

**A Comparative Study on the Current and Previous ‘English Book’
for Grade Six: NCTB Curriculum Context**

By

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A thesis submitted to the Department of BRAC Institute of Languages in
partial fulfillment of the requirements for the degree of
MA in TESOL

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing my 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 complete 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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Ethics Statement

I state that the thesis entitled — “A Comparative Study on the Current and Previous ‘English for Today’ for Grade Six: NCTB Curriculum Context” is my original work submitted to BIL as a partial requirement for my MA in TESOL degree. No part of this work has been plagiarised or copied from any other published or unpublished work. I acknowledge that I have not adopted any unfair means while writing this thesis. Moreover, I have maintained the APA 7th style and cited the pertinent literature correctly in both the in-text and reference sections. Finally, I accept that if any unethical element is noticed in this work, it can lead to the cancellation of this submission.

Abstract

The National Curriculum and Textbook Board (NCTB) idealises students' contribution to the national educational setting while preparing them for the competitive world. The present curriculum of Bangladesh, particularly in the lower secondary section (classes 6 & 7), offers a new approach that reflects extensive academic experiences, purpose, content, technological advancement, collaborations of learning alignment, assessment, etc. This qualitative research aims to identify the efficacy of the new curriculum irrespective of the divergent activities of class six English textbooks compared with the previous one. A qualitative context provides a glimpse of the different factors, for example, teachers' and learners' prior and present knowledge of the curriculum, subject knowledge, teaching learning approach suggested in the curriculum, and a textual analysis of the textbooks, while incorporating Lev Vygotsky's Zone of Proximal Development (ZPD) theory (1962), Task-Based Language Teaching (1987) and connecting it to Krashen's Affective Filter Hypothesis (1980), Input Hypothesis Framework (1980), and finally David Kolb's Experiential Learning Theory (1984). By analysing data from three government school teachers, four students, one teacher trained under the new curriculum, two textbook writers of class 6, the textual analysis has been facilitated to determine how the academic developments align with the new curriculum's holistic approaches, ensuring academic English language skills, emphasising the SDG & 21st-century experiential learning considering and incorporating specific scaffolding strategies, this comparative study between the previous and current NCTB curricula has finally offered some recommendations for further curriculum development in Bangladesh by shedding lights on the significant findings from textual analysis and interview so far the EFL practice in Bangladesh is concerned.

Keywords: extensive academic experiences; efficacy of the new curriculum; holistic approaches; SDG; 21st-century experiential learning; EFL practice.

Dedication

I gladly dedicate this thesis to my lovely parents, Mr. Sumal Kanti Paul and Mrs. Lily Paul, who love me unconditionally and always sacrifice their happiness and comfort for me. I am eternally indebted to my parents for their selfless love and motivation.

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List of Acronyms

NCTB The National Curriculum and Textbook Board

SDG Sustainable Development Goals

AT Attainment Targets

SOA Statements of Attainment

AI Artificial Intelligence

CPD Continuing Professional Development

SLT Situational Language Teaching

CLT Communicative Language Teaching

TBLT Task-Based Language Teaching

ZPD Zone of Proximal Development

EFL English as a Foreign Language

NCF The National Curriculum Framework

Chapter One

Introduction

The chapter covers the background and introduction of the entire study while giving importance to the new curriculum

1.1 Introduction and Background of the Study

Education is a fundamental human right. In the recent century, this basic right to education has been gained so that students can finally comprehend the practical learning option of the Universal Declaration of Human Rights by the UN General Assembly. According to Article 26 of the declaration:

1. Proper education is guaranteed to all. At the very least, free primary and basic education and elementary schooling will be required. All people should have equal access to technical and professional education, and higher education should be granted to everyone based on merit.
2. Education should foster respect for fundamental freedoms and human rights and the complete development of the human personality. It will advance the United Nations' efforts to maintain peace and foster friendship, tolerance, and understanding among all nations, ethnicities, and religious groups.
3. According to the UN General Assembly (1948), parents can decide their children's education.

The People's Republic of Bangladesh's government strongly emphasises education in its constitution, keeping with UN recommendations. According to the People's Republic of Bangladesh (1972), Article 17 of the constitution states: "The State shall adopt effective measures for (a) establishing a uniform, mass-oriented, and universal system of education and extending free and compulsory education to all children to such stage as may be determined

by law; (b) relating education to the needs of society and producing properly trained and motivated citizens to serve those needs; and (c) removing illiteracy within such time as may be determined by law." The Bangladeshi government has implemented many years to carry out the aforementioned constitutional provision. The National Education Policy 2010 is Bangladesh's most recent integrated education policy. According to this policy, teaching English is required in grades 1 through 12. (Government of Bangladesh, 2010). Furthermore, the National Curriculum for English–2012 has been created designed using the National Education Policy–2010 as its guiding concept (NCTB, 2012) as cited in (Islam, 2021) and has continued up to 2022.

Earlier, English was considered a second language without paying heed to the mode of communication since the language focus (reading, listening, speaking, listening) needed to be distributed equally. In contrast, now, English is seen as a language, and mastering it is centred on efficient communication. This curriculum is designed so that students may internalise aesthetics, get experience communicating in a democratic setting, and learn how to use the language in everyday contexts. By unpacking the competency, the focus has been allocated to content-specific communication, context-specific use of grammar rules, maintaining a democratic atmosphere in communication and finally, the sense of aesthetics. The competence would follow an “Experiential Learning Cycle” of concrete experience, reflective observation, abstract conceptualisation, and active experimentation. The diagram below summarises the ideas we have covered thus far (Kolb, 1984) as cited in (Jahan et al., 2023).

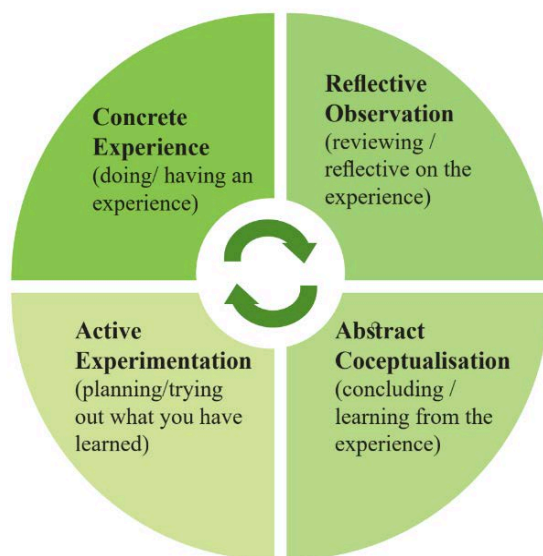


Fig 1: Experiential Learning Cycle (Kolb, 1984)

A curriculum is a plan that consists of learning opportunities for a specific time frame and place. This tool aims to bring about behaviour changes in students utilising planned activities and includes all learning experiences received by students with the school's guidance. (Goodlad & Su, 1992). Comprehending a country's educational practices is crucial for educators and policymakers for a variety of reasons, including (a) evaluating the relative standing of their educational outcomes as a measure of their global economic competitiveness, (b) learning from other countries policies and educational practices to improve their own; and (c) understanding their strengths and weaknesses concerning other nations to improve their own. This brief, universal description does not focus on any particular field of expertise, like teaching or studying a language (Knight 2001, pg 369). The Curriculum includes purpose, content, alignment, scale, learning activities, assessment, physical environments, learning collaborators, and ways of thinking and practising (Barradell et al., 2018).

However, a thorough and accurate definition of the term is required in the context of language instruction. The term "curriculum" is used in two related contexts. According to Howson et al. (2021), the first refers to the content of a study program offered by a school or other educational establishment. Therefore, terms like "school curriculum" or "university curriculum" have this connotation.

In contrast, "curriculum" describes the content or course of study in a specific subject, such as the science or mathematics curriculum (Brown, 2001, p. 118). The present formal education system of Bangladesh is broadly divided into two types: general education and religious (madrasah) education. The research presented in this paper concerns the Government of the Education Ministry of Bangladesh's new curriculum, mainly based on lower secondary juncture, specifically on class 6. The Education Ministry, Government of Bangladesh, portrays an entirely new curriculum, which will be implemented for primary and secondary students in 2023 to stimulate the lesson cycle through task-based, competence and experience-based learning (Rahman, 2022). According to the Directorate of Primary Education, 4.03 lakh instructors educate more than two crore pupils at approximately 1.19 lakh schools and kindergarten. According to Ahsan, a professor at the University of Dhaka's Institute of Education and Research, "there will be a big change in the teachers' role in the new curriculum, and their training would be the utmost priority" (Alamgir, 2023). The abolition of third-grade exams, public exams before the Secondary School Certificate (SSC) exams, and the separation of the science, arts, and business study streams in classes IX and X are just a few of the reforms implemented. Classwork evaluations have been continued through different formative assessments to lessen stress before the summative one. A complete learning-competence-based evaluation has been used for some subjects (Alamgir, 2023).

In anticipation of the National Education Policy 2010, the government had already created a curriculum in 2012 to support creative education focusing on information technology. People then questioned the creative process, the Primary Education Completion (PEC) exams for Class V, and the Junior School Certificate (JSC) exams for Class VIII. According to the education ministry, the new curriculum intends to wean students off rote learning and tests while concentrating on class activities to improve their comprehension of subjects (Rahman, 2022).

Regarding competence and evaluation, from pre-primary to Class 12, students in Bangladesh's new competency-based curriculum emphasise developing specific competencies more than memorising answers. Introducing a 360-degree assessment method has broadened the pool of evaluators beyond teachers. Students must exhibit their skills in various academic and extracurricular activities, with parents, peers, and community members participating in the evaluation process. This inclusive approach strives to comprehensively evaluate students' abilities and knowledge (Chandan, 2023). The traditional score or grading systems have been replaced by evaluation rubrics and qualitative descriptions in Bangladesh's new curriculum. The assessment of competency levels makes use of terms like "beginner's," "intermediary," or "advanced." Consistency is ensured by maintaining cross-disciplinary competencies, such as linguistics, to prevent prejudice. A biased attitude is visible in related competencies in other disciplines if it appears in the evaluation of one subject. Implementing an app-based system for trustworthy and transparent evaluation has increased accountability and fairness in assessments by providing real-time tracking of students' competency acquisition and evaluations.

English is currently compulsory in Classes 1 through 12 of the national curriculum. One of the world's most significant primary second language (L2) English populations is in Bangladesh, where over 17 million youngsters are studying English (Hamid & Honan, 2012,

p. 141). According to Hamid and Honan (2012), Bangladesh's per capita income is USD1190, according to BBS, 2014 and the Human Development Index (HDI) rating is 146th out of 189 countries. The textbooks have undergone numerous revisions to make them more accurate for each student's level and communication requirements. The term "communicative English" refers to the communication skills required for effective speaking and listening, which are the main methods of interactivity with others. Kirkwood and Rae (2011) discovered that communicative exercises are less prevalent while shedding light on the significant 4 language skills in Bangladesh's elementary and secondary English textbooks than grammatical and vocabulary selections and learning resources are foreign-borrowed rather than contextual. Therefore, the finding has to be further supported by actual data gathered from instructors and students where there would be a comparative study between the past and present curriculum of NCTB as far as the 4 language skills: speaking, listening, writing, and reading are concerned in this paper. Moreover, further research on creating and applying the English for Today textbook is also necessary, given that only a few studies have assessed the TBLT (Task-Based Language Teaching) textbooks utilised in Bangladesh at various educational levels.

1.2 Problem Statement:

The country's education curriculum has undergone significant modifications in 2023, impacting students from pre-primary to upper-secondary levels. There would be no annual exams up to class III, no public examination before SSC, and no separate streams of education in classes IX-X. The main theme of this student-centric, competence-based curriculum is, “শিখন হবে অভিজ্ঞতায়, মূল্যায়ন হবে যোগ্যতায়”. Shedding light on these, the previous NCTB curriculum's EFT (English For Today) book hopelessly lacks speaking and listening activities (Kirkwood, 2013). Furthermore, as noted by Ali (2017), there needs to be

more clarity between the internal structure of the textbook and the national English curriculum. Ali (2017) also stated in his study that the textbook's material lacks communicative elements and authenticity. Through content analysis, Rahman, Pandian, and Kaur (2018a) discovered that the revised EFT book of NCTB contains activities based on foreign cultures lacking 4 language skills: speaking, listening, writing, and reading. Hence, this paper will conduct extensive research in ELE and apply the results systematically, where a critical analysis of the latest English curriculum of Bangladesh (published in 2023) will be conducted as far as the activities and the subtle tasks of present English Textbooks have been designed with Task-Based Language Teaching employing the current competency-based curriculum is concerned with 4 language skills. As such issues have not been addressed yet, I would like to explore the pros and cons of the newly designed English book of class 6 and compare the contemporary class 6 curriculum with the former.

1.3 Research Questions:

- 1) How does the new curriculum's textbook differ from the former one?
- 2) What was the educators' and stakeholders' initial point of view when the curriculum was changed?
- 3) What are the advantages of the contextualised, experience-based, and competency-based curriculum?
- 4) What challenges do the teachers and students confront with while following the current curriculum?

1.4 Research Objectives:

- 1) To figure out the differences between the previous and new curriculum as far as the new and previous Grade 6's English book is concerned.
- 2) To discover the educators' and stakeholders' initial points of view regarding

the new curriculum.

3) To analyse the advantages of contextualised, experience-based, and competence-based curricula.

4) To investigate the potential challenges the teachers and students confront while following the current curriculum.

Chapter Two

Review of Literature:

This chapter highlights the relevant literature based on the efficacy of the new curriculum 2023, unpacking the types and approaches of the curriculum which incorporates the content, the curriculum in Global North and South, the former and current issues of their curriculum, the revision and development of curriculum in Bangladesh after 2020 employing National Curriculum framework, 2021 and the role and necessity of English in the education system of Bangladesh before and after the liberation war, the conceptual framework and literature gap.

2.1 Types of Curriculum

Five distinct curriculum/syllabus approaches are discussed here since every type is connected with words like ‘curriculum development.’

2.1.1 Content-Based Curriculum

Focuses on learning language through subject knowledge.

2.1.2 Product-Based Curriculum/Syllabus

Targets specific behavioral goals and is commonly used in vocational education.

2.1.3 Process-Based Curriculum/Syllabus

Emphasises interaction and learning processes in the classroom.

2.1.4 Learner-Based Curriculum/Syllabus

Adapts to students' needs and interests, evolving through teacher-student interactions.

2.1.5 Context-Based Curriculum

Utilises real-world problem-solving and practical experiences.

Professionals like policymakers, needs analysts, methodologists, materials writers, and teacher trainers contribute to curriculum development, which involves planning, specifying

goals, program implementation, and classroom application. Frequently involved group activities and subject materials help pupils confront individual and social problems (Besse Darmawati, n.d).

2.2 Implementation in the Classroom

The final stage is implementing the curriculum in the classroom, where the teachers and students interact with its ideas and strategies.

