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**Expectations of English Language Curriculum and Ground Realities in the Classroom at
the Secondary Level in Bangladesh**

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the Secondary Level in Bangladesh**

**A Thesis Submitted to the Department of English and Humanities
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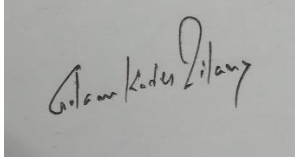
**In Partial Fulfillment
Of the Requirements for the Degree of
MA in Applied Linguistics and TESOL**

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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.



Date: Summer, 2022

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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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Chapter I

Abstract

A curriculum includes desire, tendencies, ability, experience and demands of a learner according to the society of a country (NCTB,2012). A curriculum gives aim and objectives of education and it is a proper guidelines for teaching - learning activities. It is called the blue-print for education, designing textbooks and teaching materials. For any educational program curriculum is an obvious process. Identifying the weakness and strength of any educational program curriculum is very essential. For effective implementation of curriculum policy its evaluation is most needed. Communicative Language Teaching (CLT) was introduced in Bangladesh in 2001, but still we have failed to imply CLT effectively for English language teaching in the classroom context. Secondary level of education is a very important stage to build up the skills properly but after twenty two years of introducing CLT; still our primary focuses are on reading and writing where CLT demands communication between the teachers and learners. Still our leanings are exam oriented so, our students and parents are more eager to achieve a good score in the exam. A classroom should be communication oriented where it demands equal participation of teachers and students. As English is a foreign language and it is included in our curriculum, it should be fit in our socio-cultural context . New curriculum is re-established considering those facts and gives proper guidelines about teaching-learning activities in communicative methods, effective assessment and designing textbooks. After giving the proper curriculum policy the objectives of applying CLT in the classroom are not fulfilled. This study will investigate what the policy says regarding English language education in Bangladesh, what the existing study unfolds about the implementations of the policy and the gaps between policy

and practices. The methodology of this study will be a qualitative method where it will analyze the curriculum and the practices mentioned in the existing literature..

Introduction

The primary focus of Language is to communicate with each other. English is the most used language all over the world.

Background of the study

Before the new curriculum of 2012 the existing curriculum was introduced in 1995 for the secondary level of Bangladesh. Bangladesh was going through many remarkable changes in economical, social, political and cultural. For collaborating with the developing countries the progress in the field of technology, science, information and communication is also seen. For this reason the learners' needs were also changed and it was mandatory to develop a new curriculum which will be more focused on the learner's needs. As the whole world is progressing so it demands creativity and innovative ideas. Education should give opportunities to the learners to form problem solving skills, scopes for investigation, developing creativity and curriculum should be informative and theoretical. In the previous curriculum there were some limitations like it emphasized on content memorization rather than emphasizing four macro skills reading, writing, listening and speaking of English language teaching. So, the new curriculum tried to address those limitations by imposing a new teaching method CLT (Communicative language teaching) with proper guidelines.

During the time of colonization we started to learn English and the purpose was to communicate with the colonizers. Now with the globalization of the world we are learning

English to connect with people all over the world. English is also included in our curriculum. From the colonization period English was taught in the Grammar Translation method (GTM). In GTM 'usage' and 'accuracy' of grammatical rules were given more priority. A student's talent was measured by how much he/she can memorize the grammatical rules and apply them in the examination script. We learn English from our primary to tertiary level but the students of rural areas who get weak input of English at their primary and secondary level because of less facilities; they suffer most during their higher education. On the other hand Communicative Language Teaching (CLT) was introduced in Bangladesh in 1990' with an incomplete syllabus. From 2001 it was included in the curriculum and our teaching method was upgraded from GTM to CLT. Proper guidelines for CLT were established in 2012 in the new revised curriculum. CLT was introduced all over the world as a replacement of audio-lingual methods but in Bangladesh it was introduced to replace GTM.

Problem of the study:

The curriculum of 2012 has aims and objectives for getting maximum outcomes from teaching- learning context. This curriculum is more focused on developing social and moral qualities of the learners and they will be knowledgeable, skilled, rational and creative. The new curriculum will help learners to develop creativity, imagination and inquisitiveness and use their potential and talent for real life education. Not only the creativeness or inquisitiveness it will. The new curriculum describes teaching- learning strategies and techniques very clearly and it pointed out that learning outcomes depend mainly on two things. One is the teacher's active cooperation in the classroom and another one is implementation of appropriate teaching-learning methods by the teacher. For effective learning teachers should cooperate with the learners and learner's participation is very important for the effective teaching-learning process. In the

teaching process teacher's roles are very important because their positive attitude towards learners encourages the learners to participate in the classroom effectively. Learners can participate in the classroom physically or mentally.

We are not used to applying CLT properly in our schools and Colleges. The curriculum is updated from the old GTM method to CLT method but it is only the curriculum not the Implementation. It is because of practicing CLT by the disguise of GTM where the detailed rules of grammar have been taught in the classroom. CLT demands 'use' and 'fluency'. Fluency in the communication but as the major focus is to secure a good score so listening and speaking skills are still cannot be covered by CLT. Our educational systems are examination oriented which mainly focus on reading and writing but there is a huge gap between exam and formal class where teachers are following the traditional approach. Socio-cultural context is another reason for failing to implement effective CLT in our country. Teachers uphold the traditional values which are actually our socio-cultural picture where teachers are allowed to talk in the classroom. Communicative language teaching method demands communication between the teachers and students but our students are playing a very inactive role in the classroom because of their cultural values. Some teachers are willing to practice CLT method for English language learning in the classroom but they cannot because of class size, time constraint, pressure of the administration to complete the syllabus in the given time.

