



Teachers' Perspective on the Implementation of New Curriculum Framework-2021 in Rural Secondary School in Bangladesh

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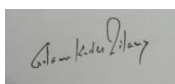
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CERTIFICATE OF APPROVAL

I hereby declare that this thesis is the student's own work and effort. All sources of information incorporated here have been duly acknowledged. This thesis has been submitted with my approval.



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DECLARATION

This thesis is a presentation of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgement of collaborative research and discussions.



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Abstract

This study investigates the issue of English language education in Bangladesh focusing on the tension between the demands of global English and the needs of local learners, where there is a gap of research on the teachers' perceptions of the new Curriculum Framework 2021. Nevertheless, the present climate of teaching and learning English has many challenges such as absence of resources, lack of teachers' training and uncertain goals and aims of curriculum. Improvement of the communication and practical aspects of the learning-teaching process is the purpose of the new curriculum's goal concerning English language teaching, though, its applicability in the existing conditions of education is rather questionable. To explore such concerns, the present qualitative study was carried out using semi structured interviews with six secondary school teachers from rural areas. Working within the interpretivist paradigm, the study explores the teachers' perceptions of the new curriculum, their practicing with the change process, and their concerns as they practice the new systems of teaching and assessing. According to the research assessment the respondents believe that there is a possibility of improving the teaching in English language by implementing the new curriculum, however the teachers do not feel enhanced or empowered to implement it as expected. Some of the areas of concern include lack of proper training among teachers and a gap between what is taught in class, and what is practiced. According to this study, this participation requires enhanced professional commitment of teachers and more involvement in the frameworks development processes to make sure it addresses the teachers' and learners' needs. Through the consideration of these problems, this study therefore has a research intention to contribute to the on-going debates on the way forward to improve the delivery of English language teaching and learning in Bangladesh.

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Chapter One

1.1 Introduction

Teaching English has been in a state of flux in Bangladeshi education system over the last two decades. In fact, it is one of the languages through which people should be able to communicate, get education, and acquire employment in middle and higher places around the world. On the other hand, it has become very almost impossible for most learners especially those from rural areas due to various issues concerning proper English learning. From the Bengali Medium Schools to English Medium Schools, the madrasahs and so on, the entire educational system has quite often failed to address the learners need particularly in the development of productive skills in English. It is obvious that students of Bengali medium school, and especially those students who have good command over English becomes imprecise in many real life situations. The problem is worst in rural areas given the fact that quality education and qualified teachers are a mirage. Though there are many organizations to raise the standard of education, they have failed to do their best in this regard and hence this sectional divide has come up where students are highly deficient in their English language competency.

Likewise, on part of the Government of Bangladesh introducing New Curriculum Framework 2021 that aimed for enhancing not only the whole educational scene of the country but also enhancing the learning on English language. This new curriculum did replace the earlier 'Srijonshil Method' and limits its policy to formative one which relates to the overall assessment excluding the final exams only. For this purpose, the NCTB has developed new books according to the curriculum and the teachers have been made aware of change management regarding the new curriculum. The optimism about the new curriculum however cannot be totally divorced from quite a number of concerns arising from its implementation especially among teachers and students let alone parents. Research also reveals that many of the teachers are not very confident on assuming the challenges that accompany the new teaching techniques and assessments. The study will explore what the teachers have to say that use a new curriculum at rural secondary school classroom in Bangladesh. This research therefore seeks to obtain qualitative data by conducting interviews with teachers on their experiences, difficulties and perception of this new curriculum.

This study seeks to determine the extent of teachers' knowledge about the Curriculum objectives for the English for Today-learning at Class VII. A clear comprehension of

functions of the courses is necessary for good teaching-learning lesson. This present study also reveals how teachers manage with the change in the curriculum framework which has been introduced. It also focuses on their views about the efficiency of the new techniques of assessment, the relationship between the content served and the needs for curriculum, and the effects on the learning accomplishment of students. The relevance of this study is that it could potentially offer lavish concrete information as to the realities of implementing curriculum in rural areas. Sometimes the policymakers and the stakeholders in education might be able to note weaknesses they need to address within teacher training programs, curriculum setting and assessment procedures after embracing the perceptions of teachers. This work may focus on the concerns and concerns of rural educators for the objective of recognizing prospective directions for establishing the delivery of English language instruction.

1.2 Background of the Study

Besides, having learnt English as second language is so beneficial in most especially today's world. English is not any other language but the language to other jobs and means of work. In other words, many are studying or learning the English language because this would increase their chances of employment; thus it is the dominant form of inter mailing as explained by (Harmer, 2007). Thus, the textbooks and excerpts from standardized tests were obtained from the National Curriculum and Textbook Board of Bangladesh in both, Bangla and English. According to the National Curriculum, these two languages are compulsory and are taught to all students barring pre-school, unless they decide to spend twelve years in school. The course assessment is based on grade point averages, written tests, multiple choice questions, practicals, and viva. However, the point scores accrued from the class participation, homework & assignments are not listed the final certificate issued to each of the students. This is arranged according to the examination procedure; each part is durational and the practical assessments are distinct.

The Ministry of Education and NCTB have therefore realized deficiencies exist in this current structure, and therefore envisage for a completely new set of curriculum that should ideally be implemented starting with the year 2023 and be fully implemented by 2027. It has already been developed for the next academic year and have been implemented in class 6 -7. Its development is the work of cooperation of the Bangladesh Education Board, teachers, subject matters experts, and other relevant stakeholders. Accorded, the curriculum is

implemented in schools till it is time to train teachers afresh or support students further on curriculum delivery.

The new curriculum applies the Communicative English Teaching method and emphasis on the practical application of the learning has been considered adequately. Not only does it aim at helping children develop speaking, listening, reading and writing skills but also provides items of English, which will be employed in some practical settings in their presentation or in their group discussions. Also, failure in executing the teaching of the new coursework to the tutors shall, in due course therefore, give the incorporation the appearance of inconsistency.

Teachers are perfect masters of learning processes since they help learners achieve their educational goals. The changes in current knowledge are needed by the teachers, and therefore, interest in teaching and practice reflection processes on both the teaching and assessment strategies can be carried out. Expectation by the teachers in particular is a key determinate of motivation among students and therefore highly influential for the achievement of the best grades. Therefore, there is a need to recognize how teachers are understanding of the new curriculum as well as the ways in which it may be applied in the rural secondary school context in Bangladesh in order that there may be different areas concerning difficulties and possibilities for development in order to try and ensure that the curriculum caters for every child especially those in rural areas. This research hopes to contribute to improving the teaching of the English language in Bangladesh by focusing on teachers' perceptions.

1.2 Research Objective

The intention of this research work is to identify the perception of teachers about the new English curriculum introduced in the rural secondary schools of Bangladesh. It looks toward the extent of the familiarity of the teachers with the objectives of the Class VII curriculum, and their perception about it. The research also seeks to find out how teachers perceive new forms of assessing students and whether they consider it effective. Besides, it seeks to identify some of the challenges that the teachers experience when implementing the new curriculum. According to this, the study aims at collection of this information in an

attempt to fill the essential understanding that would be useful in the improvement of the teaching of Rural English in order to satisfy the teachers as well as the learners.

