

**Attitude Towards the New Curriculum of Class Seven**

By

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A thesis submitted to the Department of English and Humanities in partial fulfillment of the requirements

for the degree of Bachelor of Arts in English

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## **Declaration**

It is hereby declared that

1. The thesis submitted is my own work from my degree at BRAC University.
2. The thesis does not contain a single word that was written by someone else unless it is properly cited.
3. The thesis doesn't include any work that has already been accepted or submitted for another degree or qualification at a university or other institution.
4. I want to thank all of the individuals who helped me.

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**Approval**

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## **Abstract**

This research will analyze the attitudes of teachers, students, and parents in class seven according to the newly implemented curriculum. The research will be conducted through the qualitative method. Recently, NCTB changed the education policy for class seven in 2023. Curriculum developers changed the traditional method of teaching to communicative language teaching. According to culture of Bangladesh, people are habituated with traditional methods of teaching. So, the main objective of this research is to find out how and what people feel about this new book. The shift has a great impact on the education system. Due to this shift, students are experiencing numerous benefits that have upgraded their learning skills and motivated them to explore them more. Moreover, some information about challenges and solutions is found through data analysis. The total participants were 4 school students and their parents, and 2 teachers from different schools who took part in semi-structured interviews. For analyzing the data, the thematic analysis method was used. The study prominently found some major benefits, challenges, and overcoming solutions to mitigate the challenges. However, this study sought the perspective and probable solutions of parents, students, and teachers towards the new book and the shift in curriculum.

**Keywords:** CLT; group work; real world; communicative; curriculum; attitude

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## **Chapter One: Introduction**

### **1.1 Background of the study**

The benefits of studying a second or foreign language are numerous. It is undoubtedly a big influence since language students are expected to do it all over the world. Some people are driven to learn English or another language because they think doing so will advance their careers. They will find employment more easily if they are bilingual in addition to their native tongue. English has a special significance in this context since it is the major language of communication on a worldwide scale. Some language students choose to move temporarily or permanently to an area where the language is spoken. The students would need to acquire English in order to survive in that neighborhood. However, in order to engage in seminars and write reports or essays, students who intend to enroll in a university in the United States, the United Kingdom, Australia, or Canada may need English. "English for Special or Specific Purposes" has been utilized when students have a specific reason for wanting to study the language. Business executives need to speak English for international trading. Waiters may be required to speak English in order to serve customers. It will be seen from this list that there are many reasons to study a language (Harmer, 2002).

The National Curriculum and Textbook Board offers textbooks and administers standardized assessments in Bengali or English in Bangladesh. Regardless of their preferred languages or versions, Bengali and English are required subjects for all students who follow the national curriculum. Up until class twelve, a student is supposed to finish 12 years of education.

Preschool is not included in the curriculum. The grade point average (GPA) system is used to assess student achievement. Standardized written exams, multiple-choice questions, the practical component, and the viva-voce associated with the practical component are used to create the examinations. A student's certificate is not based on their participation in class, their homework, or their assignments. The creative portion of standardized writing exams and multiple-choice questions (MCQ) are completed in a single sitting without breaks. The creative portion of the exam is answered on a separate blank answer script from the question paper, and the multiple-choice portions are answered on a separate Optical Mark Reader (OMR) sheet. Time allotments for the MCQ and CQ (Creative Questions) sections are distinct and tightly enforced; after the allotted time has passed, the OMR sheet is removed and CQ questions are given. A different sitting for the practical portion is held on a different day, and the viva is held concurrently with the practical exam. Due to this curriculum's unsatisfactory results, the ministry of education and NCTB are going to adopt a completely revised curriculum that starts in 2023 and will be fully implemented in 2027. The new curriculum, which has Ministry of Education approval, is currently being used for classes 6-7.

The model ought to represent the stages of curriculum development. The Bangladesh Educational Board works with teachers, subject matter experts, and other stakeholders to develop class 7 curricula. After board approval, the curriculum is sent to all schools. Schools carry out the curriculum by providing teachers with training, resources, and guidance for the students. To ensure conformity to the curriculum, the board monitors implementation. English books made on the CLT are supportive of students' language development. They concentrate on real-world situations and activities to teach language. Students practice speaking, listening, reading, and writing in English. Activities help students enhance their grammar, vocabulary, and

pronunciation. CLT material helps students use English in presentations, debates, and conversations. Since teachers haven't been trained on the new curriculum, it could start off randomly.

A teacher is someone who helps their students learn and improve from the start of their studies to the end. Teachers need to keep learning about their subjects for the rest of their lives, teach with passion, and think about their teaching methods, assessment skills, understanding of different ways to learn, and how society affects them. They expect a lot from their students and help them reach their goals. People who teach languages often say that if a student really wants to learn, they will succeed no matter where they study. The single biggest factor in a student's success is how motivated they are in class. Motivation is some kind of inner drive that makes someone want to do something. Most of the time, students who are highly driven and have long-term goals are probably easier to teach than those who don't have any goals and, as a result, don't have much desire. For these kids, short-term goals are often the only thing that will keep them going. Students' motivation can be put into two main groups: extrinsic motivation, which is about things outside of the classroom, and internal motivation, which is about things inside the classroom. Some people learn a language because they want to do something specific with it. Numerous other factors, the majority of which have to do with how the student feels about the language, influence the amount of extrinsic motivation. Students' past experiences as language learners are another thing that affects their attitudes. If they did well before, they might be more likely to do well now. If they failed before, they might expect to fail again now.

Parents have a big impact on how much their children learn in general. When parents care about their children, they are more likely to succeed in school. It is essential to teach parents how to organize their parenting actions as well as how to physically and emotionally nurture their children. Additionally, supporting it was the fact that parents wanted to improve things for their children in light of their financial situation, family history, social and economic standing, household environment, and awareness of the value of education. The parents' role may change throughout time, starting with discussions with teachers on the educational process, continuing with observing their children learn at home, and then becoming more active by assisting in determining how students will experience education. Countries that place a strong emphasis on complex personal growth and have substantial school autonomy make an effort to employ social resources for educational goals. Today, parents are the ones who launch their own businesses, construct learning environments for children, organize extracurricular activities, and bring local businesses into cooperative relationships with educational institutions.

Moreover, in order to better prepare students for the challenges of the modern world, the government has changed the curriculum to help students acquire competencies such as communication, listening, analytical, and problem-solving skills. Because of the significant shift that has taken place in Bangladesh's objectives and methods regarding the teaching and study of English, the most recent English curriculum was developed with the intention of providing students with the skills necessary to speak successfully in English. Learning English communication has several benefits, some of which are related to business and trade, the job market, healthcare, higher education, and information access. Other benefits include those related to commerce and trade. As a consequence of this, the majority of people who study English nowadays do so in order to improve their communication skills. Apart from teachers and

students, parents are concerned and interested in the implementation of a new curriculum for seventh-grade students.

### **1.2 Statement of the problem**

Even though the curriculum, teaching materials, and teacher training programs have been changed and kept up-to-date, the general level of competence of students has not improved. One reason for this is that western cultural assumptions and a lack of knowledge about social circumstances have always made it hard for things to change. Not much research has been done on what the attitude is towards implementing new curricula when students, teachers, and parents are not English speakers. But students are studying English as a secondary language because of educational requirements and professional needs where both teachers and parents are involved. In this case, the idea that attitude is a strong predictor is true.

