

# **Exploring New Curriculum in Extended English Classroom in Bangladesh**

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Master of Arts in English

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**Declaration**

It is hereby declared that

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

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**Approval**

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### **Ethics Statement**

Research ethics were taken into account and upheld throughout the entire study. In the methodology section, those are covered in greater detail.

### **Abstract**

The English education system only flourished in Bangladesh after the success of the liberation war. After the independence, several curriculum reform committees were formed to bring changes in education and increase the quality of education. Those policies have been taken to increase the quality of the entire education system. There are no distinct policies taken to improve English teaching. As a result, more English proficiency is needed for students in Bangladesh. In 1996, the CLT was included in teaching English in Bangladesh, and the CLT approach cannot increase the English teaching-learning practicum in both city and rural areas. The CLT has not been revised for so many years, and the teaching-learning scenario is based on CLT. Memorization-based English learning and teaching has occupied the English pedagogy in Bangladesh. Recently, the curriculum has been revised, and a new curriculum has been implemented. Classroom assessment, no marking policy, no pen-paper-based examination and task-based learning are the main changing points in the new curriculum. A semi-structured interview of teachers and students was conducted, and some classes were observed to get the data. These teaching-learning elements are used in small classrooms, but now these will be used in large and extended classrooms. There are many debates have been found regarding the new curriculum. The current study has focused on the assessment system particularly continuous assessment, examination policy and review from teachers and students regarding the new curriculum. There is a mixed reaction found regarding the new curriculum from both teachers and students. Many of them have seen new curriculum as game changer in education system in Bangladesh and some of them has the opposite point of view.

**Dedication (Optional)**

I would like to dedicate this research project to my Mother-in-law. She is the inspiration of my life.

### **Acknowledgement**

At first, I would like to thank to the Almighty Allah for everything.

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## Chapter 1: Introduction

English learning in Bangladesh is quite challenging for students; teachers and policymakers are also facing problems in providing proper education to students. Bengali Medium Schools, English Medium Schools and Madrasahs these three types of education systems are available in Bangladesh. The difficulty level is higher in learning English. Students in Bangladesh who have completed twelve years of education from Bengali medium school face many problems, particularly in the productive skills of English. The situation is the worst in rural areas or remote areas in Bangladesh. Different strategies have been applied previously to improve the education environment, but none of these strategies successfully improved the education quality in Bangladesh. The government of Bangladesh has decided to introduce a new teaching-learning system in Bangladesh in 2023, and many changes will take place to improve the overall education in Bangladesh, including English learning.

A new curriculum has introduced this year, and class six and seven students face those changes. This new curriculum is different from the 'Srijonshil Method'. Formative assessment is vastly introduced in this new curriculum. NCTB books related to this curriculum have been delivered to schools. Teachers have participated in many sessions of training to enhance their knowledge. Previously, authorities were hopeful about the 'Srijonshil Method' and claimed that this method would increase learners' creativity and decrease memory-based exams. But there are numerous debates and disappointments among teachers, students and parents. This study will investigate the opportunities and challenges that both the learners and teachers face to cope with the new curriculum. On the other hand, this study is also aimed at whether performance-based learning enhances learners' English learning and helps them to get rid of grammar and memorization-based knowledge. To conduct the study, teachers and students are the target

participants, and surveys and individual interviews included gathering data. Later, themes help to interpret the data and help us find the research aim and target. This study can be used as education research to determine gaps and problems in the new curriculum should revise by the authority. It is assuming that both teachers and learners will express their positive attitude regarding the new syllabus and examination style.

However, the current study aims to explore the new curriculum's potential outcome and different ways that students can improve their English skills after completing their secondary and higher secondary education. To end that, the actual English classes observed, which had been taken in the new curriculum. The teachers and students also provided their valuable opinion on this study after giving the background study some basic information had given about the new curriculum below.

### **1.1 Background of the Study**

The current study has expanded on the recent variation in Education in Bangladesh. Lately, mass education has observed a massive shift in Bengali Medium schools. Bangladesh is one of the EFL countries, and the English language has occupied a prestigious position in ensuring white-collar jobs, higher education and respect (Awal, 2022). However, English proficiency among people is not satisfactory compared to neighboring countries like India. Many of us accuse the improper education system behind this low skill in English. There are various issues like exam-oriented education, insufficient long-term policies, centralized education, and corruption are sustaining this dissatisfactory proficiency in English (Rahman et al., 2019). Students in Bengali Medium Schools do not receive any focus on enhancing four skills in English equally; their main concentration is on memorizing writing items like essays, paragraphs, email writing and others

and writing those down to examination script. Other skills like listening and speaking remain ignored though the English for Today book has been designed to provide exposure to all four skills. Bangladesh occupied the 71st position in the English proficiency index, and only two students can pass the admission test where the actual candidates were more than seventeen hundred (Islam et al., 2021). Millions of students successfully pass their Secondary and Higher Secondary examinations each year. Mousumi and Husakabe (2017) have found that students in English medium schools are efficient users of English compared to Bengali medium students. They find out that the English medium schools' curriculum focuses more on skill-based learning. Bangladesh's current curriculum has introduced education's shift from exam-based to skill-based learning.

## **1.2 The Overview of the current curriculum**

This current study has corresponded to the changes in mass education in Bangla Medium Schools in Bangladesh. Those changes aim to revise previous books and the examination system. It is a common belief that students' learning improvement may remain unsuccessful without paying enough attention to improving instruction. Bangladesh's new proposed mass education reconstruction has introduced many educational changes, but significant reform will be seen in the assessment and teaching-learning system. The new education reform promised to bring changes in two main aspects of the assessment procedure: no public examination before class ten and the elimination of final examinations up to class three. Introducing a new assessment tool and massive reform of the courses' curriculum will be two required under this proposal. Thus, the current government has introduced many changes and initiatives in the education sector. However, moving towards skill-based learning from memorization-based learning is the main aim of the new curriculum. The previous year, some schools around Bangladesh have chosen to experiment with

a new curriculum (Billah, 2021). From this year, 2023, the students of classes 1, 6 and 7 will receive a new education system where books and examination procedures will be different. The English teaching-learning practicum will also be different from this year. For example, continuous assessment is one of the changing factors of the new curriculum.

Revising the curriculum in Bangladesh has become a prominent notion after 2009, and the teaching-learning practicum is also changed to execute the curriculum. This new curriculum is dedicated to establishing skill-based teaching and learning. Therefore, two major revised elements are continuous assessment instead of summative assessment and practical learning. These changes may become effective in English language teaching. The books and lessons in English are designed to target all four skills. Students and teachers are instructed to practice English prioritizing authentic usability.

### **1.2.1 Changes of New Curriculum**

The authority of the National Curriculum Framework 2021 has published the new features of the new curriculum. The central aspect of adding new features to come out is the traditional memorisation examination-oriented education system introduced three hundred years ago (NCF, 2021). The unique features of the new curriculum are discussed below;

The primary feature of this new curriculum is competency-based education. Most of the countries in the world are following competency-based education to meet the 21st century's goal. This curriculum will focus on learners' knowledge, skills, values and attitudes. Learners will earn skills in different subjects. For example, four skills of the English language have simultaneously focused. Another feature is critical thinking ability skill. Critical thinking abilities refer to the capacity to employ a specific type of methodical thinking process that entails looking for, analysing, and utilising information and data to comprehend abstract and theoretical concepts or

resolve practical issues. Even though most of the time, people are not aware of it, while using critical thinking to solve a problem or come to a conclusion, they go through a sequence of organised thought steps. Learners who are proficient in these skills integrate a variety of critical skills while working on complex problems, such as considering the thinking process according to the nature of the problem, posing research-related questions, analysing, combining, and judging rationality, among other critical skills. This makes it possible to deal with complex issues while taking effective action.

