

English Teachers' Perspectives on the Implementation of Revised National English Curriculum 2021 in Grade 6.

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A thesis submitted to the BRAC Institute of Educational Development in partial fulfillment of
the requirements for the degree of
Master of Education in Educational Leadership & School Improvement

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Declaration

This is to declare that:

1. This research work titled “English Teachers' Perspectives on the Implementation of Revised National English Curriculum 2021 in Grade 6” is my original work, submitted for the completion of my educational credential at BRAC University.
2. This research paper does not encompass any content that has been previously published or authored by someone else, unless appropriately referenced.
3. This research paper does not include any content that has been previously approved or presented to the University or any other institution for any other degree or diploma.
4. I have duly credited all significant references that assisted in this research.

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Ethics Statement

The following efforts were made to secure the integrity and ethical standards of the study. An informed consent process was followed to safeguard the confidentiality of the research participants. The consent form was formulated to include the purpose of the study, the absence of any risk, assurance of confidentiality, the right to withdraw from the interview at any time, the absence of personal gain, and voluntary participation in the study (Johnson & Christensen, 2004).

Confidentiality is given the highest priority in data protection. To ensure this, the collected data is stored securely in mobile devices and hard copies. Full respect is shown to the personal opinions and beliefs of the participants during data storage and analysis.

During data collection, it was clearly explained to the participants that their participation in this study was completely voluntary, and they were free to discontinue their participation in the study whenever they wished. No pressure was put on the participants.

Ethical principles were followed in data collection and storage. The collected data was properly transcribed and stored securely. The participants' identities were safeguarded completely confidential, and their opinions and personal beliefs were respected.

These steps ensured the quality of the research data and results while maintaining the ethical standards of the research.

Abstract

This study assessed the process, challenges, and impact of implementing the revised National English Curriculum 2021 in secondary education in Bangladesh. This study focused on exploring teachers' experiences, teaching methods, classroom activities, assessment processes, and student participation. Data was collected through a qualitative approach, which included classroom observations in three secondary schools, interviews with teachers and master trainers, and analysis of related policies.

The study found that teachers' reactions to the revised curriculum were mixed. While many teachers praised the learner-centered approach, lack of training and materials, time constraints, and students' weakness in English were identified as major challenges. Teachers also faced difficulties in ensuring active participation of students in the classroom and implementing new assessment methods.

The study recommends improving training and resources, allocating sufficient time in implementation plans and diversifying classroom activities to make the method of carrying out the revised curriculum more effective. At the same time, emphasis is placed on adopting long-term plans to enhance teachers' professional development and increase student engagement.

The results of this study highlight the benefits and limitations of the 2021 Revised National English Curriculum and provide effective guidance for future curriculum development.

Keywords: English Curriculum Implementation; Teacher Perspectives; Revised National Curriculum 2021; English Language Teaching (ELT); Curriculum Reform; Bangladesh Education System

Dedication

I dedicate this research to my parents, teachers, and friends, whose continuous support, love, and motivation have always motivated me to move forward. I am deeply grateful to them, who have stood by me at every step of my life and helped me achieve my goals.

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Figure 1: Kolb's Learning Cycle with Revised English Curriculum Approach

Table 1: Brief Overview of the Participants

List of Acronyms

ATEO: Assistant Thana Education Officer

CBL: Competency-Based Learning

CF: Curriculum Framework

ESL: English as a Second Language:

ICT: Information and Communication Technology

NCTB: National Curriculum and Textbook Board

NGO: Non-Governmental Organization

PD: Professional Development

SDG: Sustainable Development Goal

TESOL: Teaching English to Speakers of Other Languages

TLE: Teaching and Learning Environment

UNDP: United Nations Development Programme

URC: Upazila Resource Centre

Chapter 1

Introduction and Background of the Study

1.1 Introduction

The education system in Bangladesh is currently undergoing through a major transformation. The revised national curriculum, formulated in 2021, has added a new perspective to the education system, which emphasizes competency-based and learner-centered approaches instead of test-oriented learning. This curriculum emphasizes skills and experiential learning based on real-life needs of students instead of memorization. It aims to help students acquire knowledge and skills that will help them make positive contributions to their personal, professional, and social lives (Islam, 2022).

The government has introduced a range of initiatives to bring various changes in the educational framework to fulfill the demands of the contemporary era. However, the biggest challenge of this transformation is the readiness of teachers and their ability to implement the new curriculum. Research has shown that properly preparing teachers, increasing their professional skills, and adapting to new approaches play a very important role in implementing the revised curriculum (Fullan, 2007; Ingersoll and Strong, 2011).

The new national curriculum of 2021 emphasizes four basic skills of students: listening, reading, writing, and speaking. However, in a multilingual society like Bangladesh, where most teachers are non-native speakers of English, adapting to this new curriculum is a major challenge for many teachers. Teachers often feel unprepared and struggle to manage classes in the new way. In particular, the concept of activity-based teaching is new to many teachers, which creates uncertainty among them (Islam, 2023).

This research sought to investigate the perspectives and experiences of sixth grade English teachers. Specifically, this study explored how teachers implement the curriculum and what challenges they are facing in this process. By analyzing teachers' experiences, opinions, and the problems they face, this study aims to present a realistic picture of the implementation of the revised curriculum.

There have been several previous studies on this topic, where the importance of curriculum change, and its potential impact have been discussed. For example, Islam's (2022) study emphasizes the effectiveness of the new curriculum and the preparation of teachers. However, this study adds a new perspective by exploring teachers' perspectives and real problems in more depth based on previous studies.

The current study attempts to find a new path through teachers' experiences and perspectives. It will not only identify teachers' problems but also find effective solutions to these problems.

Where quality improvement is an ongoing process in the education system of Bangladesh, this study will provide an important guideline for the effective implementation of the revised curriculum. The results of the study can contribute to the development of teachers' professional skills and provide policymakers with new insights into the curriculum formulation and implementation process.

Through the proper execution of the revised curriculum, students' learning process will improve and they will become more skilled and prepared for real life. The study will play an important role in the overall development of the education system and in increasing the acceptance and effectiveness of the new curriculum.

1.2 Research Topic

Perspectives of English Teachers on Revised National English Curriculum 2021

Among the ongoing reforms in the education sector of Bangladesh, the Revised National Curriculum, formulated in 2021, holds special significance. This curriculum aims to move students away from rote memorization and improve their knowledge and skills through skill-based and activity-based learning. This change in the Grade 6 English curriculum places special emphasis on students' listening, reading, writing, and speaking skills. However, adequate research on the process of implementing this revised curriculum and their perspectives on it is still limited.

The primary goal of this research is to analyze the experiences, opinions, and challenges of Grade 6 English teachers in implementing the Revised National English Curriculum. By understanding the perspectives of teachers, it will be known how they view the new curriculum and what kind of obstacles they face in implementing it.

This study will help identify existing problems and possibilities in implementing the curriculum. Simultaneously, it will provide policymakers, educators, and researchers with useful information that can play a role in curriculum development and implementation in the future.

Research Title

English Teachers' Perspectives on the Implementation of Revised National English Curriculum 2021 in Grade 6.

1.3 Statement of the Problem

Studies on the outcomes of curriculum innovation indicate a large gap within the aims of curriculum designers and those implementing them (Orafi & Borg, 2009; Humphries & Burns, 2015; Rahman et al., 2018). The main challenge is how teachers implement it in the classroom (Fullan, 2007; Borg, 2006). In particular, understanding the beliefs and perceptions of teachers in non-native English-speaking contexts is crucial during curriculum reform (Orafi & Borg, 2009), where teachers struggle to adapt new features to their teaching processes.

In the context of the formulation of the National Curriculum 2021, secondary level English teachers in Bangladesh are facing uncertainty and anxiety about implementing new teaching methods in the classroom (Islam, 2023). Since English is not their mother tongue, teachers have linguistic limitations, which has added to their anxiety in adapting to the new methodological approach. The introduction of the National Curriculum 2021 has particularly created confusion and anxiety among the teaching community (Rahman, 2024).

The new curriculum is being implemented in a phased manner-starting with grades 6 and 7 in 2023 and expanding to higher grades in subsequent years (NCTB, 2021). The higher competencies for students for grade 6 include acquiring relevant communication skills, using relevant vocabulary and expressions, participating in democratic communication, and understanding literary texts using relevant sources (NCTB, 2021).

These changes are significant, and classroom observation is very important to address the challenges posed by the transition to new teaching methods. It will provide teachers with support in navigating this transformative educational context. Therefore, this study focuses on identifying the challenges of implementing the revised English curriculum for grade 6. Based on a review of

existing literature, the purpose of this study is to conduct a qualitative investigation to understand the complexities of curriculum implementation and to capture teachers' experiences and perspectives.

1.4 Research Questions

Research suggests that curriculum implementation is a complex process influenced by various factors including teacher attitudes, preparation, and contextual challenges (Marion, 2020; Muneja, 2015). Understanding the challenges teachers face during the implementation process is crucial for informed decision-making, policy formulation, and the design of targeted support systems (Johnson & Johnson, 2009). Therefore, the study aims to explore the following research questions:

1. How do the English teachers view the revised national English curriculum 2021?
2. How far the English teacher is implementing the revised national English curriculum 2021 in grade 6?
3. What challenges do the English teachers face implementing the revised national English curriculum 2021?

1.5 Purpose of the Study

This study analyzed the perspectives of English teachers on the implementation of the Revised National English Curriculum 2021 for Grade 6. By assessing the experiences and perspectives of teachers in secondary schools in Cox's Bazar, Chittagong, it was found out how they adapted to the new system and what kind of impact the revised curriculum has had on the teaching method in the classroom.

In addition, this study identified and analyzed the challenges faced by Grade 6 English teachers during the implementation of the revised curriculum. How these challenges have affected the professionalism and teaching process of teachers has been determined.

The results of the study provide important guidelines for the development of the teaching process within the framework of the Revised National English Curriculum 2021. It can play a helpful role in taking effective steps in the field of education for relevant policymakers, teachers and other stakeholders.

1.6 Significance of the Study

The implementation of the revised National English Curriculum 2021 is considered an important milestone in the education sector of Bangladesh. The curriculum emphasizes competency-based approaches and is aligned with the 21st Century Skills and Sustainable Development Goals (SDGs). It is based on effective teaching strategies rather than rote learning, which can meet the needs of the Fourth Industrial Revolution and “Vision 2041”. However, while the role of teachers in its implementation is crucial, there is a lack of proper research on their experiences and perspectives. This study will help fill that gap.

The results of this study can significantly contribute to the effective implementation of the curriculum. For example, Kirkpatrick and Zhang (2011) noted that implementing competency-based approaches requires a systematic change in traditional teaching methods. This poses a major challenge for teachers, as it requires active participation of students and the adoption of innovative strategies. Similarly, Muneja (2015) noted that lack of training and resources can hinder teachers’ capacity building.

This study will identify teachers’ experiences and challenges and provide guidance for developing teaching strategies and training. For example, Zubayri et al. (2021) noted the lack of data to assess the impact of teaching on a long-term basis in their study. This study will fill that gap and provide new information for future research.

The results of the study will also contribute to policy formulation. The information obtained from this study will be useful in assessing the success of the implementation of the revised curriculum and determining the need for training. It will help policymakers to adopt effective planning and develop teaching strategies.

Finally, this study will make an important contribution to the education sector. By highlighting teachers’ perspectives and implementation experiences, it will provide an effective guideline for the successful implementation of the revised curriculum. In addition, it will lay the groundwork for improving the quality of education and future research.

Chapter 2

Literature Review and Conceptual Framework

This chapter presents a comprehensive review of the literature relevant to the study titled “English Teachers' Perspectives on the Implementation of Revised National English Curriculum 2021 in Grade 6.” The review begins with an exploration of the definitions and concepts pertinent to the study, subsequently, a review of the context and background of the revised national English curriculum introduced in 2021. Subsequently, it delves into the background of English teachers in secondary education in Bangladesh and other relevant themes. Throughout the review, emphasis is placed on understanding the perceptions, challenges, and implementation strategies associated with the revised curriculum.

2.1 Definition and Concept of Related Terms

2.1.1 Curriculum

The word curriculum is derived from the Latin word for "course of action", which is a formal document that clarifies the content of a particular subject or course and what will be taught within the time and environment set for teaching the content. Humphries and Burns (2015) mentioned in their study that curriculum determines the objectives, goals and learning process of education. It is a systematic process that acts as a guide for the teacher, which helps in creating the desired learning experience for the students.

