

**An Exploratory Study of Learner Differences and Learning  
Styles Accommodated  
in the New Grade Six English Textbook in Bangladesh**

By

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

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BRAC University  
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**Declaration**

It is hereby declared that

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

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

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## Approval

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## **Ethics Statement**

I affirm that the thesis titled “**An Exploratory Study of Learner Differences and Learning Styles accommodated in the New Grade Six English Textbook in Bangladesh**” is submitted in partial accomplishment of the degree MA in TESOL at the BRAC Institute of Languages (BIL), BRAC University. None of the content of this dissertation has been copied or plagiarized from published or unpublished work of other writers, and all materials borrowed or paraphrased from other published or unpublished sources have either been put under quotation or have been properly acknowledged with full reference in the appropriate place. I am fully aware that my participation in the program may be withdrawn if it is discovered that the material in this thesis was not originally developed by me but rather obtained without acknowledgment.

## **Abstract**

This study examines the learning preferences and experiences of secondary school students in Bangladesh following the implementation of a new English curriculum. Using a mixed-method approach, including a questionnaire survey, focus group discussions, and interviews, findings show a strong preference for kinesthetic and visual learning styles and a significant affinity for collaborative group work, enhancing engagement and language acquisition. However, challenges such as inadequate teacher training and limited parental awareness hinder effective implementation. Personality traits significantly influence learning preferences, with balanced learners—those with both extroverted and introverted traits—achieving higher proficiency than their more polarized peers, highlighting the need for diversified teaching methods. The study underscores the necessity for continuous teacher professional development, varied learning materials, and a supportive educational environment fostering experimentation and peer collaboration. Recommendations include adopting differentiated instructional strategies, improving access to resources, and creating inclusive, mistake-friendly classrooms to enhance language learning and prepare students for future academic challenges. Future research should explore the long-term effects of the curriculum on student performance and broaden the sample size to capture a wider range of experiences and outcomes.

**Keywords:** Learning preferences, English curriculum, secondary education, personality traits, teacher training, Bangladesh.

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## **Chapter 1**

### **Introduction**

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

The importance of effective English language learning in Bangladesh is critical for students' academic and professional success. English, recognized as an international language, allows learners to engage with global literature, arts, and diverse cultures (Kachru, 1990). For Bangladeshi students, mastering English opens doors to academic advancement and global employment opportunities (Rahman, 2015). However, the process of developing this proficiency has encountered significant challenges at the secondary school level, which can be traced back to the structure and execution of the English curriculum (Alam, 2018).

The secondary English curriculum in Bangladesh, historically framed around traditional methods, has long been criticized for its inability to address the diverse learning needs of students (Hasan, 2019). Though the curriculum incorporates several valuable aspects of creative expression, identity, and real-world application, it has remained largely teacher-centered (Chowdhury, 2020). This approach limits students' ability to engage actively with the content, thereby stifling individual growth in linguistic competency (Sultana, 2021).

In 2021, the Bangladeshi government-initiated reforms through the National Curriculum Framework by implementing competency-based learning from class six to class eight (Ministry of Education, 2023). This reform aimed to foster more dynamic and practical language skills among students, moving away from rote memorization. However, despite this shift towards competency-based learning, the classroom environment continues to be teacher-dominated, with limited focus on individual learning styles (Rahman & Hossain, 2023).

Research (e.g., Alam, 2021; Rahman, 2022) shows that this uniform approach to teaching English at the secondary level fails to consider the diverse personalities and learning preferences of students. As a result, many students struggle to engage with the content, and the intended outcomes of the competency-based curriculum are yet to be realized (Sultana, 2021).

The problem is further compounded by the fact that English language teachers are often unprepared or inadequately trained to implement the competency-based methods in practice (Chowdhury, 2020). This gap between policy and execution highlights the need for a more personalized and flexible teaching approach that can accommodate the unique needs of each learner (Rahman, 2019).

In summary, while efforts have been made to improve English language education in Bangladesh through curriculum reforms, challenges remain in aligning teaching practices with students' diverse needs. This study aims to explore these challenges in more depth, providing insights into the practical barriers that impede students' English language acquisition at the secondary level.

## **1.2 Problem Statement**

The educational landscape in Bangladesh is evolving, with a growing emphasis on inclusive education that caters to diverse learner needs. The new English textbook for grade six, introduced as part of this initiative, aims to enhance language proficiency among students. However, there is limited empirical evidence on how effectively this textbook addresses the varied learning styles and learner differences present in a typical classroom.

Learning styles, such as those categorized by the VARK model (Visual, Auditory, Reading/Writing, and Kinesthetic), play a crucial role in how students absorb and process

information (Fleming & Mills, 1992). Additionally, recognizing and accommodating learner differences, including cognitive, cultural, and socio-economic factors, is essential for fostering an inclusive learning environment (Dunn & Dunn, 1993; Gardner, 1983). Despite these theoretical underpinnings, there is a gap in the literature regarding the practical application of these concepts in the context of English language textbooks in Bangladesh.

This study seeks to fill this gap by exploring the extent to which the new English textbook for grade six incorporates diverse learning styles and addresses learner differences. The findings are expected to provide valuable insights for educators, policymakers, and textbook writers to enhance the effectiveness of educational materials in promoting inclusive education.

### **1.3 Research objective**

The research aimed to achieve the following objectives:

1. To explore how the new 2023 English textbook for grade six in Bangladesh accommodates learner differences and diverse learning styles.
2. To identify the learning activities in the new grade six English textbook that support learner differences and learning styles.
3. To examine the perceptions of teachers and students regarding how learner differences and learning styles are addressed in the activities provided in the new grade six English textbook.

### **1.4 Research Questions**

The study aimed to address the following research questions:

- 1) To what extent does the grade six English textbook, introduced in the 2023 curriculum, accommodate learner differences and learning styles in English textbook and classes in Bangladesh?
- 2) What learning activities are incorporated in the new grade six English textbook to support diverse learner differences and learning styles?
- 3) How do teachers and students perceive the effectiveness of the learning activities in the textbook in supporting learner differences and learning styles?

### **1.5 Rationale of the study**

Bangladesh's educational system is undergoing major reforms aimed at improving both the quality of education and fostering inclusivity. A key element of these reforms is the introduction of new textbooks designed to address diverse learner needs. The grade six English textbook, introduced under the 2023 curriculum, is part of this effort to improve students' language competency. However, its effectiveness in addressing the varied learning styles and learner differences in the classroom remains largely unexamined.

Learning styles, as explained by the VARK model (Visual, Auditory, Reading/Writing, Kinesthetic), provide a framework for understanding how different students interact with and retain information (Fleming & Mills, 1992). Recognizing these diverse styles is essential for developing teaching strategies that enhance learning outcomes. In addition to learning styles, differences in cognitive abilities, cultural contexts, and socio-economic backgrounds significantly influence how students learn, making it critical to create a learning environment that accommodates these factors (Dunn & Dunn, 1993; Gardner, 1983).

Although the importance of tailoring educational materials to learner differences is well-established in theory, the application of these principles in the context of English language instruction in Bangladesh has not been sufficiently researched. This gap is particularly

relevant as the country moves towards inclusive education, where meeting the needs of all students is paramount.

This study aims to explore how the new grade six English textbook addresses both diverse learning styles and learner differences through its content, activities, and teaching strategies. By investigating the textbook's alignment with inclusive educational practices, the research will provide valuable insights that can inform future textbook development and instructional methods. These findings will be beneficial not only for educators and policymakers but also for improving the overall effectiveness of educational materials in Bangladesh.

### **1.6 Significance of the study**

The significance of this study lies in its potential to enhance English language instruction in Bangladesh by providing insights into the incorporation of diverse learning styles and learner differences in the grade six English textbook. By identifying effective teaching strategies and activities that cater to various learning needs, the study aims to support secondary school teachers in fostering a more inclusive classroom environment. This research can inform educators and policymakers about the importance of adapting teaching methods to improve student engagement and proficiency in English. Furthermore, the findings may contribute to the ongoing development of educational materials and curricula that prioritize inclusivity, ultimately leading to better language outcomes for students across diverse backgrounds.

### **1.7 Limitations**

This study aims to provide valuable insights into the effectiveness of the grade six English textbook in addressing diverse learning styles and learner differences. However, it is important to acknowledge several limitations. Its focus on a single textbook may overlook broader factors influencing language learning, such as teacher training and classroom

dynamics. Additionally, if the sample size is small or homogenous, the findings may not be generalizable to the wider population of secondary school learners in Bangladesh. The subjectivity of teacher and student perceptions could also impact data reliability. Ongoing curriculum changes may render conclusions outdated, and variability in textbook implementation by different teachers, along with cultural relevance issues, may further limit the applicability of the findings. These limitations suggest that while the study offers important insights, its conclusions should be interpreted with caution.