1.3 Research Questions

1. To what extent teachers are informed about the curriculum objectives of English for Today at class VII?
2. How do teachers perceive the changes highlighted in the curriculum framework?

Chapter 2. Literature Review

2.1 Introduction

The overall goal of employing language is to express wants, requirements, emotions, opinions and ideas to other people (Banu, 2009). There are two active participants in the classroom during the teaching and learning processes: the teacher and the student. Language learning depends not only on the teacher but students also have to be more responsible for the process of learning. It is through interactions with one another. Teachers and students have closer co-operation in developing intellectual and practical activities which influence the form and content of the target subject.

Teaching aids are an indispensable part of the whole teaching and learning for any subject. They make learning easier for children as they portray reality, motivate self-activity and imagination. Attitudes are the opinions that the learner thinks exist about members of the target group as well as his own culture (Brown, 2000). Language attitude plays a very important role in learning since it impacts on learning. In education, attitudes are treated both as input and output. Motivation is the most common concept used to explain a learner's failure or success. It has also been confirmed that self-motivation is one of the most important factors that determine the speeds and extent of the foreigners learning improvement of their

lessons. (Hamid and Honan, 2012). Due to the inability of our present educational system, most of the students in rural schools are not able to achieve Primary English language competency.

Hamid (2010) believe that one's mother tongue plays an important influence in the learning of a second language, which may be true in the sense that some languages have similar sounds. Hence, when a child learns to read in his or her mother's tongue, it is easier for him or her to gain fluency in reading in another tongue because he or she uses the same phonic word arrack abilities (Krashen, 2008).

However, there also lies a difference between native and non-native languages while teaching a second language. Finally, some recommendations were put forth for teaching a second language in a non-native context of study. When USA, UK faces the same challenge of teaching children the skill of reading and writing in languages like English, the widest use of best practices takes place (Wyse et al., 2018). Kavitha and Kannan (2016) have researched the issues that accompany learning English as a Second Language. He said that English is referred to as the "world language" due to its wide expanse. The people of India viewed English as a horrible subject due to when they were first introduced to it, they could not comprehend it, especially in rural areas. Therefore, Salauddin Khan and Rahman (2013) findings showed that English teachers had to face issues while teaching English in remote areas. Students also faced problems in learning English.

2.2 Importance of Learning English

As Bangladesh is a developing country, it couldn't concentrate on making its people educated in English. Though, today English is merely recognized as a foreign or the second language in the context of Bangladesh. Moreover, high demand for knowledge of English compels the examining authority to test English proficiency in every government employment exam. In addition, the top ranking positions in global organizations and other places require English fluency.

However, Chowdhury and Kabir (2014) established that students in Bangladesh perform abysmally in the English language. Shahzada et al., (2012), noted that proficiency in the language acts as a source of cognition. Because of the socio-economic standing of the industry itself and also because English-medium schools are accessible only to the higher ranks of affluent social classes, teaching of the language in Bangla-medium schools is carried

out in Bangladesh in a very poor manner. Again, Erling et al., (2014) mentioned the use of English with social position and identity in the rural districts of Bangladesh.

2.3 Education Reformation in Bangladesh

English language was introduced in Bangladesh as one of the systems and policies made by British imperialism in their colonial period. First, English education arrived in the region when Bangladesh was a colony of the British. It is historically important to note that the British made English administrative language in India. First learners of English were upper-class Hindus. Later, with the help of Christian missionaries, in compulsory English education provided the British government through the Education Reform Act. Also, as Golam and Kusakabe (2018) argued international education was meant to be imparted to the country as one of the reasons for initiating the English medium schools in India.

After partition, there had been political dispute between the two parts of Pakistan, East and West, on the question of language. At that time, English had been taught from class III to class X. It was also used as the second language in the governments and in the private institutions. It was so used for higher secondary and university education classes. But, in the independent Bangladesh their role was far different from that one of pre-liberation Bangladesh. After Bangladeshi nationalism was developed, the importance of English went down, and more attention is given to the Bengali language since then. It is preached everywhere, and there is little effort to teach other foreign languages like English. Bengali Act Promotion sought to remove English Language and made it compulsory to use Bengali language in all the government functions. The leaders and policy makers avoided foreign languages in order to help Bengali develop at every level. Despite this factor, for quality education, good English knowledge is necessary.

The same scenario continued till globalization made English significant again. Success was related to speaking English. The early 2000s finally drag Bangladesh out of its slumber over English values. In the process, it becomes imperative for national development and personal growth. Though English is taught from the third standard, it has remained within the curriculum. In 1978, a new curriculum made English education compulsory; it began to be taught from kindergarten upwards in many schools. In 1990, English was made compulsory from the first grade. It is now applied to education, business, jobs, and technological fields.

The Kudrat-e-Khuda Education Commission was the first to recommend secular education in Bangladesh. This commission, established in the year 1974, reformed methods of assessment through the introduction of the grading system among other vocational and technical educations. The next development was an "Interim Education Policy" that brought in ideas like junior secondary, secondary, higher secondary education. Equated the Dakhil and Alim examination in madrasa with secondary and higher secondary examinations, respectively. Started terminal examination at the district level by integrating technical, vocational, and medical studies with secondary and higher secondary education.

Another education authority, "the Enam Committee has recommended subject-based teachers for fourteen different professions" (Rahman et al., 2010). During military rule, education has turned to be more Islamic. Later in 1990, there was another change of the curriculum in secondary school level that again made it possible for many girl children to attend the school. The US government and the Bangladesh Ministry of Education made an agreement that each year, 200 US volunteers would go to Bangladesh and teach English in the secondary schools.

No one developed or projected the need for English education in Bangladesh, given the number of education commissions formed since independence. One of the reasons is the focus on promoting Bengali poetry and nationalism that dominated global demand. Students who clear higher secondary exams struggle with English even today. The previous scenario had been a barrier in being able to penetrate university and pursuing in higher education.

2.4 Historical background of English in Bangladesh

English is a 'brand'. It is the language of the present global village. It is the swift horse that is always running towards and establishing its position in our global town. Bangladesh is also a resident of this village. It has, therefore, been associated with the Bangladeshi way of life-from ordinary survival to school and jobs, and where primary learning of English is the stepping stone, especially for students from the countryside. In the schools with secondary levels in the countryside, the teaching of the English subject has seen many ups and downs. The British colonial period was meant to create a servant class through English education. All that was taught to those so-called servants was reading and writing in English. However, as years went by, things evolved, and with them, the purpose of teaching and learning of the language. So as to give our students some real life practice in English, Communicative Approach, or the CLT, as it is more widely referred to has been adopted into the classroom.

This innovation did not impress our English teachers though. As it has been mentioned by Selim and Tasneem (2011) "When CLT came to Bangladesh, traditional English teachers opposed it vehemently because they were not ready for something new" (p.41). At least, the teachers were good enough to teach the speaking and listening skills as they disrespected two other key language learning skills: listening and speaking as well (ibid.). But even though so much time has gone by and the ELT has become so developed, the condition of classroom teaching has not improved a lot. The teachers are still at ease with the conventional teaching aids and techniques used in the English classroom. And the chief coursebook taught in the classrooms for teaching English remains English for Today or EFT. EFT is an excellent book to teach and learn English because the aim of the book is to develop the communicative skills of the students. But how many teachers are independent enough to do that?