Curriculum not only determines the content, but it is also a document related to the objectives of education and the methods and projects of teachers, which create opportunities for students to learn. For example, according to the education system of Bangladesh, the national curriculum is not only rich in content but also creates opportunities for students to learn in different social and cultural contexts.

2.1.2 Curriculum Implementation

The implementation of the curriculum is the effective implementation of its content. Richards (2003) said that the curriculum is generally the content of the subject, and the sequence or order

designed to teach it. It provides guidelines for teachers, giving them guidance on what content is being delivered and the methods used to deliver it.

Curriculum implementation is the process that helps to translate the learning objectives into reality. The effectiveness or shortcomings of a curriculum is determined at this stage. Fullan and Hargreaves (1992) claimed in their study that curriculum implementation is a crucial stage where the involvement of the teacher has a decisive contribution. In the school classroom, teachers primarily act as the actual implementers of the curriculum; their responsibility is to effectively deliver it to the students.

2.1.3 Teaching Methods in English Curriculum

Regarding the research on English teaching methods, Smith and Johnson (2005) shed light on the changing environment of English teaching methods. They showed how teachers should change their teaching methods according to the needs of different students. Johnson's research specifically discusses the effectiveness of student-centered approaches, which ensure students' proactive role in their learning journey.

Smith noted that an important issue in education today is how teachers adapt their teaching methods to the needs and environment of students. This is even more important in English education, because different students learn at different speeds and in different ways.

2.1.4 Pedagogical Approaches in English Education

In English education, students' learning process is significantly influenced by pedagogical approaches. Johnson (1981) stated in his study that by adopting student-centered pedagogy, a more participatory and interesting environment can be created in the classroom. This is helpful in enhancing students' learning experience and in building their confidence and interest in active participation in the classroom.

Furthermore, Brown (2007) stated in his study that to increase students' language proficiency, hands-on learning and collaborative activities are very effective. Through this, students not only learn the content, but also increase their language skills, comprehension, and ability to retain ideas. Therefore, pedagogical methods play an important role in English teaching, which makes students' comprehension, participation, and learning process more creative.

2.2 Context and Background of the Revised National English Curriculum 2021

The effort to develop an integrated and modern curriculum in the education system of Bangladesh has been underway since independence. The main goal of this effort is to enrich the knowledge, skills and values of students by providing quality education. The Qudrat-e-Khuda Education Commission, formed in 1974 immediately after independence, emphasized the importance of establishing a balance between science, technology and humanities in the education system. In line with this, initiatives for curriculum reform and development have been taken at various times. The National Curriculum Framework 2021 is a groundbreaking step in this direction, which has been formulated with the aim of improving students' skills for the 21st century (NCTB, 2021; Kabir, 2020).

The trend of change in the global education system has had an impact on curriculum reform in Bangladesh. In the era of the Fourth Industrial Revolution, the rapid advancement of technology, artificial intelligence and globalization has brought about major changes in the traditional structure of employment (World Economic Forum, 2020). At the same time, the need for students to build their ability to think critically, and solve problems and innovative skills, problem-solving, and innovative skills to address challenges on a global scale, such as environmental change, poverty, and health crises is increasing. The traditional rote-based and test-oriented approach of Bangladesh's education system is not able to adapt to these new needs of students. As a result, there is a need to develop a competency-based and participatory education framework (Rahman et al., 2018).

English language proficiency is particularly important for Bangladeshi students, as it is a key factor in achieving competitive skills in international communication, higher education, and the workplace. However, English education in the Bangladeshi context faces several challenges. Although most English educators undergo pre-service training as part of their professional growth and continuous training opportunities are limited. Large classrooms, inadequate teaching materials, and the linguistic diversity of students compound this challenge (Hamid & Baldauf, 2008; Mahbub, 2018).

The Revised English Curriculum 2021 is designed to address these challenges. This curriculum places a special focus on enhancing students' four language skills of listening, speaking, reading and writing. In addition, the curriculum incorporates critical thinking, innovative skills, and a teaching methodology that is adaptable to real-life needs. It encourages participatory teaching techniques and the use of modern technology, which can make the learning experience of students more effective and enjoyable.

However, for the effective implementation of this curriculum, it is very important to ensure adequate training, required resources along with continuous training prospects for teachers. This initiative can be successful only by ensuring the active participation and support of policymakers, teachers, and the community in implementing the curriculum. This will not only improve students' English language skills but also pave the way for building a modern and skilled human resource at the national level.

2.3 Revised National English Curriculum 2021

The revised National English Curriculum, formulated in 2021, is an important step in improving the quality of English education in Bangladesh. The main objective of this curriculum is to enhance students' language skills, especially communication skills or "communicative competence". Through it, the four basic skills of the English language—reading, writing, listening, and speaking—are taught in an integrated manner. The curriculum adopts a learner-centered approach, through which students can learn at their own pace and are able to learn English through activities related to their daily lives through task-based learning.

The curriculum incorporates modern teaching techniques, such as the use of multimedia technology, which makes the learning process more engaging and effective. Special emphasis is placed on developing critical thinking, creativity, and digital literacy among students, which will prepare them to meet the challenges of the 21st century.

In addition, the curriculum emphasizes global citizenship, values, and a sense of social responsibility, so that students can play a positive role in society. In addition, it also considers training for teachers and the management of necessary teaching materials, which will help ensure effective implementation of the curriculum. More training, materials, and support are needed to implement it in various educational institutions and schools in Bangladesh.

2.4 Methodology for Implementing the Revised English Curriculum 2021

The implementation of the Revised English Curriculum 2021 is a complex and multi-layered process, which requires in-depth consideration of not only the curriculum content and guidelines, but also the various levels of preparation and process related to its implementation. First, it is very crucial for educators to be aware of the theoretical and practical aspects of the curriculum, because when they use new techniques and methods, they need to be prepared to benefit from them (Rahman, 2022). This is a continuous process, which first requires teacher training, then implementing the curriculum through the application of the right materials and effective methods in the classroom. When teachers incorporate new methods and techniques in their teaching, it becomes more effective and beneficial for students. However, teachers can only successfully implement the curriculum when they are provided with adequate training and materials.

In addition, the classroom environment is also important for successful implementation. The use of modern technologies in the classroom, such as multimedia, digital materials and digital platforms, can contribute to enhancing the quality of education (Hossain, 2021). The training and support systems that teachers need to have in the curriculum implementation process should be clearly defined. Research has shown that when educators receive appropriate training and support infrastructure, it helps students improve their English skills when they are able to implement the new curriculum in the classroom.

2.5 Comparison of the Previous English Curriculum and the Revised Curriculum 2021

The English education system in Bangladesh has undergone significant changes over the years. The previous English curriculum was largely teacher-dependent, where efforts were mainly made to teach English to students through books. Textbooks were one-sided, meaning there was little opportunity for active participation by students, and the teachers' job was to present the content. The role of teachers in this framework was one-sided, which often failed to generate interest among students (Ali & Ahmed, 2020).

However, the Revised English Curriculum 2021 has brought about major changes. The new curriculum emphasizes creativity, critical thinking, and a student-centered approach to learning. It is an activity-based approach that creates opportunities for students to actively learn English (Ali

& Ahmed, 2020). The curriculum has encouraged the use of multimedia and modern technology to make it attractive to students, so that students can learn English not only through books, but also through videos, audios, and other digital media.

In comparison, the main difference between the revised curriculum and the previous curriculum is the opportunity for active participation of students and the use of various learning strategies such as group work, project-based learning, and dealing with real-life situations. Students are now able to apply the English language to real-life situations instead of learning it only from books.

2.6 Teacher-Student Relationship and Its Impact on Curriculum Implementation

For the successful implementation of the curriculum, it is very important to build a healthy relationship between teachers and students. If teachers can gain the trust of students and are empathetic in advising them, students will embrace their learning experience more effectively. The bond between teachers and their pupils, which is conducive to effective communication and collaboration in the classroom, plays a crucial role in the successful implementation of the curriculum.

In addition, if teachers are provided with more materials and training to support the development of critical thinking and creativity, students will be able to learn English successfully in most cases.

2.7 Effects of Curriculum Changes on Teacher Practices

The impact of curriculum change on teacher practices is crucial for understanding the dynamics of educational innovation. Garcia et. Al., (2019) have noted that curriculum change usually requires adjustments in teacher practices. According to Garcia's research, teachers typically go through a process of adaptation, where their methods and teaching strategies need appropriate support and professional development to align with the new curriculum.

According to Garcia, during curriculum changes, teachers not only become familiar with new content, but also have to adopt new perspectives on their methodological skills and effective teaching strategies in the classroom. This adaptation process can be a challenge for teaching professionals as well as an opportunity to enhance their professional skills. Therefore, if teachers

do not receive appropriate support during curriculum change, their methodological changes are likely to be poorly implemented.

In addition, the importance of pedagogical educator training and continuous skill enhancement to cope with the impact of this change is immense. Without improved training and appropriate professional support, teachers will not be able to keep up with curriculum changes, which can negatively impact their teaching practices. In the current era, such professional development and support processes have become essential for the improvement of teacher-centered approaches (Garcia, 2019).

Thus, curriculum change not only brings about changes in teaching methods and strategies, but it can also impact the organizational structure and assessment processes of the teaching profession, which can be important for enhancing the quality of student learning.

2.8 Role of Teacher Training in Implementing New Curricula

The seamless deployment of a revised curriculum relies heavily on the preparation and support provided to teachers, who are central figures in the educational landscape (Borg, 2006; Fullan, 2007). Teachers are not only responsible for delivering the curriculum but also play a vital role in interpreting its objectives and adapting instructional strategies to fulfill the educational needs of their learners (Fullan & Hargreaves, 1992). As such, investing in comprehensive teacher training programs is essential to ensure effective curriculum implementation and positive learning outcomes.

Alwan (2006) emphasizes the significance of teachers' interpretations, perceptions, and beliefs in shaping their instructional decisions. Training programs must, therefore, address not only the technical aspects of curriculum implementation but also the underlying beliefs and attitudes that influence teaching practices. By fostering a deeper understanding of the rationale behind the curriculum changes and providing opportunities for reflection, teacher training can empower educators to embrace innovative approaches and adapt their teaching methods accordingly.

Moreover, Wang (2002) underscores the significance of continuous professional growth to assist teachers throughout the implementation process. Curriculum reforms require teachers to continually refine their practices and respond to emerging challenges. Thus, training initiatives should be designed as a constant and joint process, rather than something that happens only once.

By establishing communities of practice, mentoring programs, and peer learning networks, educators can engage in meaningful dialogue, share best practices, and collectively address implementation barriers.

In the context of the revised national English curriculum 2021 in Bangladesh, teacher training assumes even greater significance due to the innovative pedagogical approaches and competency-based learning goals embedded in the curriculum (NCTB, 2021). Effective training programs should provide English teachers with opportunities to familiarize themselves with the curriculum framework, explore interactive teaching methodologies, and develop assessment strategies aligned with the curriculum objectives.

2.9 Teacher Belief and Practices towards Implementation of New English Curriculum

Teachers' beliefs and attitudes play a crucial role in the implementation of a revised curriculum, especially in the case of the 2021 Revised National English Curriculum. The way teachers approach teaching concepts, methods, and strategies directly affects the implementation of the curriculum in their classrooms (Phipps & Borg, 2009). Teachers usually adopt multiple elements of the curriculum, such as pedagogical methods and students' learning strategies, based on their beliefs. As these beliefs change, they are forced to understand and follow the guidelines and structure of the new curriculum (Burns, 2015).

However, the implementation of the revised curriculum often creates conflicts with teachers' old beliefs. In the case of the 2021 English curriculum, many teachers feel the need for new teaching strategies and approaches during its implementation (Rahman & Hoque, 2021). In order to follow the objectives and guidelines of the new curriculum, teachers often have to change their old habits and beliefs, which can sometimes create obstacles. Even teachers' internal resistance or hesitation can create a discrepancy between their beliefs and implementation, which creates multiple educational barriers (Hattie, 2020).

In addition, teachers often operate under the influence of various social, cultural, and institutional structures. Adapting to the social and cultural context is very important when reforming the education system and changing the curriculum. This is especially true in Bangladesh, where teachers implement the new curriculum by understanding the cultural perceptions and educational

responses of students and families (Islam & Sultana, 2022). Teachers are often forced to make major changes to their teaching methods to adapt to these changes.

