

**The Implementation of the 2021 Secondary English Curriculum in
Bangladesh: Insights from Teachers' and Students' Experiences with
*English for Today***

By

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

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Declaration

It is hereby declared that

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Of Summer, 2025 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Masters of Arts on [Date-of-Defense].

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Ethics Statement

This study entitled *The Implementation of the 2021 Secondary English Curriculum in Bangladesh: Insights from Teachers' and Students' Experiences with English for Today* has been strictly conducted following the ethical codes aiming to protect the rights and well-being of participants. The main focus of the main research is data collection on the extended curriculum implementation, and ensuring participant confidentiality, autonomy, and dignity.

All participants will give informed consent prior to any data collection. All subjects will receive detailed information about the aim of the study, the procedures, and potential outcomes. Participants will also be informed of their right to withdraw any time during the study without any negative consequences. Informed written consent will be obtained from every participant to indicate that the participant understands the study and agrees to participate in it.

This study is highly sensitive. Data collected will be anonymized and no reports, publications or presentations will contain personal identifiers. Participants' confidentiality will be maintained throughout the study, and data from participants will be securely stored to prevent unauthorized access. The data will be handled confidentially for the purpose of the study and will not be shared with anyone other than the research team. Any published results will guarantee that participants' identities are obscured.

Participation in this study is completely voluntary and anonymous, and participants can opt not to answer any question, and/or to withdraw from the study at any point without facing any negative consequences. Risks to participants have been minimized due to the non-invasive nature of the study, which is not designed to cause any physical or emotional harm. In the event that a participant feels upset at any stage or wants to stop the process, they will be free to do so without explanation.

Abstract

This study investigates the role of the government-mandated English textbook *English for Today* in the implementation of the 2021 Secondary Education Curriculum in Bangladesh. The study explores both the opportunities and challenges faced by the participants under the new curriculum and examines whether the new curriculum enables the participants to develop their communicative competence in English. This research was carried out using a qualitative approach. Data were collected through semi-structured interviews with secondary level students and teachers from various schools across the country. Interviews with teachers provided insights into the curriculum design, its alignment with instructional practices, and challenges of implementation. Students shared their experiences on learning English within this new framework, including whether they found the classroom activities relevant, engaging, and effective in improving their language use. Findings revealed that while the new curriculum has brought some improvement in students' language skills, persistent challenges remain, such as inadequate facilities, reliance on traditional pedagogy, and insufficient teacher training. The study concludes with recommendations for aligning assessment practices with the curriculum, providing rigorous teacher training, and strengthening the provision of resources and technology to ensure the effective use of *English for Today* in implementing the new English curriculum.

Keywords:

Dedication

This thesis is humbly dedicated in honor of the teachers, students and stakeholders in education in Bangladesh whose hard work and dedication to every aspect of advancing learning and teaching motivate others to strive for betterment. As the foundation of this research, they are dedicated to shaping the future of education.

My family, particularly, whose unrelenting love, support, and faith in my potential have enabled and spurred me on my academic journey; I also dedicate this work to you. Without them, this thesis would not have been complete.

Hope this research will help in the quality education of English in Bangladesh, so that future generations can enjoy the subject significantly.

Acknowledgement

I would like to convey my heartfelt thanks to my respected supervisor, Dr. Md. Al Amin Sir, for his phenomenal help, constant guidance, and positive feedback from the inception of this research to the completion of this report. His guidance and feedback has been instrumental in shaping the direction and quality of this thesis.

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My heartfelt gratitude goes to my family and friends for their unflinching support, patience, and encouragement during this quest. They have always believed in me, which has driven me to continue working, even in the toughest times.

Finally, I would like to dedicate this thesis to the future of English language education in Bangladesh, in the hope that the results of this study will inspire further trials and innovations in secondary education in Bangladesh.

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List of Acronyms

EFT	English for Today
TBLT	Task based language teaching
PBL	Project based learning

Glossary

"English for Today"	A Bangladesh government-approved textbook for teaching English at secondary schools. The boys do use a textbook, which is part of the English language curriculum in their school.
Curriculum	School educational system or syllabus that are followed by authorise schools in a specific national or state way. In this study, “curriculum” stands for the revised secondary-level English curriculum, which was first introduced in Bangladesh in 2021.
Secondary Education	In Bangladeshi context, where class 6-10 is called secondary school. In this context, Secondary education can be associated with the basic academic knowledge and skills, for example, proficiency of language required in higher education and vocational education.
Implementation	The act of implementing a plan, policy or curriculum. In this context, it indicates the current approach towards implementation and teaching in the classroom with the newly introduced English curriculum ("English for Today") in secondary schools in Bangladesh.

CHAPTER ONE

INTRODUCTION

Bangladesh has made numerous noteworthy modifications to its curriculum system in an effort to raise the standard of secondary education, particularly in the area of teaching English as a second language. English is an international language, and it is taught and studied widely across the world (Marlina & Xu, 2018). Bangladesh came to see the value of English in a globalized world and its significance for higher education. English language instruction is frequently provided in Bangladesh through English-medium instruction. The government resolved in 2022 to update the secondary curriculum and align it with modern educational standards and global skills. The "English for Today" curriculum, which aims to give students communicative competency and practical language abilities, is one of the main innovations. The format of "The English for Today" includes digital resources, supplementary materials, and a graded textbook with experience-based exercises to help teaching and learning. The redesigned curriculum also places a strong emphasis on using technology in the classroom to improve students' learning outcomes by utilizing digital and multimedia platforms.

1.1 BACKGROUND OF THE STUDY

Bangladesh's current educational system consists primarily of three subsystem categories. There are three kinds of education: vocational, general, and Madrasha. The majority of students in Bangladesh are enrolled in the general education program. Overall, general education can be completed at three different levels. Primary level (classes 1–5), secondary level (classes 6–12), and tertiary level are the first three levels. In Bangladesh, the grammar Translation method (GTM) was used for teaching and learning in Bangladesh since 1971. The National Education Policy provided an extensive learning plan for secondary school in 2010. Government changed the curriculum for class six to class ten. In the need of implementing communicative based

English learning, to help students gain the ability of speaking, listening, reading and writing which was put into effect in 2012 (Kabir, 2023). The 2010 Policy was followed by the Bangladeshi education system from 2012 to 2020. From 2010, every Bangla medium and English version school has followed the “English for today” to teach the students effectively. Then, the Bangladeshi government unveiled a new curriculum framework in 2021 (NCTB, National Curriculum Framework, 2021) to us. In the new curriculum Education, they have made some changes to make English more communicative. As nowadays communication in English is a very important skills for students. Every sphere in life they need English such as higher education, job sectors, communicate globally, almost everywhere. The new curriculum, according to NCTB-2021, was created with the goal of making classroom activities more enjoyable and focused on the needs of the students. This essay looks into how secondary school students were embracing the new curriculum and English language learning techniques, as well as how the teacher was implementing the new English book.

1.2 IMPORTANCE OF LEARNING ENGLISH

Undoubtedly, English language is very important of our life nowadays. Importance of learning English are so many, especially a country like Bangladesh which is developing so fast now a days. So, compete or run with this world we need to communicate with people worldwide and for that we need a common language to understand each other’s point of view and ideas. Besides, English is the official language in 53 counties and over 400 million people share their ideas or communicate in English (British Council, 2013). This makes English as an essential tool for every sector whether it is for business purpose or educational purpose.

Additionally, English plays a vital role for career advancement. Proficiency in English gives people numerous opportunities in their future. Many international companies as well as many national companies make English as their primary language of communication. For a developing country like Bangladesh, learning English as a second language creates more opportunities for people. Learning a new language helps people to develop their cognitive ability such as problem solving, creative writing, logical thinking and many more. Language makes people to understand different cultures and it improves the knowledge of values and morals in a broad way.

Moreover, in Bangladeshi context learning English is essential for so many reasons in this 21st century (Arafat & Mehnaaz, 2020). Teaching English is compulsory since Bangladesh got its independence. The main source of teaching English was the compulsory text book name “English for Today”. Recently, the changing curriculum system is more focused about student’s communication skills and the use of English in real life context.