### **1.3 Research objectives**

1. To find out the perspective of students, teachers and parents about new activities of English book.
2. To investigate the major challenges faced by participants.
3. To determine the solutions followed by the participants to overcome the difficulties with this new curriculum.

#### **1.4 Purpose of the study**

This qualitative research focuses on these research questions which will help to find out the final result.

1. What do the participants expect from the new curriculum?
2. What is the perspective of participants about the curriculum?
3. How do teachers arrange their classroom settings, and what do they want to implement?
4. What difficulties do parents face in guiding their children?
5. What changes should be implemented in this curriculum according to the participants' perceptions?

## Chapter Two: Literature Review

### 2.1 Attitude Towards Learning

According to Al-Mamun, Rahman, and Hossain (2012), attitude is a psychological construct that defines and produces an individual's behavior. Wigati (2019) claims that attitude is a person's intelligence that is connected to acceptance and rejection and may have an impact on their conduct. She continued by saying that a person's attitude depends on how they interpret their beliefs, emotions, and behavioral aptitudes to feel and understand something. Language attitudes are described as "the attitudes which speakers of different languages or language varieties have towards each other's languages or to their own language" in the Longman Dictionary of Applied Linguistics and Language Teaching (2002, p. 297).

Language acquisition attitudes can be positive or negative, according to Youssef (2012). If their language learning is motivating them, language learners might have a positive attitude. On the other hand, the lack of enthusiasm, slowness, and lack of interest in language learning are indicators of a negative attitude (Chalak & Kassaian, 2010). The explanation of a positive learning attitude by Zulfikar, Dahliana, and Sari (2019) as a setting where students are strongly interested in learning a language and actively participate in the teaching and learning process supports this statement. When a negative attitude is described as a situation in which students could feel anxious when studying, would find it challenging to enjoy the lesson, and would easily become bored throughout the learning process.

## 2.2 Curriculum Implementation

Numerous empirical studies highlight the requirement for teachers to be involved in the change process. Teachers' contextual knowledge helps in the formulation of a successful curriculum, according to Sharkey's (2004) qualitative study on the effects of teacher implication in curriculum development processes in the USA. This is also confirmed by Kirk and Macdonald (2001), who came to the conclusion that while making curriculum adjustments, it is important to take into account teachers' deep knowledge of the local context, their students, the resources at their disposal, and the practical aspects of their work. Beattie and Thiessen (1997) observed in a case study conducted in Toronto that collaborative curriculum planning enhances the practicality of curricular change. Although the teacher isn't considered to be the primary source of language input, each classroom activity or innovation starts with the instructor's language resources. A curriculum's effectiveness depends on how it is put into practice. (NCERT, 2006).

According to Mensah et al. (2013), attitude is a notion that focuses on a person's thoughts, actions, and behavior. According to Ali (2016), Bangladesh's current secondary English assessment method fails to comply with the curriculum's stated objectives. Summative assessment is still prevalent due to formative assessment's slow progress. He highlighted how teachers are making an effort to employ individual assessment techniques to encourage students to learn, illustrating a progressive change in the assessment process. The secondary English language curriculum has to be revised for the entire development of all language skills because the existing evaluation is mostly based on reading and writing skills. Additionally, more attention should be paid to the training of teachers.



According to Ahmed (2023), some claim that this new curriculum was implemented without sufficient planning, despite the fact that it would have an impact on the educational system, student instruction and evaluation, and textbook content. Concern exists with disorganized curriculum implementation. Teachers also took online training. The new curriculum grades students according to their academic progress. There will be grading for presentations, practical work, and assignments.

### **2.3 CLT Method**

The "disconnection between the recommended English evaluation strategy and the actual pattern in Bangladesh" was noted by Nur and Islam (2018). Secondary English teaching is similarly compromised by this "disconnection between policy and practice". A few elements that affect how Bangladeshi secondary school teachers implement the Communicative Language Teaching (CLT) curriculum were looked into by Rahman et al. (2018). The researchers found that a number of issues, such as the need for classroom teachers, the incompatibility of the curriculum and assessments, the lack of adequate classroom space, and the lack of resources for teacher development, made it difficult to switch from the traditional Grammar Translation Method (GTM) to CLT.

Rahman et al. (2019) conducted an additional examination into the adoption of a communicative English language curriculum in Bangladesh. The research demonstrated that there is a gap between the actual implementation of the curriculum and its intended purpose. They made the discovery that the instructors' prior knowledge about English teaching and learning, in addition to the teachers' personal practices, was acting as a barrier to the successful implementation of the curriculum. This has come about as a result of factors like assessment, a lack of preparation for

teachers, and the capacity of students. Due to the curriculum's neglect of teachers' cognitive and contextual needs, the CLT reform has been poorly implemented in Bangladesh. Mehedi (2019) studied whether the NCTB curriculum actually promotes CLT. He found that most teachers struggle to use CLT in the secondary curriculum. In Bangladesh, teachers' efforts to incorporate CLT by following the GTM are actually invisible attempts to implement the GTM. The study found that the existing curriculum supports "disguised GTM" as CLT.

According to Kabir (2020), Bangladesh's secondary English curriculum significantly incorporates Dewey's educational theory; however, it is rarely applied in classrooms. Due to these basic policy-practice differences, most secondary students cannot develop the oral and written English language competency needed for daily life. Due to instructors' curriculum ignorance, rote learning and summative assessment have continued. He suggests pre-service curriculum instruction for teachers. Public exams must creatively follow the NCTB Curriculum 2012 exam question pattern to assess students' thinking, knowledge, application, and higher competences. However, public exams repeat questions every other year. This tradition helps memorization. So teachers only teach to pass tests. (Kabir, 2020).

## **2.4 Cultural Impact**

However, it might be difficult to modify the curriculum when teachers are brought up using traditional teacher-centered methods. Curriculum drifting is a result of the difficulty of giving up didactic lecturing (Botma, 2014), which may be influenced by culture (Nyoni & Botma, 2019). In order to change long-held beliefs and learn to recognize and incorporate alternative perspectives, teachers must undergo significant transformation (Ginsberg & Wlodkowski, 2009).

Curriculum is viewed as the framework for learning that is "socially and culturally rooted" (Fernando & Marikar, 2017, p. 110); hence, culture and curriculum are interrelated foundational components necessary for curriculum transformation (Kuper, Veinot, & Leavitt, 2017).

Verspoor (2001) addresses a number of the main causes of curriculum reform failure in undeveloped countries, including inadequate classroom space, unqualified teachers, a lack of textbooks, and other issues. According to Barab and Luchmann (2003), curriculum development frequently fails due to a lack of properly researched implementation approaches that take into account the local environment. The lack of contextual and cultural understanding on the part of curriculum authors and assistance organizations is the root cause of cultural mismatches at the national level (Chisholm and Leyendecker 2008; Kealey et al. 2005; Rogan and Grayson 2003; Thomas 1997). If institutional circumstances and culture are not taken into account, curriculum reforms are only partially implemented (Rogan 2007, Rogan, and Aldous 2005). Additionally, repeated usage of accepted procedures does not last over time (McLaughlin 2009; Hopkins 2001).

To ensure the creation of a high-quality curriculum and the secure implementation of that curriculum, a culture-sensitive approach to curriculum development is necessary. Curriculum developers need to be aware of how sensitive cultural considerations are to curriculum-building activities (Nguyen et al., 2006; Rogan and Grayson, 2003). Only by critically evaluating concepts, strategies, and activities and adapting them to the local setting can the rejection of the innovative curriculum at a later stage be prevented (Berkvens 2009). In a previous study (Gervedink Nijhuis et al., submitted for publication), we developed a conceptual framework for

creating a curriculum that is conscious of cultural diversity. This paradigm aims to simplify the analysis of national cultural contexts and curricular development initiatives.