In addition, successful implementation of the curriculum may face several external and internal barriers, such as limited teaching materials, large classroom sizes, and time pressure. These barriers can prevent teachers from fully following the curriculum structure and objectives (Ali & Anwar, 2023).

Therefore, teacher beliefs and implementation processes are interrelated, and this relationship plays a significant role in determining the success or failure of curriculum implementation for teachers.

2.10 Difficulties Faced by Teachers in Implementing Revised Curriculum

Despite the potential benefits of the 2021 Revised National English Curriculum, English teachers face a variety of challenges in its implementation. These challenges can be due to a variety of factors, such as lack of teaching materials and resources, limited English proficiency among students, and resistance to old teaching methods (Islam & Ferdous, 2021). During the curriculum change, teachers may show a kind of psychological resistance to the transition from traditional teaching methods to new methods, which can be a major obstacle for them (Garcia et al., 2019). These changes can often create stress for teachers, as they are forced to abandon their familiar and comfortable methods and adapt to the new methods.

On the other hand, the importance of adequate teaching materials and support structures is immense for the effective implementation of the curriculum. Lee (2014)'s research has revealed that the lack of proper training, adequate materials, and policy support for teachers complicates the teaching process and creates obstacles to implementation. Teachers find such obstacles in the implementation process, due to which they are unable to conduct classes properly according to the curriculum objectives.

Moreover, in the context of Bangladesh, teachers often face various types of obstacles in the classroom. Such as large class sizes, limited time, and lack of suitable facilities for learning. These can hinder teachers' teaching methods and curriculum implementation (Ali & Anwar, 2023). Therefore, teachers' working environment and educational needs are all essential factors for

implementing the new curriculum. If such obstacles are not addressed, it becomes difficult for teachers to follow and implement the curriculum properly.

Therefore, the various types of hardships faced by teachers include limitations in learning materials, resistance attitudes, and lack of proper support, which can hinder the successful implementation of the curriculum.

2.11 Resistance to change in the teaching community

Although curriculum changes or revisions introduce new strategies and policies, teachers often show resistance or reluctance to these changes. Teachers face various psychological barriers, habits, and fears when they try to make changes in education, which makes them hesitant to adopt new methods or curricula. Munezas (2015) analyzed these psychological dynamics in her study, which affect the psychological state of teachers during curriculum changes. According to Munezas, when teachers are used to following old methods, it becomes difficult for them to adopt new methods or curricula, as they may perceive the change as risky.

Adams (2016) further elaborated on this issue and claimed that resistance to change among teachers can hinder the successful implementation of the curriculum. He said that institutions and government agencies should provide clear and appropriate support and training for them to alleviate teachers' concerns and doubts. Therefore, a strong training system, listening to and addressing teachers' concerns, and creating a supportive environment are crucial.

In addition, Garcia et al. (2019) stated in their study that culture and social perceptions play a significant role in creating the willingness and mindset to accept change among teachers. According to them, if teachers believe that the new curriculum will help them to teach more effectively and efficiently, they will be more willing to accept it. Therefore, to reduce resistance to change among teachers, the root causes of their concerns and anxieties need to be identified and solutions provided accordingly.

Although these changes are essential for the overall improvement of the education system, the implementation process is often slow due to teacher resistance. To address these challenges, it is essential to establish a conducive environment in addition to training where teachers are ready to accept new ideas.

2.12 Lack of resources and support

A major obstacle to the successful implementation of the revised curriculum 2021 is the lack of necessary resources and support for teachers. In this context, Makunza (2016) noted in her study that there is a need for adequate materials and support systems for the successful implementation of the new curriculum. According to Makunza, materials such as books, tutorials, multimedia materials and online resources play a very important role for teachers to implement the curriculum. However, if these materials are insufficient or they do not have enough time, they cannot be successful in implementing the new curriculum.

Studies have shown that teachers need to have appropriate support systems so that they can effectively use the new curriculum elements (Leung, 2018). This is not only related to the supply of materials, but also to creating an appropriate training system and adequate infrastructure for teachers. If teachers cannot use the new curriculum materials in time or do not receive the necessary training, they may show reluctance or resistance to the change.

Another important aspect is that if the training and support provided to teachers is not appropriate and effective, their implementation process may be hampered (Rahman, 2020). Lack of materials and support not only makes the work of teachers difficult, it also reduces the benefits to students, as the new curriculum requires a supportive environment for active participation and effective learning of students.

Experts (Ali & Ahmed, 2020) have suggested that institutions and government authorities related to the education system should provide adequate materials and support to teachers. In addition, it is necessary to create a support network through coordination between school administration and teachers, so that there are no gaps or obstacles in the implementation of the curriculum. Therefore, to overcome the lack of materials and support for the successful implementation of the curriculum, a larger plan needs to be adopted, which will support teachers with adequate training and materials.

The literature reviewed in this chapter provides valuable insights into the context, background, and perspectives surrounding the implementation of the revised national English curriculum 2021 in grade 6 classrooms. By examining the definitions, concepts, challenges, and strategies related to curriculum implementation, this review sets the stage for the subsequent empirical investigation into English teachers' perspectives and practices. Informed by the existing literature, the study aims

to contribute to a deeper understanding of the factors influencing curriculum implementation and the implications for English language education in Bangladesh.

2.13 Conceptual Framework of the Study

The revised national English curriculum for secondary level English teachers in Bangladesh, 2021, is a new experience. This curriculum is guided by the Experiential Learning Theory of students, which was introduced by David Kolb in 1984. Kolb's four-stage learning cycle and his four learning styles serve as the main foundation of the current curriculum. The conceptual framework of this study is based on Kolb's learning cycle and the teaching methods proposed in the revised curriculum. The learning cycle includes four stages:

a. Concrete Experience

The learning process begins with a new experience or a reinterpretation of a previous experience. Here, the teacher's role is to draw on students' prior knowledge, skills, values, and perspectives. For example, in English class, the teacher will ask students about their life experiences that are related to their previous learning.

b. Reflective Observation

In this stage, students learn to think deeply about their own experiences. The teacher helps them develop critical thinking and analytical skills. For instance, a teacher has the option to talk about a topic with students, where students can analyze their experiences.

c. Abstract Conceptualization

In this stage, students create new concepts or revise old concepts. The teacher helps students make connections between existing knowledge and new theories. For example, students can learn new ways of using sentence structure and contextual vocabulary.

d. Active Experimentation

In the final stage, students apply the knowledge and skills acquired through the learning process to real life. These experiences become part of the concrete experiences of the first stage again. For instance, students can develop their ability to communicate more effectively by using English in real-life situations.

Revised English Curriculum and Teaching Methodology

The Revised National English Curriculum 2021 effectively implements Kolb's learning cycle. This method helps students to achieve higher competence by acquiring knowledge, skills, values, and attitudes. The higher competencies required for sixth grade include:

- Ability to communicate in context.
- Ability to use appropriate vocabulary and structure.
- Ability to participate in a democratic environment.
- Ability to understand and connect with literary texts.

Teaching and Assessment Methods

This curriculum places special emphasis on the Assessment as Learning process. This process actively involves students in evaluating their learning progress, which increases their confidence and responsibility. This study provides an in-depth analysis of the effectiveness of the revised curriculum, the challenges faced by teachers, and the implementation process. Since the conceptual framework is based on Kolb's learning cycle, it is consistent with the teaching methods of the revised curriculum.

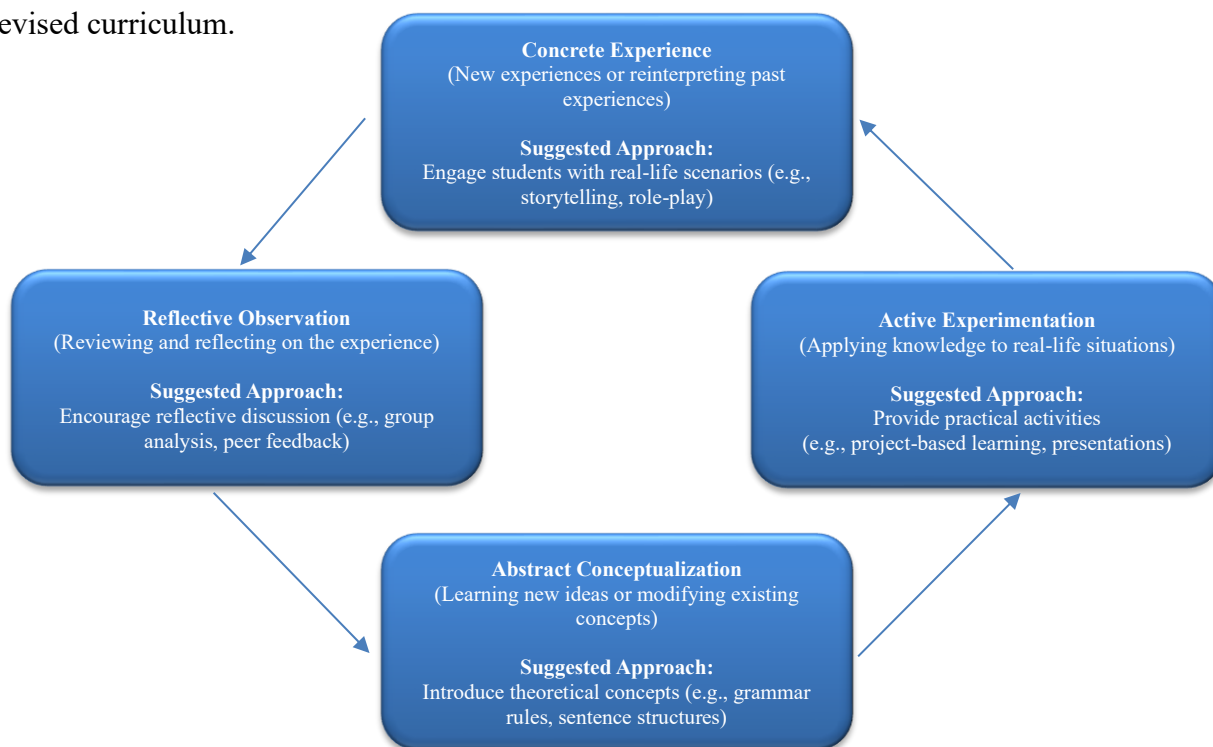


Figure 1: Kolb's Learning Cycle with Revised English Curriculum Approach

The diagram illustrates the integrated approach of Kolb's Learning Styles and the proposed teaching methodology of the 2021 Revised National English Curriculum, which is specifically designed for Grade 6. It demonstrates the alignment of the four stages of Kolb's experiential learning cycle—concrete experiences, reflective observation, abstract concepts, and active experimentation—and their curriculum strategies. In the concrete experiences stage, students engage in practical activities based on prior knowledge and experience. In the reflective observation stage, students are encouraged to critically analyze and discuss their experiences. In the abstract concepts stage, connections are made to new concepts and theories from this reflection, which creates deeper understanding for students. Finally, in the active experimentation stage, students further consolidate their skills by applying the acquired concepts in real-life contexts. This cycle ensures that students not only acquire knowledge, but also develop critical thinking, communication, and problem-solving skills, which are the main objectives of the proposed curriculum, which focuses on experiential learning and skill-based learning.

Chapter 3

Methodology of the Study

3.1 Research Approach

This study examined the perspectives of English teachers on the implementation of the revised National English Curriculum 2021 and examined the participants' perspectives in detail in a specific context. Since these perspectives may vary, this study adopted a qualitative approach, which is conducted through the collection, analysis, and interpretation of non-statistical data. According to Rossman and Rallis (2017), qualitative research provides an opportunity to explain various social phenomena and their contexts through an in-depth analysis. They also noted that qualitative research takes place in real settings, where data is collected by talking directly to participants. Rather than relying on a single type of methodology, the researcher collects data using a variety of instruments.

In this study, qualitative methods were used to understand the experiences and challenges of English teachers with the revised curriculum. Specifically, this study used techniques such as observation and semi-structured interviews, which were helpful in accurately understanding the experiences and challenges of teachers. Through qualitative methods, the researchers sought to collect data that would provide essential perspectives on the difficulties educators experience while implementing the curriculum. The purpose of using this qualitative research method was to provide a comprehensive analysis and ensure the credibility and accuracy of the research. This allowed for a more accurate understanding of the problems and their experiences, not just through statistics, but also through the teachers' perspectives. Through communication and interaction with each other, the research delved deeper into the personal experiences of the participants, which could be helpful in the successful implementation of the revised curriculum.