These steps illustrate the thorough procedure for creating and implementing a curriculum, with the ultimate goal of promoting efficient teaching and learning. With its implications, the two most important approaches in the curriculum are

2.2.1 Product Approach

Focuses on predefined behavioral objectives and structured learning content, emphasising evaluation. A vital component of this strategy is the evaluation of the findings. This method, sometimes called the "tidy approach," emphasises coherence, reason, and logical content structuring (Hyma Apparaju, n.d). Tyler (1949) again states, "It is crucial to realise that any school's objectives should reflect the changes expected in the students because the fundamental goal of education is to initiate meaningful behavioural changes in the students rather than to force the instructor to complete specific activities."

2.2.2 Process Approach

Views curriculum as dynamic and evolving, emphasising teacher-student interactions and flexibility in learning. The process model, proposed by Lawrence Stenhouse, encourages critical examination and practical application, promoting innovation in language programs. The distinction between process and product approaches illustrates different curriculum development methods, with implications for global English education. The teacher's primary focus moves from imparting knowledge to aiding learning. This strategy promotes a deeper

understanding and more fulfilling learning by emphasising flexibility, learner-centeredness, and the dynamic character of education (Hyma et al.).

Lawrence Stenhouse (1975) proposes the process model of curriculum development where he defines this specific curriculum like this:

"A curriculum is an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical examination and capable of effective translation into practice."

The phrase "educational proposal" rather than "educational plan" highlights how cautious and adaptable this method of handling content definition is.

Hence, the process-based method of developing curricula encourages innovation, which leads to better and more potent language programs. These advances assist students and teachers, with the Indian CBSE education system serving as an example through curriculum renewal and improvement.

Having discussed the possible distinction between the process and product approaches to curriculum, the following section will discuss the curriculum's content from a Global English perspective.

2.3 Content of Curriculum

According to Marlina (2021), the curriculum must emphasise discourses on language variation (also known as Global English) and intercultural communication since they precisely reflect the context of English-language communication in the twenty-first century.

The author is also of the view that considering an ecological lens, teachers and teacher trainers should think about the following two curricular content aspects:

Firstly, there needs to be evidence in the GE-related literature from pluralist-paradigm researchers suggesting that the curriculum should not include American/British English and

its cultural norms. Secondly, it has been stated that to increase students' understanding of GE, it is necessary to go beyond the required curriculum, as stated in a recently edited volume by Fang and Widodo (2019). While this suggestion is sound, GE-conscious teacher educators should also be aware that language curricula are sometimes designed in a "top-down" manner, giving teachers little control over the content (Marlina, 2021). Furthermore, it has been suggested that the students are frequently placed "at the point of reception of a virtually one-way transfer of information" in ELT content (Alptekin & Alptekin, 1984, p. 15) as cited in (Gray, 2000). Gray (2000) also argues that even when students complete comprehension exercises involving reading and listening texts, they frequently need more opportunities to discuss or question the content they are taught from the viewpoint of their own culture. The author concludes that teachers should enable students to express their thoughts, improve their language proficiency, reverse the one-way flow of information by interacting with the coursebook as a messenger, and encourage the learners to see materials as genuine educational tools, not mere language objects.

2.4 Curriculum in Global North & South

Discussions concerning the Global South and North differences impact education since it is not immune to the consequences of cross-cultural differences. According to Boaventura de Sousa Santos and Maria Paula Meneses (2014), as cited in (Rafe et al. Park, 2019), the "South" can be seen in two ways, both geographically and symbolically. In its first use, the word describes locations where capitalism and colonial rule are imposed onto the subjugated. The second definition refers to nations in the planet's southern hemisphere, such as Africa, Latin America, and Asia. The Global North, on the other hand, is comprised of mature markets and developed economies that are primarily located in the northern hemisphere. It is distinguished by a high GDP per person, advanced technology, sophisticated infrastructure,

macroeconomic and political stability, and other attributes. The twenty-first century is defined by Spivak (2013) as the globalisation era, which she compares to the previous era in which three worlds (First, Second, and Third) have been replaced by two (North and South); postcolonial has been replaced by global; modernism has been replaced by digitally assisted postmodernism; and ideological politics has been replaced by neoliberal policy. However, to comprehend the differences between the Global North and the Global South, one must have a solid background in education history. In contrast to the Global South, where its people have historically been denied education and are thus largely impoverished, the Global North has benefited from its history of developing an education system where education is considered and emphasised. While there has been tremendous progress in education in the Global North in recent years, there is still much work to be done in the Global South before all citizens can access education, and so do their respective curricula.

Curriculum in Global North: UK, America, Australia, Finland

2.4.1 Curriculum in the UK

In the UK, "curriculum" is a broad notion. According to Goodson (1988), it is a complicated web of interconnected elements, including public and private schools, instructors and their training, accessible resources, and the courses taught. Notably, before the 1970s, the word "curriculum" hardly ever appeared in the vocabulary of education in the UK (Bourdillon & Storey, 2002). Curriculum development in the UK has, for many, come to be associated with the National Curriculum after 1989, which is incorrectly associated, according to the author, with "imposed change," as opposed to the more voluntary and non-coercive phrase "development. The 1944 Education Act established a tripartite secondary school system (vocational/modern, technical, and grammar) and required education for students aged 5 to 13. This modification did not significantly alter the curriculum from the 1904 model.

Classical and contemporary languages, English literature, physics, geography, history, and sketching. Girls learned to housekeep while boys studied physical labour. The Act increased educational opportunities while preserving traditional topics, suggesting little curricular change during that time. This subject-based structure is still primarily used today with few modifications (Lawton & D, 1980). According to Goodson (1988) and Kelly (2004), some perceive the 1904 subject list as an apparent attempt to create social division by maintaining a privileged education for the elite ruling and bureaucratic class while offering something different to the blue-collar and white-collar workers of the lower middle and working classes who supported the country's factories and offices. As a result, the foundations for the vocational-academic division were set, which hampered curricular development ever since. According to Grace (1987), this decentralised autonomy in curriculum and pedagogy reflects mainly the British sense of democracy in views toward education and a certain amount of confidence in the moral character of instructors. In the 1960s, critique was mounting on the tripartite secondary education system, which placed children in grammar, technical, or secondary modern schools based on the results of psychometric exams administered at age 11. It was believed that the selection procedure was unfair, prejudiced, and inefficient, and the incoming Labour government of 1964 was determined to end it (Trowler, 2003). A perception that the educational system was starting to stagnate, that achievement standards were low at all levels, and that the curriculum was insufficient to meet the demands of a workplace that was becoming more technologically advanced and diverse emerged in the 1970s (Convey & Merritt, 2000). In 1976, James Callaghan, the Labour Prime Minister at the time, delivered a speech at Ruskin College, Oxford, that is largely considered to have a significant impact on education in the United Kingdom (Callaghan, 1976). The government's intention to improve standards through legislation was highlighted in the 1985 "Better Schools" speech and white paper, which marked a significant change in British education

which was in contrast to the previous three-way partnership between the state, local education authorities, and schools, which had shaped the curriculum for almost eight decades (DES, 1985a).

The National Curriculum was established in England and Wales by the 1988 Education Reform Act. It required the study of foundation topics with statutory substance and core subjects (science, math, and English) arranged according to age-specific programs of study (DES, 1989). The 1988 Education Reform Act in England and Wales established the National Curriculum with four age-specific 'Key Stages.' The exclusion of advanced studies beyond the age of sixteen sparked debate. Core subjects were evaluated using 'Attainment Targets' (AT) and criteria based on a 10-point rating system. For example, the 1989 edition had more than 460 "statements of attainment" (SOA) in science and 17 accomplishment Targets. The proposal, which aimed to reduce the power of Labour-controlled local education councils under the Conservative administration, was viewed by critics as politically motivated (Arnot, 1992; Burton & Weiner, 1990). The 1988 Education Reform Act in England and Wales established the National Curriculum with four age-specific 'Key Stages.' The exclusion of advanced studies beyond the age of sixteen sparked debate. Core subjects were evaluated using 'Attainment Targets' and criteria based on a 10-point rating system. The proposal, which aimed to reduce the power of Labour-controlled local education councils under the Conservative administration, was viewed by critics as politically motivated (Gilroy, 1991). Osborn et al. (1997) present data from the Primary Assessment, Curriculum, and Experience (PACE) study, a longitudinal study that demonstrates how teachers internalised and accepted the study programs as they grew accustomed to the National Curriculum's requirements, working them in ways that suited their views about best practices—sometimes in very creative ways. Osborn et al. refer to this process as "creative mediation." As a result, significant distinctions developed between the experiential curriculum—the learning

experiences of schoolchildren—which could frequently be highly variable, and the formal curriculum—as set by the government and represented in official documentation—and the perceived curriculum—as interpreted and mediated by teachers.

Van den Akker (1998) has extensively documented this process, especially in science.

2.4.2 Curriculum in America

Christian Wolff, a German philosopher and mathematician who never set foot in America but whose influence permeated much of the country's 19th-century educational system, deserves all the credit for creating the first curriculum in America (Kliebard, 2004, p. 4; Thut & Thayer, 1966, p. 49). According to Ripa (1971), p. 83, the theory that Wolff and Reid developed was similar to Gardner's theory of multiple intelligences in that it proposed the existence of distinct brain functions. As the metaphor became firmly established, the implicit injunction to think of the mind as if it were a muscle began to lose its 'as if' quality, and to many teachers, the mind became quite literally a muscle. However, this was the main focus of Wolff's doctrine, and the similarities between the human brain and a human muscle were taken to the extreme (Kliebard, 2004, p. 5). The mental discipline offered a higher perspective on the material and training than the monitorial technique. The application of Wolff's philosophy provided solutions to some of the most significant curriculum-related concerns, including the curriculum's goal and the basic "What?" and "How?" questions:

The analogy of mind and body addresses complex concerns like what should be taught and even questions about curricular integration and balance. It was also believed that faculties emerged in a natural order, and if this order was maintained, a coherent curriculum might be established. Additionally, the various faculties provided a foundation for determining the curriculum's breadth. A perfect education involves holistically developing one's mental faculties, not just one or two (Kliebard, 2004, pp. 4 – 5). Thus, the demanding,

standards-based American curriculum aims to educate each and every kid as per different states so that every state in the union can implement appropriate standards for that state and its surroundings. Here, the curriculum is required to be authorised in the United States by one of the six accrediting agencies since American schools cannot certify their curricula overseas. The Western Association of Schools and Colleges (WASC) and the Middle States Association of Colleges and Schools (MSACS) are two of these authorities (Everything You Need, 2023).

2.4.3 Curriculum in Australia

The view of the Australian Curriculum as a whole is captured in the paper Shape of the Australian Curriculum, Assessment, and Reporting Authority Version: 4.0 (ACARA 2012), which describes the three-dimensional design that frames the curriculum: ‘discipline-based learning areas, general capabilities, and contemporary cross-curriculum priorities’ (Pinar, 2007). As such, what is described as the curriculum's shape is just a three-dimensional framework or architectural plan, with no explanation for why the shape is what it is or how the various components may be expanded in theoretically exciting ways. The Australian Curriculum seems to adhere to the traditional understanding of curriculum as a set of "achievement standards" and "content" requirements, which contradicts Stenhouse’s thoughts on curriculum. In 1975, Stenhouse saw the Australian curriculum as a proposal, as ‘an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice’ (Stenhouse, 1975, p. 4). Along with the subject priorities, the Australian Curriculum specialises in three cross-curriculum priorities: Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asia, and Sustainability (About the Australia., 2022). Thus, after its beginning in 1940, the Australian Curriculum firmly focused on content where knowledge was considered the most powerful tool in this post-war era.

Considering all of these issues, it can be said that it is both holistic and comprehensive for students ranging from Foundation to Year 10, intending to prepare them for the New South Wales Higher School Certificate (HSC). Students are given the chance to go further into their areas of interest and proficiency, broaden their knowledge base, and achieve success in an internationally recognised Senior Certificate program. The HSC offers opportunities for students to continue their education in colleges in Australia and other places (Everything You Need, 2023).

2.4.4 Curriculum in Finland

Finland, situated in the global northern part of Europe, has designed their curriculum as individual, student-centric, and sustainable, interconnecting academic tiers from pre-primary to tertiary without shedding light on traditional pen-paper exams like others (Lavonen & Laaksonen, 2009). Therefore, the Finnish Basic Education Act states three primary goals for Finnish education (Finnish National Agency for Education, 1998). Certain sections of these objectives highlight vital terms related to the features of the Finnish education system: in the first objective, "...to provide them (pupils) with knowledge and skills needed in life..."; in the second, "...to promote civilisation and equality in society..."; and in the final one, "...to secure adequate equity in education throughout the country" (Ulas Ustun & Ali Eryilmaz, 2018).

Compared to many other nations, Finland's curriculum ensures that students have shorter school days and less homework; they learn through play and exploration, which are the bases for lifelong learning where every student is equal regardless of their background while giving strong focus on individualised learning and supporting epitomising physical activities. The typical school day is five hours long, and little homework is assigned to the children (Finnish education system, n.d). This method seeks to lessen stress while enabling pupils to lead well-rounded lives away from the classroom. It highlights how vital health and meaningful

leisure time are where the evaluation/ assessment is required at the end of higher secondary education (10 Things You, n.d).

Curriculum in Global South: China, India, Malaysia

2.4.2.1 Curriculum in China

The curriculum of China is classified into two courses—comprehensive and classified—that are distributed differently at the elementary, middle, and high school levels. In China, a comprehensive course refers to a course that combines the contents of several subjects (e.g., “Science” is a comprehensive course that combines the contents of Physics, Chemistry, Geology, etc.). In contrast, the classified course means its content only covers a single subject or a sub-subject, so far as the different cognitive characteristics and learning abilities of various ages are concerned (Huang, 2003; Liu, 2005). In addition, the curriculum is divided into three levels: national, local, and school. These study programs are taught locally and nationally in schools (Feng, 2006). The following figure illustrates the distribution of comprehensive and classified courses at each school level in China.

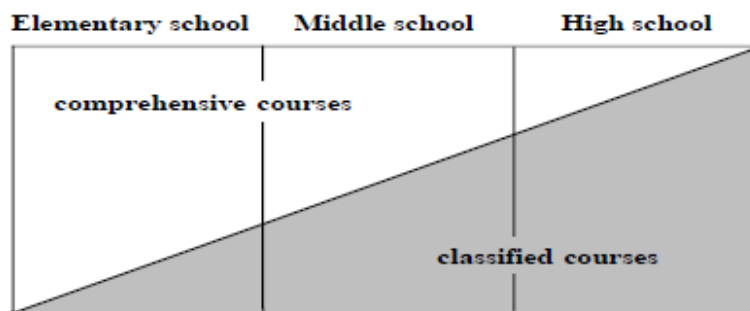


Figure 2: Distribution of comprehensive and classified courses at each school level (Feng, 2006).

However, The Ministry of China Education has authorised several books and materials since 1988, making the country's standardised curriculum more adaptable and dynamic. Exam

preparation is still a priority, with particular attention paid to Zhongkao (admission examinations for senior secondary schools), Huikao (exams for senior secondary school graduation), and Gaokao (national college entrance exams). On the other hand, holistic learning has become increasingly important due to continuous curricular reform (The Chinese Curriculum, n.d).

