance and learning that is determined for assessment, and we also don't know the consequence of these assessments (Ali, Hamid & Hardy, 2018). There is controversy about the evaluation system, which is partly responsible for the failure to achieve the expected result of English language teaching and learning. (Ali and walker, 2014; Hamid and Baldauf, 2008). In this article, the English paper-1 test was examined has no clear native character. Also, there is no transparent build argument about test measurement scheme. Again, writing test specifications and ensuring representativeness (Ali, Hamid & Hardy, 2018).

Policy makers in Bangladesh are unaware of many important facts that need to be kept in mind when designing the program, a number of scholars also question the usefulness of the current training in curriculum implementation. There is also a shortage of skill enhancement practitioners lacking in ELT training, which is another concern. Inspired by various studies relating to inadequacies for different educational systems in different countries, the evaluation is quite difficult to amend (Alderson, 2017; Cheng and Curtis, 2017). There are many sectors where we could find inconsistencies between curriculum understandings that the respondents reported and their exercise study. This could be spoken of as obstacles. In this regard, some issues can be graded such as teacher training, disparities between urban and rural schools, the

effects of foreign influences, the strength of the examination system and so on (Al Amin, 2017).The standard of English language teachers in Bangladesh has always been a major problem of Bangladesh. Needed education expertise remains missing because of the teachers' low quality (Hamid, 2010). Nevertheless, there is also lacking of professional assistance which cause problems with the curriculum to be adopted and implemented in the classroom. Some researchers said all teachers do not receive adequate and feasible training to improve themselves. In some selected schools only, a few teachers get this opportunity (Islam, 2015). Government support for the training of English teachers and their growth is also lacking (Hamid, 2010).

## **Chapter3**

### **Research design and methodology**

#### **3.1 Research method**

For every course there need to be a guideline to teach and learn. Like this every school in Bangladesh follows a textbook as a guideline to teach and learn English language. The textbooks and the activities are selected by the NCTB for every class. The activities are created by thinking of overall learners which will be used in all urban and rural schools of a county.

The textbooks are helpful or not or how much helpful depends on how the teachers are using the textbooks. Through my research I want to explore that how the teachers and learners are using the textbooks and how much effective the textbooks are for teaching and learning English language and is the textbook enough for teaching and learning a language.

(Richards 2002, in Hanifa 2018, pg-166) mentions that textbook selection sometimes may not reflect student's needs and might be not affordable for some teachers. For this research I would like to use qualitative method due to the fact that the aim of the research was to analyze how the textbooks and the activities are using in the class. For this research I need to gather information in depth description not in general. My queries are based on teachers and students own experience, understanding and perception about the use of textbooks of their English language teaching and learning in their classroom. So, to reach the purpose of my study, I think qualitative will be the best approach for my study. So, to gather the information in depth description I need to know the participants personal experiences, understanding and perception about the use of textbooks of their English language teaching and learning in their classroom.

So, to reach the purpose of my study, I think qualitative research will be the best approach for my study. Moreover, much of my existing studies, author was used qualitative approach in their study. Based on these things, I choose qualitative approach. And I am quite confident that, through it I can get my desire information in details. Through this survey my intention is to find out the way of using textbook, personal experience of my participants, their understanding of the textbook and the activities. For a study to be credible and legitimate, it is important that the data

is collected, organized, analyzed and presented in an appropriate manner (Lichtman, 2010, P.12-14).

As my target is to know the human experience of using textbook, understanding and perception of textbook and activities, how teachers and students are using the textbook etc; so, I will use quantitative research for the survey. I will take the interview through the open-ended questions so that my participants can explain their experience without any hesitation. Participants also feel free and get the scope to share their problems, ideas and the experiences. So, I think through the interview I can collect authentic information from my participants if I use open-ended questions for the interview. Another reason to select the qualitative research for my research is to save the time and complete the survey on a limited budget. So, for all of these reasons I will use qualitative method for my survey.