Purpose of the study

The purpose of this qualitative method research will be to understand what the policy says regarding English language education in Bangladesh. The CLT curriculum implementation for secondary schools of Bangladesh according to the policy. At this stage in the research the

CLT will be generally defined as Communicative Language Teaching where interaction between teachers and learners are the ultimate goal. This study will investigate the problems that are the barriers of implying CLT effectively and what the existing studies unfold about the implementation of policies. The main research question that will be covered by the study will be:-

- What does the policy say regarding English language education in Bangladesh?
- What do the existing studies unfold about the implementation of policies?
- What are the gaps between policy and practice?

Chapter II

Literature Review

Theoretical Framework

Learning theories are very important for education. Different theories are used for different age learners. The cognitive abilities of learners are very vital for developing curriculum and teaching learning activities. For developing a successful curriculum it is essential to understand the age level of learners, their abilities and inabilities and perceptions. Behaviorism theory is used for a certain group of learners. But constructivist theory is used at the secondary level of learners. The constructivist theory is the latest theory on how learners learn. Developing ideas is the main theme of this theory. According to the experience and environment every individual learner has a different capacity to develop new knowledge and ideas. The development of environment and language are more emphasized in the field of learning by Jerome Bruner (NCTB, 2012). A teacher will provide the guidance and to the learners to investigate a problem and he will not work as a transmitter of theory and information. During group learning the learner will share their decision and the teacher will inspire them to share their ideas with each other.

A huge number of books and papers have been written to define the characteristics and principles of CLT. According to Richards & Rodgers(2001), The main concept of the CLT is expressed by the desire for developing communicative competence among learners. The development of communicative competence is vital to real L2 learning. The role of interaction in promoting communicative competence is very crucial. CLT views such things as interaction, learners and teachers' role from an iconoclastic perspective. CLT advocates to go beyond the

teaching of grammatical rules of the target language in a de-contextualized way and recommends that learners will develop communicative competence by using the target language in a meaningful way. Interaction is the means to use the language in a meaningful way.

Larsen–Freeman(2001)observes that interactive language games, such as, card games, scrambled sentences, problem solving tasks, picture strip stories, and role play activities that match the principles of Communicative approach are integrated in a CLT classroom

Summary of Existing Literatures:

Pre- plan for any program is important for accurate implementation as like that curriculum is a pre- plan activity of education. A curriculum includes desire, tendencies, ability, experience and demands of a learner according to the society of a country (NCTB,2012). A curriculum gives aim and objectives of education and it is a proper guidelines for teaching - learning activities. It is called the blue-print for education, designing textbooks and teaching materials. For any educational program curriculum is an obvious process. Identifying the weakness and strength of any educational program curriculum is very essential. For effective implementation of curriculum policy its evaluation is most needed. Day by day the needs of the educational system is upgrading so there are rapid changes in the domains of all sectors of education. As a result, the needs of the society and learners' demands need to be included in the curriculum for its effectiveness. A curriculum needs to be updated and revised after a certain time. If the old curriculum failed to fulfill the needs of the learners' demands, a new policy should be implied and a new education policy should equally justify the need of the new curriculum.

In this new curriculum it includes national level curriculum experts, subject specialist, educationist, teacher educator and experienced classroom teacher (NCTB, 2012). This new curriculum was developed considering different stages where it also analyzed the national education policy of 2010. The different stages of the new curriculum are needs analysis where it means the forecast on the learners need according to the society, national and international context; curriculum framework; subject-wise curriculum; coordination and assimilation of curriculum approval of NCCC. Secondary level is a very important level in any education program. A flowchart was drawn by the curriculum specialists considering the education policy of 2010. In that flowchart they draw some streams for the learners where some of them will go for vocational stream and some will go for higher education after completing 2 years in their secondary level. As the needs of the globalized context change, this new curriculum should raise its standard according to the contemporary world. So, the curriculum specialist reviewed curriculums of some countries such as India's Sri Lanka Malaysia Singapore Australia UK and Canada (NCTB, 2012). For establishing a new curriculum the curriculum specialists of SEDP draw a flowchart keeping in mind the principles of the curriculum on the basis of needs analysis. There are some principles of developing curriculum for secondary level. Those principles are emphasized on morality and human values, focused on increasing opportunities for creativity, innovation and inquisitiveness, learners will acquire skills to use modern technology. This curriculum's objectives are very clearly pointed to its motive where it will enhance learners' positive attitude towards dignity of labor, learner's skills in using target language in the classroom, skills of English language for effective communication and problem solving skills. It will increase learners' interest and make them confident, productive and creative in use of information and communication technology.

According to Diana (2012) in the field of English language teaching many countries used CLT and her study presents the overview of English language teaching in Bangladesh and history of CLT. English is a foreign language so teachers from primary and secondary levels of Bangladesh face difficulties while teaching English in the classroom. She pointed four directions for these difficulties and those four are teachers, students, the educational system and CLT itself. Teachers are eager to adopt new curriculum in the classroom, students are very shy to participate in the classroom and also communicate with the teachers and peers, the educational system also follows very old forms of grading, questioning, and not upgrading their curriculum. Lastly the CLT itself because CLT was introduced very early in Bangladesh in 2000 but without proper guidelines. Teachers know the full form of it but do not know how to apply it properly in the classroom context. English is important and must be needed in every sector such as science, technology, medical, business etc . She also mentioned five types of language teaching methods in her article and those are Grammar Translation method (GTM), Direct Method (DM), Audio lingual Method (ALM), situational language methods (SLM) and communicative language teaching (CLT). A new method was introduced to replace the old one. For example, a direct method was introduced to replace the old Grammar translation method. From all of those five methods CLT is the most effective method in terms of English language learning. CLT is used for improving students' abilities for using English in a real life context. The main purpose of CLT is to communicate meaningfully in any real life situation. In her article, she tries to find out the contributions of CLT in the EFL context of Bangladesh and also the difficulties and challenges that teachers faced while implementing CLT methods in the classroom.

