

**ENFORCED CLT OR DISGUISED GTM: INVESTIGATING  
ENGLISH CURRICULUM IMPLEMENTATION IN  
SECONDARY SCHOOLS IN BANGLADESH**

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  
Master of Arts in ELT and Applied Linguistics

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## **Declaration**

It is hereby declared that

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

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

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## Approval

The thesis/project titled “Enforced CLT or disguised GTM?: Investigating English Curriculum Implementation in Secondary Schools in Bangladesh” submitted by Istiaq Ahmed Mehedi (17263020) of Spring, 2019 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Arts in ELT and Applied Linguistics on [Date-of-Defense].

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## **Ethics Statement**

I testify that my thesis submitted to BRAC University- English and Humanities department titled 'Enforced CLT or disguised GTM: Investigating English curriculum implementation in secondary schools in Bangladesh' is an original piece of work. There is no plagiarism involved in this paper and I have also fully acknowledged the work of others to which I have referred in my thesis. I have shown my findings honestly and truthfully. I consider this research worthwhile and of benefit to the secondary level students.

## **Abstract**

National curriculum and textbooks board (NCTB) curriculum of Secondary level in Bangladesh promotes communicative language teaching (CLT). NCTB curriculum is written to increase the practice of CLT in EFL (English as a foreign language) classrooms. Although CLT has been incorporated in the secondary curriculum, still most of the teachers struggle to implement this in their classroom. Therefore, the execution of the curriculum in classroom is still controversial and doubtful. In this research, researcher tried to explore whether teachers and practitioners are following the CLT method prescribed in the NCTB curriculum, or their effort turns out only to establish camouflaged GTM (Grammar-Translation method) which is trying to inaugurate CLT by following the GTM in Bangladeshi context. More specifically this research is exploring whether the NCTB curriculum promotes CLT or it is encouraging teaching practices which can be termed as disguised GTM. Qualitative research design is chosen for this research so that the phenomena can be explored in details. Researcher have taken intensive interviews of secondary level teachers from different backgrounds to see the bigger picture of this scenario. This research portrays a rich picture of teachers' practices in the classroom. It also depicts the gap between the curriculum expectation and the real scenario of teaching and learning. At the end some recommendations were made to overcome some of the barriers identified in this research.

**Keywords:** Curriculum; Qualitative; Communicative; Camouflaged; CLT; GTM; Implement;

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## List of Acronyms

|       |                                                   |
|-------|---------------------------------------------------|
| NCTB  | National Curriculum and Textbook Board            |
| CLT   | Communicative Language Method                     |
| GTM   | Grammar Translation Method                        |
| JSC   | Junior School certificate                         |
| SSC   | Secondary School Certificate                      |
| HSC   | Higher Secondary Certificate                      |
| NCCC  | National Curriculum Coordination Committee        |
| ELT   | English Language Teaching                         |
| NAEM  | National Association for Environmental Management |
| ELTIP | English Language Teacher Improvement Program      |
| TTC   | Teacher Training Centre                           |
| SESIP | Secondary Education Improvement Program           |
| TQIP  | Teacher Quality Improvement Program               |

## **Chapter 1**

### **Introduction**

Since, the development of current NCTB curriculum in Bangladesh schools are instructed to follow this curriculum. Although there is a specific guideline to follow this curriculum, most of the teachers face difficulties to follow its main feature which is to teach English language using the principle of communicative language teaching so that students can communicate and become fluent in all four skills.

According to the NCTB curriculum, every student should be emphasized to develop their communicative competence in English so that they can fulfill the demand for developments in our country. In the rationale of this curriculum, a detailed discussion is provided about communicative language teaching (CLT), how teachers should implement CLT and why teachers should implement CLT in their classroom but its' impact is still under-reached on our students. This study aims to explore how teachers implement NCTB curriculum in their teaching.

In this research, the researcher explores the appropriateness of the current secondary curriculum and whether this curriculum and prescribed textbooks helps secondary English teachers to implement CLT in the classroom.

Data for this research were collected through interviewing secondary English teacher who teach in the Bangla medium school. Though the background of the teachers are different, all of them follow NCTB curriculum in their classroom. Researcher have selected diverse participants to find out the different perspective of the same curriculum. Qualitative method seems more appropriate for this study as this will give a chance to look into the matter in details.

### **1.1 Context of the study:**

The popular newspaper NEW AGE reports that , “The textbook board, set up in 1954 in another name, has revised the national curriculum for, more or less, three times after the independence of Bangladesh — the first beginning in the mid-1970s, then in 1995 and effected in 1996, and lastly in 2012 and effected in 2013.” In the year of 1995, NCTB redesigned the English curriculum again with an aim to introduce “Communicative language teaching (CLT) for the first time in Bangladesh to improve our students’ English language usage. By introducing CLT in English curriculum, the government, as well as other stakeholders were very much optimistic that it will develop the workforce with ‘communicative competence’ in English which will strengthen our human resource development initiatives of the country. Again in the year of 2012, the latest curriculum has been modified but the tagline of CLT still remains. NCTB redesigned this curriculum based on 2010 education policy to ensure technology-based learning among students (National curriculum, 2012).

Nevertheless, in spite of the introduction of a CLT based curriculum, NCTB already comprehended that only curriculum is not enough to implement CLT in the classroom, this curriculum could offer maximum standards of change. Consequently, to achieve the written objectives of the curriculum several numbers of initiatives have been taken which include creating suitable teaching materials, organizing different teacher training sessions, providing multimedia equipment and changing the evaluation system. Publishing new textbooks is also a notable initiative.

According to the education policy of Bangladesh (2010), the level after the primary level is mentioned as the secondary education. Generally, the age range of this level of

students is 11-17 years old. This level is divided into three sub-levels. 1) three years of junior secondary, JSC (class 6-8), 2) two years of secondary, SSC (class 9-10) and 3) two years of higher secondary, HSC (class 11-12). Similar to Bangla medium, there is another medium which is called English version. In English version schools and colleges, everything is similar to Bangla medium, only the medium of instruction is English.

An equivalent medium of education has been talked in this research which is Madrasa education (Islam based school). Here, Dakhil is the corresponding exam of SSC in Bangla medium and Alim is the corresponding exam of HSC. Moreover, the Government legally recognizes the equivalency and those who studied in Madrasa have the same opportunity to pursue higher studies. Both the medium has the common NCTB curriculum for English and therefore, for my research I have concentrated not only in Bangla medium or English version schools but I have also included Madrasa.

## **1.2 Rationale of this research:**

English has become the leading issue for the development of our country as this language is dominating the sector of global business, education and technologies. Even, English is responsible for our socio-economic changes. To prosper in all of these, a resourceful and adaptive workforce with good proficiency in English is badly needed. As an overpopulated country, it is very difficult to train our students to become proficient language user. Five decades after our independence still we are struggling to create a transparent policy which will help students and teachers to teach and learn English for both in real life and in academic life. Moreover, Bangladesh is still trying to create a generation who will have a high level of proficiency in the English language but it is not happening clearly because of not following appropriate methods and curriculums of Bangladeshi context. Therefore, this type of situation arises the urges to rethink about the problem. Thus I aim to explore in this

study what are some of the factors that encourage or inhibit implementation of secondary English curriculum in Bangladesh.

The National Curriculum and Textbook Board (NCTB) of Bangladesh reconsidered the English curriculum and presented the Communicative Language Teaching (CLT) approach for teaching-learning of English at the secondary level. It was normal that learners would learn and become proficient in English, at the same time they will give the importance and will be respectful towards Bangla, the native language. However researchers (Afroze and Rahman, 2008; Rahman, 2011) criticized the implementation of CLT stating that after two decades of introducing CLT it is yet to create any impact. Learners of secondary schools are still trying to accomplish the desired level of capability in English. Many factors can be cited as the reasons of this problems and it is also appropriate to question the adequacy of CLT regarding the current situations of Bangladeshi secondary schools.