## **Chapter 2**

### **Literature Review**

#### **2.1 Introduction**

The necessity of the English language is essential since it provides access to the higher education, employment sectors, and all channels of communication. Therefore, the government of Bangladesh has stipulated that English should be a compulsory subject from class one to class twelve. Global citizenship also depends on the acquisition of English language skills because of its necessity in business travel, conversation, and exchange of information. The Bangladeshi government is working hard to establish policies that will help in the improvement of the level of English education in secondary school; therefore, the National Curriculum Framework is implementing competency-based learning from class six to class eight in 2023. Nevertheless, every learner is unique and comprehends a topic differently. This competency-based communication is yet to be effective for every student in the secondary school. Additionally, different students have different personalities which might create hindrance in the language learning process. The Bangladeshi government is making an effort to hire additional teachers for schools so that every student can get help from the teacher. Hiring extra tutors is essential to ensuring that these students have human support when they need it. More tutors will enable students to be honest with them about their areas of weakness and receive the much-needed assistance language in everyday situations. This research/study is going to explore the learners' differences and learning styles accommodated in various activities of the English textbook of class six in the new curriculum of 2023, and how the learners and teachers perceive the inclusion in the new curriculum.

## 2.2 English Language teaching and learning in Bangladesh

In Bangladesh, the government recently modified the method of English language teaching to improve education at the secondary school level. As English is the medium of instruction at the tertiary level, every student, regardless of their educational background, is required to learn English to complete their university education. According to Chowdhury and Kamal (2014), "Despite being compulsory in school from the primary to secondary level, students' performance in the English language is still abysmal."

Prior to 2023, secondary schools used the Communicative Language Teaching (CLT) method, which focuses on meaningful communication rather than structure, promoting a student-centered approach. However, most teachers still relied on rote learning. Begum and Farooqui (2008) found that although communicative approaches were introduced, many teachers preferred the traditional grammar-translation method, focusing primarily on completing the syllabus and achieving high exam scores.

In the context of second language education, Johnson (1989, p.6) observed, "In many education systems, the key question for students, teachers, parents, school administrators, and even inspectors is not 'Are students gaining in communicative competence?' but 'Are they on course for the examination?'" (Rasul, 2019).

To address this, the National Curriculum Framework (2021) introduced "Competency-Based Communication." The competency concept has become the foundation for the new curriculum structure. Competencies grow when learners acquire a mix of knowledge, skills, values, and attitudes. Despite the global rise in competency-based curricula, no single theory or definition of "competency" encompasses all traditional ideas (Winterton et al., 2005).

According to the National Curriculum Framework (2021, p.18), "context impacts the conceptualization of competency." Different concepts of competency have been used in

education, training, and professional settings (Kennedy & Hyland, 2009). Some researchers define "competency" as "ability," while others use terms like "skills," "capacity," or "performance standard." In some cases, skills and competency are considered interchangeable (Adam, 2004; Brown & Knight, 1995). The European Credit Transfer System (ECTS) Users' Guide (2009) describes competency as the ability to apply knowledge, skills, and personal capacities for professional and personal growth. Indicators of competency in the nursing profession, for example, include the appropriate application of cognitive, emotional, and psychomotor abilities (Miller et al., 1988).

However, every student is unique, with different skills, personality traits, and cognitive abilities. Therefore, this method may show varying outcomes among individual students. Students learn through a variety of techniques, including memorizing, visualizing, and listening (Felder & Silverman, 1988). Kolb (1981) and Marcy (2001) suggest that individuals have distinct ways of acquiring, processing, and organizing knowledge, with common learning styles being tactile, visual, auditory, and read/write. Marcy (2001) also notes that learners can be monomodal (preferring one modality) or multimodal (preferring more than one modality). Dunn, Beaudry, and Klavas (2002) emphasize that each person has their own unique way of learning.

### **2.3 Individuals difference and SLA**

Every student has his or her own way of learning a new language. Furthermore, everyone has a different personality, which plays an important role in Second Language Acquisition (Ellis, 2008). According to Schumann (2004), "In spite of neural structure in psychology being homogeneous and uniform, neurobiological research shows that brains are as unique as faces, both at the micro-level of neural structure and at the gross level" (p. 153). Thus, differences in mental and physical behaviors among individuals are due to this unique neurobiological

variation. According to Dörnyei (2005), people have certain personality traits that are common to everyone, but individuals differ in how strongly these traits are expressed.

The differences among learners, such as age, sex, personality, motivation, aptitude, learning styles, and strategies, are intricately interconnected and play significant roles in language learning. Teachers should be aware of these variations to facilitate effective learning. Compared to linguistic factors, these non-linguistic aspects are crucial in Second Language Acquisition (SLA). Below is a summary of key factors:

1. **Age:** The Critical Period Hypothesis (CPH) suggests that children must begin learning a language before the age of nine to achieve native-like proficiency. Beyond this period, the brain's neuroplasticity declines, making language acquisition more difficult (Kim et al., 1997; Slobin, 1982). Older learners can still achieve proficiency, but they constitute a minority (Saville-Troike, 2006).
2. **Gender:** Research shows that females often display higher motivation and use a broader range of learning strategies compared to males. Women are generally more successful in language acquisition, particularly in areas like articulation and motor ability (Oxford, 1993; Larsen-Freeman & Long, 2000; Saville-Troike, 2006).
3. **Aptitude:** Aptitude, or the ability to learn a language, has long been linked to SLA success. Carroll (1963) identified key components of aptitude: grammatical sensitivity, phonemic coding, inductive learning ability, and memory. However, other factors like motivation and learning styles also contribute (Skehan, 1989).
4. **Motivation:** Gardner (1985) defined motivation as the effort and desire to achieve a goal. Integrative motivation (desire to integrate with the target culture) and instrumental motivation (practical benefits) both play important roles in SLA (Gardner & Lambert, 1972; Saville-Troike, 2006).

5. **Learning Styles:** Learning styles refer to the cognitive preferences individuals have for processing information. Cornett (1983) defined these as general patterns of learning behaviour. Common styles include concrete, analytical, communicative, and authority-oriented (Lockhart & Richards, 1994).
6. **Learning Strategies:** Learning strategies are methods learners use to acquire a language. These include cognitive strategies like repetition, note-taking, and imagery. Effective use of strategies can enhance language proficiency (O'Malley & Chamot, 1990).

## 2.4 Personality and SLA

Personality plays a vital role in second language acquisition (SLA). Several personality characteristics may impact L2 learning, including extroversion vs. introversion, self-esteem, inhibition, risk-taking, and anxiety.

### 2.4.1 Extroversion vs. Introversion:

Extroversion and introversion describe how individuals interact with the external world. Extroverts are more outgoing, prefer social engagement, and are inclined toward group activities. They seek stimulation from others and are more likely to participate in communicative approaches to language learning, increasing their language exposure and production (McDonough, 1986; Krashen, 1985). According to Cook (2001), extroverted learners tend to engage more in group discussions, leading to better language competency (Swain, 1985).

Conversely, introverts are more focused on their internal thoughts and feelings, preferring solitary activities (Zhang, 2009). While extroversion is associated with active language use, research has shown mixed results. Some effective language learners do not score highly on

extroversion measures, suggesting that being introverted does not necessarily impede success in SLA (Dawaele & Furnham, 1999).

#### **2.4.2 Self-Esteem:**

Self-esteem is crucial in SLA, as it influences learners' willingness to communicate and take risks. Coopersmith (1967) defines self-esteem as one's subjective evaluation of their own worth. Higher self-esteem has been linked to better SLA outcomes. For instance, Heyde (1979) found that learners with higher self-esteem performed better in language acquisition.

Moreover, MacIntyre, Dörnyei, Clement, and Noels (1998) identified self-confidence as a key component in learners' "willingness to communicate." Their research showed that higher communicative self-confidence led to more frequent language use, increasing fluency. However, self-esteem alone does not guarantee language success, as many other factors play a role in L2 learning.

#### **2.4.3 Inhibition:**

Inhibition refers to the psychological barriers that learners construct to protect their self-image. It is often associated with a "language ego" that inhibits the willingness to take risks in language learning. Learners with high levels of inhibition may resist engaging in conversations, fearing judgment or embarrassment. According to Brown (2000), modern teaching methods focus on reducing these inhibitions by encouraging learners to experiment with language in a supportive environment. This helps break down barriers that impede language acquisition.

#### **2.4.4 Risk-Taking:**

Risk-taking is an essential factor in SLA. Rubin and Thompson (1994) describe it as the "ability to make intelligent guesses." Learners who are willing to take risks are more likely to

experiment with language and make progress, even if it involves making mistakes. Beebe (1983) argues that fear of failure, embarrassment, or losing social status can inhibit risk-taking. Teachers play a crucial role in creating a safe environment that encourages learners to take risks without fear of judgment (Dufeu, 1994).