### **3.2 Sample size**

The research population of this study is secondary English language school teachers and students in Dhaka. The sample selected for the study was on the basis of purposiveness and snowball sampling. This deliberate intervention on the sampling process is termed as purposive sampling (Cohen, Manion & Morrison, 2013; Silverman, 2001). The selection of participants was made on the basis of accessibility and purposively (Burton, 1996; Lincoln & Guba, 1985).

Snowball sampling is where research participants recruit other participants for a test or study. It is used where potential participants are hard to find. It's called snowball sampling because (in theory) once you have the ball rolling, it picks up more "snow" along the way and becomes larger and larger (Stephanie, 2014). In this way, I took interviews of four EFL teachers and four students of secondary level to know the current scenario of the use of textbook in English language classroom. My sample size was small to collect more information in-depth from the participants. Because, it is better to select a few, rather than many, individuals or sites to study, to provide an in-depth understanding of the phenomenon. (Creswell, 2012, P.234). It will be helpful for me collect detail information what the participants individually faced, their individual perception/ understanding about the textbook, to know the actual scenario of the use of the

textbook in the classroom and what difficulty they faced during teaching and learning through the textbook in their classroom.

I chose small sample size for my survey so that I can collect authentic detail information in depth from the participants of my study. I select secondary level for my survey because according to me this is the most important level and basic building level for a learner. In this level, learners prepare themselves for their higher education or higher study. “Nowadays learning goal is not only to develop students cognitive but also communication, collaboration, critical thinking and creative skills. In view of that, teacher’s responsibility does not only concern with student’s assessment but also the evaluation of the teaching and learning process itself which includes the materials” (Hanifa, 2018, P.167). To teach and learn a language we need to practice and a textbook is the guideline of teaching and learning a language. Textbook has different activities to practice. In my research I want explore that is the activities of textbook is enough for teaching and learning a language or there need extra activities and materials to practice and how the teachers and learners are using the textbooks activities.

‘Instructional materials generally serve as the basis of much of the language input that learners receive and the language practice that occurs in the classroom’ Richard’s (2001: 251), in Tomlinson, (2012). That’s why I want to explore the use of the textbook in the classroom. So that, I can find out the textbook and the activities which is selected for a class from the NCTB is enough for teaching and learning a language or needs extra activities. And also, is the textbook understandable to the teachers and learners to teach and learn a language.

### **3.3 Limitations**

As other researchers, this is also not a perfect research, because of some limitations. The most important limitation is the short of time. For the time limitations, I tried to prepare the research being aware of the time limitation. For the time being, I conducted my research on a short sample size. I took interview of four teachers and four students to collect data. Some were not willing to give interview. So, willingness was another problem in my research.

## **Chapter 4**

### **Analysis**

This chapter is the reflection of the findings and the result from the survey I did for the research. Thus, tries to obtain the answer of the research question. In this part based on my research question, I have analyzed the result and findings through the teachers and students' interview. Here I tried to find more effective result on my study.

The result of this survey shows that textbook is using as a guideline to teach and learn a language but it is not enough to teach or learn a language. The textbook is not using properly to teach or learn a language. Teacher and students are skipping the activities which are related to the listening and speaking skills because of the lack of the materials and focusing on the marks of the exam.

#### **Lack of materials:**

After doing the survey through interview I got some information and knew their experiences. Textbook is the traditional way to teach and learn a language in the classroom. The textbook is playing a vital role in the language classroom. Undoubtedly textbook is using as the guideline to teach and learn a language. Teachers are following the textbook for practicing English language in the classroom. Teachers and the learners both focus on those exercises which are important for the exam and skip those exercises which are less important for the exam. Sometimes they skip those activities for lacking of the materials. Sometimes when teachers get time then they try to practice those activities by managing the alternative materials. On lacking of materials Mrs. Liza said,

“Usually we are using textbook only as classroom material for language class. Students also feel comfort with their textbook. We teachers are not getting enough preparation time for material development so we do feel comfortable with textbook as a proper classroom material.”