Safiur and Sanaul (2015) in their paper talked about the effective implementation of CLT in Bangladesh along with other countries. Grammar translation method was adopted from the

colonization period to teach English but CLT was recently introduced in our curriculum so it creates problems for the teachers and learners as they practice GTM for so long. The CLT curriculum was introduced in Bangladesh in 2001. CLT was developed to replace audio lingual methods all over the world but in Bangladesh it was introduced to replace the old GTM method in teaching and learning context. In CLT teachers are supposed to create an environment where students can take part efficiently and communicate with each other and CLT is called new era learning because it makes the learning context more authentic for the learners. This paper pointed out some problems which make CLT failure in Bangladesh and also suggested some solutions to improve it.

Nuby (2019) in his article investigates the reason for failing CLT at secondary level of Bangladesh. He analyzed the facts that explained this from three different factors and those are pedagogical factors, contextual factors and personal factors which are the main obstacles on the way of successful implementation of CLT. The objective of CLT and the ELT curriculum does not match with each other. CLT is basically focusing on two aspects, one is “competence “ and “performance”. In Bangladesh we are following a top-down process so curriculum is given by the education ministry and textbooks are designed by the NCTB. So, teachers have no opportunity to talk about curriculum development or improvement. Most of the English teachers of Bangladesh have no clear idea about the concept of CLT. As a result they are the products of GTM and there is always a confusion about implementing CLT. The textbooks have less listening and speaking practice tasks so students have less chance to participate. For achieving more success we need to bring change in the testing and evaluation system.

We are learning English from our childhood as English is the most used language. We learn English as our second language. Mahroof(2016) in his article noticed the weak English

language practice in the primary and secondary level schools of rural areas. We learn English from our primary to tertiary level but the students of rural areas who get weak input of English at their primary and secondary level because of less facilities; they suffer most during their higher education. If the English language Competency of rural area's students are compared with the urban area's students the result will show the gap and weaker performance of them. For getting the English language competency in the rural areas, a proper English curriculum should be implemented in the primary level schools.

Habibur and Tasmia (2021) examined the needs of teaching English in post method. Our students are not able to compete with the world because of a lack of communicative skills. Teaching English in the post method can be an updated approach for teaching EFL in Bangladeshi context. Still we are using old methods in terms of learning English but this needs to be advanced to compete with the modern globalized world. Our teaching policies need to be updated and also need to apply properly in the classroom. CLT is not modified at the same time it does not have an impactful effect on the teaching learning context. CLT was introduced in the 1990's with an incomplete syllabus and in 2001 it was included in the curriculum but still we do not have proper policy or guidelines for implying CLT in the secondary and higher secondary level.

Ali and Walker(2014) in their article talked about the problems that make the ELT poor especially in the rural context. As English is a foreign language and it is included in our curriculum so it should be fit in our socio-cultural context . A proper policy can improve the teaching and learning aspects and it should be made by different stakeholders based on the socio-cultural and economic situation of Bangladesh. As a learner students start learning English from a very early age but as in Bangladesh there are three streams of education so the input of English

as language learning are not equally same in those three streams. A large number of students belong from the mainstream and Madrasa education. So, their learning of English and a student from an English medium is not the same. This article pointed out the necessity of ELT policy for teaching and learning English in all socio-cultural context especially for the rural context.

Ali (2010) in his article talked about the transformation of English language teaching (ELT) curriculum. This curriculum is planned by focusing on three questions: (i) what to teach, (ii) how to teach, (iii) how to evaluate. But these questions are mixing with each other because we are not analyzing the needs of the learners but we are focused either on syllabus design or methodology. Our curriculum is teacher centered where but it should be learner centered. For designing a curriculum it should analyze the learners' needs including planning teaching and evaluation. It is important that the needs analysis process be on-going because the most important information relating to the learners' 'subjective needs' can be obtained only when a language program is implemented and because the information regarding the learners' objective needs from an initial needs analysis is often 'superficial' (Nunan, 1988b).

Hoque and Sima (2019) in their article, examined the application of CLT in secondary school level for English language learning. This particular article said that practicing the CLT method for English language learning in the classroom can hardly fulfill the principles of it. From the interview and data analyses author got to know that some teachers are willing to practice CLT method for English language learning in the classroom but they cannot because of class size, time constraint, pressure of the administration to complete the syllabus in the given time also main focused of the students and parents are to obtain good score rather than effective learning. CLT is focused on use and fluency on the communication between the teachers and learners whereas the old GTM method is more focused on usage and accuracy. CLT demands the

use of target language with the authentic materials where students can connect with their real life context.

Rahmatuzzaman(2018) in his paper explained the current state of English language learning in secondary schools of Bangladesh. In Bangladesh curriculums are provided from NCTB but this article talks about the materials that we do not have proper and sufficient materials for the students and teachers by which we can imply CLT in the classroom. Our educational systems are examination oriented which mainly focus on reading and writing but there is a huge gap between exam and formal class where teachers are following the traditional approach. Our examinations are mainly dependent on the memorizing process so students mostly rely on the reference books, especially the model question one. But if we analyze our textbooks which are designed by the NCTB it is actually well designed to fulfill the goals of CLT. CLT is an authentic method where students can connect with the real life context. This article mainly talked about the effectiveness and appropriateness of using CLT in the current Context of Bangladesh.

Shurovi (2014) investigates the lack of practicing speaking and listening and reasons behind the lack are not using Communicative Language Teaching (CLT) in the classroom. CLT has been introduced in our country for twenty two years but still many students cannot utter a proper correct word because their primary focus is in reading and writing. Many students are found who are not able to speak properly but they are really good at writing and also securing good scores in the examinations. The main principle of CLT is to communicate but it fails because we cannot use CLT effectively in our teaching learning context. The system of taking examinations still follows the old one where memorizing gets more value rather than creativity.

