

**FACTORS AFFECTING TEACHERS'
IMPLEMENTATION OF COMMUNICATIVE
LANGUAGE CURRICULUM IN BANGLADESH**

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LANGUAGE CURRICULUM IN BANGLADESH**

by

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LIST OF ABBREVIATION

| | |
|------|-----------------------------------|
| NCTB | National Curriculum and Textbook |
| MOE | Ministry of Education |
| EL | English Language |
| EFL | English as a Foreign Language |
| ESL | English as a second Language |
| ELT | English Language Teaching |
| CLT | Communicative Language Teaching |
| GTM | Grammar Translation Method |
| PD | Professional Development |
| IPS | Institute of Postgraduate Studies |
| USM | Universiti Sains Malaysia |
| EiA | English in Action |
| SSC | Secondary School Certificate |

FAKTOR-FAKTOR YANG MEMPENGARUHI PELAKSANAAN KURIKULUM KOMUNIKATIF OLEH GURU DI BANGLADESH

ABSTRAK

Kajian ini memfokuskan faktor terpilih yang mempengaruhi guru dalam pelaksanaan kurikulum pengajaran bahasa komunikatif NCTB di sekolah menengah di Bangladesh. Kajian ini memfokuskan faktor yang mencabar guru dalam pelaksanaan CLT di kalangan guru di dalam kelas bahasa Inggeris pada tahap menengah. Kajian kualitatif ini mengambil pendekatan fenomenologi meneroka bagaimana guru mengalami fenomena tersebut. Empat buah sekolah dipilih dari Dhaka, ibukota Bangladesh untuk dikaji. Lapan peserta dipilih khas dari sekolah di kawasan bandar. Temu bual berstruktur, pemerhatian dan analisis dokumen kurikulum, penilaian, dan bahan pengajaran digunakan sebagai instrumen bagi pengumpulan data. Pendekatan tematik digunakan untuk menganalisis dan mempersembahkan hasil kajian. Hasil kajian menunjukkan bahawa transformasi daripada GTM ke CLT diperlukan untuk memberi pandangan positif tentang faktor yang membawa perubahan tetapi pada realitinya ini tidak berjaya. Banyak faktor seperti keperluan guru dalam kelas, ketidakpadanan silibus pengajaran dan bahan pengajaran dengan penilaian, kekurangan kelengkapan dalam kelas, kualiti kemudahan untuk perkembangan guru mencabar guru dalam pelaksanaan CLT seperti yang dikehendaki di dalam kelas. Kajian ini memberi beberapa cadangan penambahbaikan untuk memastikan implementasi efektif kurikulum pengajaran bahasa komunikatif. Antara cadangan tersebut ialah perkembangan kurikulum berdasarkan keperluan guru, penambaan sistem penilaian, penyediaan bantuan teknologi dalam pengimplemantasian bahan pengajaran, kaedah pengajaran berintegrasi CLT dan GTM, proses baru

pengambilan guru dan perkembangan profesional guru. Penyelidikan susulan untuk masalah ini juga dicadangkan berdasarkan faktor lain dan kepentingan pemegang taruh termasuk guru.

**FACTORS AFFECTING TEACHERS' IMPLEMENTATION OF
COMMUNICATIVE LANGUAGE TEACHING CURRICULUM IN
BANGLADESH**

ABSTRACT

This study focuses on the selected factors affecting teachers' implementation of the NCTB's Communicative Language Teaching (CLT) curriculum in secondary schools in Bangladesh. The study aims to reveal the factors that challenge teachers' implementation of CLT in the English classrooms in secondary level. The study is qualitative in nature and adopted phenomenology approach to explore how teachers experience the phenomenon. Four schools were chosen from Dhaka, the capital of the country. Eight (8) participants were chosen from urban schools. Semi-structured interview, observation and document analysis of curriculum, assessment, and teaching materials were the instrument of data collection. Multiple data collection instruments were used to establish the data triangulation and credibility of research. A thematic approach of data analysis and presentation was adopted for the study. The finding of the study suggests that the shift from traditional Grammar Translation Method (GTM) to CLT was needed for a positive outlook of all the selected factors in the context of change; however, this did not happen. Numerous factors such as, needs of classroom teachers, complexities regarding the mismatch of teaching syllabus and material with assessment, unequipped classrooms, and quality of teacher development facilities have challenged teachers to implement CLT as it was intended in the classroom. The study suggests some recommendations to ensure effective implementation of the CLT's curriculum. The recommendations are curriculum development based on the teachers' needs, revising the

assessment system, providing technological assistance to the curriculum materials' implementation in the classroom, eclectic approach of teaching blending CLT and GTM, new teachers' recruitment process and professional development for the teachers. Future research on the problem is also recommended based on the other factors and stakeholders, including teachers.