Research has shown that even in Bangladesh, teachers remain into conventional approaches to teaching. In a 2013 research, Salauddin Khan and Rahman (2013) found the way English teachers initiate lessons with roll call, proceed with checking of students' homework, move to GTM-based lessons, and conclude lessons with the setting of students' homework. This, they utter to quote the teachers, remains because teachers do not teach their students through any other approach (p. 46). The teachers had said that, to a great extent, the NCTB book EFT has been their only resource in teaching English'.

2.5 CLT Method

Nur and Islam (2018) noticed that there was a "disconnection between the prescribed English assessment policy and the actual practice in Bangladesh". Such "policy-practice gap" threatens to hurt secondary English teaching as well. Rahman et al., (2018) studied some of the factors influencing how far and in what way the teachers of secondary schools in Bangladesh were implementing the curriculum of Communicative Language Teaching, CLT. They also realized that changing from the old GTM to CLT was an issue for a number of problems that ranged from the need for classroom teachers, an incompatible curriculum and assessments, inadequate classroom space, and also a lack of resources for teacher development.

It could be seen that there were certain rhetorical discourses concerning the curriculum that did not exist in practice. The personal practice and prior experience of instructors concerning teaching and learning English were noted as a barrier toward the

successful realization of the curriculum. All these have been caused by the students' capability, instructors' unpreparedness, and assessments. In Bangladesh, CLT reform is not well implemented because the curriculum does not respond to the cognitive and contextual demands of the instructors. Mehedi (2019) looked into the issue if or not the NCTB curriculum actually helps CLT or not. In the secondary curriculum, he found that most instructors had not been able to do CLT. The attempts by the teachers to apply GTM in Bangladesh through the inclusion of CLT are actually veiled attempts to apply it. According to this report, the current curriculum encourages "disguised GTM" as CLT.

Although, Kabir (2023) comments that Dewey's educational theory is highly enacting the Bangladesh secondary English curriculum, it is rarely practiced in the classroom. Because of such basic policy-practice gaps, most secondary students are unable to reach the level of proficiency in oral and written English required by daily life. The ignorance of teachers about the curriculum has led to a persistence of summative assessment and rote learning. He suggests that teachers receive pre-service curricular education. The creative follow-up of the test question pattern in public exams regarding NCTB Curriculum 2012 is needed to assess students' higher skills, thinking, knowledge and application. In public exams, however, every other year, questions are repeated. That tradition makes memorizing easier. Therefore, teachers provide only those chunks of knowledge that help the students pass the exams.

2.6 English in Secondary Education in Rural Settings

The fact is that there is a bleak future of English studies in rural secondary schools of Bangladesh. The other main point is that the students from rural areas always performed below urban students in the SSC examination with higher rate of failure in English test. Thousands of rural children fail in the English test of SSC every year. More precisely, Sarkar (2020) affirms that the deteriorated performance in tests like the JSC and SSC is the absence of qualified teachers in English and mathematics subjects in rural schools. Moreover, this has been the trend of academic performance in the rural schools. According to the authorities of Secondary Education Board and scholars, standard of education was different between the rural and urban areas. This has resulted to varying pass rates of 0% to 50% in the rural areas as opposed to the set and recommended 80% pass rate from (Alamgir, 2017).

The living standards of the people of Bangladesh generally can be termed as comparatively low. The fact that more than half of the population living below the poverty line is a basic factor. Those who dwell in villages depend on agriculture for income. It is not

possible for the guardians of the students to purchase the materials required for their English language learning. In rural Bangladesh, English is an integral part of secondary education. It has been treated as a very significant skill that relates to socio-economic development. Most rural people think that knowledge in English can get them better jobs, particularly abroad, which often needs at least a basic skill in English. But the majority of the current approaches to teaching are aimed at grammar and tests, so students do not practice English in actual life situations most of the time. Sultana (2018) supposed that most research into Bangladeshi English language education is quantitative, focusing on numbers rather than personal experiences; therefore, there is a call for more qualitative studies to understand how English is used in real life. Another major obstacle was an inadequate language policy in education which caused inconsistency in teaching methods and thereby resulted in a deficiency in meeting the special needs of rural students. (Chowdhury & Kabir, 2014; Rahman et al., 2019) also noted that most teachers are not capable enough to link theories of language learning with teaching in the class. This study has indicated that integrating ICT in English teaching can help in availing to student's resources most suitable for learning. In general, though English is acknowledged as relevant for poverty eradication in rural areas, there is a significant need to develop strategies in method, teacher quality, policy and practices in such a way that students can effectively learn the language. Through elaboration of these hindrances, rural English education would greatly enhance the Socio-Economic development of the societies in the rural areas at large. For similar reasons, these schools are also unable to retain competent teachers for a longer period of time.

2.7 Reviewing Past Studies Regarding to the Challenges of English in Bangladesh

Although English is a compulsory subject in Bangladesh's secondary schools, most students emerge not being fluent speakers of the language. Chowdhury and Kabir (2014) noted that class seven standard is normally the highest attainment an average university student attains in proficiency in English. Other researchers examining the current situation of English education in institutions of Bangladesh also hold such issues. Rahman et al., (2019) indicate that the policymakers should review whether there is a proper relevance of methods and materials of communicative language teaching being used inside the classroom. They also point out that the teachers must be trained properly if CLT is to work fine. Shahzada et. al., (2012) reports that the most of the teachers still use grammar translation method for teaching English language. This method pays more attention to those rules that govern the usage of language than the language itself. Because of that, it reduces the perceived level of

English in the learners' perception. They also point at the fact that textbook contains more importance compared with teaching real, simple English.

Besides, Bengali is the medium of instruction in most rural area schools. This is referred to by Mirza et al., (2012). They say that less use of the first language, that is Bangla, makes it hard to learn, while translation in Bengali helps the learner to get better insights. Farooqui (2014) continues to say that the use of Bengali is much higher in the classroom because of the low proficiency level of both teachers and students in English. Last, Farooqui (2014) notes that teachers play a central role in learning a second language because nothing happens without a teacher. It is perceived that according to Harmer (2007) a teacher should perform several roles within the classroom: controller, prompter, participant, resource and tutor. Having said all that, he then goes on to say that the lower the degree of teacher control, the higher the amount of student control. According to Rahman & Ahmed (2019) it is expected that for instruction in the classroom to be of quality, secondary English teachers must be trained prior to CLT being implemented. Moreover, some researchers emphasize instructors' competence while considering language teaching. For example, Nur (2018) states that instructors of the English language at the secondary school level in Bangladesh are not knowledgeable about their subject since they were admitted into this position with various backgrounds; some instructors had graduated with majors in history and politics. The author has also used the example of poor performance among the teachers; for example, many of them come to work without qualification or experience. On the other hand, Sultana (2019) argues that assessment and grading mechanisms centered on examination become great stumbling blocks to language learning. Hamid, Sussex and Khan (2009) remind that, according to the economic crunch, one of major barriers to students' performing well in the exams is the fact that the majority of rural students cannot afford the study materials for English. According to Nuby et al., (2020) there is depressing information concerning the skill level of English instructors in rural areas.