The problem is mainly in proper guidelines, training of the teachers, willingness to teach in new methods and also the carelessness of the higher authorities.

Chowdhury(2020) talked about the problem of implying CLT in Bangladesh because of socio-cultural and economic issues in their paper. CLT has been applied all over the world for the last four decades but still we are introducing CLT for English language teaching in our country. Teachers uphold the traditional values which are actually our socio-cultural picture where teachers are allowed to talk in the classroom. Communicative language teaching method demands communication between the teachers and students but our students are playing a very inactive role in the classroom because of their cultural values. CLT demands the equal contribution of teachers and students in the classroom but in our context teachers are given the superior position to only talk in the classroom. So, this article actually pointed out some socio-cultural issues which are the barriers of implying CLT properly in the classroom.

Altasan in his article(2017) explained three problems which are the barriers of creating a syllabus. Needs analyses play an important role for Crediting a syllabus because it actually talks about the needs of the learners. According to Nunan (1988) there are two types of needs analysis one is learner analysis and another one is task analysis. Needs analysis basically describes what is the gap in a learner's background knowledge. Syllabus is an important part of a curriculum because it is a guideline for teachers and learners. A syllabus provides an idea on how a teacher should organize his teaching and learners also get to know about the contents that will be taught throughout the term. If a syllabus is designed by analyzing the needs of the learners then the learning will be effective for the target group of learners.

Abedin(2012) mainly focused on the implications of Communicative Language Teaching (CLT) in the present context of Bangladesh in his article as the curriculum is updated from old Grammar Translation Method (GTM) to CLT. The fact is yet we are not used to applying CLT properly in our schools and Colleges. The curriculum is updated from the old GTM method to CLT method but it is only the curriculum not the Implementation. It is because of practicing CLT by the disguise of GTM where the detailed rules of grammar have been taught in the classroom. A student is judged according to how grammatically correct he is. From the four learning skills reading and writing get more preference rather than listening and speaking but communication should be the ultimate goal. With the progress of time, Communicative Language Teaching gets more preference but in our country teachers like to teach in old GTM because they are not well trained and also not willing to adopt new policy.

Alam (2018) described the challenges in implementing CLT at secondary schools in rural areas of Bangladesh. CLT textbooks are produced by the NCTB in Bangladesh for implementing CLT in secondary and higher secondary level schools, colleges and madrasas to improve learners' communicative competence. For developing different skills of a learner in a target language CLT has an important role. Communicative competence not only corrects grammatical error free statements but also improves the use of target language in real world context. One of the main principles of CLT is to ensure the application of target language in practical situations by the learners. Challenges that faced to implementing CLT successfully in Bangladesh that the textbooks are not revised every year. A textbook should contain four skills So that students get to know about four different skills at their early education. A rural school should get necessary resources like audio visual classroom, language club etc for implementing CLT. This article also mentioned the common problem of rural area schools and colleges that is the classroom size. An

English classroom should not consist of more than 35-40 students so that every student gets a chance to participate in the classroom.

With the progress of globalization English is also spreading rapidly and Bangladesh is also part of this transformation. In the field of ELT the Bangladeshi curriculum adopted CLT from GTM (Ahmed, 2012). It is a matter of concern that our curriculum is lacking in English language teaching (ELT) which is not sufficient while considering the demands of the time in this globalized world. English language teaching and learning in Bangladesh has historical context and from the British colonial period English was needed to communicate for business, education, technology and social interaction. After independence English was needed for connecting globally. This study evaluated the real practice of CLT, how teachers perform in the classroom and also how learners respond in CLT classroom. This article also pointed out how much the textbooks are effective for implementing CLT successfully, why learners fail to communicate in target language in the classroom and also suggests some solutions to remove those barriers. This article also suggested some techniques to apply CLT in the classroom, for example English video games, documentaries, movies for developing learners' listening skills. Learning should not depend upon only textbooks for improving reading skills. Writing skills can be improved if they practice writing by illustrating pictures, daily activities.

English is used in Asia and Africa as a second language or foreign language and CLT is used for teaching English language curriculum effectively (Rahman, 2018). In this study, he pointed out the mismatch between policy makers and reality in terms of applying those policies for effective outcome of CLT. CLT is not appropriate in Asian contexts according to some researchers because of the socio-cultural context and huge class size as a result CLT failed in this region. The success of CLT in the classroom mostly depends on the teachers' beliefs and that

belief influences them to use CLT to engage students with communicative learning. But as teachers are weak to find new techniques to engage students in the classroom they want to go back to old methods. An effective CLT is not only a problem of Bangladesh but it is actually problematic for this Asian region including Malaysia, Japan, Taiwan etc countries.

After 21 years of introducing CLT in Bangladesh still we are not able to get effective results from it. The scenario of rural areas is worse because of lack of exposure to target language, teachers are allowed to only talk in the class rather than two way communication (Nuby, 2020). A student is graded only by his writing but communicative skills demand listening and speaking too. Non-native speakers are using English as their second language or foreign language (ESL or EFL). In Bangladesh we are learning English from a very early age and spend twelve years in school and college to improve our skills. After spending so many years most of the students are not able to use English in practical situations. This problem is mostly seen in rural area students rather than urban area students. Here we get the comparison between the rural and urban area. For learning a second language or foreign language it is instructed that the instructions must be given in the target language. But here in Bangladesh we do not use English as a medium of instruction but we learn English as a subject. Teachers give instructions in their native language to make students understand. Both teachers and students are not willing to communicate in English because their primary concern is to pass the exam. As he mentioned earlier, a student is graded by writing only if other macro skills like listening and speaking are not tested. In some research papers it is mentioned that GTM is the main reason for failing CLT but now the teachers are neither using GTM nor CLT properly. As a result students are not learning proper grammar that is offered by GTM nor communicative competence that is offered by CLT. A survey shows the results that in most of the public examinations students fail in

English compared to other subjects because that 12 years of learning English has no impact in real life or practical situations.