1.3 EMERGENCE OF NEW CURRICULUM IN BANGLADESH

Curriculum refers to an interactive system of instruction which will lead students to understand the context, strategies or goals of learning. Bangladesh's current educational system consists primarily of three subsystem categories. There are three kinds of education: vocational, general, and Madrasha. The majority of students in Bangladesh are enrolled in the general education program. Overall, general education can be completed at three different levels. Primary level (classes 1–5), secondary level (classes 6–12), and tertiary level are the first three levels. The National Education Policy provided an extensive learning plan for secondary school in 2010 and it was put into effect in 2012. The 2010 Policy was followed by the Bangladeshi education system from 2012 to 2020. In 2012, the ministry of education designed their

curriculum in the basis of teaching students the four basic thing in English which is listening, speaking, reading and writing. Then, the Bangladeshi government unveiled a new curriculum framework in 2021 (NCTB, National Curriculum Framework, 2021) to us. The new curriculum, according to NCTB-2021, was created with the goal of making classroom activities more enjoyable and focused on the needs of the students. This essay looks into how secondary school students were embracing the new curriculum and English language learning techniques, as well as how the teacher was implementing the new English book.

1.4 OVERVIEW OF CURRICULUM EDUCATION 2021

Educational theories play a vital role in teaching English language to the students by shaping language learning materials, approaches and learning by experience (Kolb, 1984). NCTB makes several changes in textbooks and assessment system aimed at enhancing the learning experience for the students and prepare students for their future challenges.

Instead of rely on common final exams and assess students though only exam scripts, new curriculum education is assessed students through classwork, yearly assessments, groupwork, teamwork, presentation skills and all theses approaches help student to understand and gather knowledge more effectively. New curriculum is focused on student's skill development and it emphasizes critical thinking skills, creativity, problem solving and real-life practices. For these practices students will be adaptable and prepared for real life challenges.

In new curriculum, educational textbooks are important for students to gather knowledge but alongside this curriculum is focusing on moral ethics, mental health, physical education and safety education. There are no division till Class 11. So, students will not choose science, arts

or commerce for studying. All the students have to explore all the sections and sectors till class 11 and it will make them understand in which sector they are really interested to read in and what will be their goal in life.

Additionally, teachers are receiving extensive teaching training for implementing this new curriculum. Not only students but also teachers are using technology for teaching and gathering efficient data to deliver in the class.

1.5 OVERVIEW OF CHANGED ‘ENGLISH FOR TODAY’ TEXTBOOK 2021

The aim of the curriculum of English language is to develop communicative skills among the students for local and international purpose. The first English language teaching starts from year 2000 under the subject name “English for today”. The goal of implementing this book was making students proficient in English language. NCTB approaches communicative language teaching for secondary students. However, the goal was not successfully achieved because of not focusing on four basic language skills (Begum & Islam, 2017). Then NCTB revised their English teaching book in 2012 and implemented the curriculum from 2013 for achieving four language skills (national Curricula, 2012). However, in 2021, NCTB again changed their curriculum for class six and seven and in 2022 this curriculum was for class six to class eight grade students. Finally, in 2024 from class six to class nine English language teaching is focused on experience-based learning and the goal is still make students proficient in communication with the help of real-life scenario. Changes to curriculum and EFT textbooks are being made for better understanding and for better meet the students’ goals and needs (Uddin, 2021). New English textbook has contexts like situation, perspectives, tones etc which will lead the students towards a better understanding while communicating.

1.6 CANCELLATION OF THE 2021 CURRICULUM AND REVISED CURRICULUM OF 2024

The July Movement of 2024 in Bangladesh was a series of protests, demonstrations, and acts of social activism that occurred in July 2024, driven by issues of economic hardship, inflation, and calls for political reform in the country. Like other movements in Bangladesh, a large part of the protests were led by students and youth, especially university and school students, who sought to mobilize to demand policy reform and better living conditions. The movement was also characterized by issues of freedom of speech and political repression. Many people, including activists and members of civil society, demanded more space for dissent, freedom of the press and the right to protest. The July Movement of 2024 in Bangladesh had considerable social and political consequences, however regarding education, its only impact was to further the narrative of educational change, and education policy debate, in the nation. The movement had ripple effects, including but not limited to things like the curriculum revision and the cancellation of the 2021 curriculum.

The Bangladesh 2021 curriculum was part of a wider reform but had also been criticized for several reasons. The criticism included some of the following:

While sufficient content was not prepared for various modes of online learning. In fact, since the learning from home mode due to the pandemic, the curriculum was arranged in a hurried manner for online learning and many students, especially in rural areas, deprived even before the internet turned out of home because they did not have devices. Another challenge was the difficulty in implementing the new curriculum, especially for those who were used to traditional teaching methods. There was an insufficient inclusion of the updates on modern educational growing trends including digital literacy, critical thinking, and real-world application of knowledge into the curriculum.

As the July 2024 Movement increased pressure on the government to reform and address grievances, the 2021 curriculum was reassessed. It called for a more inclusive, practical, and responsive education policy. Governing 101: The July Movement on education Students, teachers và parents -- Concerned about schools The July Movement exerted pressure on the government to address the educational concern of students, teachers and parents. These protests also served as sobering reflections of much needing to be done to get access to quality academic instruction in the hands of students and curriculum having to play catch-up with the needs of contemporary society. However, with students being the catalysts of such movements, youth political consciousness and involvement was also on the rise. It might affect future educational reforms and be another data point about the need for more civic education and political literacy in the curriculum. It was the educational system, or more specifically the curriculum, that played a crucial role in the impact of the July Movement of 2024 in Bangladesh. It culminated in the cancellation of the 2021 curriculum and the revision which filled the gaps in digital access, pedagogical methods and student-centered learning. The movement also raised the need for more relevant education in light of the changing times.

1.7 STATEMENT OF PROBLEM

In Bangladesh English is compulsory for class 1-12. For English language teaching, EFT textbook is used by the teacher for secondary level students. The “English for Today” textbook series, developed by the National Curriculum and Textbook Board (NCTB), was revised in 2021 to align with the updated curriculum for secondary level education in Bangladesh. Despite these revisions, several challenges persist in its implementation, which hinder the achievement of its educational objectives. The main focus of implementing this textbook is four basic skills in language learning. However, still students are struggling to communicate in English properly due to their lacking of speaking and listening skills. Many teachers are not adequately trained

enough to teach the students all the contents effectively. There is significant gap between textbook content and assessment system and evaluation process, which still focus on rote memorization rather than practical language use. The researcher addressed the problem and decided to explore the implementation of this new curriculum education for secondary level students in Bangladesh.

The Bangladesh 2021 curriculum was part of a wider reform but had also been criticized for several reasons. The criticism included some of the following:

While sufficient content was not prepared for various modes of online learning. In fact, since the learning from home mode due to the pandemic, the curriculum was arranged in a hurried manner for online learning and many students, especially in rural areas, deprived even before the internet turned out of home because they did not have devices. Another challenge was the difficulty in implementing the new curriculum, especially for those who were used to traditional teaching methods. There was an insufficient inclusion of the updates on modern educational growing trends including digital literacy, critical thinking, and real-world application of knowledge into the curriculum.

1.8 SIGNIFICANCE OF THE STUDY

Through evaluating the benefits and drawbacks of using the "English for Today" textbook, this research can give educators and curriculum designers useful information. This may result in enhanced instructional techniques and learning resources that better suit the requirements of the students. When creating interventions to improve students' overall language competency, it might be helpful to understand the possibilities as well as the constraints presented by the current curriculum. Given that English is a universal language, it is essential for their academic performance as well as their prospects for future employment. The study can draw attention to

the need for improved programs for teacher preparation, ensuring that teachers have the resources necessary to effectively teach the curriculum. As a result, both teachers and students may benefit from more dynamic and interesting educational environments. Better English language instruction can benefit students' employability and participation in the global economy, which can have a wider socioeconomic impact. This could aid in the nation's overall development. English language proficiency can promote cross-cultural learning and aid in students' global perspective development. This promotes understanding and collaboration between people, which is crucial in a society that is becoming more interconnected.

1.9 RESEARCH OBJECTIVES

The main objectives of this research are to identify the obstacles and challenges encountered in implementing "English for Today" in secondary schools, as well as to assess how teachers and students perceive the program's implementation within the revised curriculum.

Research Question: RQ1 What are the perceptions of teachers regarding the content and structure of "English for Today" in the changed curriculum?

RQ2 How do students perceive the difficulty and relevance of "English for Today" lessons in their educational journey?