Creative thinking skill improvement is another feature of this new curriculum. Creative thinking skill is the ability to develop and put into action original ideas that go beyond conventional thinking. When working on a topic, students skilled in these abilities consider it from a fresh perspective rather than a conventional one. It produces new methods and strategies on the one hand and new avenues and opportunities on the other. Such abilities support individuals and society in advancing in a changing world. On the other hand, leaning assessment is another feature of the new curriculum. This curriculum has emphasised evaluation as a learning tool rather than measuring learners' knowledge. This curriculum will help students to build an interrelationship among knowledge, skills, values and attitudes. This new curriculum's assessment form is the continuous assessment or classroom assessment. The modes of assessment emphasise real-life assessment, assessment for learning, assessment as learning, process-based assessment and peer assessment. The reporting system or examination policy has added a new feature to the new curriculum which support the assessment system. The conventional mark-based certificates or report cards will be replaced by descriptive certificates or report cards of proficiency. Report cards will show the student's development of the expected competencies for each class. Report cards will also include information about how knowledge, skills, attitudes, and values progress. Report

cards are the primary tool to build trust between the family and the educational institution. For the learner to accomplish the learning outcomes based on the report cards, the educational institution and the family can work together to make efforts. The class teacher will provide the parent the report card directly and review the student's accomplishments and future growth plans. Public exams will be conducted using a similar process. Through formative and summative evaluations, public examination report cards will also reflect. According to the curriculum framework, Public exams to evaluate Grade 10 competencies will be held after the grade. The end of grades 11 and 12 will be when the public exams are given. However, the combined scores from the Grades 11 and 12 exams will be used to determine the final results.

### **1.2.2 Philosophical foundation**

The philosophical foundation of the curriculum is crucial because this foundation heavily influences the goals and objectives of the curriculum. The new curriculum's objectives and procedures have been created in accordance with recognized philosophical views. The primary purpose of the curriculum is to assist students in developing their own interests and opinions about issues and problems that arise in daily life. This method states that the educational process must be interactive, integrative, and cross-disciplinary. "Constructivism" and "reconstructivism" are two recent and significant pedagogical ideas that influence the new curriculum. Constructivism holds that gaining experience is learning's primary goal to adapt to one's environment. Finally, "reconstructivism" means that both the learner and the learning environment change due to the learner's ongoing interaction with and adaptation to the social learning environment. The foundation of learning is this experience of change. "Progressivism" and "reconstructivism" serve as the principal philosophical pillars of the curriculum framework, defining its structure and



strategy. The goals of other methods have also been modified in the context of progressivism and reconstructivism.

### **1.2.3 Targets and Reasons for New Curriculum**

Many changes and agendas have been targeted and those will be fulfilled by the 2030 and these are discussed below:

Make sure that both girls and boys have had a free, equal, and high-quality primary and secondary education that produces valuable and efficient learning results. Ensuring all girls and boys have access to high-quality pre-primary education will help prepare them for primary school. All women and men have equitable access to affordable, high-quality technical, vocational, and postsecondary education, including higher education. Increase youth and adult populations with relevant skills, such as technical and vocational ones, for employment, good jobs, and entrepreneurship by a significant margin. Eliminate gender gaps in education and guarantee that all disadvantaged groups, including individuals with disabilities, indigenous peoples, and children in precarious situations, have equitable access to all levels of education and vocational training.

Most men and women and all young people have mastered literacy and numeracy. Make sure that all students have the knowledge and abilities necessary to advance sustainable development, including, but not limited to, education for sustainable development and sustainable lifestyles, human rights, gender equality, fostering a culture of peace and nonviolence, promoting global citizenship, and appreciating cultural diversity and the role that culture plays in advancing sustainability. Create and improve child-, disability-, and gender-sensitive educational facilities that offer secure, nonviolent, inclusive, and productive learning environments for everyone. Enrollment in higher education, including technical training and information and communications technology, technical, engineering, and scientific programs in developed nations and other

developing nations, focusing on the least developed nations, small island developing states, and African countries. Increase the availability of qualified teachers significantly by 2030, notably through international collaboration on teacher education in developing nations, particularly the least developed and Small Island developing States.

### **1.3 Continuous Assessment and Skill Based Learning**

A popular way of measuring students' capability is a test. Many countries like New Zealand and China have also agreed on improving continuous assessment (Flockton, 2012; Kirkpatrick & Zang, 2012). The summative assessment also promotes memorization-based learning. On the other hand, formative or continuous assessments increased the motivation level of skill-based learning. Students must prepare assignments, presentations, group work and other real-life activities. These activities helped them nurture their leadership, communication, and problem-solving abilities.

Skill-based learning is one of the goals of the twenty-first century, where learning should take place based on real-life skills which students will need in the future. This is a learning approach where students acquire skills through real-life practice and application. The teaching practicum needs a long-term plan, and continuous assessment is a part of it. Different English Medium Schools assess their students through continuous or classroom assessments. The entire education and assessment procedure shifted to alternative assessment during the pandemic. Students were given different tasks and assignments at home, and these assignments and research projects are part of continuous assessment. The economic strength of Bangladesh is predominantly dominated by a less educated, cheap and non-skilled workforce. Both labor-imported countries and Bangladesh do not value that workforce and their low skills. Thus, this new curriculum will

provide more focus on skill-based learning. Similarly, the English language syllabus and material have been designed in a new way which motivates teachers to provide exposure to all skills in English in the classroom.

#### **1.4 Research Question**

1. How teachers are understand and implementing the new curriculum
2. What are their (Teachers and Students) opinions regarding the new curriculum and testing system?

## **Chapter 2: Literature Review**

This section provides a review of the relevant literature regarding previous education reformation, particularly in English education, and a comparative study has been done. The consequences of these changes will be presented. Finally, the research gap will be shown in the closing part of this study.

### **2.1 A Brief Review on Education Reformation in Bangladesh**

The development of English learning in Bangladesh is less considered when the curriculum is revised. English education in Bangladesh has been introduced as part of oriental education, and English has a long-rooted history in this context. Previously English education in Bangladesh had started as part of the Indian subcontinent under the British colony. The British Empire wanted to proceed with the administrative activities that took place in India through the English language. Initially, this language became prominent among upper-class Hindu people. However, both the Christian missionaries' intervention and policies taken by the British Empire made compulsory English education through the Education reformation act. British individuals established English medium schools, and one of the reasons was to spread the light of global education in India (Azam & Kusakabe, 2018). Political turmoil was going on between the two wings of Pakistan related to the language after the partition. Nevertheless, English was used as a second language in both government and non-government offices and students at that time received compulsory English language Education from grade three to grade ten (Arafat & Mehnaaz, 2020). Both higher secondary and higher education level English was used as the medium of instruction (Azam & Kusakabe, 2018).

The English language's scenario and status dramatically changed after Bangladesh's independence. The fall and rise of English were historically connected with the independence of Bangladesh. After independence, the English language became dormant, less prioritized and neglected due to the sense of nationalism among the people of Bangladesh (Begum & Islam, 2018). The Bengali language was promoted throughout the country, and no action was taken to flourish both English and other foreign languages. English was removed from all administrative activities, and the Bengali language became more prominent in Bangladesh's post-liberation period. The Bangla promulgation act was designed to spread 'Bangla Everywhere' and eliminate the use of English (Islam & Begum, 2018). The policy makers and the leaders of Bangladesh intentionally avoided any foreign language to establish Bengali language at all levels. Education is undoubtedly important, but English language learning is essential to develop quality education.

