

Students' and teachers' perceptions regarding the implementation of the revised Curriculum in Class Seven

By

Mst. Ashiana Nosin

ID: 19303010

A thesis submitted to the Department of English and Humanities in partial fulfillment of the
requirements for the degree of Bachelor of Arts in English

English and Humanities

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Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I/We have acknowledged all main sources of help.

Student's Full Name & Signature:

Mst. Ashiana Nosin

19303010

Approval

The thesis titled “[Students’ and teachers’ perceptions regarding the implementation of the revised Curriculum in Class Seven submitted by

[Mst. Ashiana Nosin, ID: 19303010] of [Summer], [2023] has been accepted as

satisfactory in partial fulfillment of the requirement for the degree of [Bachelor of Arts in

English] on [Date-of-Defense].

Examining Committee:

Supervisor:

(Member) _____

Md Al Amin, PhD

Associate Professor, Department of English and Humanities

Brac University

Departmental Head:

(Chair) _____

Professor Firdous Azim, PhD

Professor and Chairperson, Department of English and Humanities

Brac University

Ethics Statement

I, Mst. Ashiana Nosin, testify while conducting the research, I took permission of my participants to use their real-life experiences in my thesis. All the works included in the dissertation are original work resulting from my own knowledge. I convey only relevant information and ensured that none of them was participants' personal information and maintained ethical consideration by mentioning pseudonyms. I did member checking with all of the participators before finalizing my work. Therefore, there is no room for my own

misinterpretation of the data that has been collected for research purpose. Moreover, I have strictly maintained participants and my own interpretation did not affect their statements.

Abstract

The study examines the perspectives of teachers and students regarding the newly introduced curriculum in Class Seven. It also examines teachers' understanding of the new curriculum and how they are implementing the new curriculum at class VII. According to the National curriculum and Textbook Board (NCTB), A new secondary curriculum is developed and it is initially started to implement in class VII. Under the new curriculum the government has envisioned a paradigm shift in teaching and assessment. A number of initiatives have been taken to implement the new curriculum including training teachers, re-designing textbooks, formulating a new assessment policy, and changes in the teaching learning activities. Students are also experiencing a number of changes in learning activities including more group and pair works, project-based tasks, take home assignments and creative activities. It has already started enhancing students' interest in learning and encourage them to explore more in the future. While this study reports a number of benefits in implementing the new curriculum, it has also reported some challenges and drawbacks. The study was carried out using a qualitative method where in depth data were collected from six participants: two teachers and four students from different school who participated in semi-structured, face to face interviews. The data were then analysed thematically. The conclusion drawn from the findings shed light upon the uncovering significant benefits, challenges and strategies to address them. Additionally, this study aimed to gather perspectives and possible solutions from students and teachers regarding the new curriculum and its consequences. This research will have impact on various

aspects including curriculum development, students learning process, teacher development and education policy.

Keywords: Curriculum, CLT, assignments, examination, assessment

Dedication

I would like to dedicate my work to the Almighty and my ever-supporting parents.

Acknowledgement

Firstly, all my praises are to Almighty Allah for keeping me healthy and bestowing me with the chance to seek my Bachelor Degree. Secondly, I would like to mention my ever-supporting parents for always being conditionally supportive with every decision of my life. I am wholeheartedly grateful to my supervisor, Md. Al Amin, for his encouragement, supervision and guidance throughout these two semesters of my dissertation.

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19303010

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Chapter 1: Introduction

1.1 Background of the Study:

Curriculum development is a significant aspect in education system that shapes students' learning experiences, influences teaching approaches, and ultimately affects educational outcomes.

The implementation of a new curriculum is often something significant that requires several stakeholders—teachers, students to adjust to new methods and concepts in education.

With the aim of improving education's relevance and caliber in response to changing global circumstances and societal demands, Bangladesh has upgrading the educational system an important goal in recent years.

In 2023, the Bangladeshi National Curriculum and Textbook Board (NCTB) revised the educational system for class seven curriculum and introduced a new curriculum, and started a new beginning of a shifting path. This curriculum revision signified a shift away from conventional teaching approaches and toward communicative language teaching in line with current theories of education. Still, the attitudes and perspectives of individuals directly engaged in the educational process are just as important to the success of any new curriculum's implementation as its theoretical foundations. This study aims at how teachers and students feel about the recently adopted class seven curriculum. Its other goal is to look into how instructors and students feel about the new book activities. Additionally, how educators are running their classrooms and grading their pupils in accordance with the updated curriculum. The qualitative research approach has been used in this instance. The curriculum for class seven has undergone changes in terms of educational policy, as per the National Curriculum and Textbook Board (NCTB), 2023. The system has been converting teachers' previous methods of instruction from the traditional Bangladeshi teaching approach to communicative language instruction.

Understanding the viewpoint on the new curriculum is the primary goal. Our educational system has been greatly changed by the introduction of this new curriculum. The students'

internal responses to this shift have been extraordinary. Their learning skills have already begun to improve, and it will inspire them to continue exploring in the future. Data analysis also offers insights into issues and possible solutions. Six participants in all—two teachers and four students from various schools—participated in semi-structured in-person interviews for the study. To examine the data, the researcher used a thematic approach. The conclusion derived from the data illuminated the identification of noteworthy advantages, obstacles, and solutions. This study also attempted to get teacher and student opinions on the new curriculum and its effects, as well as potential remedies. Numerous factors, such as curriculum creation, student learning processes, and teacher development, will be impacted by this research. Studying and learning foreign language has many benefits. It influence students to expose their identity of a new language. So, many people think that learning English or another language will make them more advance to get any kind of priority in their career or job sector. They think that if they have another language knowledge it will help them to get a good kind of job easily beside their mother tongue. English language is very important in terms of communicating with foreign people worldwide and getting a good job in renowned companies. students need to acquired this language as their surviving tool in the neighborhood countries. Moreover English language is very much important in case of writing any kind of academic writings.