2.8 The Overview of the Current Curriculum

This current study concurrent with some alterations being made in general curriculum of the Bangladeshi Bangla Medium Schools. Such amendments will seek to review the examination system and the textbooks as well. Others say that even the students' learning progress may not change, if the quality of teaching is not enhanced. Many developments are expected from Bangladesh's new education reforms, particularly in the areas of teaching and

learning and assessment. As per the National Curriculum Framework-2021, there is an impending need to change from rote learning education system to competencies based education system that prepares students to face life challenges.

Among the changes that have been made includes, no more final exams right from class three and no exam will be administered to candidates before class ten. According to the National Curriculum Framework-2021, there is also a proposal to give a new form of the assessment that will eliminate end-term tests and comprise an ongoing system of testing, instead. In this plan, continuous assessment and curriculum full review for every subject being taught are highlighted. The government has already begun working toward the implementation of these changes in schools. Specifically, the main goal of this new curriculum is to eliminate the procedure in which children just learn with the aim of replication of the lessons and pay more attention to the acquisition of skills. Some schools tried the new curriculum in 2022. According to sources, students in grade 1, 6 and 7 will be the first to feel the impact in as much as new textbooks and new exam systems are concerned by the year 2023. Teaching and learning of English will also transform this year particularly with the introduction of continuous assessments.

From 2009, curriculum revision started getting more attention in Bangladesh. The new curriculum seeks to replace proficiency-based learning and is comprised of a downgrade that is intended to foster results oriented-based skill focused education and training instead of rote learning. According to the National Curriculum Framework-2021, the focus on teaching learning will be: "The process of teaching and learning must be understood as the development of all four skills, namely listening, speaking, reading and writing" (p. 32). In rather new approach to the teaching of English, that teachers and students must use English for genuine purposes.

2.9 Changes of New Curriculum related to English Teaching and Learning

The characteristics of the new curriculum have emerged from the acting NCF 2021 authority. The addition of new features to emphasize on the traditional rote learning, examination centric education system set up three hundred years ago is the highlight of the NCF. The following are the new curriculum's special elements that are discussed: Its claim to novelty is competency based education as a pedagogy. To accomplish the target of the twenty-first century, competency-based education is practiced in the great majority of the countries of the world. The contents of this curriculum will focus on what the student himself

or herself knows, can do, and what he or she believes and values. Students will also get professional education in different fields. For example, four ESL development areas have been met simultaneously. The ability to think critically is the other Examined trait. This is what is referred to as critical thinking abilities; the ability to use a certain kind of systematic thought process, that is, the searching for, evaluating and applying of information and data to field theoretic and abstract thought and problem areas in the world. To the knowledge of a participant, decision making involves the following cognitive steps, although it is an uninterrupted process when applies critical thinking to tackle an issue or come up with a decision. Learners who are proficient in these skills use a number of critical skills in working on the problems: they use such abilities as the ability to evaluate rationality, analyses, combine, and question everything about research related to the problem they are solving while thinking this process depending on the nature of the problem. This makes it possible to achieve the necessary action in regard to the complex issues.

Developing creative thinking skills is another feature of this new curriculum. Creative thinking skills as defined as the ability to come up with unique ideas and ideas that are opposed to the norm. In eliciting information concerning a given subject, distinct student skills make them build arguments from a different angle than that of any other routine model. The skills foster development of individuals and the society so that they can suit the future when the environment is going to change. However, learning assessment is still another aspect incorporated under the new curriculum. This curriculum has therefore put more emphasis on evaluation as a form of learning than on the way it tests the students. Students will be able to relate information, skills, beliefs, and attitudes as a result of this curriculum. The proctor or continuously assessment is the kind of assessment employed in this new curriculum. The kinds of assessment discussed are: practical assessment, formative assessment, formative/process/progressive assessment, and peer assessment. The reporting system or examination policy is a new component that has some supporting capability in the assessment system in the new curriculum. Replacing the mark based certificates or report cards descriptive certificates or report cards of proficiency will be used. On the report card you will find the student's improvement to the essential competencies that should be attained before proceeding to the next class. Knowledge, attitudes, skills, and values progress data will also be featured on the report cards. The major means of building up confidence with the school on the side of the home is through the report card. Both the family and the educational institution may try to ensure that the student achieves the intended learning outcomes as spelt

by the report cards. The particular report card will be personally handed to the parent by the class instructor of the particular child together with going over the individual goals foreseen for development and achievements in future. The same procedure will be followed where student sit for public examinations. The formative and the summative assessments will also serve as the reflection tools in the form of public examination report cards. Final examinations of the competencies of Grade 10 learners will occur after the grade. The public examinations will be given at the end of grade eleven and twelfth. But the overall outcomes will be determined next week by the aggregate scores from the tests for Grades 11 and 12.

According to the National Curriculum Framework for 2021, skills development as an instructional focus adequately embodies the English schools. According to the National Curriculum Framework-2021, the focus on teaching learning will be: According to Pritchard, "It is important to emphasize that teaching/learning process should be defined as the creation of all four skills as distinct and separate areas of development: listening, speaking, reading as well as writing." (p. 32) The shift to a skills-acquisition approach is good for students' language proficiency and oral skills. The Curriculum Framework 2021 brings a change in the English education pattern; it is no more the traditional rote learning. Teachers and students have expressed some concerns in the new curriculum and as particularly on the rationality of the teaching methods. Besides the challenges indicated above, some students' attitudes to the new curriculum differ and some can hardly fit into the new format.

The study of English has a historical background and plays a role in the educational change of Bangladesh. The British Empire brought English education to the whole of the Indian subcontinent with significant encouragement towards international education. However, its realization has faced certain difficulties in the course of the years: controversies regarding the curriculum considering and the preparation of teachers for their practice. In the Curriculum Framework 2021, assessment and training based on formative processes and continuous improvement in skills are features.

Chapter 3: Methodology

3.1 Research Design

This study consequently employs a qualitative research approach in an attempt to explore how teachers perceive the new English curriculum in rural secondary schools in

Bangladesh. Quantitative research entails quantifiable insights about people's perceptions and emotions in real life experiences (Creswell, 2014). In this case, the research focuses on six English teachers who were selected to express their opinions concerning the new curriculum framework 2021. Teachers were interviewed using semi structured questionnaires that enabled them to speak out their concern without much restrain. This method works well because participants are willing to speak freely and it assists the researcher to gain insight to the teachers' circumstances. Since the study depended on the participants' interviews, their friendly and relaxed nature made them willing to provide genuine information.

Through this specific type of qualitative research, the study will want to capture the experiences of these teachers in their line of work and the New Curriculum implementation problems. Apart from understanding the teachers' perception of the study, this research also adds a new perspective to the current debate on enhancing the teaching and learning of English in Bangladesh.