However, this linguistic scenario remained the same until the entire world started to become globalized and English practice became a sign of good fortune. After a decade, the importance of English was considered in Bangladesh at the beginning of the twentieth century. As the English language has become the language of development for both personal and national, then English language education has received the highest importance in Bangladesh (Erling et al, 2012). But the English language education was not eliminated from the curriculum as it was a state policy to teach English as a subject from class three onwards. The introduction of a new curriculum by National Advisory in 1978 made the English Language teaching compulsory (Islam & Hashim, 2019). Many schools previously taught English from kindergarten. Later, this unofficial policy became official, and English was taught from class one (Islam & Hashim, 2019). Thus, English was made a compulsory subject from class one after 1990 (Hamid & Erling, 2016). Apart from all

education levels, English also started to be used in other sectors like business, employment, information and technology.

The first education commission in the independent country was formed in 1974, known as the Qudrat-e-Khuda education commission, which promotes secular education at all levels. Technological education, vocational education, reformed assessment, and a grading system were some of the emphasized areas of that commission (Rahman et al., 2010). Later another advisory committee called "Interim Education Policy " was formed, which considered other education policies like the current education sub-stages; Junior Secondary, Secondary and higher secondary were created by that advisory committee (Shahadat, 1999). In addition, the advisory committee introduced terminal examinations conducted by the District Education Authorities, technical, vocational and medical education integrated into secondary and higher secondary education and 'Dakhil' and 'Alim' examinations in madrasas are considered the equivalent of secondary and higher secondary examinations (UNESCO, 2007).

The "Enam Committee" was another education committee introducing fourteen subject-based teachers' posts (Rahman et al., 2010). During the two military regimes, the secular education idea changed and took a Pseudo-Islamic education identity. In 1990, the secondary school curriculum was revised again, increasing women's engagement in education. On the other hand, an agreement between the Ministry of Education of Bangladesh and the Us Government signed in 1998 stated that around two hundred US volunteers would come to Bangladesh to teach English at secondary school (Imam, 2005). There were numerous education commissions formed from independence to the present time. But none of these National Education policies or agreements could directly address the need for English in Bangladesh, and those decisions failed to create a suitable environment in Bangladesh at the entire education level to enhance English learning

(Kabir, 2023). One of the dominant reasons from the above secondary data is that the Bengali Language has been poetizing since independence to establish Bengali nationalism and attachment to the native Bengali language. Unfortunately, global needs have been forgotten, and as a result, students who pass their higher secondary exams have insufficient English proficiency. Thus, students have faced challenges during their higher education at university (Chowdhury & Sarkar, 2018). The International English Language Testing System (IELTS) is a nightmare among Bangladeshi students who aim to study abroad.

### **2.1.1 Creative Education (Srijonshil) and English Language Learning**

The world has faced many changes in English Language Teaching (ELT) in the past few decades, and Bangladesh is also undergoing these changes. Five education policies were formed from 1988 to 2010, but these policies could not bring any remarkable changes in the education sector. Creative education was applied in 2008; later, only Bengali and religious studies were taught in this method and gradually the subjects were increased in several years. Though it was expected that creative education could improve the quality of education, this policy remained the same as other policies. Being creative is not only focused on art but it can also imply other disciplines in the case of perception of learning. Innovative education is triggered to use and increase creativity, explore different problem-solving methods, and question ability and thinking capability. The intention of creative education was good but it was improperly implemented in Bangladesh. One fourth of students are unable to understand this education system, and ninety-two percent students are using different guide books to pass the examination; This system promised to decrease memorization-based education (Uddin et al., 2016). One study found that students also do not prefer creative education (Yasmin & Tanny, 2020).

On the other hand, there is a vast knowledge gap among teachers related to innovative education. One of the research shows that twenty-two percent of teachers have insufficient knowledge of this method (Jamil, 2016). There are four parts: knowledge, understanding, application, and advanced skill for one question, each with ten marks. These questions required creative writing and higher order thinking capability. In reality, many teachers do not even understand how to create questions on creative education methods for the examination. They prefer buying questions, taking help from colleagues, coping questions from guide books available in the market and other ways (Habib, 2016). The “Directorate of Secondary and Higher Education” reported that thirteen percent of teachers do not understand this method and only forty-five percent can understand the creative education policy (Jamil, 2016). If the teachers have insufficient knowledge and are without knowledge of innovative education, then there is no way to improve students’ understanding regarding the creative education system. Many students attend private tuitions to understand better and earn good marks on the examination (Jamil, 2016). Nevertheless, most of those private tutors do not have any training related to creative methods. In this way students have become more dependent on guidebooks and memorize-based education instead of creative and skill based education.

However, the creative education policy is implemented on all subjects except English language. Students traditionally continue their studies and give examinations on the traditional question paper. Students need to sit two hundred marks examinations in English. The first part is writing, and the second part is grammar based. The first part of English can be developed in creative education methods. Students may have learned English better. But, both papers focused on memorization based teaching-learning and students used the “Chowdhury and Hossain” book to pass both examinations.



## 2.2 CLT and English Language Teaching

Bangladesh adopted Communicative English language teaching in the late 1990s (Ahmed, 2022). The National Curriculum and Textbook Board (NCTB) revised the English curriculum and introduced Communicative Language Teaching (CLT) in 1995 (Sultana, 2018; Haider & Choudhury, 2012). The main intention was to develop "Communicative Competence", which would help to develop human resources (Hamid & Baldauf, 2008). A methodological shift from GTM to CLT took place at that time. The GTM method was one of the popular methods in Bangladesh. Initially, many teachers and policymakers chose the opposite side to introduce CLT in Bangladesh; they were unwilling to accept changes in teaching-learning practicum because they used the Grammar Translation method (Islam & Hashim, 2020). CLT approach was introduced into the classroom through the new textbook of English in both Secondary School Certificate (SSC) in 2001 and Higher Secondary Certificate (HSC) in 2002 (Alam et al., 2014).

GTM is widely used in Bangladesh, but Ali and Walker (2014) claimed that CLT brought massive changes in English Language learning and teaching. CLT has been the predominant method in most ESL and EFL countries since the 1970s (Wei, Lin & Litton, 2018). The core goal of CLT is to increase learners' communicative competence (Richards & Rodgers, 1986). It also found that CLT is unsuitable for many contexts (Bax, 2003). Some countries like Taiwan, Korea and Indonesia have found difficulties in applying CLT in their context (Adi, 2012; Chang & Goswami, 2011; Chowdhury & Le Ha, 2008). China is one of the EFL countries that adopted CLT in late 1970s (Wei, Lin & Litton, 2018). Several studies show that teachers and students face difficulties dealing with the CLT approach in China (Li, 2004; Rao, 2002; Tang, 2007).

Like these countries, Bangladesh's curriculum could not show any changes in English language teaching and learning by applying CLT in both secondary and higher secondary contexts ( Ali & Walker, 2014). This approach as a new English curriculum in Bangladesh remains unsuccessful when students cannot communicate proficiently in English (Kirkwood & Rae,2014). Abedin, Majlis and Akter (2009) have found that the one major failure of CLT in Bangladesh is that it is used only in written form, and no effective practical implementation of it cannot detect either inside or outside of the classroom and teachers are still using GTM. The introduction of CLT here has deteriorated English learning and teaching remarkably (Huda, 2013). The CLT approach had been followed for more than two decades, and books are designed to support the CLT approach, but there has yet to be a significant outcome found (Kabir, 2023). The aim of shifting from GTM to CLT remains unsuccessful. Many related studies have found that CLT has not been implemented properly due to a lack of facilities (Rahman, 2019; Kabir, 2023).