2.4.2.2 Curriculum in India

Gandhi believed that during India's independence struggle, education could be used to raise awareness of injustice and inequality. He supported nurturing transformational persons using the local environment, culture, and languages. The goal of the National Commissions in 1952–1953 and 1964–1966 was to put Gandhi's national development–focused educational ideology into practice by the National Council of Education Research and Training (NCERT, 2005). When state governments oversaw education, the NCERT Curriculum Framework (1975) and (The National Policy for Education) NPE (1968) were developed. A uniform national policy was formed in 1986 to ensure that school education quality was comparable across the country when education became a concurrent topic. This strategy prioritised national integration while upholding the diversity of Indian society and emphasising the importance of individual beliefs and capabilities. In 2000, the curriculum was updated in response to the Yashpal Committee Review 1993 to reduce the burden of turning the 1988 National Curriculum Framework into textbooks (MHRD, 1993). Significant charges were made against NCF-2000 for its authoritarian tendency to alter history textbooks and for focusing too much on one cultural perspective. To address these issues, the National Curriculum Framework underwent a thorough reform in 2005 in response to public discourse, discussions, and consultations with educationists and activists (Kumar, 2012). With the assistance of state government academic organisations, the federal government is compelled

by Section 7(6a) to create a national curricular framework (MHRD, 2013) where the curriculum can be characterised as a "syllabus society" or "textbook culture," that suggests that instructors have limited autonomy and minimal control over curricular issues (Census, 2011). Exam requirements have influenced the creation of curricula, syllabi, and textbooks. Instead of being a "child's learning requirement, it aims to education and the socio-economic and cultural contexts of learners" (NCERT, 2005).

2.4.2.3 Curriculum in Malaysia

Regardless of a student's learning achievement, the Malaysian curriculum is sustainable and student-centric, bringing holistic changes from the outset. According to Cobanoglu and Sevim (2019), a child's early education development is the cornerstone of their future since it determines their academic performance and social and emotional skills. (Montessori, 2019). The curriculum itself starts with preschool as early as age four. When the students reach the age of six, it includes six years of elementary education. It seeks to give students a solid basis for improving their reading, writing, and math skills—also called the 3Rs. The Primary School Standard Curriculum, or KSSR, was gradually introduced in 2011 by the Ministry of Education in place of the previous curriculum. By 2016, all primary schools had adopted the new curriculum. After completing six years of primary schooling, students will take the Ujian Penilaian Sekolah Rendah, often known as the Primary School Assessment Test (PSAT) or UPSR (Morisson, 2015; 2021). Since there are no repeaters in primary education, students can still go to Form One, the foundation year of secondary education, regardless of how well they performed on the UPSR or PSAT. Since secondary school is a continuation of elementary education, the Secondary School Integrated Curriculum (KBSM/SSIC), also known as the Kurikulum Bersepadu Sekolah Menengah syllabus, is created to reflect the goals and objectives of the nation. The KBSM has been replaced by the Secondary School

Standard Curriculum, which will provide pupils with 21st-century skills and competencies.

After five years of secondary education, students must take the Sijil Pelajaran Malaysia (SPM), a public standard test (Everything You Need, 2021).

2.4.2.4 The Link Between My Literature and My Insights

The history of education has substantially contributed to the difference between the Global North and the Global South. The Global North's long-standing emphasis on education has resulted in well-developed systems in which education is highly regarded and emphasized. In contrast, the Global South has historically been denied educational opportunities, which contributes to pervasive poverty. While the Global North has achieved significant advances in education, the Global South still confronts substantial obstacles in delivering education to all of its citizens. Likewise, the new curriculum 2024 brings many substantial changes in Bangladesh's education system, incorporating some primary competencies while pondering the Global North and South pedagogy.

2.5 The Revision and Development of Curriculum in Bangladesh

The National Curriculum and Textbook Board (NCTB) adhered to all well-accepted steps for developing curriculum and review. The structure of schooling is designed to give children structured learning opportunities. To organise students' educational experiences in schools, a curriculum is established to explain the content and performance standards for teaching and learning (Schmidt et al., 1997). Likewise, in Bangladesh, the recent coronavirus pandemic, the rise of AI, the fourth industrial revolution, and the present global viewpoint all serve as reminders that we need to change our educational curricula to equip the next generation better to meet the challenges of the coming 21st century's experiential learning aligned with the contemporary educational goals and perspective, assessment and evaluation, progression and

sequencing, inclusivity and diversity, flexibility and adaptability, integration of technology, resource allocation, professional development and so on (Rahman, 2022). Creating a new curriculum and its modification and implementation usually takes ten to twelve years. The 1972–1974 Kudrat-e-Khuda Education Report (Masum Billah, 2020), as cited in (Masum Billah, 2021), provided the framework for Bangladesh's Callum growth. The curriculum and syllabus were constructed in three stages, with variable time passing between 1976–80, 1991–95, and 2011–13. Two groups of educators established in 2017 to update the curriculum; the result was a 114-page plan by the Education Ministry of Bangladesh. As part of the process, 102 countries' curricula were consulted. Beginning in 2023, 100 primary and secondary schools will pilot the new curriculum for grades one, two, six, and seven. For secondary levels, full implementation will occur by 2025, retaining continuity from pre-primary to grade twelve. For grades pre-primary through three, assessments will be done in the classroom; for grades four and five, assessments will be done in the school; and for grades nine and up, assessments will be done in the school (Masum Billah, 2021).

2.6 Development of Curriculum in Bangladesh After 2020

A suggestion was made to develop a single, competency-based national curriculum in response to the diverse character of Bangladesh's current pre-primary, primary, and secondary curriculum. With approval from the Ministry of Education, the National Curriculum and Textbook Board (NCTB) created the Curriculum Development and Revision Core Committee (CDRCC), which comprises educators, subject experts, and representatives from pertinent ministries. A Working Committee composed of curriculum experts, education experts, NCTB officials, and topic specialists was established following the recommendations of the CDRCC. They worked together to develop the National Curriculum Framework through seminars and discussions. Instructions were given to establish a thorough framework for a

seamless curriculum spanning from Pre-Primary to Grade 12 at a significant meeting attended by education ministers, administrators, and policymakers. The Working Committee, led by CDRCC, started developing the proposal under the direction of the Ministries of Primary and Mass Education and Education. Numerous technical meetings and workshops were required involving subject specialists, curriculum experts, teachers, and learning professionals. The CDRCC and the Working Committee created the first draft of the curricular framework after completing more than 15 workshops and 30 virtual sessions with the participation of 156 experts from 33 organisations. This procedure sought to ensure competency-based education at all levels and harmonise the educational framework (National Curriculum Framework, 2021, pp. 11-12).

Employing investigations, the current curriculum's situation has been analysed, its effectiveness tested, and its demand evaluated (2017–2019).



Through thematic workshops and discussions, the National Integrated Skills Framework has been established (2018–2019).



Conceptualisation of a Pre-Primary to 12th Grade Curriculum Framework (2019)



Curriculum Development and Revision Core Committee (CDRCC) has been developed (2020)



developing a working committee to assist CDRCC



Subject-specific curriculum framework development by educators and pertinent subject specialists with assistance from the Working Committee (2020)



discussions with the directorate of madrasah education (2020), the directorate of technical education and the boards



consultations on the draft framework with more than 800 stakeholders



Reviewing stakeholder comments, then updating the document as necessary



Core Committee for Curriculum Development and Revision's approval of the revised draft.



Senior Ministry of Primary, Mass Education and Ministry of Education officials' thoughts and suggestions on the draft at various stages, including those of ministers, deputy ministers, state ministers, and secretaries



Circulation on the website for public consultation



final draft creation using the received feedback



National Curriculum and Textbook Board approval for delivering NCCC the final draft



Ministry submission for the Honorable Prime Minister's consideration and Prime Minister's preliminary approval



sending the draft of the National Curriculum Framework 2021 to the Advisory Committee for careful review and revision in light of the committee's comments



NCCC's Final Approval

Figure 3: Competence-Based Education up to NCC's Approval (National et al., 2021, pp 11-12).

Over 800 stakeholders participated in developing the National Curriculum Framework under the National Curriculum and Textbook Board (NCTB), including policymakers, educators, business owners, and experts from diverse fields. Feedback was gathered from parents,

students, university professors, and representatives from ICT, media, and agriculture. The framework went through extensive public engagement and revisions before being approved at the CDRCC meeting on January 13, 2020. After further consultation with the Prime Minister, the Advisory Committee approved it on October 12, 2021. The completed 2021 Framework now moves to the next phase: hiring experts and creating grade- and subject-specific curriculum.

2.7 The Role and Necessity of English in the Education System of Bangladesh

2.7.1 Political Reasons

The partitioned lessons to be added to an existing curriculum based on the monolithic vision of English are just some recent discussions of international English in ELT. A new ELT paradigm that draws inspiration from WE (World English) studies is known as "Teaching English as an International Language" (TEIL) (Alsagoff et al., 2012; Marlina & Giri, 2014; Matsuda, 2012a; McKay, 2002; Sharifian, 2009). It is also an umbrella term for approaches with other names, such as English as a Lingua Franca (ELF)--aware pedagogy (Bayyurt & Sifakis, 2015; Sifakis, 2014). Effectively, Bangladesh has seen three political phases over the past 150 years, each of which has impacted the country's sociolinguistic development (and, in turn, each of which has impacted political transition). Some social reformers pushed for introducing English and Western education to Indians during the first phase under British administration (Hamid & Erling, 2016). Christian missionaries primarily implemented English education, which was unavoidably done for theological reasons. Although there was some local opposition, by the early 20th century, English had especially replaced other languages as the primary means of instruction in schools, sparking concerns about the future of vernacular languages in the classroom (Spear, 1938).

Despite some opposition, there was a high demand for English, a language associated with the ruling class, with access typically restricted to the urban elite (Kachru, 1983; Rahman, 2005). Hindus welcomed English more than Muslims, who considered it a potential threat to Islamic education, according to Chowdhury (2010). In the second phase following the end of British colonial control in 1947, East Pakistan, where Bengali was the prevalent language, experienced conflict over West Pakistan's imposition of Urdu as the national tongue. Even though just 3.5% of people speak Urdu, it was picked over Bangla. A sad incident occurred on February 21, 1952, when armed police killed student protesters opposing the language policy. This decision caused considerable unrest. A powerful Bangla language campaign was awakened by this incident, known as "language martyrdom," which also served as a stimulus for the nationalist struggle that ultimately resulted in the successful foundation of independent Bangladesh in 1971. Bangla's importance in Bangladesh during the post-independence period eclipsed debates on English because of the historical context of British colonialism and Pakistan's subsequent attempts to assert linguistic and political dominance. Bangla replaced English as the Christian missionaries primarily implemented English education at a time when the government paid little attention to English education. Due to the lack of official capital, English education was only available to the wealthy elite at private institutions. Despite their political dNCTB completed the National Curriculum Framework 2021 and promoted Bangla in public life to acquire popularity, making English a crucial part of communication for urban educated Bangladeshis.

2.7.2 The Necessity of English After Liberation War

Taking birth from Pakistan during the Liberation War in 1971, historical narratives in Bangladeshi textbooks have always been “unstable and caught in a recurring politicised flux” (Rosser, 2003, p. 144). The founding of Pakistan in 1947 was depicted in textbooks written during the Mujibur Rahman era as Bengalis trading English colonial rule for West Pakistani dominance. They emphasised the fight that led to Bangladesh's independence while highlighting the agony East Pakistan's populace went through at the hands of West Pakistan's elite and military. In contrast to the 1947-established Islamic identity, Mujibur Rahman's Education Commission promoted secular education in 1974. However, under the military regimes of Gen. Ziaur Rahman and Gen. Ershad, Bangladeshi identity changed from secular Bengali to a state-based pseudo-Islamic identity known as "Bangladeshi." This transformation reflected a substantial shift in Bangladesh's educational and political landscape, including the proclamation of Islam as the state religion and the promoting of religious schools to win public support (Rahman et al., 2010, p. 120; Gustavsson, 1991). Bangladesh has one of the most significant numbers of people studying English worldwide, with over 30 million students starting in Grade 1.

However, there are substantial differences concerning English academic achievement among various industries. English has the same significance as the national language in secular education, constituting 19% of the curriculum. Like Bangla, it is taught for 35 to 45 minutes daily. However, results at secular schools fall short of those in English-medium institutions, where English predominates and Bangla serves as an additional language (Hamid, 2006a; Hamid & Jahan, 2015) as cited in (Hamid & Erling, 2016). The minor significance of English in Madrashah, Bengali, and Arabic languages gets the utmost priority on the board of Madrashah. Implementing English language education policies in Bangladesh has yet to

succeed regarding the importance of English and curricular reforms and teacher development activities (Farooqui, 2008). There is a correlation between resource investment and English learning outcomes in Bangladesh's educational streams. According to the anecdotal data, a similar pattern can be seen in Pakistan's educational system: English-medium private schools with adequate funding have higher outcomes, whereas madrasas with insufficient English teaching funds have poorer outcomes (Shahab, 2013). Despite specific achievements, overall English teaching results still need to be improved, particularly in most children's places of study, secular public schools, and madrasas. Public examination pass rates for Years 10 and 12 have increased recently, with success rates hovering around 70% or higher. With this improvement, more students will be able to advance to higher stages of education by successfully passing English and other disciplines (Hamid & Erling, 2016).

2.8 Conceptual Framework

The textual analysis and interview data refer to the priorities and challenges of a new curriculum that existed little in the previous curriculum. Nevertheless, the necessity of these priorities has accelerated the curriculum and changed drastically after 2022. The new curriculum's English book is more interactive and student-centred, emphasising N. S. Prabhu's TBLT through numerous peer and feedback-based activities than the previous one, which denotes the theory of N. S. Prabhu's Task-Based Language Teaching (1987) because it emphasises authentic communicative interaction through several group and pair tasks, moving away from traditional curricula (KRUTHANGKA, 2020). There are constitutional and institutional policies for ensuring quality education for all students employing the new curriculum while promoting inclusive practices, 21st-century skills, openness and tolerance, cultural diversity, SDG, compassion and empathy, physical and well-being, equality and equity, which connects with the theory of Experiential Learning by David Kolb (1984) and

Input Hypothesis (i+1) (1980). On the one hand, Kolb's Experiential Learning Theory claims successful learning results from a four-stage procedure (or cycle) that includes solid experience, reflective observation, abstract thoughts, and practical experimentation (Kolb, 1984); on the other hand, teachers apply a comprehensible input hypothesis (i+1), where they would learn more than they already knew regarding their individual development (as cited in Lightbown & Spada, 2013). However, to what extent are the academic stakeholders, teachers and students affected by these policies and adopting substantial measures?