Mr. Kamrul said,

“Science we don't have the opportunity to make our own materials or use beyond textbook materials which make language learning monotonous. If we

have the opportunity to use different types of materials or make our own materials based on our students' level, I think it makes language learning more beneficial and enjoyable.”

Ms. Tuli shared,

“We are following the textbook materials for teaching language so we don't have the option to create the materials as the learners need.”

### **Skipping the listening and speaking activities:**

In our country there are the exams on reading and writing skills so the teachers and the learners practice the reading and writing activities. As there is no exam system on listening and speaking skills so teachers and students both skip the listening and the speaking activities. Mrs. Mukta said,

“In our education system both teacher and student are score oriented in examination. As our testing system is very much focused on reading and writing skill development, we must make our students do exercise on reading and writing activity from textbook. Thus, listening and speaking section is skipped most of the time.”

Mr. Kamrul said,

“Honestly speaking we don't work on all the activities from the textbook because of time limitation and also for completing syllabus. Science in our examination marking system only on reading and writing skills so our main focus is to complete syllabus for examination.”

Mrs. Liza shared,

“As we know, in our country in language class both teachers and learners are focusing on the exam syllabus. So, our target is to get marks instead of getting the knowledge on the language. As there are no marks on listening and speaking skills so we rarely practicing those activities.”

### **Exam on listening and speaking:**

For practicing the listening and speaking activities teachers suggested that there need to be an extra class and exam on listening and speaking skills. In our country, instead of getting

knowledge the language, we are very much intended to gain good marks in the exam. So, to practice those activities it would be better if there were the exam on listening and speaking. One of my participants named Mrs. Liza told me,

“We don’t have any listening and speaking activities in our school. Even we are running without sufficient equipment.”

Mr. Kamrul shared,

“I think there need to add marks on listening and speaking skills because if these two skills are formally testing then teachers as well as students both take more care in these two skills which will help to improve these skills.”

Mrs. Mukta said,

“In our country we don’t have any marks on listening and speaking skills. So, the curriculum assessment system should be change by adding marks on listening and speaking to teach and learn a language effectively. Through adding marks on listening and speaking skills a language can teach and learn effectively.”

### **Technology:**

To learn a language there is a need of practising all skills otherwise it would not be an effective learning. Another reason of not to practice the listening and speaking skill is the absence of the technology. Sometimes there are few activities which could not be performed by the teachers even if they are willing to perform. So, there need to have the technologies which are needed to practice those activities. The technology-based classrooms are very effective than the traditional classroom. The class also become so interesting, effective and active for both teacher and students for using the technology. Mrs. Mukta said,

“There is some computer in our school but those are not enough for the huge number of students. Even there is no faculty for smart classroom. We use only written materials in the class. For lack of technology facilities, like computer lab, listening lab etc. we are unable to do exercise on listening.”

Mr. Kamrul said,

“There is lack of technology system in our classroom which is also a major reason not to practice listening tasks in our class.”



Mrs. Liza said,

“In our school there is a computer lab but the number of the computer is not enough for the all students. We can’t practice the listening tasks for the lacking of the technology.”

### **Teachers training:**

Another issue which is claimed by the teacher is the teachers training on the textbook because of the changes of the curriculum. Sometimes they become puzzled and can’t understand the activities how to practice, so if they had the training on the textbook or curriculum then they would not be puzzled. In our country it is another big issue is the classes are teacher centered but for a good result the classes should be learner centered. Ms. Tuli shared,

“I myself is a teacher with five years’ experience, I can say, I didn’t get enough training for material development, classroom management and even in testing and scoring. Though I attended 2 or 3 small workshops but that were not enough for a teacher, as I think.”