A massive difference has been detected between rural and city schools in Bangladesh. The situation is worse in rural schools than in city areas, particularly in Dhaka. Government schools generally have big classroom sizes in remote areas, and teachers' education is not properly distributed in those areas. Lack of resources is another problem to implement CLT in those remote areas. On the other hand, schools in Dhaka have better conditions, but the lack of teachers' training and having large classrooms interrupt the implementation of CLT in secondary schools. One study shows that large classrooms and the current grading system are two main reasons creating problems to implement CLT properly (Alam, 2016).

### **2.3 Continuous Assessment and Skill Based learning**

Without a doubt, the testing system has given the school sector a framework and is therefore playing a vital role in education. The testing system is used in every country, and it influences education and clarifies the purpose of learning. In the context of education in Bangladesh, tests are remarkably popular. Without examinations, this educational system is implausible. All students, from elementary to university level, are required to take numerous exams. Tests are a must to be hired. Numerous exams, including half-yearly exams, year-end exams, and others, are required of students in our nation. In stark contrast to summative testing, classroom assessment is a type of formative test. In today's educational system, emphasis is placed on classroom tests. The current pandemic and twenty first century's goals in every industry have brought about significant changes, and education is one of them.

Continuous assessment and skill-based learning have different significant benefits in English learning. Testing is one of the driving forces of learning. It has added value to the education sector. Shaping the education system and providing it with a precise meaning of learning, countries follow numerous testing techniques to assess their students. Summative and formative assessments are two renowned testing techniques. Continuous or formative assessment is a developing idea that different countries use to assess their students. Many developed countries gradually try to eradicate summative assessment at different education levels. One study presented that New Zealand introduced classroom assessment at the primary level instead of summative or pen-and-paper-based examination (Flockton, 2012). China has also accepted the positive ways of continuous assessment (Kirkpatrick & Zang, 2012). Many European countries believe that continuous assessment can help improve learners' social, cognitive, cultural and emotional development (Larsari, 2022). Some countries, specifically Finland and Denmark, emphasize

classroom assessments (Subramani & Iyappan, 2018). Studies show that classroom assessments engage students to play an active role in classroom learning activities (Vijayalakshmi et al., 2019). Teachers in Turkey extensively follow classroom assessments to teach English Language (Kirkgoz & Agcam, 2012). Classroom assessment is also included in education policy in Pakistan to increase learners' analytical skills (Zaka et al., 2020).

The exam-centric education has a highly negative washback on students (Kirkpatrick & Zang, 2016). Students who have faced an exam-centric education environment fail to connect with the study, where gaining marks and passing the exam become the center of the study (Crooks, 2001; Mahboob, 2017). Scholars like Schmitz (2011) found that intense education hinders the development of students' creativity and connectivity with the real world. Summative assessment is mainly an achievement test where learners learn to occupy a position in class, and they mainly depend on memorization capability. Some students lack memorization skills; examinations become another name of fear for them. There may be another reason to bring marks lower than expected, and students cannot get another chance to change their marks in the summative assessment evaluation process. On the other hand, continuous assessment can be the alternative to summative assessment, where students get several chances to prove their inability.

Authority took several steps to improve education after 1971 in Bangladesh (Alamgir, 2016). Those policies worked as a two-edged sword as these policies increased the examination pressure, and students' creativity decreased. For example, PEC and JSC board examinations were introduced through one of the education policies in 2009. A significant amount of students drop out of school, and the main reason is a failure in the examination (Roy et al., 2019). Another significant effect is suicide after failing the examination (Pradhan, 2016). None of the previous education policies can lessen the examination pressure, and students in Bangladesh depend on

memorization to pass the examination. However, the new curriculum from this year will decrease the examination pressure as PEC and JSC examinations have already been excluded, and students from some selected levels will be introduced to continuous assessment or classroom assessment (Ahmed, 2021).

This new curriculum has implemented from 2023. This new curriculum and continuous assessment are new in mass Bangladeshi context. Thus, there are very little researches have been found related to the new curriculum.

### Chapter 3: Methodology

This section will elaborately discuss the overall study research design, setting, participants, and data collection process. The ethical considerations of this study will also be clarified.

#### 3.1 Research Design

This study was a qualitative research approach. The researcher primarily observed the classes of classes six and seven. English classes were only observed for three days. Then, a semi-structured interview of both teachers and students was taken. Teachers played an important role here, and the observations were not only limited to students' activities but also teachers' attitudes and performance were also observed. The class observation was divided into two parts: observing classes and observing the entire school environment. After conducting the first session, this research required to conduct an interview session of both teacher and student to conclude the data. There were many questions raised, and interviews on both sides only could solve the problem. Different questionnaires were formed for both teachers and students to find out the actual scenario of the new curriculum.

This research refers to bringing some changes to the current project. This research helped to find out the limitations of the new curriculum and involved the authority to change some aspects of the new curriculum. The research design is given below.

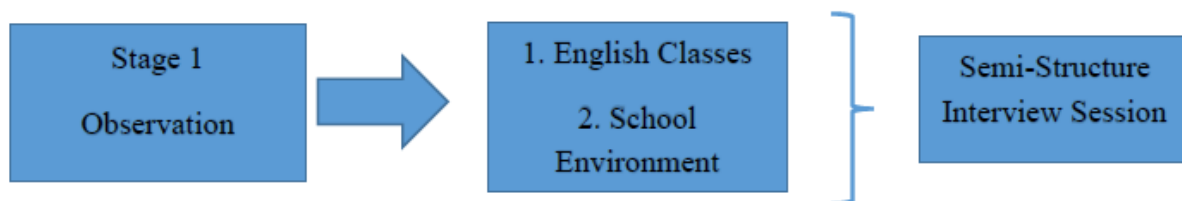


Figure 1: Research Design

### **3.2 Participants**

The curriculum changes took place in different classes, but observation class seven and class six were chosen for the Observation. There were two sections for class seven and class six; more than seventy students were available in each class. Around one hundred and fifty students were participants during class observation. Later, fifteen students were selected for the interview session. Teachers also participated in interviews, and six English teachers shared their opinions. The teachers were from two different schools. All participants for this study were selected through purposive sampling and snowball sampling methods (Handcock and Gile, 2011). This type of sampling of data collection procedure is known as non-random sampling, where the researcher chooses participants based on the study requirements. This research aimed to find out the actual scenario in a large classroom.

Participants were selected based on some criterion. Primarily, all participants must be either students or teachers of large classrooms. Secondly, their first language should be the Bengali language. Finally, the students must experience the previous curriculum.

### **3.3 Data Collection**

The entire study required sound data for analyzing the result. This study had minimal previous work, and this study also discussed a severe issue like curriculum revision; for this reason, the data needed to be collected phase by phase. The data collection procedure was not easy, particularly the observation phase. For this session, I had to write an application to the headmaster and had to wait for a long time.

### **3.3.1 Observation**

For the observation procedure, an observation checklist was prepared previously. The checklist was prioritized for the continuous assessment. Two classes were observed on the first day, but after that, many points were added to the checklist, and four classes were observed later. After the experimental class observations, some points were also revised in the observation checklist. The students' names and contact numbers were collected for the interview session after finishing each class. This procedure helps students to preserve their identity so that they can share their thoughts regarding the new curriculum and teachers' engagement. The researcher took notes during the class observation for the data collection procedure.