RQ3 What are the challenges faced by the teachers in effectively implementing the "English for Today" curriculum?

CHAPTER TWO: LITERATURE REVIEW

Introduction

The introduction of a literature review presents the background and context for the study issue, delineating its significance and setting the review's emphasis. This literature review on the implementation of "English for Today" in the revised curriculum for secondary education in Bangladesh necessitates a clear comprehension of the educational landscape and the importance of English language instruction within that context.

2.1 BACKGROUND OF CURRICULUM REFORM IN BANGLADESH

Bangladesh's education system has recently gone through major changes, mostly at the secondary level, in order to meet world standards and improve student outcomes. Because of these changes, there is more attention on teaching English, because people know it's important for communicating with people around the world, going to college, and getting a job. The Ministry of Education started the curriculum change to fix the problems with the old system, which relied too much on old-fashioned teaching methods and memorization.

According to research, students' critical thinking, imagination, and real skills may help them do much better in school, which is what Bangladesh's new program is trying to achieve. International educational standards, especially UNESCO's suggestions, which stress global responsibility and sustainable growth (UNESCO, 2015), are followed in the program. According to Darling-Hammond et al. (2017), professional development helps teachers adapt to changing course requirements, which means that teacher training is necessary for effective application.

Cultural factors significantly influence curriculum modification. Bourdieu (1973) emphasizes the need for curriculum designers to account for local variables when analyzing the relationship between cultural capital and academic achievement. Rahman and Hossain (2019) believe that the introduction of modern knowledge and skills into the curriculum for the twenty-first-century workforce may address existing systemic shortcomings. Alam (2018) asserts that including underrepresented viewpoints into the curriculum may improve inclusion and diversity, therefore strengthening Bangladesh's economic integration and global competitiveness (Kabir, 2020).

2.2 IMPORTANCE OF ENGLISH LANGUAGE EDUCATION

The teaching of the English language is crucial in Bangladesh for global competitiveness and national development. Given that English has emerged as a global lingua franca, mastery of the language may enhance prospects for people in academics, professional progression, technology, and international communication (Obaidul Hamid, 2010). In Bangladesh, English is essential for socio-economic development and for obtaining information and resources outside language and cultural confines.

English language education is shaped by its global influence across regions. Nunan (2023) stated that English is a global language and he highlights its impact on educational practices, while there are some challenges of implementing English-medium programs in many regions stated by Yang et al. (2019). The pedagogy of English as an international language needs re-evaluating teaching assumption to cope up with the modern world (Mckay, 2003). English language teaching encourages the new pedagogical adaptation including communication and student-centered classroom and improving overall teaching standards, stated by Radosavlevikj (2021).

2.3 THE 2021 CURRICULUM: VISION AND OUTCOMES

The new curriculum aims to mould students with comprehensive skills required to survive in a fast-changing globalized world beyond academic excellence (Nabiyevna, 2023). Key objectives include:

Critical Thinking and Problem Solving: The curriculum guides the students to interact with their learning materials, fostering problem-solving and analytical skills.

Inclusive of Multiple Development Areas: Equivalent emphasis is placed on intellectual, physical, emotional, and social development in the curriculum. This involves the need for emphasis on values, morals, ethics, emotional intelligence in addition to academic learning.

21st century skills: The reform focuses on building up skills that are crucial for the modern workplace, including communication, collaboration, digital literacy, creativity and flexibility.

Just as importantly, through this bill, there's a larger effort to minimize disparities that exist in terms of educational access between rural and urban areas, and to ensure all students can access a quality education regardless of socio-economic status.

2.4 ENGLISH BOOK STRUCTURE AND CONTENT

Previous research into language textbooks within various educational contexts indicate the extent to which it meets curricular goals and learning outcomes. A textbook analysing framework suggested by McGrath (2002) identifies four key aspects for evaluation: content utility, pedagogical effectiveness, cultural acceptance, and learner involvement. Have examined English language textbooks from countries including Turkey (Karabinar & Guler, 2013) and China (Liu, 2019; Tok, 2010) in comparative studies, identifying similarities and

differences with regard to the number of cultural elements, language skills, and educational technology. These inquiries frequently reveal a clash between the pursuit of a universal standard English curriculum and the need for local adaptation to fit specific cultural and linguistic environments (Canagarajah, 2005). In Bangladesh, Alam (2015) reviewed earlier versions of secondary English textbooks, highlighting the need to balance global and local content for better language and cultural awareness.

2.4.1 FROM MINDLESS LEARNING BY ROTE TO LEARNING BY COMPETENCE

A major shift in the curriculum is the transition from the age-old rote-learning methodology to a competency-based learning (CBL) approach (Ahsan, Islam & Khan, 2023). In contrast learning is not defined as knowing every fact about every subject but simply having the skills and knowledge needed to do the job. Students must show that they can apply, understand, and solve problems rather than memorize and recall.

Integrated Subjects: The course material promotes the inclusion of different subjects such as English, Mathematics, and Science in a single area so the topics studied are connected enabling learners to switch between fields.

Focus on Life Skills: More emphasis on life skills education, including, financial literacy, social skills, environmental education, and career awareness. This content is embedded in subjects like English, Science, and Social Studies.

Use of Local Contexts and Relevance: The new textbooks are designed with the thought of making education more relevant to the lives of the students. One example is the English for Today textbook (EFT), which is a core teaching material for English at the secondary level, includes local and cultural themes that help make lessons more relatable and pragmatic.

2.4.2 SUBJECT SPECIFIC-CHANGES

The new curriculum revises content for all core subjects in secondary grades, including the following:

English: The new English curriculum emphasises communicative competence more than ever, centering around the four key skills of listening, speaking, reading and writing (this has been articulated with particular clarity in the context of the English for Today textbook). These include task-based learning, project work, group work etc. are now integrated into the textbook to make the process of learning more interactive and engaging. Also, real-life critical reading and writing skills for report writing, creative writing, and research-based writing, are focused on.

Mathematics: The new curriculum emphasizes applying mathematical principles in real-life contexts. It encompasses greater degree of real-world problem-solving scenarios beyond theoretical learning.

Science: The science curriculum focuses on encouraging responsible explorations while developing an understanding of the natural world. Through studying historical events, global cultures, and social dynamics, students develop the skills they need to make informed decisions that will allow them to be responsible members of society.

2.4.3 FOCUS ON DIGITAL LITERACY

Responding to the increasingly pervasive role of technology in the workplace and in educational contexts, digital literacy is embedded in the new curriculum as a foundation. Students will get acquainted with basic digital devices, internet and other information and

communication technologies (ICT). Digital literacy is integrated within subjects, with a particular emphasis on:

Use the Web: To promote research and develop Internet Communication.

Multimedia Learning: Embedding videos, online resources, and interactive content that can attract students to focus more on learning.

2.5 THE ROLE OF TEACHING METHODOLOGIES AND PEDAGOGICAL APPROACHES IN THE CURRICULUM REFORM IN BANGLADESH

Curriculum reform in Bangladesh has brought about a paradigm shift in teaching and learning with a focus on a student-friendly environment to promote student engagement, critical thinking and participation. Developing a new framework for transforming a traditional, teacher-centered classroom to a student-centered learning model in which students are an active part of the learning process. The curriculum combines multiple teaching strategies and pedagogical approaches and consequently seeks to better equip students for success not just in academic settings but also to later challenge life in an increasingly interconnected global, technologically advanced world. This document details the essential teaching strategies and pedagogical approaches infused within the curriculum.

2.5.1 STUDENT-CENTERED LEARNING

An aspect of the new curriculum that is key to my experiences is that it encourages student-centered learning and places the student at the forefront of their own education rather than relying solely on the teacher as the authority (Chowdhury, & Kabir, 2014). This is based on the notion that students learn when they have agency in their learning process, and when

learning is personalized and they find meaning. Student-centered learning emphasizes engagement with the subject matter at a much deeper, intrinsic level; students explore, question, create knowledge rather than simply receiving it (Choudhury, 2010).

2.5.1.1 ENGAGING STUDENTS WITH THE CONTENTS

An important element of student-centered learning is that students have a voice and choice in the learning process (Islam, 2019). In a model where students traditionally only listen to the lecture — it most often believed that the student should be a part of the learning experience every step of the way. These may consist of things like:

Instead of simply rote memorization, we see a shift toward inquiry-based learning, in which students are taught to ask questions, investigate, and explore topics of interest, all of which creates a more self-directed approach to gaining knowledge.