CHAPTER 1 - INTRODUCTION

1.1 Introduction

The key features of any education system are its flexibility and adaptability to changes, innovations and reform. New needs, approaches and problems are highly common; therefore, progressive educational changes are inevitable in the education field. A curriculum does not only deal with a set of instructions on a larger scale, but it also encounters other separate issues that are related to education such as administrative matters, human and material resources as well as the infrastructural condition of an educational context (Fullan, 1991). However, curriculum reform is often characterised as cyclical; and thus, there it may arise a new problem due to the adaptation of new measures that could be more complex than the earlier one (Hamida, 2004).

As Richards (1984) described, the idea of a formal language curriculum in the history of language teaching is comparatively new. Even four decades ago, there was no formal structure of language curriculum other than the selection and gradation of linguistics contents for English language teaching courses (Richards, 2006). It is not until recently that educators have started thinking about this issue. For the last three decades around the world, the English language teaching has witnessed its curriculum changed due to the introduction of Communicative Language Teaching (CLT) approach (Humphries & Burns, 2015). In 1997, the English curriculum in Bangladesh also faced a similar significant change when CLT was introduced in Bangladesh formally by English Language Teaching Improvement Project (ELTIP) (Islam, 2015), replacing the old Grammar Translation Method (GTM). However, ever since the change, the curriculum went through several revisions in different years (see MoE, 2012).

However, changing solely a curriculum by including CLT does not ensure improvement in learners' communicative competence (Littlewood, 2007). At the same time, the hindrance or challenges to the implementation of the curriculum are equally important to consider (Fullan 1982; 2007). Moreover, teachers are the key agents in the implementation of any curriculum change as they are referred to as the "source of change" and "implementers" by Fullan (2007) and Wang (2008), respectively. Within the implementation of a curriculum change, teachers' roles are among the most crucial factors to bear in mind (Alwan, 2006, Fullan, 1992, 2000; Hamida, 2004; Stockwell, 2015). Hence, teachers' related problems were responsible in the implementation of CLT in the classroom. This study however, investigates how teacher related factors are affecting the implementation of CLT curriculum in the context of secondary level in Bangladesh.

1.2 Background of the Study

Globally, especially among the non-native English speaking countries, English language learning is at its zenith in last three decades. As Richards (2006) stated,

“the ever-growing need for excellent communication skills in English has created a huge demand for English teaching around the world, as millions of people today want to improve their command in English or ensure that their children achieve a good command of English” (p. 5).

In Bangladesh, the Ministry of Education (MoE) is the sole responsible body in maintaining the overall education system and carrying out operations such as the three tiers of education e.g. Primary, secondary and higher secondary. On the other hand, NCTB (National Curriculum and Textbook Board), an operational wing of the

Ministry of Education, responsible for implementing curriculum, research and training of teaching of second language and monitoring (MoE, 2012).

Bangladesh is one of largest populations in the world comprising of over 17 million children who learn English as a second or foreign language (Hamid & Honan, 2012). In 2015, 1.79 million students passed their Secondary School Certificate and entered the Higher Secondary level colleges (Daily Star, 2015). The effort of including CLT into curriculum was made in 1997 by MoE acknowledging the significance of learners' communication in English in the world of globalisation. In order to attain the goal of adapting CLT in the curriculum in the education sector, the government of Bangladesh spent a huge sum of money. For instance, the annual budget in 2015, 14502 cr. of Taka have been sanctioned to Primary and Mass Education. This was proven when USD 50\$ million English in Action (EiA) teacher training project was initiated to bring changes in English textbooks, teachers' training from the year of 2007 to 2017 (Hamid & Erling, 2016).

Since the last two decades, several changes were further made to the English language curriculum in Bangladesh, mostly to change the language teaching approach entirely from GTM to CLT (Rahman, 2015). However, ever since the inception of the new curriculum, the overall standard of the English language education is declining (Huda, 2013). As a consequence, Rahman (2010) argued that students' incompetence in English often lead to their insecurity when it comes to continuing their studies to a higher level of education. As Hamid and Honan (2012) pointed out, the reality of the context for most Bangladeshi students is that although the ability to use English is socially desirable, but students with poor English are denied access to higher education in the public sector.