Chapter III

Methodology

Research Approach:

Based on the research topic, the methodology of this study will be the Qualitative method where it will mainly focus on the National curriculum of 2012 and the policy of teaching method for getting maximum outcomes. In the Qualitative method research, data will be collected and analyzed from non numerical data for example; text, video and audio to understand structure, concept and opinion (Silverman, 2020). For this qualitative research "Bangladesh National Curriculum 2012" will be analyzed very carefully and data will be collected from this curriculum. Also this research will investigate different scholar's articles regarding curriculum and implementations of it. In this research, an Empirical study of existing literature will be done where the results of those study will work as "verified evidence" (Flynn,1990). Research question 1 will discuss the policy of English Language Learning of secondary level in Bangladesh, research question 2 will find out the problems and barriers of implementing the policy that are mentioned in different articles of the scholars and research question 3 will identify the gap between the policy and practices. Settings of this study will be from the secondary school level of Bangladesh. Data will be collected from the curriculum and scholar's articles. I will use the Curriculum of 2012 as my data about policy and the existing literature will help me to find out the gaps between policy and practices. According to the findings some recommendations will be provided to solve this problem and to get an impactful learning.

Chapter-IV

Findings

English is most needed for communication in the global world. The approaches to teaching English and its objectives are modified because of rapid changes over the past two decades in Bangladesh. English is needed for trade, job market, higher education in this globalized world. We use English as our second language and the main purpose of learning English is to communicate effectively in real life situations. With the vision of 2021 the role of English as a foreign language is to groom the students as human resources for digitized society. According to the National Education Policy 2010 the English curriculum is designed in the light of general objectives where we learn English as a foreign language. This new curriculum of 2012 suggests a communicative language teaching CLT approach like the earlier curriculum where it emphasizes on the four language skills. In the CLT approach it mainly forecast on learning by doing process. Grammar is taught by the structural and functional aspects where it presents the systematic and graded way within contexts and grammar is not to be taught explicitly (NCTB, 2012). So basically CLT replaces the old practiced Grammar Translation Method (GTM) considering the ground realities. The new curriculum of 2012 suggests presentation on grammar points within the real life context. The level of difficulties will increase according to the class. This curriculum proposed some guidelines for implementing CLT effectively in the classroom where it mentioned that audio visual materials should be available to the students in classrooms. A teacher should give equal importance to all four language skills. In this curriculum it is also mentioned that the ratio of student teachers is a very important factor in the CLT approach. Interaction between teacher and student in the classroom is most needed in the CLT method. CLT was developed to replace audio lingual methods all over the world but in Bangladesh it was

introduced to replace old GTM method in teaching and learning context. In CLT teachers are supposed to create an environment where students can take part efficiently and communicate with each other and CLT is called new era learning because it makes the learning context more authentic for the learners (Safiur, 2015). Grammar translation method was adopted from the colonization period to teach English but CLT was recently introduced in our curriculum so it creates problems for the teachers and learners as they practice GTM for so long. The CLT curriculum was introduced in Bangladesh in 2001 but in 2012, the new curriculum gave proper guidelines for implementing CLT in the classroom. Now in 2022, the existing literature still points out that the objectives of CLT are not achieved after having the proper guidelines because there are not enough monitoring systems in the classroom. Classes are still teacher centric where teachers are at the supreme position and students are allowed to listen and follow the instructions only.

The new curriculum describes teaching- learning strategies and techniques very clearly and it pointed out that learning outcomes depend mainly on two things. One is the teacher's active cooperation in the classroom and another one is implementation of appropriate teaching-learning methods by the teacher. For effective learning teachers should cooperate with the learners and learner's participation is very important for the effective teaching-learning process. In the teaching process teacher's roles are very important because their positive attitude towards learners encourages the learners to participate in the classroom effectively. Learners can participate in the classroom physically or mentally. So the teacher-student relation should be very friendly so that students can share or discuss different problems with the teacher without any hesitation. This relation will be established by affection, respect and cordiality. Teacher's attitude towards a learner will always be cooperative and he has to believe that all students have

the ability to learn. The relationship between a teacher and students will be formed by communication and that is why it was included in the curriculum that in the secondary level of education program the teaching method will be communicative language teaching (CLT). The main objective of CLT demands communication between the teachers and students. Many teachers are willing to practice the CLT method for English language learning in the classroom (Hoque, 2019). They want to create a cooperative educational environment in the classroom. They are not able to control the class because of the class size. In the curriculum it is written that teachers should be cooperative and it gives proper guidelines but most of the secondary schools have huge numbers of students in one class. So after having the willingness to use the CLT method in the classroom most of the teachers failed to apply it because of the class size. CLT demands teachers-students communication but if each student cannot communicate with the teacher properly then the objectives of CLT are completely failed. So, teachers need to use the old method and they are the one who only give instructions to the students and students will listen to the instructions and do according to the instructions.