There is another aspect which is self-assessment and reflection. Peaceful spaces that give students the opportunity to assess their growth and reflect on their learning. It builds self-awareness and accountability for one's own academic learning.

The end goal is to create ownership among students so that they are more invested in their learning.

2.5.1.2 PROJECT-BASED LEARNING (PBL)

One more big piece of student-centered learning is project-based learning (PBL) that challenges students to do self-research and present their findings. Problem-Based Learning (PBL) means the learning fulfillment is arranged by the resolution of a good problem or by

answering complicated questions that require students to effectively use the knowledge and skills. Such an approach is especially useful because it:

Encourages critical thinking and problem-solving skills, because students need to synthesize information, collaborate and come up with innovative approaches to problems. Supports interdisciplinary learning, where students use knowledge and skills from various subject areas to bring a project to completion. Enables students to cultivate 21st-century skills, including teamwork, communication, and digital literacy, all of which are imperative in today's globalized world (Kabir & Haque, 2023).

So, for example, instead of writing an essay at the end of their English unit, students could collaborate on a multimedia presentation or a research paper about a topic that is cross-curricular or global, thus engaging with the language while also practicing other academic and life skills.

2.5.1.3 COLLABORATIVE LEARNING — PEER INTERACTIONS

Moreover, the new curriculum is being witnessed with collaborative learning, which permits students work together towards common learning goals. Learning in a group, through peer discussion and joint problem-solving, teaches students not only the content but also collaboration, communication, and negotiation. Other benefits of group activities: It teaches the students how to develop the interpersonal relations and begin to get the respect for the differences understanding and ideas (Islam, 2015).

This is why peer learning is so important, as students learn from one another, provide feedback and help each other grow. This model helps create a classroom community where learning is a collaborative, social activity, not an individual task

2.6 ASSESSMENT METHOD

With these changes in mind, based on the new curriculum, reforms in assessment methods have also been made to make them in line with today's competency-based learning approach. According to (Al Amin, M & Greenwood,2018) assessment methods have had to step beyond the exam, with more diverse ways to assess the skills and abilities of students. Key changes include:

Formative Assessment: Ongoing, low-stakes assessments that monitor student learning and provide ongoing feedback. Quiz, group project, presentation, and in-class activities.

Summative Assessment: They have not yet abolished the final exam, but they have started moving towards including more project-and practical based assessments.

Portfolio assessment: Have students maintain portfolios of their work throughout the year that highlight their learning progression, from essays and projects to creative work.

The new system also promotes self-assessment and peer assessment, in which students assess their own and their peers' work. This promotes reflection and active engagement in learning.

2.7 CONCLUSION AND RECOMMENDATIONS

The novel curriculum in the above program is a probability for progressing in theory basis of secondary School students for learning English for today in Globalized and technological society. But, in order to achieve its goals, several measures need to be taken:

1. Improving teacher training with communicative language teaching.
2. Subject to better access to both resources and technology, particularly in rural areas
3. Fostering a more student-centered classroom experience
4. Aligning assessment practice more closely with communicative purposes

Overall, even though challenges persist, the EFT model has played an integral role in enhancing English teaching in Bangladesh, and it is still evolving as one of the components of the larger reforms in the curriculum in the country.

CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

This chapter discusses the research approach used to carry out this investigation. As stated by the researcher in chapter one, the primary goal of this study is to exploring the implementation of ‘English for today’ in secondary level student. The purpose of this study is to analyze and comprehend the techniques and challenges faced by the teacher and students in secondary level. The study aims to provide insight on the tactics, obstacles, and variations in teaching and learning ‘English for Today’ across several fields in secondary education.

3.2. SECTION ONE: INTRODUCTION TO THE CASES

This section will introduce the four participants or cases with regard to their educational experiences, age, current educational institutions, and school and college medium.

Participant’s profile

Name	Qualification	Institution	Age	Medium of Instruction
1. Nusrat Noba	Teacher	St joseph high school and college	39	English Version
2. Saira Rahman	Teacher	Milestone high school and collage	36	English Version

3. Rumi Roy	Teacher	Preparatory High school and college	40	Bangla version
4. Abdur Rauf	Teacher	Preparatory high school and college	48	Bangla version
5. Arshia rahman	Student	Nur mohammad	13	English version
6. Sushana sara	Student	Viqarunnesha High school and college	14	Bangla version
7. Shafiq Islam	Student	Preparatory high school and college	14	English Version
8. Shayan Rahman Saafir	Student	Residential model school and college	13	Bangla version

3.3 THE QUALITATIVE PARADIGMS

This qualitative study examines Bangladeshi secondary school students' English learning , difficulties, and perceptions of learning processes of academic English textbook. As stated by Gay & Airasian (2003), participant and context-related questions can be described and addressed through qualitative research. In the opinion of Johnson & Christensen (2004), gathering qualitative data is the mainstay of qualitative research (as cited in Rahman & sarker, 2019). Since the goal of this research is to provide a descriptive answer regarding the implimentation of English for today in Bangladeshi secondary schools, qualitative data will be used, making this technique the most appropriate method of conducting the study.

3.4 RESEARCH DESIGN

The researcher established the study's research design after examining prior literature and research topics. The study was preceded by pragmatic research, but it concentrated on activities made by a researcher and their implications for an immediate situation. The primary goal of the study is to implimentation of the academic english text book in secondary level students.The researcher chose a numerous case study approach.

A qualitative study is carried out to learn about students' perceptions and challenges. The researcher collected qualitative data using observation and in-depth interviews (Ismiati & Pebriantika, 2020). The research design for this study is given in detail in the following sections of the chapter.

3.5 SELECTING THE PARTICIPANTS AND CRITERIA

Purposive sampling is the method used by the researcher for the study. Tongco (2007) defines purposeful sampling as an impromptu technique that depends on a researcher identifying the information required and then looking for sources willing and able to provide it (as referenced in Fajri, 2020). Four secondary level students and four teacher who have ideas of new english textbook and who use it for academic tasks. The researcher has used particular selection criteria in order to conduct this study.

1. The participants required to be secondary level students and teacher. The input was intended to make sure they woudn't hesisate to do an interview.
2. The participants familiar with Bangladeshi curricula.
3. Participants must be willing to participate in the research.
4. Participants must complete all research requirements.

3.6 DATA COLLECTION PROCEDURE

Data will be gathered using a semi-structured interviews. The survey will include questions about participants'teaching and learning habits, perspectives, and obstacles, while interviews will provide a more in-depth assessment of individual experiences (Kazemian et al., 2021). The survey instrument was created after a thorough analysis of the current literature and will be pre-tested to verify reliability and validity. For answering the research question, the researcher used interviews, observation, and script analysis.

3.7 DESIGNING INTERVIEW PROTOCOL

The different educational systems of the participants in Bangladesh present further challenges for the researcher while creating a valid and trustworthy interview process. Therefore, the researcher considered it was crucial to adapt refinement interview protocol. Regarding multiracial interview protocol refinement, Castillo-Montoya (2016)'s Interview Protocol Refinement (IPR) Framework is a helpful resource. An organized method for developing the interview questions is offered by the IPR framework (as cited in Yeong et al., 2018). The researcher follows these four steps while taking Interview : (1) examines that research questions and interview questions are in line. (2) Starting the conversation with a question in mind. (3) getting input on interview procedures; and (4) testing out interview procedures (Castillo-Montoya, 2016) (as cited in as cited in Yeong et al., 2018). The IPR frameworks' four phases contributing trustworthiness for the interview protocol being used in this study.

3.8 DATA ANALYSIS FRAMEWORK

For any type of research, data analysis techniques and tactics are crucial. All of the work will be in vain if the researcher gathers all the data but is unable to properly analyze it. The researcher adapts Farji's (2020) data analysis process in order to analyze all of the data. The researcher employs descriptive data analysis techniques, as recommended by Gass and Selinker (2008) (used by Fajri, 2020). The process of methodically looking through and organizing all the information obtained via document analysis and interview analysis is called data analysis. The data survived multiple rounds of analysis.

1. The interview was conducted to every respondent.
2. Based on the purpose of the study, the researcher asks several questions to the participants.
3. The researcher records the interviewee's voice and makes notes while interviewing.
4. Each component of information is converted into data.
5. The researcher analyzes the data in order to arrive to a conclusion after obtaining it.