In 1997, the CLT curriculum was first introduced in Bangladesh's secondary schools by MoE with the aid of UK Department for International Development (UKDFID) (Mondol, 2012). This was seen as a reasonable move considering its purpose in developing learners' communicative ability and its great success in doing so in the past. In 2010, based on the education policy at that time, the policy makers decided to keep CLT as its methodological policy in the curriculum and special attention was given to communicative ability among learners. (NCTB, 2012).

1.2.1 Brief History of English Language Teaching

The English language teaching and learning in Bangladesh were first based on the traditional GTM approach and structural syllabus. The history of English language learning dated back to the British colonial period whereby it was taught as a foreign language. Its use as a second language was also acknowledged but not evident. Therefore, in order to determine between these contexts, McArthur (1996) localized Bangladesh in the ESL territory but the English-speaking context of Bangladesh still functions as both, a second and foreign language. However, despite its monolingual character, the Bangladesh government has mandated English as their second language through the implementation of curriculum (Ministry of Education, 2010).

1.2.2 Status of English in Independent Bangladesh

English language teaching in Bangladesh witnessed inconsistency throughout its whole journey up to the present day. Consequently, it has impacted the teaching of English in the country. Without one state language, no nation can remain tied up solidly together and function" (Hamid, 2011, p. 194). Soon after the liberation of the country, Bengali became the national language in its constitution (Banu & Sussex

2001). Bengali became the “official language” both for communication and as the medium of instruction in all state academic institutions following the amendment of the constitution in 1972 (Rahman, 2010). Hence, English lost its place as the second language after the independence and was used minimally in administrative communication during the period of colonialism (Hamid, 2011).

After the independence, one phenomenon was common among the policy makers whereby they were unsure about the status of English in the education system. In all six of the National Education Commission reports 1974, 1987, 1997, 2000, 2002, 2003 and 2010 (see. Chowdhury & Kabir, 2014), the status of English in education remained ambiguous. Whether or not English should be the official second language or should be taught as the foreign language was not clear until the first education policy report in 1974. In that report, the evaluation of English and Bengali was made and the framework for the medium of instruction was presented as the following:

- Bengali will be the medium of instruction at all the levels of education as the pupils readily understand it and it helps them in developing original thinking and imagination.
- Bengali is the compulsory language up to Class 12 or 18 years old. For higher education, particularly in the fields of science and technology, professional and vocational (education based on practical occupation), references must be written and translated from other languages into Bengali.
- The necessity of learning English is mentioned, but it should take place from Class 6. For historical reasons and the sake of reality, English will continue as a second compulsory language.

(Rahman, 2009, p. 30)

However, considering the importance of English, an assessment was made by an English Language Teaching Taskforce in 1976 to reassess the ELT policy in Bangladesh. In the report, the most prominent of these were a lack of competence in English among teachers and they are left behind of their assumed proficiency level by students (Rahman, 1988, p. 102). It came up with recommendations that:

- Compulsory English learning may start from either Class 3 or Class 4. If it starts from Class 3, training on English language teaching should also be compulsory at the Primary Teachers Training Institute.
- Short and long-term teacher training programme should be conducted for secondary school teachers in order to solve the problem of the lack of competent teachers.
- New textbooks according to the needs and capabilities of students should be prepared and introduced with a new graded syllabus.
- In order to discourage rote learning, Secondary School Certificate (SSC) and Higher Secondary Certificate (HSC) examination should be devised in order to test students' comprehension and written ability in meaningful contexts.

(Rahman, 2009, p. 32)

Several changes had been made in the curriculum innovation by the national curriculum committee, after publishing the report by the Taskforce in 1976 described above. Firstly, the recruitment of modern experts of ELT practices prepared brand-new syllabi and textbooks for all levels in the school. Secondly, it was recommended that the provision for learners to start learning English from Class 3, with a view that an earlier start would give students a better foundation. Thirdly, teachers will be

provided with adequate training on materials preparation, teaching and methodology (Rahman, 2009).

The initiatives for revising the English Language curriculum were taken by the government of Bangladesh to improve the declining proficiency level of English. Ironically, at the same time, the 1987 Bangla Implementation Act where the policy makers had decided to implement Bengali as national language and language of education (In Bangla it is named Bangla Procholon Ain) was adopted in the parliament, which according to Banu (2005), might have demotivated the zeal for English learning. Besides that, during that era, all the broadcasts were in Bangla too, posing a drastic adverse effect on the use of English (Hamid & Baldauf 2008).