This research is also significant as the researcher attempts to study the prevailing situation using in depth qualitative case study. The aim is not to prove or disprove any hypothesis or theory, rather to explore the phenomena providing a rich picture of what is happening in the ground level. The next chapter will discuss in details the methodology of this research.

## **Chapter 2: Research Methodology**

### **2.1 Introduction**

In this chapter I will discuss the research methodology and reasons for choosing this particular method of this research. This research tends to investigate to what extent NCTB curriculum is practical and facilitate communicative language teaching at the secondary level English classroom. It also aims to find out the significance of NCTB textbooks in the classroom context while following the NCTB curriculum. Following are the two research questions that guide this research.

1. To What extent the NCTB English curriculum is appropriate to facilitate CLT in the secondary level?
2. How teachers are supposed to implement the curriculum into the classroom to fulfill the objectives of the NCTB curriculum?

This research work mainly focuses on the appropriateness of 2012 NCTB English curriculum and its implementation in Bangladeshi secondary schools. More specifically the English curriculum for class 9, 10, 11 and 12. Therefore, the researcher took interviews of those teachers who teach at secondary level.

In the beginning, I designed the interview questions for teachers regarding the NCTB curriculum, how teachers implement it, which methods they follow and how much impacts does this curriculum has in the secondary classroom. Nonetheless, in my actual interview, I found out that only specific questions are not enough to conduct a comprehensive research and it is not enough to describe the situation clearly. Therefore, I asked them several follow-up questions based on their answers to the designed questions which later on helped me to make a point in my research. Throughout the interview, my research participants have shared



their teaching complexities, teaching methods, teaching barriers, teaching prospects, proper evaluation process while following the NCTB curriculum.

## **2.2 Data collection:**

Data were collected through intensive interviews of secondary level teachers and I also observed few language classes. To conduct the research, I designed a set of 15 open-ended questions. However, those questions were a rough guide only. Whenever I felt that I need to ask subsequent follow up questions I asked them. Also I ensured that the conversation looks natural without much interruptions so that the participants had the chance to share their experiences. Throughout the interview, I collected subjective data in the form of stories, case studies from real life experiences of my research participants. These data and case studies help me to portray the reality of implementing the NCTB curriculum in a classroom context.

The target of my research is to explore whether the designed curriculum is followed by teachers properly or not. More specifically one of the prime aims of this research was to explore whether this curriculum helps the teacher to achieve their target objectives or not. This research basically depends on the interviews, stories I have collected from teachers. Participants' responses and the stories told by them progressively shape my final analysis. There is no statistical or cross-sectional analysis in this research, rather I search for subjective data which is exceptionally near the information gathered from interviews. Moreover, I gather the information and stories to depict the bigger picture of the present circumstance of NCTB curriculum.

As researcher began interviewing the teachers, he understood that the questions are more confusing than he expected. When researcher experienced different issues amid the essential investigation he needed to expand the inquiries and some of the time he needed to gather data

by means of different structures, for example, showing materials, giving context related examples, learners' works.

When I sorted out the information, sometime I felt that the reactions were insufficient, and need additional data. In such cases, I needed to either call them or make the inquiries by means of email or Facebook. I needed to expand the interviews even after the fundamental interview was done for a clear understanding of the target context, issues or stories that facilitate the way to answers to the central research questions.

### 2.3 Participants:

The number of participants for my research is 10. All of them are English teachers but from different backgrounds. However all of them were participating teachers and were teaching following the NCTB curriculum and mandated English textbooks. Background of the participants' are-

| Number     | Medium of teaching | Medium of institution  | Teacher's background |
|------------|--------------------|------------------------|----------------------|
| <b>Two</b> | Bangla and English | Bangla medium school   | Bangla medium        |
| <b>Two</b> | Bangla             | Madrassa               | Madrassa             |
| <b>Two</b> | English            | English version school | English medium       |
| <b>Two</b> | Bangla             | Coaching center        | Bangla               |
| <b>Two</b> | Bangla and English | Bangla medium college  | Bangla               |

The background of their schools is also different. To maintain the confidentiality of the participants I have not use their real name. Some of the participants do not even want their interviews to be recorded. In that case, I had to take notes instead of recording. After taking the interviews, while gathering and analyzing the data, I often felt the need for further queries. In that case, I had to phone them or had to contact them via email or Facebook messenger.

## **2.4 Instruments:**

In depth interviews with the participants were the main instruments of this research. In addition to this I observed classroom and also analysed relevant documents for this study. I principally structured fifteen open-ended questions for participants. When I began taking interviews, it gave the idea that I expected to ask more follow-up questions to investigate the context elaborately. I intended to record the interviews, yet I couldn't record every one of them since a portion of the participants did not prefer their reactions to be recorded.

## **2.5 Data collection procedure:**

As a researcher, my main data collection process was to take interviews. In this research, 'five process steps in qualitative data collection' suggested by the Creswell (2012, p. 205) are followed. By following Creswell's suggestion I have chosen those participants who are enthusiastic to respond to my questions. I also make sure while selecting the participant that every participant for my research was honest about their experience and how they overcome problems and most importantly all of them participate in the interview spontaneously. However, before conducting the interview, I requested their permission and I only conducted interviews once they gave their full consent.

In the data collection procedure, I have taken some help from technologies as well. During conducting the interviews, I have recorded the interview with the audio recorder. However, few of them didn't like the idea of recording their interview and they were uncomfortable. Therefore, I had to take their interview without recording by taking notes. Moreover, sometimes, for clarification, I called them and texted them after the interview whenever I needed to.

## **2.6 Data analysis process:**

For this research, collection of data and data analysis happened simultaneously. Therefore, to analyze the data I took the help of the guidelines of Creswell which I get from the book I have

talked about before. More specifically, I use the six steps of interpreting and analyzing the data Creswell wrote in his book in chapter eight (2012, p. 237). By maintaining the overall theme of the analysis process, at first, I analyzed the individually collected data or raw data then I tend to transform those into themes and points. These themes are intimately connected with the main theme which is about the curriculum and its implementation in the classroom.

During the analysis, whenever I thought I need further clarification I contacted the participants when possible. Therefore, by following this process, I could have looked at the bigger picture. Continuously, I change my track to analyzing from collecting and another way around. Moreover, it turns into a continuous process which will help me to analyze the data to shape my point more effectively. Therefore, I tend to answer my research questions centrally.

I play the recordings of the interviews and cautiously listens to them utilizing an earphone. In the meantime, I took points of the essential information. I listen to the interviews over and over to get a reasonable comprehension about the overall picture of the research.

Creswell claimed, "Qualitative research is "interpretive" type of research, in which you make an individual appraisal as to a portrayal that fits the circumstance or topics that catch the real classifications of data" (2012, p. 238). Thus, I convey my own point of view to the investigation. Moreover, Dey; Miles and Huberman contends "there is no single, acknowledged way to deal with examining qualitative data, though a few rules exist for this procedure" (referred to in Creswell, 2012, p.238). Along these lines, I searched for various sorts of confirmations to arrive at a conclusion.

## **2.7 Ethical Consideration:**

By following the main points of the research, the participants and the instruments, the researcher looks for moral endorsement to direct the research. Following issues were considered while producing the rules-

I took maximum caution to not to reveal participants identity. Wherever necessary I used their pseudonym. I also kept the recording in a secure place. Prior to taking the interviews, I disclosed the research plan to the participants orally. Data gathering process begins after the participants give their opinions to participate in the investigation. The researcher additionally told that they won't be given any reasons, their investment in the research is totally deliberate. They are likewise guaranteed that they can pull back themselves whenever from the research.

The researcher likewise ensures by taking the most extreme consideration with the goal that the participants feel great enough to share their encounters and individual data. I additionally pick a reasonable time as indicated by the participants' inclination to take the interviews with the goal that it doesn't hamper their regular teaching life.