### **3.3.2 Interview Data**

There were six teachers and fifteen students participated. The interview was the final phase of this study. The interview took place in two different settings. Some of the interviews took place through phone calls, and some of the interviews took place face-to-face. There were two sets of interview questions for teachers and students meticulously designed. The teachers gave their valuable opinions in front of the researcher, which was a face-to-face interview session. The students were interviewed through phone calls. The researcher called each participant and asked them to give answers to some questions. Interviews were recorded after getting permission from all participants. The atmosphere during data collection was friendly so that participants could share their thoughts, both in positive and negative opinions.

### **3.4 Data Analysis**

The thematic analysis had been chosen to interpret the data (2006, as cited in Maguire & Delahunt, 2017). The data gathered from both Observation and interviews were interpreted together. After listing the interviews and observation checklist, some prominent themes were



generated. Both phases were analyzed thematically from codes and subsequent themes. Finally, developed themes were presented to interpret the gathered data.

### **3.5 Researcher Role**

The researcher played an essential role in this study. The researcher had conducted the interviews and observed the classes, and made interview questions and an observation checklist. The researcher needed to write an application for permission from the school and select teachers and students for interviews.

However, the researcher played a significant role to ensure the validity and reliability of the data analysis. The researcher listened to the recorded interviews and found out prominent themes. The researcher also saw the students' activities in the class. Here, anonymity is also ensured by removing hints like participants' names and the school name.

### **3.6 Ethical Considerations**

Numerous ethical considerations were taken into account throughout the study; like no one was forced to take part in the interview after getting permission from the head teacher for the Observation, and each teacher was requested to give permission to observe their class. After some rejections, the researcher got permission from some teachers to observe their class. It had been confirmed that the school name and participants' names remained secret. The pseudonyms were used to refer to the participants. Consent paper was taken from interested participants to ensure their ethical aspect (See Appendix A)

## Chapter 4: Findings

The information was collected from both observation and interview sessions. This section presents data. The interviews have taken from both students and teachers, and both opinions are presented under unified themes. Thematic analysis has been chosen to interpret data from both class observation and interviews.

### 4.1 No Marking, No Learning

This new curriculum has followed a no-examination strategy, which is a different policy from previous education policies. Previously, education policies increased examination pressure like PEC and JSC examinations were introduced correspondently in the 2009 and 2010 academic years. Students were taking more tuition to pass those examinations load, and the grading system also increased mental pressure from family and society. Students have expressed many negative experiences about their school examinations and the night before exams. (These students did not sit for PEC and JSC examinations because all of them were from either class six or seven; the PEC examination was also abolished and postponed due to COVID-19). Students from different classes described their question papers, mainly English and Math. They become feared when they hear Mr. Akbar and Mr. Salim (Pseudonyms), two teachers of English and Math, set their questions. Saleha from class seven described the first term examinations of the English Second paper last year.

*“There was a competition going on among teachers who can make difficult questions. Our class five contents and syllabus of English were different from class six. Many of us had less time to complete the entire syllabus, and I memorized model questions from the supplement book. I did not understand what to do in the examination room. So, I called my friend and tried to cheat in the*

*examination hall. As a result, I was caught, and my English script was cancelled. Previously, I could not sleep before examination night, but now I can.”*

Students expressed their feeling of learning that their mental stress now has gone, and They can discuss with their group members and find out the best solution to the problem. English become more accessible for them than before, and the competition of making hard questions has been over. The class is also different; they sit in groups, and each day, they make new friends. In English class, teachers become more active and use English in class. This statement is also noticed in English classes during observation sessions. Teachers use English to communicate with students, and students also try to use the English language in the classroom. Apart from that, it has also been found from the observation session that teachers use different techniques (Fish Bowl, engaging students through another task, asking them to present in the class, etc.). Students actively participated in that task, incorporating and generating new ideas to solve the problem. For example, Mrs. Sarah, in her English class, tries to teach “Family Responsibilities”. She asked them to add one or two points of responsibility, and two students talked about responsibilities for their grandparents and their younger siblings. Those are not common points that other students think about. After that, they do different activities related to the family.

On the other hand, teachers are partially satisfied with the current curriculum, but they prefer a marking system. The new curriculum has eliminated any marking; instead, teachers need to use “Triangle” to express “Very Good performance”, “Square” for “Bad performance”, and “Circle” for “Satisfied Performance”. There will be no grading system at all, and teachers will publish results at the end of the year. There will be two examinations in a year, but there will be no traditional strategies followed. Students will sit in groups in the exam hall and receive a chart/ Art paper. They must follow the teacher’s instructions and complete the task in groups. There will

also be individual tasks for students. In this way, the teachers think that students will not be concerned about their actual performance, and some students may come to the classroom with no or limited knowledge of the content and depend on others during the examination. Mr. Jamil, one of the English teachers, said that he observed that students spend less time studying and spending time doing other activities because they think that they have no marks to pass the examination. He said;

*“How do students know about their abilities related to English? First, we were forbidden to use sticks in class, now marks! Can you imagine students’ performance will be judged based on some geometric symbols? How can you expect a better future while they intentionally escape study? They show a careless attitude because they don’t have marks to show their parents and no grade to show their abilities.”*

Other teachers also agree with this statement that the intention of the new curriculum is good. Still, the ways they follow to execute the framework could be more suitable, particularly in Bangladesh. Marking and examination are essential to increase motivation among students. Otherwise, they will lose the inspiration of study.

#### **4.2 No Scope for Memorising (Better Than Srijonshil)**

Srijonshil Education system was introduced in 2008 from class nine for all subjects, but only Bengali and Religion studies were kept. But other subjects were also included in this education format in the following years. We could use it in a better way, but due to the lack of training, proper observation and feedback, Srijonshil's education remained unsuccessful. One of them mentioned that Srijonshil never had a perfect education policy, which decreased the quality of education. They noted that they were government school teachers and received proper training

before any curriculum was introduced. But, they are still faced with problems and blamed that "they know nothing" or "they don't teach in the classroom". Parents and students blamed them for "copying from the book". They express their feeling that there are teachers from nongovernment or kindergarten schools and they hardly receive any training; they copy from guidebooks.

Teachers mentioned that the new curriculum can be hard for those who have yet to receive any training, and the book may not help them this time. Students will learn by doing and experiencing the content, and they must have a clear idea after finishing the content. There is no fixed time, content and syllabus for this new curriculum. They can use different tasks for different groups of students. Teachers' main task is to complete the content from beginning to end. For example, during the class observation, it was noticed that students were learning the topic "Parents" for a couple of weeks, and teachers helped students provide different ideas as much as possible. The researcher asked one of the teachers about this slow teaching and learning. Then she replied;

*"The authority gave us guidelines that we should maintain the quality of education. Students should have a clear knowledge after finishing a topic. I have been teaching this content (As You Like It) since last week and am still teaching this. I tried to give them a proper idea about Shakespeare and his writing. So that students know foreign writers and are motivated to read different writes' books, this lesson can be finished within one class, but the instruction was about quality education, not quantity."*

English education pattern was not changed due to Srijonshil's education, and it remained as it was. Students must memorise grammatical items and other related content like paragraphs, essays, letters, etc. They did not have any connection with textbooks because students bought different guidebooks from the market and memorised the questions and answers from there.

Particularly, the grammar book was never seen by both students and teachers. Now, the recent curriculum has increased the attachment to books among students, and it also decreases the scope of memorising. Teachers expressed that they are hopeful with this education. It may reduce the influence of the coaching center among our students. Students will love to come to school and learn from the school. It has also been noticed during class observation that students and teachers are using textbooks, and teachers help students generate ideas to write paragraphs and essays.