Therefore, the researcher suggests it is time to take action towards sustainable solutions to all these issues. This study further relates to two learning theories, namely, Lev Vygotsky's —The Zone of Proximal Development (ZPD) theory and (1962), Stephen Krashen's —The Affective Filter Hypothesis (1980). According to Vygotsky (1962), ZPD illustrates how learners advance their skills through guided collaboration with proficient peers or adults, which is more effective for language acquisition than solitary, individual activities like fill in the blanks, table, matching and so on (as cited in Xi & Lantolf 2021, p. 31). This theory is relevant to this study because the teacher participants have shared their opinions on effective scaffolding and peer feedback in the findings and discussion section of the study. Finally, according to Krashen's Affective Filter Hypothesis (1980), emotional factors like motivation, anxiety, and self-confidence affect language learning; positive emotions lower barriers, enhancing acquisition, while negative emotions impede it. This theory is relevant to the fourth research objective of this study, where the researcher has explored the teachers' possible challenges and obstacles, especially to the students, while contributing to several group and pair tasks according to the level of difficulty of the activities.

2.9 Research Gap

From the reviewed literature, it can be acknowledged that English has been considered a foreign language, similar to the countries of the Global South; however, the scenario is quite different in the Global North. Thus, from the very outset, English, as a core subject, has tried to keep a balance, emphasising practical applications and providing students with a solid grasp of the settings in which they have been using the language. Nevertheless, there is some room to explore the competence-based new curriculum of NCTB's English book for grade 6 to ensure whether the four primary language skills have been given importance holistically or not (Reading, Speaking, Listening, Writing) as we have got a glimpse of the lackings of those four language above skills from the previous work. Moreover, how far is the new curriculum advantageous to the ultimate benefit of the students, and what are the possible challenges in these areas that have yet to be explored exclusively? (Activity-based comparative study between the old and new NCTB class 6 English curriculum).

Chapter Three

Methodology

The following study follows a qualitative approach where the data have been collected through semi-structured interviews (Appendix) and textual analysis of the previous and present NCTB-designed English For Today book of class 6. The rationale behind choosing a qualitative approach for analysing both semi-structured interviews and text is to intensify the participants' beliefs, rationale, knowledge, and experiences regarding cardinal issues like analysing the interview data descriptively and the textual data. However, we get the statistical and numerical data regarding a specific topic, which would not bring the ultimate effective response regarding this particular issue. When researchers discovered that comprehending human behaviour/ opinion/ any textual non-numerical data from books using numerical data was laborious, they turned to qualitative research for psychological and analytical studies (Vibha et al., 2013). Since then, qualitative research has been used in various study domains, such as the social and behavioural sciences, and textual data analysis facilitates more than quantitative research. Since my research is predominantly descriptive and complicated, I chose this approach. The interview was conducted in both English and Bengali, at the participants' convenience, since they were native speakers of Bangladesh, and the textual data, as usual, were analysed in English.

3.1 Sampling and Interviewing

The author of this paper has identified two approaches to determining sample size. These two approaches have been represented below and have been discussed in detail.

1. Three EFL new curriculum trained and experienced teachers.	2. Four new curriculum-experiencing students of class 6.	3. One new curriculum teacher-trainer.	4. Two new curriculum book compilers
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Figure 4: Approaches to sample size determination in a qualitative research interview.

I purposefully selected those above new curriculum-trained teachers- students from 2 Govt. high schools and one teacher-trainer from an educational institution in Bangladesh to collect the interview data. In contrast, the textual data have been collected from the previous and present English book of class 6. Moreover, the two finest book writers of class 6 have contributed to this research to provide the most authentic data regarding the subtleties of the new curriculum and the book of class 6. Purposive sampling of primary studies for inclusion in the synthesis is one way of achieving a manageable amount of data, shedding light on a particular topic, concept, or phenomenon (Robinson, 2014). Since this is a small-scale research and the subject is up to the minute, I chose to sample a small number of participants where qualitative data covers the in-depth ideologies and insights of the participants while contemplating the study's objectives. In qualitative research, the sample size is defined by the purpose of the study, what is valuable realistic, and what can be done to further the research within the constraints of time and resources. There are no strict criteria for sample size (Shaheen et al., 2019).

The following tables demonstrate the academic profile of the new curriculum-trained English teacher, students, a teacher, and the book compilers of class 6.

Table 1: Teachers' Academic Profile

Names	Gender	Teaching Experience Experience	Highest Degree
T1	Male	Ten years	MA in English
T3	Male	Nineteen years	MA in English
T3	Female	Eight years	BA in English

Table 2: Students' Profile

Gender	Educational Background
Male	Student of class 6
Male	Student of class 6
Female	Student of class 6
Female	Student of class 6

Table 3: Teacher- trainer's Profile

Gender	Educational Background
Female	MA in English

Table 4: Book Compilers' Profile

Gender	Educational Background
Male	Ph.D. in Applied Linguistics
Male	Ph.D. in Applied Linguistics

3.2 Data Collection Instruments

The data collection of newly trained teachers and students took place in person in November and December 2023, as I found it more reliable than conducting the online one. Additionally, they were nervous. However, by the time they adapted to the real-time technique adaptation, it helped me foster the feasibility of their answers through verbal communication. Because of the diverse location and the short research period, I conducted the teacher-trainer interview and the book compiler's interview online via Zoom. The duration of the interviews was 30-40 minutes on average. I selected the teachers, a teacher-trainer, and book compilers based on their academic qualifications and experiences.

Moreover, I selected four lower secondary students of class 6 with the assistance of those three new curriculum-trained teachers. At the very beginning, I selected the two average and low profile schools in Chittagong to conduct the interview by visiting them in person. Once they allowed me, I went there according to their availability and convenient time.

Furthermore, I emailed them to take online interviews with the teacher trainer and two book compilers and asked about their preferred time. Based on their consent and positive responses, I conducted the Zoom interviews.

Regarding the in-person interview, at the very outset, I made a rapport with the participants by sharing about our daily life incidents and academics instead of jumping into the direct interview so that they felt free to provide factual data by following the research questions.

After conducting their session, when I decided to conduct other participants' interviews online, I mailed the study's abstract, research questions, and objectives so that they could form a prior mindset regarding the topic. No recorded online data was given as I was actively involved with both interviews while jotting down notes of their thoughts.

3.3 Data Analysis Techniques

The online and offline interview data have been manually coded while listening to the participant's understanding of the topic and the research questions. With a moderate understanding of the research objectives and how the participants engaged themselves while shedding light on their beliefs, insights and experiences, the data were analysed through a thematic analysis process. Thematic analysis is a qualitative research method that involves carefully reading and rereading the transcribed data to identify themes that can capture the narratives available in the account of data sets. Researchers use this method to organise and analyse complex data sets methodically (King, 2004; Rice & Ezzy, 1999). I used the translanguaging method in the interview for congeniality since the participants were comfortable with mixing Bengali and English during the interview. Interview questions are given in Appendix A and B at the ending part of the thesis.

3.4 Research Ethics

The implementation of fundamental ethical values in research activities, such as the planning and execution of research, respect for individuals and society, the use of resources and research findings, scientific insincerity, and the governance of research, is known as research ethics (*Understanding Ethics | Research | University of Stirling, n.d.*). This is all my work; nothing has been copied precisely or plagiarised from any other source, published or unpublished. Instead of disclosing the individuals' names, I used pseudonyms.

Likewise, I kept the names of the educational institutions secret and took the consent from the authorities of each school before asking questions to the class 6's students as they were under 18. Moreover, I didn't compel or force anyone to take part in my interviews; rather, I sent them an email and visited some of the places in person to inquire about their interest and

availability. Lastly, I declare that, once it gets published, this work will only be applied to the betterment of the Republic of Bangladesh's lower secondary and secondary education.

Chapter Four

Findings and Discussion

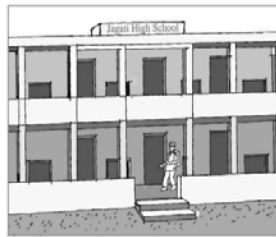
The following chapter covers the insightful comparative study of the present and previously designed English books of class 6, enormous thoughtful comments, narrative and perspective of the EFL teachers of class 6 and the students. Moreover, specific themes have been created for systematic data analysis while shedding light on the research objectives. Additionally, there would be a textual analysis based on the present and past curriculum English books where we would explore the difference between activities as far as the activity interaction, student engagement, learning-focused, process-oriented, and inductive approaches are concerned. Finally, a comprehensive discussion has been conducted based on the findings and the reviewed literature.

4.1 Findings

4.1.1 Textual Analysis of the Present and Past Designed English Book by NCTB

This section covers the textual data from the 2 English books of 2022 and 2023 in Bangladesh. On the one hand, the following section would make a comparative study of how the present curriculum is different/ better than the previous one, unpacking the competency as mentioned earlier through the ELT and Experiential Learning Theories; on the other hand, whether the 4 language skills (Reading, Speaking, Writing, Listening) have been given importance equally or not that would be reviewed. In a nutshell, I would like to explore to what extent the new curriculum's English book is more vibrant, interactive, student-engaging

and centric, learning-focused, process-oriented, and inductive in approach than the previous one based on activities. To begin with, let us have a look at the below pictures:



My first day at the new school was interesting. I was going to school with my father in a rickshaw. We reached school after fifteen minutes. My father said good bye and left me at the school gate. I went in and found that everyone had gone to class. I walked into my classroom and found a seat. After sometime a teacher came and warmly greeted us. I found the students very friendly in my new class.

B1 Choose the right answer :

The passage is about

- a who took Tarun to school the first day.
- b how Tarun felt on the first day in school and why he felt so.
- c what happened in the school on the first day.

B2 Match a word from Column A with a word (or words) from

Talking to People

1.2 Look at the picture below. Then, ask and answer the following questions in pairs:

(নিচের ছবিটি দেখো। তারপর জোড়ায় নিচের প্রশ্নগুলো দিক্বেস করো এবং উত্তর দাও।)



What can you see in the picture?

What do you think is the relationship among them?

What do you think they are talking about?

new Year 2024

In the old book's first chapter, "Going to a New School," the compilers mentioned in the learning objective that after completing the lesson, students would be able to read and understand texts, talk about people, places, and familiar objects in short and simple sentences but the activities they have provided are full of simple gap filling activity, matching, reading out a poem and so on. There is no warm-up activity by which students can justify their schemata. However, in the first chapter of the new curriculum's book, "Talking To People," there are many activities that enhance learners' speaking capability, as the chapter deals with communication in different situations and so on. In addition, the second chapter of the old book contains "Congratulations, Well Done, Marvelous", and many more, but the reading, writing, and question/ answer activities do not correspond to the requirements fully.

B Let's now see what we say when we hear about something not good or not happy. Read the following dialogues.

- 2018
- i) Bobby : Hi, Sujan! Why didn't you come to school last week?
 Sujan : I had the flu. I was in bed most of the time.
 Bobby : Oh, I'm sorry to hear that. How do you feel now?

6

English For Today

- ii) Shakil : Hello, Manik! Why are you so quiet today?
 Manik : Did you see that pen my father gave me? I've lost it. It was very dear to me!
 Shakil : Oh, I'm so sorry! How did you lose it?
 Manik : I don't know! I think I dropped it somewhere.
- iii) Shanu : Hi, Munira! Have you seen the result?
 Munira : Yes. I've failed in my math test.
 Shanu : Oh, that's bad luck!
 Munira : I don't know how to tell my parents.
 Shanu : I think they will understand. I know you'll do better next time.

2.3 Let's play the Listening Game, 'Lend your ears'
 (চলো বেঙ্গি Listening Game, 'Lend Your Ears')

2.4 Read the poem in pairs to find out the correct words/phrases from the boxes and write next to the sentences. You can choose more than one answer.
 (জোড়ায় কবিতাটি পড়ো এবং নিচের box থেকে সঠিক শব্দ/শব্দপুঙ্খ খুঁজে বের করো। বাক্যের পাশে তা লেখো। একের বেশি উত্তর তুমি (choose) বেছে নিতে পারো।)

Little drops of water	The mighty ages	Words of love
Deeds of kindness	Grains of sand	

- a) What makes a land pleasant? _____
- b) What makes the earth an Eden? _____
- c) How much water makes a mighty ocean? _____
- d) What makes the earth like heaven? _____

the Year 2024

On the other hand, in the new curriculum's book, the compilers have given importance to note, stanza, and rhyming through task-based language teaching by shedding light on many peer-based, feedback-based tasks. On top of that, the authors have implemented an adequate group/pair task to have a democratic practice while giving importance to the deductive way of acquiring grammatical affluence. For example, here in activity 2.5, there is a note where they have to read out 3 little paragraphs on Rhyming, Stanza, and Poem and then write down the answers to some questions based on those little paragraphs.

2.5 Read the note and answer the following questions in pairs.

(Note টি পড়ুন এবং বোঝায় নিজের প্রশ্নগুলোর উত্তর দাও।)

Note

A poem is a kind of literary writing. It has some characteristics. Two of them are Stanza and Rhyming.

Stanza: A stanza is a group of lines in a poem. It consists of two or more lines arranged together as a unit. Most poems are divided into stanzas. A stanza in a poem is like a paragraph in an essay.

Rhyming: The similar sounding words at the ends of the alternate lines of a poem.

Questions:

a) How many stanzas are there in the poem titled 'Little Things'?

b) Match the rhyming words.

Cat	Stay
Day	Land
Coat	Hat
Pick	Boat
Sand	How

mk Year 2024

Since students can internalise and produce something by means of reading and writing ability, the present curriculum book's activities look more organised, feasible, and constructive. Even if the previous curriculum book's activities have been designed as per the learning objectives, there is no variation like the present one. For instance, in the third and fourth chapters of the old book, activities like matching fill in the blanks, M.C.Q, and Question Answers are typical and monotonous.

A2 Match a word from Column A with a word in Column B that has an opposite meaning. One is done for you.

Column A	Column B
see off	light
long	busy
quiet	receive
heavy	drop
pick up	short

B Look at the pictures below. Ask and answer questions about what each person's profession is, and what he or she is doing at the moment.

Follow this model:

What's his/her name? What does he/she do?

What is he/she doing now?

At the moment he/she is _____.

He/she is not _____ (not doing what he/she usually does, e.g.

He is not seeing a patient)



Captain Harun, Pilot



Nadia Sultana, Student



Rashid Ahmed, Doctor



Shumana Chowdhury, Lawyer

2018

In contrast, the new English book contains abundant tasks like Gamification activities, Table activities, Problem-solving skills questions, Illustration, Assessing their vocabulary level, and many more, which ensure speaking, reading, listening, and writing tasks at once.

2.3 Let's play the Listening Game, 'Lend your ears'
(চলো খেলি Listening Game, 'Lend Your Ears')

2.4 Read the poem in pairs to find out the correct words/phrases from the boxes and write next to the sentences. You can choose more than one answer.
(জোড়ায় কবিতাটি পড়ো এবং নিচের box থেকে সঠিক শব্দ/শব্দগুচ্ছ খুঁজে বের করো। বাক্যের পাশে তা লেখো। একের বেশি উত্তর তুমি (choose) বেছে নিতে পারো।)

English

3.4 Write a description of the illustration in pairs/groups. And then, read the note in the box given below and underline the articles (a, an, and the) in your writing.

(জোড়ায় বা গ্রুপে ছবিটির কথা লেখো। তারপর তোমার লেখা থেকে Article (a, an, the) খুঁজতে উৎসাহিত করো।)

For example:

In the picture, there is a boy. He is giving food to his pet.....