However, in 1990, the government realised the importance of English language learning considering the use of English in globalization and decided to bring radical changes into the curriculum. A survey was then conducted by NCTB, as a part of the British Government Overseas Development Administration project for the development of ELT in Bangladesh. They reported as below:

- The proficiency levels of the majority of students are not at a satisfactory level as per the requirement of the existing syllabus and textbooks.
- This situation is far-reaching in non-government rural schools where more than 95% of the students in Classes 6 and 7 are not attaining the expected standards of English proficiency. More than 70% of the students in Class 6 and 80% of the students in Class 8 have very poor levels of English proficiency.
- However, these statistics are comparatively better in government schools, where 50% of the students in Class 6 and 75% of the students in Class 8 are lagging behind the supposed proficiency level.

- 80% of the trainee teachers in Teacher Training Colleges were found to be not proficient enough (scoring less than 75% in a class test) to teach English materials for Class 8, whereas they have to teach until Class 10. Most disappointingly, 25% of these trainee teachers scored less than the minimum requirement of the class test (50%).

(Rahman, 2009, p.33)

1.2.3 The Shift from Grammar Translation Method to CLT

The formal implementation of CLT through ELTIP operated from July 1997 to June 2000 (NCTB, 2012, p. 33). The key argument behind the implementation of CLT was because of the students' weakness in English. Despite the fact that they have attended school for many years, this remained to be a problem. Moreover, their lack of emphasis on the speaking and listening components in English ended up depriving them from continuing their education to a higher level due to the medium of instruction policy in higher education and consequently lowering their chances in getting stable jobs (NCTB, 2012, p. 4).

Initially, CLT was implemented simultaneously in primary and secondary schools. However, not all teachers were adequately trained from the very beginning, specifically during the period of 1990 to 1995 whereby OSSTTEB (Orientation to Secondary School Teachers for Teaching of English in Bangladesh) was first introduced. The UK-based foreign donor nation that funded these teachers' training project provided very slow selection process of English teachers that had to undergo the training and suddenly ended the program only after three years, leaving 55,000 teachers untrained on the CLT curriculum among 60,000 of them (Hamid, 2010). The

goal of the project was to modify the English curriculum, design textbooks and provide teacher training (NCTB, 2012).

Ironically, the shifting from the traditional to the CLT method was made due to the pressure of the same external body. Later on, the teacher-training project to train English language teachers in CLT continued providing training activities with funding from the government and non-government sources. ELTIP, for instance, is a UK-Bangladesh jointly funded project that was introduced "to improve the communicative competence among the learners on secondary and higher secondary education levels and to train the teachers on communicative language teaching" (NCTB, 2012, p.3 cited in Seargeant & Erling, 2011). The aim of ELTIP was to strengthen human resources that comprise of English language teachers. However, the unfortunate reality is, only 35,000 of 60,000 English teachers were trained in CLT before 2010 (Hamid 2010), which could neither complete the teachers' training nor convert the teachers from the traditional GT method and promote their awareness on CLT.

The overall passing rate in secondary and higher secondary has increased rapidly ever since CLT was introduced in the curriculum as the passing rate of English language immensely impacted the overall passing rate in secondary exam (Islam, 2015). However, despite the overall pass rate has increased due to poor assessment system (Iqbal & Wadud, 2014), the standard of English has not improved much (Hamid, 2010). The poor overall quality of the English teaching in the education system were heavily criticised in the daily newspapers by several prominent educationists. Firstly, the passing rate was said to be increasing due to the lenient grading system instructed by the Ministry of Education (Iqbal & Wadud, 2014). This also included the design of easy question papers; hence, further supported the alleged case of question paper leaking (Iqbal, 2014). Apart from that, the education system

also possesses a lack of efficient and qualified teachers (Majumder, 2014). As a result, after passing the SSC and Higher Secondary Certificate (HSC) examinations in the year 2014, approximately 80% students failed in the qualifying test for Dhaka University with only two students qualified to enrol to the Department of English (Islam, 2015).

1.2.4 The Experience of CLT in Bangladesh

According to Fullan (2007), any implementation of curriculum innovation consists of three components or dimensions, which are:

1. the conceivable use of new or revised materials
2. the possible use of new teaching approaches; and
3. the possible alteration of beliefs.