## **2.5 Teachers' Attitude Towards Teaching**

Teachers don't always welcome innovative ideas. They welcome innovative ideas as they are reviewed and are confident in their ability to succeed in terms of how well they connect with their class. If an innovative concept is approved, it will eventually be used in classrooms.

Practice or opportunity, according to Kennedy (1988; Holliday 1994), may relate to time, resources, or the teacher's evaluation of the needs of their students.

Snyder, Bolin, and Zumwalt (1992) distinguished three points of view on curriculum implementation: the perspective of truth, the potential for mutual adjustment, and the prospect of curriculum acceptance. The previous two-point strategy viewed curriculum as a thing that experts or specialists produced and that teachers then applied under their supervision. From the perspective of dedication as an illustration, consider a highly organized system where teachers are provided with detailed instructions on how to study a unit or course, and their function is only that of a passive recipient who will be instructed to transfer the curriculum's package material to their students. (Marsh, 1991; cited in Marsh & Morris, 1991).

Even though teachers have been given instructions on how to apply changes and innovations, the reciprocal viewpoint on adaptation acknowledges that innovations themselves could make adjustments possible. To put it another way, curriculum designers, implementers, and teachers must all reach an understanding during the implementation process (MacDonald and Walker, 1976). The final strategy, referred to as the perspective of curriculum adoption, asserts that

"evolving constructs of teachers and students" develop the curriculum (Snyder, Bolin, and Zumwalt, 1992:440).

Numerous studies have shown the significant effect of teachers who have difficulty applying the curriculum. This illustrates that, generally speaking, teachers do not implement courses in their classes in the same manner. For instance, Brophy and Good (1974) said that teachers affected the implementation of the curriculum by choosing the themes and activities that were appropriate for their students, while Clark and Elmore (1981) claimed that teachers modified curricula to meet their knowledge, priorities, and classroom culture. Implementing change in the classroom requires adjustments in both instructors' and students' behavior, according to Kennedy and Kennedy (1996:351). The attitudes of the teachers influence the way students act.

## **2.6 Parents' Involvement**

Parents can participate in curriculum implementation in many ways (Sheldon & Epstein, 2005).

The impact of parental attitudes regarding school on the schooling of their kids is significant.

According to research, the home environment has a direct impact on improving cognitive, behavioral, and emotional learning (Wahlberg, 1984). The home significantly affects motivation, self-concept, and how students utilize their free time. Additionally, some researchers

have discovered an effective correlation between parental activities that link school and home and student success (Linny & Nernberg, 1983).

Since a child's education starts at home, every element of the family, whether joint or unitary types, etc., affects the development of their children and creates the foundation for future academic achievement, according to Singh (1986). Parents of children from different

socioeconomic categories in society have developed a fundamental attitude that is unique to one another, and the educational level of the parents is important in this respect (Gardia and Kaur, 2014).

The reading test scores of students improved when parents and teachers made deals to ensure that homework was completed (Epstein, 1985). Young children's language and developing literacy started to develop when parents read aloud to them from books and taught them to read and write words (Senechal & LeFevre, 2002).

Parents have benefited from taking an active role in their children's education. Parents nowadays are more informed about what teachers do, what their children are learning, and how the school functions. They also have improved attitudes toward their children's teachers and schools (Collins, Moles, & Cross, 1982). Participating parents feel important and are better able to understand how to help their children's academic achievement (Mapp, 2003). When parents are in the classroom, teachers feel more comfortable inviting other parents to join and believe their classrooms are conducted more effectively (Epstein, 1987). More parents become involved when teachers are trustworthy and caring (Mapp, 2003).

## **2.7 Students' perspective on leaning**

According to Richards and Schimdt (2002), language achievements refer to a student's mastery of what has been taught or learned after receiving instruction in a second language or a foreign language. According to Kpolovie, Joe, and Okoto (2014), a student's ability to acquire and retain information as well as communicate that knowledge verbally or in writing, even in test settings, is the basis for measuring that student's accomplishment. Academic accomplishments are also

characterized as excellence in all academic subjects, in the classroom, and in extracurricular activities.

According to Fakeye (2010), one of the most important things that has an influence on students' learning processes is their attitude. Popham (2011) supports the notion that attitudes play a crucial role in the language acquisition process and that these attitudes, which are a part of the emotional space, are significant because they have an impact on students' future behavior.

According to Kara (2009), attitudes toward learning English have a significant impact on students' behaviors and academic achievement, in addition to their opinions and beliefs.

Additionally, she claims that learners who have positive attitudes about language acquisition tend to spread those views to other students. She argues, however, that negative views may be the root cause of poor cognitive function and negative feelings toward learning.

According to Eshghinejad (2016) and Abidin et al. (2012), a student's ability to learn a language depends not only on their mental aptitude or linguistic skills but also on their attitudes and views about the target language. According to Joe, Kpolovie, Osonwa, and Iderima (2014), academic progress is the observable and quantifiable component of students' mastery of skills and subject content as assessed using reliable and valid methods.

After evaluating different studies on the effect of attitude on language learning, Brown (2000) concluded that having positive attitudes toward particular people, the native language group, and the target language group "could enhance proficiency". When students succeed, positive attitudes get reinforced, but negative attitudes may hamper progress and cause students to develop even more negative views towards language learning.

A student-centered approach will be used to teach language in the classroom, utilizing cooperative learning strategies such as pair or group work. These methods can help language learners communicate their thoughts, share their opinions, and participate in debates and conversations with one another. (Richard, 1991). In order to help students, comprehend the teacher's instructions, choose appropriate group approaches, organize group work, monitor assignments, and get started with the activity, language teachers should support students in developing classroom language while utilizing collaborative learning strategies like pair work and group work (Brown 2007). According to modern approaches, the teacher's main duty is to support students' learning by developing participation, communication, and interaction (Jim 2005).



## **Chapter Three: Methodology**

The research is done in the following ways:

### **3.1 Research design**

The research is qualitative, descriptive, and exploratory. As my research is aimed at gaining real-life experiences, qualitative research is the best way to go. In-depth interviews are conducted to gain insight into the meaning that participants give to their realities. The research includes some of the necessary components, such as an abstract, introduction, methodology, literature review, findings, results, discussion, and conclusion. The research is conducted using a qualitative method because more detailed answers needed from participants in order to get the information for the research properly, rather than short answers only including yes or no. Moreover, the research depends more on participants' experiences and views, which are not fixed all the time.

### **3.2 Participants**

The participants consist of 4 selected students (S1, S2, S3, S4), their parents (P1, P2, P3, P4) and 2 teachers (T1 and T2). Only seventh-grade students, their parents, and their teachers have taken part because they are the ones most impacted by the new curriculum in 2023.

### **3.3 Data collection method**

Firstly, the semi-structured interviews are taken individually from teachers but the students and parents are taken focus group interview to collect variety of information. Then a literature review has conducted in order to define the research problem more clearly and develop a frame of reference to interpret the findings.

### **3.4 Data analysis**

The collected data has been analyzed after finding out the answers to the interview questions, which is transcribed first, and then the data is connected with the research questions. It is helpful to get a specific result from this research. Students', teachers', and parents' perceptions are properly analyzed.