In the teaching-learning strategies and techniques it includes appropriate teaching learning methodology or techniques which actually focus on the appropriate use of quality textbooks and other teaching aids. We do not have sufficient materials except text books in the secondary level to teach CLT properly (Rahmatuzzaman, 2018). In the secondary level for English Paper -1 we have guidelines from NCTB. It includes macro skills of language which have different objectives. As the secondary level of Bangladesh is divided into two parts; lower secondary and secondary so, the objectives are a little bit different for these two stages. For listening macro skills the objectives of lower secondary level are, students will be able to follow instructions, commands, request, announcements and act accordingly; recognize English sounds;

recognize word stress and stress on words in sentence; understand and enjoy stories, poems and other texts. In the secondary level class 9- 10 the listening part is divided into two parts. one is teacher's activities and another one is students activities where teacher speaks and asks questions and students respond according to the question and instructions. The objectives of speaking in lower secondary level (class 6 to 8) students will be able to use English sounds appropriately. They will talk about people, places and familiar objects in short and simple sentences, participate in short dialogues and conversation about family are topics they will interact with teacher and peers in target language. Speaking objective in secondary level is they will communicate in the class in target language there are 10 Marks in speaking task. Students will be able to speak in acceptable English with understandable pronunciation. Teacher talking time (TTT) will be less than students talking time. The interaction can be between teacher- student and students- students. In lower secondary level reading objectives are students will be able to read aloud text with proper pronunciation, stress and intonation; read and understand written instructions and understand text materials; lookup words in dictionary reading objectives of secondary level is students will be able to scan , skim and interacting with students and teachers; making dialogues; asking and answering questions taking part in group discussions. The lower secondary level students will fulfill the objectives of writing by writing questions and answers, short paragraphs, short essays, simple formal informal letters and punctuation marks. For writing, secondary level students initiate ideas and prepare through thinking brainstorming discussions imaginations and observation and produce writing individually in pairs and in groups there will be no memorization. Writing will be based on creativity. These objectives of four macro skills of language are included in NCTB's books but there are no additional materials except text books for the students. As a result students are dependent on books from different publications. Those

books are following the previous method which is completely opposite of CLT but follow the memorization process. So, we do not have sufficient materials except NCTB textbooks for our education program.

The main principle of CLT is to communicate but it fails because we cannot use CLT effectively in our teaching learning context. The system of taking examinations still follows the old one where memorizing gets more value rather than creativity. The problem is mainly in not following the guidelines properly, training of the teachers, willingness to teach in new methods and also the carelessness of the higher authorities. CLT has been applied all over the world for the last four decades but still we are introducing CLT for English language teaching in our country. Teachers uphold the traditional values which are actually our socio-cultural picture where teachers are allowed to talk in the classroom. Communicative language teaching method demands communication between the teachers and students but our students are playing a very inactive role in the classroom because of their cultural values. CLT demands the equal contribution of teachers and students in the classroom. A student is judged according to how grammatically correct he is. From the four learning skills reading and writing get more preference rather than listening and speaking but communication should be the ultimate goal. With the progress of time, Communicative Language Teaching gets more preference but in our country teachers like to teach in old GTM because they are not well trained and also not willing to adopt new policy. The curriculum of English Language Teaching (ELT) is developed by focusing on three questions: (i) what to teach, (ii) how to teach, (iii) how to evaluate (Ali, 2010). But these questions are mixing with each other because we are not analyzing the needs of the learners but we are focused either on syllabus design or methodology. New curriculum of 2012 also gave the guideline for assessment. Assessment is much needed in educational programs

because it measures a learner's achievement from a certain teaching learning activities. There are two types of assessment, one is formative assessment and another one is summative assessment. Formative assessment is when we assess learners during a lesson but summative assessment is taken at the end of semester terms or any board exam. Both assessments are very effective for a learner because by formative assessment he can observe his achievements or progress and according to that you can prepare himself for the summative assessment. In the curriculum policy it is mentioned that formative assessment can be done by class work, homework, investigation work and class test. Summative assessment will help students to get promotion to the next class. Questions of the terminal and public examination will mainly follow the creative question pattern and teacher will follow the guideline properly. Questions should be designed in such a way where students can apply their creative methods to answer those questions. There will be no question of memorizing. If a teacher follows the guidelines of the curriculum to make a question he needs to consider some instructions. A question should consist of four thinking skills such as cognition 40%, comprehension 30%, application 20% and higher skills 10% (NCTB, 2012). Non-native speakers are using English as their second language or foreign language (ESL or EFL). Main focus of the students and parents is to obtain a good score rather than effective learning. CLT is focused on use and fluency in the communication between the teachers and learners. The educational system also follows a very old form of grading, question patterns, so a student is graded only by his writing but communicative skills demand listening and speaking too. After getting the clear guideline for grading system and question pattern teachers are following old policy.

Discussion

Under the full guidance of NCTB the new curriculum is developed for secondary level. In this new curriculum it includes national level curriculum experts, subject specialist, educationist, teacher educator and experienced classroom teacher (NCTB, 2012). This new curriculum was developed considering different stages where it also analyzed the national education policy of 2010. The different stages of the new curriculum are needs analysis where it means the forecast on the learners need according to the society, national and international context; curriculum framework; subject-wise curriculum; coordination and assimilation of curriculum approval of NCCC. Secondary level is a very important level in any education program. Here learners' needs should be considered. Curriculum specialists divided the secondary level in the new curriculum in two different parts. From class 6 to 8 they considered it as lower secondary level and class 9-10 as the secondary level.

The new curriculum went through the rational evaluation of the previous curriculum and for an effective curriculum it evaluated the faults and deficiencies of the old curriculum. Research is another important thing which helped to develop this new curriculum. Curriculum specialists conducted a research entitled "Secondary level curriculum evolution and need analysis study 2010" to identify the strength and weakness of the existing curriculum, challenges for implementing that curriculum with the new syllabus and needs of the learners. Education policy tried to meet a new curriculum for all the streams of education (mainstream, madrasa and English medium). As the needs of the globalized context change, this new curriculum should raise its standard according to the contemporary world. So, the curriculum specialist reviewed curriculums of some countries such as India's Sri Lanka Malaysia Singapore Australia UK and Canada (NCTB, 2012). For establishing a new curriculum the curriculum specialists of SESDP