#### **2.4.5 Anxiety:**

Anxiety is closely linked to self-esteem, inhibition, and risk-taking. It is a common emotion that can negatively affect language learning. Anxiety can manifest as worry, fear, or apprehension, and it often influences a learner's readiness to communicate. MacIntyre and Gardner (1991) distinguish between trait anxiety (a general predisposition to anxiety) and state anxiety (situational anxiety). Brown (2000) emphasizes that state anxiety, which arises in specific contexts like language learning, is a more reliable predictor of SLA performance. Various factors, such as the size of the audience, the topic of conversation, and the formality of the situation can trigger anxiety.

### **2.5 Relationship between Personality and Learning Style**

Learning strategies refer to the techniques and behaviors students use during learning, influencing how they encode and process information. These strategies transfer sensory information into short- and long-term memory, stimulating retention in the long term. According to Cano, Garten, and Raven (as cited in Kamarulzaman, 2012), learning styles involve how learners sort and process information. Tabrizi, Alizadeh, and Koshavar (2013) describe learning styles as beliefs, preferences, and behaviors that guide learning, noting that they reflect preferences for receiving information rather than abilities. Kolb (as cited in Tabrizi et al., 2013) explained that learning styles are shaped by heredity, life experiences, and environmental needs, and identified four types: convergers (active experimenters), divergers (reflective observers), assimilators (theoretical thinkers), and accommodators

(doers of new things). Felder and Solomon (2000) also classified learning styles into four dimensions: sensing-intuitive, visual-verbal, active-reflective, and sequential-global.

Personality significantly influences learning styles. Yamamori et al. (2003) argue that learning strategies are shaped by individual characteristics that create unique learning experiences. Personality impacts various aspects of life, including language learning (Ozer & Benet-Martinez, 2005; Roberts et al., 2007). Smith (2013) highlights the difficulty of isolating the influence of personality on language acquisition, as it interacts with many other factors. Personality theories, such as the Five Factor Model (FFM) (Costa & McCrae, 1992), Myers-Briggs Type Indicator (MBTI) (Briggs Myers et al., 1998), and Eysenck Personality Questionnaire (EPQ) (Eysenck, 1975), provide frameworks to study the connection between personality and learning.

The EPQ trait of neuroticism negatively correlates with academic performance (Weiss, 1998; Robinson et al., 1994), potentially due to its link with stress, anxiety, and poor study habits. Extroversion's relationship with achievement changes over time, with introverts often being better learners with superior study habits (Goh & Moore, 1987; Sanchez-Marin et al., 2001). Blickle (1996) found that openness and intuition are associated with broader learning strategies, while thinking-oriented individuals tend to focus on details and analytical approaches, and feeling-oriented individuals prefer holistic methods. These findings illustrate how personality traits influence the use of language learning strategies.

## **2.6 Experiential learning:**

Experimental learning theory refers to learning by doing. This theory is developed by psychologist David Kolb; and this theory was published in 1984. This notion explains how learning process creates knowledge. According to Kolb's (1984) theory, effective learning is the result of a four-stage process (or cycle) that includes real experience, reflective



observation, abstract conceptualization, and active experimentation. Employers, instructors, and students all gain from the use of Kolb's learning theory (Dave, 2023)

### **Kolb's learning styles model:**

These preferences are the basis of Kolb's learning styles model, which divides learners into four types based on their dominant learning style. This type of learning emphasizes thoughtful observation and tangible experience. They would rather observe and consider what they have seen before acting.

**Diverging:** In this learning style, learners focus on concrete experience and reflective observation. They prefer to watch and reflect on what they've observed before jumping in.

**Assimilation:** Students that prefer abstract conceptualization and introspective observation are included in this learning style. They favor notions and abstract ideas and enjoy exploring those using analytical methods.

**Converging:** Students that employ this learning method concentrate on active exploration and abstract conceptualization. They take pleasure in applying what they have learnt to real-world challenges and prefer solving them.

**Accommodating:** Students that use this learning style like hands-on activities and active exploration. They like a challenge and solving issues using their instincts.

## **2.6 Fleming and Baume's VARK Model/The VARK questionnaire**

Fleming (2001) defines learning style as "an individual's characteristics and preferred ways of gathering, organizing, and thinking about information" (p.28). The VARK model falls under the category of instructional preference as it addresses perceptual modes. One component of this model is a questionnaire designed to identify an individual's preferred

sensory modality for learning. According to this approach, students can learn in four different ways:

1. **Visual (V):** Visual learners prefer maps, charts, graphs, diagrams, highlighters, various colors, images, and spatial layouts to organize and process information (Fleming, 2001).
2. **Auditory (A):** Auditory learners enjoy explaining new ideas to others, discussing topics with peers and instructors, using tape recorders, attending lectures, and participating in discussion groups. They may also use humor to enhance their learning experience (Fleming, 2001).
3. **Reading/Writing (R):** This group prefers lists, essays, reports, textbooks, definitions, printed handouts, web pages, and note-taking as their primary methods of processing information (Fleming, 2001).
4. **Kinesthetic (K):** Kinesthetic learners thrive on hands-on experiences, such as field trips, trial-and-error methods, laboratory work, and using their senses to collect samples and solve problems (Fleming, 2001).

The VARK model recognizes that students have “preferred learning modes,” or distinct ways of processing information. The chosen learning styles significantly influence students' behavior and academic performance. Linking appropriate learning strategies with students' preferred modalities can enhance their motivation, understanding, and metacognitive skills. When teachers are aware of the various learning styles in their classrooms, they can integrate different approaches into their lesson plans and teaching methods more effectively (Fleming & Baume, 2006).

## **2.7 The Myers–Briggs Type Indicator (MBTI)**

The Myers-Briggs Type Indicator (MBTI) is a pseudoscientific self-report questionnaire that claims to distinguish between various "psychological types" or "personality types." The test categorizes individuals into four binary dimensions: Thinking or Feeling, Sensing or Intuition, Introversion or Extraversion, and Judging or Perceiving. By selecting one letter from each category, participants receive a four-letter code representing one of 16 personality types, such as "INFP" or "ESTJ." However, the MBTI has been criticized for its reliance on confirmation bias, the Barnum effect, and vague descriptors that lead to personal identification (Pittenger, 2005).

The MBTI lacks robust psychometric validity and reliability, as it evaluates supposedly independent dichotomous categories and does not provide a comprehensive understanding of personality (McCrae & Costa, 2003). Most supporting research has been produced by the Centre for Applications of Psychological Type, raising concerns about bias and conflict of interest (Pittenger, 2005).

### **2.7.1 The Four Dimensions of MBTI**

1. Introversion/Extraversion: Jung initially explored this divide to explain how individuals engage with their environment (Jung, 1971). Extraverts are action-oriented, enjoy social interactions, and gain energy from engaging with others, while introverts are more reserved and rejuvenate through solitary activities. Importantly, introversion is not synonymous with shyness (Jung, 1971).
2. Sensing/Intuition: This dimension examines how individuals perceive information. Sensing types focus on concrete details and practical experience, whereas intuitive types are more attuned to patterns, abstract concepts, and future possibilities (Myers & Myers, 1980).

3. Thinking/Feeling: This scale evaluates how individuals make judgments based on information processing. Thinking individuals prioritize logic and objective criteria, while feeling types consider personal values and the impact of decisions on others (Myers & Myers, 1980).
4. Judging/Perceiving: This dimension reflects how individuals interact with the outside world. Judging types prefer structure and decisiveness, while perceiving types are more adaptable and open to new information (Myers & Myers, 1980).

### **2.7.2 Example Personality Types**

1. ISTJ: Introverted, Sensing, Thinking, Judging – Practical and organized individuals who value structure.
2. ISFJ: Introverted, Sensing, Feeling, Judging – Caring and detail-oriented individuals focused on others' needs.
3. INFJ: Introverted, Intuitive, Feeling, Judging – Compassionate idealists who seek meaning and connection.
4. INFP: Introverted, Intuitive, Feeling, Perceiving – Reflective and creative individuals who prioritize values.
5. INTJ: Introverted, Intuitive, Thinking, Judging – Strategic thinkers known for their rationality and planning.
6. ESTJ: Extraverted, Sensing, Thinking, Judging – Practical and organized leaders who prefer clear guidelines.
7. ESFP: Extraverted, Sensing, Feeling, Perceiving – Sociable and spontaneous individuals who enjoy being the center of attention.

## 2.8 Second Language Acquisition in Secondary Level

Second Language Acquisition (SLA) occurs in structured stages, reflecting the natural progression of language development. Krashen and Terrell (1983) identify five stages of SLA:

1. **Pre-Production:** This stage, often referred to as the silent period, involves students receiving input in the target language without actively speaking. They may understand approximately 500 words but typically refrain from using them. During this phase, learners can respond to visual aids and gestures, making listening comprehension activities vital.
2. **Early Production:** At this stage, students expand their vocabulary to around 1,000 words and begin to communicate using one- or two-word phrases. Effective teaching strategies include asking yes/no and either/or questions, accepting short responses, and using visuals to support learning.
3. **Speech Emergence:** By this phase, students possess a vocabulary of approximately 3,000 words, allowing them to engage in simple dialogues and comprehend basic stories. They can produce longer sentences, although errors may occur.
4. **Intermediate Fluency:** Students in this stage can formulate more complex sentences and engage in conversations with increasing fluency.
5. **Advanced Fluency:** Learners achieve proficiency that enables nuanced and sophisticated language use.