3.2 Research Site

For this study, I selected three Schools. These schools were in Cox's Bazar District, a district of Chittagong Division. Cox's Bazar District, located in southeastern Bangladesh, has a diverse demographic profile, with a mix of urban and rural areas. It is famous for having the longest natural beach in the world.

Within this district, three secondary schools were selected from three different police stations, so that data could be analyzed comparatively, such as differences in teaching materials, quality of facilities, and socio-economic background of students. Among the three High Schools.

School-A: It was established on 1 January 1946 and is under the jurisdiction of Eidgaon Police Station of Cox's Bazar District. The school serves a significant student population, with about 30 teachers teaching 800 students. School-A plays a vital role in providing quality education to students from the local community and surrounding areas, with a focus on academic excellence and character building.

School-B: It is in Cox's Bazar Sadar Thana, specifically in Kharulia area. It was first opened in January 1993. The school educates 700 students with about 25 teachers. The student body of this school comprises people from diverse ethnic and socio-economic backgrounds. School-B serves as an educational hub for students from rural and urban areas, where English language education is specifically included in the curriculum so that students can acquire the language skills, they need in the future.

School-C: It was established in 1949 and is in the Dakshin Mithachari area of Ramu Thana, Cox's Bazar district. The school is run by about 600 students, including 20 teachers. School-C is serving as an important educational institution for students from the nearby community and its surrounding regions, with an emphasis on academic excellence, critical thinking skills and social responsibility.

From the selection of these three schools, we attempted to collect comparative data on the education system, curriculum implementation, and teachers' experiences, to properly analyze the curriculum implementation and challenges in different situations.

3.3 Research Participants/ Sampling

The study used purposive sampling, a common approach in qualitative research that strategically selects participants to optimize resource utilization (Palinkas et al., 2013). This method prioritizes participants based on their availability, willingness to contribute insightful ideas, and relevance to the study's topic. It involves identifying individuals or groups familiar with the subject, possessing relevant skills, or having a specific interest in the study (Palinkas et al., 2013).

I needed the viewpoints of the English teachers to investigate the problem. This category of participants all have a direct stake in the execution of the new grade 6 English curriculum in various ways. I also interviewed master trainers who are involved in the training on the revised curriculum. They might hold a variety of viewpoints, which was useful for the investigation. Let's have a look at the chart for a brief overview of the participants.

Table 2: Brief Overview of the Participants

District	Thana	School	Participants	Male	Female
Cox's Bazar	Eidgaon	School-A	Assistant English Teacher	2	2
	Cox's Bazar	School-B	Assistant English Teacher	2	2
	Ramu	School-C	Assistant English Teacher	2	2
	Master Trainer			1	1
	Total			14	

The purpose of selecting the teachers who participated in this study was to collect detailed information about their perspectives and experiences, which would provide a comprehensive grasp of the implementation process of the Revised English Curriculum 2021 and its challenges. There are a total of 14 participants in the study, including 12 assistant English teachers and 2 master trainers. There are some important reasons behind their selection:

1. Assistant English Teachers: A total of 12 assistant English teachers participated in the study, including 2 from School-A in Eidgaon area, 2 from School-B in Cox's Bazar Sadar area, and 2 from School-C in Ramu area. They are directly involved in the implementation process of the revised curriculum and have experience and knowledge about every aspect of the curriculum. By selecting them, I can collect detailed feedback on their training, classroom environment, and the relationship between students and the curriculum. These teachers are working with students from different social and economic backgrounds, so their experiences are valuable for this study.
2. Master Trainers: The study also involved two master trainers, one from Eidgaon Thana area of Cox's Bazar district and the other from Cox's Bazar Sadar Thana area. Master trainers support

teacher training and development and have a high level of expertise and methodological knowledge related to curriculum implementation. They can help identify the quality of the curriculum and any challenges or problems that may arise in its implementation process. Through their selection, I can gain valuable information about the impact of teacher training and their role in the proper implementation of the curriculum.

3.4 Data Collection Method (s)

I used two kinds of data collection methods for this study:

3.4.1 Semi-structured Interview

As the researchers can prepare questions in advance, semi-structured interviews are commonly preferred by them. Interviewees could convey their ideas in their usual language during semi-structured interviews (Cohen & Crabtree, 2006). The study's research objectives are better understood, and in-depth information on the participants is gathered using interviews in qualitative research (Stutter, 2006). For this study, semi-structured interviews served as the primary data collection method, offering flexibility and depth in exploring English teachers' perspectives on the implementation of the new grade 6 English curriculum in Cox's Bazar District. A total of 14 semi-structured interviews were conducted, with English teachers from three selected high schools and 2 Master Trainers in Cox's Bazar District. Teachers were purposively sampled from School A, School B, and School C to ensure representation across different educational backgrounds, teaching experiences, and geographic locations within Cox's Bazar District. Efforts were made to include both male and female teachers to capture diverse perspectives. The interviews were conducted through 8 in-person interviews and 6 phone calls, taking into account participant preferences and safety and security. Each interview lasted approximately 45-50 minutes and was audio-recorded with participants' consent. Questions were delved into teachers' perceptions of the revised curriculum, challenges encountered during its implementation, and strategies employed to address these challenges.

3.4.2 Observation

On the other hand, the observation method requires that the researchers involve themselves in the setting or culture being studied. The observation should be documented, and the researcher must refrain from taking any actions that might influence the subject or actions during the observation

(Rossman, & Rallis, 2017). In my context, observation provided firsthand insights into classroom dynamics and teaching practices during the implementation of the new grade 6 English curriculum in Cox's Bazar District. Three classroom observations were conducted of grade-six across three Schools to observe teachers' instructional practices and contextual factors influencing curriculum implementation. During observations, I have documented classroom activities, teacher-student interactions, and contextual factors influencing curriculum implementation. Objectivity and non-intrusiveness were maintained to minimize researcher bias.

In summary, the combination of semi-structured interviews, and classroom observations across three High Schools has provided a comprehensive understanding of English teachers' perspectives, challenges, and practices related to the implementation of the new grade 6 English curriculum in Cox's Bazar District.

3.5 Research Tools

For the semi-structured interviews, one-on-one conversations were arranged with participants who have experience in implementing the new grade 6 English curriculum. Participants were selected from different contextual backgrounds to ensure a diverse range of perspectives. Each interview consisted of 9 questions designed to gather meaningful insights into the issues faced in the process of curriculum implementation. from various angles. Questions covered topics such as instructional strategies, resource availability, student engagement, and professional development needs. It is crucial for the interviewer to remain impartial throughout the interviews, allowing participants to freely express their views (Rossman& Rallis, 2017).

For the observation (the observation tool is attached in the Annex section), I was deeply involved in selected classrooms in School A, School B, and School C to gain first-hand insight into the implementation of the new Grade 6 English curriculum. Throughout these observations, I documented instructional practices, student interactions, and contextual factors influencing curriculum delivery. Detailed field notes were taken to capture planned activities, spontaneous classroom dynamics, and any challenges encountered during curriculum implementation, such as resource limitations or instructional difficulties. Maintaining a non-intrusive presence, I refrained from interfering with ongoing activities while observing to ensure the authenticity of the data collected.

3.6 Data Analysis Process

I employed the 'Thematic Analysis' method for the data obtained from interviews. Thematic analysis involves identifying patterns of meaning in a dataset and grouping data into categories or themes based on commonalities. This approach aids in understanding and extracting the significance of the information (Creswell, 2014). After transcribing interview transcripts, the data were processed, categorized, and organized according to themes or frameworks. The subsequent phase involves comparing these themes using the available data.'

For the data collected through observations, a similar thematic analysis approach was employed. The observational data was transcribed and systematically reviewed to identify recurring patterns, behaviors, and interactions within the classroom setting. Key themes related to curriculum implementation, instructional practices, student engagement, and contextual factors influencing teaching and learning were identified through coding and categorization of the observational data. Comparisons may be made across different classrooms and schools to explore variations in implementation practices and contextual influences. By analyzing observational data, insights into the practical realities of curriculum implementation were gained, complementing the perspectives obtained through interviews.

3.7 Role as a Researcher

In qualitative research, I sought to achieve a clearer insight of the context or behavior and to analyze the factors that shaped that behavior or context. In qualitative research, it is important to provide detailed information from the researcher, because here the data is not generalized. I was aware of and reflected on my position, assumptions, method choices, and their application. I tried to avoid bias or personal opinions. Since this report is self-directed, I considered myself as part of the research (Norris, 1997).

In addition, ethical considerations were followed appropriately. I considered the issues of obtaining consent from participants, avoiding misreporting, protecting confidentiality, and showing respect. I discussed in detail the ethical issues related to confidentiality, anonymity, and use of data with the participants and obtained informed consent from them before data collection.

3.8 Credibility and Rigor

The researcher has ensured that the data is credible, reliable, impartial, and accurate. The data analysis process has been carried out through in-depth and insightful data analysis. The researcher has ensured that the data collected is accurate and appropriate in all aspects, and its analysis has been carried out appropriately so that the research findings are accurate and credible.

3.9 Ethical Issues and Concerns

Obtaining informed consent. was an essential process in this study. Before starting the study, I obtained explicit and informed consent from the participants. Since some of the participants were students, it was essential for them to obtain parental consent. The participants were informed that they would not suffer any psychological or physical harm and that they had the option to leave the study whenever they wished. By following this policy, I ensured that all participants in the study participated voluntarily and with transparency (Johnson & Christensen, 2004).

Before starting the study, I explained the purpose of the study to the selected participants and arranged convenient times for the interviews and classroom observations according to their schedules. Later, I obtained prior permission to conduct the interviews and obtained the necessary recording permissions for the classroom observations. In addition, I used a short and concise questionnaire that was consistent with the main research questions, so as not to waste time and to avoid unnecessary time-consuming interviews.

This process follows strict ethical guidelines to ensure that participants are aware of their rights and are not coerced in any way into the research process.

3.10 Limitations of the Study

The recent student protests in Bangladesh have resulted in prolonged closures of various educational institutions, which greatly affected the process of classroom observation and data collection. This situation created time and planning constraints for the research activities. To ensure the safety and security of the teachers, some teachers were interviewed over the phone during the student protests. This method was effective in avoiding the challenges of direct data collection.

Another challenge in data collection was finding participants. English teachers hindered data collection due to time constraints and lack of interest in participating in the study. To address this

issue, I prepared the interview schedule in advance and adopted flexible plans according to the teachers' schedules.

Chapter 4

Results of the Study

4.1 Introduction

This chapter presents and analyzes the research data. A holistic picture of the perspectives, methods, and challenges of the participating teachers is presented. The experiences and opinions of the teachers have been captured through semi-structured interviews and classroom observations used for data collection. In addition, the preparation of teachers, student involvement, and barriers to curriculum implementation are determined, as well as ways to resolve them are discussed.

The primary goal of the study was to review the effectiveness of the sixth grade English curriculum, understand the perspectives of the teachers, and analyze the challenges of curriculum implementation. Each topic mentioned in this chapter is presented according to their experiences and research questions.

In each sub-chapter mentioned in the next section, the data obtained through teachers' perspectives and observations are analyzed.

4.2 Perceptions of Grade 6 English Teacher about Revised National English Curriculum 2021

The 2021 revision of the Grade 6 English curriculum has been formulated with the aim of emphasizing students' linguistic competence and effective communication. This section discusses how teachers perceive this curriculum and how it has impacted their teaching process.

Building on this point, the following discussion explores....

Most of the participating teachers were aware of the main features of the new curriculum. According to them, the new curriculum has been developed to help students achieve proficiency in the four skills of listening, speaking, reading and writing. A master trainer (Interview #13, 15.08.2024) said,

“The new curriculum is very modern and practical. It creates opportunities for language learning according to the needs of students. However, there is some lack of preparation in the implementation.”

This suggests that although teachers are aware of the objectives and vision of the new curriculum, their preparation for the implementation process needs further improvement.

On the other hand, many teachers expressed positive attitudes towards the new curriculum. According to them, this curriculum provides students with life-oriented experiences and creates an interest in learning new things. Group and pair work activities increase students' interest and participation. A teacher (Interview #1, 01.08.2024) commented,

“This curriculum arouses students' interest in learning new things. When they discuss among themselves or learn through games, the language is more easily assimilated.”

Another teacher (Interview #9, 04.08.2024) said

“When students work together, they are very interested in learning with each other. Their participation in this curriculum has increased a lot.”

A third teacher (Interview #11, 15.08.2024) commented,

“The curriculum has created an interest in accepting new ideas among students, which has made their learning process more fun and productive.”