Article:

An article is a word that comes before a noun to show whether the noun is specific or not. In English grammar, the articles are 'a, an, and the'.

Example: In the illustration, there is a man. The man is reading a newspaper. (In the first sentence, 'a man' is not specific but in the second sentence 'the man' is the specific man mentioned in the first sentence.)

In English there are two types of articles-

1. Definite Article (the): The is used to refer to particular nouns.
2. Indefinite Article (a and an): a and an are used to refer to any noun which is not particular. Remember that, 'a' and 'an' are used only before a singular noun.

Article:

যে শব্দগুচ্ছ Noun এর পূর্বে বসে Noun কে নির্দিষ্ট বা অনির্দিষ্টভাবে কোনো কালেরকে Article বলা হয়। ইংরেজি Grammar এ Article দু'গুণ হয় a, an, the.

ইংরেজি ভাষায় দুই ধরনের Article আছে।

Again, in Lesson 6 of the old text book, a small passage and dialogue correlate tasks like speech production, information gap-based question answers, and comic strip dialogue-based activities. However, instead of these, the lesson is designed into activities called ordinary question answers and fill-in-the-blanks, which do not even synchronise with the dialogue mentioned above task.

A1 Work with a partner. Ask and answer the following questions.

- a. What's your favourite food?
- b. Where do you usually have it?

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- c. Who prepares it?
- d. How does it taste?

A2 Practise the conversation in section A with a friend. Remember to use proper stress and intonation (up and down movement of your voice).

A3 Fill in the blanks in the following sentences with the words in the box.

smell see look know like want

- a. I _____ him very well.
- b. The new dress _____ great!
- c. Rina _____ to collect stamps.
- d. I can _____ a butterfly near the flowers.
- e. The flower _____ sweet.
- f. Murad _____ to buy a dictionary.

Likewise, the authors designed an activity using proper stress and intonation in one task, which did not correspond to the learning objectives. Hence, the activities could be better

planned. In contrast, in the new book’s chapter, “Together We Are A Family”, they have table making, making lists, and column matching as per the rubric and checklist.

5.1 | Discuss the following questions in pairs:

1. How many members are there in your family?

2. Who cooks for your family?

3. Who usually cleans your house?

4. What are the things that you do at your home?

5. What more can you do to help your family?

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5.2 | Have you done any of these before? [Tick (✓) all the relevant boxes]

Checklist:

<input type="checkbox"/> Ironing clothes	<input type="checkbox"/> Looking after your little brother/sister
<input type="checkbox"/> Cleaning reading table	<input type="checkbox"/> Cleaning plates
<input type="checkbox"/> Sweeping the floor	<input type="checkbox"/> Clearing dining table
<input type="checkbox"/> Making one’s bed	<input type="checkbox"/> Cooking
<input type="checkbox"/> Carrying shopping bags	<input type="checkbox"/> Helping your brother/sister with his/her study.
<input type="checkbox"/> Taking care of pets and animals	<input type="checkbox"/> Buying things from the market
	<input type="checkbox"/> Washing clothes

5.3 | Read the following story.

Anamika And Her Family

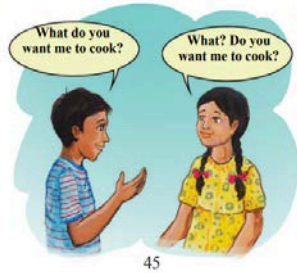


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However, regarding the pedagogical approach, the new curriculum’s book follows David Kolb’s (1984) ‘Experiential Learning Theory’, which describes the learning process in which experiences are transformed into knowledge. When experience is grasped and transformed, knowledge is produced that evokes the theory of human learning and development in the 21st century’s effective learning. In a nutshell, the Experiential Learning Cycle promotes “learning by doing,” conceptualising the framework of concrete experience (doing/ having an experience), reflective observation (reviewing / reflective on the experience), abstract conceptualisation (concluding/ learning from the experience), active experimentation (planning/ trying out what you have). Moreover, this human learning and development theory has notably been supported by John Dewey, Kurt Lewin, Jean Piaget, William James, Carl Jung, Paulo Freire, Carl Rogers and others—to develop a holistic model of the experiential learning process and a multilinear model of adult development (Kolb, 1984).

6.4 Read the following sentences in the speech bubbles. Then, in pairs or groups discuss the meaning of each sentence and share why the meaning of the sentences are different.

(Bubble এর বাক্যগুলো পড়ো। তারপর জোড়া অথবা দলে প্রত্যেকটি বাক্যের অর্থ আলোচনা করো। এবং কেন বাক্য দুটির অর্থ আলাদা তা নিজেদের মধ্যে share করো।)



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7.3 Read the story again and practise the activity in pairs. Make five questions from the table below and then find out the suitable answers from the story. One is done for you.

(গল্পটি আরেকবার পড়ো এবং জোড়ায় নিচের কাজগুলো করো। প্রশ্ন তৈরি করো এবং উপযুক্ত উত্তর যুঁজে বের করো। একটি তোমার জন্য করে দেওয়া হলো।)

Question: How was Mina?

Answer: Mina was helpful.

Questions		Answers
How	was	Mina?
		the field?
		the boy?
		the road?
		the dog?

7.4 In group/pairs, find out the meanings of the following adjectives and use them in your sentences. The first one is done for you.

(দলে/জোড়ায় নিচের adjective গুলোর অর্থ খুঁজে বের করো এবং তা বাক্যে ব্যবহার করো।)

Gloomy	Muddy	Frightening	Scared	Fearless	Kind
Friendly	Punctual	Attentive	Playful	Cordial	Sloppy

Gloomy - Dull : The weather looks gloomy today.

1. Muddy: _____

2. Frightening: _____

The Missing Tenth Man



Microsoft Teams

On the other hand, the previous curriculum focuses mainly on the *Grammar Translation Method* (GTM), *Communicative Language Teaching* (CLT) and *Situational Language Teaching* (SLT). To begin with, the new curriculum's chapter, "A Day in the Life of Mina," has implemented the experiential learning theory approach as per activities. In the first activity, the learners are exposed to a story where they would have ideas about the storyline. With this, they would review their gathered idea/ observation with the pair and gamification activity, which concludes their learning from the experience. In the last activity, they were given some situations where they had to use their understanding from the first three experiences while giving importance to the active experimentation cycle.

7.1 | Read the story



It was a gloomy and rainy day. On the way to school, Mina found that the road was muddy and slippery. She saw a tall old man. He was walking on the road. Suddenly he fell and Mina ran to help him get up. The old man thanked her and said, "How helpful you are, my girl!"

Then she started walking and saw a red dog. The dog was big and frightening. A little boy was scared to see the dog. But Mina was fearless. She helped the boy to walk past the dog. The boy thanked her by saying, "You are so kind, sister!"

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7.7 | Write a short text answering the questions and then compare it with your friends.

নিচের প্রশ্নগুলোর উত্তর দেয়ার মাধ্যমে এবং সংশ্লিষ্ট অনুচ্ছেদ (Text) তৈরি করো এবং তোমার বন্ধুর সাথে তা (Text) টি তুলনা করো।

- How many members are there in your family?
- Who are they?
- What are their names?
- Describe them using 3-5 adjectives. You may use adjectives from the list, or you can use them on your own.

Hardworking	Punctual	Friendly	Rude	Polite
Loving	Funny	Tidy	Affectionate	Strict
Smart	Caring	Gentle	Lazy	Honest

On the contrary, a chapter like “Son of Soil” still practises GTM, SLT, and CLT by shedding importance on writing Bengali words’ meaning, Table Making, and Question/ answer.

English For Today

C Here are some words which are used in the text above. Write the Bangla meaning of the words and make sentences in English with them.

glassy potentials autobiography descendants drenched
 heir trace caring adore craving

D Here are some cues. Write appropriate information about them.

Forefathers of Bangabandhu and their personality types	Names of family members and relationship with them	Bangabandhu's pastime	Bangabandhu's favourite foods
--	--	-----------------------	-------------------------------

E Write answer to the following questions.

1. How was the nature around Bangabandhu during his childhood?
2. What qualities did Bangabandhu get from his forefathers?
3. What made Bangabandhu's guardians worry about him?

F Work in pairs and ask and answer the following questions.

1. How is your village/town similar or dissimilar to Tungipara during Bangabandhu's time?
2. What do you know about your grandparents?
3. What are your favourite foods?
4. Do you see any similarity between Bangabandhu's childhood and yours? In what ways?

What is more, in the old book's chapter “Mujib in School Days,” the importance has only been given to reading, speaking, and writing by introducing tasks like Matching, Multiple Choice Questions, writing one's point of view, where it is acknowledged that no importance has been given on listening task which might create a partial response to innate all four language skills.

C Read the text again. Column A has some words from the text the meanings of which are given in Column B. Match them. The first one is done for you. When you have finished matching them, make sentences with them relating to your life.

Column A	Column B
ancestor	help
establish	nervous
hamper	set up
cheerful	obstacle
demise	death
timid	forefather
charity	jaunty

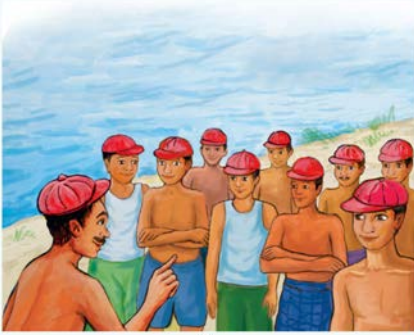
D The following questions are based on the reading text on Bangabandhu above. Find out the answers to these questions from your reading of the text.

1. How many schools have been mentioned in the text? What are those?
2. What fun activities did Mujib love to do?
3. Why was Mujib's schooling hampered for a long time?
4. How did Mujib's tutor, Kazi Abdul Hamid, influence him?
5. Do you have any similar choice of activities like young Mujib that you enjoy a lot?

2022

Moving forward to the authenticity of the activities, the authenticities are at the heart of teaching in the new curriculum book. Each chapter is well-organised and experiential learning cycle-based. There are four grade-wise competencies, and the core of each chapter contains one competency that follows four sequential experiences supporting the experiential learning cycle. For example, the chapter “The Missing Tenth Man” allotted all the activities as per the experiences under the cycle of learning mentioned above. As the chapter gives importance specifically to “Punctuation Marks”, the first two activities ensure students’ exposure to the ideas of capitalisation and punctuation by reading a text by reflecting on the first experiential learning cycle, “Concrete Experience,” then the other two activities support the student’s engagement with the discussion on the use of capital letters and to find out how punctuation marks change the meaning of the text while evaluating reading and listening task through pair/ group activities. Despite the constant importance of the other two learning experiences, “Abstract Conceptualisation” and “Active Experimentation,” the students can finally comprehend their learning in practical life by using capital letters and different punctuation marks in different situations.

6.1 Read the story. Then, discuss the answer to the following question in pairs/groups.



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Question: What has really happened? Why did the result come to nine when they counted each of them?

6.2 In pairs/groups, discuss the uses of capital letters in the box below.

Uses of capital letters	
The first letter in a sentence: <i>Where is my new pen?</i>	The first letter of direct quotes: <i>"Time is money"- Benjamin Franklin</i>
The first letter of the name of people, places & things: <i>Ramu is going to visit her friend, Tania in Rajshahi.</i>	I when it is about you: <i>I like music.</i>
The first letter of the name of days, months, and holidays: <i>26 March is our Independence Day.</i>	The first letter of the titles of people: <i>Dr. Sarwar is my uncle.</i>

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6.3 In pairs/groups, read the story again and discuss why the bold letters of the following sentences are in capitals:

জোড়ায়বেলে গল্লিট আছে একবার পড়ো এবং নিজের বাক্যগুলোতে Bold Letter গুলো কেন Capital Word তা আলোচনা করে।

The sentences	Reason
1. T hey hold their hands to each other while taking the dip.	1.
2. One day, a group of ten men go to the G anges to take a dip...	2.
3. After returning to the shore, M r. R othin, one of the senior men, asks...	3.
4. " I can help you"	4.

6.4 Read the following pairs of sentences in the bubbles. Then, in pairs or groups discuss the meaning of each sentence and share why the meaning of the sentences are different.

Bubble এর মধ্যে দুই জোড়া বাক্য পড়ো। তারপর জোড়া অর্থাৎ দুই প্রত্যেকটি বাক্যের অর্থ আলোচনা করে। এবং কেন বাক্য দুটির অর্থ আলাদা তা নিজের মতো Share করে।

The Missing Tenth Man

6.7 Rearrange the words to make a meaningful sentence. Then use the appropriate punctuation marks and capital letters where required.

অর্থবোধক বাক্য তৈরি করার জন্য নিজের শব্দগুলো সাজিয়ে লেখ। প্রয়োজন অনুযায়ী সঠিক যতিচিহ্ন এবং Capital Word ব্যবহার কর।

- garden is beautiful this a tea
- friend dear hello
- you what doing are here
- rana my is dr neighbour
- bought a funny interesting a and colourful book

6.8 Read the following story and fill in the gaps using capital letters or punctuation marks. Then, tell the story to the class using proper intonation.

নিচের গল্পটি পড় এবং প্রয়োজন অনুযায়ী Capital Letter ও সঠিক যতিচিহ্ন বসিয়ে শূন্যস্থান পূরণ করে। তারপর সঠিক Intonation ব্যবহার করে শ্রেণিতে গল্পটি বলো।

- 1) once in a village, there lived a wise man 2) and complaining about the same problems every time 3) One day he told the villagers, 4) "Dear friends, listen to a joke." Hearing the joke the villagers roared in laughter. After a couple of minutes 5) he told them the same joke and only a few of them smiled. 6)

Throughout the chapter, the focus has been given to the accurate usage of punctuation marks; the core competence is given on competence 2, where they can use appropriate vocabulary/ expression (in the form of synonyms, antonyms, phrases, etc.) in accordance with the text too. However, the more research and studies are conducted with the two books, the more we get the conceptualisation of GTM, and CLT in the old curriculum's book that contains typical participatory tasks. Teacher talking time is typically far more in the classes than student talking time in the old curriculum's English book. This might result from instructors' inadequate pedagogical competence, particularly their inability to effectively execute learner-centred and activity-based education. A teacher informant stated that practical difficulties, including big classes, little time to finish the curriculum, and low student

competency, frequently restrict instructors' efforts. Such as, in the lesson “An Unseen Beauty of Bangladesh” and “Our Pride”, exercises like ‘fill in the blanks, translation, matching phrases,’ and listening to dialogues should have been added while using CD.

B : Yes, you You can see the hills on state from there.
 A : Will I see people of various ethnic groups there?
 B : Yes, you You will see people of Hajong, Achik and tribes.
 A : Are there any temples there?
 B : Yes, there You can see the Dasha Busha Temple and the temples there.

B2 Discuss the following questions in pairs.

1. In which district is Shusong Durgapur located?
2. How far is Shusong Durgapur from Dhaka?
3. Where is the Birishiri Tribal Cultural Academy?
4. How can you get to Shusong Durgapur from Dhaka?
5. Why is Shusong Durgapur called 'an unseen beauty of Bangladesh'?