## **2.8 Barriers:**

There are a few barriers I had to face during data collection. The most mentionable hindrance I confronted is getting a window of time from the interviewees to take the interviews. There are ten participants for this research. To take interviews from every one of them was a bit time-consuming procedure. I had to take their appointments before taking the interviews. There are times when they gave me appointments but didn't show up. I could ask them what the reasons for not sitting for the interview are. Another obstruction I confronted is persuading the interviewees to record their reactions. Not every one of them consented to record their reactions. Along these lines, I needed to take broad notes while taking the interviews. Subsequently, it took additional time than I imagined to take the interviews.

## **Chapter 3: Literature review**

### **3.1 Introduction:**

Academic teaching and learning happen only when there is a properly planned and designed curriculum. A proper and effective curriculum leads to a well-designed syllabus which reflects the curriculum itself. Therefore, the principles of a curriculum always reflect through its components. A curriculum is the description of the contents of a specific course and it shows what to teach and what to be assessed. Hence, the curriculum of the secondary level usually indicates the basic four skills of learning English such as reading, writing, speaking, listening and it also makes sure proper teaching and learning with acceptable materials. Jack C. Richards (2001) claimed in his book that a curriculum portrays the significant components that will be utilized in designing a language course and gives the foundation to its instructional focus and content (p-151).

About the procedure of curriculum development, Richards (2001) claimed that it is used to regulate the requirements of a specific group of learners, to specify objectives and goals for a course to point those requirements, to decide an appropriate syllabus, teaching methods, setting of the teaching, materials and last but not the least to accomplish the act of assessment of the following language program that is found from these processes (p-2).

### **3.2 Framework and concepts of curriculum design:**

The term Curriculum is utilized here to show the comprehensive plan for a course and how the substance for a course is changed into a layout for teaching and learning which empowers the ideal learning results to be accomplished. Curriculum grabs content according to the needs of learners as well as external standards and designs those contents for conducting effective teaching and learning. Therefore, it becomes more than a list of topics of key facts and acquiring new skills. It is a blueprint of how to achieve the objectives of target

learners, what type of learning activities and evaluations help to achieve the desired results. (Wiggins and McTighe, 2006: 6). From David Nunan's (1988) perspective, curriculum is the standards and strategy for the arranging, implementation, assessment, and management of an academic program. Curriculum embraces syllabus design and methodology (p.3).

Nation & Macalister (2010) claims that to some extent curriculum designing can be considered as a writing exercise where it can be studied as a process. There are many factors to consider while designing a curriculum which includes learners' present knowledge, available resources, skills of teachers, curriculum designers' strengths and limitations and methods of teaching and learning (p.1). Moreover, they talked about a curriculum design model which should consist of three internal circles is surrounded by one external circle. They added that the goal of a curriculum should reflect the needs of the learners, what the principles of teaching and learning are and how the environment is playing as a variable to make the curriculum successful. These three points will be on these three internal circles.

To measure all of the points mentioned above, designers should at first monitor and assess all the contents and then the sequencing part should be done transparently and last but not the least formatting the curriculum and present it as a blueprint. The last external circle denotes the evaluation of the curriculum. This circle is connected with the three internal circles as evaluation will make sure the quality of a curriculum.



**[Figure: 1 A framework of the parts of the curriculum design process, adopted from Nation & Macalister (2010)]**

According to the Chairman of NCTB, Professor Md. Mostafa Kamaluddin, the framework of the latest curriculum is being initiated by following the National Education Policy 2010. He added that to complete the framework of the curriculum a national workshop was held with prominent curriculum designers, specialists, intellectuals and other stakeholders. Moreover, the framework then designed and revised by the subject based committees and specialists in the workshop and finally approved by the National Curriculum Coordination Committee (NCCC). In the latest national curriculum in 2012, the framework for secondary level curriculum framework is described in a much broader sense. According to the rationale of the national curriculum of Bangladesh (2012) “The study on the existing secondary curriculum entitled ‘Evaluation of the Secondary Curriculum and Need Assessment’ identifies many weaknesses, irrelevances, and problems. It finds that the



curriculum is excessively theoretical and informative, and leads learners to rote learning. Besides, it heavily emphasizes content memorization instead of acquiring listening, speaking, reading and writing skills in case of international language, English.” Therefore, to decrease the excessive theoretical and informative part, this curriculum addresses these issues in the latest one.

### **3.3 Development of materials in curriculum designing and role of textbooks:**

Materials for curriculum designing indicates a broad range of teaching resources which basically used in a language classroom, for example, textbooks, technological devices like computer, projectors, visual aids and teacher prepared materials etc. In Tomlinson’s (2012, p. 143) point of view, curriculum materials should consist of five qualities which will lead to a better teaching and learning environment. About the five qualities, he added that these materials should be informative (informing the learner about the target language), instructional (guiding the learner in practicing the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the language) and exploratory (helping the learner to make discoveries about the language). However, According to Ur (1999), in most of the contexts, the principal material for a language curriculum is textbook, especially to those contexts where the target language is not the first language of teachers. In these conditions, textbook plays a major role and indicates the framework within which both teachers and learners proceed in language classrooms.

About textbooks, Richard (2001) states that in the absence of textbooks learners may fail to get a specific curriculum which has designed and developed accordingly. Moreover, he added that textbook continues to maintain the stages of learning and textbook assures the quality of education.

Rodrigues (2015) mentioned that the EFL textbooks are supposed to provide considerable teaching content and instructional directions about instruction for the teaching and learning processes which involves in a foreign language classroom context. Although, for the time being, many teachers' use non- traditional texts in language classroom, English textbook is the main source of all contents and instructional materials to teach in EFL classroom. Moreover, Byrd (2001), claimed that most of the EFL teacher is not fluent in English speaking which makes them depend more and more on the textbook to get necessary contents and class activities which helps to shape the classroom and make the teaching effective.

### **3.4 Methodologies (GTM or CLT) in the classroom to follow a specific curriculum:**

Richards (2001) in his book talked about the historical background of curriculum development and how different types of methodologies emerged for language teaching and learning. "History of Curriculum development in language teaching starts with the notion of syllabus design. Moreover, it's just a part of the broader term 'curriculum development' and it only shows the contents and lists of instructions to complete a course. However, curriculum development is more if the comprehensive process which includes the process of knowing the needs of learners, aims and objectives to address those needs, materials and teaching methods (p.2)." About the historical background of teaching methods, among all teaching methods, Grammar-translation method (GTM) is the oldest and conventional one which have started back in the 1960s and Communicative language teaching is the newest one as well as the popular one all the world (p.3).

GTM has been dominating the English language teaching classes in Bangladesh for many years. Freeman (2000) shared his thought about GTM that all the features and guidelines are extremely rigid. In GTM, teachers are bound to follow all the guidelines strictly as this is a teacher-centered method. Therefore, students are bound to go through the passive receiving- learning process (p-15-17). In the Bangladeshi context, most of the

teachers and learners had to follow the features of the GTM as it was followed in the English language classes all over the world. In their book, Richards and Rodgers (2001) have described some of the main components of GTM. Which are:

- GTM method is basically the detailed analysis of its grammar rules which followed by the application of translating the sentences as tasks to understand and acquire about the target language.
- Reading and writing is the main focus skill in this method. There is a little or systematic attention is driven to facilitate speaking and listening skill in this method.
- There is always some sort of vocabulary lists for memorizing and their translation to assess that task of translation.
- Accuracy is more emphasized than fluency.
- All the grammar rules are taught deductively which means by presenting the rules at first towards learners after that learners will practice those rules through translation exercises.
- Native language of the students is the medium of instruction. (p.5-6)

From all these restrictions and limitations, it has become the demand of time to start a method like Communicative language teaching (CLT) which will divide the importance of four skills in equal and bring innovation in the process of teaching and learning. In Bangladeshi curriculum as well as classroom, CLT was introduced after the 1990s (Monir, 2009, p.7). CLT was included in the classroom at the secondary as well as higher secondary level with a bunch of communicative language textbooks as 'English for Today' (Siddique, 2004, p.16). About this fact, Abedin (2013) commented that ELT practitioners and experts are still working on its successful implementation into the classroom through curriculum. To implement CLT method effectively in classroom, several factors are needed to be taken care of. Such as the total number of students in one class, motivation for learning a new language,

proper training for teachers' and logistic support for classroom activities etc. Savigno (2006) mentioned the major principles of CLT. Which are:

- In the CLT approach, the meaning is given prime significance. The fundamental focus point of the methodology is to make the students ready to comprehend the aim and articulation of the writers and speakers.
- CLT provides the opportunities to interact with student- student as well as teacher- students. It helps to increase cooperative behavior among students.
- Most of the CLT exercises are motivated by real-life occasions.
- English must be taught by teaching all four skills and not only by one or two skills which means CLT does not limited to only reading and writing skills; speaking and listening skills should be taught as well.
- It is student-focused as opposed to teacher-focused. Focus is mainly on process-oriented learning rather than product oriented learning.
- Fluency emphasized over accuracy.
- Language cannot learn by rote memorization. It has to be learnt by Social interaction and CLT makes sure of it in the classroom (p.673-679)

### **3.5 Curriculum and Teachers:**

Curriculum designers always design a curriculum by focusing the teachers rather than the students because teachers will implement the curriculum among students. That is why a curriculum is more for teachers than it is for learners. Therefore, when it is time to change, move or add something new in the curriculum, designers should inform the teachers because it will have no effect on those students whom they teach. While designing a curriculum, at first and foremost it has to be for teachers' guideline to achieve specific objectives. Therefore, after designing a curriculum, it is mandatory to train teachers or arrange proper

training for teachers to make them imply the curriculum properly in the classroom (Bruner, 1977).

Similar to the opening quotation, curriculum not only serves the students to learn but also curriculum materials contribute potential opportunities for those teachers who teach those students (Ball & Cohen, 1996). Alsubaie (2016) commented that without any doubt, the most important person in the curriculum implementation process is a teacher. Teachers are the major part to any curriculum development procedure but if another party such as curriculum designer or other stakeholder has already developed the curriculum, teachers need to make an effort to understand it (p.106).

To fulfill the needs of society, teachers' involvement in curriculum development is quite necessary. It requires teachers' active participation so that their participation reflect on societies needs in each stage of the development process (Alsubaie, 2016, p. 106). Nonetheless, from time to time, this procedure which teachers are requested to follow is not clear. For instance, in Bangladesh, most of the secondary level teachers are not trained or experienced enough as well as lack the required skill to take part in curriculum development. Their participation in the process of curriculum development is not well defined as there are many other issues, therefore they have to deal with many difficulties in respect of their involvement in curriculum development (Alam, 2018, p. 96-97). To refute this issue, Handler (2010) claimed that it's not necessary for all the teachers' to participate in the process. Those who are professional in developing it will play as an essential part of the prosperity of curriculum development and implementation. Therefore, the educationists should think about what extent teacher education programs are needed to make potential teachers learn about curriculum development.

About the relationship between teacher and curriculum, Remillard (2005) said that only teachers do not act alone in this relationship. The curriculum plays a functioning job in the

guidance that is conveyed in the classroom. The teacher decides how noticeable that job is played. In 2009, Sherin and Drake introduced a framework that concentrated on the interpretation of curriculum materials through reading, assessment, and adjustment. The study concentrated on ten secondary English teachers and distinguishing patterns inside their utilization of reformed based English curriculum. For this study, the curriculum was characterized as a set of written materials given to the teacher, for instance: textbooks, teacher's guideline, and other authentic and created materials (Sherin and Drake, 2009). The usage of the curriculum materials inside the classroom totally depends on every teacher's own teaching characteristics. As supported by Ben-Peretz (2009), a teacher utilizes individual information and experiences as the person in question reads and studies curriculum materials. Through the information and experiences teachers have, materials are analyzed to comprehend how they adjust to the day by day instruction, needs of the learners as well as learning standards of the class.

### **Research gap:**

Research about the implementation of CLT and GTM in Bangladeshi classroom has been done by many researcher. For instance, MM Abedin (2013) showed what the condition of ELT classes in Bangladesh now-a-days is. He discussed the difference about CLT and GTM as well as if teachers are really able to implement CLT. But he didn't talked about anything about the NCTB curriculum and its importance in a classroom as curriculum is interconnected with teaching methodology. Kabir (2015) ,on the other hand, talked about the NCTB curriculum in primary level and he researched about the curriculum design and its problems and possible solutions. Nonetheless, he didn't talked about its implementation in classroom. Furthermore, Hossain (2015) discussed the positive sides of current NCTB curriculum over the previous one which was designed in 1995. He showed how the current

2012 curriculum is better than the previous one for secondary level. Farhad (2013) discussed the implementation of CLT method in Bangladeshi classroom but not anything about the NCTB curriculum. Then there are many unpublished thesis or research work about CLT and its implementation in classroom has been done already. Even there are many other Bangladeshi researcher who have talked about either curriculum or implementation of it in different researches. This research aims to fill the research gap about curriculum and its implementations. This research is important because this research will show the expectation and reality of the implementation of the NCTB curriculum in secondary classroom of Bangladesh.

## **Chapter 4: Findings**

### **4.1 Participants point of view on the implementation of NCTB curriculum in Secondary classroom**

In this chapter, I am going to discuss the participants' points of view regarding secondary NCTB curriculum and its implementation in the classroom. To answer the questions, at first I generalize the answers in tables and after that, I provide the replies I get from the participants. A summary of the responses is provided in the table and after each table, there are two or three further comments of different participants which represent other participants' overall answers as well. In this part, as well as in other parts of the thesis all the names of participants as well as institutions are pseudonym.

#### **Preferred teaching methodology:**

Every teacher has his or her specific teaching methods to conduct language class. In this part of the paper, researcher tried to find out what kinds of methods the participants of this research follow. Moreover, there will be a discussion behind their preferred teaching methodologies.

| <b>Question 1: Does the current English curriculum facilitate CLT or GTM in your classroom while teaching?</b>                                                                                                             |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Four of the participants disclosed that they try to incorporate both CLT and GTM in their classroom as well as in their teaching. which means to some extent NCTB curriculum helps them to teach English by following CLT. | Five of the participants said that they only follow GTM in their classroom as well as teaching which means NCTB curriculum does not facilitate CLT in their classroom though NCTB curriculum claims to follow CLT. | One participant said that he only teaches to complete the syllabus. He was confused about the teaching methodologies but he claimed that he mostly follows CLT in his teaching which means he believes he can follow the NCTB curriculum properly as he is a freelancer teacher and teaches as a private tutor though he teaches in classroom setting. |
| Table no. 1                                                                                                                                                                                                                |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                        |

While answering this question, participants shared their personal teaching experiences. Aariba who teaches in Scholars Den stated in this regard that

‘As English is the second language for the students of Bangladesh, they always face problems in understanding this language. For that reason, we often need to translate them into Bangla language in order to make the lesson easy and understandable for them. In the first stage of teaching, we follow this GTM method but later on, when the students go to the intermediate levels we do not focus on GTM. But CLT is not at all facilitated by the current English curriculum.’



Another participant, who teaches in Kuratul Dakhil Madrasa named Habib, said that English is a foreign language and Government make this subject mandatory to communicate. But he said that students tend to memorize English contents as most of the madrasa students are taught to learn Arabic language. Actually their main focus is to learn the Arabic language but currently, this tradition is changing. Teachers of Madrasa are giving equal importance to Arabic as well as English. He said that though he tries to follow CLT, most of the Madrasa students lack proper knowledge of vocabularies. Therefore, he tries to teach them vocabulary items first then tells them to memorize those and after that he makes students use those words to communicate with one another.