For analysis, the researcher coded the audio recordings using the seven coding template (Ahmed, 2017). During the first coding period, the researcher transcribes the complete interview of each participant. In the second coding cycle, the researcher chose prominent codes from the transcripts and identified important categories. The groups of examples were then analyzed to discover emergent trends in each case. The themes of the different examples were then contrasted to create a thematic pattern for addressing the study questions.

3.9 ETHICAL CONSIDERATION

As the researcher embarks on the investigation of changed curriculum of secondary education, it is critical to approach the study with an ethical mindset. This essay explains essential ethical concepts that guide the study process, safeguarding the participants' safety, autonomy, and

dignity. While discussing the project, the researcher sent them a "consent form" and requested them to read it. That consent form includes all of the students' responsibilities while also being a part of the research. The consent paper also guaranteed their privacy. The ethical considerations discussed in this essay provide a thorough foundation for secondary level students. By adhering to the principles of informed consent and confidentiality, researchers increase knowledge while prioritizing the ethical treatment of the people who make such research possible.

3.10 TRUSTWORTHINESS AND CREDIBILITY

There are a few important factors which result in the trustworthiness and credibility of this study that contribute to ensuring that the results are reliable and precise. As this study takes a qualitative framework, the researcher gathers detailed, in-depth information from participants including teachers, students, and school administrators. This qualitative research employs methods such as interviews, classroom observations, and document analysis in order to portray the lived experiences and opinions of the participants who are concerned with the execution of "English for Today" (EFT) at the secondary school level. The qualitative analysis gives more nuanced and detailed insights about the program's challenges and successes that might not be evident from the number of participants.

Because the researcher followed ethical guidelines, having consent is another reason why the study is credible. Participants were notified of the aims of the study and consented to participate. The researcher kept the information provided by respondents private and confidential (Geissler et al. 2013), which is important for identifying and trustworthiness of responses.

In addition, the researcher employed triangulation, a method of comparing and cross-checking data from multiple sources (in this case, interviews, classroom observations and documents) to

verify the authenticity and consistency of the findings. This provides additional evidence that the results are reliable and accurate. The author further explored the data by examining some of the common themes and patterns associated with the situation which provides context and helps confirm that the conclusions drawn were based on tangible proof.

Finally, the study is positioned within the body of literature on curriculum reforms, language teaching and teacher development, which provides a background to understand the findings along the education landscape in Bangladesh. 9. Discusses findings in relation to other studies — The researcher discusses the findings not in isolation, but in the context of previous studies, so that they are seen as not only a single study, but part of a wider dialogue on the need to improve English language education in Bangladesh.

To sum up, the study is reliable and valid as it was conducted through in-depth qualitative methods, ethical standards were applied during the study, data were cross-checked and the result connected with previous studies. The results offer unique perspectives identifiable from the social construct of "English for Today" which is beneficial to embedding the significance of the program within students, teachers, and the education system as a whole.

3.11CONTRIBUTION OF THE RESEARCHER

The researcher has made a significant contribution through exploring the implementation of "English for Today" (EFT) in the framework of the revised secondary education curriculum of Bangladesh. The study provides a widget and duniya analysis of EFT's impact, studying its framework, and substance and professor-led systems. The researcher has identified the advantages and disadvantages of EFT through qualitative and quantitative methods, which can help to determine the alignment with the national curriculum goals.

A major contribution is the identification of the barriers hindering the implementation of EFT; for instance, persisting traditional pedagogy, insufficient teacher education, and resource shortages. The significance of this research lies in the fact that the issues it documents are serious and one could say crucial areas where it requires a serious effort of improvement, as its findings provide evidence that would help leaders in politics and education in pushing for a reform. Moreover, the study explores teachers' readiness and the effectiveness of teaching development programs, showing deficiencies in training and suggesting improvements to better equip teachers for this communicative language teaching approach that lies at the heart of EFT.

The study further analyzes the effectiveness of EFT on students' engagement and learning outcomes, especially in relation to language skills and involvement in English classes. The researcher notes their data highlights the role of interactive and real, life experiences in developing skills among students. Moreover, practical suggestions towards the improvement of the EFT program, including history appropriate teacher training and distribution of resources, have added to the literature on improving English education in Bangladesh.

In summary, the findings from this study hold merit for both academic research and educational policymaking. The research has introduced the challenges of EFT while contributing towards the advancement of studies and gradually assisting to the expansion of English language activity in Bangladesh.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1INTRODUCTION

In this key discussion chapter, the researcher explores the intellectual landscape produced by the investigation into the area of new curriculum education. Following the methodology and data analysis, this section acts as the interpretive crucible in which researcher condenses significant insights, interweave thematic threads, and generate meaning from the acquired data. The exploration of the many practices and views around academic curriculum changes reveals a tapestry of experiences and issues faced by secondary-level students. This talk not only dissects the technicalities of summarising approaches but also considers their broader significance in the academic scene through a complete analysis of qualitative narrative.

This chapter will present the findings of the study based on the following research questions:

RQ1 What are the perceptions of teachers regarding the content and structure of "English for Today" in the changed curriculum?

RQ2 How do students perceive the difficulty and relevance of "English for Today" lessons in their educational journey?

RQ3 What are the challenges faced by the teachers in effectively implementing the "English for Today" curriculum?

The first section of the chapter will provide an overview of each participant's academic background. Section two discusses the students' perceptions throughout this inquiry. The third portion focuses on the teachers' perceptions. The next section highlights the difficulties and

issues encountered during summarising. Finally, the researcher reports on the summary of the discussion.

4.2 SECTION TWO: STUDENTS' PERCEPTION TO CURRICULUM CHANGE EDUCATION

Following a comprehensive interview analysis of eight cases, the purpose of this study was to look into students' perceptions about curriculum change education at secondary level. The study approaches in secondary education is essential for understanding how students interact with and perceive the process of condensing complex knowledge into this new curriculum. The interviews reveal differences in students' understanding of the aim of curriculum changing, which ranges from a personal tool for comprehension to a broader academic competence aiding effective communication. Furthermore, the discussion focuses on their existing knowledge of implementation of curriculum procedures, how important it is, how it will aid them in the future, and what their thoughts are on changed curriculum education.

4.2.1 INDIVIDUALISED APPROACHES TO NEW CURRICULUM

When the researcher inquired about their thoughts on new curriculum education and how they are perceiving it, she received a variety of answers. The pupils were perplexed because they had not considered their education system may be a topic of debate. When confronted with several questions about the new curriculum, the interviews indicated a variety of approaches taken by students. Some student stated that they are unsure about this new curriculum. However, they provide some answers based on their existing knowledge.

Students' awareness of the curriculum change education is important for receiving their perception in this matter. The new curriculum is designed for the needs of bangladeshi students. It revised the subjects that focus on critical thinking, communication develeopment and real life experiences. Some on the students stated that they really find those task interesting as they are now feel more engaging in the classroom tasks. Students who are well-informed about the intentions and benefits of these changes tend to view them more favorably. However, the findings indicate that many students feel inadequately informed or confused about the reasons for these changes, leading to feelings of frustration and resistance.

Another key factor that shapes studets' perception in the contents that they are having in their book. The researcher finds out that the students' really like the content as the contents are not only for memorising but also understanding a topic. More briefly, one of the student stated, "we know now how to collect data and analyse them, I don't need to memorise things and this improves my critical thinking ability". This investigation also finds out that the students are more engaging in the classroom as they have class interactive activities such as drama, presentation, group works etc. However, the study also finds out that the study only focuses on listening and speaking but they are lacking of reading and writing skills. Some of the students stated that they are unable to write accurately as they don't have any grammatical content in their books. They need to write summary of literary texts but they don't have any idea how to write all those properly.

In secondary education, students' perspectives of this academic content are complicated and multifaceted. The findings highlight the importance of tailored approaches and the greater aim of curriculum in education. This study adds to the continuing discussion about successful pedagogical techniques and provides insights for instructors looking to know students' proper knowledge and skills in academic settings.

4.3 SECTION THREE: TEACHERS' PERCEPTION IN 2021 CURRICULUM IN ACADEMIC CONTEXT

This section presents an analysis of the methodologies used by the teacher in response of the new curriculum education in Bangladesh. This section is made up on the based on previous data collection and analysis those data. By capturing the common themes during the investigation, the discussion aims to provide a better understanding about how teachers are perceiving this new education system and how they are adapting these changes.