This positive response reflects the teachers' confidence in the objectives of the new curriculum.

On the other hand, evidence suggests that, while the objectives of the curriculum are commendable, many teachers faced some real challenges.

One master trainer commented (Interview #13, 15.08.2024),

“We need more training to teach the new curriculum effectively. It is new to us, so sometimes we get confused ourselves.”

Another teacher (Interview #2, 01.08.2024) said,

“Rural students have difficulty understanding and completing the activities properly due to their lack of basic English skills.”

A third teacher (Interview #11, 15.08.2024) commented,

“Large classrooms and lack of adequate equipment were also identified as major constraints. We are forced to find creative solutions, as the textbooks do not directly describe effective strategies.”

These challenges have created a complex reality for teachers. These challenges have created a complex reality for teachers.

This leads to another significant aspect of the theme, which is perceptions of teachers on student response on the revised curriculum. Student responses to the new curriculum were mixed. While urban students are interested and enthusiastic about the new activities, rural students are struggling to understand and follow the activities. A teacher (Interview #3, 01.08.2024) noted,

“Urban students have embraced the curriculum well. However, rural students need more support. If their English skills do not improve, they will fall behind.”

Another teacher (Interview #2, 01.08.2024) said,

“Students in the city are actively participating in the new activities, but students in rural areas are not able to engage in them, because their basic English skills have not yet improved.”

A third teacher (Interview #4, 02.08.2024) commented,

“In rural areas, although students are initially interested in the new curriculum activities, they are not able to follow these activities properly, because they need to develop their interest and skills in the language.”

These comments reflect the teachers’ different perspectives and thoughts on student responses.

In line with this observation, the next section examines teachers' perceptions of the impact of the revised curriculum and suggestions

Teachers believe that regular training is necessary for the successful implementation of the new curriculum. In addition, it is important to include supportive activities to enhance students' basic skills. In addition, it is necessary to take measures to solve problems in large classrooms and supply teachers’ appropriate instructional materials.

According to the analysis made in this section, the revised English curriculum of 2021 has the potential to improve students' language skills. However, it is important to address structural and methodological challenges for implementation. One teacher (Interview #5, 02.08.2024) commented,

“More training is needed for the successful implementation of the new curriculum, because it is new to us and us ourselves get confused at times.”

Another teacher (Interview #6, 02.08.2024) said,

“Supportive activities are very important to enhance students' basic skills. These activities will increase their interest and ability to learn English.”

A third teacher (Interview #7, 04.08.2024) commented,

“The problem of large classrooms needs to be resolved, and it is very important to provide adequate teaching materials. This will make the learning process of students more effective.”

These comments reflect various suggestions and thoughts from teachers for the impact and implementation of the revised curriculum.

4.3 Teaching Methods and Implementation of the Revised Curriculum

In the implementation of the Revised National English Curriculum of 2021, specific instructions have been given to teachers to make the teaching methods more effective in enhancing the language skills of students. This section analyzes the experiences and perspectives of teachers on the teaching methods and implementation process.

A key finding that emerged from the data is the new curriculum has particularly emphasized the student-centered approach. Through this approach, active participation of students in activities is ensured. Teachers try to create a learning environment by conducting group work, pair work, and interactive classes. One teacher (Interview #4, 02.08.2024) commented,

“Students are becoming more active in class with the new approach. They can absorb the content better because they can learn with each other.”

Another teacher (Interview #5, 02.08.2024) said,

“It is very helpful that students can discuss with each other, which is helping them to increase their interest and skills in learning.”

A third teacher (Interview #6, 02.08.2024) commented,

“However, in many cases, students’ mental preparedness and environmental challenges are hindering the full implementation of this approach.”

These comments reflect the different thoughts and challenges that teachers have regarding the implementation of the new approach and student participation.

In addition to the previous results, the analysis also reveals the new curriculum encourages the use of an integrated approach to teach the four language skills—listening, speaking, reading, and writing—together. Most teachers agree that this approach helps students develop real language skills. A master trainer (Interview #14, 15.08.2024) said,

“There is a need to give more emphasis to listening and speaking skills, as these skills help students in real-life situations.”

However, according to many teachers, lack of time and large classrooms hinder the implementation of this approach. One teacher noted,

“More time and infrastructure are needed to teach the four skills at the same time.”

Another important aspect highlighted by the data is the limitations of the use of technology. The use of technology can play a significant role in implementing the revised curriculum. However, the lack of technological facilities in most rural schools has made this process difficult. While projectors, audio-visual aids, etc. are available in urban schools, these facilities are inadequate in rural schools. A teacher (Interview #4, 02.08.2024) commented,

“The guidelines for the use of technology are good, but many schools lack basic equipment.”

Another teacher (Interview #5, 02.08.2024) said,

“There is no problem in using technology in urban schools, but these facilities are limited in rural schools, which is hindering teaching.”

A third teacher (Interview #6, 02.08.2024) commented,

“Due to the lack of technology in rural areas, teachers are not able to conduct teaching more efficiently. Due to the lack of technological equipment, we are forced to teach in the traditional way.”

These comments reflect teachers' diverse perspectives on the use of technology and its limitations in rural schools.

Similarly, the data indicates that teachers have faced some challenges in implementing the new curriculum. In particular, the lack of training and adequate learning materials have complicated their work. One teacher noted (Interview #5, 02.08.2024),

“Our training needs to be more effective. Sometimes we ourselves do not understand how to implement the activities in the classroom.”

Teachers also noted that large classrooms and diverse student abilities create complications when implementing the activities in the textbook.

According to teachers, although students have shown interest in the new curriculum, some hesitations have been observed among them. Students with weak English skills are struggling to keep up with the activities. The Master Trainer (Interview #14, 15.08.2024) commented,

“Students are showing interest in the new method, but more special measures need to be taken for weaker students.”

This naturally leads to the next significant finding, which is recommendations for effective implementation. Regular training of teachers and the provision of appropriate equipment are very important for the successful implementation of the new curriculum. Appropriate language development activities and opportunities to use technology need to be increased for students. In addition, guidelines should be provided to make the curriculum activities easier to implement in the classroom.

As discussed in this section, despite the efforts made by teachers in teaching methods and curriculum implementation, there are some challenges that need to be addressed. One teacher (Interview #7, 04.08.2024) said,

“Regular training of teachers is very important. This will help teachers implement the curriculum better.”

Another teacher (Interview #8, 04.08.2024) commented,

“It is difficult to teach without proper equipment. Students will be more interested if the use of technology is increased in the classroom.”

A third teacher (Interview #9, 04.08.2024) said,

“It is important to provide guidelines to make the curriculum activities easy to implement in the classroom. This will help us so that we can coordinate the curriculum.”

These comments indicate important suggestions for teachers and steps needed to address challenges for the successful implementation of the new curriculum.

4.4 Student Engagement and Participation Levels in Revised National Curriculum

The revised National English Curriculum 2021 places special emphasis on active student engagement and participation. Curriculum activities offer students chances to engage in more hands-on learning and independently in the classroom. This section analyzes the nature of student engagement and participation and its challenges.

In addition to the previous results, the analysis also reveals a new curriculum emphasizes participatory learning environment. The new curriculum emphasizes group activities and interactive classroom environments for students. Teachers are using methods such as group work, pair work, and role-playing, which provide chances for students to exchange knowledge and learn collaboratively in a collaborative environment. One teacher (Interview #1, 01.08.2024) commented,

“Group work is very effective in increasing student participation. It gives them the opportunity to learn from each other and creates an opportunity to express their ideas.”

Another teacher (Interview #2, 01.08.2024) said,

“Through group work, students can discuss with each other and learn from each other’s different perspectives, which enhances their thinking.”

A third teacher (Interview #3, 01.08.2024) commented,

“Through role-playing, students can become familiar with real situations, which helps them develop their confidence and language skills.”

These comments reflect teachers' sympathy for the new curriculum's group activities and collaborative learning environments and their impact on student development.

In addition to the previous results, the analysis also reveals new curricula has given importance on development of Language Skills. Various activities include to develop students' four language skills—listening, speaking, reading, and writing. Teachers have observed that the activities in the new curriculum are effective in improving students' communication skills in English. However, many students, especially those who are weak in English, struggle to fully participate in the activities.

One teacher (Interview #2, 01.08.2024) commented,

“Those who are weak in English often fall behind in the activities. However, almost all students are interested in this method.”

Another teacher (Interview #3, 01.08.2024) said,

“As far as we have observed, those who are weak in language find it difficult to participate in the activities, but their interest is very high.”

A third teacher (Interview #4, 02.08.2024) commented,

“Although there may be some problems for the weak students in participating in the activities, everyone is able to learn from each other, which is very positive.”

These comments reflect teachers' thoughts and experiences with students' language development and their participation in activities.

Interestingly, the data also uncovers a differing perspective, which is the impact of diversity on engagement. Ensuring active participation of diverse students in the classroom is a challenge. In large classrooms or in rural areas where students have different social and linguistic backgrounds, conducting activities becomes complicated. One master trainer (Interview #13, 15.08.2024) commented,

“Diversity in the classroom often creates obstacles to ensuring the equal effectiveness of activities.”

Another teacher (Interview #12, 15.08.2024) said,

“Linguistic diversity and social differences in rural areas make it difficult for students to participate in activities.”

A third teacher (Interview #11, 15.08.2024) commented,

“Bringing together students from different social backgrounds and getting them to work together is a big challenge, but some creative approaches can help.”

These comments reflect their experiences with the challenges teachers face in ensuring the equal effectiveness of activities due to diversity in the classroom and possible solutions.

Similarly, the data indicates that steps have been taken to increase student participation through the use of technology. In urban areas, where projectors or audio-visual equipment are readily available, students are participating quickly and spontaneously. However, in rural schools, the lack of technological facilities has limited student participation.

A teacher (Interview #5, 02.08.2024) commented,

“Increased student participation through the use of technology is possible in urban areas, but it is very difficult in rural areas.”

Another teacher (Interview #6, 02.08.2024) said,

“Students can be more involved with the help of technology in urban schools, but there is not enough technology to improve education in villages.”

A third teacher (Interview #7, 04.08.2024) commented,

“While it is possible to make students more active through the use of technology, implementing it in rural schools is a big challenge.”

These comments reflect teachers' thoughts on the challenges related to the use of technology between urban and rural areas and its impact on student participation.

This finding can be further understood in the context of challenges to effective participation. Various initiatives have been taken to increase student participation in the new curriculum activities, but there are also some challenges. Large classrooms, lack of time, and language weaknesses among students are among them. One teacher commented,

“We need more time and support staff, especially to activate weaker students in the activities.”

Another teacher (Interview #8, 04.08.2024) said,

“It is challenging to conduct activities in large classrooms, especially when students have weak language skills.”

A third teacher (Interview #9, 04.08.2024) commented,

“Sometimes we do not have enough support staff, which makes it difficult for weaker students to participate in the activities.”

These comments highlight teachers’ experiences and thoughts on classroom challenges, time, and the need for support staff.

4.5 Teachers’ Preparedness in Implementing the Revised Curriculum

Teacher preparation is an important issue in implementing the revised National English Curriculum 2021. According to the new curriculum guidelines, teachers need to prepare themselves for modern teaching methods, interactive activities, and language skills development. This section discusses in detail the status of teachers’ preparation, challenges, and opportunities for development.

A key finding that emerged from the data is teachers’ training and skill development. Training teachers is an important step in implementing the new curriculum. Most teachers said that they were trained in the curriculum, which was helpful in developing their initial understanding. A master trainer (Interview #13, 15.08.2024) mentioned,

“While training teachers, we tried to teach them the new methods so that they can take effective classes for students.”

However, some teachers said that the training process should be more comprehensive and regular. One teacher commented (Interview #8, 04.08.2024),

“Training is quite effective, but it is often short-term and not long enough.”

In addition to the previous results, the analysis also reveals teachers’ positive attitude and confidence are crucial for the effective execution of the curriculum. While some teachers are confident in working with the new methods, others feel that although these methods are effective for students, they take time to implement. One master trainer commented (Interview #13, 15.08.2024),

“Many teachers have not yet been able to move away from the traditional methods, which affects their confidence.”

Teachers need to be prepared to use the materials and resources of the new curriculum. Many teachers mentioned that textbooks and support materials are not sufficient. The lack of materials in rural areas has made the work of teachers more challenging. One teacher said (Interview #9, 04.08.2024),

“We are often forced to create our own materials, which is time-consuming and difficult.”