Additionally students who wants to enroll themselves in university in foreign countries like United Kingdom, Australia, United State English is very much important. furthermore, English is not just important in academic sector it is also important in communicating while it is required such as if you want to order something from the menu card and the food items are written in English, where the waiters are also speaking in English then you have to order them and talk to

the waiters in English as the waiter speak to the customers to serve them. In order to standardize the assessment system of Bengali and English in Bangladesh NCTB or the national curriculum and textbook boards offer new designed syllabus of 2023. for the national curriculum of Bangladesh the two subjects English and Bengali are the most important and required subjects for all the students. According to the national curriculum students need to complete 12 years of education in the primary and High school where preschool is not included in this curriculum. According to the NCTB the grading system of Bangladesh is based on GPA system where a students assessment is based on practical exams Viva and multiple choice question. However students assessment is not based on their participation in class or any kind of homework that is given by the teachers or any kind of assignment, presentation. According to the NCTB the exam system of MCQ based exam is completed in a single sitting exam without any breaks. The written exam is taken as giving the students the secure on the creative portion and the question is given to the students as a separate optical mark reader or the OMR sheet and the MCQ question exams are taken distinctly. For the CQ and the MCQ there are different time allocations students need to complete their exam in between the time allocates. Viva and practical exams are taken concurrently. The decision of making this new curriculum has been made by the ministry of education and NCTB because of the unsatisfactory results. The curriculum has been started from 2023 and it will be fully implemented from 2027. For now it is applicable only for class seven and class six according to the educational board of Bangladesh.

A teacher's role in shaping students career is one of the most important part. A teacher is the one who helps their students to learn from the very basic of their studies to the end. For that reason teachers also need to study , they need to learn about the subjects and the new changes

that happens throughout their whole life. For example, explore some new teaching methods, assessment skills, different ways to make students learn. Similarly, as the teachers show that efforts so they also have the same expectation from their students and to make the students the biggest enthusiast in the world of learning one single factor that can work is 'motivation'. It can be two types; extrinsic motivation which means things about outside the classroom and another is internal motivation that is about inside the classroom. If a student has that motivation or any purpose to learn a new language then it also affects his/her externally. Motivation is something that if you do well, you will be more eager to do it more and get appreciation.

The main motto of changing this curriculum that govt. has decided is to prepare students for the upcoming challenging world and to make them smart for a smart Bangladesh which will enhance their competencies such as communication, listening, analytical and problem solving skills. The most recent English curriculum with the vision of serves the students with the skills that are important to speak fluently and successfully in English.

1.2 Statement of the Problem

Though the new curriculum has incorporated some new teaching methods also the materials have been changed but the competency level of teachers are still not improved because of the lack of proper training. So as a result, students are also facing some problems and can not also improved their competency level. One big reason for this is our circumstances. Our circumstances made it harder to accept these changes. Another reason that also fell great impact is that there is not much research has been done yet about the perception of newly

implemented curriculum when teachers and students are not English speakers. Students only learn English because it is a requirement for professional needs.

1.3 Research objects:

1. To investigate the overview of teachers and students regarding the new activities of English book.
2. To find out the major problems faced by the participants.
3. To establish some solutions to overcome the challenges faced by the participants with new curriculum.

1.4 Purpose of the study :

1. What is the expectation of the participants from new curriculum as well as what is their overview regarding the new curriculum?
3. How do the teachers manage their classroom and assess their students?
4. What kind of changes should be imposed in this curriculum according to the participants overview?

Chapter Two: Literature Review

This chapter includes a survey of the relevant works on earlier educational reform, with a focus on English education. A comparative analysis has also been conducted. There will be an exploration of these shifts' effects. Lastly, the study's conclusion will highlight the research gap.

2.1 A Summary of Bangladesh's Education Reformation

When the curriculum is altered, the evolution of English learning in Bangladesh is given less thought. English has a long history in this setting, and it was introduced to Bangladesh as a component of oriental education. Before, when Bangladesh was still a British colony, English education had its beginnings there. The English language was intended to be used by the British Empire to carry out its administrative operations in India.

This language first gained popularity among Hindus from higher social classes. Nevertheless, the Education Reformation Act made English education mandatory due to the actions of the British Empire and the intervention of Christian missionaries. One of the reasons English-medium schools were founded in India was by British people who wanted to introduce the concept of global education to the country (Azam & Kusakabe, 2018). Following the partition, there was linguistic-related political unrest between Pakistan's two factions. However, English was required of students from grade three through grade ten at the time, and it was also utilized as a second language in both government and non-government offices (Arafat & Mehnaaz, 2020).

To promote Bengali at all levels, Bangladesh's policy makers and leaders purposefully ignored any foreign linguistic. While education holds great significance, mastery of the English language is vital for the advancement of high-quality education.

This linguistic situation did not change, though, until the world began to become more interconnected and speaking English started to be associated with good fortune. After ten years, at the start of the twentieth century, Bangladesh began to recognize the value of English. English language education has gained the utmost importance in Bangladesh since the English language has emerged as the language of development for both national and personal purposes (Erling et al., 2012).

However, as teaching English as a topic from class three onwards was official policy, English language instruction was kept in the curriculum. English language instruction became required in 1978 when the National Advisory introduced a new curriculum (Islam & Hashim, 2019). English was once taught in many schools starting in kindergarten. English was taught in class one when this informal policy was later made official (Islam & Hashim, 2019). Thus, from 1990, English became a required subject starting in class one (Hamid & Erling, 2016). English has begun to be utilized in fields other than school, such as commerce, employment, information technology, and so on.

The secondary school curriculum was redesigned in 1990, which increased the number of female students. However, a 1998 agreement between the US government and the Bangladeshi Ministry of Education specified that some 200 US volunteer would travel to Bangladesh to teach English in secondary schools (Imam, 2005). Since independence until now, many education commissions have been established. However, none of these agreements or plans for national

education could directly meet Bangladesh's need for English, and they also failed to establish the right conditions for English learning across Bangladesh's whole educational system (Kabir, 2023).

The primary cause of the secondary data mentioned above is that Bengali poetry has been used since independence to promote Bengali nationalism and a sense of resemblance to the original language. Sadly, global needs have been overlooked, and as a result, even pupils who pass higher secondary exams do not speak English well enough. As a result, university students have encountered difficulties throughout their higher education (Chowdhury & Sarkar, 2018). For Bangladeshi students hoping to pursue international studies, the International English Language Testing System (IELTS) is a nightmare.

2.2 Learning English and Creative Education (Srijonshil)

Over the past few decades, English Language Teaching (ELT) has undergone significant transformation worldwide, and Bangladesh is no exception. Between 1988 and 2010, five education policies were developed, but none of them was able to significantly alter the educational landscape. In 2008, creative education was implemented; subsequently, only religious studies and Bengali were taught using this approach, with the disciplines being added one at a time over a few years. This approach did not change, despite the expectation that creative education would raise educational standards.