The curriculum reform from GTM to CLT brought changes in all three components in Bangladesh, thus, teachers need to adapt to the changes accordingly. Even though researchers from around the world have been questioning such blind adaptation of western approach to a language teaching method such as CLT in foreign language contexts like Asian and African countries (Campbell et al., 2005; Humphries & Burns, 2015; Kumaravadivelu, 2001, Nunan, 2003), policy makers, Ministry of Education and concerning bodies continued to design English language curriculum based on this approach in Bangladesh. However, the change from the structural syllabus to CLT in the English language curriculum was hardly found to be successful in the Bangladesh context. As noted by a host of researchers such as Abedin (2012), Chowdhury and Kabir (2014), Das et al. (2015), Hamid and Honan (2012), Rahman (2015), Ali and Walker (2014), Abedin, Mojlis and Akhter (2009), Kirkwood and Rae (2011), Chowdhury and Mustaque (2014) and Khan (2010), despite the constant effort

made by the policy makers and curriculum developers, the implementation of CLT curriculum objectives in Bangladesh, since its introduction in 1996 by MoE and the UKDFID, seemed to remain implemented in policy and curriculum documents only.

Apart from the need of qualified teachers and their support, the change of curriculum from GTM to CLT was not an easy task to implement since an overall shift in the curriculum is inevitable. It is often caused by the absence of prior investigation on possible constraints that would entail the introduction of such innovation into the curriculum. According to Ali and Walker (2014), the philosophy of language teaching, methodology and materials that teachers used in GTM for ELT were generally prescriptive grammar rules and literary pieces, for instance, poems and short stories that are written in English. However, the entire change took place when CLT was introduced into the curriculum, which eventually demanded for new syllabi and CLT-based materials for ELT to fit in with the new curriculum (Ali & Walker, 2014).

Through this transition of change, teachers are the key stakeholders (Fullan, 2007) as they were the ones responsible for implementing the curriculum through teaching. However, teachers' classroom teaching practice was not changed much by the shift as they were driven by their old classroom practices. It is because improvement was also largely determined by the teachers and their 'make-up', that means their beliefs and teaching practices (Harmer, 2007, p. 290). The way curriculum has changed from GT to CLT was, without judging the contextual constraints, not allowing the curriculum to be implemented properly (discussed in the problem statements section of this research). The quality of teachers has always been an issue that needs to be addressed (Islam, 2015; Selim & Mahbuob, 2001). Moreover, an adequate professional support for the large human resource in secondary and higher secondary teachers from urban and rural areas in order to cope up with the CLT

changes in ELT, has always been inappropriate (Hamid, 2010; Hoque, Alam & Abdullah, 2010).

1.3 Statement of Problems

The needs of the classroom teachers were not evaluated during the development of curriculum, Ali (2010) suggests that there seems to be no collaboration among policy makers with teachers in different phases of curriculum development in Bangladesh, which naturally will create complexity during the implementation. According to Ali and Walker (2014), the national ELT curriculum was designed in a top-down process in which teachers' views were not taken into consideration. Even though they were supposed to be the most important parties, it seems that they became isolated entities on whom the syllabus and the materials were imposed on.

Consequently, the curriculum lack clarity among the teachers according to Das et al. (2015), neither the English teachers nor the head teachers had clear understanding of the CLT and had mixed opinion about. According to Khan (2010) investigation on the teachers' perceptions and reports demonstrated that their understandings of language teaching had severe 'wash back' effects on the teaching practices. However, what they did not reveal is, how their clarity of CLT is impacting the implementation of the curriculum.

NCTB has asked teachers to implement CLT curriculum that was new to them without any well planned contextual analysis, what has created complexities e.g. teacher-centred approach, very limited student activities in the classroom and unfriendly teacher-student relationships to implement. In addition, Chowdhury and Ha (2008) questioned the appropriateness of CLT and its pedagogical suitability in a

completely different Eastern context such as Bangladesh, whereby the traditional and cultural approaches consist of a teacher-centred approach.

The curriculum materials and assessment were also found to be barriers in the implementation, with the listening and speaking skills remained unassessed but ironically highly emphasized in the curriculum materials (Das et al., 2015). Kirkwood (2013) pointed out was that grammatical and vocabulary selections are the key characteristics of the textbook in Bangladesh, even after the alteration of GTM to CLT. Moreover, performance descriptors and rating scales that could allow the judgment of learners' performances were not devised (Ali & Walker, 2014).