Mr. Kamrul said,

“Yes, I think there need to have teachers training because most of the teachers in Bangla medium were come from GTM but because of curriculum replacement we teach students in CLT methods. If we have the training than we know the proper use of textbook also teach students creatively.”

Mrs. Mukta said,

“Teachers training is the most important thing for the changes of the curriculum. I think, teachers training is important to know the proper use of the textbook.”

According to expert’s opinion, “No textbook is perfect, and no textbook is complete. It is but one resource at your disposal. Use it as a blueprint, a guidebook or an outline.” Textbook is important for a language class because it is using as a guideline. As both teachers and students are using the textbook as a guideline for teaching and learning language so teachers should know the proper use of the activities of textbook. There needs a training on the using of the textbook and also should have the materials which are needed to participate on those activities. The textbook is arranged to fulfil the four skills of teaching and learning English. But in our country,

we always focus on marks instead of getting knowledge of the language. Because of the curriculum system we just learn the two skills of language, these are reading and writing. In curriculum we have exam on reading and writing skills of language so, here the other skills (listening and speaking) are skipping to practice. For this reason, learners are expert in reading and writing skill but they are not expert in listening and writing skill. For the lack of practicing listening and speaking skills, learners feel shy to speak in English in front of others and also face problems to understand teachers lecture when teachers deliver the lecture in English. So, the curriculum or assessment system should change to teach and learn a language properly. Another reason of not to practicing the listening and speaking tasks is the lacking of technology or the materials which are needed to practice those activities. If the class is taken through using the technology or the teaching aid the class can be related to our real life. Learners can practice the tasks practically and we all know, “practice makes a man perfect.” The textbook is organized in very systematic way but for the lack of teachers training and teaching aids teachers are unable to make practice of all activities.

## **Chapter 5**

### **Findings and discussion**

This is the most important part for every research. In this chapter I am going to discuss about my research result and the findings. The purpose of my research is to explore the use of textbook in the classroom and how it is helpful to teach and learn English language in Bangladesh. I used questionnaire to take the interview. Questionnaire helped me to organize the things in order. My participants of this research were the teachers and the students. At first, it will show the findings of the teachers' interviews about the use and benefits of textbook for teaching English. Here it discussed about the experience and the new ideas of the teachers. Second, it will contain the feelings of the students about the benefits and the lacking of the use of textbook in the classroom.

#### **5.1 Findings of teacher's interview:**

For my research I conducted face to face interview of the teachers to know how they are using the textbook and the benefits of the textbook. I took 4 teachers face to face interview to collect data for my research. From the survey I got many information and new ideas of using textbook. Their opinion, experience and the ideas are discussed below.

#### **Teachers' opinion of using textbook**

Textbook is a traditional method to teach a language in the classroom. In every secondary class for English teaching there are using a textbook as a guideline. Some teacher had said that the textbook is following as a bible. One teacher also said, "nothing is completely suitable but we can use textbook as our guideline to teach English language." Another teacher said that in the textbook there are limited information or activities to teach a language. For more practice there need many activities which are related to their real life. One teacher said, "If a teacher has the opportunity to design the activities then it would be real life oriented." In previous study Hutchinson and Torres, 1994; Herlinda, 2014; discussed on the similar thing.

"In practice, the use of textbooks is known to give benefit for both teachers and students (Hutchinson and Torres, 1994). For the teachers, textbook facilitates them in giving direction to lessons, guides them for discussion, and facilitates them in giving homework. On the students'

side, textbook is a guide in helping them organizing their learning both inside and outside the classroom, studying on their own, doing homework, and preparing for the test (in Herlinda, 2014; pg-359).”