draw a flowchart keeping in mind the principles of the curriculum on the basis of needs analysis. There are some principles of developing curriculum for secondary level. Those principles are emphasized on morality and human values, focused on increasing opportunities for creativity, innovation and inquisitiveness, learners will acquire skills to use modern technology. The learning will enhance the real life experience and learners will be able to use the skills in real life situations. This new curriculum will offer learners realistic and applied education based on theoretical knowledge which will make learners proper human resources as the needs of the globalized world. A flowchart was drawn by the curriculum specialists considering the education policy of 2010. In that flowchart they draw some streams for the learners where some of them will go for vocational streams and some will go for higher education after completing 2 years in their secondary level. Actually they draw a picture for the learner that how learning will incorporate the different levels of knowledge and skills. This was a draft framework where they considered general objectives of education, aims, subject-wise marks, length of class periods etc. Subject-wise curriculum was developed by a committee of 8 members under the ministry of education where the committee divided into 3 different groups. This new curriculum introduced an identical and unitary curriculum for all education streams up to class 8. In the textbooks Small Ethnic groups culture and language are included, many burning issues like climate change, autism etc are included. This new curriculum emphasizes moral learning, cooperative learning and life-oriented education.

We learn English from our primary to tertiary level but the students of rural areas who get weak input of English at their primary and secondary level because of less facilities; they suffer most during their higher education. If the English language Competency of rural area's students are compared with the urban area's students the result will show the gap and weaker performance

of them (Mahroof, 2016). The new Curriculum of 2012 is re-established for all streams (main streams, madrasa and English medium) students over the country. There is a very clear guideline for the teaching-learning approach but for getting the English language competency in the rural areas, a proper English curriculum should be implemented in the primary level schools. As English is a foreign language and it is included in our curriculum so it should be fit in our socio-cultural context . A proper policy can improve the teaching and learning aspects and it should be made by different stakeholders based on the socio-cultural and economic situation of Bangladesh. As a learner students start learning English from a very early age but as in Bangladesh there are three streams of education so the input of English as language learning are not equally same in those three streams. A large number of students belong from the mainstream and Madrasa education. So, their learning of English and a student from an English medium is not the same.

The curriculum of 2012 has aims and objectives for getting maximum outcomes from teaching- learning context. This curriculum is more focused on developing social and moral qualities of the learners and they will be knowledgeable, skilled, rational and creative. The new curriculum will help learners to develop creativity, imagination and inquisitiveness and use their potential and talent for real life education. Not only the creativeness or inquisitiveness it will include human qualities such as moral values, tolerance discipline, sales confidence, honesty, respect for others and sense of Justice. This curriculum's objectives are very clearly pointed to its motive where it will enhance learners' positive attitude towards dignity of labor, learner's skills in using target language in the classroom, skills of English language for effective communication and problem solving skills. It will increase learners' interest and make them confident, productive and creative in use of information and communication technology (NCTB, 2012). The

curriculum of secondary level education programs gave proper guidelines for the learners knowledge, skills and attitude.

For ensuring learning learners participation is very important in the teaching learning process. We cannot concentrate on single work for a long time so according to many studies, the duration of concentration for children between the ages of 12 to 16 is 8 to 10 minutes (NCTB, 2012). This concentration level is also dependent on the activities. If the activities are attractive or pleasurable, children can hold their concentration for a long time. Teachers can draw learners attention by many activities like group work, drawing, debate, role play, demonstration, practical work etc. Teachers should always consider that every learner is unique, so their proficiency level is also different from each other. If necessary cooperation can be provided to the learners according to individual needs, learning becomes easy. Learners can achieve new knowledge, skills and values and on the basis of known experience, knowledge and skills. New knowledge should be presented in a way so that learners can relate that knowledge with their previous knowledge and own life comprehension and examples. In this new curriculum it is said that learners should learn through understanding and they should video their memorization process without understanding. If a learner learns by his understanding rather than memorizing it will be more helpful to solve any problem independently. So, importance should be given to learning by understanding rather than memorization. Along with understanding if a learner practices more it will make learning long lasting. For ensuring learners participation in the class and his learning; teacher's positive attitude towards the learner is very important in education. Teachers' negative attitude towards learners can de-motivate them and can have a mental impact also. Teachers should not use derogatory language in the classroom.

There are some methods that can be applied for class activities. Group based cooperative method is considered as the most successful teaching- learning activity where learners of the same age or same stage work together. Here the teacher plays important roles but indirectly. Through these group based cooperative activities it increases not only learner's knowledge and skills but also human qualities such as leadership, mutual understanding, discipline and tolerance. A group can be formed in different ways where they can have equal or mixed abilities. If there are participants from mixed abilities in a group, learners can have more facilities. But making groups for each and every subject can be more time consuming. So, a class teacher will form groups and if necessary the group can be re-formed every month. Teachers will teach students by collaborating learning and each group will have a maximum 6 to 10 members and name. This curriculum has also guidelines for the sitting arrangements for group works. Students in a group should sit around a table in a circle so that everyone can see each other. Classroom furniture should be arranged at the beginning of the class so that, for group activities time can be consumed and no time should be spent for rearing furniture. There are some purposes of group work. At the beginning of the group work the teacher will give clear instructions. As the group work develops their leadership skills, the teacher will nominate one student to work as a team leader and everyone will get this chance in turn. Students will discuss the given task with their group members and listen to each and everyone. None will impose their own opinion on others. If the group members cannot come to the same opinion the team leader will ask for teacher's help. If there is any weak participant in the group, the teacher will ask another member to help him and this process is called peer- learning. Teacher will move around the class and monitor the progress of the group activities.