In Bangladesh, the national curriculum places significant emphasis on English language education from classes 1 through 12, recognizing its importance in fostering communication skills. With over 17 million young learners of English (Hamid & Honan, 2012), the country

has one of the largest populations of primary second language users globally. Despite this, students often perform poorly in English assessments (Chowdhury & Kamal, 2020).

SLA strategies often emulate first language acquisition, leading educators to believe that a similar approach in the classroom will facilitate second language learning. However, challenges persist at the secondary level, where many teachers struggle to identify and cater to the individual understanding of students. This oversight limits opportunities for students to express themselves and practice language production. As a result, many secondary students remain at the pre-production or early production stages, relying primarily on input from teachers and textbooks.

In Class Six, students are expected to develop English language skills that lay the foundation for further education and future career opportunities. Proficiency in English is crucial for academic success and professional growth, as it provides access to a wealth of resources and facilitates cross-cultural communication in an increasingly globalized world. To enhance SLA outcomes, it is essential to adopt teaching methods that cater to the diverse needs and stages of language acquisition among students.

## **2.9 Curriculum and Textbook Evaluation Approach**

This research contributes to the discourse on language education in Bangladesh by critically analyzing the newly released English textbook for Class Six and outlining future directions for curriculum development. Such efforts aim to enhance language learning and intercultural understanding, equipping students for the multilingual and multicultural realities of the twenty-first century. Proficiency in English at this level is essential for a smooth transition to higher education and broader career opportunities. Establishing a solid foundation for effective communication is crucial for academic success and professional growth, empowering learners to express themselves clearly and confidently.

In Class Six, students develop essential English language skills that are pivotal for advancing to further education and career prospects. The widespread use of English in higher education opens up numerous opportunities for both professional and academic advancement, making it an essential tool for cross-cultural communication in today's globalized world. Access to a wealth of academic resources and information, primarily available online, is vital for research and intellectual growth.

Given the importance of English language education at this level, this thorough study aims to evaluate the newly released English Class Six textbook in line with Bangladesh's national curriculum. The research has two primary objectives: first, to identify the themes and topics covered in the textbook and outline the essential knowledge students should acquire; and second, to examine how the textbook's structure aligns with task-based learning principles. Additionally, this study will assess the degree to which the textbook aligns with the government's recommended curriculum and how well it represents diverse individuals and cultures to promote inclusivity.

Furthermore, the research will investigate whether the textbook facilitates the development of critical thinking and technological skills—essential competencies in today's rapidly evolving world. By conducting this analysis, we aim to gain a comprehensive understanding of the effectiveness and efficiency of the new sixth-grade English textbook for Bangladeshi students.

Textbook analysis is a critical area of research in education, particularly regarding how these materials cater to diverse learner needs. Textbooks play a central role in language classrooms globally, and their quality can significantly influence students' learning experiences (Guilloteaux, 2012). Incorporating learner differences and learning styles into educational materials is crucial for effective teaching and learning. The VARK model categorizes learning styles into Visual, Auditory, Reading/Writing, and Kinesthetic, providing a

framework for understanding how students engage with and process information from learning materials (Fleming & Mills, 1992).

Research indicates that integrating diverse learning styles into educational materials can enhance student engagement and improve learning outcomes (Dunn & Dunn, 1993; Gardner, 1983). For instance, Tomlinson (2011) emphasizes the importance of materials development in language teaching, advocating that textbooks should incorporate a variety of activities and strategies to cater to different learning preferences. However, many textbooks have been criticized for inadequately addressing diverse learner needs, often creating an "illusion of language learning" rather than fostering genuine language acquisition (Tomlinson, 2008).

In the context of Bangladesh, there is a pressing need for empirical research to evaluate how well the new English textbook for Class Six incorporates these principles. By analyzing the textbook's content, teaching strategies, and activities, this study aims to provide insights into its effectiveness in addressing learner differences and learning styles. Ultimately, this research will contribute to the broader understanding of how educational materials can be optimized to enhance language acquisition and foster a more inclusive learning environment for students.

## **2.10 Curriculum Innovations in English Language Teaching in Bangladesh**

In 2021, a new curriculum was introduced for teaching the English language in Class Six and Class Seven in Bangladesh. This curriculum adopts a competency-based learning approach, which emphasizes acquiring relevant knowledge, skills, and attitudes through various tasks. David Kolb (1993), a pioneer of experiential learning, defined learning as “the process by which knowledge is formed through the transformation of experience” (Ahsan, 2023).



The new curriculum provides students in secondary education with textbooks and reading materials designed to foster competency in English. To support teachers, comprehensive teacher guides are available to facilitate the delivery of the curriculum. These guides assist educators in engaging students in meaningful learning experiences tailored to their individual interests and learning requirements, promoting a more personalized approach to education.

A key aspect of this competency-based curriculum is the focus on experiential learning, with local environments serving as the primary learning resource for students. By connecting lessons to their immediate surroundings, students can engage more deeply with the material, making learning more relevant and applicable to their lives. In addition to the core textbooks, supplementary materials such as reference books, additional reading materials, cards, charts, and audio-visual elements will be developed to enhance the learning experience and address diverse learner needs.

These curriculum innovations aim to improve English language proficiency among students by fostering an environment where they can actively participate in their learning journey. By prioritizing experiential learning and providing the necessary resources and support for teachers, the curriculum seeks to cultivate critical thinking, creativity, and effective communication skills among learners, preparing them for future academic and professional opportunities.

This shift in curriculum design represents a significant step towards modernizing English language teaching in Bangladesh, ensuring that students are equipped with the skills and competencies needed to thrive in an increasingly interconnected world.

## 2.11 Previous studies of English curriculum and textbooks

English language proficiency is emphasized in Bangladesh's 2010 National Education Policy as a prerequisite for accessing the global economy and knowledge (Ministry of Education, 2010). To support students in developing their speaking, listening, reading, and writing skills, *English for Today*, the sole prescribed secondary textbook in the country, was introduced in 2013 for grades 6 through 10. Over the past forty years, various administrations in Bangladesh have implemented different English language education initiatives, with the Qudrat-e-Khuda Education Commission, Bangladesh's first education commission, only addressing the needs for the English language indirectly until the 2010 National Education Policy was established.

The first Education Commission's proposal recommended introducing English as a subject starting in Grade 3 or Grade 6, underscoring the importance and relevance of the language in the curriculum. As part of ongoing educational reform, the inclusion of English language instruction became mandatory from Grade 1 to the tertiary level in 1992 (Rasheed, 2013). Consequently, the effective application of the Communicative Language Teaching (CLT) approach is crucial for the successful execution of the current English language education policy. This requires the integration of speaking and listening skills, alongside reading and writing, into the English Language Teaching (ELT) program and curriculum, allowing students to develop comprehensive language proficiency through CLT.

To adapt to the new policy, the National Curriculum and Textbook Board (NCTB) conducted a survey in 1990 to assess English proficiency among learners from Grade 1 to Grade 12. Unfortunately, the results revealed a dismal state of English language education, primarily due to the shortcomings of previous policies. In response, the government reintroduced English at all levels of education. Rahman (2007) noted a methodological shift from the

traditional Grammar-Translation Method (GTM) to a more communicative mode of teaching and learning English. Consequently, a CLT English curriculum was introduced at the secondary level in 1996, with hopes of effecting positive changes in English language teaching and learning (Sultana, 2018).

Historically, the Grammar-Translation Method dominated English language instruction in Bangladesh from its independence in 1971 until CLT was adopted in the late 1990s (Hamid, 2010). The CLT approach gained traction through the English Language Teaching Improvement Project (ELTIP), initiated by the Ministry of Education in July 1996. However, despite these efforts, the approach to English language learning and teaching often mirrored previous methodologies (Hamid & Baldauf, 2008; Podder, 2013). A significant barrier to this transition is that many practicing English teachers were trained under the GTM and lack pedagogical training in the CLT approach (Hasan & Akhand, 2009).

Research indicates a scarcity of studies on Bangladeshi ELT-related teacher training, despite the recognition that enhancing teachers' professional capacity is essential for improving students' English competence (Hamid, 2010; Rahman, 2019). Although the government offers in-service teacher education programs such as the Certificate in Education (C-in-Ed) for primary teachers and Bachelor of Education (B.Ed.) for secondary teachers, Government Teachers' Training Colleges (TTCs) often lack the capacity to accommodate all teachers seeking admission to these programs (Rahman et al., 2018).