Another important aspect highlighted by the data is time and classroom challenges. Managing activities in large classrooms and in limited time has become a major challenge for teachers. One teacher mentioned (Interview #10, 15.08.2024),

“Due to the large size of the classroom and lack of time, we cannot complete many activities.”

The use of technology is an important aspect in implementing the new curriculum. However, many teachers are not technology-savvy or do not have the necessary equipment readily available. One teacher commented (Interview #12, 15.08.2024),

“We often want to use technology, but many schools do not have the necessary equipment.”

4.6 Support and Training for Teachers

Specific support and training for teachers is essential in implementing the revised National English Curriculum 2021. A range of efforts have been made to equip teachers with the necessary training

and support them in their teaching activities. However, some challenges and opportunities for improvement remain in this process. This section highlights various aspects of teacher training and support.

For example, participants frequently mentioned that training for teachers for the new curriculum is a regular and planned activity. Most teachers expressed satisfaction with the quality of the training. A master trainer (Interview #13, 15.08.2024) said,

“We emphasized the main guidelines of the curriculum and teaching methods in the training.”

However, some teachers felt that the duration of the training was not sufficient and that it should be more detailed. One teacher commented (Interview #9, 05.08.2024),

“The trainings are often completed quickly, which prevents us from gaining sufficient understanding.”

This finding can be further understood in the context of the type and challenges of training. The teachers learned about various interactive teaching strategies and activities during the training. However, they faced various problems during implementation. One teacher mentioned (Interview #10, 15.08.2024),

“We learned a lot in the training, but it became difficult to use it in the school.”

A support structure has been established at various levels to support the teachers in their activities. Advice has been provided through the local education administration and trainers. However, sometimes it is not possible to provide adequate support or resources. A master trainer said (Interview #13, 15.08.2024),

“We want to support the teachers, but sometimes they lack the necessary equipment.”

There are various challenges in accessing support for teachers. For example, accessibility of training in marginalized areas and lack of equipment are major challenges. One teacher commented (Interview #9, 04.08.2024),

“It becomes very difficult for us who work in rural areas to get support.”

4.7 Implementation of Curriculum in Classroom Observations

Based on the results obtained from classroom observation in three selected schools, the implementation activities of the New National English Curriculum and its effectiveness were analyzed. A specific template was used during the observation, which was designed to collect detailed information about the teaching methods, student participation and challenges.

Looking beyond this point, it is vital to address teaching methods. The observation showed that in most cases, teachers followed the activity-based teaching method. In two out of the three schools, teachers conducted activities such as group work, role play, and lesson analysis. One teacher (Interview #1, 01.08.2024) shared her experience, saying

“The curriculum guide helped me to enhance the learning experience of students through activities. However, in some cases, I was limited due to the lack of necessary materials.

However, in one school, it was observed that teachers were not willing to use the activity-based method, and they relied more on traditional teaching methods.

One teacher (Observation #2, 15.09.2024) said,

“We sometimes have to go back to the traditional method here because we do not have suitable materials.”

Another teacher (Observation #1, 15.09.2024) said,

“Group work and role-play activities are being implemented successfully here, but sometimes it becomes difficult to implement them, especially when there are extra students in the classroom.”

These comments highlight teachers' experiences with implementing the activity-based approach and the challenges associated with it.

This discussion naturally extends to student participation. Student participation in the new curriculum activities was positive. In most schools, students actively participated in class through group work and role play. A student (Observation #1, 15.09.2024) said,

“We can discuss with each other while doing role play. This makes our learning easier.”

However, student participation was low in one school. This could be due to the failure of the teacher to involve the students in the activities.

A student (Observation #2, 15.09.2024) commented,

“We are a bit annoyed here, because the teacher could not fully involve us in the activities.”

Another teacher (Observation #3, 15.09.2024) said,

“I see that some students are not participating in that way, maybe they are not paying full attention.”

These comments highlight their experiences based on the challenges of student participation and teacher involvement in the activities.

A key finding that emerged from the data is that the new curriculum emphasized language skills. Classroom observations observed that teachers tried to develop the four English language skills—listening, speaking, reading, and writing. One teacher said (Observation #1, 15.09.2024),

“I emphasize listening and speaking along with reading and writing. Because these are important for students to acquire basic skills.”

However, in some cases, there were limitations in conducting listening and speaking activities, as many schools lacked technological support.

The observations indicated that teachers faced some challenges in implementing the new curriculum. Large class sizes, lack of classroom materials, and time constraints were identified as significant barriers. One teacher mentioned (Observation #2, 15.09.2024),

“I have about 50 students in my class. It is very difficult to implement activity-based learning strategies with this number.”

It took some time for students in rural areas to adapt to the new approach.

4.8 Major Challenges in Implementing Revised National English Curriculum

Various challenges were faced during the implementation of the Revised National English Curriculum 2021, which hindered the effective teaching and learning process. These challenges have been identified based on observations, interviews and teachers’ feedback.

A key finding that emerged from the data is large class size and student diversity.

Large class sizes were cited as a major challenge in most schools. A teacher (Interview #11, 15.08.2024) commented,

“I have more than 60 students in my class. It becomes very difficult to give equal attention to each student and implement activity-based teaching strategies.

Meeting the diverse needs of students is also a challenge due to large class sizes. Teachers are facing difficulties in implementing new curricula due to differences in students’ language skills, learning pace, and interests.

A teacher (Observation #2, 15.09.2024) said,

“Students’ learning pace and interests are not the same. It is very difficult to conduct activities in large classes.”

Observations showed that in some classes, it is not possible to engage students together. A teacher (Interview #12, 15.08.2024) noted,

“When the class is large, it becomes very difficult to include all students in the activities and understand their reactions.”

This problem has created major challenges in meeting the individual needs of students and implementing activity-based learning methods.

Similarly, another obstacle stems from lack of time and test pressure. Teachers mentioned that it is becoming difficult to find enough time to complete the prescribed curriculum. Many teachers said that they are failing to maintain a balance between teaching objectives and students’ exam preparation.

A teacher (Interview #12, 15.08.2024) commented,

“When we are focusing on students’ exam results, we are not able to implement the curriculum activities properly.”

Observations showed that in some classes, teachers are spending more time on exam preparation than conducting activities. A teacher (Observation #3, 15.09.2024) said,

“It is very difficult to find time for activity-based learning due to the pressure of exams.”

This situation is creating additional pressure on teachers and has become a major obstacle in the effective implementation of the curriculum.

Another significant challenge that emerged is lack of training and technical skills. Lack of training and technical skills of teachers has been identified as a major obstacle in effectively implementing the curriculum. A master trainer (Interview #13, 15.08.2024) commented,

“Many teachers are still not fully familiar with the activity-based learning approach. Due to the lack of training, they are finding it difficult to understand the key concepts of the new curriculum.”

Another teacher (Interview #7, 04.08.2024) noted,

“We had initial training, but there are not enough follow-up sessions to develop the new approach.”

Despite the need to use technology, many schools lack technical support. The lack of multimedia classrooms and technical issues, especially in rural schools, have exacerbated this challenge. A teacher (Interview #4, 02.08.2024) said,

“I want to use multimedia, but our school does not have enough technical equipment.”

Observations showed that many schools do not have projectors and computers, which is creating obstacles in the way of implementing activity-based learning. A teacher (Observation #3, 15.09.2024) commented,

“If our school had adequate technological facilities, the quality of teaching could have been improved.”

To overcome these challenges, emphasis needs to be placed on regular training and ensuring technological facilities.

Beyond this, the data also points to challenges such as language skills and adequate materials. Observations have shown that some students are not interested in learning English or lack confidence. Changing this attitude of students and encouraging them has become a major challenge for teachers. A teacher (Interview #4, 02.08.2024) said,

“Many students are afraid while learning English, which slows down their learning progress.”

The lack of necessary materials and equipment for implementing curriculum activities has been identified as a significant barrier. A master trainer (Interview #14, 15.08.2024) noted,

“Various necessary materials are needed to effectively conduct the new curriculum activities. But most schools lack these.”

A teacher (Interview #8, 04.08.2024) commented,

“We do not have enough books, flashcards, and audio-visual equipment, which are needed to conduct the activities successfully.”

The observation also showed that the shortage of materials is higher in rural schools. In one school, teachers were seen creating their own materials to conduct activities, which was time-consuming and challenging for them.

To overcome these challenges, it is important to emphasize the provision of adequate materials in addition to increasing students' linguistic confidence.

Building on this, another pressing concern is lack of motivation from parents of students. The support of the students' families and the positive attitude of the parents are not sufficient in many cases. The lack of support from the parents is affecting the study habits of the students and their participation in school activities.

A teacher (Interview #5, 02.08.2024) commented,

“Many students cannot focus on their studies at home due to lack of proper support from the parents.”

The observation showed that some parents are not interested in ensuring the regular participation of their children in school activities. A teacher (Interview #10, 08.08.2024) said,

“Many parents think that just sending them to school is enough, but they do not understand the importance of instilling learning habits in their children at home.”

A master trainer (Interview #13, 15.08.2024) mentioned,

“Motivation from the family is very important for good results of the students. But in many cases, the parents are not aware of the activities of the students.”

The observation also showed that many parents in rural areas cannot properly understand the importance of education. A teacher (Interview #5, 02.08.2024) commented,

“Parents think helping with homework is more important than studying.”

To solve this problem, it is necessary to increase parents' awareness of the importance of education and increase communication between schools and families.

4.9 How to improve/minimize the Challenges

Several strategies and steps can be taken to address the challenges identified in the implementation of the Revised National English Curriculum 2021. The following recommendations are based on the suggestions received from teachers, master trainers, and observations.

To address the above-mentioned challenge, a key step could be ensuring small class size. Class size needs to be reduced to improve the learning experience of students. A master trainer commented (Interview #14, 15.08.2024),

“Small class size will help the teacher to focus more on the needs of the students and it will be possible to implement the activities effectively.”

A teacher said (Interview #1, 01.08.2024),

“Small classes can help students learn at their own pace, which makes the activities successful.”

A teacher mentioned (Interview #7, 04.08.2024),

“In small classes, we get more time to talk, and the teacher explains to us.”

Another way to improve the situation is by adequate time allocation. Teachers do not get enough time to complete the curriculum activities. Class schedules can be rearranged for activity-based teaching. A teacher commented (Interview #2, 01.08.2024),

“If we get enough time, we can work more deeply with the students.”

Another teacher said (Interview #8, 04.08.2024),

“If the class time is long, we can complete the activities and also have a question-and-answer session.”

A master trainer mentioned (Interview #11, 15.08.2024),

“Activity-based learning is time-consuming for students, but it is fruitful in the long run.”

To complement this effort, it is also crucial to improve the quality and continuity of training. Regular and updated training should be ensured for teachers. Follow-up sessions and peer learning platforms after training can be effective. A master trainer said (Interview #14, 15.08.2024),

“If teachers can be trained and supported according to their needs, then it will be possible to implement the new methods better.”

A teacher commented (Interview #5, 02.08.2024),

“We need follow-up sessions for new problems that we encounter after the training.”

Another teacher mentioned (Interview #9, 04.08.2024),

“If we learn from each other, our work will become easier.”

Once this step is implemented, attention should then shift to increase technological support. Every school needs to be provided with multimedia equipment and internet connection. In addition, if teachers are trained in using technology, the curriculum activities will be more interesting and effective. A teacher said (Interview #4, 02.08.2024),

“I want to use multimedia, but our school lacks technological equipment.”

A master trainer said (Interview #13, 15.08.2024),

“Students will be able to learn faster if they improve their skills in using technology.”

A teacher commented (Interview #6, 02.08.2024),

“Using multimedia makes our teaching easier.”

In addition to this, another effective solution is to increase parental involvement. The role of parents is important in the learning progress of students. Therefore, special initiatives should be

taken to increase parental awareness and ensure their participation in school activities. A teacher said (Interview #3, 01.08.2024),

“If parents help children in school activities, the quality of learning will increase a lot.”

A master trainer commented (Interview #13, 15.08.2024),

“The learning experience of students is not complete without parental participation.”

A parent mentioned (Interview #8, 04.08.2024),

“If we are given guidance from the school, we can help more.”

A fundamental improvement can be achieved through the provision of necessary materials. Schools should be provided with necessary materials and equipment to successfully complete the curriculum activities. A teacher said (Interview #4, 02.08.2024),

“If we get enough materials, the teaching method will become more interesting.”