C Match the phrases with the meanings.

Phrases	Meanings
1. eye-catching destinations	a. see-through
2. green, remote countryside	b. lively activities of people from certain tribal groups
3. crystal clear	c. means of travelling from one place to another
4. pictorial mountain-valley	d. places that draw one's attentions
5. modest movement	e. gentle flow
6. vibrant tribal culture	f. a rural and distant place full of plants and trees
7. alluring natural loveliness	g. a plain land between two hills that looks

Match a word in column A with a word in column B that has similar meaning.

Column A	Column B
annually	courageous
heroic	freedom
liberation	once a year
surrender	promise
endure	to bear
pledge	to admit defeat and give up

Answer the following questions.

- a. Why do we feel sad on our Victory Day?
- b. The night of 25 March is often called 'The dark night'. Can you say why?
- c. Why do you think we celebrate 26 March as our Independence Day ?
- d. How many months did we fight to achieve victory in our war of independence?

Such types of exercises are so traditional that we can not even think about the methods called *Zone of Proximal Development (ZPD)*, *Input Hypothesis (i+1)*, and *Theory of Experiential Learning* because any experimental, dynamic objectives have not been explored and welcomed by the students, which is one of the essential objects to build a ‘teacher-student’ rapport. The educational outcome, the conventional belief that the English language was made up of a vocabulary book and a battery of grammatical rules, led to a teaching strategy that chose the main grammar rules and their exceptions and taught them in a certain order, according to (Broughton et al., 1980). Likewise, the chapters “The Lion’s Mane” and “An Old People’s Home” carry reading comprehension questions (Identifying details within a text, concluding, and applying to one's own experience), antonyms/synonyms (Determining synonyms and antonyms for one's words or word groups), complete the blanks (Using new words or elements of a certain grammatical type to fill in the blanks in sentences), and deductive way of acquiring grammar, which are some of the most vital points of GTM. Interestingly, in CLT, according to Walia (2012), teaching foreign languages aim to improve

students' conversational skills. Before engaging in communicative tasks, learners engage in pre-communicative activities that emphasise language creation above meaning. Later, communicative tasks are facilitated by these practices. In a nutshell, CLT supports learner-centred methods that emphasise communication and engagement in various social contexts without a strong emphasis on facilitators, which we have already acknowledged while dealing with the textual analysis of books. In the new curriculum's content, King Lear, Medha's Dream activities like, "Work in groups. Think of some good work that you can do for someone around you. What are they? Now, write two or three sentences about what you can do for them" and "Read the structure and notice the structures in pairs", "Reread the story and in pairs, pick any ten sentences and write their structures" while providing the clues are aligning the CLT theory.

12.1 Look at the picture below and discuss the use of a diary.

12.2 Discuss the following questions in pairs and write down the answers in a complete sentence. Then, underline all the verbs and say which verb refers to what time (Present, past, or future):
জোড়ায় নিচের প্রশ্নগুলো আলোচনা করে এবং সম্পূর্ণ বাক্যে উত্তরগুলো লেখ। তারপর ব্যবহৃত Verb গুলোর নিচে দাগ দাও এবং Verb গুলোর সময় উল্লেখ করে বেরতাম, অতীত অথবা ভবিষ্যৎ।

12.2 Discuss the following questions in pairs and write down the answers in a complete sentence. Then, underline all the verbs and say which verb refers to what time (Present, past, or future):
জোড়ায় নিচের প্রশ্নগুলো আলোচনা করে এবং সম্পূর্ণ বাক্যে উত্তরগুলো লেখ। তারপর ব্যবহৃত Verb গুলোর নিচে দাগ দাও এবং Verb গুলোর সময় উল্লেখ করে বেরতাম, অতীত অথবা ভবিষ্যৎ।

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Medha's Dream

What are the five things you did yesterday?
.....

What are the five things you usually do?
.....

What are the five things you will do tomorrow?
.....

12.6 Read the story again and in pairs, pick any 10 sentences and write their structures.
গল্পটি আরেকবার পড়ো এবং জোড়ায় যেকোন দশটি বাক্যের গঠন লেখ।

12.7 Read the sentences in the present tense and change them into the past and the future.
(Present Tense এর বাক্যগুলোকে পড়ো এবং তাদেরকে Past (অতীত) এবং Future (ভবিষ্যৎ) Tense এ পরিবর্তন করো।)

On the other hand, SLT, according to Richards (2006), proficiency in a language does not only translate into fluency in the spoken form. Therefore, rigid formal language learning instruction may cause a lack of fluency and the absence of teaching methods that encourage

pupils to engage in situational activities. It does not matter if students use the language correctly—they should always be trying to get better at it—they should be encouraged to take the initiative to engage and dare to communicate their opinions. So, for mechanical, meaningful, and communicative practice, there are Information gap activities, Scaffolding, Shuffling and Jigsaw activities, Task completion activities, Information gathering activities, Opinion sharing, Information transfer activities, Reasoning gap activities, Role plays, and many more. In addition, the new curriculum's contents support Lev Vygotsky's *zone of proximal development (ZPD)* theory. Vygotsky (1987, p. 86) described the ZPD as “the distance between the actual developmental level determined by independent problem solving and the level of potential development determined through problem-solving under adult guidance or in collaboration with more capable peers. It was the domain or scale where learners were not yet capable of using the L2 anonymously but with the assistance of proficient partner performance could be raised” (as cited in Xi & Lantolf, 2021, p. 31). Activities like, in groups, “Produce a poem, being a self-made poet”, “Re-writing Letters according to the situation” as per the given competencies can evoke independent problem solving and the level of potential development either with the assistance of an adult or with experienced classmates. However, Stephen Krashen's *comprehensible input hypothesis (i+1)* explained that “acquisition occurred when one was exposed to comprehensible language and contained $i+1$. The ‘i’ represented the level of language already acquired, and the ‘+1’ was a metaphor for language that was a step beyond the existing level” (Lightbown & Spada, 2013, p. 106). Therefore, the more we focus on chapter sixteen's exercise, the more we connect how the present level of language keeps pace with the additional metaphor (+1), which indicates to learners that the competencies of the exercises must outshine the current level of language. Likewise, in the chapter named “Save Our Home,” the very first exercise conveys the exact approach as per the competencies where, at the very outset, the learners have to

share their views on a safe home environment from their experiences based on some guided questions. After checking their level of language, now the learners will proceed to the next activity by engaging them in reading a comic strip while reflecting on discussing the environmental issue depicted in the text. In the final phase of dealing with the exercise, now the learners will recreate a comic strip (by writing/ drawing/ creating a comic scene) to provide some environmental solutions based on their discussions. These exercises have been designed in such a way that the competencies of the exercises are outshining the current level of the learners' language.

Finally, the work of notable 20th-century academics who strongly emphasised experience in human learning and development theories is included in *Experiential Learning Theory*, where David Kolb conceptualises the theory into 4 cycles (Kolb, 2005). The first two stages of the cycle involve grasping an experience, and the second two focus on transforming an experience. Each activity has been designed in such a way that not only abides by the experiential learning cycle but also gives learners a license to optimise enormous activities with thousands of varieties.

4.1.2 Findings From the Interviewee

Interview with the Teachers, Students, Teacher Trainer and Book

Compilers

This section covers the analysed data from 3 EFL teachers and 4 students from 3 primary schools in Chittagong, Bangladesh. The teacher trainer and the following two book compilers are also from Dhaka. The 3 teachers participating in the interviews will be addressed as T (1 to 3), the 3 students participating in the interviews will be addressed as S (1 to 3), and finally, the teacher trainer will be addressed as TT while identifying the book compilers as BC.

The Core Difference Between Former and Present Curriculum:

Background of the New Curriculum

All the teachers and the book compilers taking part in the interview stated that the authorities' first decision to change the NCTB curriculum was made in 2017. To bring about a global transformation and achieve the goals of SDG, many democratic decisions were made. A drastic change in the present curriculum was made so that the students could cope with 21st-century skills. Rapid changes in lifestyle due to the Fourth Industrial Revolution, two-thirds of traditional occupations will disappear by 2030, and 65% of students currently in primary education will enter the workforce with unknown jobs. Besides, epidemics like COVID, local and global migration, disasters, climate change, conflict, rapid spread of technology, changes in livelihood, etc., along with changes in geographic and social structure as well as rapid changes in people's lifestyles and psychosocial world are the main reasons of changing this curriculum. The transition from least developed to developing countries and achieve the target of entry into developed countries by 2041. 51 countries are already developing transferable skills and competency-based curricula by modifying existing curricula based on this changing context. Sri Lanka, Bhutan, and recently India in South Asia are similar in that their education policies follow the flow. Various studies, workshops, stakeholder feedback, and open discussions conducted by NCTB have also recommended similar changes to compete with the 21st century's competitive world, where there are fundamental differences in competencies, structures, and integrities.

Competence Based Curriculum:

T1, T2, and T3 agreed to the fact that the new curriculum for schools is a significant and welcome development that fits in with the 156 other nations who have previously embraced similar strategies. The curriculum has been designed and implemented with much effort by our government, and if accepted by students, it has the potential to transform their

educational experience completely. The new curriculum emphasises practical education more than the previous one, which strongly emphasises rote memorisation and bookish information. For instance, students actively participate in real-world settings rather than merely calculating a field's size using measurements from a textbook. Now, they quantify the acreage of actual fields using math and measurement techniques. The new curriculum is a competence-based curriculum which follows 4 competencies: 1) Knowledge, 2) Skill, 3) Attitude 4) Value. In every single textbook, they have developed each and every activity by means of those 4 competencies. Experiential learning is the educational strategy used to implement the curriculum's needs. A flexible approach to teaching and learning, experiential learning enables educators to use creativity in their instruction. This experiential learning follows an ongoing learning cycle that consists of four steps, namely, concrete experience, reflective observation, abstract conceptualisation and active experimentation.

We must highlight students' experiences that show their past knowledge, abilities, beliefs, and attitudes necessary to attain a specific competency in the first phase, concrete experience.

In this regard, T1 opined that we need to highlight students' experiences according to their prior knowledge and understanding.

Suppose, if a chapter is based on the Beauty of Bangladesh, we need to ask the students about their travel journey in Bangladesh, like whether they have visited any beautiful places in Bangladesh or not. We never ask about any areas of other countries since if they are asked whether they visited America or outside of Bangladesh, they would never be able to relate their prior experiences with their answer by which they can move towards the second step, reflective observation.

We will support and encourage the students to utilise their analytical and critical thinking skills to analyse the experiences they first shared in the second step, reflective observation.

This will help students comprehend that they already possess some of the values, attitudes, and knowledge necessary for the competency they will attain.

In order to exemplify this step, T2 said that with the help of concrete experience now, the teacher can trigger some relatable questions towards the students where they can opine themselves with their views where, on the one hand, they can learn grammar inductively, on the other hand, they can state their point of view which would be considered as one of the essential points while shedding light on giving one's opinion in the class. So, while giving opinions, the student might think that his thoughts on the specific topic are being prioritised, no matter his class position. Thus, he/ she will be more enthusiastic and passionate about going to school every day to explore himself/ herself.

During the third step, abstract conceptualisation, our role is to assist students in connecting their existing knowledge and abilities, beliefs, and attitudes with the theory required to acquire proficiency. Tasks and activities are crucial in this phase since they allow students to think critically and creatively, engage and express themselves, and think critically and creatively.

T3 here gave an excellent example. He said,

From their expressed point of view, now, as a teacher, my duty is to help them understand the possible theories and philosophies that have been described in the prescribed lesson. With this, they can engage in some bookish activities, which would not only give them a complete picture of the lesson but also help them move towards the final step, where they would get the chance to connect their gathered knowledge with real-life situations.

During the active experimentation phase, we want students to continue to apply what they have learned to specific real-world competencies. This approach aims to attain specific competencies.

Finally, T1, T2, and T3 wrapped up the discussion by agreeing on the point that, in the final step, the active experimentation phase, the students will continue to adapt themselves to drive change in the real world as per the competencies which were absent in the previous curriculum since the previous curriculum based on memorisation and creativity. In contrast, this competence-based curriculum is a significant step forward; questions persist about the need for adequate teacher training and logistical assistance for educational institutions for successful implementation, which is the core difference between the NCTB's past and present curriculum.

Lack of integrity, interdependence, sense of plausibility, and continuous learning

The 2 book compilers shed light on the fact that the new curriculum's each and every activity is enriched with integrity, interdependence, and a sense of plausibility, and there is a process of continuous learning that shows them the path to utilise their gathered knowledge in their daily life. Along with this, the designed materials and activities of the new curriculum become more prone to incorporating technological devices and digitised materials in their regular in-person classes than before. Apart from that, some other priorities have been incorporated, such as blended learning initiative, incorporating some SDGs and 21st-century skills in the curriculum, and using AI positively while practising empathy-based teaching.

The first BC here opined about integrity that if you look at the policy, there is evidence; there is a policy document that supports this idea of curriculum, like our education policy, and specifically calls for the kind of education that creates a generation of workforce, confident of working in the changing context locally and globally. So, in a nutshell, it talks about integrity by which students may learn locally. However, their learning would be considered global learning as the developed activities are based on their critical thinking

skills, cognitive skills, and many more, which will help them establish themselves as global citizens.

Moreover, the second BC talks about interdependence, which makes a massive difference between the contemporary and the previous one. He stated the facts like this:

In this new curriculum, we collaborate with the understanding that we are all interdependent and that until we all win, we all lose. We accept responsibility for one another and for the well-being of our community; hence, every learner's participation is a must. So, when they participate in a task, they help each other and open themselves with their point of view, which ensures their active participation and creates an interdependent attitude.

Apart from that, regarding the sense of plausibility, the first BC said that the existing curriculum still needs to address the need to develop humans, among the largest covered in the new curriculum's context. So that is why it is out of the previous one we had, which was known as the skill-based curriculum, but the new one is fully competency-based where it is said that there is no best method of teaching; instead, the teacher would go for their teaching strategy as per the students' competencies.

Finally, regarding the material design and content selection in this era, the second BC said that to make the students competent and skilled, lots of new listening and reading materials have been included, which should have been included in the previous curriculum, too. So, there is a fact of "continuous learning" in the newly designed book where all the activities are interconnected, and the students do not face any pause without completing the four competencies above.