Another related problem in the implementation of CLT curriculum in Bangladesh is the teachers' professional characteristics like teachers' qualification, teaching experience, what presented a topic of debate amid researchers. Hamid (2010) endorsed the fact about low quality English language teachers and stated that the necessary pedagogical knowledge skills and experience at that time were simply inadequate to implement the CLT curriculum in classrooms. However, Power et al. (2012), who studied the English-in-Action (EiA), a nationwide training program for the primary and secondary teachers in Bangladesh, reported an insightful development in teachers' pedagogical knowledge and overall quality in recent years. Their findings were strongly, challenged by Anwaruddin (2016). He claims, the EIA program reports are studied by their own researchers who are involved with the training program to observe the change in teachers. Therefore, their studies explain the improvement in secondary teachers need further investigation by independent researchers who are not related with the program, to avoid any biases.

Apart from that, ever since CLT was included in the curriculum, teachers are facing problems concerning the professional support that they need. It includes lack of

regular training facilities, ineffective training session and only a few teachers have received CLT training in selected schools while the rest remained untrained (Islam, 2015). A significant lack of the governmental support or initiatives are taken for English teachers' education and training (Hamid 2010). This is further supported by the conclusion from the baseline study of EiA conducted in 2009 which shows that existing language teachers' training is ineffective (EIA, 2009). Kirkwood and Rae (2011) recommended continuous research and evaluation to determine the effectiveness of English language teacher training programs in Bangladesh.

To implement the CLT curriculum, the practices of teachers in the classroom were needed to be changed. However, the existing studies have not reported conclusively in this matter. As Selim and Mahbuob (2001) pointed out, the same unchanged old practice of GTM by the English language teachers in the classroom inhibited CLT from being implemented in the classroom. In his study, Abedin (2012) conducted classroom observations and explained that teachers still practice the feathers of GTM instead of CLT. In the classrooms that he observed, the instructors' teaching methods portrayed the characteristics of GTM. For instance, using L1, wordlist memorization, teachers-centeredness, memorization of essay, etc. However, Power et al. (2012) views that the teachers' practices have experienced remarkable improvement, thus allowing the implementation of CLT in the classroom. Therefore, to address the inconclusive views in the literature regarding the practices of CLT in classroom, new investigations need to be conducted in explaining teachers' practice of CLT.

1.4 Aim and Objectives of the Study

Although the English language education depends on multiple internal and external factors, and curriculum implementation is the key element that ties the overall education system together, the policy maker did not consider solving the problems associated with the implementation of CLT curriculum. It is evident that the overall situation has not been changed in last twenty years, from time when CLT was first introduced in Bangladesh. Teachers' lack of orientation to the curriculum, varied understanding and complexities of CLT, mismatch between curriculum material and assessment, improvement in teacher quality, teacher professional development, consequently improving teacher practice, these should have been the issue to reconsider, rather stating same policy again.

The aim of the present study is to critically examine the factors affecting the implementation of the NCTB Secondary English curriculum in Bangladesh from the perspectives of teachers. Based on the problems that were discussed previously regarding the NCTB's CLT curriculum implementation in the secondary school level in Bangladesh, the specific aims of the present study are:

1. To explore how do the secondary English Language teachers interpret the characteristics of NCTB's CLT curriculum for secondary school in Bangladesh
2. To determine the extent to which the professional characteristics of secondary school English language teachers in Bangladesh affect the implementation of NCTB's CLT curriculum.
3. To investigate the type of professional support and resources that are available for them to implement the NCTB's CLT curriculum effectively in the classroom.

4. To find out how do Bangladesh secondary English language teachers practice CLT in the classroom to implement the NCTB's curriculum.

1.5 Research Questions

In line with the above-mentioned objectives, the followings are the specific research questions in this study:

1. How do the secondary English Language teachers interpret the characteristics of NCTB's CLT curriculum for secondary school in Bangladesh?
2. To what extent do the professional characteristics of secondary English language teachers in Bangladesh affect the implementation of the NCTB's CLT curriculum in the classroom?
3. What kind of professional support are available to the secondary English language teachers in Bangladesh so that they can implement the NCTB's CLT curriculum effectively in the classroom?
4. How do secondary English language teachers in Bangladesh practice CLT in the classroom to implement the NCTB's CLT curriculum?