Multiple studies have identified challenges related to teacher education programs, including infrequent training sessions, limited opportunities for rural teachers, shortages of qualified trainers, ineffective training materials, and inadequate resources for making these programs effective (Rahman et al., 2018). Currently, the goals of the National Curriculum and Textbook Board (2012a) align with the National Education Policy 2010, which views English

as a vital tool for transforming Bangladesh into a Digital Bangladesh by 2021. The policy aims to leverage the English language to foster national development in areas such as science, technology, higher education, business, and particularly in communications and IT skills (National Curriculum & Textbook Board, 2012a).

In summary, English language's importance extends beyond its role as a subject taught in schools and colleges; it is integral to the country's broader educational and developmental goals.

## **2.12 Assessment in Curriculum**

Assessment is a vital component of the curriculum, playing a crucial role in evaluating both the effectiveness of the overall educational system and the learning environment, rather than focusing solely on student performance (Black & Wiliam, 1998). Recent reforms have led to a significant overhaul of the assessment system in education, moving away from traditional memorization-based examinations. This expanded scope of assessment now encompasses various dimensions of knowledge, skills, values, attitudes, and cognitive development among learners. Consequently, all evaluations are structured around competencies, which provide a comprehensive view of student learning (Hager & Holland, 2006).

In Bangladesh, sixth and seventh-grade students will follow a competency-based curriculum under the New Curriculum Framework of 2021. This curriculum aims to assess students' learning by measuring their progress over time in achieving specific competencies. Competencies are acquired by completing various tasks that develop the necessary knowledge, skills, and attitudes. As David Kolb (1993, as cited in Ahsan, 2023) states, "learning is the process by which knowledge is formed through the transformation of experience." Through practical exercises and experiential learning, students gain new skills essential for their academic and personal growth.

This competency-based approach is designed not only to lower the unemployment rate but also to prepare students for formal schooling and subsequent career opportunities. From pre-primary education, where formal schooling begins, learners are equipped with the competencies necessary to address the global challenges of the twenty-first century. The development and implementation of a competency-based curriculum require careful consideration of the Bangladeshi context to ensure appropriate design and execution.

A notable aspect of the new curriculum is its substantially reduced reliance on examinations, with a greater emphasis on continuous assessment. Traditional exams have long been criticized for placing undue stress on students and promoting rote memorization over genuine understanding (Kirkpatrick & Zang, 2011). This exam-centric education often leads to students achieving "high scores but low ability," meaning they may excel in testing environments but struggle to apply their knowledge effectively in real-life situations (Yuan, 2004, p. 21). By shifting the focus towards a more holistic assessment strategy, the new curriculum aims to foster genuine learning and development among students.

The methods employed to assess learning progress, as well as how the results of these assessments are utilized in decision-making processes, are critical in determining the achievement of curricular objectives. In the context of contemporary education, the social constructivist approach to evaluation distinguishes itself from previous methods by emphasizing the interconnectedness of knowledge, skills, values, and attitudes within a competency-based framework (Biggs, 1999). This approach highlights the importance of examining the capabilities developed through the interplay of these elements, rather than evaluating them in isolation.

The assessment strategies articulated in the curriculum framework align with the theory of planned behavior, which posits that individuals' actions are influenced by their attitudes, subjective norms, and perceived behavioral control (Ajzen, 1991). Key strategies include:

- **Multidimensional modes of assessment** that prioritize real-time evaluation.
- **Assessment for learning** and **assessment as learning**, which engage students actively in the learning process.
- **Observation, reflection-based, and process-based assessment**, allowing for continuous feedback.
- **Continuous assessment** practices that monitor progress over time.
- **Peer assessment** and **stakeholder assessment**, fostering a collaborative learning environment.
- The **use of technology** in assessment, such as educational apps, to enhance engagement.
- Consideration of knowledge, skills, and attitudes in assessment practices.
- Providing **positive feedback** to encourage learner growth and improvement (Glover & Law, 2006).

Overall, the evolving assessment framework aims to create a more holistic and integrated approach to evaluating student learning and development, ensuring that assessment practices align with the competency-based educational goals

## **Chapter 3**

### **Research Methodology**

Research methodology refers to a systematic approach for addressing a research topic. It serves as a framework and plan for gathering the necessary data for the study. According to Mishra and Alok (2020), research methodology "is the study of concentrating on how research is directed and led purposefully." This definition provides the theoretical foundation for selecting appropriate methods, rules, or best practices applicable to a given situation (Llgwenagu, 2016). This chapter will cover the key components of research design, data collection, and data analysis.

#### **3.1 Research Design**

This research utilized both qualitative and quantitative methods (Creswell & Plano Clark, 2018) to investigate how individual secondary school students in Bangladesh learn the English language differently and how differently, and how to address these differences effectively. The paper focuses on the various learning styles of secondary school students and explores the most effective ways for them to acquire proficiency in the English language.

#### **3.2 Participants**

The researcher distributed questionnaires to a total of 50 students from two different schools located in Chattogram, with 25 students participating from each school. Both male and female students were included in the survey. The researchers included both male and female students for getting diverse perspectives. As both gender thinking process are different; which ultimately help to come out more solutions regarding the issues.

The survey involved face-to-face interviews. The interview comprised 20 questions, with 12 questions designed according to the VARK learning style model and 8 questions based on the MBTI method. Only students in Class Six were interviewed.

The VARK learning styles is suitable for this research paper because it helps identify students' preferred learning style, and according to that to adapt teaching methods as the new curriculum of the English for Today book also included visual, auditory reading, writing and kinesthetic. By understanding the different ways in which students absorb and process information, teachers can create a more engaging and inclusive classroom environment, which is important in diverse classrooms with varying levels of ability and background. For example, in visual learning, teacher could use pictures to depict scenes or characters, helping students visualize the narrative.

In addition to the student interviews, the researcher also conducted interviews with three school teachers from the same schools. Furthermore, a Focus Group Discussion (FGD) was organized, involving 15 students divided into three groups, with each group consisting of 5 students.

### **3.3 Methods**

Data collection for this study involved a combination of quantitative and qualitative methods. A 20-point questionnaire was developed in MS Word and distributed to 50 secondary school students across two schools in Chattogram to assess their personality and learning styles. Additionally, a Focus Group Discussion (FGD) was conducted with 15 students from the questionnaire sample, divided into three groups of five. For qualitative data, the researcher interviewed three English teachers, recording their responses with consent to gain insights into their perspectives on student learning. Secondary data was also gathered through various



books, journals, and articles to understand further how individual students learn the English language.

### **3.3.1 Textbook Analysis:**

The new English textbook for Grade Six was analyzed using evaluation criteria from McDonough, Shaw, and Masuhara (2013) to assess the inclusion of various learning styles and strategies.

### **3.3.2 Student Survey Questionnaires:**

Two questionnaires were designed for students. The first contained 12 multiple-choice questions based on the VARK model, and the second included 8 questions from the MBTI method. Students were assured of confidentiality.

### **3.3.3 FGD with Students:**

Eight open ended questions were designed to conduct focus group discussion. The researcher conducted FGD to deep drive into the collected data.

### **3.3.4 Teacher Interviews:**

Three English teachers from secondary schools in Bangladesh were interviewed using seven open-ended questions. The interviews were recorded and noted with the teachers' consent, providing valuable insights.

## **3.4 Data Collection Procedure**

The researcher performed a textual analysis of the new English textbook for grade six, evaluating its content based on the criteria proposed by McDonough, Shaw, and Masuhara

(2013). This analysis aimed to assess the inclusion of diverse learning styles and strategies, ensuring that the curriculum effectively supports different student needs.

The researchers collected information from students and teachers after class hours to gather necessary information. They distributed the questionnaire in person to ensure clarity and encourage participation. Additionally, they organized a Focus Group Discussion (FGD) to facilitate deeper insights into students' learning experiences and conducted face-to-face interviews with three English teachers. By integrating these methods, the researchers aimed to obtain a comprehensive understanding of the English language learning process among students.

### **3.5 Data Analysis Process**

The researchers also conducted a textbook analysis to evaluate the integration of various learning styles, utilizing criteria proposed by McDonough, Shaw, and Mosahara (2013) to assess the presentation of activities, teaching principles, and assessment strategies. The researchers analyzed the collected data, which included responses from teacher interviews, student questionnaires, and Focus Group Discussions, using both qualitative and quantitative methods. For quantitative analysis, the researcher employed statistical techniques to interpret the questionnaire results. In contrast, qualitative analysis involved thematic coding of interviews and FGD transcripts to identify key themes and patterns.