When it comes to the way that learning is seen, being creative can involve not just the arts but also other subjects. To employ and enhance creativity, investigate many approaches to

problem-solving, and develop questioning and critical-thinking skills, innovative education is launched. Though poorly executed in Bangladesh, creative education has noble intentions. It was stated that this system would reduce instruction focused on memorization, however according to Uddin et al. (2016), a quarter of students are unable to understand it, and 92% of students are using multiple reference books to pass the test. It was discovered in a study (Yasmin & Tanny, 2020) that students do not favor innovative instruction.

However, there is a significant lack of understanding about innovative education among teachers. Twenty-two percent of teachers do not know enough about this strategy, according to one study (Jamil, 2016). Each of the four sections—knowledge, comprehension, application, and advanced skill—has ten marks. There is just one question. Higher level thinking skills and creative writing were needed to answer these issues. The truth is that a lot of teachers don't even know how to write exam questions on innovative teaching techniques. They like purchasing questions, asking for assistance from peers, coping with problems from commercially accessible guidebooks, and using alternative methods (Habib, 2016). Thirteen percent of teachers do not grasp this strategy, according to a research by the "Directorate of Secondary and Higher Education," and just forty-five percent has the ability to comprehend the innovative education policy (Jamil, 2016).

However, the majority of those private instructors lack any kind of experience in creative teaching techniques. Thus, rather of receiving an education that is creative and skill-based, kids are now more reliant on reference materials and memorization-based learning.

The innovative education policy, however, is applied to all subjects with the exception of English language. Students typically carry on with their coursework and take exams using conventional question papers. Exams worth two hundred marks must be taken by students in English. The writing portion is the first, and the grammar-based portion is the second. Using inventive teaching techniques, the first section of English can be developed. Maybe they learned English more effectively. However, the emphasis of both papers was on memorization-based instruction and learning, and the students passed both exams by using the "Chowdhury and Hossain" book.

2.3 Learning through Skill-Based and Continuous Assessment

Testing unquestionably plays a crucial part in education since it has provided the school system with a framework. All nations employ testing systems, which have an impact on education and make the goal of learning more clear. In Bangladesh, assessments are incredibly common in the educational system. This educational system would not be possible without exams. Exams are mandatory for all students, regardless of school level, from elementary to university. To be hired, you have to pass the test. Students around the country are expected to take a variety of tests, such as half-yearly exams and year-end exams. Classroom evaluation is one type of formative test, quite different from summative testing. Exams taken in class are given a lot of weight in today's educational system.

When learning English, skill-based learning and continuous assessment offer distinct but equally important advantages. One of the things that accelerates learning is testing. It has improved the quality of schooling. In order to shape the educational system and provide it a clear definition

of learning, nations employ a variety of testing methods to evaluate their pupils. Formative and summative evaluations use two well-known testing methods. Several nations are experimenting with the idea of formative or continuous assessment as a means of evaluating their students. Summative assessments are gradually being phased out at various educational levels in many affluent nations. According to one study, summative or pen-and-paper exams were replaced with classroom assessments in elementary schools in New Zealand (Flockton, 2012). China has also come to terms with the benefits of ongoing evaluation (Kirkpatrick & Zang, 2012).

According to Larsari (2022), a number of European nations think that ongoing evaluation might enhance students' social, cognitive, cultural, and emotional growth. Some nations, including Denmark and Finland, place a strong emphasis on classroom assessments (Subramani & Iyappan, 2018). According to studies, assessments in the classroom encourage students to participate actively in the lessons being taught (Vijayalakshmi et al., 2019).

In order to teach English language, Turkish teachers heavily rely on classroom assessments (Kirkgoz & Agcam, 2012). Pakistani education policy incorporates classroom assessment as a means of enhancing students' analytical abilities (Zaka et al., 2020).

Students who get instruction that is primarily focused on exams suffer greatly from it (Kirkpatrick & Zhang, 2016). Exam-centric educational environments cause students to lose interest in their studies, as passing the exam and earning good grades become their primary concerns.

Exam-centric learning environments cause students to lose interest in their studies, as getting good grades and passing tests take precedence over other learning objectives (Crooks, 2001;

Mahboob, 2017). According to researchers such as Schmitz (2011), pupils' creativity and sense of connectedness to the outside world are hampered by a rigorous education. When it comes to summative assessments, students mostly rely on their memorization skills to pass an accomplishment test and gain a position in the classroom. For several pupils, exams are a source of anxiety because they struggle with memorizing. Students will not have another opportunity to amend their marks throughout the summative assessment evaluation process, thus there may be additional reasons why their marks are lower than anticipated.

Conversely, summative assessments might be replaced with continuous assessments, which provide learners multiple opportunities to demonstrate their shortcomings.

After 1971, authorities in Bangladesh improved education in a number of ways (Alamgir, 2016). These regulations had a double-edged effect: they made exams more stressful while also stifling students' ingenuity. For instance, in 2009, one of the education strategies instituted the PEC and JSC board exams. A substantial number of students discontinue their education, with exam failure serving as the primary cause (Roy et al., 2019). Suicide following exam failure is another noteworthy consequence (Pradhan, 2016).

The examination pressure is too great for any of the past education initiatives to reduce, and students in Bangladesh must memorize material in order to pass. However, as PSC and JSC exams have already been eliminated, the new curriculum will alleviate the pressure on students to perform well on exams going forward. Additionally, students from a few chosen levels will now be able to participate in continuous assessment or classroom assessments (Ahmed, 2021).

Beginning in 2023, this new curriculum will be followed. In the context of mass Bangladesh, the new curriculum and constant assessment are novel. Consequently, virtually little study on the new curriculum has been found.

2.4 Perception towards learning:

The Longman Dictionary of Applied Linguistics defines language attitudes as "the attitudes which speakers of different languages or language varieties (2002) discusses several major factors that contribute to the failure of curriculum reform in developing nations, such as a shortage of textbooks, inexperienced teachers, small classroom sizes, and other problems.

Barab and Luchmann (2003) state that poorly researched implementation strategies that consider the local context are often the reason why curriculum creation fails.

The primary reason for cultural incompatibilities at the national level is the curriculum writers' and aid organizations' ignorance of context and culture (Chisholm and Leyendecker 2008; Kealey et al. 2005; Rogan and Grayson 2003; Thomas 1997).

Curriculum improvements are only partially adopted if institutional history and culture are not taken into consideration (Rogan 2007, Rogan, and Aldous 2005).

An approach to curriculum development that is sensitive to cultural differences is required to guarantee both the development of a high-quality curriculum and its safe implementation.