The introduction of new curriculum at the secondary level in Bangladesh not only impacted the students but also the teachers. They are also having those changes of their teaching sector. So, the investigation also focuses on this sector.

Teachers' perception on this new curriculum depends on several factors such as their teaching experiences, curriculum's goal, students' needs, their professional development and most importantly their teaching methods and assessment system. The finding of this research indicates that many teachers accept this new curriculum as a modernizing education, focusing on skills development such as communication skills, speaking skills, critical thinking, teamwork etc. they are perceiving it positively in such sectors where the curriculum enhancing students' engagement in class, boost up their motivation on language learning and preparedness for the future job markets.

However, there are also some significant concerns. Many teachers express their understanding in this matter where they are uncertain about the implementation on the new educational changes in the same traditional setting or environment where the classrooms are teacher-centered. The findings indicated that the teachers may lack the necessary resources, training, and support to convert the classroom fully to student-centered classroom. The researcher also finds out that some teachers are excited about the collaborative teaching and the project-based teaching experience. While, others feel ill-equipped to facilitate these approaches effectively.

4.3.1 ADAPTATION TO TEACHING METHODS AND ASSESSMENT STRATEGIES IN 2021 CURRICULUM

The most successful adaptation of teachers to the new education system largely depends on their ability to adopt new strategies, new teaching style, new material and the new assessment system. Traditional way of teaching in Bangladesh is highly exam centered which emphasizing the delivery of the knowledge through the summative exam sheets of the students. The shift from this traditional landscape to a comprehensive and skill-based curriculum requires teachers to readjust their pedagogical approaches in teaching. The approaches of the student-centered classroom emphasize active participation, critical thinking, group work, collaborative learning, problem solving, challenges the teachers to rethink their role in the classroom.

For many teachers, this shift has been difficult, not because it has changed the traditional approaches but it needs the teachers to change their mindset of the teaching strategies as well. The findings indicates that the teachers are expected to move from their traditional or content-based lectures to facilitators of learning, guiding students in exploring, questioning, and analyzing information. This research indicated that the teacher who has the exposure of innovative teaching methods or who has the support from professional development, they are embracing these changes. However, the teachers who are focused on their lecture and who only worked in traditional setting, are struggling to adapt these changes and the new curriculum adaptation are compromised there.

Moreover, the new curriculum changes the assessment system as well. The traditional education system fully relies on written assessment but the new curriculum has created additional changes. The teachers are required to assess the students based on project work,

group work, class work, presentation, peer assessments and self-reflection. The findings indicates that some teachers' are overwhelmed by this change.

4.3.2 IMPROVEMENTS CONTENT STRUCTURE

Though teachers have praised many of the features, some have expressed concerns about the complexity of the content and whether it is appropriate for the average secondary-level student. And, make sure you are aware of one common problem: Some of the textbook's sections are written at a level that is too high for students who have difficulty with English. Some of the grammatical concepts and vocabulary, some of the reading comprehension exercises were written for advanced students and, as such, made it harder for average students to follow along and capture the main ideas. These varying levels of difficulty create a mismatch and disengagement for students, leaving them frustrated from formative assessments.

The other big worry is the organization of the curriculum. While educators appreciate the thought put into including such a broad range of activities, some feel that the material could be more succinct. The breadth of tasks introduced within a lesson is a departure from the strength of the one-task-at-a-time approach but can make materials feel overwhelming. The teachers said that a simplified framework concentrating on fewer activities may hold students' attention better and enhance the learning experience.

In addition, although the curriculum includes diverse content, it was noted by some teachers that the cultural references and examples in the textbook were not always suited to the students' local context. This perspective reveals a struggle among students to connect to themes that are concurrent in a Western or globalized setting, leading to diminished engagement. What Teachers Are Saying The Guardian Teachers, including traditional K-12 and homeschools, have recommended the addition of more locally relevant content or culturally familiar references to enhance fleet engagement and comprehension.

4.4 SECTION FOUR: STUDENTS PERCEPTION ON THE DIFFICULTY AND RELEVANCE OF “ENGLISH FOR TODAY”

English for Today curriculum, has been designed to meet the purpose that will give students the skills to become proven English-speakers in both academia and real life. Given the crucial role of English as a global language, the curriculum focuses on improving students' abilities across all four language modes (reading, writing, speaking, and listening), taking a student-centered approach, which is based on the recognition that all students learn differently. In addition, knowing how students perceive the challengingness and usefulness of the curriculum is important to assess whether it is in fact fulfilling the needs and expectations of students.

Since the main beneficiaries of the curriculum are the students, they are the most crucial in its successful implementation. Key Insights The curriculum's impact was measured through the perceptions of the students, how they resonate with the students in terms of the difficulty level it caters and their relevance in their lives and future ambitions. Their perception of the value of language content, the pace of lessons, and how aligned the curriculum is with their academic and career goals all affect how they feel about the course.

In this section, findings related to students' perceptions on the difficulty of "English for Today" lessons and how difficult or easy the levels are for the students to understand, are discussed. In addition, it also relates to the relevance of the curriculum with the students' learning journey and future objectives such as their studies, career path, and the usage of English for specific purposes in their daily life. By learning how various students experience their English classes, educators, policymakers, and curriculum architects can continually shape the curriculum to better serve disparate student bodies, and even create more enriching and relevant English curricula.

4.4.1 PERCEPTION ON DIFFICULTIES OF “ENGLISH FOR TODAY”

Language complexity is one of the main reasons behind the difficulty of the "English for Today" curriculum. English is, for most secondary-level students in Bangladesh, in fact, a second or third language. Which means they may lack the fundamentals of the language, grammar, vocabulary, and sentence structure to be good at it. Students learning basic language skills find the curriculum's use of advanced vocabulary, idiomatic expressions and complex grammatical structures to be demanding.

Common student perceptions: unfamiliar and technical language in the reading passage and assignment overwhelm students. Often, the vocabulary taught through the curriculum consists of words and phrases that are not used by students during their day-to-day social interactions. There is a good chance that their spoken language differs from the written language and that discrepancy might put them off learning from textbooks. What I'm saying is, for example, passages that need you to know something very academic or formal—something about science, history, literature, et cetera, difficulty too for students who are not yet proficient in reading and understanding this content in English.

Another domain where students face difficulty is the reading comprehension tasks from the "English for Today" curriculum. Students often have challenges reading long passages and understanding the new vocabulary & difficulty level of the passages. These passages, therefore, become daunting tasks for students who do not well command English leading to feelings of frustration. Not just the meaning of each word, but what the passage is getting at overall.

Reading activity questions typically involve higher levels of thinking, or skills in the analysis, synthesis, or evaluation categories in Bloom's taxonomy, something that students who do not yet have command of the language find difficult to do. This leaves them little room to engage meaningfully with the content, and leads them to believe the curriculum is too challenging for them to be successful in.

Grammar instruction in the “English for Today” curriculum is another aspect students struggle with. Discursive production entails a high competence level in the language and the organization of the information. For students who still can’t quite wrap their heads around the basic rules of English syntax and punctuation, these tasks are especially daunting. Given the focus on the written form of a second language and the expectation of academic-style writing, this poses a major challenge to many students who have not developed their skills in the language or encountered a similar type of writing before.

4.4.2 WHY IS THIS EDUCATION IMPORTANT TO STUDENTS?

Regardless of the burden, students understand the necessity of the "English for Today" syllabus for their future academic and career goals. In this globalized world, many students realize that to succeed in higher studies or to get a job, they need to be proficient in the English language. They view the lessons as a firm system for skills development needed for upper-level studies and future jobs, particularly in careers requiring a lot of verbal and written communication.

Although students acknowledge the importance of English for their future, they believe that the curriculum could be more relevant to their immediate needs and practical situations. For instance, students were often looking for more conversation based and usable language that would assist them in everyday life, not just language catered heavily to academics. Students said they would also have found lessons that highlight speaking and listening skills, especially in the context of real-life conversations,

4.5 SECTION FIVE: CHALLENGES FACED BY TEACHERS IN EFFECTIVELY IMPLEMENTING THE "ENGLISH FOR TODAY" CURRICULUM

This approach, reflected in the "English for Today" curriculum currently being adopted in Bangladeshi secondary schools, marks a departure from traditional, teacher-centered

approaches to language teaching and learning. The curriculum is aimed at enhancing students' proficiency in English while gradually improving all four lingual skills namely speaking, listening, reading, and writing as well as the students' critical thinking and problem-solving skills. However, like many good ideas, it does not work out so smoothly in reality, and teachers encounter all sorts of challenges and obstacles in delivering this curriculum effectively, even though it has all the good goals, and despite being aligned with modern pedagogical ideals.