### **3.6 Triangulation**

Triangulation is a technique to enhance the validity and trustworthiness of research findings by using multiple methods, data sources, theories, or investigators. It helps address biases from a single approach and provides a comprehensive explanation of complex human behavior. Applicable to both qualitative and quantitative research, triangulation ensures data

authenticity and comprehensive understanding, reducing potential biases (Indeed Editorial Team, 2024). In this research paper, triangulation methods were used. . Triangulation methods used to improve the validity and trustworthiness of research findings. In this research paper different methods were being used to find out the facts. More Specifically, Data triangulation methods were being used. In the data triangulation method, both genders participated .Moreover, Different contexts were also used as the FGD and teacher interviews happened in rural areas to get more information about how the teacher teaches the new curriculum of class 6 English.

### **3.7 Ethical Considerations**

The researcher prioritized ethical considerations throughout the research process. Before conducting interviews, they obtained consent from the teachers and secured approval from the school administration for both the survey and the Focus Group Discussion. They assured participants that their responses would remain confidential and would only be used for research purposes.

## Chapter 4

### Result and Discussion

#### 4.1 Presentation of results and analysis

I employ both quantitative and qualitative methods to present and analyze the data, offering a well-rounded understanding of the students' learning preferences and experiences. I will present data on several key areas, starting with findings from teachers' interviews, which summarize insights regarding their observations of students' learning preferences and the challenges they encounter in implementing the new English curriculum. Next, I will include findings from students' surveys, highlighting quantitative data on their preferred learning styles, engagement levels, and perceptions of the curriculum's effectiveness. I will also provide a thematic analysis of findings from focus group discussions, focusing on students' experiences with collaborative learning and the support they receive from teachers. Additionally, I will analyze findings from textbook analysis, assessing how well the textbooks align with curriculum objectives and their effectiveness in supporting varied learning preferences. This multifaceted approach will yield a comprehensive understanding of the interplay between learning preferences, personality traits, and educational challenges, ultimately guiding recommendations for curriculum improvement.

##### 4.1.1 Findings from Teachers' Interview

The researcher conducted interviews with three English language instructors from a school located in **Sandwip, Chattogram**. The researchers had chosen remote area like **Sandwip** because to find out the real scenario of Bangladesh remote area's as well as it is feasible for

the researcher. Before this, nobody in Bangladesh did research on English education system in remote area .

All three teachers are male and share insights based on their unique teaching styles and experiences, despite their busy schedules. They provided a range of real-world teaching scenarios and discussed various methods they implement in the classroom. For privacy concerns, Teacher 1, Teacher 2, and Teacher 3 are pseudonyms used in this report. Below are the transcripts from the interviews:

**Teacher1:**

"Teaching methods are more crucial than class content. I see that only a few learners engage in activities, which leads to consistent outcomes. Most students prefer listening and video content, while the less attentive ones tend to be kinesthetic learners. They enjoy group work and multiple-choice questions. The new curriculum emphasizes teacher-student rapport and gives learners more freedom of choice in activities and assessments."

**Teacher2:**

"I categorize students based on their abilities to address differences. Extroverts tend to participate more in activities, while many students prefer science fiction and story-oriented content. I adapt the textbook structure according to their needs."

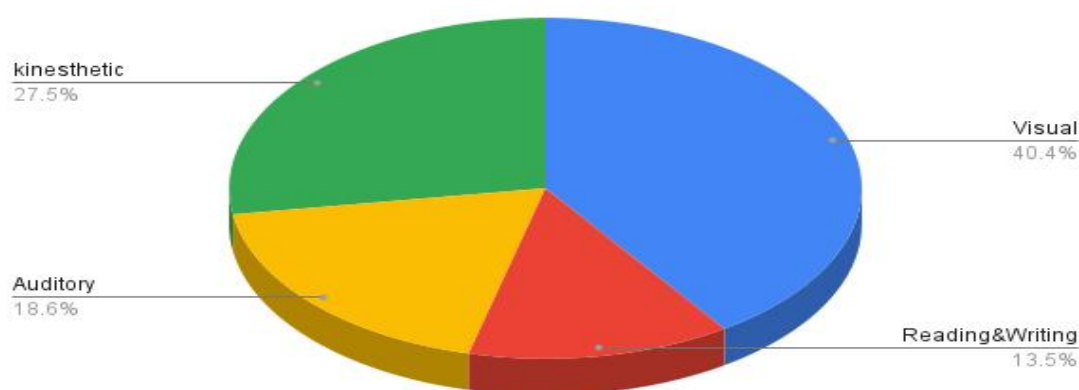
**Teacher3:**

"I encourage students to share their ideas through writing and speaking activities. To support introverted students, I mix different abilities in group work. They prefer group activities and role plays."

### 4.1.2 Findings from Students' Survey

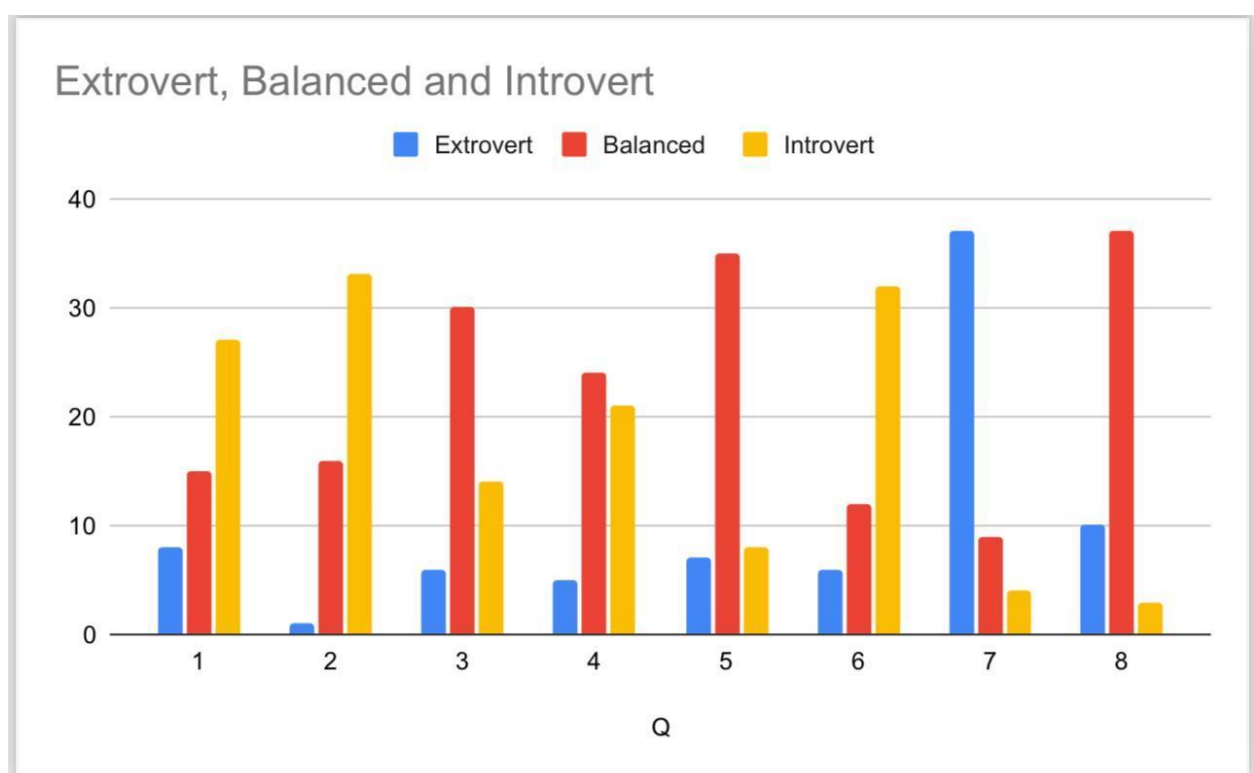
I collected surveys from a total of 50 students. Among these participants, there were 26 male students and 24 female students. All of the students came from a Bengali medium education background. The majority of the students were between 11 and 12 years old, and all were enrolled in Class Six, which is considered the secondary level of education in mainstream schools in Bangladesh. I provided each student with two questionnaires, each containing eight multiple-choice questions. The results of the survey are illustrated below:

**Figure 1: Student Preferences for Learning Methods in English Language Acquisition**



The pie chart illustrates that the majority of students favored visual methods for learning the English language. The different colors indicate the different learning methods of 50 students: Visual, Reading and Writing, Auditory, and Kinesthetic. 40% of the students preferred the visual method, while over half opted for kinesthetic learning. Approximately 19% favored auditory methods, and a small percentage, just above 13%, preferred reading and writing techniques among the 50 students surveyed.

**Figure 2: Student Personality Types and Their Learning Behaviors: Insights from the MBTI Method**



This bar chart illustrates the personalities of students as related to their language learning, based on the MBTI method, which facilitates self-assessment of personality. The vertical axis represents the number of students, while the horizontal axis categorizes them into three personality groups: Extrovert, Balanced, and Introvert.

1. Future Worries: Question 2 inquires whether students worry about future events. The results indicate that more than 30% of introverted students express concern about the

future, while only 15% of extroverted students share this worry. Balanced students constitute a small percentage in this category.