1.6 Significance of the Study

The finding of the study is particularly significant since the manner of which CLT curriculum has been implemented is not investigated in the context of Bangladesh. The present study will articulate teachers' orientation to the curriculum, clarity and complexity of the curriculum to them, the practicality of material and assessment system. The finding will be able to explain the critical relationship between different aspects of CLT curriculum implementation in the context of Bangladesh. Therefore, it

can be utilized as a reference point for the future curriculum development and implementation.

In teacher recruitment, the finding can be helpful to decide the minimum level of qualification and experience. Studies in Bangladesh, currently, it has found that teachers are not qualified enough to teach CLT efficiently, the study will reveal how practical this claim is in the view of teachers, and if, there is any improvement is needed, what measures can be taken.

Teacher professional development and quality of training facilities that English language teachers receive in the context of Bangladesh will be revealed through the study. In literature, as it was discussed in problem statement, a divided result has been found. Thus, the present study will effort to draw result more categorically that what is the present scenario of professional support and resources that are available for them to implement the NCTB's CLT curriculum effectively in the classroom.

The finding of present study will reveal the practice of classroom teachers to implement CLT and the problem associated with implementing it. English language teachers in Bangladesh have long been liable for their old practice and not practicing CLT in the classroom. Present study will also shed light on the rationale of teachers' practice in their classrooms.

In education, generally, curriculum implementation gap is a global phenomenon that must be addressed. The scenario is similar in an ESL or EFL context whereby the curriculum policy and its implementation are not in the same page. The appropriateness of such blind adaptation continues to be an enduring debate in both the context. This research will consequently contribute to the overall knowledge development of curriculum implementation process e.g. planning, developing and implementing in the context of Bangladesh.

1.7 Definition of Key Terms

Curriculum Implementation. A curriculum generally consists of a scope, or breadth of content, in a given subject area and of a sequence of concepts and activities for learning (Richards, 2006). Implementing of a curriculum is the process in which the curriculum is disseminated in practice. Curriculum implementation is the most critical phase in any curriculum change process. This is the phase where the success or failure of a curriculum is determined (Fullan, 1991). Curriculum is meant to be implemented in the classroom and during that process, the classroom teachers are the implementers.

Implementers of Curriculum. The individual teacher who implements curriculum in the classroom is called implementer of the curriculum. Any change in the curriculum, according to Fullan (2001) needs a change in practice and teachers are the transitory factors who are responsible to execute the change.

Need and Relevance. In curriculum change, besides the need of learners, need also means the perceived needs of the implementers, whether the change is perceived relevant to them. According to Fullan (2007), it is associated with the perceived need for change from the point of view of the implementers. According to him, implementation failed due to the lack of realization by the policy makers on the importance of teachers. The implementers (teachers) determine whether or not the proposed change is perceived as needed or considered as a priority. The likelihood of a successful implementation is greater when it is pressed by the implementers whose priority has been realized and reflected through the curriculum.

Clarity of curriculum. Clarity refers to the clearness of the goals and the means of the change. According to Fullan (2007), curriculum document has to be explained clearly to its implementers. For instance, if it is so general and not explained in a

whole manner, teachers may not understand their roles and what they need to perform. What teachers need to do differently is a potential constrain in a curriculum change. It means teachers need to be very specific and definite about changes or adjustments that they intend to bring into practice so as to fulfil the curriculum goals and objectives (Fullan, 2007).

Complexity of curriculum. Complexity refers to the number of new skills, altered beliefs, practice and different materials required for innovation. When the need of the teachers is not evaluated, and the curriculum is not understood by the implementers of teachers, it creates complexity. Fullan and Stiegelbauer (1991) stated that "...simple changes may be easier to carry out, but they may not make much difference. Complex changes, on the other hand, promise to accomplish more, but demand more effort in return which may prompt the implementers to abandon the change" (p.72).

Practicality of curriculum. Practicality of curriculum mainly deals with the material and assessment system of the curriculum. Fullan (2007) articulates that lessons learnt from past large-scale reform failures show that "policy makers cannot simply depend on people's capacity to bring about substantial change as they need to propel the process with high quality teaching and training materials" (p.92). Innovation that is politically motivated or in relation to perceived needs without time for development invariably result in unsuitable or unavailable materials (Wedell, 2009).

Professional Development (PD). Professional development wears many hats, including workshops, seminars and most in-service training (Alwan, 2006). It is most often discussed as the types of support for teachers. It has a vital role in curriculum change and commonly provided before or during the implementation stage of a curriculum change.