### **Enough to teach a language by using textbook**

The textbooks and the activities are helpful for a class. It works as a guideline and save the teachers time to prepare lesson plan. Though it is helpful for a class but it is not enough for teaching a language for the limited activities. The activities on the textbook are limited and to learn a language there need many practices. So, the teacher should have the opportunity to prepare the activities as the learners need. In Bangladesh the textbooks and the activities are selected by the NCTB for all learners. So, it is not possible to know the needs of the learners. But a teacher knows the needs and the lacking of the learners very well. Similar problem found in previous study Herlinda, 2014; pg-361; Tomlinson, 1998; Richards, 2001 in Herlinda 2014.

“The analysis also shows that teachers’ consideration in adapting the book is underlined by some factors. Some of the reasons underlying the teachers to do adaptation are: the teacher in this study have different priorities from the textbook writer, they do not have enough time to get through the activity in the textbook, they want to focus on different skill, the materials feature is too little or too much variety, and the level of English required by the book for some skill is too high for the students (Herlinda, 2014; pg-361).”

“However, there is almost no textbook that is definitely suitable for all teachers and students (Tomlinson, 1998; Richards, 2001 in Herlinda 2014). At the end, the only person who really knows how the students will learn a particular skill or knowledge best is their own teacher (Lewis and Hiils, 1995). Therefore, any teacher uses any textbook will have to adapt it for the success of teaching and learning process. (Herlinda, 2014).”

### **Need training to understand the textbook**

In this question teacher’s response was different. One of the teachers said, “there is no need of training to understand the textbook activities.” But most of them said that they need the training for the reform of the curriculum and the syllabus by the NCTB. One of them said, “the training is

needed for the transformation of the curriculum of GTM to CLT.” The training is needed to understand the activities of the textbook. Similar problem found from previous study Fullan, 2007, Rahman & Pandian, 2018; in Rahman et al. 2018; pg-1104.

“Since, curriculum change process is a multi-factorial system (Fullan, 2007), changing the curriculum to CLT from GTM raised complexity among different stockholders and questioned the adaptability of CLT in the existing settings of Bangladeshi classrooms (Chowdhury & Kabir, 2014). English language teachers in Bangladesh, however, were found to be unprepared for the change. However, the condition seems to be same after two decades of the introduction of the CLT in the curriculum (Rahman & Pandian, 2018; in Rahman et al. 2018; pg-1104).”

### **Practicing the activities from the textbook**

In the first the teacher warms up the learners and let them read a passage and let them try to understand the meaning. After reading the passage they try to solve the activities. From the textbook the reading and writing parts are practiced by the learners. One of the teachers said, “for testing textbook is not enough. Teacher should design a test from outside the textbook so that the learners can show their real talent.” As the teachers and learners both are focusing on the exam so that they just practice the activities which are important for the exam.

### **Availability, lack and the alternative way to manage materials**

From the interview the teachers’ shared that sometimes they skip some activities for the lacking’s of the materials. Some teacher said that for the class time limitation teachers aren’t be able to complete the activities. The most common and missing material is the technology. One teacher said that there are the lack of the technology and the training on ICT that’s why they don’t have the facilities. Another teacher said, “Teacher needs the opportunity to use additional materials in the classroom” ( In Fullan, 2007; in Rahman et al. 2018)

“Curriculum, as a document then lacks clarity and explanation on its complexity (Fullan, 2007). Teachers’ involvement and participation is required to not only bridge the gap, but also improve the effectiveness of Professional Development facilities (Fullan, 2007; in Rahman et al. 2018).”

### **Learn a language by skipping the tasks**

In response to the part, I found that all teacher said that it is not possible to learn a language by skipping tasks. The tasks are skipping which are not important for the exam and the exam of our country is just focus on 2 skill that are writing and reading. So, the other 2 skill listening and speaking are skipping to practice for different reason. For that the learners are expert in reading and writing skills but they have the lacking's in listening and speaking skills. One of the teachers said that for skipping those activities there is no practice on listening and speaking and for that reason the learners can't talk in English. Whenever they try to speak in English, they feel very shy and anxiety. Another teacher said, "we can train our teacher to practice those skills in the classroom." Some of them think that listening and speaking skills are not giving important to practice in the classroom so there needs an exam on listening and speaking skills. So, all teacher said that skipping the listening and speaking skills practice it's impossible to learn a language.