3.2 Participants

This research aimed at assessing the various changes on the new curriculum focusing on English lesson in class seven. In order to have close look at the implementation, six English teachers from the same school were selected for interviews. For my study, therefore, I wanted participants who would have some understanding on the new English curriculum that is being introduced in the respective schools and classroom. The participants were chosen purposively, six of them are English teachers teaching class seven in a rural secondary school in Bangladesh. To ensure relevant perspectives, I set criteria for selection: teachers that know about the reform curriculum, they are native speakers of Bangla, and often teaching in oversized classes. It allowed me to build a repertoire of experiences, and to observe what the new curriculum means for the teachers and learners in a realistic classroom setting. Teachers exchanged the relevant opinions and practices concerning the application of the new curriculum. Hence, the main purpose of the specific research conducted for this dissertation was to identify realities in large classes teaching after the curriculum amendment. This paper aims at finding out how these changes impacted the students and the teachers within a general education system. Thus, with emphasis on a large class, the study can obtain a wide range of attitudes and experiences. Criteria for selecting participants was crucial towards having the right participants for right results. First, all the participants had to be learners or teachers in a large class mode of instruction since the target of the research was to

gain insights into massive classes. Secondly, the first language of all the participants should be Bangla. This criterion was important in the sense that it provided that study was conducted under the local language and cultural context.

It meant that through the interviews the researcher wanted to gain rich and intricate information on actual classroom settings. The implication of findings from this study is that it can inform the manner of curriculum implementation and delivery especially in large classroom learning environment. The findings of this study significantly advance our understanding of the effect of curricular modifications in large classes on the learning that occurs among students. Because of the varied sample of the participants, the study can actually reveal the current status of education. In as much as the results are rich in detail and from the informants most affected by change in curriculum, the main research instrument is interview.

3.3 Interview

For more specific information and observation on the concern of this study, I personally interviewed the teachers. Creswell (2014) pointed out that interviews are helpful in gathering qualitative data that are thick in description since they also helped researchers to gain participants' views. Towards the end of this study an interview phase was conducted with 6 English teachers. Semi-Structured questionnaires were employed in order to administer personal interviews to gather further background information about the participants' attitudes and responses. In order to ensure that the questions asked in the interviews yield comprehensive and relevant responses at least one set of interview questions was developed particularly for teachers. Having an individual interview with the participants, each was given an individual time with the researcher. Some of the questions that the investigator asked the participants were previously formulated questions. All participants permitted the researcher to take a note of what they said before the actual interview could start. This method also guarantees that every input positive and negative is recorded in the right manner. The setting of interviews was unconstrained and friendly. The intent therefore was to create a comfortable atmosphere that allowed people to give their natural unbiased feedback. This environment made people have full disclosure to speak their minds when it comes to the new curriculum in the teaching process a teacher. Information received in these interviews was very critical to grasp the deeper meaning and implication of the curriculum alterations. As a result of paying close attention to what the teachers had to say, the

researcher was better placed to appreciate comprehensively how the new curriculum was changing the teaching and learning environment. Awareness of various views was gained throughout the interviews due to detailed notes and informal interviews, which produced comprehensible data for the study outcome.

3.4 Data Analyzing Procedure

The thematic analysis had been chosen to interpret the data (2006 as cited by Maguire & Delahunt, 2017). This approach proved useful in making satisfiable sense of data collected through interviews. The process started with the purification of all the data that have been gathered. First, interview checklists and an interview note system were categorized. Hence, important themes and trends were then identified. To analysis the data, responses and comparable concepts must be grouped under related themes. Thematic analysis process of the data involves a process of categorization where the data is divided into codes to act as labels for particular data. Hence, broader categories or frames, which were used to link the substance of the content, were then formed through these codes.

Once the themes were developed, it was possible to interpret and interpret the data used with these kinds of themes. This way, the approach offers insight into how teachers and students make or respond to changes in the new curriculum through a well-structured evaluation of the collected information.

3.5 Role of the Researcher

In order to undertake this research, the researcher was specifically involved in performing several significant tasks for this study. According to Creswell (2014) defined that the researcher is involved in the process beginning with the development of the study and continuing through the researcher derived interviews and the actual analysis of data but under focus adhering to ethical consideration and data concealment. As data gathering technique, the present study employed interviews. Further, for interview questions, the researcher developed interview questions Check list. The researcher sought the permission of the school to carry out the study in writing before the study began. The duties of the researcher was to decide who among the teachers they should reach out to so that the right people would be able to give the correct picture of the changes in curriculum. These major themes were identified by the researcher after careful analysis of the tape recorded interviews to minimize drawing conclusions which were erroneous. To maintain anonymity, the researcher deleted

the actual names of the participants as well as the names of the school. It ensures the participants' information is kept personal and anonymous as much as possible and keeps them Pseudonymous.

3.6 Ethical Issue

Due to the nature of this kind of study, the following important ethical points were refrained from in this study. First, there were no orders to take an interview. The interview was conducted by the researcher, but before doing so, the head teacher had to provide consent. Hence, in order to ensure anonymity, participant's name and school they are from were not revealed. Participants were assigned code numbers instead of the names to ensure anonymity of all the respondents. This approach helped the research avoid compromising the participant's privacy and confidentiality in the course of the research. This research tried as much as possible to be polite and sensitive to all the participants giving out key information during the research in a way that upheld the following ethical measures.

Chapter 4. Findings

The data was collected through interviews. This chapter, therefore, provides an analysis of research findings that emerged from the interviews conducted with the participants. Interview was conducted for teachers and-cluster of thoughts categorized. Answers from the interviews were analyzed and interpreted with the help of the main concept called thematic analysis.

4.1 Insufficient Training and Understanding

One of the reforms about educational improvement in teaching learning concern is the implementation of a new curriculum in the rural secondary school of Bangladesh. However, success of such reforms largely relies to the expertise and the appreciation of the teachers in the classroom delivery of the curriculum. The teachers further said that they were trained on the new curriculum though most of them said that such training was inadequate. As an example, Senior Teacher Shamsur Rahman said that:

“Since the subject is new it has only been in the recent past that the government has been training the entity to the best of its ability. We first underwent online training and later offline

training as well. The training was based on the new curriculum which was a five-day training”.

Likewise, Senior Teacher Jakaria Islam said, *“Hmmm, we got a three-day training. This is an introductory, three-day basic training on the new curriculum. That is called “extensive training”. I have done online training through ‘Muktpath’ website and offline training for three days”.* He has noted that the training was carried out at an "introduction" training level, where it was not deep enough to make the teachers confident about understanding and applying the new curriculum. Instead, the lack of preparation that is evident in the flash scan has led to various barriers in the comprehension of the new learning program by the educators. For instance, Senior Teacher Md. Hasan said, in this case, they knew of the curriculum, but they did not always know how the textbook fit into the curriculum. He pointed out that *“we know that curriculum leads to books, and that is the book we teach. As such we teach the curriculum, since the book comes from the curriculum”.*

However, the change of the test-based assessment mode to the competency based assessment mode also complicated into multiple dimensions. Some of the other teachers, including Shamsur Rahman, have also observed that teaching and learning processes were also changing with the new forms of assessment practices including; the formative assessments and competency based assessment. However, as for practical activities, without adequate training concerning such new methodology, teachers themselves did not know measures to be taken for this and, therefore, were not consistent in cases of evaluating students and their learning outcomes. However, this new curriculum which has been poorly implemented and little understood has impacted on teaching practices in the classrooms. On several times the teachers resorted to use past methods of teaching whereby the new curriculum has high likelihood of rote learning and assessing based on standardized tests. For instance, Teacher Jakaria Islam explained that, *“majority of teachers follow the traditional modes of teaching and learning because they find them quite easy to handle despite the fact that the new curriculum highlights group learning and other related approaches”.*

This is especially true in teachers' response to the new curriculum whereby responses noted were; some passionately welcoming changes that they understood fully, some were indifferent while few were rejectionist. Some of the teachers reported positive attitudes towards the new curriculum especially in shaping the student English and the use of interaction technologies in the classroom. But at the same time there was much optimism

indicated by the fact that they were a little worried about their ability to deliver the content of the curriculum properly. For example, some of the teachers said that although, the new curriculum allows for language use rather than memorization in teaching students, it has also presented some challenges as to how this could be implemented. Interview with senior teacher Md Hasan revealed that educational curriculum has introduced free writing and creative writing as an improvement but do the teacher have the capacity to conduct such? This shows there is a huge disparity between clearly outlined curriculum goals and what teachers are capable of achieving in class.