### **3.5 Ethical issues**

A proper ethical side is ensured while carrying out the research. Participants' consent is obtained before asking interview questions (especially from parents as their children are under 18). The research is done with the privacy of the participants in mind. There are no sensitive issues presented. The study has also avoided plagiarism.

## Chapter Four: Data Analysis

### 4.1 Teacher's perspective

1. How long have you been in the teaching profession?

Ans: T1 has been teaching for 9 years, and T2 has been teaching for 25 years.

2. What are the instructions you get to teach in the new curriculum?

Ans: T2 says, "Authority informed me that I have to attend a training to know what is in the new curriculum. T1 says, "The first information I got was that I shouldn't use my native language in English class." They are both instructed to teach the vocabulary using contextual meaning. In terms of grammar teaching, T1 says that the text is written in a specific way so that students can relate it to real-life situations. He adds an example: "Students will learn prepositions by imagining an image, determining its location, and then adding the preposition before that. He also noted that in order to teach them prepositions practically, he will ask them to keep their books and pencils in the proper locations. T2 says that "the activities will not only include individual tasks but also group work, pair work, group presentations, poster presentations, etc. Both of them say that they must ensure the development of students' communicative skills.

3. How do you arrange your classroom?

Ans: According to T1, there are more than 40 students in the classroom, and the class is not so spacious. He doesn't move benches. He tells his students to sit roundly while making groups for comfortable discussion. T2 sets up her classroom by arranging chairs and tables while arranging group work. T1 and T2 name the groups to identify their position as if no unwanted thing occurs.

4. How do you assess your students and give them feedback according to the new curriculum?

Ans: T1 claims that evaluation systems are divided into two parts: one is formative assessment and another is summative assessment. T2 adds that 60% of credits will be counted from formative assessment and 40% will be counted from summative assessment. When they are asked about the meaning of this assessment, both T1 and T2 say the same thing. They say that in formative assessment, they will assess the overall learning process of the students that constitutes their knowledge of a particular activity from the text, along with four language skills and values such as democratic attitudes in communication. In summative assessment, they will provide the students with some problems related to the text in groups. They will discuss in groups, but each student will submit their own assignment. At least one assignment will be given before the half-yearly assessment and one for the annual assessment. Both of them give overall feedback to their students to see if there is room for improvement.

T2 says, "We must follow scales of evaluation, and no marks will be given to the students for their performance. T1 adds the information that student's performance will be evaluated through performance indicators, like if they take part in all activities properly and appropriately, they will get "expert.", If the students take part in all activities partially, they will get "intermediate." If the students do not take part in all activities properly, they will get "elementary.".

5. What are the positive and negative impacts of this curriculum on your students?

Ans: In terms of positive impact, T1 says, "After reading a text, students can guess the meaning of words and sentences ". T2 claims, "Students are enjoying group work. Both T1 and T2 say

that through group work, students learn communication skills. They try to talk in English with one another. T2 says, "Students do not memorize dialogues; they act them out in front of me and the class". T1 adds, "Students learn grammar practically ". So they don't have to memorize grammatical rules like before; they are applying them based on place and situation. T2 says that students have to answer the questions based on their opinion or their life story, not the passages. This way, they can share their own opinions and experiences.

In terms of negative impact, T1 says, "All students aren't the same", he means that not everyone has the same level of understanding. So some students become so confused, and some don't understand. T2 talks about group work, which seems uninteresting to some students. T1 adds, "Some students are introverts and shy. Even group members cannot adjust to one another and don't want to hear others." T2 says, "Some students complete the whole worksheet from online. They are not learning; rather, they are copying and trying to become experts.". Also, both agree on one topic: there are fewer activities and scope for practicing writing essays, paragraphs, and formal and informal writings.

6. What are the difficulties you are facing in teaching and grading them?

Ans: T1 says that he needs more training for a better understanding of the teaching method in this new curriculum. Because he sometimes becomes confused about what he was instructed to do. T2 says that if they were trained for at least six continuous months before applying this curriculum, it would be easier to understand and apply the new curriculum activities. T1 has to give instructions in his native language, and sometimes T2 uses her native language to make the students understand what she wants to say. Because students are from various types of environments and are not habituated to this new curriculum, both of them face problems

maintaining the chaos of the classroom during group and pair work. The size and seating arrangement of the class are not suitable for this type of activity. T2 says, "Students are not aware of the proper system of group work. It is totally new for them ". T1 adds," Some students gossip about leaving group work. So sometimes it is difficult to identify who is working and who is not. T2 says, some student's complete tasks at home with others help". It creates difficulty while grading. Managing those things takes time for both of them.

7. How is it possible to overcome your difficulties?

Ans: According to both T1 and T2, if they get training one after another and authorities take feedback on their progress and students situations, their confusion may be cleared. If the class schedule is increased, then the teacher could observe all the students, T1 says. Otherwise, it is difficult to observe all the students. T2 adds that if the process starts gradually by introducing the systems one by one, it would be easier for both teachers and students. Also, T2 says parent's involvement and awareness can make their initiative easy. T1 says, "The marking system should remain". Students performance level is perfectly identified by marking T2 adds. There should be another grammar book with lots of activities so students can practice more exercises. T1 concludes by saying, "Students are forgetting because of fewer activities in grammar."

## **4.2 Students Perspective**

1. What is your age?

Ans: The age of S1, S3, and S4 is 13. S2 is 12 years old.

2. What type of book do you read in class?

Ans: They read only English text books, which are by NCTB.

3. What kind of activities do you have to do in your class?

Ans: All the participants said that they have to do three types of activities: individual work, group work, and pair work. S1 said, "I had to act out dialogues with my pair ". S3 and P4 told that they have grammatical exercises and their uses in text. S1 added in that topic that the texts of grammatical use are real-life-based texts. S2 said that sometimes teachers give students topics to write independently on where they have to use grammar and vocabulary. So they all have to learn vocabulary and sentence producing.

4. How do you learn from those activities?

Ans: S2 said that she came to know by acting out dialogues what to say, where to say it, and when to say it. S3 added that she learns to talk by maintaining context. All of them said that through group and pair work, they sometimes learn to produce sentences, new vocabulary, and speaking expressions. S1 said that by doing group work, she found that one question may have different answers from different points of view. S4 learns ice-breaking as all of them must present their thoughts in front of everyone.

5. How do you learn English, and what kind of topics are you reading?

Ans: They all learn English by reading texts. S4 included, "By reading text, we can learn the English pronunciation and new words". S3 said that as they have to present the result of their

group discussion, they must speak it in English. They all agreed that the topics of the texts are real-life-based stories or poems.

6. How did you respond to your summative assessment?

Ans: S1, S2, S3, and S4 said that they had to write synonyms and antonyms of words. S3 said that a comparison of degrees was included in their assessment. On the other hand, S2 said that they had to write a theme for a poem within a limited number of words. S4 included the requirement that they show the difference between an English book and a science book. All said that they had to write around 200 words about the whole journey of learning English over the last six months.

7. What are the challenges you are facing to cope with this new book?

Ans: All of the students agree on one point that their task isn't completed within the limited time. A teacher cannot manage time, observe students' performances, and give them feedback. S3 said that instructions are not clear to them about what to do and how to do it, as there are lots of students, and it creates chaos while doing group work. It seems impossible for a teacher to ensure the level of understanding of more than fifty students. S4 added that sometimes the responses of both teachers and students are not heard properly due to the noise. S1 said that "I can not give my opinion on my group work. My group leader alone makes all the decisions." S2 also said that she cannot cope with this group's work. S1 faces challenges in free-hand writing. She has a problem with sentence organization, including grammar and vocabulary.