It is imperative for curriculum developers to acknowledge the delicate nature of cultural concerns while crafting curriculum (Nguyen et al., 2006; Rogan and Grayson, 2003).

We created a conceptual framework in a prior study (Gervedink Nijhuis et al., submitted for publication) for developing a curriculum that takes cultural diversity into consideration. The goal of this paradigm is to make it easier to analyze national cultural settings and initiatives for curriculum improvement. varieties have toward each other's languages or to their own language." Teaching of Language and Linguistics (2002, p. 297). Youssef (2012) states that attitudes toward language acquisition can be either favorable or adverse. Language learners may have a cheerful disposition if they are motivated by their language learning. Conversely, a negative attitude is indicated by a lack of excitement, slowness, and interest in language learning (Chalak & Kassaian, 2010).

This assertion is supported by the characterization of a positive learning attitude provided by Zulfikar, Dahliana, and Sari (2019) as a situation in which students actively engage in the teaching and learning process and have a significant desire in learning a language.

When students have a bad attitude, they can find it difficult to enjoy the lesson, feel nervous when studying, and quickly get bored when learning.

2.5 Curriculum execution:

Teachers must be involved in the process of transformation, according to a number of empirical research. According to Sharkey's (2004) qualitative research on the role of teachers in

curriculum development processes in the USA, teachers' contextual knowledge aids in the creation of an effective curriculum. Kirk and Macdonald (2001) have validated this as well. They concluded that while modifying curriculum, it is critical to consider instructors' a thorough knowledge with the local context, their students, the resources available to them, and the practical aspects of their work. Every classroom activity or innovation begins with the instructor's language resources, even though they aren't thought of as the main source of language input.

The implementation of a curriculum determines its efficacy. (NCERT, 2006).Mensah et al. (2013) define attitude as a concept that centers on an individual's ideas, deeds, and behavior.

According to Ali (2016), the objectives of the curriculum are not addressed by Bangladesh's present secondary English evaluation method. He emphasised the efforts being made by educators to use personalised assessment strategies in order to motivate students to study, demonstrating an organised evolution in the assessment procedure. Since the current evaluation system mostly focuses on reading and writing abilities, the secondary English language curriculum needs to be updated to account for the full development of all language skills. Furthermore, preparing teachers needs to be given more consideration.

This new curriculum would affect the educational system, student instruction and evaluation, and textbook content, however others argue that it was introduced without enough planning (Ahmed, 2023).There are issues with the way the curriculum is being implemented.

Online training was also taken by teachers. Students are graded in accordance with their academic progress under the new curriculum. For the new curriculum, assignments, practical activities, and presentations are going to be evaluated.

2.6 CLT Method:

Nur and Islam (2018) identified a "disconnection between the recommended English evaluation strategy and the actual pattern in Bangladesh. This "disconnection between policy and practice" additionally threatens secondary English instruction. Rahman et al. (2018) examined a few factors that influence how secondary school teachers in Bangladesh carry out the Communicative Language Teaching (CLT) curriculum. The researchers discovered that it was challenging to transition from the conventional Grammar Translation Method (GTM) to CLT due to a variety of problems, including the requirement for classroom teachers, the incompatibility of the curriculum and assessments, the lack of sufficient classroom space, and the lack of resources for teacher development. An additional investigation of Bangladesh's adoption of a communicative English language curriculum was carried out by Rahman et al. (2019). The study showed that there is a disparity between the curriculum's stated goal and how it is actually implemented. It was found that the instructors' personal practices along with their past experiences teaching and studying English acted as a barrier to the successful implementation of the course work. The capacity of pupils, teachers' lack of preparation, and assessments have

all contributed to this. The CLT reform has not been well executed in Bangladesh since the curriculum ignores the cognitive and contextual needs of the instructors.

Mehedi (2019) investigated if the NCTB curriculum genuinely encourages CLT. He discovered that most educators find it difficult to incorporate CLT into the secondary curriculum. Teachers in Bangladesh who follow the GTM in an attempt to include CLT are actually making covert attempts to put the GTM into practice. The current curriculum, according to the report, encourages "disguised GTM" as CLT. Although Kabir (2020) claims that Dewey's educational theory is heavily included into Bangladesh's secondary English curriculum, it is rarely used in classroom settings. Because of these fundamental policy-practice disparities, the majority of secondary students are unable to acquire the oral and written English language proficiency necessary for daily living. The persistence of summative assessment and rote learning is a result of instructors' ignorance of the curriculum. He recommends that instructors receive pre-service curriculum training. To evaluate students' higher competencies, application, reasoning, and understanding, public tests must creatively adhere to the NCTB Curriculum 2012 exam question pattern. Still, every other year, questions are repeated in public exams. Memorization is helping by this custom. Therefore, teachers just provide instruction to help students to pass exams. (Kabir,2020).

2.7 Cultural impact:

However, if teachers are trained in traditional teacher-centered approaches, it may be challenging to change the curriculum. According to Botma (2014), curriculum drifting arises

from the challenge of abandoning didactic lecturing, which may have cultural influences (Nyoni & Botma, 2019).

Teachers need to undergo major transformation in order to become more open to changing long-held ideas and to notice and assimilate alternate perspectives (Ginsberg & Wlodkowski, 2009). According to Fernando and Marikar (2017), curriculum is interpreted as the "socially and culturally rooted" framework for learning; as a result, culture and curriculum are interconnected fundamental elements required for curriculum change (Kuper, Veinot, & Leavitt, 2017).

2.8 Teachers attitude towards teaching :

Not all teachers are open to new and creative ideas. When it comes to how effectively they connect with their class, they are confident in their capacity to succeed and encourage creative ideas for review. A creative idea that is accepted will eventually be implemented in schools.

According to Kennedy (1988; Holliday 1994), practice or opportunity may have to do with resources, time, or the teacher's assessment of the requirements of their students. Three perspectives on curriculum implementation were distinguished by Snyder, Bolin, and Zumwalt (1992): the perspective of truth, the possibility of reciprocal adjustment, and the chances of curriculum adoption. Under the prior two-point approach, curriculum was seen as something that specialists or experts created and that teachers subsequently implemented while they were supervising. Consider a highly structured system where teachers receive comprehensive instructions on how to study a unit or course. As an example, from the standpoint of

dedication, their role is just that of a passive recipient who will be told to send the educational arrangement supplies to the students. (Marsh, 1991; cited in Marsh & Morris, 1991). While educators have received guidance on implementing modifications and advancements, the reciprocal perspective on adaptation recognizes that innovations may also facilitate adjustments. Several research studies have demonstrated the noteworthy impact of educators who struggle with curriculum implementation. This demonstrates how instructors typically do not apply courses in the same way in their classrooms.