The new curriculum of 2012 pointed out some reasons of failing the old method. The question and answer method was used. This method can be useful for a learner if it applied properly. A teacher can ask student questions for different reason such as measuring learning outcomes, questions for learning, analyzing in special activity etc. After analyzing or reinvesting the outcomes of this method is not that much fruitful. A class is consisting of many students if questions are asked to an individual only he or she will be active but this session will be very in attentive for the other students. Teacher need to plan the questions such a way so that he can address everyone and whole class can engage for giving the answers. In the old practiced method learning was more focused on memorization but in this new curriculum it tries to bring up the creativity of the students so, sometime should be given for thinking to the students for a particular task. This curriculum also give how learner should act in the classroom. While answering the question learners should maintain the discipline. If someone knows the answer he/she should raise hand. In the guideline what types of questions should ask to the learners are also mention in this new curriculum. In different classes there are different kinds of students. Their proficiency level are not same. So language that are used in the classroom or for question session should be easy and suitable according to the class level and their proficiency level. As the curriculum is modified so the question pattern should be modified also. Previously the questions are asked with why/ what/ how but now question should ask for explanation, analyze, reason, compare so that student can use their pretty thoughts to answer those questions. If necessary teacher can discuss the answer or the subject topic in between the question answer session while doing the classroom activity.

The curriculum of 2012 also suggested a Communicate Language Teaching (CLT) approach which basically focused on four languages skills. There are some general instructions

for writers of textbooks. This curriculum also divided the secondary level into two parts from class 6 to 8 lower secondary level and 9-10 secondary level. Some guidelines for textbooks of both secondary levels are that textbooks should reflect social and moral values, liberation war, issues on gender, culture, color, race, religion etc. Topics should be interesting, realistic and suitable for learners' age and cognitive level (NCTB, 2012). Instructions should be simple and brief and the text should be authentic. There should be variety in activities which will address four language skills. There should be dialogues in the textbook where students can practice social interaction. Grammar items should be added in context. New vocabulary should be introduced in each level and previous vocabulary should be revised. Textbooks should be attractive and eye-catching so that students do not feel monotonous during reading textbooks. There will be an indication for completing a lesson how many classes should be needed. For class 9 and 10 that text books will create opportunities for sound and pronunciation practice as through listening texts with tasks(NCTB, 2012). In class 9 and 10 there are textbooks for English paper. All grammar items should be contextualized and the language points focused in the lessons of paper One book. So, there are proper instructions for writing text books in this curriculum.

Recommendations

1. Higher authority should monitor the secondary level classes for implementing the curriculum policy properly.
2. As the classroom size is huge in secondary level schools but there is no conditions written in the curriculum about classroom size. For implementing CLT properly in the classroom for English Language Teaching the class should consist of maximum 30-35 students and this should be included must in the policy.
3. As the learners are from different background so their needs are different. It is depended on social context and their proficiency level. In the curriculum policy learner's needs analysis is mentioned. So, a teacher should first identify his learners need and teach them according to their requirements.
4. In the curriculum there are mentioned many formative assessments patterns. Students can be assessed by different pair works and group works along with homework and class work. it will build their communicative competence.
5. For the successful implementations of the policy, representative from education ministry will observe different English classes without notifying the school authority. So, the school will have liability to follow the curriculum policy properly.

Limitations

In this study, there are some limitations. Those limitations are mentioned bellow:-

1. As in this research I just focused on the curriculum policy and existing literature but if I could interview someone from the committee of the Secondary Education Sector Development Project

(SESDP) then I will be able to find actual reasons about why high authority do not monitor the activities of secondary level schools.

2. If I could observe different classroom for English Language Teaching and in class activities my research would be more enriched.

I will consider these issues for my further study and try to overcome these limitations.

Conclusion

Under the full guidance of NCTB the new curriculum is developed for secondary level. In this new curriculum it includes national level curriculum experts, subject specialist, educationist, teacher educator and experienced classroom teacher (NCTB, 2012). The curriculum of 2012 has aims and objectives for getting maximum outcomes from teaching- learning context. This curriculum is more focused on developing social and moral qualities of the learners and they will be knowledgeable, skilled, rational and creative. The new curriculum will help learners to develop creativity, imagination and inquisitiveness and use their potential and talent for real life education. This new curriculum of 2012 suggests a communicative language teaching CLT approach like the earlier curriculum where it emphasizes on the four language skills. In the CLT approach it mainly forecasts learning by doing process. Grammar is taught by the structural and functional aspects where it presents the systematic and graded way within contexts and grammar is not to be taught explicitly. The Communicative Language Teaching method applied at secondary school level of Bangladesh opens great opportunities for the students to improve their language skills. The implications of Communicative Language Teaching (CLT) in the present context of Bangladesh as the curriculum is updated from old Grammar Translation Method (GTM) to CLT. But the real scenario is quite different from that as we are not trained enough to imply CLT in the classroom context. A proper policy can improve the teaching and learning aspects and it should be made by different stakeholders based on the socio-cultural and economic situation of Bangladesh. The curriculum gives the proper policy to improve English Language teaching at the secondary level. As a learner students start learning English from a very early age but as in Bangladesh there are three streams of education so the input of English as language learning are not equally same in those three streams. Syllabus is an important part of a

curriculum because it is a guideline for teachers and learners. A syllabus provides an idea on how a teacher should organize his teaching and learners also get to know about the contents that will be taught throughout the term. For implementing CLT in our context we do not have proper guidelines and our syllabus is not well designed. The main problems are our classroom size, limited time to complete the syllabus, teachers are not well trained, our socio-cultural context where only teachers have the authority to speak in the classroom. Our learning is examination based and we are judged only by the score of the examination. We are practicing CLT by the disguise of GTM where the detailed rules of grammar have been taught in the classroom. After getting the proper policy about teaching-learning activities and teaching methods it is not effective because there is no proper monitoring system from the higher authority and there are no guidelines for classroom size in the policy. Teaching systems can be changed according to the learners' needs. If we can overcome those gaps there will be no opportunity of failing implementing policy in the practices.

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