8. What do you think, and how is it possible to overcome the challenges?

Ans: S1 said that if class duration is increased and the number of students is separated into different sections, then the teacher will have more time and a better environment to teach. S2 and S3 added that if teacher gives homework on the same topic, it would be better to analyze it. S4 said that group work and pair work shouldn't last longer. There should be time limitations, and if teachers observe and give feedback on all the students performances, then they can do better.

### **4.3 Parents' Perspective**

1. How much do you know about the new curriculum?

Ans: P1 and P3 said that in the new curriculum there will be no exam. Students have to do various types of activities, which help them learn practically. P2 said, "I cannot understand; what is going on?" She heard that the students will be observed in class, but they don't have to memorize anything. With the response from P4, all the parents are confused about publishing results and finding out the level of performance.

2. What did you expect from this new book?

Ans: All of the parents expect that their children will learn to speak English fluently. P3 said, "I will be glad if my child can write independently in English." Also, P2 talked about free-hand writing and what she expected from these new book activities. P1 and P4 emphasized on grammar. If their children learn grammar correctly and practice grammatical exercises more, then they will be able to write correct sentences. Additionally, they all talked about vocabulary.

If the students enrich their vocabularies, then it will be easy to write about anything independently.

3. How did you feel about this new curriculum and how different it is from previous classes' books?

Ans: p1, p2, and p3 think that the English book of the new curriculum has fewer activities than previous classes' books. But in previous classes' books, there were a lot of exercises to practice. P4 said that this new book's exercises help her child understand the main context. She added, my daughter does not have to search for Bangla meaning ". But her daughter had to take help from a guide or dictionary to know the meanings of previous classes' book passages. All of the parents are agreed that they are not properly understanding the outcome of activities from this new book. They have understood that the activities are for better communication skills. But they are not satisfied with the writing parts, as the students are not getting a chance to improve their freehand writing in classroom activities. Even they do not know how to guide their children about writing at home. P4 claimed that previous classes' activities had included paragraph writing, letter writing, and email writing, which helped the students learn about formal writing. But parents claim that they didn't find any formal writing set up in any tasks till now.

4. How do you guide your children to cope with this?

Ans: P3 said, "How will I guide? I am not understanding the tasks ". P2 and P4 claimed that they told their children to read the classwork again and again and practice it at home. But P1 shares the information that most of the tasks are pair or group work, and classroom activities are also based on class performance. She cannot guide by observing only her daughter's copy. All of

them claimed that if they got instructions from school or the curriculum board on how their children should be guided at home, they would be able to prepare their children to be more active.

5. What are the pros and cons of this curriculum, according to your perspective?

Ans: P1 and P4 said that their children try to act out dialogues. It helps them develop their speaking skills with pronunciation and fluency. Both P2 and P3 added that group work and pair work are very helpful for building their children's communication skills. But P2 and P4 claimed that their children sometimes face problems coping with group work and pair work. Because the mentalities of other members don't match. P1 and P3 added that some group members don't want to participate properly. They just gossip and listen to others, which creates problems with concentration. Even some friends mislead or misguide in completing tasks that affect the other members' performance.

6. How can your children be more efficient, and what changes should be implemented in this new book?

Ans: All the parents agree that if the teacher gives the students proper guidelines and feedback in class, then their children will understand properly what to do and how to do it. P3 said, "The teacher doesn't get proper time to make the student understand. P1 and P2 told me that it would be better if the duration of class was increased and the number of students was divided into different sections. Because it is hectic for a teacher to handle more than 50 students in one class within 45 minutes. P4 said, "If my child does more exercise on one topic, she can understand it better". P1 added that grammatical exercises and their use should be more highlighted and

practicable in the book. According to P3's opinion, a trained teacher needs to train his students to be more perfect.

## **Chapter Five: Results and Discussion**

In Bangladesh, people do not use English as one of their official languages. Therefore, it is not necessary for the people of Bangladesh to communicate with one another in English outside of the classroom. Even in Bangladesh, people like communicating with one another in their mother tongue. Memorization was their method of choice for improving their English skills. However, the curriculum for class seven is being revised to include Communicative Language Teaching (CLT), which will help students develop their ability to communicate effectively in English. The curriculum has changed for class seven to meet the students in real-world situations. As students have to participate orally, they have to use their cognitive skills to apply their knowledge in writing or answering questions. So people like students, teachers, and parents are viewing this new system in various ways. After doing an analysis of the data provided by participants, it became clear that each participant had a unique perspective, set of challenges, and approach to addressing these issues with regard to the newly adopted curriculum. The following approach is taken to discussing it:

### **5.1 Summary of Teachers view**

The new curriculum has changed teaching methods, and teachers have to adopt them. Kirk and McDonald (2001) say that teachers' deep knowledge of the local context, their students, the practical aspects, etc. of their work is important while making curriculum adjustments. They are trained and aware of the new procedure for teaching. They are instructed to give all the

instructions and to speak English in English class. The effectiveness of a curriculum depends on how it is put into practice (NCERT, 2006). But the point is that all the teachers are not from the same environment. Mehedi (2019) found that most teachers struggle to use CLT in the secondary curriculum in Bangladesh. Some are habituated to traditional teaching methods and culturally biased and cannot change their mindset to upgrade them. Some are trying to update them to cope with new procedures and upgrade their skills. Teachers only teach to pass tests. (Kabir, 2020). But now teachers are trying to bring them out of the traditional GTM method and into the CLT method. There is a gap between the actual implementation of the curriculum and its intended purpose, Rahman et al. (2019) say. For example, they teach their students prepositions by focusing on location. They don't encourage them to memorize the rules from any books. They even involve their students in real-life activities like acting dialogues, group work, and pair work to enhance their communication skills. Ali (2016) highlighted how Bangladeshi teachers are making an effort to employ individual assessment techniques to encourage students to learn, illustrating a progressive change in the assessment process. Though some teachers face difficulties arranging classroom settings for those activities, somehow they manage it. According to Rahman et al. (2018), the researchers found that it was challenging to transition from the traditional Grammar Translation Method (GTM) to CLT due to factors such as the requirement for classroom teachers, the incompatibility of the curriculum and assessments, the scarcity of adequate classroom space, and the lack of resources for teacher development. In terms of grading and evaluating, there is no marking or exam system in this new policy. Students are observed via two types of assessments: formative and summative assessments. Summative assessment is still prevalent due to formative assessment's slow progress (Ali, 2016). Students will be observed in classroom activities, and they have to face two summative assessments twice a year where they

will be asked to solve tasks related to the text in groups and individually. Students can share their knowledge and opinions with one another, but how much they are developing is a big question for the teacher. According to Ahmed (2023), despite the fact that this new curriculum would have an impact on the educational system, student instruction and evaluation, and textbook content, others contend that it was introduced without enough planning. Students are not giving exams, and teachers are not marking them to understand their mistakes. In Bangladesh, teachers are habituated to finding the mistakes of students and giving them feedback. So it seems that they are embarrassed by this new evaluation system.