2.9 Students' perception on learning :

Language successes, according to Richards and Schmidt (2002), are the results of a student's mastery of material after obtaining instruction in a second or foreign language.

Kpolovie, Joe, and Okoto (2014) state that the foundation for evaluating a student's achievement is their capacity to learn, retain, and convey that knowledge orally or in writing, even in exam environments. Academic excellence is another characteristic of successes in the classroom, extracurricular activities, and all academic areas. As per Fakeye's (2010) findings, a crucial factor influencing students' learning processes is their perception. As a component of the emotional space, perception plays a vital role in language acquisition, and Popham (2011) argues that these perceptions are important because they influence students' conduct in the future. Kara (2009) posits that students' perception towards learning English, along with their thoughts and beliefs, have a noteworthy influence on their academic progress and conduct. She further asserts that pupils who have favorable perceptions toward language acquisition also have a tendency to share their perspectives with other students. Negative opinions, she

contends, however, might be the underlying reason behind problems with memory and unfavorable perceptions toward education. As per the findings of Eshghinejad (2016) and Abidin et al. (2012), a student's capacity to acquire a language is dependent upon not just their cognitive ability or language proficiency but also their attitudes and perspectives regarding the language of instruction.

Chapter 3. Methodology

This chapter briefly describes the methodology of this research. It presents how the researcher has conducted her research and the approaches that are followed by her. Firstly, I outlined the research approach and procedures. Then I have talked about the main instruments of data collection. Thirdly, participants information are given, followed by the sampling criteria and sampling procedures. Moreover, the data collection procedure is also explained here. I also discuss how I analyze and interpret the data. Finally, I mentioned all the ethical considerations and limitations of this research.

3.1 Research Approach

The study is exploratory, descriptive, and qualitative in nature. The ideal method to use for my research, which aims to gather real-life experiences, is qualitative research. To learn more about the interpretations that participants make of their realities, in-depth interviews are undertaken. The study has some of the required parts, including an abstract, methods, literature review, results, findings, discussion, and conclusion. A qualitative approach was chosen for the study since participants' replies had to be more in-depth than just yes or no in order to provide sufficient data for the investigation. Additionally, as participant experiences and opinions are subject to change over time, the research is more dependent on them.

3.2 Research Questions

1. What are the expectation of the participants from new curriculum?
2. What is the overview of the participants regarding the new curriculum?
3. How do the teachers manage their classroom and assess their students?
4. What kind of changes should be imposed in this curriculum according to the participants overview?

3.3 Research Participants

Participants include two instructors (T1 and T2) and four selected students (S1, S2, S3, S4) and two parents. Only seventh-grade pupils, and educators have participated in mainly because they will be the ones most affected by the 2023 curriculum changes. Besides, all of them were from Bangla medium background. However, both the teachers are from the same school and the four students were from the same school.

3.4 Data collection procedure

First, teachers participate in semi-structured one-on-one interviews, while parents and children participate in focus groups to gather a range of data.

The data collection procedure is included with interviews and class observation. Before taking the actual interviews, I did a pilot study on two students.

Interview: I interviewed 6 participants for this research. The interviews were taken in face-to-face manner and interview slots were set according to their convenient time. The interview type was semi-structured. Besides, the interview questions for the teachers and students were not similar. The researcher asked both close-ended and open-ended questions. It means the researcher predetermined some questions for asking the participants and also asked some extra questions when needed. The interview questions followed simple language structure for easier understanding and the participants were encouraged to provide extra explanations whenever necessary. Moreover, I encouraged the participants to give detailed answers to the questions. Though, I did not face any difficulties while interviewing the participants but time management was a big challenge as they remain busy with their own tasks.

Class observation: The researcher also uses class observation as a data collection tool. During the class observation, the researcher mainly put emphasis on the classroom environment, how the classes of 7 are conducted by the teachers, what type of activities students are participating, what materials are used by the teachers, what teaching method or strategies are applied by them while taking the class, what medium of language is used by teacher and students, how much time is spend for practicing the language skills.

3.5 Data Analysis

The researcher audio recorded the interview and kept notes while collecting the data. The interviews of the students and teachers were taken in Bangla language. So, I then translate them into English. Afterwards, I thoroughly go over the recorded conversations and transcribe the important lines in a word document. It was important as the participants provided detailed information. Once I am done with the transcription process, I selected some codes for using in my finding section. Additionally, I sorted out some themes for analyzing and interpreting the data. The conclusions drawn from the themes helped to make connections with the research questions. To obtain a particular outcome from this study. Perceptions from teachers and students are appropriately analyzed.

3.6 Ethical considerations

The researcher has strictly followed the ethical factors as the participants had shared their own viewpoints and lived experiences through interviews. So, before taking the interview the researcher explained to the participants about the purpose of her research and how she is going to use the data. The participants were guaranteed that the data collection will not be misused. questions are asked, participants' consent is required. Moreover, they were made sure about the anonymity of their real names. The researcher also keeps the name of the institution anonymous. So, their real names are replaced with pseudonyms. Then when they agreed to participate, the researcher provided them a consent form to fill up.

4. Chapter Four: Findings

The following section presents the research findings of the qualitative study. The purpose was to collect the perception of students and teachers regarding the application of new curriculum and its impacts. This section is divided into various sub-sections for easier understanding of each of the themes. The themes are generated from the data that are gathered through semi-structural interviews and class observation. The sub-sections briefly discuss about what instructions they did get to teach, how their classroom set up is, how they grade the students and the importance of providing feedback, what challenges they face in terms of teaching and grading and how they get through of it. Moreover, it also shed light into the illustration of their classroom work and how the tasks help them to learn, What type of assessment they have to do , what challenges they face to cope up with the new book and the solution.

4.1 Instructions for New Curriculum:

To conduct the new curriculum it is very important for the teachers to follow the instructions from the authority. T2 states, "I have been instructed by authority that in order to learn about the new curriculum, I must attend a training. "The first thing I was told was that I shouldn't speak in my native tongue in English class," explains T1. It is required of them both to teach language based on context. According to T1, the material is prepared in a particular way so that students can relate it to real-life circumstances in terms of grammar instruction. He continues with an example: "Prepositions are taught to students by having them visualize an object, figure out where it is, and then place the preposition before it. Beside, when T2 was asked, what types of class work they used to give the students for better learning According to T2, "In

addition to individual assignments, there will be group and pair work, group presentations, poster presentations, and other activities. They both agree that it is their responsibility to see to it that pupils' communication abilities are developed.