### **Views on curriculum:**

In response to the questions whether the NCTB curriculum is easy to understand and user friendly, participants express varied responses. Before, conducting a research it is important for the researcher to know about the perspectives of the participants about the topic which is NCTB curriculum.

| <b>Question no. 2: Does English NCTB curriculum is user friendly for you as a teacher?</b> |                                                                       |                                                                                                                                            |
|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Five of the participants think that NCTB curriculum is not user friendly at all.           | Three of the participats think that NCTB curriculum is user friendly. | Two of them said that to learn English properly NCTB curriculum is not enough though it's intend to make learning English language easier. |
| Table no. 2                                                                                |                                                                       |                                                                                                                                            |

From all of the participants, it was clear that a curriculum should be user-friendly while teaching. Therefore, five of them think that our NCTB secondary curriculum is not user-friendly at all. Not only this, one of my participants Tarin Afroz who teaches in Shamsul Haque Khan School and College said that

‘NCTB curriculum makes the study monotonous. Students do not feel enthusiastic about reading the same book every day. It does not help to achieve my classroom outcome. We are always asked to bring some extra teaching materials in order to make the lesson interesting.’

One of the participants Md. Azizul Haque who teaches in Kurtubi Madrasa said that though NCTB curriculum is designed to reflect CLT in the classroom this is only theoretical. There is a little practicality in the curriculum. But Md. Abu Bakar Siddique who doesn't teach in any school but he teaches many students privately in groups said that the NCTB curriculum is indeed user-friendly. He added that to teach in this curriculum, a teacher should study first. One should understand the inside out of the curriculum. Then he should understand the objectives of the curriculum.

### **Curriculum in use:**

As the main objective of this research which is how teachers give importance to follow curriculum, researcher tried to gather information about this statement in this segment. Here, participants will disclose their opinions on following NCTB curriculum.

| <b>Question 3:</b> To which extent, you follow NCTB curriculum instructions in your classroom to teach students?                          |                                                                                                               |                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Three of the participants said that they partially follows the NCTB curriculum. These two participants teaches in English version school. | 2 of the participants actively follow NCTB curriculum as they have to cover the syllabus for the examination. | Five of the participants said that though NCTB curriculum is designed to reflect CLT but still they are not able to follow the curriculum. |
| Table: 3                                                                                                                                  |                                                                                                               |                                                                                                                                            |

Eight of the participants replied that they follow NCTB curriculum while teaching English. One of the participant named Kamrul Islam who teaches in Drik ideal school said that it's not like that we follow NCTB curriculum from our own choice. There are many topics such as tense or voice which we can teach in a fun way rather than following the monotonous NCTB curriculum. He added that to do better in the exam we had to teach in grammar-translation method. Not only has this, sometimes schools protocols made us teach in a conventional way. Another participant Rabiya Haque, who teaches in a Bangla medium college named H.R. Khan high school and college said that though our NCTB curriculum is designed to reflect CLT method most of the English teachers in our country lack of proper training and guideline to properly utilize our curriculum. Therefore, despite their willingness to follow NCTB curriculum properly they fail to utilize it. Another participant, Tarin Tahsin mentioned that I partially follow the curriculum which means as instructions teachers are supposed to teach in the multimedia classroom, classes should be student-centered and the role of a teacher in the classroom should be a facilitator. But the reality is not like this. Most of the classrooms in our schools are large classrooms and time of a class is not that much. Teachers can not apply multimedia facility for the time limit because most of the teachers have to complete the given syllabus so that students can pass the exams.

#### **Expectation and reality:**

There is always a pitch for expectation and reality on everything. Implementation of curriculum in classroom is not different than other which means all the participants have his or her own expectations about the curriculum as well as textbooks and they also have to face the reality as well. Therefore, this part of the paper will disclose about the expectations and realities of curriculum as well as textbooks.

| <b>Question no. 4:</b> Do you think the curriculum as well as Textbooks' for English 1 <sup>st</sup> and 2 <sup>nd</sup> paper help to develop four language skill i.e. listening, speaking, reading and writing? |                                                                                                                |                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Four of the participants think that NCTB curriculum not only fails to develop listening and speaking skill but also fails to develop reading and writing skills properly.                                         | Four of the participants think that NCTB curriculum only helps to develop reading and writing skills properly. | Two of the participants think that NCTB curriculum only develops students writing skill because in the exams students have to sit for writing test. |
| Table: 4                                                                                                                                                                                                          |                                                                                                                |                                                                                                                                                     |

To answer this question Antara Ahsan who is a private tutor teaches students privately in groups said that

‘I do not think that the curriculum as well as the textbooks for English first and second paper, helps to develop four language skills. It only develops the writing skill and a little amount of reading skill. To have a proper grasp over speaking in a foreign language one needs to go through some other teaching materials along with textbooks. Such as some effective and helpful audio clips, having daily conversations with one or two native English speakers etc. In order to enrich the vocabulary, one should also try to go through English newspapers in a daily basis. Unfortunately, our NCTB's textbooks do not provide any extra CD's so that the students can improve their listening and speaking skills.’

Another participant Md Abu Bakar gave his opinion that we failed to teach listening and speaking skills because we didn't get any proper training to teach those skills. Not only this, there is no governmental systems or procedure to evaluate speaking and listening skills. Madrasa teacher Azizul Haque gave his opinion on this matter that not only we fail to evaluate students speaking and listening skills but also most of the madrasa students fail to develop their reading and writing skills. He added that I try to give emphasis on mostly in reading and writing but the outcome of my teaching is poor because at the end of the course many students even fail to write something on their own because of the misuse of memorization. In our education system, there is a tendency among most of the students that whatever they hardly understand, they memorize that which actually diminishing their creative abilities. Therefore, they only able to pass the exams but fail to learn the language.

#### **Reflection of the curriculum:**

Participants will be giving their answers in this segment whether curriculum is able to fulfill the needs of secondary level students or not. All teachers observe this in their class.

| <b>Question no. 5: Does NCTB curriculum really reflects the needs of secondary level high school students?</b>                                                |                                                                                                     |                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Four participants said that NCTB curriculum itself reflects the needs of curriculum but the implementation and the context don't match the needs of students. | Three participants said that NCTB curriculum doesn't reflect the needs of secondary level students. | Three of them said that NCTB curriculum is enough for secondary level students if a students can learn all of those contents. |
| Table: 5                                                                                                                                                      |                                                                                                     |                                                                                                                               |

About this question, Mainul Islam who is a teacher of Touchstone School and College commented that the NCTB curriculum doesn't fulfill the needs of a secondary level student. He said that there should be some changes to make the curriculum more effective. He talks

about a task which is given to test English 1<sup>st</sup> paper which is rearranging the sentence. He claimed that this specific task has no value in language learning because it tests no skills of language. This task is totally testing the only memorization of a student. But the irony is this task is totally random which means for this question there is no syllabus limitation. Therefore, it demotivates students. Again, Shehnika Khan who is a college teacher elaborated that our country's students don't have the exact proficiency level as a secondary level student should be while learning English as a second language. Therefore, I have rearranged all the data taken from the participants in the pie chart. Five of the participants think that this curriculum only meets the needs of grammar items through the curriculum. Two of the participants think that this NCTB curriculum only motivates students to memorize. It makes students to memorize paragraphs, compositions as well as grammar items. Through this curriculum, it only reflects the memorizing potential of students. Three of the participants think that despite focusing in reading and writing, it also helps to increase students' communicative competence.

### **Evaluation process:**

Evaluation process is a delicate and important issue because lives are affected either positively or negatively through its outcomes. Each outcome has its consequences therefore, evaluation needs to be carried out very consciously because it will identify whether everything is right about a curriculum or not. About the evaluation process every teacher should know inside out of evaluation process. In Bangladeshi secondary level, teachers follow NCTB curriculum to evaluate students and in this segment researcher will disclose whether NCTB curriculum is really able to evaluate students or not.

| Question no. 6: Does the evaluation process of the NCTB curriculum helps you to evaluate your students properly?                       |                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Seven of the participants said that NCTB curriculum doesn't help students to evaluate their English in a proper manner. Government can | Three of the participants said that NCTB curriculum only evaluates reading and writing skills of students. Between them some of the writing task are unnecessary which really decrease the probability to evaluate a student. |
| Table: 6                                                                                                                               |                                                                                                                                                                                                                               |

According to Antara Ahsan

‘The evaluation process of the NCTB curriculum does not help me to evaluate my students properly. It is a partial evaluation system which only evaluates a student’s memorizing and writing skill but there is no way through which I can evaluate my student’s speaking or listening skill through the NCTB’s curriculum. The process of taking exams is not at all supportive in evaluating a student’s all of the four skills. For example, a student can memorize a whole paragraph without even understanding a single word but there is no way to find it ours through an examination process. We only check the copies and give them remarks according to their writings and memorizing skills. So my opinion is this is not a good way to evaluate a student’s skills.’