2. Problem Solving: Question 3 focuses on how students solve problems. The majority of balanced students prefer to address problems immediately, while less than 15% of introverted students do the same. Only about 5% of extroverted students solve problems right away.
3. Completing Sentences: In question 5, students were asked whether they like to complete others' sentences. Nearly 35% of extroverted students enjoy this activity, whereas the numbers for balanced and introverted students are relatively close.
4. Group Participation: Question 8 explores students' behavior in group situations, such as during group assignments. The majority of balanced students take charge of the team, while 10% of extroverted students participate as group members. In contrast, less than 5% of introverted students rarely engage in group work.

#### **4.1.3 Findings from Focus Group Discussion (FGD)**

I conducted a Focus Group Discussion (FGD) with 15 students divided into three groups, each consisting of 5 members, both male and female. I chose small groups to gain deeper insights into how students perceive the new curriculum and their learning preferences through this method. The focus groups were entitled A, B, and C to distinguish the discussions.

##### **A:**

During the first discussion, most students expressed a strong preference for group work. One student noted, *“Group work helps us make friends, share our thoughts freely, and express our opinions.”* Participants agreed that group activities improved their listening skills and overall learning experience. They preferred feedback from close classmates and favored



writing, reading, and visual aids in instruction. They enjoyed story-based content, but some felt that individual work limited their ability to express their opinions.

**B:**

In the second discussion, many students reiterated their preference for group work. One student commented, *“I like working individually sometimes because I can express my thoughts better.”* Most participants preferred visual instructions. Female learners asked more questions than males, and female students favored written exams, while males preferred multiple-choice questions (MCQs). A majority felt uncomfortable with peer feedback, stating, *“It feels uneasy to get feedback from classmates.”*

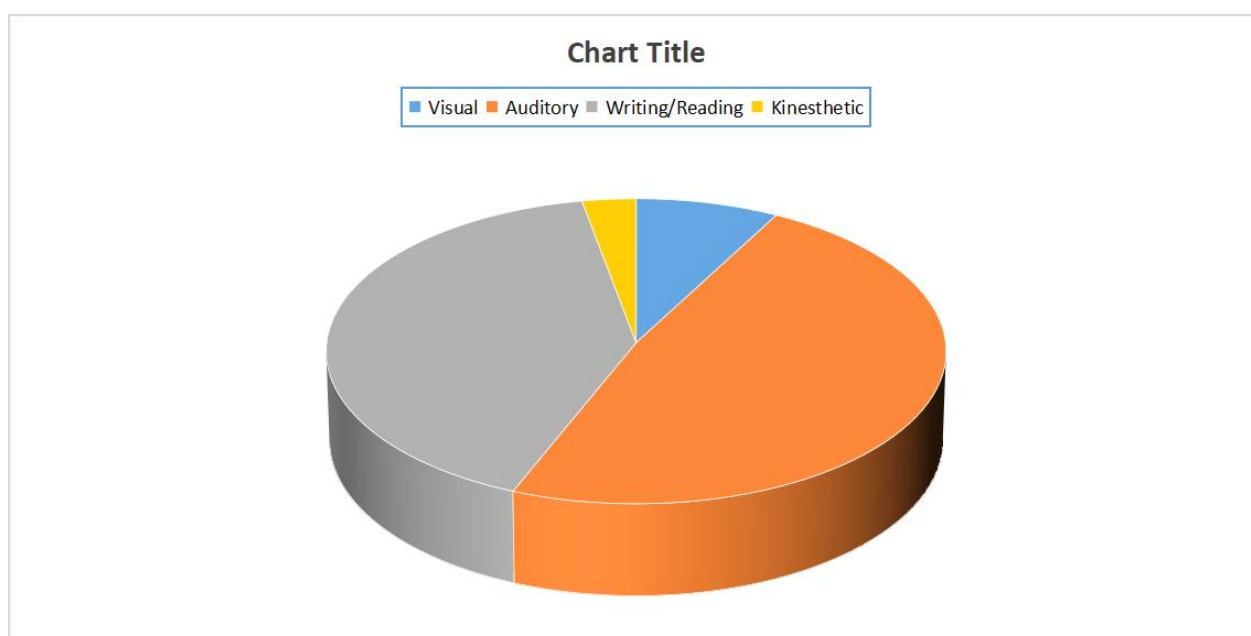
**C:**

In the final discussion, students again emphasized their preference for group work. One student remarked, *“We prefer being part of a group rather than leading it.”* Participants noted they learned better by listening to peers and favored writing activities to share their opinions. They wanted to ask questions at the end of class and preferred science fiction and story-based content, while some acknowledged limited participation in presentations. A few mentioned they enjoyed outings as part of their learning experience.

#### 4.1.4 Findings from textbook analysis

The sixth-grade English for Today book has eighteen chapters. Every chapter includes a variety of exercises, such as dialogues, descriptions of images, a list of formal and informal expressions, and question-answer activities. The most crucial aspect is that each chapter concludes with a grammar explanation, which aids pupils in creating various sentence structures.

**Figure 3: Distribution of Learning Styles in the Grade Six English Textbook**



I obtained the findings on learning styles from the English textbook for grade six through a detailed analysis of the content. I reviewed the textbook systematically, focusing on the various types of activities and instructional methods included.

1. **Kinesthetic Learning Style:** The analysis revealed that the textbook dedicates a substantial portion of its content to hands-on activities, indicating a strong emphasis on kinesthetic learning. This is reflected in the largest section of the pie chart, showing that many exercises require physical movement or interactive participation.
2. **Visual Learning Style:** I noted the inclusion of visual aids such as images, diagrams, and charts throughout the textbook. These elements help visual learners better grasp the material, which is represented by a significant section of the pie chart.
3. **Auditory Learning Style:** The presence of listening activities, discussions, and oral instructions highlighted the textbook's consideration for auditory learners. This is evident in the blue section of the pie chart, signifying that the textbook supports students who learn best through auditory methods.
4. **Writing/Reading Learning Style:** Finally, I observed that there is comparatively less emphasis on reading and writing activities, as indicated by the smallest section of the pie chart. This suggests that the textbook does not prioritize these activities as much as the others.

This analysis allowed me to categorize the learning styles based on the content of the textbook, resulting in the visual representation found in the pie chart.

## 4.2 Triangulation of Data

The content analysis reveals that the English textbook for grade six emphasizes Kinesthetic and Visual learning styles while placing relatively less focus on Writing/Reading. This insight highlights the need for the textbook to better address diverse learning needs and suggests areas for improvement (McDonough, Shaw, & Masuhara, 2013).

The findings make clear that personality significantly influences English language performance among secondary school students in Bangladesh. The new curriculum for class six has not yielded fruitful results due to a lack of training for teachers on new instructional activities designed for varying personality types (Dörnyei, 2005). Additionally, many parents struggle to understand the new curriculum and often express a preference for traditional methods, such as reading, writing, homework, midterms, and final examinations, which they find more engaging.

Teacher interviews indicated a demand for active teaching methods that engage all types of learners. However, the lack of equal training among teachers hampers their ability to implement diverse instructional strategies effectively, resulting in subpar English language outcomes (Richards & Rodgers, 2014). While instructors do encourage student expression through speaking and writing assignments, they often fail to utilize effective group and pair activities tailored to meet the needs of introverted learners. Notably, students express a strong preference for group activities and role-playing as methods of learning (Johnson & Johnson, 2014).

Survey results indicate that a majority of students favor Visual learning strategies for acquiring the English language, as these methods help them contextualize the usage of target vocabulary. Interestingly, balanced learners tend to outperform both extroverted and introverted peers, although extroverts are more inclined to participate actively in class discussions. In contrast, introverted learners prefer activities that involve listening, interpreting, problem-solving, and writing (Cohen, 1998).

Focus Group Discussions revealed two distinct types of students: those who favor group work and those who prefer solo endeavors. Students in the first group appreciate peer feedback from specific classmates, believing that group dynamics enhance their English

language practice. Conversely, the second group prefers to work independently and seeks feedback solely from the teacher, as they believe they learn best in isolation. Despite their differing preferences, both groups favor visual learning techniques.

Moreover, students generally prefer listening and writing over speaking, with female learners often asking more questions than male students. Female students also express a preference for written exams and activities, while males gravitate toward multiple-choice questions (Baker & Westrup, 2003). A majority of students, however, report discomfort with peer feedback.

Nevertheless, the availability of visual aids remains limited, with many schools lacking projectors to display relevant content. This deficiency results in a significant absence of listening and visual activities. Additionally, students expressed frustration at not having the freedom to form their own groups or pairs for class activities, which diminishes their engagement and ownership of the learning process. Activities outlined in the textbook are frequently overlooked by teachers, and many students experience anxiety during role-play and presentation activities. Furthermore, there is a clear inclination among students for traditional exams that prioritize written tasks over innovative assessment methods (Gibbs, 2010).