4.2 Classroom set up

To conduct a peaceful class and also better learning classroom set up is very important. If the teachers failed to manage the class then there will be chances that the students lose their interest for learning. Beside, when the teachers were asked about the set up, T1 reports that the class is not that large, with over 40 pupils occupying it. Moreover, he added that he never rearranges benches. He instructs his pupils to form comfortable discussion groups while sitting in a circle. Another teacher added that there were chances to have chaos as the classroom is occupied for large amount of students , so we also had to careful about this.

4.3 Grading system and provide feedback according to the new curriculum

When the teacher were asked to answer this question one of the teacher said, there are two components to evaluation systems: formative assessment and assessment systems. and summative evaluation is yet another. According to T2, 40% of credits will come from summative assessments and 60% from formative assessments. T1 and T2 respond in exactly the same way when asked what this assessment means. Formative evaluation, according to them, will evaluate students' total learning process, which includes their comprehension of a specific textual activity, four language skills, and values like democratic communication attitudes. During the final evaluation, they will give the pupils several assignments. Moreover, pupils develop their communication skills through group projects. They attempt to talk with each

other in English. T2 states, "Students act out dialogues in front of me and the class; they do not memorize them." "Students learn grammar practically," says T1.

So, they are spared from memorization grammar rules, just as before; they are putting them to use according to context and circumstance. T2 states that rather than using the readings as guidance, students must respond to the questions with their thoughts or personal experiences. They are able to express their personal views and experiences in this way. When T1 refers to the negative influence, he indicates that not all students possess the same degree of comprehension. As a result, some students lose their minds and some don't comprehend. T2 discusses group work, which some students find boring. T1 continues, "Some kids are quiet and introverted. Not even the group members can get along with each other and are unwilling to listen to one other. According to T2, some pupils finish the entire task online. Instead of learning, they are imitating and attempting to become experts." Additionally, they both agree on one point: there are less opportunities and exercises involving the composition of essays, paragraphs, and formal and casual writing.

4.4 Challenges in terms of teaching and grading

Evaluation is very important for better learning. If the teacher give proper feedback then it will help the students to do well in the future. T1 claims that in order to comprehend the teaching methodology used in this new curriculum, he requires additional training. Because he occasionally loses track of what he was told to do. T2 claims that it would be simpler for them to comprehend and implement the new curricular activities if they had received training for at least six months straight prior to implementing this curriculum. T1 must provide instructions in

his own tongue, and occasionally T2 will utilize her own tongue to create the Pupils comprehend her point of view. Students from different backgrounds and lack adjustments to this new curriculum creates challenges for both of them.

Beside, teachers were also said that they also face challenges in teaching because of the the classroom size and sometimes the classroom turned into a chaotic state while students were working in groups and pairs. The classroom's size and configuration are inappropriate for this kind of exercise. According to T2, "Students are unaware of the appropriate group work procedures. It's completely unfamiliar to them. T1 continues, "A few pupils talk about abandoning collective projects. Therefore, it might occasionally be challenging to tell who is working and who is not working. T2 states that some students finish their assignments at home with assistance from others. It makes grading more difficult. Both of them need time to manage those things.

4.5 Steps to get through the challenges

Both T1 and T2 state that their uncertainty may be resolved if they receive training one after the other and authorities gain input on their development and the circumstances of the students. The class schedule should extended, then the instructor will be able to watch every pupil, according to T1. If not, it is challenging to watch every students. Teachers and pupils would find it easier if the procedure began gradually and introduced each system one at a time, according to T2. T2 adds that parents' awareness and participation might facilitate their endeavor. "The marking system should remain," declares T1. T2 adds, by marking students' performance level may be precisely determined. Furthermore, teachers mention the

importance of performing more exercises, a second grammar book with plenty of activities should be available. "Students are forgetting because there are fewer activities in grammar," T1 says .

4.6 Types of classroom activities

All the students replied they usually do three types of activities. They are individual work, group work and pair work. Where s1 said , "I had to act drama by delivering some dialogues with my mate." On the other hand s3 and s4 said they do tasks from the texts such as grammatical exercises and their uses in book. S1 added that the tasks and the grammatical uses are based on the real life experiences. Moreover, s2 added that sometimes their teacher gave them some task or writing related to their real life where they have to use grammar and vocabulary. So that it will help them to learn more.

4. 7 Impacts of classroom tasks

All of them shares different points of view where s1 said that she learns from pair work where he in-acted with pair and by using different vocabulary it helps him to learn more. S2 said working with group mates help her to reciprocate ideas and different thoughts which is a great thing. S3 and s4 said dealing with text book and solving the problems from text help them to enrich their vocabulary skill. Also it is a great work that help them to have a ice-breaking session through group work. All the students said as they have to use English all the time in class and solve all the tasks using English vocabulary, doing group task in English and present them in class in English that is also real life based which help them to learn English.

4.8 Summative assessment

All of them said they had to write antonyms and synonyms. S3 said they had to use comparative of degrees. On the other hand s2 said they had to write a poem using a very limited words. S4 showed some difference between English book and social science book

4.9 Challenges with the new book

Maximum of the students are agreed on one point that is, teachers are not very much fluent in managing time of the students. So the student are facing problem in managing time and they cannot finish their task on time. As the time is not manageable so teachers are not able to give their feedback on time. one of the students said that teachers are not giving proper instructions about what to do and what not to do. Moreover, it seems very difficult for the teachers to manage their students over 35. Beside, S4 added that teachers are not able to manage all of the students and because of that it's became very noisy in the classroom. In addition S1 said that, "I cannot share my point of view in the group work because of the dominant behaviour of the group leader. Rather my group leader answered all questions." S4 also facing some problems in coping up in with the group members. Many of the students are facing many problems with the new book and the activities that are newly added in the book including free handwriting such as sentence organisation, vocabulary etc.

4.10 Solution to overcome with the problems

one of the students said that if the class duration is increased then it is possible to manage the classroom. Also if there is different section and divide the students into different section then it is easy for the teachers to manage the students and focus on their group work carefully. S4 said

that class work should have limited time such as the group work and the pair work should not have long duration because if the teachers are not able to give feedback on time then it will not help the students to learn. S1 added that a good environment is very important for learning so it is very much important to create a better environment. it will also help the teachers for teaching.