The educators' and stakeholders' initial point of view at the time of changed curriculum

The book compilers and the teacher trainer confirmed that the new curriculum helps the students develop new skills and strategies they currently apply in the classroom. The teachers have talked about several dynamic changes, such as lesson plan adaptation, innovation and experimentation, a frequently asked questions checklist, comprehensive and entertaining slides, real-life examples and humour, and technical development. Almost all of them have agreed to the fact of its initiative that, according to a circular released on the National Curriculum and Textbook Board's (NCTB) website headlined, "Do not be confused by false propaganda about the new curriculum," the curriculum is focused at developing "smart citizens" for Smart Bangladesh by 2041. The curriculum draft, it adds, was produced based on six studies, a review of curricula from other nations, and an exchange of ideas with more than 800 "stakeholders." The new method, underlined, would result in "most of the students studying more than before, actively engaged in learning, doing and presenting group work, acquiring not just knowledge, but also skills." There will be semi-annual and annual exams, but "without fear of it." So, the core vision of this curriculum is to build patriotic, productive, adaptable, happy and global citizens inspired by the spirit of 1971's liberation war. However, from the initial point of view, the book compilers and the teacher agreed that the Fourth Industrial Revolution would lead to the disappearance of traditional jobs by 2030, leaving the future workforce uncertain. Epidemics, migration, climate change, and technological advancements reshape lifestyles and social structures. Meeting SDG targets amid transitions from least developed to developed countries by 2041 is crucial. Seamless curriculum alignment from pre-primary to class XII aims to prepare students for evolving challenges. Uncertainty underscores the need for adaptable education, sustainable development, and proactive responses to global shifts in employment, migration, and societal dynamics.

In this regard, the first BC said that the new curriculum's framework was not invented overnight. As the initiative was taken in 2017, aligning with 21st-century goals and SDG's goal were the primary concern, the idealisation of AI has not been denied as well because it is AI, which will make thousands of people jobless as far as its intelligence is concerned. Hence, curriculum changes were necessary to keep pace with the competitive world while focusing on the elements of the 21st century.

According to NCTB officials, the rationale is that in the 21st century, students can memorise content without memorising content. They need the ability to solve problems, creativity, and critical thinking skills. They need specific values, such as openness, respect for cultural diversity, morality, and respect, by which they can introduce themselves as global citizens while competing with artificial tools.

On this issue, the second BC said that there are enormous pedagogical, theoretical, and practical issues where humans must compete with AI while developing other human qualities by navigating the 21st-century's local and global landscapes.

If you look at the curriculum framework, it is particularly stated that our humans can be used as the workforce. There is not only a focus on creating knowledgeable, skilled, or competent people but also a humanistic element. We want the beta to this curriculum to create more resilience and empathy. We are now discussing the development of human qualities and purchasing skills among the new learners. However, these are some of the things. So, the first signal is the spell of the changes in the domain of technology, particularly in the market world the nature of jobs, the emergence of television, like devices or technological advances, like AI, which are opposing trade to the existing job market.

On top of that, regarding the rationale, he also stated that

National education policies, including the 5-year plans and Vision 2041, emphasise developing a workforce skilled in 21st-century competencies to navigate evolving local and global challenges. These policies highlight the importance of confidence and adaptability in response to rapid changes from the Fourth Industrial Revolution, epidemics, and migration. Aligning with global commitments like SDG 4, the new curriculum focuses on critical thinking, problem-solving, and collaboration. This overhaul aims to bridge gaps from previous skill-centric approaches and address emerging job market and societal demands, fostering a generation prepared for future challenges.

Finally, the teacher trainer said that this curriculum transfers a student's gained knowledge into reality using real-life examples and humour. The latest approach emphasises students' previous experiences as a basis for learning. Moreover, in its initial statement, she stated that previous classes were lecture-based, where students' interactions were less, but now classes are more activity-based than lectures. She stated again that, while conducting the classes, teachers nowadays find different questions in different classes posed by students who were absent in the previous curriculum. Therefore, to bring a drastic change in the education framework, although the piloting was started in 2019, these issues were considered in 2017. Furthermore, by connecting new content to what they know, see, and have learned, education becomes more relevant and engaging, fostering more profound understanding and retention; the usage of new methods and approaches was a must, so these were the possible initiatives and thoughts to bring the holistic change in curriculum. Hence, regarding the proper utilisation of ELT theories, methods and approaches, she said,

Previously, the curriculum was full of CLT SLT methods which never shed light on the theories and methods like Blended Learning, Total Physical Response, Task-Based Language Teaching, Vygotsky's Social Constructivism, Zone of Proximal Development (ZPD) and Krashen's Input Hypothesis and David Kolb's (1984)

‘Experiential Learning Theory’. However, there were no performance indicators (PI) in the previous curriculum, so they will be evaluated using summative and formative assessments. So, while focusing on students’ constructivism, collaborative, practical and active learning, the possible changes in policy, methods and approaches to NCTB’s previous curriculum were necessary.

The advantages of contextualised, experience-based, and competency-based curriculum

Bangladesh's National Curriculum and Textbook Board (NCTB) is pivotal in shaping the education system, ensuring a standardised curriculum aligned with national goals. Almost all the teachers and the book compilers have agreed that core subjects like math, science, language, and social studies are covered, fostering a well-rounded education. NCTB maintains quality through regular updates and ensures accessibility across the country, including rural areas. Moreover, NCTB books aid in preparing students for standardised tests, promoting cultural relevance, and providing structured support for teachers. Additionally, NCTB books facilitate consistent assessment, enabling educators to gauge students' progress uniformly. Overall, NCTB's role encompasses maintaining educational consistency, relevance, quality, accessibility, growing technological advancement, scaffolding and peer assessment, blended approach, teaching communicative competence, empathetic teaching, and affordability while supporting effective teaching practices and standardised evaluation methods, which can be considered as the possible advantages of contextualised, experience-based, and competency-based curriculum. However, regardless of so many lackings, e.g., technological advancement, well-trained teachers and others, they are pleased because they have less work to do in this new curriculum, can raise their voice and share their perspectives, which is well accepted too, they can think and write where their thinking

process is welcomed by their facilitators which make them more vibrant, interactive, engaging ins and out.

In this regard, T1 said that although experimentally, the National Curriculum and Textbook Board (NCTB) deserves recognition for carrying out the long-awaited and much-needed curriculum change of Classes lower secondary and secondary. Interestingly, many constructive approaches have been used here, depending on the broader goals the adjustments intend to achieve while prioritising the subtle four language skills: reading, writing, speaking, and listening.

Because of the new curriculum, students get many opportunities to practice writing and speaking collaboratively, developing their reading, writing, speaking, and listening skills. In terms of values, it is mentioned that values such as respect for cultural diversity and tolerance have been included fully in this new curriculum, by which each and every student will not only show respect and empathy to others but also get the chance to glorify themselves by their culture, which was partially present in the previous curriculum.

However, T2 and T3, in this regard, agreed to the fact of a pedagogical shift, the apposition of Experiential Learning Theory while building Smart Bangladesh by 2041, reaching the goals of SDGs, which were absent in the previous curriculum. Moreover, the formative assessment is given more importance than the summative one. There are several performance indicators (PI) by which students will be assessed and evaluated through several activities.

The upcoming pedagogical shift towards experiential learning in Bangladesh aims to revolutionise student assessment, moving from numerical grades to geometric symbols representing various abilities and performance levels. The initiative, outlined by the National Curriculum and Textbook Board (NCTB), seeks to cultivate "smart citizens" for a "Smart Bangladesh" by 2041 with the proper application of

Experiential Learning Theory. Based on extensive research and stakeholder input, the curriculum emphasises active learning, group work, and skill acquisition. Despite maintaining half-yearly and annual exams, the system aims to alleviate exam-related stress. Pass-fail outcomes will persist, but report cards will feature a 7-point scale.

The reform intends to reduce reliance on private tutoring and supplementary materials like guidebooks and notebooks.

Regarding evaluation and others, T3 said that

The new curriculum emphasises diverse classroom activities with teacher scaffolding, focusing on tasks like writing and discussion. Grades reflect both performance and the level of assistance needed, moving away from memorisation to encourage critical thinking, creativity, and collaboration. Sit-down tests are replaced by collaborative tasks, fostering a cooperative learning environment. Assessment includes 60% formative and 40% summative components, emphasising both assessment of learning (evaluating knowledge and skills) and assessment as learning (students actively assessing their progress). Continuous evaluation through various tools like rubrics and observation grids supports curriculum objectives, with performance indicators included for each task. This inclusive approach ensures all students, including weaker ones, can participate equally, minimising competition and prioritising student voices. The previous curriculum's lack of specific performance indicators and limited group tasks has been addressed, providing more student engagement and success opportunities.

While discussing the advantages of a competence-based curriculum, the following book compilers asserted that this curriculum introduces a blended method, using digital tools and resources for teaching-learning, incorporating 21st-century skills while achieving SDS by 2041. The first book compiler stated about blended learning:

We now have efficient resources on Moodle, which we regularly alter, assemble, and update to improve learning results. He also stated that blended learning encourages more student participation and practical knowledge. A blended learning approach is essential for engaging students beyond the classroom. Many activities enable them to think critically and outside the box so that their ultimate learning will be implemented as practical knowledge.

Both book compilers agreed on some of the points regarding the pedagogical and substantial changes in educational priorities of the changed curriculum, which more feasibly analyse the advantages of contextualised, experience-based, and competency-based curricula. However, the points are:

NCTB textbooks offer several key advantages in education. Firstly, they establish a standardised curriculum, ensuring all students nationwide receive a consistent and high-quality education. Thus, they promote fairness and equality while considering 21st-century teaching-learning skills. These textbooks are regularly updated to provide accurate and current information across various subjects, helping students stay abreast of developments in their fields of study. However, previously, it was said that the teacher's talking time should be more than the students', but now the floor is all about students' talking and interaction. The more students talk and share their experiences in the class, the more they can foster their growth and learn, thus becoming an inspiration to each other.

Moreover, NCTB books comprehensively cover many topics, fostering holistic understanding and intellectual development among students. Their alignment with national examination standards facilitates adequate exam preparation, focusing on essential topics and skills absent in the old curriculum book.

Furthermore, NCTB textbooks promote inclusive education by catering to diverse learning styles and abilities, fostering a positive and supportive learning environment. Their

affordability and accessibility ensure that students from all economic backgrounds can access quality educational resources, thus reducing educational disparities.

Embracing technological advancements, NCTB has introduced digital versions of its textbooks, facilitating dynamic and interactive learning experiences through e-books and online resources in the new curriculum. Overall, NCTB textbooks are vital in providing accessible, comprehensive, and up-to-date education to students, contributing to their academic success and future endeavours.

The students of class 6 elaborated on their experiences dealing with the new curriculum's pros and cons. The most striking feature about the new curriculum, which they agree on, is that they are pleased and flexible enough to explore its new features since it is more feasible, comfortable, and fun-loving than the previous one.

One of the students in grade 6, experiencing the new evaluation format aligned with the latest NCTB curriculum in full swing, praised the new curriculum a lot. He talked about the latest exam system of the new curriculum, which mainly attracts him to be more attentive to this latest system of NCTB. He stated the facts like this,

This time, instead of traditional exams, we submitted stress-free assignment papers, as we could share our thoughts equally, and no traditional pen-paper exam pressure was there. Our teacher listened to us very carefully. Thus, we were evaluated through several group and pair activities, and our group got the best marks among others because we tried our best to establish our thoughts more constructively and productively.

On the other hand, another student talked about eradicating the method "one size fits all" because of the new curriculum. He said that,

Previously, our teacher used to teach us very conventionally, and we felt bored and needed more enthusiasm to attend the classes. However, now we are more sensible

and enthusiastic because our teachers understand that there is no specific method to teach us so that we can learn any productive thing from any trusted source. Thus, we have removed the phrase “one size fits all”. We do not need to depend on a specific teaching strategy, method, or approach. We do not need to rely on notes/guidebooks, enabling us to think critically and constructively.

The rest of the two students of class 6 shed light on the features of the new curriculum.

However, they are happily agreed on these points.

They are very zealous and hope to learn something new from the new curriculum.

According to them, this curriculum is more vibrant, interactive and engaging than the previous ones because of its diverse forms of activities. Now, they can learn from inside and outside of the classroom. Although, at the very outset, the whole curriculum looked messy to them, the passage of time and the help of the teacher not only increased their interest to come to the school and attend classes but also helped them understand their inherent qualities and moralities very beautifully. Interestingly, with their teachers, they are performing dramas, doing lots of fieldwork, singing songs, and doing other co-curricular activities, by which they are gathering enormous practical experiences that help them shape their future. Hence, they learn by doing.

These issues need to be included in the previous curriculum.

So, these are the advantages of the contextualised, experience-based, and competency-based curriculum.

The challenges that the teachers and students confront while following the current curriculum

Implementing the new NCTB curriculum or instruction presents teachers with several challenges. The teachers and students have identified some common challenges since they are the direct audience dealing with these cones. Firstly, resource shortages, such as textbooks and technology, hinder effective implementation. Secondly, teachers may resist change due to entrenched teaching methods; not getting proper teacher training is one of the most significant challenges because some remote areas schools still need help with its proper implications. Time constraints exacerbate these challenges, limiting preparation time. Additionally, students may need more preparation for the new material, struggle to adapt, or need more background knowledge. Lastly, assessing student progress poses difficulties, requiring the development of new assessment methods and ensuring their effectiveness. Overcoming these challenges necessitates addressing resource limitations, fostering openness to change, managing time efficiently, supporting student adaptation, and developing appropriate assessment strategies.

T1 and T2 from the same school opined that teachers and students face many problems with the new curriculum since there is a massive gap between the training session and real-life classroom teaching. Hence, sometimes, the students do not get the proper literal/ contextual analysis from the teacher regarding a chapter's diverse activities. While discussing the content, T1 pointed out a literal/ contextual analytical problem like this.

In Grade 6 English chapter "Politeness," students must perform activities involving modal verbs, such as making sentences through picture descriptions. However, this task may be challenging for students in remote areas due to limited contextual understanding and schema. These students may need help with such complex activities despite having enough teacher training. Some simple tasks, like filling in blanks with modal verbs or arranging sentences using modal verbs, would be more

feasible and flexible, ensuring that all students, regardless of background, can successfully engage with and understand the lesson content.

Moreover, T2 added some points of again not getting proper training, struggling with different features of activities, having time constraints while dealing with real-life teaching and getting limited preparation time for the classroom are some of the main reasons for not welcoming the new curriculum to a more significant extent by the teachers.

However, T3 from a different school shed light on the challenges of having small size classrooms in urban areas ranging from 80 to 90 students, so there are fewer opportunities to give equal attention to every student, so some weak students are falling behind in contributing in the group/ pair activities as some are reluctant to speak up/ contribute in the group discussion. Hence, in the new curriculum, it is very challenging to grab everyone's attention, have a large class size, and offer individual attention to every student. On top of that, since most of the attention has now been given to formative assessment, there is no final exam. Therefore, those who used to study at least the night before the exam while memorising the context and others are not studying nowadays because they think they have no exam at the end of the year, so they do not have to study. Thus, the weak students are becoming weaker and powerless. As all the attention has been given to the first category students who talk, share their thoughts and participate, others are not getting the chance to express themselves, although they have been given the opportunity. Because of their reluctance, they are becoming inattentive, less productive, and slowly burdening the nation. Thus, smaller class sizes enable teachers to offer individual attention to everyone, especially the weak students, identify individual students' strengths and weaknesses, and address them effectively. These issues should be addressed in our context as far as the new curriculum is concerned.