### **Need to add marks on listening and speaking skills**

On this question one teacher from the participants shared, "Because of no marking on the listening and speaking skills we don't give importance to practice those tasks which are related to those skills." Both teachers and students are focusing the exam marks to they try to practice only the exam related tasks. In previous study United Nations Educational, Scientific and Cultural Organization 2011, in Amin & Greenwood, 2018; discussed on the similar problem.

"The structure of the national examination only allows assessment of skills in reading, and writing, and because it permits success through rote learning of answers (United Nations Educational, Scientific and Cultural Organization 2011, in Amin & Greenwood, 2018; pg-8)."

### **Limitation of the time**

In this part teacher shared that the class time is too short to do the all activities in a chapter from textbook. There are their exams so which activities are important for the exam they focus on them. But sometime after doing the activities if they have time, they practice the speaking tasks but they never get the chance to let the students practice for the lacking of the technology. One teacher shared, "if we get extra class time and the proper technology then we would get the chance to let the students practice the listening and the speaking tasks."

## **5.2 Findings of student's interview:**

For my research I took interview from some students to know and collect their opinion about English language learning in the classroom. I took their interview so friendly way to make them comfort. As they are students, they would not feel easy to talk with me that's why I made a friendly environment with them. And they were just replying in 'yes or no' that's why I talked with them in details during the interview to make the environment friendly and get the authentic information from them. I took 4 students face to face interview to collect data for my research. From the survey I got many information and new ideas of using textbook. Their opinion, experience and the ideas are discussed below.

### **Students' opinion of using textbook**

Textbook is using as guideline to learn English. They can practice English by following textbook activities. Textbook helps them as an instructor or a guide. But one of the students said, "All activities are not properly understandable, sometimes teacher help us and sometime parents help us while doing the home-works." Some students said that they don't practice all the activities from the textbook in the classroom. They just do the reading and writing part from the textbook.

### **Materials need for the class**

From the student's responded that in the class they need the materials to complete the task like white paper, marker, notebook, pen, poster paper, color paper etc. Most of them said that they don't get the all materials available in the classroom. One of them said, "we need to bring some materials, according to teachers instruction given in the previous class. Our school doesn't provide all of them." So, they need to manage the materials which are not available in the classroom. Another student shared that they have to projector or ant listening lab to practice the listening tasks. So, they never get the chance to practice the listening exercises.

### **Practice the tasks in the classroom**

In response to the part, I get the information that the students aren't practicing all the tasks. They are practicing the tasks which are just important for the exam. One of the students said, "teacher make us do those things which are important for exam." For their exam they only need to

practice the reading and writing things and skips the listening and the speaking tasks. They are skipping the listening and speaking tasks because they need to complete the syllabus in time and practice those activities to get a good result. One student said, “we rarely do the exercises on speaking but we never do the listening exercises.” For that reason, the students also feeling that they are not learning English properly as a language. One of the them also shared that because of the lacking of the speaking practice they always feel shy to speak in English in front of other. Also shared that they never dare to share or present anything in English. They also shared that they face the difficulties to understand the teachers lecture while teachers are deliberating the lecture in English. They feel that if they would get the opportunity to practice the listening and speaking then that would not feel shy or face the difficulties to understand the teachers lecture while they are deliberating the lecture in English.

### **Limitation of the time**

In this question students shared that if they get time after doing the activities then they practice the speaking tasks. But they seldom do the speaking exercises. So, one of the student participants shared, “if we had another fixed class to practice only the listening and speaking exercises then we would be able to speak in English without any hesitation and would not face difficulties to understand while anyone speak in English.”