Chapter five: Discussion :

In our country, English is not use as official language. the people are very much comfortable in using their mother tongue instead of using English Rarely they use English in the day to day life. in case of the students they are also not very much comfortable in using English outside the classroom. in case of doing better in English they thought that memorization method is the way that they can enhance there competence in English. However the new curriculum of class 7 has revised and it has included CLT are communication language Teaching. the motto of adding this new method in the new curriculum is to develop their ability to communicate effectively in English.

The moto of the new curriculum or the revised curriculum of class 7 is to meet the students in the real world situation.in this new curriculum students after participate orally. Moreover, they have to use cognitive skill to use there knowledge in answering questions. the new curriculum has added some activities so that students participate in different activities and teachers will be able to analyse their individual perspective and their knowledge based on their participation in group work and pair work. the following approach is taken to discussing it:

5.1 Acquiring the necessary education and training for the new curriculum

The new curriculum requires a change in teaching approaches, and teachers must adjust their methods accordingly. Kirk and McDonald (2001) contend that effective curricular modifications depend heavily on educator's deep comprehension of the local context, student dynamics, and the practical nuances of their line of work. Teachers teaching English as a second language must be properly trained, aware of the most recent teaching practices, and only speak English when giving instructions. The National Council of Education Research and Training (NCERT, 2006) has highlighted that a curriculum's effectiveness depends on how well it is implemented in a real-world setting. However, it's important to recognise that instructors come from a variety of experiences, which could affect how they apply the curriculum. Mehedi (2019) noted that adopting communicative Language Teaching (CLT) into the curriculum is a common problem for Bangladeshi secondary school teachers. Cultural biases have led to a tendency for many teachers to favour old teaching methods, which makes them reluctant to modernise and modify their methods. On the other hand, a growing number of educators are making a concerted effort to update their methods, realising that they must conform to current pedagogical trends. Kabir (2020) draws attention to the widespread practice among educators to prioritise standardised test preparation over other more comprehensive learning goals.

5.2 The significant impacts due to shifting new curriculum

However, a significant change is occurring as teachers work to move from the more communicative CLT approaches to the more traditional Grammar Translation Method (GTM). According to Rahman et.al. (2019), there is a disconnect between the curriculum's intended goals and how it is being implemented. For example, rather than having students memorise prepositions by heart from textbooks, teachers prefer to teach them through contextual applications like spatial relationships. To further promote language competency and communication skills, teachers actively include students in real-world communicative activities such as role-playing conversation, group projects, and pair work. To encourage student involvement and learning, Ali (2016) highlighted the collaborative efforts of Bangladeshi educators in putting individual assessment strategies into practice. This indicates a gradual shift in assessment methodologies. Teachers show creativity in overcoming barriers, even when they have trouble setting up appropriate classroom arrangements for these kinds of activities. The challenges of making the switch from the conventional Grammar Translation method (GTM) to communicative Language Teaching (CLT) were highlighted by Rahman et.al. (2018). These difficulties include the requirement for thorough teacher preparation, the discrepancy between assessment procedures and curriculum goals, the shortage of resources for teacher professional development, and the limited amount of classroom space.

The new educational policy departs from conventional marking and examination approaches in terms of grading and evaluation. Rather, it integrates formative and summative assessments, which are the two main modalities of assessment. Summative assessment still predominates in the curriculum despite efforts to incorporate formative assessment, mostly because formative

assessment implementation is thought to be moving slowly (Ali, 2016). Continuous observation of students throughout class activities is combined with two summative exams given every two years. The curriculum text is the subject of both group and individual tasks in these examinations. Even while teachers encourage students to share their knowledge and ideas, they are nonetheless quite concerned about how far along their development process is. According to Ahmed (2023), the implementation of the new curriculum may have an impact on several areas within the educational system, including textbook content, student instruction, and assessment procedures. Critics counter that there was insufficient planning for its exception. Specifically, there have been concerns expressed about the lack of traditional exams and the teacher-led assessments that follow to find out where students went wrong. In Bangladesh, Teachers have customarily given feedback by pointing out and fixing errors. Teachers feel nervous and uncomfortable as a result of this departure from the standard evaluation process since they are not familiar with the new assessment method.

5.3 Employing a new curriculum-based grading scheme and giving feedback

Three performance indicators are used by teachers to evaluate students depending on their academic performance. “Expert,” “intermediate,” and “elementary.” credits are given based on the accomplishment of the students, yet even if students who receive “expert” ratings are not all that proficient, there are discrepancies. A more sophisticated evaluation system is required, as this disparity shows. In the past, roll numbers allowed students to be identified, making it easier to determine their particular skills. Nevertheless, in the existing system, there are no

distinctions like first, second or third place instated, students getting the same grade are viewed as equally competent. A gap between theory and practice was indicated by Nur and Islam's (2018) comparison of the actual English evaluation technique in Bangladesh with the recommended one. The removal of the obligation for students to memorise rote material is one component of the new curriculum that teachers have found to be positive. Students are instate encouraged to explore real-world problems, exchange ideas, and work together to solve problems. According to Wigati (2019), a person's attitude influences whether they accept or reject new ideas, which in turn affects their behaviour. This suggests that an individual's attitude is a sign of their intelligence. Nevertheless, even with teachers's best efforts to guarantee that every student understands the assignments, some students may continue to be confused and not thoroughly study the given content.

Teachers have an extremely difficult time dealing with disobedient students, especially because of the many backgrounds and environments that kids come from. One potential solution to this problem could be to extend the length of class periods and provide educators with more training on efficient classroom management strategies. Curriculum adjustment may only be partially successful, according to Rogan (2007), if institutional circumstances and cultural elements are not taken into sufficient consideration.

5.4 The development of student's cognitive skill due to the curriculum shift

Students in seventh grade are classified as teens because they are usually between the ages of 12 and 13. They taught English literature exclusively as part of the revised curriculum. There are no additional resources for grammar drills or writing assignments. According to Kara (2009), teenagers' attitudes towards learning English significantly impact their cognitive frameworks, behavioural patterns, and academic progress. Remarkably, students and teachers agree that the material in the required English textbooks is relevant and applicable to everyday life. Joe, Kpolovie, Osonwa, and Iderima (2014) state that evaluating a student's grasp of both abilities and subject content can be a reliable way to determine how far along they are academically. Participating actively in a range of education activities is required for these Language learners can improve their communication and argumentation abilities by using student-centred language learning strategies like pair or group work (Richard, 1991). Students are given a variety of topics to write on their own, which helps them build sentence structure abilities by using grammar and vocabulary. This method, which does not rely on rote memory, promotes creative writing expression.