Teachers observe students by following three performance indicators based on their performance: "expert", "intermediate" and "elementary". Though they observe and give students credits according to their performance, but there is a mess: for the students who got "expert" grades, all of their performances are not the same. Obviously, there is a difference in their performances. Before that, students had a roll number to identify their abilities. But now if 10 students get "expert", they are all in the same category, and there are no first, second, or third. The "disconnection between the recommended English evaluation strategy and the actual pattern in Bangladesh" was said by Nur and Islam (2018). The positive attitude of teachers towards the new curriculum is that their students do not have to memorize anything now. They can share their opinions, work on real-life problems, and discuss the solution with one another. According to Wigati (2019), a person's intelligence is reflected in their attitude, which is connected to acceptance and rejection and may have an effect on their behavior. On the other hand, teachers try to make all the students understand the task, but some students become confused and do not explore it. As all the students are not in the same environment, it is difficult for teachers to handle those who are not cooperative. If the class duration is increased and teachers attend more

training about managing this situation, it would be helpful for the teachers. Curriculum modifications are only partially implemented if institutional circumstances and culture are not taken into consideration (Rogan, 2007).

## **5.2 Summary of Students view**

The students in class 7 are 12 to 13 years old. So all of them are teenagers. In this new curriculum, they are reading only English text books. There is no extra practice book for grammar exercises and writing parts. According to Kara (2009), students' attitudes about learning English have a significant impact on their conduct, academic progress, and ideas and beliefs. Students agree with their teachers that the content of the text books is real-life-based. According to Joe, Kpolovie, Osonwa, and Iderima (2014), it is possible to measure a student's academic progress in a reliable way by how well they comprehend the skills and subject matter. They have to participate in different types of activities. A student-centered language learning strategy uses pair or group work. Such strategies help language learners argue and communicate (Richard 1991). Even different topics are given to write about independently. Through these kinds of activities, students learn to produce new sentences by applying grammar and vocabulary. It helps students have creativity in writing without memorization. Students are learning from each other. Kara (2009) says that those who have a positive outlook on learning a language tend to spread that outlook to others. They can experience that a problem may have different types of solutions. Also, they are able to know that everyone doesn't have the same opinion. Fakeye (2010) claims that a student's attitude is a major factor in how effectively they learn. They are instructed to listen to their partner's opinions. Here, they learn to respect other views. When they present their opinion in front of the whole class, their speaking skills are

developed, which helps in ice-breaking. Youssef (2012) says that language learners are more likely to have a positive attitude if they are interested in learning the language. In their first summative assessment, they emphasize synonyms and antonyms, comparison of degrees, and the theme of a poem. Also, students write about the whole experience of learning English over the last six months. Additionally, they present their work with posters in front of everyone. So in this new curriculum, this summative has covered four skills. It helps students improve their thinking abilities and become more creative. On the other hand, students cannot finish their task within the limited time of their class period. They don't get time for feedback. Also, students cannot understand the instructions properly. As Bangladesh is an overpopulated country, there are a lot of students in class. Students make noise, and teachers have to handle them. So sometimes students do not hear the teachers. Some students gossip in the name of group work in their native language.

The main cause of cultural contradictions at the national level is the absence of contextual and cultural awareness on the part of curriculum designers and help organizations (Chisholm and Leyendecker 2008). It creates problems in other discussions. On the other hand, the students' lack of interest in language learning, slowness, and lack of enthusiasm are signs of a negative attitude (Chalak & Kassaian, 2010). Additionally, some group leaders do not want to hear others opinions, so group members cannot explore their knowledge and skills. Due to this situation, some students may be influenced mentally and remain introverted. Some students face challenges in free-hand writing, even though teachers ask them to write. But the main thing is that the score of free hand writing is low. A student cannot learn all of free hand writing by practicing one or two topics. They need to continue their work. If there was another practice book with several topics for practice and the teacher gave continuous feedback, it would be



helpful to improve their writing skills. Students suggest that if there was a strict time limit for group work and the teacher gave proper feedback, students could improve quickly. Also, if there were more sections for students, the classroom environment would be better. Because the size of the classroom is not large and the seating arrangements are congested, if there are fewer students, it will be a student-friendly environment for students to do the activities. Also, if the students get homework on the same topic taught in class, they are more capable on this topic.

### **5.3 Summary of Parents view**

Parents can participate in curriculum implementation in many ways (Sheldon & Epstein, 2005). Parents are aware of the new curriculum policy. According to research (Wahlberg, 1984), the home setting has a direct effect on how well a child learns cognitively, behaviorally, and emotionally. They are concerned and confused about the evaluation and grading systems. There will be no exam, and students have to do different kinds of activities that they hadn't heard about before. Parents main expectation from this new curriculum is that their children will learn to speak English fluently. They hope that their children will learn grammar and apply it correctly in sentences and writing. They are glad that their children are learning new vocabulary and assuming its meaning without asking others. Also, their children learn to communicate. They expect that their children will gather some knowledge that will help them in the future while coping with real-life situations. Comparing with previous classes' books, they think that the activities have decreased. Their children had to do lots of tasks. They mean that their children were under pressure to study. Lots of exercises bring monotony into students lives, and they try to get rid of this pressure. The parents don't mean that they are unhappy with this change, but

they are not satisfied in some cases. Participating parents feel significant and are more prepared to support their children's academic success (Mapp, 2003). The parents are dissatisfied with the writing part. They are confused about how to guide their children at home for extra practice. Researchers have shown a strong connection between parental initiatives that interconnect the home and the classroom and student success (Linny & Nernberg, 1983). They claim that writing parts are not as practiced as in previous classes, for example, paragraph writing, letter writing, application writing, etc. It was a part of their English course, but their children haven't gotten enough chances to develop their formal and informal writing skills. Parents are confused about guiding their children at home because of the different types of activities. Their children complete the task at school, and nothing is left for home. Though sometimes children get some homework to do, parents do not need to help their children. Sometimes their parents face problems in group work because every group member doesn't have the same point of view. So sometimes their children may have problems coping with them. Parents claim that some classmates break their children's concentration by gossiping, making noise, and misguiding them. It affects the children's performance. According to parents, it will be more beneficial if their child practices one topic more and more, both in school and at home. They think that if their children practice more and more, the system will be set in their minds and they won't forget. Also, they claim that if they are informed and instructed about the activities and given guidelines, they can help their children advance in their learning.

#### **5.4 Limitations**

The limitation of the study arises from the fact that the researcher was unable to approach the rural area's participants' attitude towards the implemented new curriculum while this new curriculum is implemented for all the students in class seven all over Bangladesh. It would be better research if the researcher took the initiative to know the perspectives of rural areas' students, teachers, and parents. They are also impacted by this new curriculum. It is also important to know about their benefits and challenges to see if they are getting the same advantages or if there are any barriers.

## Chapter Six: Conclusion and Recommendation

### 6.1 Conclusion

In a nutshell, the findings of the study show that students have the expectation of acquiring correct English language skills. The students are working on improving their English-speaking skills with one another. Students have the opportunity to discuss their point of view with their peers and then convey it to the rest of the class. They are now able to conduct an analysis of the text and respond to the question based on their perspective. They are studying vocabulary without utilizing the language in which they are fluent. However, the student participants are experiencing some difficulties. It has been challenging for them to keep up with the rest of their teammates during group projects, to comprehend the instructions, and to have sufficient space, environment, and time for discussion and evaluation.

When using this innovative approach to the curriculum, teachers also anticipate that students will show greater competence and improved communication skills. Teachers plan the activities that the students will take part in during class. They provide direction on both what should be done and what should not be done. They guide the students in identifying their weaknesses and provide comments on how to improve in those areas. Because the implementation of the curriculum is new for the teacher as well, and because they have become used to the traditional manner of instruction, they are having some difficulty adjusting to it and ensuring that students comprehend its meaning. According to them, they require additional education and practice in order to become proficient in its application. If there are some adjustments made, such as extending the amount of time spent in class, providing training for their continued skill

development, rearranging the furniture in the classroom, etc., then the instructor will take a more proactive approach to their job.