In summary, while the English textbook aims to address various learning styles, significant gaps remain in its practical application within the classroom, compounded by teacher training limitations and a lack of supportive learning environments.

### **4.3 Discussion**

This study explored the learning preferences and experiences of secondary school students in Bangladesh within the context of the newly implemented English curriculum for grade six. The findings indicate a significant emphasis on Kinesthetic and Visual learning styles in the curriculum, highlighting the need for diverse instructional strategies to cater to different

learner preferences. Students exhibited a strong preference for group work, indicating that collaborative learning environments enhance their engagement and language acquisition.

However, the research revealed critical gaps in the curriculum's practical application, particularly due to insufficient training for teachers in employing innovative teaching methods and addressing the diverse needs of their students. Moreover, parental understanding of the new curriculum remains limited, often resulting in a preference for traditional assessment methods, which do not align with contemporary educational approaches. The Focus Group Discussions and surveys underscored the importance of personality in shaping students' learning preferences, with balanced learners showing greater proficiency compared to their extroverted and introverted peers. Additionally, while visual aids are recognized as beneficial, their availability in schools is severely lacking, restricting the effectiveness of the instructional methods employed.

In summary, this study emphasizes the necessity for ongoing teacher training, enhanced parental engagement, and the incorporation of more active and varied teaching strategies to improve English language outcomes for students in Bangladesh. Addressing these challenges will not only foster a more inclusive and effective learning environment but will also better prepare students for future academic and personal success in an increasingly interconnected world. Future research should consider a broader sample size and explore the long-term impacts of the new curriculum on student performance to draw more comprehensive conclusions.

## **Chapter 5:**

### **Summary and Conclusion**

#### **5.1 Summary**

The findings of this study reveal significant insights into the learning preferences and experiences of secondary school students in Bangladesh, particularly in relation to the newly implemented English curriculum for grade six. Content analysis of the English textbook shows an emphasis on kinesthetic and visual learning styles while neglecting writing and reading, indicating a need for improvement to accommodate diverse learning needs. The study also highlights the influence of personality traits on English language performance, noting that balanced learners outperform both extroverted and introverted peers. However, the effectiveness of the curriculum is compromised by inadequate teacher training and limited parental understanding, leading to a preference for traditional assessment methods over innovative approaches.

Teachers express a demand for active teaching methods that engage all learners, but disparities in training hinder their ability to implement diverse instructional strategies. Students show a strong preference for group work and role-playing, which enhances their engagement and language acquisition. Despite this, many report discomfort with peer

feedback and a lack of visual aids, such as projectors, which limits the effectiveness of instructional methods. Additionally, students prefer listening and writing activities over speaking, with female learners often participating more actively than their male counterparts.

Overall, the study underscores the necessity for ongoing teacher training, improved parental engagement, and the incorporation of varied teaching strategies to enhance English language outcomes in Bangladesh. Addressing these challenges will create a more inclusive and effective learning environment, better preparing students for future academic and personal success. Future research should expand the sample size and investigate the long-term impacts of the new curriculum on student performance to draw more comprehensive conclusions.

## **5.2 Conclusion**

The English language plays a crucial role in providing access to various forms of communication, higher education, and workforce opportunities in Bangladesh. Recognizing this, the government has mandated English instruction from grades one through twelve, particularly emphasizing competency-based learning in classes six to eight within the National Curriculum Framework. However, the implementation of this framework has not yet benefited all secondary school students equally, largely due to the diverse personalities and learning styles among students.

It is essential to acknowledge that different students learn in distinct ways. For example, extroverted students may thrive in collaborative environments, sharing ideas and experiences, while introverted learners might excel through reading, listening, and reflective writing. Consequently, it is critical to create an inclusive educational atmosphere that encourages all students to participate without the fear of making mistakes.



### 5.3 Recommendation

Our educational institutions can create a more inclusive and effective English language learning experience that addresses the diverse needs of students and also prepares them for success in an increasingly interconnected world by applying these recommendations:

1. **Teacher Training:** Provide specialized training on differentiated instructional strategies to cater to various learning styles and personalities.
2. **Recruitment of Additional Tutors:** Hire more tutors to offer personalized support, allowing students to address specific weaknesses.
3. **Enhancement of Learning Materials:** Enrich educational resources with visual, auditory, and kinesthetic aids to accommodate diverse learning preferences.
4. **Encouragement of Peer Learning:** Create structured opportunities for peer feedback and collaboration to build confidence and facilitate social learning.
5. **Promotion of an Open Learning Environment:** Foster an atmosphere that values making mistakes as part of the learning process, emphasizing communication over perfection.

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## **Appendix A**

### **Questionnaire for Learning Style Survey**

01. When I study alone, I remember things better.

- A) Strongly agree
- B) Agree
- C) Disagree
- D) Strongly disagree

02. In class, I work better when I work alone.

- A) Strongly agree
- B) Agree
- C) Disagree
- D) Strongly disagree

03) I prefer working on homework by myself.

- A) Strongly agree
- B) Agree
- C) Disagree
- D) Strongly disagree

04) I learn better by reading what the teacher writes on the chalkboard.

- A) Strongly agree
- B) Agree
- C) Disagree
- D) Strongly disagree

05. When I read instructions, I remember them better.

- A) Strongly agree

- B) Agree
- C) Disagree
- D) Strongly disagree

06) I learn better by reading than by listening to someone.

- A) Strongly agree
- B) Agree
- C) Disagree
- D) Strongly disagree

07) I learn more by reading textbooks than by listening to lectures.

- A) Strongly agree
- B) Agree
- C) Disagree
- D) Strongly disagree

08) When the teacher tells me the instructions, I understand better

- A) Strongly agree
- B) Agree
- C) Disagree
- D) Strongly disagree

09) I learn better in class when I listen to someone.

- A) Strongly agree
- B) Agree
- C) Disagree
- D) Strongly disagree

10) I learn more when I make something for classwork.

- A) Strongly agree

- B) Agree
- C) Disagree
- D) Strongly disagree

11) I learn best in class when I can participate in related activities.

- A) Strongly agree
- B) Agree
- C) Disagree
- D) Strongly disagree

12) I enjoy working on an assignment with two or three classmates.

- A) Strongly agree
- B) Agree
- C) Disagree
- D) Strongly disagree

## Appendix B

### Questionnaire for MBTI Survey (Myers-Briggs Type Indicator)

1. Compared with other students, how quickly do you usually complete your class assignments?
  - a. I usually finish before everyone else
  - b. I finish faster than most of my classmates
  - c. I finish right on time
2. How often do you worry about future events?
  - a. Never
  - b. Sometimes
  - c. Constantly
3. When you face an unfamiliar problem, what do you usually do?
  - a. Address the problem immediately
  - b. Sit back and let things work out for themselves
  - c. Think about what to do and then take action
4. Has anyone ever told you that you talk too much?
  - a. Yes, often
  - b. A couple of times
  - c. No, never
5. How often do you finish other people's sentences because they speak too slowly?
  - a. Frequently
  - b. A couple of times
  - c. Almost never
6. When you are playing a game, how important is it for you to win?
  - a. Never important

- b. Sometimes important
  - c. Very important
7. When you have free time, what would you prefer to do?
- a. Hang out with friends
  - b. Watch TV
  - c. Sleep
8. When you are in a group situation (like completing a group assignment), how do you usually act?
- a. I take charge
  - b. I act as a team player
  - c. I rarely participate

## Appendix C

### **Questions for FGD:**

1. What types of class activities do you like most? Why?
2. Why do you like to listen the answer of a question/response from your classmate?
3. How do you learn better? Why do you think you learn better when you participate in the related activities?
4. What kinds of reading / listening content do you like most? why?
5. When and why do you ask questions in the classroom?
6. Would like to get peer-feedback in classroom? Why?
7. Do you also learn sometimes by yourselves? How and why do you think you learn better by yourself?
8. Do you like to work in a group? In group work, why do you take charge of/act as a team player?
9. What kinds of test/ assessment do you like most? Why?
10. What comes in your mind when you participate in a group / pair activity or share your thoughts in front the class?

## Appendix D

### **Teacher interview questions:**

1. How familiar are you with the concept of learner's differences and learning styles?
- 2) How do you think learner's differences and learning styles affect the learning outcomes and experiences of students in English?
- 3) How aware are you of the new English curriculum and textbooks that have been introduced in secondary in schools in Bangladesh? What are some of the main features or changes that you have noticed or leaned about them?
- 4) How do you think the new English curriculum and textbooks address learner's differences and learning styles? What are some activities that they use or suggest in this regard?
- 5) What are some of the diverticulitis that you face in implementing learner's differences and learning styles in the new English curriculum and textbooks? How do you overcome or cope with them?
- 6) What are some of the advantages or disadvantages that you perceive or experience from implementing learner's differences and learning styles in the new English curriculum and textbooks? How do you evaluate them?