To elaborate a little bit Madrasa teacher Habibur Rahman Habib commented that the public exams mirror communicative syllabus or curriculum in theory only, not in reality. Evaluation process fundamentally neglecting to test communicative skill on the grounds that the attention is just on reading and writing. Dialog writing, comprehensive questions and answers are a portion of the communicative things. Items like MCQ, cloze test, true/false, which

should be communicative are in reality great methods for testing and perusing and composing. These are bad to test language abilities.

Furthermore, Kamrul Islam added that writing abilities were tested through the following things: paragraph, composition, dialogue, summary, story, letter, application and report writing. Teachers checked these writing items and they marked by the impression of the writing. They only checked the content's grammatical errors which makes the test only grammar test.

### Teaching materials:

Use of teaching materials in the classroom not only simplify the lesson but also make a bridge between students interest and reality of the target language. Teaching materials should be real as learning process of a language does not end in class only. It has great impact outside the classroom too. In Bangladeshi classroom context, most of the teachers teach the students by following textbook materials only. It becomes a tradition among Bangla medium school teachers. That is why, researcher tried to find out in this segment.

| <b>Question no. 7:</b> Do you think the teaching materials provided to you is enough to teach English to your students or you tend to bring your own teaching materials into class?                               |                                                                                             |                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| Five of the participants disagreed that though it is not enough but it is impossible for them to bring their own materials into classroom because on a daily basis most of them have to take minimum 5-6 classes. | Three of the participants said that sometimes they bring extra materials for their classes. | Two of the participants agreed that by following NCTB curriculum in the class, only textbook materials are enough. |
| Table: 7                                                                                                                                                                                                          |                                                                                             |                                                                                                                    |

According to Rabiya Haque,



‘I really do not think that the teaching materials provided to me by my institution are enough to teach English to my students. I usually tend to bring my own teaching materials. I have always tried my level best so that I can make the lessons interesting to my students. That is one of the most important reasons behind me bringing new and interesting teaching materials. I believe the more the lessons are interesting, the more it becomes easy for the students to concentrate. Reading only texts books and giving lectures creates a very monotonous atmosphere inside the classroom. So I always try to bring some extra teaching materials.’

### **Role of textbook:**

Textbook is a kind of material that plays very important role in teaching and learning process. It includes knowledge, guideline, contents, information etc. It is a readymade and useful material. There is no such educational institution where we cannot see any use of textbook. But here, researcher tries to find out whether textbook given by NCTB is enough or not. Participants have given their responses accordingly.

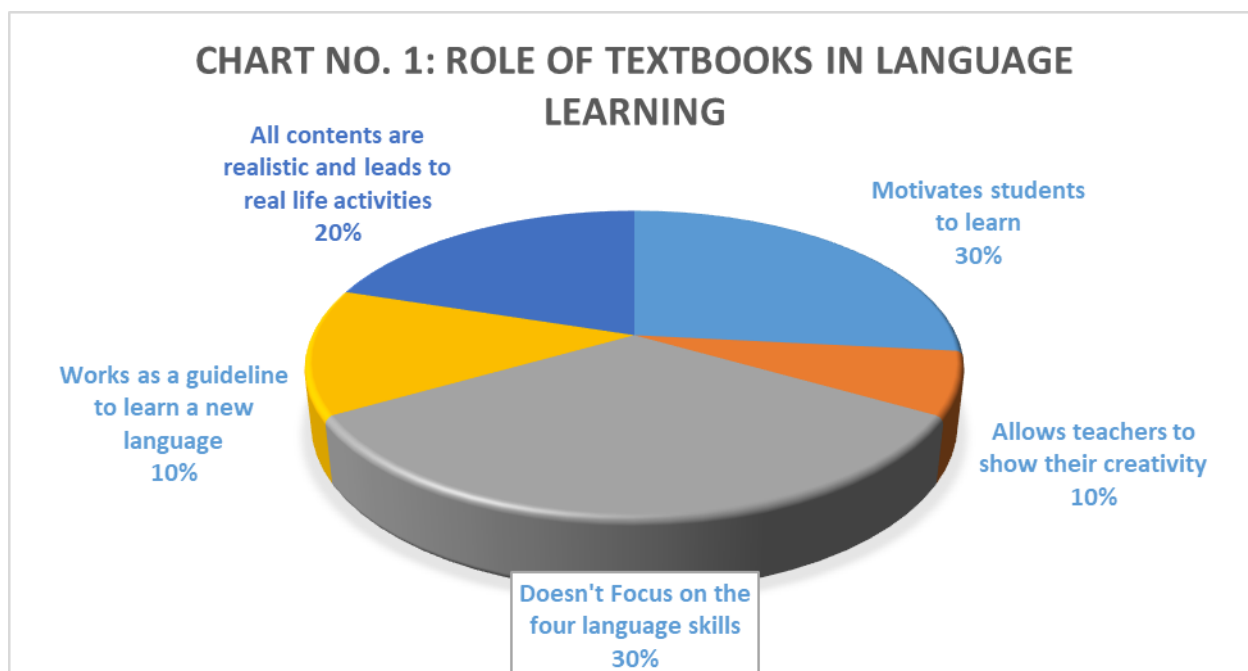
| <b>Question no. 8:</b> Do you think by following the textbook given by the government is enough to teach a language in classroom? |                                                                                                                                                                                    |                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Five of my participants acknowledged that to teach English only textbook is not enough they get help from other books as well.    | Three of them are totally against of textbook. They said that textbook for English 1st paper is totally useless because there is neither usage of it in classroom nor in the exam. | Two of my participants said that they give the utmost priority to textbooks and they think that if they can follow the textbook properly then it will be enough. |
| Table: 8                                                                                                                          |                                                                                                                                                                                    |                                                                                                                                                                  |

According to Shehnaila Khan,

‘It is really not enough to teach a second language by only following the textbooks given by the government. In order to build up all of the four skills of a language in a

proper way we definitely need to go through some other teaching materials along with textbooks. For example, it is really not possible to have an exact accent in a second language by reading textbooks. For that reason, we need to listen to some audio clips and also should try to speak with some the native English speakers. It helps to improve students listening skill as well. That is why I do not think that textbooks are enough.'

Azizul Haque elaborated that the way English First paper textbook has been written is not suitable for our classroom context. Though the contents and tasks are highly communicative but still as a teacher we failed to follow the textbook in the classroom because of exam system. There is no similarity between the content of textbooks and content of English first paper exam. Another participant named Mainul Islam commented that textbooks' principal motive is being violated and we failed to utilize it because of the lack of proper training and proper motivation to use communicative methods. About the role of textbook, all the participants shared their views and it will be shown in pie chart below-



### Role of learning English:

Learning English is vital and individuals everywhere throughout the world choose to learn it as a second language. Numerous countries incorporate English as a second language in their school schedule and students begin to learn English at an early age. There are many, numerous reasons why learning another language is a smart thought. It enables one to speak with new people. It encourages one to understand things from an improved point of view or get a more profound comprehension of another culture. It helps one to improve as an audience. Therefore, it is important to know whether our students are learning about the language or how to use it. This segment will disclose it.

| <b>Question no. 9:</b> By following this curriculum are you teaching your students how to use English or you are only teaching about English language?     |                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Six of the participants said that they teach only about the language because their is no scope to practice real life related activities done in classroom. | Four of the participants said that they try to imphasize both of this in their classroom. |
| Table: 9                                                                                                                                                   |                                                                                           |

About this question, Md. Abu Bakar disclosed that

‘I never followed this method of teaching. I have always taught my students about language. I focus on all of the four skills of language rather focusing only on reading and writing. That is why I ensure my students are learning the accuracy and fluency at the same time. I never support memorizing. I make the concept clear to my students and then they come up with their own ideas. In this way they get the proper knowledge of structure and meaning.’