In addition, the perspective of parents is that their children will acquire correct English knowledge and be able to properly speak the language. However, there are fewer assignments to complete in this course than there were in the classes that came before it. They conclude that students are not reading as much at home as they were in the past. In addition to this, they do not understand the tasks, the other activities, or the grading system. They claim that the newly implemented system for evaluating curricula does not make sense to them. They are unable to be aware of the position of their children. Even so, they did not receive any guidelines regarding what to do with their children while they were at home with them. They are of the opinion that the writing sections in this new book do not provide enough information. They are requesting certain improvements that could be made.

## **6.2 Recommendation**

Certainly, the process of implementing the new curriculum is still in progress because the result only includes six months of observation, but there are still another six months to come. However, after observing this new curriculum for a period of six months, it has become clearly noticeable that although people are pleased with the new activities, they are not satisfied with the system. Both teachers and students benefit from the improved interaction that the new activities provide. However, not all of the students and teachers have access to the appropriate environment to successfully carry out the actual setting.

On the other side, students do not have the opportunity to become proficient in particular subjects because there are fewer exercises. The parents are clueless about how to guide their children to engage in additional practice. According to the observations of a parent, it would be of great help if the board in charge of the curriculum enlarged the number of exercises or offered an additional exercise book, such as a science book. Even the training of teachers ought to be more specifically focused and practical-oriented. Some teachers fail to follow the directions, and as a consequence, they find themselves dealing with a great number of challenges as they attempt to manage the unpleasant circumstances. The appropriate resources for both students and teachers should be given more consideration by the relevant authorities.

In addition, teachers need to be more active and sensible when it comes to assigning work and keeping students engaged in the classroom. The feedback that teachers provide to students is crucial for the development of their skills. Therefore, participants need additional time in class so that the instructor may provide feedback and assist those who are having difficulty comprehending the material. In addition, engagement from parents can make the system easier to use if the parents are aware of the process for instructing their children and are able to assist their children in becoming more proficient in the activities at issue. It takes time for people in Bangladesh to comprehend the new system, and it also takes time for them to become accustomed to the new system. This is because the people of Bangladesh are unable to adapt to a new circumstance all of a sudden. It will be impossible to achieve success in this new curriculum if students do not collaborate and assist one another in finding solutions to the challenges posed by it.

Due to this study, it is beneficial that we can know the perspective of people who are most affected by this new curriculum. As the curriculum changes to meet students in real-life situations, it has a social, educational, political, and economic impact. The proper establishment of this new curriculum will make students and teachers more advanced and communicative so that they can go with the modern world. The ability to share opinions, knowledge, and understanding helps people to be more creative and intelligent, which will have a great impact politically and economically. Because advanced communication skills and real-life experience make people proactive and increase global communication, it will be more fruitful if there is research after a year of implementing this new curriculum with full experience and a final grade so that people can know the overall outcome of this topic.

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## Appendix

### Teacher's perspective

2. How long have you been in the teaching profession?

Ans: T1: I have been teaching for 9 years

T2: I have been teaching for 25 years.

3. What are the instructions you get to teach in the new curriculum?

Ans: T1: "The first information I got was that I shouldn't use my native language in English class." "I am instructed to teach the vocabulary using contextual meaning." In terms of grammar teaching, the text is written in a specific way so that students can relate it to real-life situations. For example, Students will learn prepositions by imagining an image, determining its location, and then adding the preposition before that. In will teach it practically like, I will ask the students to keep their books and pencils in the proper locations.

T2: "Authority informed me that I have to attend a training to know what is in the new curriculum. "the activities will not only include individual tasks but also group work, pair work, group presentations, poster presentations, etc. Also, board instructs us to teach more vocabularies contextually. We must ensure the development of students' communicative skills.

4.How do you arrange your classroom?

Ans:

T1: There are more than 40 students in the classroom, and the class is not so spacious. He doesn't move benches. I name the students group to identify them. I suggest my students to sit roundly while making groups for comfortable discussion.

T2: I set up my classroom by arranging chairs and tables while arranging group work. I name the groups to identify their position as if no unwanted thing occurs.

5. How do you assess your students and give them feedback according to the new curriculum?

Ans:

T1: Evaluation systems are divided into two parts: one is formative assessment and another is summative assessment. Formative evaluation will evaluate students' knowledge of a text activity, four language skills, and concepts like democratic dialogue. We will provide students text-related challenges in groups for summative evaluation. Students will discuss in groups but submit individual assignments. There will be at least one assignment before the half-yearly and annual assessments. I provide students with general feedback to determine if there is space for improvement. Student's performance will be evaluated through performance indicators, like if they take part in all activities properly and appropriately, they will get "expert.", If the students take part in all activities partially, they will get "intermediate." If the students do not take part in all activities properly, they will get "elementary.".

T2: "60% of credits will be counted from formative assessment and 40% will be counted from summative assessment." In formative assessment, we will assess the overall learning process of the students that constitutes their knowledge of a particular activity from the text, along with four



language skills and values such as democratic attitudes in communication. In summative assessment, we will provide the students with some problems related to the text in groups. Students will discuss in groups, but each student will submit their own assignment. At least one assignment will be given before the half-yearly assessment and one for the annual assessment. I try to give overall feedback to my students. "We must follow scales of evaluation, and no marks will be given to the students for their performance. "

6. What are the positive and negative impacts of this curriculum on your students?

Ans: T1: T1 says, "After reading a text, students can guess the meaning of words and sentences ". Students learn how to talk to each other by working in groups. They try to talk to each other in English. T1 adds, "Students learn grammar practically ". So they don't have to memorize grammatical rules like before; they are applying them based on place and situation.

T1 says, "All students aren't the same", some students become so confused, and some don't understand. T1 adds, "Some students are introverts and shy. Even group members cannot adjust to one another and don't want to hear others." There are not as many opportunities to write and do writing-related tasks.

T2: "Students are enjoying group work." "through group work, students learn communication skills. They try to talk in English with one another." "Students do not memorize dialogues; they act them out in front of me and the class". "students have to answer the questions based on their opinion or their life story, not the passages. This way, they can share their own opinions and experiences."

“group work seems uninteresting to some students”. "Some students complete the whole worksheet from online. They are not learning; rather, they are copying and trying to become experts.". “there are fewer activities and scope for practicing writing essays, paragraphs, and formal and informal writings.”

7. What are the difficulties you are facing in teaching and grading them?

Ans: T1: I need more training for a better understanding of the teaching method in this new curriculum. Because I sometimes become confused about what he was instructed to do. T1 has to give instructions in his native language. During group and pair work, it's hard for me to keep the classroom from getting too noisy. T1 adds, " Some students gossip about leaving group work. So sometimes it is difficult to identify who is working and who is not.

T2: “if we were trained for at least six continuous months before applying this curriculum, it would be easier to understand and apply the new curriculum activities.” sometimes I use Bangla language to make the students understand what I to say. Because students are from various types of environments and are not habituated to this new curriculum, I face problems maintaining the chaos of the classroom during group and pair work. The size and seating arrangement of the class are not suitable for this type of activity. T2 says, "Students are not aware of the proper system of group work. It is totally new for them ". T2 says, some student’s complete tasks at home with others help". It creates difficulty while grading. Managing those things takes time for both of them.