4.2 No Marking, No Learning

Implementation of a new curriculum transfer in Bangladesh has made changes like no examination policy and this has created a lot of debate among teachers especially those in countryside secondary school teachers. In fact, for many years Bangladesh adopted a conventional testing system in which the performance of learners was measured by a marking point system which is normally associated with tests. The last administered curriculum had nationally administered exams known as the PEC and JSC, which commenced in 2009 and 2010 respectively. These assessments put students under much pressure to cram and pass a test, instead of learning a concept in detail. The marking system was straightforward: senior teacher Shamsur Rahman opined and *“The assessment system of our country was like that, first division second division third division or first class second class third class. First division or first class if marks above 60 percent and second division if marks are above 50 percent. A score greater than 45 was deemed to be in the second class or second division and a score below 33 in a third category or third class. It then splits it into a number of scales including A+, A, A-, B, C, D and F”*. This system gave a clear indicant of the students' progress and was regarded as an appropriate stimulus for learning.

When the new curriculum emerged, it was quite different from this approach which was practiced before. Stress-free atmosphere resulted to this no-examination strategy, together with the offering of a more integrated type of learning. However, there is some sense from a lot of teachers that this could mean that learners will not be motivated and could even be irresponsible. Another concern, as a result of this study, is the fact that senior teachers differ on this policy saying: *“I do not agree with the no-examination policy. There must be an examination; if there is no examination, then we cannot fully verify their acquired knowledge,*

skills, views, and values". This sentiment is broader fear that is expressed by teachers that if students are not tested, they will not study deeply enough into content.

They also presented a list of concerns which are attributed to the no-marking policy. First of all, students can be irresponsible with no record or mark at all. Traditional grades will help learners stick to their books because they know that they will be graded. One of the teacher remarked that: *"Students spend minimal time studying and spend time on other things because they believe they have no marks to pass the examination"*. This observation raises a possibility of negative consequences of academic difficulty as may lead students to exert less effort when learning.

In this consideration, the new evaluation system which involves the use of geometric images such as triangles, squares and circles to describe performance standards has not been well received by people. Many educators have noted that such marks fail to give the meaning of a student's endowed capacity. One teacher complained like this: *"We cannot have better futures for them while they purposely avoid studying. They pay little attention to how they dress themselves because they have no marks to flaunt to their parents and no grade to prove their worth."* It is therefore appeared that this lack of clarity in assessment may have a negative impact on students in the sense that they would be unable to. You will remember that fixing is all about identifying the progress and more importantly the gaps that need to be closed.

4.3 Pen-Paper Examination

This has been a transition from conventional methods of teaching-learning in order to new Curriculum subjects in Rural Secondary School in Bangladesh. It has also fueled discussion among teachers and such a transition has been a subject of controversy. The use of pen-paper examinations has been on the receiving end of more controversy during this transition. Some of the teachers expressed views on new curriculum that included questions as whether pen-paper examination is not inevitable or not. From the remark of many teachers, while the new syllabi encourage practices such as constant and formative assessments and group work, paper and pencil tests continue to hold a perceived important place in the assessment of the knowledge and skills among the learners.

Out of the teachers who I asked, one opined that some form of assessment is inevitable to correct what is wrong with the students' grasp and recall. One teacher said, *"At*

least one test should be retained. Some evaluation should be retained". Such view has actually resonated with an overwhelming number of scholars regarding assessments as being important. Some of the teachers were very explicit in their preference for pen-paper examination saying that it was more reliable in as much as it tests the student's knowledge. The statement such as the one made by one of the teachers; *"The test which is taken by hand is verified well"*. They note that under the traditional thinking, pen-paper tests are an orderly form of evaluating the performance of a student.

While the new curriculum supports the idea of carrying out assessment through group work and projects, some of the teachers interviewed even questioned their own understanding whether that is going to be effective. It is almost challenging to capture the level of achievement of each learner when there are no examinations. Concerning this one teacher said, *"If there is no examination, we can rarely confirm their knowledge skills that they have gained"*. This concern can only strengthen the call for search for the right blend of constant formative assessment and end of term summative assessment.

While the revised curriculum wants students to attain upper intermediate level in listening, speaking, reading, and writing, teachers feel that upper intermediate level in language can only be tested through pen-paper tests. The teachers also explained the rationale for conducting pen-paper examination in order to test the students' language skills. Teachers stressing the fact that as much as group activities will bring out wide opportunities for cooperation and interaction, written tests especially pen-paper ones should not be administered out of the picture as it can be used to test the strength of an individual in the language. One teacher stated, *"If I may use language as an example, let me presuppose that there exist four skills in this regard: comprehension listening, productive speaking, receptive and productive reading, and writing. Thus, the part written by him between pen and paper I can reflect on is going to be the structure"*.

The observations drawn have revealed that both the online formative assessment and pen-paper sumptuous prognosis may possibly be administered in moderate proportions. Some teachers argued that though the group activities help the students learn, formal exams offer the framework needed to determine progress of the students. For one of the teachers the best practice would be, *"There should be some portion of pen-paper-based examination included in the curriculum"*. This equilibrium is important to achieve to make sure that students will get the proper education they needed.

4.4 New Curriculum, Review and Reformation

The new Curriculum of Bangladesh implemented to develop an integrated system of education. It stresses on competencies rather than content knowledge and it does not concentrate on what the students are capable of memorizing. One teacher said, *“Features of other teaching method that are adopted in the new curriculum was group work and practical based, which are important in enhancing the student to elicit their learning activities.”* That shows that indeed teachers appreciate the aspect of practical sessions and collaboration.

Training is another fundamental solution for implementing the new curriculum in delivering its intended objectives. Many teachers have participated in online and offline trainings. Funds for online professional development are scarce. Some claimed having received training including five-day programs in assessment approaches, methods of teaching, and documentation. However, the effectiveness of this training has not been very consistent. Interview with one teacher revealed, *“Some of the teachers are relatively well equipped to teach through media, others feel that there is a progressive process of learning.”* This means that, as far as readiness for teaching is concerned, there are many teachers who feel ready and there are many others who do not feel ready. Many challenges affect teachers in rural areas especially on issues to do with resource and physical structures. Most of the schools do not have critical infrastructure including laboratory for intensive subjects such as science, computers and libraries. One of the teachers remarked *“This is sometimes a constraint to the implementation of the intended activities in the new curriculum because of lack of resources.”* This means that many a times it becomes difficult to implement the practical that the new curriculum promotes.