Tarin Tahsin added that she tries her level best to teach students how to use language but for School protocol she has to teach about the language because she has to complete the

dedicated syllabus. Aariba Tahsin said that she tries to design her class with two activities. One activity reflects the language part and another part reflects how to use that language part in her classroom.

### **Modification of the curriculum:**

Modification of anything is good if it is properly analyzed and researched. Modification is needed time to time. Therefore, NCTB curriculum can be modified as well. In this segment, researcher asked the participants if they were given the authority to modify the curriculum what would they change. Here are the modifications they suggest.

**Question no. 10:** What steps should be taken from you if you are told to modify the curriculum for better teaching and learning environment?

To answer this question, different participants gave different answers. But some of them are more or less the same. Therefore, while describing their points of view I will mention names together where similar answers were given. According to Rabiya Haque, Shehnika Khan and Tarin Tahsin - In order to modify the curriculum for better teaching and learning environment we definitely need to add extra teaching materials which will grab students' attraction towards the lesson. We also should need to train our teacher so that they can focus on all of the four language skills rather than only focusing on reading and writing. We should separate the classes. Such as for speaking and listening we can take the students to a listening lab where they can have some audios and videos of second language and through which they can improve their pronunciation and fluency. Moreover, Mainul Islam, Aariba Tahsin and Md. Abu Bakar Siddique said that they will at first focus on the testing system of our curriculum. They said that they will redesign the exam system where it will be equally focused on all four skills. At present, in most of the public high stake exams students are tested only reading and writing skills but they will make sure that speaking and listening skill

also come under evaluation. They added that there will be no place for memorization. Even in writing and reading testing questions part there should be creativity testing questions.

Furthermore, Azizul Haque and Habibur Rahman Habib advised that our classes should be context based. We have to teach our students about the logic behind using grammatical items. We should not teach only the usage of a particular grammatical item. We have to teach them the reason behind teaching them. Only then, students will understand the importance of learning a language. Same goes for testing as well. Habibur Rahman gave an example that in English 2<sup>nd</sup> part there is a task where students have to fill in the gaps by writing the correct article. He said that this is not the proper way of testing. He suggested that in the question if we gave them a contextual passage and asked them to write 'how many Articles are there in this passage and why they are being used in this line' then it will be more fruitful because they must know about the article to write it. He thinks that it is more effective than fill in the gaps.

**Completion of the objectives:**

Main objective of teaching language is after teaching and evaluation, students will be able use that in their daily life. Therefore, NCTB curriculum also has several objectives which all the teachers follow to fulfill in their classroom.

| Question no. 11: Do you think teachers of our country are really able to fulfill the objectives of NCTB English curriculum?                                     |                                                                                                                        |                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Two of the participants said that to some extent they have to fulfill the objectives of the NCTB English curriculum as they have to follow a specific syllabus. | Four of them answered negatively that it's quite impossible for them to fulfill all the objectives of NCTB curriculum. | Four of them said in a similar way that even the curriculum itself is not clear about its objectives because in the rationale part of NCTB curriculum there is written about communicative competence but in reality it doesn't reflect much. |
| Table: 10                                                                                                                                                       |                                                                                                                        |                                                                                                                                                                                                                                               |

According to Shehnaila Khan,

‘I do not think that the teachers of our country are really able to fulfill the objectives of NCTB English curriculum. There are so many teachers who lack proper amount of grammar knowledge. Some of them are so bad in pronunciation and fluency. There are so many schools in which all of the English classes are being taken in Bangla. The teachers are not well trained and so many of them are not at all aware of the method of NCTB curriculum but still, they are getting hired which should not be the situation.’

Furthermore, Kamrul Hasan added that there are many teachers in our country who are only concerned about finishing the syllabus by conventional teaching. They don't care much about the objectives or goals of NCTB curriculum. Their prime focus is to prepare students to sit for the public exam.

## Chapter 5: Discussion

In this chapter, I will be critically analyzing the facts and information I have got so far from my participants for this research work. This chapter will also disclose my own recommendations to make this research more viable. According to the outcome of the research and explanations, I will also share my plans to do further research.

From the reactions of the teachers, some unique however fascinating information was found. A portion of the data accumulated from interview of the teachers contradicted one another. Majority of the teachers asserted that they want to follow the CLT approach referenced in the NCTB curriculum but for many barriers some of them are forced to follow GTM or teacher-centered approach. From the interview session, it turned out to be clear that a few teachers did not have enough thought in regards to the approach. On the other hand, a few teachers asserted that the CLT approach required certain assistance like, administrative help, setting of the classroom, enough time to finish syllabus and so forth which they didn't get. The teachers, who followed the blend of CLT and the GTM, said from their experience that in the Bangladeshi setting both the classroom and the students were not yet arranged for the application and reception of the CLT approach. In this way, here a portion of the teachers still favored translation as a method of teaching English. Most of the teachers of our country gave emphasis to good grades whereas few teachers think that students should concentrate on communicative skills first. But as a follower of CLT method, all the participants disclosed that there is no alternative to increase communication ability while learning a language. Most of the participants mentioned about students' preference for 'seen-comprehension', method for learning vocabulary, memorizing tendency and the teachers' accentuation on the exactness of the students, almost certainly highlights the GTM method. From the interview session it additionally became exposed that the teachers remained constantly constrained to finish syllabus inside time fixed by the institution.

From the findings, I have developed some sub-themes of my discussions so that I can easily analyze the facts that are affecting teachers' in their teaching while following NCTB curriculum.

### **5.1 Arrange English subject-related training for the teachers:**

Nowadays there are many secondary level teacher training programs held in our country not only in Dhaka but also all around the country. Some of them are NAEM (National Association for Environmental Management), ELTIP (English Language Teacher Improvement Program), TTC (Teacher Training Centre), SESIP (Secondary Education Improvement Program), TQIP (Teacher Quality Improvement Program) etc. These courses are generally short training courses on ELT. But the problem I have found from the interview that many teachers who did great in their training tend to stick to their previous teaching technique in class which is totally contradicting. Sometimes students who are used to learn in GTM they couldn't cope up but most of the time it's the teachers who failed to implement new methods in their classroom. Therefore, it is clear that this type of short courses are a loss project to motivate teachers properly. From my perspective, it would be better if there can be any long or effective process to solve this problem. It's not only the failure of teacher but also the failure of the existing system and the lack of cooperation from the higher authorities. To motivate teachers enough to use their competence in ELT, steps should be taken in a long term process. Such as long term habit formation through enough real-time classroom practices. Therefore, objectives of these courses can be structurally designed to fulfill the exact needs of teachers. In addition, these teacher development courses should include several topics to improve every teachers' own English. To make these type of training more successful there is no alternative to monitoring system. The time has come to consider training, which, rather than giving knowledge, would draw in our teachers in a discourse through which we could team up forming the substance and methodology of such training.



## **5.2 Management issues to implement curriculum:**

From the interviews, most of the participants discussed that they failed to implement NCTB curriculum accordingly because of the management body of the institution. All the participants disclosed this fact back and forth during their interviews. As they comment about the framework of the curriculum which is not suitable for our context, I would suggest that not everything is perfect or suitable for every specific context. Sometimes, it is more important to improvise rather than follow it thoroughly. Therefore, to overcome these management issues, teachers can sit for a discussion with management body and together it is possible to find out several ways to implement NCTB curriculum accordingly though assessment policy is totally the opposite of the outcome of the curriculum. Teachers can include communicative task on a small scale so that it doesn't hamper students' good grades because in our country good grade are the first priority to admit into better colleges. From the two papers of English, first one is English 1<sup>st</sup> paper where students have to study the textbook as well as most of the Bangla medium teachers follow 'advanced learners book' from where they teach the students seen-comprehension and other vocabulary and memorizing task. By discussing with the management body teachers' can include some sort of communicative task such as role-playing, information gap activity to make awareness among students about the importance of communicative abilities.