## **Chapter 6**

### **Conclusion and Recommendation**

#### **6.1 Conclusion**

Textbooks are educational texts which propose a structure, an order and a progression in the teaching and learning process.

The purpose of my research is to explore how the secondary level teachers and students are using textbook for teaching and learning English in Dhaka city. From this study we can find out the use and the effectiveness of the textbook to teach and learn English in the classroom.

From my study I knew that the textbook is used in the language classes of secondary level as a guideline. In the language classes of secondary school textbook is the main instrument. Though the textbook is organized by following the four skills of language but the teachers and the students are not practicing the all tasks. As we are always focusing on the marks instead of getting knowledge of the language, we just practice those tasks which are important for exam. The curriculum and the syllabus of our exam is designed from the NCTB. And the syllabus for the exam is focusing only to the reading and writing. So, other skills (listening and speaking) of language learning is not on the syllabus. As the teachers and the students are focusing on the marks in the exam, they only practice those tasks which are related to the exam. As the curriculum syllabus is focusing on the reading and writing skills so they are skipping the listening and speaking skills to practice in the classroom. As we know without practicing or getting knowledge of the four skills, we can't learn a language effectively.

After doing the data analysis it is found that in our country in the secondary classes, the textbook is not using properly. The textbook is organized by following the four skills of a language. As the teachers and the students both are focusing on marks instead of getting the knowledge on language, they skip the listening and the speaking tasks as there is no marks on those skills. Another reason is that there is a lack of the materials. For the lacking of the material, teachers can't make them practice some tasks if they want. Most of the tasks especially the listening and the speaking tasks are skipping for the lack of the technology. The thing is that if there would be exam or marks on listening and speaking, they would manage the materials to do the activities which are needed to complete the listening and speaking tasks in language classroom. So, there

need the change on the assessment system on language learning to practice the listening and speaking tasks. There should have the mark on the listening and speaking skills. Through the assessment change the other skills of language will practice properly in the classroom. For the lack of the practice learners always feel shy to talk in English in front of others and also face difficulties to understand the teacher's instruction when they give the lecture in English. Teachers also shared that if there would be the technology system then they could teach the students the language by showing the reality. Which would be very effective for the learners to learn language. Some teachers shared that for the curriculum changes they face some problem to understand the tasks from the textbook. So, they feel that there need training on the use of textbook.

To learn a language there are four skills of a language and all are important to learn a language. Without practicing a skill, we can't learn a language effectively. As in our country all are learning or practicing language for getting marks so they are not practicing all the tasks. They only practice the tasks which are important for the exam or getting marks. But the textbook is well designed with the four skills of language. There is just the lack of the practice of all tasks. So, to practice the all tasks to getting the knowledge of a language our assessment system from NCTB should be changed. If the listening and speaking test would be there in our assessment then it would be practiced in the classroom and also, we had the better knowledge on the language. The materials and the technology also another important thing to practice the tasks. Practicing the tasks by using the technology teachers can show many things which are related to our real life through this learner could practice the tasks by relating with the reality. The last thing is the training on the use of the textbook. The curriculum is changing day by day. So, all teachers are not able to understand the changes. For this reason, there need the training on the changes to make the teachers understand the textbook.

Textbook is used as the guideline in the secondary level school. So, the teachers should know the proper use of the textbook. To know the proper use of textbook there needs the training, to practice the all tasks there need the change on the assessment system and to practice the all tasks from textbook there need the available materials. To have all of these things a language can be

teach and learn effectively. Government should take steps of teacher training for the proper use of textbook for teaching and learning language effectively.

## **6.2 Recommendation**

1. Proper use of the textbook is important to teach a language. So, the instrument and all the teaching aid like: projector, technologies, ICT etc. is needed to be present to practice all the tasks from the textbook.

2. Classroom environment is another important thing for a successful class. Classroom size, sitting arrangement, teacher student relationship should be friendly during the class.