With the curriculum being critically dependent on teachers' adaptation and implementation of it, the success of the curriculum with regard to adoption is justified when we take into consideration the nature of secondary education in Bangladesh where students learn English as their second or third language. The transition of the curriculum from teacher-centered, top-down instruction to a more active, hands-on, student-centered approach requires massive changes in classroom operations, resource utilization, and teacher readiness for leading and executing lessons. The curriculum could potentially improve the English language and academic performance of students, however, the reality of putting it to life has challenges that inhibit its effectivity.

In this section, the researcher would like to investigate the major obstacles teachers face while teaching “English for Today” curriculum. These challenges involve limited resources, large class sizes, training gaps for teachers, time pressures, and different levels of students' proficiency. Both the complications of the curriculum and the consequences of poor quality English language teaching in Bangladesh cannot be ignored as they can lead to danger in terms of emphasizing the existing problems of teaching English. Providing solutions to these challenges can help ensure that the education system has a curriculum that serves its goals of helping students improve their English language skills and preparing them for success in a globalized future.

4.5.1 INSUFFICIENT INFRASTRUCTURE AND RESOURCES

One of the biggest challenges for teachers is the lack of required resources and infrastructure to ensure complete implementation of the "English for Today" curriculum. The curriculum promotes multimedia and interactive methods of learning but many schools still do not have the technological tools — audio-visual aids, computers and the Internet. For example, it's difficult for teachers in this resource gap to carry out lessons consistent with the recommendations of the curriculum, especially those that need digital tools such as listening exercises, video materials, or online research. Without these resources in the classrooms, teachers tend to go back to their old way of teaching with the text books which dulls the purpose of the curriculum.

4.5.2 LEARNING DIFFERENCES AND LARGE CLASSROOM

Another problem is the class size which in many of the school in Bangladesh is huge. It is hard to provide individualized attention with teachers working in classes of over 40 students. In these big groups, a challenge of great proportions is the differing proficiency levels of students. Teachers juggle the needs of students whose language skills are still rudimentary, and those who have mastered the basics and can write essays. This discrepancy can often leave students behind while providing lessons that are too basic for other students — which can impact both engagement and meeting a student's individual needs.

Another challenge for teachers is the pace of the curriculum. Teachers generally have considered that covering the "English for Today" lessons in its entirety, with its focus on many activities per lesson is often a race against time. This time constraint affects in-depth discussions, concept clarification, and ample practice. Teachers frequently feel compelled to hurry through their courses, which undermines the quality of learning and impacts students'

comprehension of material. Not only do teachers have other subjects to balance this curriculum with, but their capacity to give each lesson the attention it deserves is only further drained.

4.6 CONCLUSION

To sum up, the Bangladeshi secondary "English for Today" curriculum provides numerous but serious possibilities. Although there is considerable support for the curriculum's emphasis on communicative competence, active learning, and global relevance, the problems of content complexity, resource constraints, large class sizes, and inadequate teacher training present major obstacles to effective implementation. While students recognise the necessity of the curriculum to their future success, they find the challenge of finding their way in academic English a significant barrier. Teacher training, resource availability and alignment of content with the students' needs should all be improved to ensure the curriculum's success. This way, the main aspirations of students and teachers can also be aligned more closely with the curriculum.

CHAPTER FIVE

CONCLUSION

5.1 INTRODUCTION

The initiative of "English for Today" (EFT), a newly introduced curriculum for the teaching of English, is a landmark effort towards enhancing the English language proficiency in students and modernizing the education system of Bangladesh. This curriculum reform is part of a wider effort to improve educational quality and prepare students with the skills needed to compete in a globalized environment. Why? Because EFT intends to move away from traditional rote-learning methodologies to more interactive and communicative approaches that encourage critical thinking, better language acquisition, and greater student engagement. However, as explored in this research, continuing implementation gaps need to be mitigated to achieve the full potential of EFT.

The objective of this research was to investigate how EFT is being put into practice at the secondary level, examine the implicit successes and challenges of such implementation, and to furnish suggestions to enhance realistically the program needed in addressing the educational need of all students, out in Bangladesh. Through an investigation of the experiences of teachers, students, and school administrators, the study has deepened our understanding of how this curriculum reform has impacted teachers and students. Indeed, while certain targets such as the emphasis on student engagement and use of 21st-century pedagogical tools were successfully reached in relation to the EFT, numerous barriers to education reform remain, such as inadequate teacher training on the new pedagogical tools, a lack of resources, persistence of more traditional forms of education, and other limiting factors.

The conclusion of this debate provides a review of the implications of this study and makes recommendations that are both useful and actionable to improve the implementation of EFT.

With this, we intend to provide a broader view on how EFT has been practiced so far and the ways it can be accentuated (if possible) to bring English language education in Bangladesh to better serve the needs and objectives of the students, teachers and the community as a whole.

5.2 MAJOR FINDINGS IN BRIEF

As a result of the implementation of English for Today curriculum in Bangladesh secondary education system, a number of important findings are observed, reflecting both achievements and the challenges that it faces in realizing its full potential. Such a curriculum was designed to enhance both the quality of English language teaching and to foster a more communicative, pragmatic approach to language teaching. One of the great triumphs of the "English for Today" syllabus is that it has dramatically improved the students' language skills. Students are mostly usable in English, especially in terms of listening, speaking, reading, and writing. This gradual evolution toward a more interactive and communicative approach to language learning is a refreshing departure from previous teaching methodologies that often placed emphasis on rote memorization and grammar rules.

Nonetheless, despite these successes, the full realization of the curriculum's implementation has continued to face serious challenges. Some of the fundamental issues of our educational system is lack of trained and skilled teachers. Not much training has been provided to teachers in the new methodologies of the "English for Today" curriculum, which focuses on communicative teaching strategies. This lack of preparation has produced classrooms in which, despite the progressive intentions of the curriculum, many teachers fall back on traditional forms of instruction, including lecturing and rote learning. The conventional practices do not sit well with the interactive, communicative approach that the curriculum seeks to promote, so the effectiveness of the curriculum is limited.

Furthermore, lack of resources, yet another major challenge toward effective implementation. Many schools, especially in rural areas, lack teaching materials, including textbooks, multimedia resources, and the ability to access technology. While the curriculum promotes the use of interactive tools such as audio-visual aids, teacher-student discussions and interactive exercises, in many schools, these resources are not available, negating the impact of the curriculum. Part of this problem is exacerbated by large class sizes, making it challenging for teachers to focus on individualized instruction and interactive activities.

The "English for Today" syllabus has culturally relevant content and aims to make English learning more interesting for students, but remains under the dominance of a rigid examination system. This aligns with the curriculum aim of using language practically and communicating, as opposed to its preconceived exam-like nature, which is prevalent in the education system with emphasis on written exams and accuracy, often bias and a measure of rote memorization. However, this lack of concordance leads to a gap between the syllabus and the test, resulting in an environment where students and instructors alike sacrifice practical use for an end goal focused on testing performance.

What we have learned from implementing this curriculum is that teacher training and professional development is key. Although the "English for Today" syllabus introduces a contemporary perspective on the teaching of language, the absence of ongoing and purposeful professional development for teachers has resulted in several teachers being unable to experience the pedagogy of the new methods. Teachers cannot effectively implement the curriculum and inspire students to learn through it without regular workshops, refresher courses, and continuous training programs.

A key finding is the limited integration of technology into classrooms. Although the curriculum suggests the use of digital instruments and multimedia resources, lots of schools are in the infrastructural black hole, more so those in the remote and developing regions.

Because of a lack of access to computers, the internet, and other technological resources, many modern teaching methods that could make learning more fun and enriching are not available. While all have taken steps to incorporate technology in teaching, it has had limited impact overall, and more infrastructure and training are needed in this area.