The following students talked about the challenges of assessments, empathetic education, improper marks distribution, etc. S1 and S2 agreed to the fact that

They are happy with the new curriculum. They have been given many competence-based tasks, group work, and pair work, which are evaluated through several performance indicators. However, one of the biases they have seen in the group task while being assessed by the teachers is that In a group task, it is said that 4-5 members are there to form a group. Everyone is instructed to contribute to the particular task, whereas it is seen that only 2-3 people are involved in the task; the rest of the persons do not contribute at all to that task. Nevertheless, they have been given the full marks they deserved, although their ultimate learning outcome is zero.

However, S3 and S4 agreed to be moral and humanistic rather than unthinkingly religious without knowing the accurate context. They agreed that moral and ethical lessons should be integrated into the present curriculum, even though they must be explicitly covered in the new context. These lessons should be approached from a humane and social perspective rather than a religious one. For example, the content should promote academic and professional integrity, discourage corruption, foster equality and fraternity, and encourage prioritising the greater good over individual benefit because it is seen that often the majorities (students) have a tendency to exert their religiosity through glorifying themselves while demeaning others and it is prominent in remote side school. As a result, how much their moral and ethical issues are polished utilising empathetic education through the new curriculum should be included as one of the significant concerns of implementing the new curriculum in full swing.

4.1.3 Discussion

In response to the 1st research question, from the textual analysis, we have found that the new curriculum's English book activities are more vibrant, interactive, student-engaging and centric, learning-focused, process-oriented, and inductive in approach than the previous one, where task-based language teaching has been given importance through enormous peer-based, feedback-based activities which denote the theory of N. S. Prabhu's Task-Based Language Teaching Theory (1987). According to the theory, Task-based language teaching (TBLT) is one of the teaching approaches that moves away from traditional curricula, leaning more towards creating opportunities for English language learners to have communicative interaction rather than artificial or constructed communication situations in which the emphasis is on several tasks and activities (KRUTHANGKA, 2020). Moreover, from the interview data, one of the finest differences that we got from the new curriculum is including the theory of Experiential Learning by David Kolb (1984). The new competence-based curriculum integrates knowledge, skill, attitude, and value through experiential learning, employing a cycle of concrete experience, reflective observation, abstract conceptualisation, and active experimentation for flexible education by ensuring the four prominent language skills, 1. reading 2. speaking 3. writing 4. listening. These findings are relevant to the study of David Kolb's Experiential Theory (1984), where the researchers found that this specific theory takes a more holistic approach and emphasises how experiences, including cognition, environmental factors, and emotions, influence the learning process while focusing on 4 stages of language acquisition. On top of that, another core difference we have figured out from the textual analysis is that using conventional theories, such as the Grammar Translation Method (GTM) (1840), Communicative Language Teaching (CLT) (1960) and Situational Language Teaching (SLT) (1930) where Conti (2016) opined that in typical GT, SLT, CLT

classrooms, teachers dictate learning, students passively memorise wordlists while considering some situations and communicative approaches, phonetic transcriptions, and pronunciation is taught through parroting and mostly phonetics practice from dictionaries and textbooks. Hence, no innovation exists, and there is no scope for checking a learner's schemata and individual development. In contrast, the new curriculum continuously sheds light on the theory of Krashen's Input Hypothesis (i+1) (1982). In this manner, teachers applied a comprehensible input hypothesis (i+1), where they would learn more than they already knew regarding their individual development (as cited in Lightbown & Spada, 2013). In response to 2nd research question, according to the text, each chapter follows four grade-wise competencies, and the core of each chapter contains one competency that follows four sequential experiences, supporting the experiential learning cycle by aligning with 21st-century goals and SDG's goal. Hence, curriculum changes were necessary to keep pace with the competitive world while focusing on the elements of the 21st century. These findings relate to Krashen's Acquisition Learning Theory (1981) research. Stephen Krashen proposes two methods for improving language competence. Acquisition refers to the subconscious acceptance of knowledge stored in the brain through communication, whereas learning occurs through the conscious acceptance of knowledge (Krashen, 1981). As the new curriculum is all about learning competence-based, connecting new content to what they know, see, and have learned through activities makes education more relevant and engaging, fostering more profound understanding and retention, and language acquisition occurs through the conscious and subconscious mind.

Based on 3rd research question, according to the text, the new textbook incorporates various interactive activities such as Information Gap, Jigsaw, Task Completion, and Role Plays as per the PI (Performance Indicator). These activities align with Lev Vygotsky's Zone of Proximal Development (ZPD) (1987) theory, which emphasises the importance of

collaborative learning. According to Vygotsky (1987), the ZPD represents the gap between learners' abilities and their potential development with guidance from more proficient peers or adults. This collaborative approach allows learners to advance their skills by working alongside others who possess more excellent proficiency, facilitating their language acquisition journey, which never occurred in individual activities like fill-in-the-blanks, table, matchmaking and so on (as cited in Xi & Lantolf 2021, p. 31). Moreover, from the interview data, one of the finest differences that we got of the new curriculum is supporting standardised tests, cultural relevance, and structured teaching, ensuring educational consistency, quality, accessibility, and affordability while promoting communicative competence, empathetic teaching, and standardised evaluations in a competency-based curriculum while cultivating "smart citizens" for a "Smart Bangladesh" by 2041 which is relevant to the research of Padwad and Dixit (2011), where they noted that CPD (Continuing Professional Development) is a stipulated, continuous, and perpetual process in which educators attempt to enhance their personal and professional attributes as well as their knowledge, skills, and methods, resulting in their empowerment, agency growth, and betterment of their institution and students. Finally, some prominent curricula like British, American, Australian and Finland curricula strive to equip students with essential knowledge and skills, albeit with differing emphases. The performance and effectiveness of each curriculum depend on various factors, including student outcomes, standardised test results, and individual success stories followed by the current NCTB curriculum.

Finally, in response to the final research question, I have found from the textual analysis and the interview data that, in the final phase of the exercise, learners have to create comic strips (through writing, drawing, or creating a comic scene) and make situations to propose different solutions based on their discussions in groups. According to the teacher's and students' centeredness, everyone's participation is a must here, although some lag behind

because of their unwillingness, and this is relevant to Krashen's Affective Filter Hypothesis. The Affective Filter Hypothesis (Krashen, 1980) implies that emotional elements such as motivation, anxiety, and self-confidence might impact language acquisition performance. When the emotional filter is robust owing to unpleasant emotions, it forms a mental barrier that impedes language acquisition. In contrast, a low emotional filter, linked with good feelings and low fear, promotes more effective language learning by allowing material to be processed swiftly. Hence, there might be reasons for getting affected by strong, unpleasant emotional filters, which create a blockage to those who are unwilling to contribute to the group task, whereas others are dealing with low emotional filters, which should be taken into consideration as one of the challenges to studying further as per the level of difficulty of the activities.

Chapter Five

Implication and Conclusion

This chapter covers the implications of this study for the lower secondary changed curriculum of NCTB, Bangladesh, and draws a conclusion that leads to the scope of further research.

5.1 Research Impacts

This research has undoubtedly had an enormous impact on education since it covers numerous relevant issues directly related to the NCTB's latest curriculum, which was first implemented in lower secondary schools. Although the researcher tried to explore the pros and cons of the grade 6 English book, numerous suggestions and comments are there to be addressed by the stakeholders to carry out its ultimate implementation. Initially, from the textual analysis and the interviewees' perspectives, the researcher has explored how the English book's activities are developed for the students as far as SDG, 21st-century skills, and AI are concerned; interestingly, what kinds of tactics are followed by the teachers while dealing with the students, what are the initial point of views of welcoming this new curriculum, the advantages tools, platforms, and materials they used for conducting the classes and assessing the students, what challenges they experienced, how they empathised with the students and motivated them for mental well-being that has been sought too. This section informs the stakeholders, teacher trainer, teachers, students, and mass readers about how the teachers and students are coping with the new curriculum's English book's numerous group and pair activities for effective EFL teaching-learning and figure out the differences between the previous and new curriculum's English book through integrity, interdependence, sense of plausibility, and continuous learning.

In the second section, the researcher has tried to discover the stakeholders' initial points of view regarding the new curriculum, where the book compilers' teacher trainer have expressed their transitional experiences of 2017, how lecture-based classroom has been converted to an activity-based classroom, when the initiative was taken to bring a drastic change in the new curriculum, including the 5-year plans and Vision 2041, underscore the imperative of nurturing a workforce adept in 21st-century skills to navigate evolving local and global landscapes that have been analysed. Moreover, how the Fourth Industrial Revolution, epidemics, and migration are involved and how the stakeholders took insights from national and international policy frameworks, which foster a generation ready to meet future challenges effectively, are discussed.

The third section elicits the advantages of contextualised, experience-based, and competency-based curricula. By considering standardised tests, cultural relevance, and structured teaching, ensuring educational consistency, quality, accessibility, and affordability, the book's activities are developed through enormous group and pair activities. However, how the new curriculum promotes communicative competence, empathetic teaching-learning, and standardised evaluations have been explored as an advantageous point of the new curriculum. Hence, the teachers and the book compilers were interviewed, which was thrilling and exciting to learn. Notably, this section has instilled some compelling insights by which the readers will be more convinced to welcome the new curriculum.

In the last section, the researcher noted the possible challenges teachers and students confront while following the current curriculum with proper justifications. Teachers have made invaluable suggestions for curriculum planners, policymakers, reflective teachers, and aspiring ones because they can significantly impact the teaching-learning process.

5.2 Limitations of the Study

Despite being a compelling study, this research needs to be revised. To begin with, the researcher could only address some of the educational features and priorities of the new NCTB curriculum as there might be hundreds of relevant issues that should have been addressed, but these are impossible to address in such a short study. Due to this study's time constraints and practicality, only class 6's English book's textual analysis is done, and only the main educational priorities of NCTB's latest curriculum have been addressed. Moreover, as this is a small-scale research, only ten participants (three teachers, four students, one teacher trainer, and two book compilers) have been interviewed. The outcome could be more fruitful if I could cover grade 7's English book as well as class 7's; the analysis could be more sustainable and feasible, and more participants from several governmental and private schools of Bangladesh could be involved because they are dealing with the new curriculum in full swing.

Furthermore, if this research could address the policy document by the National Curriculum Outline and Framework—2021 to a broader extent regarding the changed curriculum, it could be more valid and justifiable. However, the researcher could only shed light on some new curriculum policies while analysing grade 6's English book. On top of that, the study is solely based on the new curriculum framework-not the curriculum itself (as the new detailed curriculum document is yet to be available publicly), the analysis of textbooks are based on the textbook alone and does not take into account the Teachers' Guide. The sampling was purposively done, the old curriculum document has not been analysed as it was not available online. Although certain limitations exist, this research has significant implications in Bangladesh regarding the acquisition of EFL, aligning with the latest curriculum context of NCTB.

5.3 Recommendations

Based on the findings and discussions, this study proposes the following recommendations:

1. Schools should implement blended learning while considering the students' contemporary social and cultural context as per the latest curriculum.
2. Teachers should be empathetic and deal with students while putting themselves in their shoes, as this curriculum has just started taking steps forward. Hence, it will take time to be adjusted fully.
3. Teachers should be trained enough to deal with the detailed intention of the new curriculum; they should act like facilitators and make their classrooms more cheerful so that students will be enthusiastic when entering the class.
4. Policymakers should ensure that each and every corner of the school's teachers are getting proper training; if some are left behind, the ultimate goals of 2041, making an independent nation using 21st-century goals and SDGs, are assimilated.
5. Schools should give equal attention to both formative and summative assessments. They must inform the child that each part of the assessment is crucial so that no one can skip being evaluated accurately. Hence, it is high time the students got away from the fact that "there is no exam."
6. Teachers should adopt counselling and motivational initiatives for students' academic growth and psychological well-being.
7. Teachers, as well as institutions as a whole, should consider the needs of marginalised students and deal with students with numerous disabilities effectively.
8. Teachers must be more careful when making groups for group tasks and ensure that each student participates according to their schemata and competence.

9. Book compilers should tactfully embed more manageable and less manageable tasks in the texts so that students can handle the tasks according to their level of understanding.
10. Teachers should be reflective and be able to make impromptu decisions to make the class more productive and intellectual.

5.4 Conclusion

There is no identical or "one-size-fits-all" answer to the challenges of teaching and learning since each educational situation is unique, and there are numerous interrelations between technology, pedagogy, and content (Mishra & Koehler, 2006). According to the education ministry, the new curriculum intends to wean students off rote learning and tests while concentrating on class activities to improve their comprehension of subjects. It also focuses on SDGs, 21st-century goals, and AI (Rahman, 2022). This research has highlighted the vital educational priorities of the latest NCTB curriculum while exploring grade 6's English book's competence-based activities, skills & activities in the EFL context of Bangladesh and the subtle points of view and reactions towards it of the stakeholders, teachers, students and many more. However, in order to give students real-world skills and encourage lifelong learning, the NCF (The National Curriculum Framework) presents a vision for inclusive, student-centered education. Creating individualized curriculum for every grade and subject under this new structure is the next stage. Thus, in this study, the participants have shared their valuable insights, experiences, and recommendations by which the readers can acknowledge the educational priorities of the new curriculum more fruitfully and get a glimpse of what other priorities could be incorporated into it. Further exploration of this issue at different

levels can lead to a more successful EFL practice in Bangladesh so far as the latest curriculum of NCTB context is concerned.

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Appendix A.

Semi-structured interview questions for the teachers, book compilers and teacher trainer
(Scheduled the in the afternoon around 12- 5 PM BST)

- 1) How does the new curriculum differ from the former one?
 - a) What are the major differences between the present and past one?
 - b) Do you support the differences?
- 2) What was the educators' and stakeholders' initial point of view when the curriculum changed?
 - a. Do you support the following rationale of the current curriculum?
 - b. In the early curriculum, there were more formative assessments, e.g., quizzes, class tests, and mid-term, whereas now the scenario is different fully. What is your perception of such task-based, competency-based, and experience and feedback-based assessments?
 - c. How do you interpret such changes, such as students' perspectives? Is it progress or

a problem for students' overall constructive development?

3) What are the beneficial aspects of the contextualised, experience-based, and competency-based curriculum?

a. Are the students happy being welcomed by the new curriculum?

b. What are the possible steps that NCTB has taken to make this curriculum comparatively feasible and easily presentable to students?

c. To what extent would this new curriculum make the students competitive and eligible for the competitive world as far as SDG, AI and 21st century's present skills are concerned?

4) What challenges do the teachers and students confront while following the current curriculum?

a. Have you acknowledged any challenges/ received any complaints from the teachers so far while introducing the new curriculum?

b. What are the parameters of estimating the teacher and students' challenges and the possible steps to deal with those obstacles?

c. What is your reaction to the challenges? Would those challenges help the students to change their overall perspective on the previous memorization-based curriculum?

Appendix B.

Semi-structured interview questions for the students (Scheduled the in the afternoon around 12- 5 PM BST)

1. Are you happy with the new curriculum?

2. You know, the new curriculum book has many group and pair tasks. Are you pleased when solving the activities with your classmates?

3. It is said that in a group/ pair task, everyone's contribution is not the same. Some students communicate too much, and some do not. Do you agree with this point?
4. How do your teachers evaluate you? Are there any particular fields to be evaluated?
5. What are the possible challenges you are facing while confronting new curriculum?