A master trainer commented (Interview #13, 15.08.2024),

“We cannot conduct many activities due to lack of materials.”

Another teacher said (Interview #6, 02.08.2024),

“If the materials are available according to the curriculum, the activities will be more effective.”

4.10 Teacher Reflections and Professional Development

Several teachers have noticed improvement in their personal and professional skills. One teacher said (Interview #5, 02.08.2024),

“This curriculum has changed our way of thinking. We have learned to think student-centered.”

Teachers reported that a collaborative learning environment has been created among them, where they could learn by sharing each other’s experiences and skills.

Many teachers mentioned the need for more training and workshops. A master trainer commented (Interview #1, 15.08.2024),

“Continuous training is needed to improve teachers. This will make their teaching methods more effective.”

Many teachers’ confidence has increased through participation in the new curriculum activities. One teacher commented (Interview #6, 02.08.2024),

“I feel more confident now after practicing the curriculum methods.”

4.11 Conclusion

This chapter presents important information on the implementation of the Revised National English Curriculum 2021, teacher preparation, teaching methods, student-teacher engagement and teacher professional development. The results of the study clearly demonstrate that there are several significant challenges and opportunities for the successful implementation of the curriculum objectives.

Teacher preparation and training are crucial as they are key components of the curriculum to ensure a better learning experience for students. Although some teachers are benefiting from the training, there is a need for more consistent and effective training. According to teachers, small class sizes and adequate time allocation will make teaching activities more effective, and teachers will be able to better implement their teaching strategies.

In addition, teachers have changed their approach to the curriculum to develop interactive and participatory teaching activities with students. Although there are some obstacles in implementation, the presence of technological support and appropriate materials will help make teaching activities more interesting and effective.

It is clear that teachers’ professional development and increased confidence are essential for the successful implementation of the curriculum. Proper training, quality support and necessary resources can enhance both teachers’ skills and the quality of students’ learning. In this regard, it is essential to create a collaborative environment between teachers and students, where students can actively participate, and teachers will be able to teach in new ways.

To sum up, the matters addressed in this chapter have provided important guidelines for adopting more effective strategies in integrating teachers’ professional development, teaching methods and curriculum implementation, which will help improve the quality of education in the future.

Chapter 5

Discussion and Conclusion of the Study

5.1 Discussion

The results of this study shed light on the revised National English Curriculum 2021 and various aspects of its implementation. In this section, the findings are analyzed in comparison with existing research and an in-depth analysis of the important areas identified through the research is presented.

5.1.1 Revised National English Curriculum 2021

Teachers and trainers have expressed mixed reactions to the revised National English Curriculum 2021. Many have cited the curriculum's emphasis on developing communication skills and the move away from rote learning as positive. This change is believed to prepare students to face real-life challenges.

In this context, research has suggested that experiential learning is needed to build bridges between students' theoretical knowledge and practical application (Kolb, 1984). Kolb's experiential learning theory states that students' interest in learning increases and their skills improve through practical experiences. Brown (2007) has noted that students should be prepared to acquire real-life skills through activity-based and communication-based approaches.

However, several challenges have emerged during the implementation of this curriculum. Teachers have noted that it is difficult to shift from conventional approaches and adopt a student-centered approach, especially for limited resources and large classes. These challenges are consistent with Fullan (2007)'s theory that teacher preparation and institutional support play a critical role in implementing educational reforms.

In addition, the socio-economic background of students has influenced the successful implementation of the curriculum. Students from disadvantaged communities have had difficulty adapting to new teaching methods, as they have been left behind due to a lack of additional support at home. This is consistent with Bourdieu's (1986) theory, which states that socio-economic factors have a major impact on student learning outcomes.

However, where teachers have been able to adopt new methods, positive outcomes have been observed in classrooms. Pair work, group discussions, and real-life activities have created an engaging learning environment. Research by Fullan (2007) and Darling-Hammond (2010) suggests that the curriculum will be more effective if teachers receive regular training, adequate resources are available, and strategies are adapted to the needs of different students.

The Revised National English Curriculum 2021 is an innovative step, but its success largely depends on effectively addressing institutional and contextual challenges.

5.1.2 Teaching Methods and the Role of Active Learning

According to the Revised National English Curriculum 2021, teachers are using various teaching methods, especially active learning strategies. Most teachers feel that active learning strategies engage students more and make their learning process more effective. They are using strategies such as group work, pair work, question and answer sessions, and various types of games and activities.

Regarding active learning, Schunk (2008) mentioned that these strategies increase students' confidence and problem-solving skills. Research has found that group discussions, question and answer sessions, and role-playing activities are helpful in increasing students' participation and creating interest in learning. Brown (2007)'s research on teaching methods also states that students' active participation increases their learning effectiveness.

Nevertheless, teachers face several obstacles in carrying out active learning strategies. The main challenges include lack of adequate teaching materials and time. Duflo et. al., (2011) noted that if teachers receive the right training, they can effectively implement active learning strategies, which improves students' learning skills.

Where teachers have implemented active learning methods, students' critical thinking and creativity have increased. However, to successfully implement this method, more appropriate environments and training are needed for teachers and students.

If active learning strategies can be implemented properly, it will make the language learning process more effective and enjoyable for students. However, it is important to guarantee that teachers undergo adequate training and have the necessary materials to implement it.

5.1.3 Incorporate Active Learning Strategies in Classroom Practices

As per the Revised National English Curriculum 2021, teachers are implementing various methods and strategies in the classroom. Special emphasis is being given to active and participatory teaching methods in the classroom, such as chain reading, group work, pair work, and listening-writing practice. Teachers feel that such methods are helpful in developing language skills and increase students' interest in the language.

Schunk (2008)'s research has stated that participatory teaching strategies increase students' confidence and create a positive attitude towards learning. The study found that chain reading creates opportunities for peer-to-peer learning among students and helps them develop the habit of reading together.

Teachers have emphasized developing listening and speaking skills, which are helpful in increasing students' confidence in language. In addition, teachers are providing opportunities for students to express their thoughts through various types of writing. Hattie (2020) noted that teamwork increases cooperation and empathy among students. Students correct each other's mistakes, which increases the effectiveness of learning.

However, teachers face some challenges in implementing such methods. Lack of adequate teaching materials, excessive number of students in the classroom, and lack of time are some of these problems. Marzano (2007) noted that active learning methods can be effectively implemented if teachers receive proper preparation and support.

It is possible to improve the quality of student learning by implementing active learning strategies in the classroom. However, for successful implementation, it is important to ensure that teachers are properly trained and have the necessary materials.

5.1.4 Formative Assessment for Students' Confidence

Teachers have noticed several changes in the assessment process of students according to the revised National English Curriculum 2021. Currently, more emphasis is being placed on continuous assessment of students, performance assessment and formative assessment methods. According to teachers, these new assessment methods are helpful in assessing the actual skills and learning process of students.

Earlier, students were assessed only through examinations. Now teachers are able to assess students continuously, which is considered to be an accurate reflection of their learning process. According to Schunk (2008), formative assessment increases students' confidence in learning and improves the quality of their learning.

However, some problems remain in the assessment process. Many teachers have complained that the lack of support and training in the proper implementation of the new assessment methods has become a major challenge. There is a lack of time and materials required to properly implement continuous assessment and project-based assessment methods.

A study by Black & Wiliam (1998) stated that continuous and formative assessment is crucial for enhancing the quality of student learning, but it is essential to provide the right training and support for its successful application.

While these changes in assessment methods are helpful in assessing the actual skills of students, their effective implementation requires training of teachers and provision of necessary materials.

5.1.5 Development of Related Materials

The materials that teachers use to follow the curriculum play a very important role in developing the language skills of current students. However, most teachers reported that the lack of materials has become a major problem. Some teachers mentioned that textbooks and other teaching materials are somewhat limited and not enough for students' language learning activities. According to Richards (2003), the correct selection and use of materials is very important for the successful implementation of the curriculum.

During the implementation of the Revised National English Curriculum 2021, modern technology and multimedia materials can be helpful in developing students' language skills. However, most teachers identified the lack of adequate training in using these materials and the lack of materials for students as major problems.

On the other hand, Dudeney and Hockly (2007) stated that the use of technology can be a great opportunity for students, but for its effective use, it is essential to ensure that teachers are properly trained and have the necessary materials.

In addition, McGrath (2002) suggests that the limitations of textbooks and other teaching materials can affect teachers' teaching strategies, which can result in students being deprived of adequate

language practice. Therefore, the development of materials and appropriate training for teachers in their use are important.

5.1.6 Teachers' Preparedness to Improves Students' Learning

Teachers expressed different opinions on their readiness for the effective implementation of the Revised National English Curriculum 2021. Most teachers reported that they did not receive sufficient training and preparation to adapt to the new curriculum. Teachers are familiar with the old curriculum, but they have not received proper training for the new curriculum. They need more training.

Moreover, most teachers are somewhat hesitant to change their old classroom strategies and assessment methods. However, some teachers reported that they are trying to prepare themselves to follow the new curriculum, but this does not only depend on their desire or effort, but also on their proper training and support.

Darling-Hammond et al. (2010) study found that when teachers receive training and support, they can work more successfully and effectively with the new curriculum. This suggests that teachers' preparation is not just a matter of their individual initiative but can be improved through an organized training process and continuous support.

Furthermore, according to Tschannen-Moran and Hoy (2001), when teachers are adequately prepared and confident, they can focus on students in a better way, which improves students' learning.

5.1.7 Major challenges/Reasons

The main challenges that teachers are facing in implementing the Revised National English Curriculum 2021 are quite diverse. The main challenges are lack of student attention, teacher-student ratio, lack of materials and lack of adequate preparation for implementing the new curriculum in the classroom. From classroom observation, it has been noticed that it has become a big challenge to keep students' attention. Moreover, it is difficult to apply some parts of the curriculum in the classroom.

Another significant problem is that teachers are not able to use modern technology and multimedia materials in their classrooms. Many of them have not received the necessary training or support in this regard.

In addition, some teachers are not able to cooperate with each other or share each other's experiences, which affects the quality of education. Genzel (2014) states in this regard that if teachers can learn from each other's experiences and support each other, then successful implementation of the curriculum is possible.

In addition, political, economic, and social factors also affect curriculum implementation. Many teachers reported that the school environment and students' social backgrounds negatively affected their learning, making curriculum implementation difficult.

5.1.8 Time Constraints and Student Proficiency Levels

Lack of time and student proficiency level have emerged as major challenges in the implementation of the Revised National English Curriculum 2021. Teachers reported that limited time and varying student proficiency levels are hindering the full implementation of different aspects of the curriculum.

Research (Schmidt et al., 2007) has shown that if students' proficiency levels are not matched and there is not enough time according to the curriculum, it affects the quality of education. Many teachers believe that it is necessary to divide time according to the needs of different students, but this is not possible.

In addition, due to the difference in time limits and proficiency levels, there is a mismatch in learning among students, which hinders the successful implementation of the curriculum.

5.1.9 Resource Limitations Hindered the Implementation of the Curriculum

Resource constraints have been identified as a significant challenge in the effective implementation of the revised curriculum. Teachers reported that various materials specified in the curriculum and modern teaching aids are often absent in schools.

Various teaching aids such as multimedia, internet, and printed materials are not available, which are required for effective implementation of the curriculum.

Research (World Bank, 2018) has indicated that the lack of resources required to improve teaching methods impacts the quality of education. Teachers report that due to the lack of materials, they are unable to present the curriculum content properly, which is affecting the quality of student learning.

In addition, the lack of adequate teacher training, teaching aids, and technology in various schools limits the learning process, thereby hindering the successful implementation of the curriculum.

5.2 Ways of Improvement

According to teachers, some important steps need to be taken for the successful implementation of the Revised National English Curriculum 2021 and to improve the quality of education. We should use modern materials as much as possible for our students, and more time should be spent on effective teaching methods.

Firstly, regular training and provision of materials is required for teachers to effectively teach various aspects of the curriculum. Research (Darling-Hammond, 2010) has stated that successful implementation of the curriculum is possible with teacher training and adequate teaching materials. Secondly, teachers feel that more specific and focused time should be given to students so that they can master the subjects better.

5.2.1 The Need for Ongoing Professional Development

Importance has also been given to ongoing professional development of teachers, as it can help in the implementation of the curriculum and enhance the skills of teachers. If teachers had regular training, their teaching methods would have improved, and they could have implemented the curriculum better.