5.3 CONTRIBUTION OF THE STUDY

This study thus contributes to the overall analysis of English curriculum implementation accounting for 30 years of "English for Today" in the re-framed secondary education context of Bangladesh. This study provides useful insights into the successes and challenges within just such a curriculum, giving a sense of how this particular curriculum has influenced language teaching and learning at the secondary level. The study offers insights into finding out a more precise picture of the efficiency of the curriculum towards meeting its aims by referencing areas in which it had been observed to lead to a notable improvement in the students' English speaking and writing, more especially in areas of spoken British English and language used for British communication and routine work.

It will also add to the body of research on educational reform in Bangladesh, and on English language education in particular. It emphasizes the necessity of aligning curriculum objectives with assessment strategies and the demands for ongoing professional growth for educators in successful implementation. The study highlights the impact that technology can have on language learning and the importance of enhancing infrastructure for digital tools in schools, particularly for those in rural areas, to ensure that all students have access to quality language education.

The study's value, overall, contributes with an in depth, fact-checked, evidence-based feedback on the challenges and opportunities the current education setting in Bangladesh holds. Its findings lay the groundwork for further research and policy changes to improve the quality

of English language education and realize the full potential of the "English for Today" curriculum.

5.4 RECOMMENDATIONS

Following the main findings of this study, a number of key recommendations can be suggested to enhance implementing and effectiveness of the "English for Today" curriculum in Bangladesh's secondary education system:

1.Strengthened Teacher Training and Professional Development: The study found that the lack of teacher training has been a critical barrier to successful implementation of the curriculum. Ensure Continued Development for English Teacher. It can be fruitful if the government and educational authorities provide teachers with up-to-date pedagogical knowledge by investing in the continuing professional development of English teachers in modern methodologies and approaches to teaching, communicative approach, and technological advancements at school. Regular workshops should be organized for the teachers followed by refresher courses and trainings which would help them align their objectives with the curriculum.

2. Better Allocation of Resources: There has been a significant challenge to delivering the curriculum effectively due to a lack of teaching materials and resources. Moreover, in rural areas, schools should be equipped with all the required infrastructure and resources for better learning experience.

3. Connections Between Curriculum Communication and Assessment: The study highlights how the communicative goals of the curriculum become inconsistent with the examination system that centered on rote learning and written exams. The assessment methods should be adapted more in line with the objectives of this curriculum. An example of this would be integrating more formative assessments (e.g., oral presentations, group work, project-

based assessment, etc, in an effort to get students to speak more and promote real language use and communication skills.

4. Use of Technology in Classroom: A very limited technology is used in the classroom so far and infrastructure limitations have not given true potential. Govt should improve the infrastructure of schools especially in rural areas in terms of technology. Part of the solution is also to ensure access to computers, Internet connections and digital learning platforms. Again, teachers must get training so they can use technology in lessons more effectively to engage students and improve learning outcomes.

5. Increased class size and reduced teacher-student ratio: Teachers have become unable to provide personal attention and guidance to the students due to heavy class size. The suggestion is to try to reduce class sizes or get more teachers in schools. Similar to observational data, with this the learners can have a much more interactive experience which is crucial to the communicative approach that the curriculum is advocating.

6. Curriculum Review and Localization: Although the curriculum "English for Today" is culturally relevant, it is necessary that it is continuously reviewed and adapted to meet the changing needs of students. The curriculum can also be improved in terms of localization to the socio-cultural context of Bangladesh, which would motivate students more and help in achieving better learning outcomes. Furthermore, a wider range of materials, such as authentic texts and real-life situations, should be incorporated into the curriculum to make it more relevant and practical.

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Appendix A.

LETTER OF CONSENT FOR PARTICIPANTS

Dear Participant,

My research study titled, " The Implementation of the 2021 Secondary English Curriculum in Bangladesh: Insights from Teachers' and Students' Experiences with *English for Today*." I need your help in collecting insights that could well allow our work to help you and the next generation of traders thrive!

I request that you take the time to read the following carefully before agreeing to participation:

Objective of the Research: This research will do the learning of the extent to which the "English for Today" textbook is being implemented in secondary schools in Bangladesh, the challenges faced by teachers and students when implementing the book, and how effective the curriculum is in improving students' proficiency in English.

INFORMATION ON THIS STUDY AND ITS PROCEDURES If you would like to participate in this study, you would be asked to:

Take part in an interview/survey/questionnaire regarding your experiences with the "English for Today" curriculum.

Discuss your agreements and disagreements with the consequences of choosing the textbook and its implementation.

It will take around 30 minutes to complete the interview.

Privacy: Everything you share will be held in the strictest of confidence. I will use your responses only for research purposes, and I will not disclose your identity in any publication or presentation. And if we collect any data, it will be stored securely.

Participation is Voluntary: Involvement in this study is completely optional. You can skip any question and can leave the study at any point with no consequences.

Risks and Benefits: There will not be any risks of participating in this study. Your cooperation will enhance our understanding of how the English curriculum is implemented in Bangladesh, which will help in developing strategies to improve education in the future."

Contact Information:

If you have any questions or concerns regarding the study or your participation, please feel free to contact me at

Consent:

By agreeing to participate in this study, you are providing your informed consent for the use of your responses in the research. Please signify your consent by signing and dating the attached consent form.

Thank you for considering participation in this research. Your input is highly valued, and your contribution will make a meaningful impact on the study's outcomes.

Sincerely,

Somapti Biswas

Student at Brac University

Participant Consent Form

I, [_____], have read and understood the information provided in the letter of consent. I voluntarily agree to participate in the research study "An Investigation on the Implementation of 'English for Today' for the Changed Curriculum in Bangladesh Secondary Level Education." I understand that my participation involves an interview session and that my responses will be anonymized and used for research purposes only.

Participant's Signature: _____

Date: _____

APPENDIX B

INTERVIEW QUESTIONS FOR PARTICIPANTS

Research Question: RQ1 What are the perceptions of teachers regarding the content and structure of "English for Today" in the changed curriculum?

RQ2 How do students perceive the difficulty and relevance of "English for Today" lessons in their educational journey?

RQ3 What are the challenges faced by the teachers in effectively implementing the "English for Today" curriculum?

Interview Questions For participants

Sl	Interview Questions	RQ1	RQ2	RQ3
For Teacher				
1	Do you think there is any relevance of “English For today” to your students need?	x		
2	How do you perceive this change of curriculum?	x		
3	In what ways do you think the content are basically addresses contemporary issues?	x		
4	How effective do you find the structure of the book?	x		
5	Are there any specific feature of the curriculum that you believe enhance student engagement?	x		
6	Have you made any modification while teaching in this curriculum?	x		

7	What type of question you received from the students regarding the materials and activities?	x		
8	Are there any particular sections or activities that students respond to more positively?	x		
9	What additional resources would you find beneficial while teaching in new curriculum?	x		
10	Have you received any training regarding this curriculum change education? If yes, then how did it impact your teaching?	x		
11	How do you assess students learning outcome based on this curriculum?	x		
12	In your opinion, does the curriculum prepare students for their future assessment they will face?	x		
13	Would you recommend any changes or improvements to the curriculum?	x		
14	What challenges do you encounter in understanding the goals and objectives of the subject?			x
15	How well do you think the curriculum is comprehensible to all?			x
16	Do you think you have enough material and resources to teach this subject?			x
17	How do limitations are affected your ability to deliver the knowledge effectively?			x

18	What kind of training you get? And how effective it was for you to teach the students “English For Today” more efficiently?			x
19	What challenges do you face in engaging students with the lesson plan?			x
20	Do students proficiency level impact your implementation of the curriculum?			x
21	How difficult do you find it to assess students learning progress and outcome?			x
22	Do you think you have enough time to cover all the contents of the book?			x
23	How easy is it to adapt the lessons for different student needs?			x
For Students				
24	How are you are perceiving the new curriculum?		x	
26	How difficult the lessons are in “English for today”?		x	
27	Which lesson or topic you find the most enjoyable and interesting?		x	
28	Do you think the lessons are relevant to your everyday life? Give me an example.		x	
29	What skills do you think you have improved by studying English in new curriculum?		x	

30	How engaging do you find the lessons are? What helps you to stay focused during class?		x	
31	Do you feel in the book you have enough information to make you understand better about the lesson?		x	
32	How would you summaries your overall experience of learning English in this curriculum?		x	
33	Are there any specific thing in this curriculum which you find really difficult?		x	