One common feature arising from the research is the usefulness and desirability of the integration of applied experience with bookish knowledge. A few general ideas presented included teachers wishing to have more applied lessons. This statement was supported several teachers more, explaining that *“Students’ reaction is always better when the lesson is more hands-on instead of a conceptual one.”* A notable number of students have opined that they learn better through imitation and observation than through rote learning. Nevertheless, conceptual-contingent materialization of knowledge remains the core framework of the current curriculum and can frustrate or disengage students. Another concern that teachers face is how to manage large classrooms- especially in the rural areas. Several teachers said they employ practices to ensure that learners are attentive. Examples include ‘using of eye

contact', 'using of students' names,' and 'inclusion of specific activities in the lesson to 'keep interest up.' The surveyed teachers were asked some questions in a questioner for example a particular teacher said, *"Indeed group activities allow cooperation between students besides making the learning environment dynamic."* However, due to large class sizes and different abilities of students these strategies are constrained. Teachers, therefore, fear that by grouping students for purposes of enhancing performance of individuals within the group there is always a challenge of being able to attend all the needy students. This is more so the case in areas which are rural in nature, and whereby the availability of the various resources is negligible.

Further, there has also been a major shift in the kind of assessments that promote the new curriculum. Teachers said that, in response to the traditional tests and exams taken only at the end of the academic year, there are now formative assessments that offer comprehensive information. In regard to non- awarding of marks some teachers responded as follows *"If marks are not awarded that cannot be a proper assessment."* Responses to the adoption of new classifications such as 'Excellent,' 'Very Good' and 'Good' to the previous tier grading system have been frosty. It is encouraging for certain teachers not to rely on conventional marks. Others however think that this may not afford a true picture of students. This emphasizes a continuous discourse on the nature of assessment and its relevance to the target of the new curriculum.

Chapter 5: Discussion

5.1 Challenges of the New Curriculum

The implementation of new curriculum especially in rural secondary school in Bangladesh was also witnessed with a lot of significant challenges that included the following: a proper training was not carried out in regard to the implementation of new curriculum by teachers. although the National Curriculum and Textbook Board has institutionalised training programmes, many teachers reported that this has been inadequate and in most instances, was not enough to equip them to face a new curriculum. For instance, some teachers underwent online and offline training, which are recognized as basic training, but the extent of practice and formality of the trainings differ, adequate training hampers a self-confidence among the teachers about managing the teaching tasks; this is especially in

the rural areas where all the facilities are not readily available, according to Rahman (2021). It does impact that aspect of having better skilled teacher trainers to impart knowledge within classroom so that they can effectively deliver lesson and undertake better lessons and it has impact on the learning outcomes too because teachers cannot employ new strategies of teaching.

Other challenges are that most rural schools have infrastructural inadequacies with regard to a shortage of classrooms, teaching/learning resources and other related facilities including science laboratories and libraries. This is detrimental on the achievement of practical learning experiences which the new curriculum seeks to promote. For instance, the teachers pointed out that due to resource constraint, teachers are unable to carry out practical activities, which are crucial for the promotion of skills development for the learners (Billah, 2021). This makes the teachers to sometimes revert to traditional teacher chanting method of teaching when such a resource is not available, [This is not the spirit that is intended for the new curriculum.] This results in a mismatch between the curriculum intentions and classroom instructional realities and makes the students become uninterested.

Other elements that pose a menace to efficient delivery of the new curriculum include; larger class sizes. In the rural areas most schools are with crowded with students thus affects the teachers to give their attention to the students. This is even worse in the implementation of group activities and collaborative learning activities which are part of the new system. According to the teachers, usually, in large classes, the interaction with the students is almost negligible. This means that participation is hard to manage and give feedback once the number of students reaches a certain level. Nuby et al., (2020) pointed out that a large number of students may lose connection with the process of learning this affects motivation and academic results. Large classes have been stressful both for trainers; while teachers desire to locate ways on how a large group can be managed, for most have deemed it as challenging due to insufficient support and resources. Therefore, it is impossible for such a detrimental environment in the class to allow the new curriculum to bring about its positive transform.

Another typical challenges that teachers encounter while attempting to adopt new curriculum is resistance to change. Those who implement particular approaches to teaching are many, and few of them are willing to switch to another, different approach that implies changes in their practices. The reasons for this could have been that they did not comprehend

the goals set by the new curriculum or else may have been such power alternative due to fear of the unknown. However, Sultana (2019) pointed out that some teachers mentioned that they did not know whether a new curriculum would be applicable, especially to students in rural schools who had different learning styles.

5.2 Impact of Teacher Training and Support on Curriculum Implementation

This study aimed to identify the extent to which teacher quality in imparting a new curriculum in rural secondary schools of Bangladesh has been improved due to the training and supportive program provided to the teachers. In fact, when asked how much preparation the teachers had had in the new curriculum, many of them pointed out that although they had been trained initially on the new curriculum, such training was often shallow and ineffective. This may bring about inadequate training meaning that it is possible to achieve only surface understanding and partial interference by new approaches and methods. There is extensive literature on the characteristics of professional development that can influence classroom practice where factors such as sustained, active and, practice-based are among the shades that are more related to positive impact on instruction (Darling-Hammond et al., 2017). Without proper training there is no way of ensuring that teachers will not always be using new curriculum. This results to a number of teaching strategies being practiced which may sometimes impact on the learning achievement of the students.

In addition to preparation before the execution of the process, support and collaboration between the teachers themselves is equally important for the process of realization of the new curricula and programs. Majority of the teachers indicated that although initial training had been useful, they require support from other teachers and education organizations to solve the issues arising from the new curriculum. Professional learning communities have been argued to positively influence the teaching performance for the improvement of the learners' performance (Vescio et al., 2008). In such a setting, and bearing in mind that there could be scarce resource situations that define some of the rural settings, this can be an opportunity within which cultural cooperation in addressing common matters can afford the fraternity of teachers a chance of sharing the best practice, to learn from their challenges, and fashion out how they could best manage the new curricula. In fact, such collaboration not only enhance teacher confidence but also engulfs an effective supportive community which is very essential in reforming education.

These findings also point out that if teachers are not well prepared and equipped then this is going to raise their stress levels finally especially when dealing with some aspects concerning the new curriculum implementation. Some of the teachers complained about the new curriculum by stating that it would be more on Competency Based Assessment which they had a lot of issues in handling without recommendations and perusing options. It means that, in the first instance, perhaps the most critical element of intent – the belief of teachers that they can enact new practices is predicated on the quality of the support they receive. When teachers do not get support, motivation of Teaching Practice toward adopting change increases negative affects toward students' learning outcome and motivation. Thus, it has become imperative that the educational authorities pay heed to such a professional development agency and take all the required action for preparing teachers and providing them with proper resources and support about the new transition of the curriculum.

Further, these findings indicate to those specializing in mathematics teacher education that initial training is a vital prerequisite but not sufficient on its own and that further professional development and support from other teachers are needed. Furthermore, education authorities will benefit by focusing on areas not only deepening preparatory training experiences but also building the culture that helps teachers in their task of introduction of new curricula for enhancing students' learning-enabling environments. Desimone (2009) noted that, there is a connection between the enhancement of practice for professional development and improved students' performance.