Research (Hargreaves & Fullan, 2012) has shown that ongoing professional development for teachers helps them improve their teaching strategies, which also impacts student outcomes. It helps teachers improve by increasing their confidence and interest in the curriculum.

5.2.2 Student Engagement and the Effectiveness of Teaching Methods

The relationship between student engagement and effective teaching methods is very important. Teachers reported that effective teaching methods can increase student engagement. When students are engaged in the work, they pay more attention and show interest in learning.

Research (Fredricks et al., 2004) has shown that active participation of students improves their learning skills, and they can easily master the curriculum content. It also increases their confidence and interest in learning, which is helpful in the implementation of the curriculum.

5.2.3 Implications for Curriculum Reform

Curriculum reform is essential for the improvement of the education system. The actual experiences and expectations of teachers are reflected in the revised National English Curriculum 2021. However, the successful implementation of the reforms depends on proper preparation, training, and provision of materials. If there is proper preparation and materials, then this curriculum will really be effective for students.

Research (Fullan, 2007) has shown that the impact of curriculum reform, if successfully implemented, brings about a strong change in the meaning of education and becomes more relevant to the needs of students. Therefore, it is very important to pay attention to the needs and expectations of both teachers and students when reforming the curriculum.

5.3 Recommendation

The current interim government plans to re-implement the 2012 curriculum next year instead of the 2021 national curriculum, which could create new instability in the education system, especially for students at the primary and secondary levels. While continuous changes are needed in the education system, there are concerns about the quality and effectiveness of education due to the lack of proper planning, processes and research in implementing these changes. The successive changes in education have raised questions about student achievement and standards in the past few years, and the difficulties teachers have faced in implementing these changes have also been observed in previous research (Gewertz, 2011; Goldhaber& Brewer, 2000).

Some of the important recommendations can be made:

5.3.1 Proper planning and timing

Unless curriculum changes are implemented through proper planning, these changes will create more instability and uncertainty in the education system. Reviewing the pilot implementation of the 2021 curriculum, these changes have not been implemented properly, especially in the area of assessment methods (Ahmed, 2021). Before introducing the new curriculum for 2026, the government needs to work more systematically and prepare an adequate work plan in time. In this regard, it is important to prepare teachers, incorporate new strategies, and prepare materials properly.

5.3.2 Importance of Teacher Training

Teacher training was inadequate in the implementation of the 2021 curriculum and due to this, teachers were not able to adapt to the new assessment methods (Goldhaber& Brewer, 2000; Begum, 2024). Similarly, teachers need to be provided with better training for the 2026 curriculum, so that they can teach in the new method. In particular, the new method should be implemented simultaneously at the primary and secondary levels, so that there is no confusion for teachers (NCTB, 2021). As teacher training is helpful in increasing academic skills, it is also essential for good student outcomes.

5.3.3 Adequacy of teaching materials and equipment

Curriculum change will not be successful by changing the content of textbooks alone, but rather, appropriate teaching materials and equipment must be provided to make the learning process effective for students. Currently, most students are not receiving effective learning due to the lack of proper materials, which is affecting their learning process. Although teachers apply various active methods (such as pair work, group discussion, chain reading, etc.) in their teaching methods, the lack of materials is negatively affecting learning outcomes (Gewertz, 2011). Before implementing the new curriculum, the government must ensure the provision of all types of materials required for students.

5.3.4 Reconsideration of assessment methods

New assessment methods were introduced under the 2021 curriculum, which posed a challenge for teachers and students. Implementing a continuous assessment method was a difficult task, which teachers could not fully follow and caused confusion in the learning process of students (Ahmed, 2021). The government should thoroughly review and test the assessment system that it will include in the new curriculum in the future to ensure that it does not hinder the learning process of students but rather helps them improve.

5.3.5 Timeline and student suitability

It is very important to have sufficient time for teachers to prepare in time for curriculum changes. The implementation process of the 2021 curriculum has shown that teachers could not adapt properly to the new curriculum and due to this, the learning process of students was hampered (Reazul, 2024). The use of different teaching methods in the new curriculum (such as active learning at the primary level and experiential learning at the secondary level) has created confusion

for students, which will not lead to positive results in the implementation of the 2026 curriculum unless a logical, timely and research-based plan is prepared.

5.4 Conclusion

Various changes and reform programs have been introduced in the current education system, but the implementation of these changes has become a major challenge. After the change of the National English Curriculum in 2021, several problems have emerged before teachers. In particular, the lack of teacher training, curriculum assessment methods, and necessary teaching materials are hindering the learning process of students. These problems are acting as major obstacles in the way of proper implementation of the curriculum and improving the quality of students. Therefore, it is very important to fill the gap in teacher training, effectively implement the evaluation system of the education system, and eliminate the lack of appropriate materials.

In particular, the lack of teacher training is one of the main problems. Most teachers are not aware of the new curriculum and its related assessment methods. Without adequate training, they are not able to participate properly in the teaching process. According to previous research (Darling-Hammond et al., 2010), the lack of teacher training can have a negative impact on the quality of education. Teacher training is essential for the proper implementation of the new curriculum and creating a better learning environment for students.

Another important problem is the interest and ability of students in the curriculum. In the current education system, students are only focused on exam preparation and exam results. This kind of mentality makes students inattentive to learning and they lack behind achieving the main objectives of the curriculum. On the other hand, teachers are not aware of the curriculum structure and teaching strategies and are unable to establish effective communication with students, resulting in a decline in the quality of education. Teachers need to strategically change their teaching methods to create interest and attention among students.

In addition, changes in the assessment system have become very important in the education system. Although students were assessed through previous tests, the importance of continuous assessment and project-based assessment methods has increased in the new curriculum of 2021. This change has become a new challenge for teachers, as they are not ready to follow the new methods. According to research (Black & Wiliam, 1998), continuous assessment plays a key role

in improving student learning outcomes. However, effective implementation of this assessment method requires teacher training and appropriate materials.

The lack of materials has further aggravated the problems of teachers in implementing the curriculum. Teachers are unable to teach efficiently because of the shortage of adequate teaching materials. required for the new curriculum. Teachers said that using other teaching aids such as videos, audio, images, etc. outside the textbooks can help students improve their language skills. However, most teachers are not trained in the use of technology and multimedia materials, which is why they are unable to use these materials. If these problems are resolved, the quality of education will increase, and the new curriculum can be implemented effectively.

Meanwhile, the government is planning to introduce a new curriculum for 2026, but the uncertainty and instability associated with this change are harming the effectiveness of education. The lack of time and materials required to keep the curriculum in line with the required skills and habits of students is making the work of teachers more difficult. The lack of facilities to allocate time and materials according to the different skill levels of students is hindering the full implementation of the curriculum. Time constraints are becoming a major problem in improving students' language skills at the primary level.

It is essential to bring stability and continuity to the development of education, and for this, adequate training, time and materials need to be provided to teachers. According to research (Schmidt et al., 2007), when the time and materials of the curriculum are in line with the competency level of the students, the quality of education increases. However, currently, this alignment has become difficult to achieve. The quality of teachers' work has declined significantly due to the lack of internal collaboration and exchange of experiences among them.

However, if these challenges can be addressed in the future and reforms are brought about through proper planning and research in the field of education, it will help to create a strong and effective education system for students. The implementation of the new curriculum in 2026 will improve the quality of education by solving the challenges related to teacher training, materials, and time management.

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Annexure

A. Consent Letter

Subject: Consent for Participation in Research Study

Dear Sr/Mam,

I hope this letter finds you well. My name is HarunAr- Rashid Mamun, and I am currently pursuing a Master's in Education at BRAC University. I am writing to seek your cooperation for my thesis research, titled "English Teachers' Perspectives on the Implementation of Revised National English Curriculum 2021 in Grade 6." The purpose of my study is to gain valuable insights into English teachers' experiences, challenges, and perceptions regarding the implementation of the revised national English curriculum 2021 in grade 6. Your participation in this research is crucial as it will contribute significantly to the depth and richness of the findings.

Your involvement will include participating in interviews, where you will have the opportunity to share your experiences and perspectives on the curriculum implementation. Your responses will be anonymized and treated confidentially to ensure your privacy and the confidentiality of the information shared. Participation in this study is entirely voluntary, and you have the right to withdraw at any point without any consequences. If you agree to participate, please sign and date the attached consent form, indicating your informed and voluntary agreement to be part of the study. I assure you that the information collected will be used solely for academic research purposes, and the results will be presented in a manner that ensures anonymity.

Should you have any questions or require further clarification about the study, please feel free to contact my supervisor at dilrubaied@bracu.ac.bd.

Thank you very much for considering participating in this research. I look forward to the opportunity to work with you and sincerely appreciate your time and cooperation.

Sincerely,



Harun Ar Rashid Mamun

Do you agree? (Put tick)

1. Yes
2. No

Signature_____

B. Interview Guide for English Teachers and Master Trainers

B.1 Qualitative Interview questions for English Teacher

a. Perceptions of the Revised National English Curriculum:

1. How do you perceive the revised national English curriculum 2021?
2. What aspects of the curriculum do you find most beneficial or challenging?

b. Teaching Methods and Implementation:

3. Can you share your thoughts on the teaching methods introduced in the revised curriculum?
4. How do you incorporate these teaching methods into your English classes?
5. Can you provide examples of specific activities or strategies you use to implement the curriculum?

c. Challenges and Solutions:

6. What difficulties or challenges have you encountered while implementing the revised curriculum?
7. How do you address or overcome these challenges in your teaching practice?
8. Are there any resources or support mechanisms you feel would help alleviate these challenges?

d. Reflection and Conclusion:

9. What are your expectations or suggestions for the interim government, especially concerning any changes they might make to the current English curriculum? How do you think these changes could impact your teaching and students' learning experiences?

B.2 Qualitative Interview questions for Master Trainer

a. Perceptions of the Revised National English Curriculum:

1. How do you perceive the revised national English curriculum 2021?
2. What aspects of the curriculum do you find most beneficial or challenging?

b. Teaching Methods and Implementation:

3. Can you share your thoughts on the teaching methods introduced in the revised curriculum?
4. How do you think English teachers are incorporating these teaching methods into their grade 6 English classes?
5. From your observations, what are some examples of specific activities or strategies teachers use to implement the curriculum effectively?

c . Challenges and Solutions:

6. In your experience, what difficulties or challenges do English teachers encounter while implementing the revised curriculum?
7. How do you believe these challenges can be addressed or overcome in teaching practices?
8. Are there any resources or support mechanisms you recommend helping alleviate these challenges for English teachers?

d. Reflection and Conclusion:

9. What are your expectations or suggestions for the interim government, especially concerning any changes they might make to the current English curriculum? How do you think these changes could impact your teaching and students' learning experiences?

C. Class Observation Note Template

School Name:

Assigned To:

Date and Time:

Never	rarely	Sometimes	Often	Always	Instructional Methods:
					Teacher utilizes a combination of lecture-based instruction and group activities
					Encourages student participation through questioning and discussion
					Provides access to online resources for further exploration of lesson topics
					Incorporates props and real-life examples to make the lesson more engaging

Implementation of the Revised Curriculum:					
Never	rarely	Sometimes	Often	Always	<i>Integration of curriculum elements</i>
					Lesson focuses on topics aligned with the revised national English curriculum 2021
					Objectives of the lesson correspond to curriculum guidelines
					<i>Alignment with curriculum objectives</i>
					Learning outcomes are clearly stated and addressed throughout the lesson

					Language skills such as reading, writing, speaking, and listening are integrated into activities and tasks
					<i>Level of engagement and participation</i>
					Students actively participate in class discussions and activities
					Demonstrates enthusiasm and interest in learning
					<i>Student collaboration</i>
					Engages in peer-to-peer interactions and group work
					Collaborates effectively to complete tasks and solve problems

Challenges Faced by the Teacher:					
Never	rarely	Sometimes	Often	Always	<i>Identified challenges</i>
					Limited time for covering all curriculum objectives
					Some students struggle with understanding complex concepts
					<i>Strategies and adaptations</i>
					Provides additional explanations and examples to support student learning
					Offers individualized support to students who require extra assistance

Reflections and Plans:					
Never	rarely	Sometimes	Often	Always	<i>Teacher reflections</i>
					Reflects on the effectiveness of instructional methods and student engagement
					Considers areas for improvement and plans for future adjustments to lesson plans
					<i>Professional development</i>
					Expresses interest in attending workshops or training sessions to enhance teaching skills
					Seeks opportunities for collaboration and sharing best practices with colleagues