3. The class time for language teaching should be increase. For time limitation both teachers and students focus on those things which are important for the exam. Because of focusing on the exam, they are skipping the important skills to practice which are important to teach and learn a language.

4. Teacher students' relation is another important thing for a successful or beneficial classroom. When the relationship between teacher and student is friendly then the learners can participate in the class without any hesitation.

5. Teachers need training to know the actual use of textbook. Textbook is changing in every year. So, to know the changes and the proper use of the textbook activities' teachers need the training.

6. There needs some changes on curriculum and assessment on teaching and learning language. There should be add some marks on listening and speaking skills. In our country there is no assessment on listening and speaking skills that's why both teachers and students always skip the listening and speaking activities.

At the end of the research it is found that the textbook is important for language teaching and learning. It is the guideline for the secondary level school. There needs the training, changes of assessment and curriculum, friendly and comfortable environment, sufficient materials etc. for the proper use of a textbook to teach and learn a language properly.

Government should pay attention for the necessary fund for the teachers training and for the teaching aids in the classroom.

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## Appendix

### Questionnaire

#### Questions for teachers:

| Research questions                                                                                            | Probable questions                                                                                                                                                                                                                                                                                                                                                                                       | Probes                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Which sources or guidelines are using to teach English by EFL teachers?                                    | <ol style="list-style-type: none"> <li>1. What is your opinion is the textbook enough to teach a language?</li> <li>2. What do you think is the textbook helpful for teaching a language?</li> <li>3. What do you think is there need any training to understand the tasks in the textbook?</li> </ol>                                                                                                   |                                                                                                                                                                                                           |
| 2. How the teachers are using the textbook and what type of challenges do they face while using the textbook? | <ol style="list-style-type: none"> <li>1. Are the all activities from the textbook practiced in the class?</li> <li>2. What materials needed to complete the activities?</li> <li>3. Are the all materials available in the classroom?</li> <li>4. If not, then how they manage the materials or how they complete the tasks?</li> <li>5. If there any alternative way to complete the tasks?</li> </ol> | <ul style="list-style-type: none"> <li>• Do you think the activities are enough to teach a language?</li> </ul>                                                                                           |
| 3. What are the teachers experience on using textbook to teach English language?                              | <ol style="list-style-type: none"> <li>1. Do they skip any task which is not important for the exam?</li> <li>2. What is your opinion is it possible to learn a language by skipping the tasks which is not</li> </ol>                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Which skills are practicing actually?</li> <li>• What do you think? How can we fulfil the lacking?</li> <li>• Do you think there need to have exam on</li> </ul> |

|  |                                                                                                                              |                                                                         |
|--|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
|  | <p>important for the exam?</p> <p>3. Within the class time limitation can they complete all the tasks from the textbook?</p> | <p>listening and speaking to teach or learn a language effectively?</p> |
|--|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|

**Questions for students:**

| <b>Research questions</b>                                               | <b>Probable questions</b>                                                                                                                                                                                                                                                                                       | <b>Probes</b> |
|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <p>1. What are the sources or guidelines to learn English language?</p> | <p>2. What is your opinion is the textbook enough to teach a language?</p> <p>3. What do you think is the textbook helpful for learning a language?</p> <p>4. According to you are the all tasks in the textbook understandable?</p> <p>5. Are the all activities from the textbook practiced in the class?</p> |               |
| <p>2. What materials needed to complete the activities?</p>             | <p>1. Are the all materials available in the classroom?</p> <p>2. If not, then how they manage the materials or how they complete the tasks?</p>                                                                                                                                                                |               |
| <p>3. Are the all tasks in the textbook important for exam?</p>         | <p>1. Do they skip any task which is not important for the exam?</p> <p>2. Why do they skip the tasks?</p> <p>3. Aren't the tasks important for learning a language?</p> <p>4. Within the class time limitation can they complete all the tasks from the textbook?</p>                                          |               |