5.3 Recommendation for New Curriculum

New curriculum in rural secondary schools in Bangladesh augments possibilities and complications. The following recommendations can be deduced from the research findings in order to ease new curriculum development in this area. Initial one, teacher training; Rahman (2020) observes correctly that most teachers are ready for it. These programs should be able to provide teachers with the necessary knowledge and skills in performances for the continues professional development. However, apart from ideas of curriculum knowledge, the programs have to define effective approaches in managing class and in interaction with students. This mean that through teacher training, schools would be able to equip their teachers to be better placed to conduct more learner-centered classrooms.

This means that curriculum design should be close to the lives of a given student's population. Billah (2021) further emphasized that: This has to be done by capturing the local

culture, language and real life in the new curriculum so as to make learning meaningful in the view of the students. This shall enhance learning from the students as they shall be in a position to understand how that which they learn is relevant in their daily lives. For instance, the issue of local history, geography, and concerns into teaching can assist students in developing a clear identity. Moreover, projects and hand-on activities bring the knowledge learned closer to working situations and, thus are more interesting.

The other important area that requires significant change is in the format of the assessments in order that they correspond to the achievement of the new curriculum objectives. Kabir (2023), says that traditional assessment practices are inclined with general students' memory than their intelligence. He therefore suggests that schools should incorporate formative assessments measures which highlight students' learning status at a particular stage of the learning process. They can be in the form of frequent feedback, peer evaluation and self-appraisals for instance. Therefore, continued assessment should replace the concept of high-testing that the teacher should use in order to facilitate a positive learning climate in which the students do not fear failure as this will be used as a weapon to correct them as they learn.

Also, the new curriculum requires cooperation of all the stakeholders for it to succeed in implementation. Because it involves teachers, students, parents and other stakeholders in the society as well as education authorities. The above will be helpful in establishing the right home environment thereby promoting learning hence enhancing the outcome. This is because engaging students within the community can offer both, resources and, opportunities. As it can be reasoned out by Rahman (2020), the proposed collaboration can provide a comprehensive educational process for all the participants. It brings all stakeholders in one platform for discussing how to efficiently work on the problem and to maintain balance on the development and implementation of new curriculum that would suit the need of rural secondary school students in Bangladesh.

Lastly, it is also suggested that for the proper promotion of the new curriculum in the rural secondary schools in Bangladesh the following recommendations are very useful to enhance the learning of the students. These are teacher education, context of the instruction, assessment system that promotes the reform, and stakeholders that enhance students' learning. When these issues are resolved, it will open up ample opportunities for the

implication of the new curriculum to offer improvement in teaching-learning outcomes among students – this will be central to development of human capital in Bangladesh.

Chapter 6: Conclusion

6.1 Summary

Finally, this research focused on a sample of teachers' perception on the new English curriculum in rural secondary schools in Bangladesh. This paper's findings reveal that many teachers are struggling to use the new, communicative approach presented under the Curriculum Framework 2021 even though it allegedly aims at bettering the students' language skills. The teachers in the survey complained that the training they were given was inadequate and that it did not delve enough into offering them the tools they needed to implement the new measures in their classrooms. The study also discovered that the nature of teachers' conceptions of the curriculum is highly relevant for effective teaching and learning. As we see when teachers have the understanding of the curriculum, they are in a better place to do their work. Nevertheless, it was found that many teachers were not clear on how the textbooks relate to the new curriculum that has been set, and this challenging for them. This indicates that teachers require continual professional development, which was also mentioned by Uddin et al., (2016) The authors stated that teachers should be involved in decision making for improved learning of English. This study also established that motivation and achievement in school are determined partly by the extent to which the teacher enjoys teaching or expending considerable energy on the practice and the amount of expectation the teacher has on the students. Hence, it is enormously crucial to address the problems teachers encounter in order to build better teachers, as well as producing better learners. The study recommends that there is a need to develop strong training program to enable the teachers to learn how to deliver the new curriculum well. It also reveals that the government wants to make changes in the education system to enhance English in the schools and colleges but the quality of the same cannot be relied upon in different institutions (Jamil, 2016). This difference can impact how effectively a student is in developing his or her language skills which are useful in the current society. The findings of the study are that the teachers' knowledge and practice should be integrated into the formulation of the curriculum.

In summary, this study underlines the significance to know how the teachers of new curriculum perceive the situation in rural schools in Bangladesh. When they have the right training and quality support, the problems can be solved and English education raised to a much higher level. This would be useful for both teachers and students. Teachers are going to be more professional and students in turn will be prepared for future learning and work. The perspective can also become the basis for further development in the approach to educating the English rural students, ensuring that students' needs are in the curriculum.

6.2 Limitations

There are however certain limitations in this study. Firstly, this research is with a small population sample of teachers in a few rural secondary schools; therefore, it cannot claim to generalize findings for all teachers in rural Bangladesh. Asked here open-ended questions in order to conduct an in-depth interview which might be biased as it only contains the participant's opinions. However, this research was undertaken in a very short time and the findings do not capture all the problems facing the teachers with this new curriculum. It concentrated solely on English, without including other performance areas, as well as the stewardship of schooling in general. The determination of data is moreover constructive in view of a researcher's perception. In addition, the uncertainty of educational environment in Bangladesh may pose some threat to the validity of the results at the time of study. Lastly, the study does not interview the students directly and this may provide exactly the details on the impacts of the new curriculum.

6.3 Recommendations

Recommendation based on the findings of the study and literature:

- **Provide More Training for Teachers:** This process requires offering training to teachers to enable them deliver the new curriculum as is required properly. These should include teaching skills, behavior and management as well as how to adopt new modes of assessing students. This is in line with the comments made by other researchers such as Uddin et al., (2016) who proposed that good teacher preparation is warranted.
- **Involve Teachers in Curriculum Development:** It is proposed that policy makers should involve the teachers in the process of curriculum development and or revision.

The teachers in view of their experience and valuable input will assist in developing the curriculum that will meet the need of the students in the rural areas. From this, the idea is taken by Rahman et al., (2019) who state that teachers are central to the reforming education.

- **Conduct Further Research:** Far more crucial, however, are the questions which have to be answered through research in order to investigate the students' experience of this approach to the curriculum, how they are likely to feel about this new initiative. The knowledge of students' perception contributes to a more comprehensive understanding of efficient curriculum practice and at the same time give a clue to its further improvement.
- **Improve Resources and Infrastructure:** Schools established in these regions should be provided with enough teaching aids, better facilities in terms of teaching technology and teaching environment or space. In essence, the enhancement of learning environment facilities facilitates effective execution of new curriculum; and creates support for the teachers in their desire to acquire quality education.

Thus, with a view to enhancing the implementation of recommendations aimed at enhancing the Quality of English language teaching in rural secondary schools in Bangladesh, stakeholders stand to reap big both in terms of teachers and students.

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Appendix: Interview Questions (Teachers)

1. Do you start teaching in the new curriculum?
2. How well were you trained about the new curriculum?
3. Would you please describe the evaluation process in new curriculum?
4. Which of the classroom activities do you prefer in your teaching?
5. What difficulties / challenges do you face whenever you monitor large classes?
6. In your opinion is the new curriculum useful for helping learners acquire the English language?
7. What is the student attitude towards the new curriculum?
8. What do you think about no-exams policy?
9. Would you like to take pen-paper examination?
10. Which one is more effective new or old curriculum?