## **5.3 Focus on four skills:**

Most of the participants from my interview pronounced that though the textbook is designed to reflect CLT in classroom, it is not happening accordingly. There are few reasons behind this. First one is big classroom. Big classroom is always an obstacle to implement CLT. Second one is lack of materials. Third reason is lack of multimedia classroom. Fourth reason is faulty system of evaluation. There can be many more reasons behind this but to

overcome these obstacles are not quite impossible. Though some of them would be a bit costly according to our context, quality education does not come in plain sheet. Teachers and other stakeholders of an institution should prepare themselves to provide essential facilities to students. As it has already discussed many times that four skills are not focused properly in NCTB curriculum. Most neglected skill among all four skills is listening. Listening skill has become a Cinderella skill because there is no task on listening skill as most of the English teachers in Bangla medium secondary high school teachers teach in Bangla. Even many classrooms does not have multimedia facilities in our country. Therefore, students lack practice of listening skill.

To overcome this issue, I have observed some of issues. First of all, teacher should emphasize listening skill. At first, he should elaborate towards students about the importance of listening skill towards students. After that, he should create scope by speak in English in the classroom so that students get used to listening to English. Teachers should inspire students to listen to English cartoons, movies even news to get used to it. Lastly, in the classroom teacher can at least do some activity once or twice in a week as in public exams there is no listening skill task. For speaking skill, though there are no assessment tools to assess students speaking skills. Our education board may need to revise the curriculum and for assessment as well. If they add testing four skills in exams only then teachers and students will be motivated to teach all four skills. In the exams, other than reading and writing, marks can be distributed for speaking as well as the listening test. Instructors may step through this exam at a different time similarly as the Exams of Biology, Chemistry, and Computer Science are led. At these examinations, students need to give verbal presentation in front of Teachers. From that point onward, based on listening to something, a question-answer session can be held where they need to take part in a conversation and their listening capacity will be made a decision at the same time. More teachers' training projects can be led by

NCTB where language teachers will be energized and educated to convey their classes in English and to give understudies Space where they can actualize their language abilities. After the Lecture, a question-answer session in English can be led in class hour. Teachers' preliminary reason should not be just finishing texts; rather they must be sufficiently genuine to enable learners to improve their Language Skills.

Students have to sit for English exams (first paper and second paper) which convey 200 marks at their semester exams in each class. This 200 marks can be separated by skills, not as indicated by Seen and Unseen Comprehension. It isn't important to circulate the mark in equal. At any cost, if 20 Marks can be designed for the speaking test, the goal of CLT would be fruitful. During the class hour, instructors can take the speaking and the listening test by including learners into different activities and they can include this mark with the main exam.

#### **5.4 Provide sufficient teaching materials:**

Throughout the interview, most of the participants comment that only textbook is not sufficient to teach in classroom. To make a classroom more interactive there is no alternative to multimedia facilities. By using multimedia teachers can use a wide range of teaching materials to make the class more effective. Our secondary schools in rural areas lack necessary materials and kit for classroom. CLT method needs supports like logistic support, suitable classroom, sufficient time to complete the syllabus etc. which teachers do not get here. Ultimately, there is a difference between instructors' insights and practices as well as learners' needs and likings. The possible recommendations for better learning process can be effective use of authentic materials. That means, teachers can at first discuss with the students what kind of authentic materials arouse interest among them. Then keeping in mind about that teacher can bring authentic materials. Teacher should not only concentrate on academic purposes but also for better learning teacher should concentrate on language teaching too. By introducing authentic materials teachers can emphasize on oral tests as well as different types

of writing skill. Textbook should not be the only choice for teacher because to some extent textbooks become monotonous but authentic materials is diverse because it varies from topic to topic.

### **5.5 Restructuring of NCTB evaluation system:**

These recommendations have raised from the participants of this research. Some of them are the recommendations of the researcher himself.

- a. In the writing assessment part of English 1<sup>st</sup> paper, there is a task named “Re-arranging the sentence”. As every task should have some objectives to achieve, this task basically does not evaluate anything. Students just have to rearrange the sentences into a story which evaluates nothing of a student. Therefore, I would suggest omitting this task from the English first paper exam. To substitute this task there can be a listening task or speaking task just for the awareness of students about the four skills of language.
- b. In English 2<sup>nd</sup> paper, most of the grammar task is fill in the blanks. Students just have to fill the gaps with appropriate grammar items. These tasks are also useless according to most of the participants because to some extent students can copy each other’s copies or they can guess the answer, e.g. in article students can guess the right answer. But if students have to write the reasons behind each grammar item then it would be more effective grammar test for students.
- c. To teach the four skills properly, assessment should have been designed accordingly. It’s useless if teacher only teaches four skills but there is no scope to test it. Therefore, at least in small scale every school should start to take speaking and listening test as well.
- d. Test designers and teachers should know about the language testing issues as well as they should know about the validity and reliability of a test.

## **Chapter 6**

### **Conclusion**

Implementation of the curriculum is like a process of making a change in practice. In English curriculum, it is seen that education board is trying to implement CLT while teaching English. From a very long time ago in Bangladesh, English was a compulsory subject at secondary level but still students of our country find it complex. As English is a foreign language to us, Government gave further importance on learning as well as acquiring it. But students consider English as a subject to fear. Rural students fear more comparison to urban students. Urban students get the chance to learn from trained teacher who tend to follow CLT method in their teaching. To release the anxiety of English language learning among the rural students and to accomplish the curriculum aims and objectives, government and non-government institution, whose are trying to develop English language skills of rural area students, must take certain intensive and extensive plan by bearing in mind the current condition of English language learning and the usual problems which are burdens for teachers to implement English curriculum in classroom.

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## Appendix A.

### Interview Questions for the Language Teachers

These questions I have presented in front of you will be used only for my M.A thesis titled “**NCTB curriculum in secondary classroom: enforced CLT or camouflaged GTM?** I request you to give your valued opinions by answering these questions. It would be very helpful not only for me but also the other stakeholders of EFL (English as foreign language) community. I guarantee you that the given data will be treated as confidential and used for research purpose only.

#### General information of the participant:

- Name:
- Institute:
- Your subject area:
- Years you have been teaching:

Important acronyms for understanding: CLT: Communicative language teaching;

GTM: Grammar- translation method

CLT: Communicative language method

1. Does the current English curriculum facilitate CLT or GTM in your classroom while teaching? Please elaborate your opinion with at-least one experience from your teaching carrier.
2. Does English NCTB curriculum is user friendly for you as a teacher? (e.g. suppose, it helps to achieve your classroom outcome or student gets motivated while you follow the curriculum.). Please share your teaching experience.
3. To which extent, you follow NCTB curriculum instructions in your classroom to teach students? Why or why not? Please state your opinions in detail.

4. Do you think the curriculum as well as Textbooks' for English 1<sup>st</sup> and 2<sup>nd</sup> paper help to develop four language skill i.e. listening, speaking, reading and writing? Why and why not, share your opinion from your real life teaching experiences.
5. Does NCTB curriculum really reflects the needs of secondary level high school students? E.g. what students should be taught or how students should be taught? Please express your valuable opinions.
6. Does the evaluation process of the NCTB curriculum helps you to evaluate your students properly? Why or why not? Please share your personal opinion in detail.
7. Do you think the teaching materials provided to you in enough to teach English to your students or you tend to bring your own teaching materials into class? Why or why not, please share your beliefs elaborately.
8. Do you think by following the textbook given by the government is enough to teach a language in classroom? Please share your experience in detail.
9. By following this curriculum are you teaching your students how to use English or you are only teaching about English language? Please share your opinions in detail with real life examples.
10. What steps should be taken from you if you are told to modify the curriculum for better teaching and learning environment?
11. Do you think teachers of our country are really able to fulfill the objectives of NCTB English curriculum? Why or why not?