The students gave positive opinions about this new education policy. They said they could finally get rid of the vicious examination cycle. Now, they are studying without any fear of examination. They are also happy because they can now actively relate to the study. Many students were told they could finish their tasks in the classroom, and they did not fear that they had to come to the school tomorrow with homework. Teachers provide a minimal amount of homework, and they are manageable at home. The content of the English second paper becomes easier because teachers are spending much time teaching one content. Previously, the students had several issues, like they only learned about the content, no scope for practice and no usability in real life. They pass the examination based on memorising skills. The class observation showed that teachers tried to create scope to utilise the knowledge, and students also used it in real-life activities.

Students have little scope to show any creativity, though Srijonshil education policy's main intention was to develop learners' creativity. Unfortunately, students could not utilise their creativity. Students said their teachers taught them how to write paragraphs, essays and other writing contents without memorising. They could not imagine that they could learn English in a different way. Many of them expressed their feeling that they did not have any fear of English. They are now authentically practising the English language.

### 4.3 Too Difficult to Handle

The new curriculum is designed to introduce students to real-life education or use it in real life. Students will learn by doing, which was its primary intention. Apart from that, fear of teaching-learning, enjoyable teaching-learning, and attracting students to schools are other aspects of this new curriculum. Continuous assessment is the main area that is intensely focused by this curriculum. Teachers, students and teaching-learning practicum have shifted from examination-centered to evaluation-centered. Students are now receiving learning and learner-centered education. Here, different opinions from both teachers and students have been found, and these opinions are confirmed through observation data.

To begin with, those teachers have yet to face any problems implementing this curriculum. They think that this curriculum is well maintained. In the case of English, previously, they needed to provide more effort and time. Mainly checking examination scripts and making question papers. In the classroom, they also needed to consider the syllabus, time and content. There were massive topics for one examination, and many students could not perform better when they needed to write in the examination (Indicating essay, paragraph writing). One of them directly mentions;

*“It took three to four hours to make one question paper, but after that, many said I copied those questions from test papers. Many students and even parents said that I gave more numbers to those students who were taking tuition to me. Some of my colleagues also said that! What is my fault? Students understand better when I teach them; obviously, those who know better must perform better in the examination.”*

The present scenario has changed enough; now, the effort of teachers has become less, and they just need to bring some colourful paper into the class and let the students do their tasks. They

get more time to finish each content, though some teachers are worried about the quantity of content because learning from here will be needed in higher education. The number of students has not created any problems for these teachers. Mrs. Sarah said, “This teaching practicum becomes easy for me because I need to cover some of the items while I am at university.” It has been found in the observation that she can handle the class nicely and finish the task within time.

In addition, some teachers find this new curriculum too challenging to implement. They think this curriculum cannot increase the quality of education, instead of hampering education quality. The amount of students in class has increased, but they are not severe. Some teachers become demotivated and less interested in providing more time to this curriculum. They could do better if the number of students decreased from sixty to thirty or less. The new curriculum will suit better private schools with more facilities. They believe government schools must increase the facility before implementing a serious education reform. Mr. Selim mentioned;

*“We have a six-floor building, but we use only the first to the third floor. The rest of the classroom remains empty due to lack of facilities. We need teachers and other support to run these classrooms. In government schools, we cannot take steps in a short time, and we need to wait. If we can use these empty rooms and employ teachers, we can decrease the number of students within a classroom. Then we can implement the new curriculum.”*

The teachers think that students’ number is not the only problem to concern; there are other issues too. The instruction in the English book also creates problems because teachers are instructed that students will learn by doing. Sometimes, it becomes difficult to engage them to do the task. In government schools, students attend school from different social backgrounds, and it is sometimes difficult for them to spend money to buy paper, coloured pencils and other related



stuff. Many of them do not have access to the internet. Even there is no single classroom found during observation with multimedia facilities. The continuous assessment is becoming hampered due to these insufficiencies. The main aim of continuous assessment is to check students' abilities regularly and allow them to improve their learning depending on their understanding. However, many teachers think that they cannot evaluate them on a regular basis due to lack of time and a huge amount of students. Many students do not show their seriousness to learn, and this situation was noticed during class observation when many students did not pay attention and made unnecessary noise in the classroom.

Students have two different opinions: they do not have problems and face problems. Ayesha, a student in class seven, is facing problems because the new curriculum creates extra pressure for her. Previously, she only covered studies which are essential in the examination and taking tuition to pass the exam. Now, she needs to cover tasks for the school, and her parent keeps teaching for private tuition. They think that Ayesha needs grammar and other contents of English to learn. Apart from this, numerous students said that they have classmates who never participate in making projects or group work. Many of them do not want to present in front of class. Teachers cannot constantly monitor and tell them to join the group and finish the task. This situation is also observed in the classroom observation that some students do not effectively participate in group work even after their classmates help them.

There are a bunch of students who like the new curriculum and enjoy learning in different styles. They do not think that too many students create problems for them and increase inattentive possibilities. They can create groups with anyone they want, and they have more friends in the classroom. In the examination, they also faced no problem. The English language previously increased pressure for them, but now they can easily pass the examination days. Many of them

think that they are learning and their learning has become smooth; thus, they are more motivated than in the past.

#### **4.4 Prefer Pen-paper Examination**

Initially, this new curriculum introduced pen and paper-based examination, and some portions will cover the continuous assessment; now, there is no scope for pen and paper-based tests; the entire evaluation will be done based on continuous assessment. Some teachers and students think that some pen-paper examinations are required to ensure the quality of education. The system of taking tests has not changed, but the way of assessment has changed. Two examinations took place each year, and students sat for pen-paper-based examinations. The two examinations policy in each year has not been omitted, but the examinations are not pen-paper based. Instead, students sit for continuous assessment examinations. Students, in the case of English, sit for one paper, and the first and second papers of the English examination have been removed. They come to the examination hall and complete the task given by the teacher. They mostly perform two types of tasks: one task is group, and the other task is individual task.

Some students and teachers think that either the examination day should be removed from the current curriculum or the continuous assessment should be eliminated, and a pen-paper-based examination must be taken at that time. Teachers are worried about students' higher education or when they will need to read and to take preparation for examinations. In this way, the fear of examination is removed, but students have lost the seriousness of examinations. Many of them come to the examination hall without any preparation. Students think that they will borrow stuff if they need it.

Pen-paper-based examinations will help them to increase their writing ability. The other three skills, particularly students' speaking and listening skills, are enhancing. Writing skill has also been hampered, and four skills of a language are required equally. Writing tasks can be added in those half-yearly examination days. In this way, students will have no chance to devalue the seriousness of the examination, and they have the chance to practice different aspects of the examination. However, a contradictory opinion has been found among students. Some students do not want any examination day at all. They think the current system of the new curriculum is suitable for them, and writing can be assessed in the classroom as a form of continuous assessment. Those students totally disagreed when they asked that they don't need to prepare for the examination. One of them replied;

*"I am preparing for the examinations, and the same anxiety still works in my mind. It is not true that there is no exam and no preparation. There is an individual task for all of us, and we need to complete the task. Previously, we had the same question in the examination, but now the different group has different task and individual task is also different".*

Teachers do not find any appropriateness of keeping examinations day, particularly for English. These days should be utilized properly. There should be some portion of pen-paper-based examination included in the curriculum. The continuous assessment is fit for the classroom only and is unsuitable for examination. They think that traditional ways sometimes work better.