8. How is it possible to overcome your difficulties?

Ans: T1: if they get training one after another and authorities take feedback on their progress and students situations, their confusion may be cleared. If the class schedule is increased, then the teacher could observe all the students T1 says. Otherwise, it is difficult to observe all the students. T1 says, "The marking system should remain". There should be another grammar book with lots of activities so students can practice more exercises. T1 concludes by saying, "Students are forgetting because of fewer activities in grammar."

T2 adds that if the process starts gradually by introducing the systems one by one, it would be easier for both teachers and students. Also, T2 says parent's involvement and awareness can make their initiative easy T2: "per month training", "our feedback", can clear the confusion. "increasing class time would be helpful". T2 adds that if the process starts gradually by introducing the systems one by one, it would be easier for both teachers and students. Also, T2 says parent's involvement and awareness can make their initiative easy. Students performance level is perfectly identified by marking T2 adds. There should be another grammar book with lots of activities so students can practice more exercises.

### **Students Perspective**

1. What is your age?

Ans: S1:13

S2:12

S3::13

and S4: 13.

3. What type of book do you read in class?

Ans: S1. "NCTB English Text Book"

S2: "NCTB English Text Book"

S3: "NCTB English Text Book"

S4: "NCTB English Text Book"

What kind of activities do you have to do in your class?

Ans: All the participants: "three types of activities: individual work, group work, and pair work"

. S1: "I had to act out dialogues with my pair " .

S2 said that sometimes teachers give students topics to write independently on where they have to use grammar and vocabulary. So they all have to learn vocabulary and sentence producing.

S3: "we have grammatical exercises and their uses in text.

S4: "proper using of grammar is in

S1 added in that topic "the texts of grammatical use are real-life-based texts."

5. How do you learn from those activities?

Ans: S2:” by acting out dialogues what to say, where to say it, and when to say it”. S3 added, “I learn to talk by maintaining context.”

S1: “by doing group work, she found that one question may have different answers from different points of view”

All participants: through group and pair work, they sometimes learn to produce sentences, new vocabulary, and speaking expressions.

S4 learns ice-breaking as all of them must present their thoughts in front of everyone.

#### 6. How do you learn English, and what kind of topics are you reading?

Ans: All participants:” by reading texts”

S2: “real life topic”

S4 included, "By reading text, we can learn the English pronunciation and new words".

S3: “we have to present the result of our group discussion,” “must speak it in English. “

#### 7. How did you respond to your summative assessment?

Ans: S1, S2, S3, and S4: “had to write synonyms and antonyms of words.” All said that they had to write around 200 words about the whole journey of learning English over the last six months.

S3: “a comparison of degrees was included in their assessment.”

S2: “had to write a theme for a poem within a limited number of words.”

S4 included the requirement “they show the difference between an English book and a science book.”

8. What are the challenges you are facing to cope with this new book?

Ans:

All of the students agree on one point that their task isn't completed within the limited time. A teacher cannot manage time, observe students' performances, and give them feedback.

S1 said that "I cannot give my opinion on my group work. My group leader alone makes all the decisions". "I face challenges in free-hand writing and have a problem with sentence organization, including grammar and vocabulary."

S2 also said that she cannot cope with this group's work

S3: “instructions are not clear to them about what to do and how to do it, as there are lots of students, and it creates chaos while doing group work. It seems impossible for a teacher to ensure the level of understanding of more than fifty students. “

S4 added “sometimes the responses of both teachers and students are not heard properly due to the noise.”

9. What do you think, and how is it possible to overcome the challenges?

Ans: S1 said that if class duration is increased and the number of students is separated into different sections, then the teacher will have more time and a better environment to teach.

S2 and S3 added that if teacher gives homework on the same topic, it would be better to analyse it.

S4 said that group work and pair work shouldn't last longer. There should be time limitations, and if teachers observe and give feedback on all the students performances, then they can do better.

### **Parents' Perspective**

2. How much do you know about the new curriculum?

Ans:

P1 and P3 said that in the new curriculum there will be no exam. Students have to do various types of activities, which help them learn practically.

P2 said, "I cannot understand; what is going on?" She heard that the students will be observed in class, but they don't have to memorize anything.

With the response from P4, all the parents are confused about publishing results and finding out the level of performance.

3. What did you expect from this new book?

Ans:

All of the parents expect that their children will learn to speak English fluently. Additionally, they all talked about vocabulary. If the students enrich their vocabularies, then it will be easy to write about anything independently.

P3 said, "I will be glad if my child can write independently in English." Also, P2 talked about free-hand writing and what she expected from these new book activities.

P1 and P4 emphasized on grammar. If their children learn grammar correctly and practice grammatical exercises more, then they will be able to write correct sentences.

4. How did you feel about this new curriculum and how different it is from previous classes' books?

Ans:

p1, p2, and p3 think that the English book of the new curriculum has fewer activities than previous classes' books. But in previous classes' books, there were a lot of exercises to practice.

P4 said that this new book's exercises help her child understand the main context. She added, my daughter does not have to search for Bangla meaning ". But her daughter had to take help from a guide or dictionary to know the meanings of previous classes' book passages. P4 claimed that previous classes' activities had included paragraph writing, letter writing, and email writing, which helped the students learn about formal writing. But parents claim that they didn't find any formal writing set up in any tasks till now.

All of the parents are agreed that they are not properly understanding the outcome of activities from this new book. They have understood that the activities are for better communication skills.



But they are not satisfied with the writing parts, as the students are not getting a chance to improve their freehand writing in classroom activities. Even they do not know how to guide their children about writing at home.

5. How do you guide your children to cope with this?

Ans:

P1: “the information that most of the tasks are pair or group work, and classroom activities are also based on class performance. I cannot guide by observing only her daughter's copy.”

P3 said, "How will I guide? I am not understanding the tasks ".

P2 and P4 claimed that they told their children to read the classwork again and again and practice it at home.

All of them claimed that if they got instructions from school or the curriculum board on how their children should be guided at home, they would be able to prepare their children to be more active.

6. What are the pros and cons of this curriculum, according to your perspective?

Ans:

P1 and P4 said that their children try to act out dialogues. It helps them develop their speaking skills with pronunciation and fluency.

Both P2 and P3 added that group work and pair work are very helpful for building their children's communication skills. But P2 and P4 claimed that their children sometimes face problems coping with group work and pair work. Because the mentalities of other members don't match.

P1 and P3 added that some group members don't want to participate properly. They just gossip and listen to others, which creates problems with concentration. Even some friends mislead or misguide in completing tasks that affect the other members' performance.

7. How can your children be more efficient, and what changes should be implemented in this new book?

Ans:

All the parents agree that if the teacher gives the students proper guidelines and feedback in class, then their children will understand properly what to do and how to do it.

P1 and P2 told me that it would be better if the duration of class was increased and the number of students was divided into different sections. Because it is hectic for a teacher to handle more than 50 students in one class within 45 minutes.

P3 said, "The teacher doesn't get proper time to make the student understand. P1 and P2 told me that it would be better if the duration of class was increased and the number of students was divided into different sections. Because it is hectic for a teacher to handle more than 50 students in one class within 45 minutes.

P4 said, "If my child does more exercise on one topic, she can understand it better". P1 added "grammatical exercises and their use should be more highlighted and practicable in the book." According to P3's opinion, "a trained teacher needs to train his students to be more perfect."