5.5 Own strong teamwork abilities

Students's mutual learning is also promoted by collaborative activities. According to Kara (2009), people who have a good attitude towards language learning frequently have a positive influence on their peers, encouraging a mindset that is open to many approaches to challenges and acknowledges the opinions of others. The effectiveness of a student's learning process is largely influenced by their attitude, according to Fakeye (2010). To promote a culture of respect for dissenting opinions, they are urged to actively listen to the perspectives of their parents. Speaking in front of others and sharing one's thoughts in public helps improve speech skills,

which in turn helps with social integration and efficient communication. According to Youssef (2012). Language learners are more likely to be enthusiastic about learning a language when they genuinely want to become proficient in it.

5.6 Impacts on students of classroom tasks

Examining students' knowledge of synonyms and antonyms, degree comparison, and theme analysis of poetry are the main objectives of the first summative evaluation. Students are also asked to consider how they have learned English over the six months as a whole. Moreover, they must produce poster presentations that showcase their research, which covers a wide variety of language proficiency to finish assignments within the allotted class time. Even if this method fosters creativity and improves critical thinking skills in them. It follows that there are few opportunities for prompt feedback. Comprehension difficulties also make it more difficult for students to participate actively in the evaluation process.

Bangladesh's high population density means that classes are typically large, which means that teachers have to deal with higher-than-usual noise levels. As a result, sometimes students might not be able to hear their teachers clearly when they are giving directions. In addition, some students use their native language as a communication medium when engaging in gossip during group projects.

5.7 Cultural impact on students learning process

The lack of contextual and cultural sensitivity among curriculum designers and support organisations is the main cause of cultural inconsistencies at the national level (Chisholm & Leyendecker, 2008). This shortcoming frequently shows up as difficulties in different discourse contexts. In contrast, a pessimistic attitude towards learning is indicated by students' lack of excitement, sluggishness, and indifference to language acquisition (Chalak & Kassaian, 2010). In addition, there are group leaders who are reluctant to take into account the opinions of others which prevents group members from completely using their knowledge and abilities. This could have a psychological impact on certain students, causing them to become more introverted. Additionally, even when teachers encourage students to write spontaneously, some still struggle with it. It is noteworthy that free-hand writing typically receives poor performance ratings. It emphasises the necessity for ongoing effort because mastery of free-hand writing requires consistent practice on a variety of topics. Improved writing skills for students would be considerably aided by the provision of additional practice materials covering a variety of topics and regular feedback from teachers. Students suggest that learning might be greatly accelerated if teachers provided thorough feedback in addition to imposing an organised time limit on group projects. Increasing the number of class sections would improve the convenience

of conducting classroom activities in the existing setting, which is typified by cramped quarters and crowded seating arrangements. In addition, when homework assignments correspond with subjects taught in class, students become more proficient in those particular areas.

5.8 Limitations

The limitation of the study is that the researcher was unable to address the rural areas participants overview towards the newly implemented curriculum development while this new curriculum is implemented for all the students of class 7 of whole Bangladesh. The research would be much standard if the researcher could find out the overview of rural areas students, teachers and parents overview of the newly implemented curriculum of class 7. As they are the stake-holders as the new curriculum has impacted directly to them. It is also very much important to know that how much benefits and challenges they are getting from teachers and if they are getting the same advantages or if they are facing any kind of problems.

Chapter 6: Conclusion

6.1 To sum up, research shows that the students have the eager to learn about proper English language skills. To learn English language students are practicing English with talking to each

other. It will help them to improve their skills in English. Beside students can share their perspective with discussing to their pair and group mate and present their point of view in the class. However, students are facing some problems. they find difficulties to co-operate with their team mates while group discussion, lack of space, noise environment and lack of time for discussion and feedback.

By implementing this new curriculum, teachers are thinking that this new curriculum will help the students to demonstrate their competency and it will enhance their communication abilities. for this teachers are organising their exercises in a way that students will be able to perform those in the classroom. Moreover teachers will be available for the students and offer them guidance and assistance on both what is needs to be done. Additionally, teachers will also tell them what is not appropriate to do. in a not sell it can be said that teachers are the main guider who will assist the students in recognising their areas of weakness and also they some advises on how to strengthen their areas. As teachers are also finding some challenges with the newly implemented curriculum and they are also ensuring that students understand it because they are also unfamiliar with the new curriculum and as they have grown and accustomed to the traditional type of instruction. To make the teachers more proficient in its application, training and experience needed for the teachers. to make their work more interesting it is needed to introduce some new experiment and give them training based on the new curriculum and rearrange some changes in the classroom, also expending the amount of time spent in the classroom.

6.2 Recommendations :

The newly implemented curriculum Still being in process and it is still being in observation as it has covers already 1 year. However 12 months of this newly implemented curriculum has become abundantly evident. Despite their satisfaction with the newly added activities in this new curriculum teachers and students are not seems to be happy because teachers are gaining increased interaction and they have to engage with new activities and offering students different types of activities Nevertheless, not every teacher and student has excess to the proper setting in order to execute the actual setting.

In order to maintain student engagement in the classroom teachers are assigning their students more actively and sensibly. giving is very much important for the students that it will help their development greatly and it will help them to develop their skill in shaping different aspect. Feedback giving is very much important and it is impacting on their skill development.

If the teacher will give them Instant feedback it will help them to understand where they did mistake and where they did good. If a student is facing some problem to understand the material then the teacher will help them by offering comments.

Moreover, it takes a few time as it is implemented in Bangladesh for the first time. The people of here are not able to understand this new system, so it will take time for them to become accustomed to the new system. it happens because the people of Bangladesh are not always be ready to adopt a new circumstance all of a sudden.to achieve success in this new curriculum it is very much important for the students to collaborate and exist on another in finding solutions to the challenges posed by it.

From the study it has allowed us to know and understand the overview of those who are impacted directly from by the new curriculum . The moto of the new curriculum is changing to better prepare students for real world challenges. Eventually it will also fell impact on the economy, politics, society. As a result of the new curriculum the relationship and communicative will be more stronger between students and teachers. The new curriculum will help them to share their thoughts, information and understanding that will make them more smarter and creative that will help them to become more confident, significant, political and economic areas.

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