#### **4.5 Review and Reformation of New Curriculum**

*"We don't need graduates. We need skilled workers. Bangladesh's authority should focus more on practical education. Only then we can improve like China. Authority should keep the*

*scope for practical learning in schools and colleges. The new curriculum still uses theory-based learning. We need to increase practical learning".*

One of the teachers has expressed his thoughts, and he wants to add practical learning to the curriculum and syllabus. The new curriculum cannot go beyond theoretical knowledge, but this new curriculum could work more with practical learning. The government should open more opportunities to implement this practical learning. Many teachers have shared that they do not have any science lab, computer lab, library or the place they can practice English. The entire school does not have any multimedia-supported classrooms. Access to the internet and multimedia are mainly required to teach English to demonstrate different contents and examples. The government can increase the facilities to ensure the quality of the new curriculum. Teachers also think that the new curriculum cannot work as the expected level, and authority instructs teachers to take students to different places, as mentioned in the book. But this also requires money, time and management. The education ministry just borrowed ideas from a foreign country and directly applied them in our context. For this reason, different education policies remained unsuccessful. Mr. Anika, one of the English teachers, said that;

*"We need to stop borrowing ideas. Now it's time to design something according to our context, and we must consider rural areas and remote places of Bangladesh. They said during our training that the idea for the new curriculum had been borrowed from Finland. But, the classroom situation in Finland and Bangladesh is different. How do they think to apply this in our country?"*

Teachers said that they are still learning and this curriculum is new, particularly senior teachers like them. However, some teachers said young teachers are very motivated and familiar

with the curriculum. Many of them received degrees and better training before joining the school. The government should apply these kinds of teachers.

Students have said that they want to learn through practical learning, but their learning is the new version of memorization-based learning. Many students are demotivated, and many of them are motivated. Some students think this "no marking" and "no examination" policy hindered the actual evaluation. Some students do not study at all but get "satisfactory" or "good" signs because their group was better in the examination or class; then, there will be no difference between motivated and demotivated students. There are many students who take tuition from the school teachers. They are doing better than before because there are no numbers or examinations. The teachers also do not have any chance to justify them. We also need an internet connection in both home and school. Many students do not have internet, and the school does not have this facility. For these reasons, better learning may not apply to the new curriculum.

## **Chapter 5: Discussion**

English is the global language and many EFL countries have tried hard to expand this language their country to teach English as foreign language (Crystal, 2003). Bangladesh as EFL country is also applying different strategies in different time to increase the proficiency level among students through academic sector. A new curriculum has implemented in the school level in Bangladesh. The main aim of this new curriculum is ‘learning by doing’ or “skill based learning” and this curriculum has introduced due to increase skilled people throughout the country.

### **5.1 Implementation and Challenges of New curriculum**

The new curriculum has implemented in both rural and urban areas’ government and private schools. The NCTB books (National Curriculum and Textbook Board) have also changed their patterns. Particularly, “English for Today” Book has changed immensely. Previously there was no translation but now translations added. The tasks and lesson have designed to support new curriculum. The contents of the “English For Today” book have revised and new contents have added to the book. There are several challenges to introduce the new curriculum in the large classroom to teach English Language. They are discussed below.

The primary challenge was the teaching techniques followed by the teachers. There have no specific teaching techniques traced during the observation. Teachers have played different role in different time to complete the task. Sometimes they become a facilitator in classroom; teachers engage students to complete the task through group tasks, peer task and individual learning. The English grammar also taught in inductive method. Teachers have used different forms in class to assess the students. Teachers have asked the students in front of the class for presentations, providing lectures for other students, paper work, and assignment. These are basic forms of classroom assessment. There are no authoritative teacher-learner classrooms have not found.

Students' interaction time is more than teachers' talking time. Teachers help students to interact with teachers and other students in English and students are also trying to use English in the class.

The idea of a new curriculum has good intentions. Still, implementing this curriculum is more challenging in large classes, particularly those with fewer resources, like government classrooms in Bangladesh. Teachers are using different techniques to apply the new curriculum in a new way. Traditional lecture-based and teacher-authoritative classrooms have become task-based classrooms where teachers work as facilitators. These different types of classrooms and teaching styles still need to be clarified for teachers. Teachers sometimes need guidance about making the class exciting and properly utilising time. In our schools, class duration is forty to forty-five minutes long, and students in government schools are more than sixty to eighty. In the schools I observed classes, teachers need to handle approximately sixty to seventy students in each class. It has been observed that managing the class is a heavy task for teachers, who spend around ten minutes to calm the class. There needs to be more than thirty-five minutes to complete the lesson and task. The teachers cannot provide the opportunity to everyone or every group to present their work. Sometimes, many students want to interact with teachers at a time, and teachers cannot give the same care to each student. It is also impossible to monitor each group and students in the large classroom.

As a result, students become demotivated if they cannot present their work. I have noticed that many students do not care about tasks and lessons. They do not work and do not participate in the classroom activities. Those students may not gather knowledge properly. As there is no examination and no number to evaluate students' performance, this situation makes those students more careless. Sitting arrangements cannot be made due to the vast amount of students. Some students can see the teachers and the blackboard in the classroom. Thus, they become inattentive

in the classroom. These students' learning will be affected, especially in subjects like English, and they will not perform properly when they need to. Consequently, the entire plan will fail, and the dream of a skilled population remain a dream.

## **5.2 New Curriculum in Large Classroom Context**

The large classrooms contained different variations of students and utilised other teaching techniques, which became challenging because many students may not be comfortable with different types of teaching techniques (Anny et al., 2009). It was noticed during class observation that a number of students were unwilling to present in the class, and the teacher did not motivate or influence them to present their task due to the huge amount of students. Sometimes, teachers need to be selected with whom the teacher will interact in the class; it has also been noticed that teachers could not answer every student's question properly due to the number of students and the duration of the class. Consequently, inattentive students get relief from class participation because teachers cannot monitor them properly. In the new curriculum, the students will get grades based on "behaviour" and "performance". Watching every student individually is an arduous task for the teachers in the large classroom context.

One of the teachers mentioned in her interview that sometimes she cannot evaluate each student perfectly due to the number of students and insufficient technological support. It is understood that implementing continuous assessment in large classrooms cannot ensure quality education; instead, it is hampering learning inspiration for some students. One of the significant aspects of continuous assessment is to improve students' critical thinking ability. In large classrooms, students' critical thinking ability may not expand appropriately due to a lack of communication between students and teachers (Anny et al., 2009). This way, the large classroom hampers effective teaching and increases students' class contribution. All these reasons increase



the possibility of poor engagement with the course and content, which lowers the motivation level of students. Students in our context lack proficiency levels in the English language, which will increase their English proficiency levels.

The main problem is dissatisfaction among some students and teachers because of the "no examination" and "no number" policy. The marking system and examination process are the primary concerns of the new curriculum from the beginning. Forty per cent of marks would be allotted for the classroom assessment, and the rest would be given through pen-paper-based examination. However, the recent curriculum has only classroom assessments and no pen-paper-based examination. There are lots of issues found from the class observation and interview sessions. Some students think that pen-paper-based examination is the only way of learning. It has been found that these students are the toppers in the class. They will lose their position if there is no number and pen-paper-based examination. The recognition is more important for them.

Similarly, some teachers think marking is the only way to make students attentive. The pen-paper-based examination will help both teachers and learners in different ways. First, it will increase students' writing skills, motivation and attention levels. Teachers will evaluate them perfectly because practical evaluation in continuous assessment sometimes becomes imperfect in large-size classrooms. In contrast, some students support the current system of the new curriculum. The main reason behind this is that examination and marking system increase their tension level, and they must explain to their parents if they have a bad result. Now, these students have no fear of such things. However, these data make clear that the new curriculum is a blessing for some students who do not want to study.

### 5.3 Recommendations for New Curriculum

Another issue is increasing classroom facilities to teach in the new curriculum. Digital education requires digital facilities in the classroom. Students and teachers are facing problems in their education due to a lack of technological support. Multimedia classroom is necessary to engage students in the classroom activity. Lack of technological support hampers classroom time. It has been noticed that if the teacher needs to demonstrate something, they need to draw it on the board; for example, one of the teachers wants to show a family diagram to the students, and she draws it on the board. In this way, classroom time is wasted. With enough technological support, the teacher gets more time to teach. Teachers said that they get less time for teaching, and they need to take the tests in the classroom daily. Technological facilities will allow them to increase the quality of education. Nevertheless, ICT and technological support in government schools are still challenging due to different types of corruption and mismanagement of schools.

Continuous assessment has both content validity and criterion-related validity. "Content Validity" means when learners' levels match the examination structure and measure what is intended to be measured (Hughes, 2003). There are many questions in summative assessment, for example, memorization-based, critical thinking and descriptive question patterns. Every student does not have the same skills to solve various questions, and there is no examination pressure. Hence, continuous assessment is the best option. It has also been observed that teachers' activity and students' class participation and attendance have also increased. Apart from that, the new "English for Today" book needs to revise its contents, increasing learners' motivation level of learning.

On the other hand, teachers need help, though they have sufficient training to execute the new curriculum. Moreover, they are facing new challenges day by day. The curriculums executed in

Bangladesh are borrowed from foreign countries. For example, CLT and the new curriculum have been borrowed from foreign countries, and the success of CLT is very low. Scholars and researchers have found that CLT is not applicable in the Bangladeshi context. Skilled teachers are essential to improve the education quality. The "NO Child Left Behind" project was failed due to skilled teachers (Hammond, 2017). Only teachers' training will not ensure teachers' quality and engagement in teaching. Teachers need to engage during policy-making time. They need to share their experience and may propose changes in the curriculum. Top-down policymaking, particularly in education, may bring complex situations, and different problems may appear to implement the education policy. Proper planning and long-term policy are also required to achieve the goal.

## **Chapter 6: Conclusion**

This final chapter provides some limitations of the study, provides some recommendations, and summarises the findings.

### **6.1 Summary**

Authority, policymakers and stakeholders are hopeful with the new curriculum. They hope that this curriculum will be effective and bring quality to education. The main intention of this curriculum is to lower the examination pressure and introduce critical thinking tasks. Thus, this new curriculum has introduced continuous assessment and classroom activity instead of summative assessment and memorisation-based teaching. Students in Bangladesh have a load of examination pressure, and they must sit four times to pass the higher secondary level. However, learning and skills among students grow less than expected. For this reason, this new curriculum has introduced- less exam pressure and increased motivation for learning through activity-based evaluation.

Students are evaluated on a daily basis in their classroom. Both teachers and students use English as a medium of instruction, and teachers' activity level has grown. The teacher-centered classroom shifted from a student-centered classroom and lecture-based classroom to a task-based one. Though there are two examinations each year, students do not sit for any pen-paper-based rather than task-based examination. Previously, the new curriculum has committed to evaluate students with sixty per cent pen-paper-based examination, and forty per cent marks will be allotted for classroom assessment. The new curriculum has revised the syllabus, books and examination process and added new features to evaluate students. Behavioural activity will also be graded besides classroom activities.

The main changes have been brought about in the style of English teaching. English first and second papers have been combined in one book, and the inductive method has been used to teach English grammar. Students show positive reactions that there is no examination, whereas teachers have adverse reactions to no examination policies. Students are satisfied that they are learning a new method, and English learning has become more exciting and compelling. Most importantly, the number of contents does not matter; instead, the quality of teaching has been emphasised in the new curriculum. Students can change their final grade because they receive feedback regularly. In particular, the third research question yielded that students and teachers have a mixture of positive and negative feedback for the new curriculum. Some students are also hopeless for no examination and marking because the evaluation process does not support summative examinations.

Several policies have been implemented after the liberation war of Bangladesh (Alamgir, 2016). The education authority has tried to bring equity and quality in education in Bangladesh. However, they do not review their education policy such as curriculums, books and examination policies. Thus, these policies failed or increased pressure among teachers, students and sometimes parents. However, the new curriculum has been introduced with the hope that the teaching-learning practicum will be changed and quality education will be introduced. Memorisation-based learning has ended, and skill-based learning has been inaugurated. The implications of the study can at least prompt further research on new curriculum and that it is at least given a chance.

## **6.2 Limitations**

Limitations of this study relate mainly to the lack of methodological restraints put on getting permission for the class observation, as explained in 3.3. Future researchers are recommended to take steps to ensure the number of schools and class observations should be

increased to collect more data. Another limitation manifested because teachers were also not interested in letting their class observe, and it required each teacher to go and ask to observe their classes. They did not also intersect to observe the examination day and eliminated the application to sit the researcher in the hall.

### **6.3 Recommendation**

The following recommendations are made in light of the study findings and the understanding of the literature:

- Many studies have shown that the curriculum has changed many times, but the quality of English language teaching has mostly stayed the same (Jamil, 2016). This language is the most practised and is neglected in policymaking. No policy has been taken to increase English language teaching. It has been proposed in many studies that there should be a distinct policy for improving English (Uddin et al., 2016; Kabir, 2023).
- Learning teachers should be included during policymaking to improve English teaching. The limitations of the policy should be revised, and action to solve the problem. The education system should be decentralised and must be allotted more money in the national budget for education.
- There is a necessity of taking pen-paper-based examinations. Some pen-paper-based examinations should be kept to evaluate students' writing quality and attentiveness to learning. Continuous assessment should be replaced with pen-paper-based examination, which takes place on the half-yearly examination day. Classroom assessment is a continuous process which should take in the classroom.
- The proper technological support is required to enhance learning and teaching. In English class, teachers need to demonstrate many things about the contents to clarify the idea.

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## Appendices

### Appendix A: Interview Questions (Students)

1. Which class are you currently studying?
2. Are you a student of new curriculum?
3. Does new curriculum apply in English language also?
4. What are some class activities you frequently do in class?
5. Do you submit all of those activities to your teachers?
6. Do they (Teachers) provide you marks?
7. Do they (Teachers) provide you any feedback?
8. How do you improve yourself after getting feedback?
9. Do you have any pen-paper based examinations?
10. Do your teachers use English in class always?
11. Do they (Teachers) help you during your activities?
12. Do you get enough time to finish your tasks? If no Why?
13. Do you receive homework?
14. Do you face any problems to bring resources in class to do the activity?
15. Do you enjoy current teaching style?
16. Do you prefer no-exam education? Why? Why not?
17. Do you think large classroom and more students hamper your learning opportunity?

**Appendix B: Interview Questions (Teachers)**

1. Do you start teaching in new curriculum?
2. Have you received required training?
3. Would you please describe the evaluation process and marking system?
4. Which type of activities you prefer to use in class?
5. How you monitor students' engagement in class?
6. What are those challenges you face to monitor the large classroom?
7. How you finish tasks in large classroom?
8. What are your opinions about new curriculum increase students' skills in English?
9. What are the reaction of students regarding new curriculum?
10. Do you prefer no-examination policy?
11. Is no-exam policy harm students' learning?
12. Do you prefer some pen-paper examination?