National Curriculum and Textbook Board (NCTB) is an authorized body in Bangladesh, under the Ministry of Education and is responsible for the conceptualization, development and circulation of curriculum and textbooks for primary, secondary and higher secondary schools (MoE, 2012)

Secondary Level. Three levels are under NCTB, e.g. primary, secondary and higher secondary. Grad-1 to 5 are primary, Grad-6 to 10 are secondary and Grad-11 to 12 are higher secondary.

Secondary School Certificate exam. After every level, there is a common public exam for all students. For instance, after Grad-5 there will be Primary School Certificate (PSC), after Grad-10 there will be Secondary School Certificate (SSC) and after Grad-12 there will be Higher Secondary Certificate (HSC).

EiA (English in Action). English in Action is public and private joint venture teacher training program that is currently operating in Bangladesh, to train secondary school teachers (EiA, 2017).

CHAPTER 2 - LITERATURE REVIEW

2.1 Introduction

This chapter discusses the related literature for the study and is divided into a number of sections. The first part explains on the conceptual framework of the study whereby all of the related literature will be defined, and a brief overview will be discussed. In the second part, the theoretical framework will be explained.

2.2 Curriculum

The Latin origin of the word curriculum means “course of action”. It is an official documentation of the contents or the topics to be taught in a particular subject course within a context and timeframe. One of the very first curriculum development theorists was Tyler. Tyler (1949), as cited in Hamida (2004), proposed four fundamental questions to be asked upon curriculum development. These are traditionally known as Tyler’s rationale:

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organised?
4. How can we determine whether these purposes are being attained?

Bredenkamp and Rosegrant (1992) explained, curriculum is an organised framework that outlines the content learners study, the processes through which they will achieve the goals of the curriculum, the teachers’ ways of helping them to achieve these goals and the context where teaching and learning are going to take place.

Any curriculum takes contents (from external standards and local goals) and shapes it into a plan for conducting effective teaching and learning. It is thus more than just a list of topics, key facts and necessary skills (the “input”). It is a map on how to achieve the “outputs” of desired student performance in which appropriate learning activities and assessments are suggested so that there is a higher probability that students achieve the desired results (Wiggins & McTighe, 2006, p. 6).

On the other hand, language curriculum development is an aspect of the broader field of educational studies known as curriculum development or curriculum studies. Language curriculum development, like any other areas of curriculum, focuses on principles and procedures for the planning, management and assessment of learning (Richards, 1984). Nunan (1988) argued that the most comprehensive approach towards language curriculum development is to concentrate towards the systematic approach of curriculum development. Nunan also pointed out the tendency of researchers and specialists to focus on the whole picture fractionally in the syllabus, method and assessment, as they are specialised in these different aspects of curriculum development (1988). However, it should not happen, language curriculum should be assumed as a road map of a particular programme with aims and objectives to be achieved, a list of topics to be taught (syllabus), the procedures to be followed (language teaching methodology) and assessing the outcomes (assessment).

Meanwhile, Richards (2013) adopting a fractional view of curriculum development, explained that curriculum is divided into three dimensions; input, process and output. Input refers to the linguistics content to teach in a particular course. Process refers to the methodologies or the ways to teach the materials including the activities, procedures and techniques. The output is the evaluation of learning or learning outcomes of the instruction. The model of his curriculum is given below.

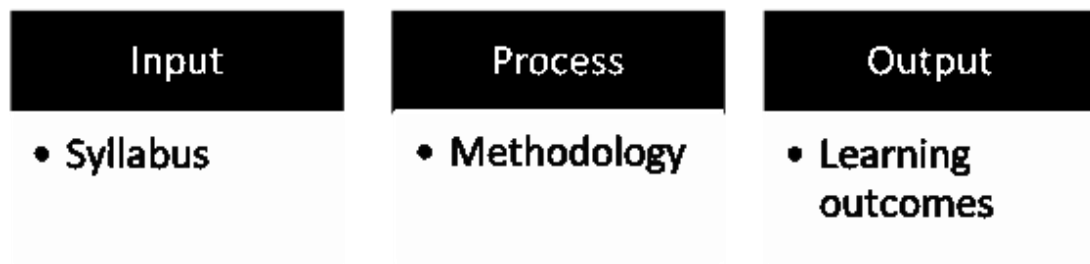


Figure 2.1: Dimensions of a Curriculum (Richards, 2013, p. 7)

Both, Nunan's and Richard's fractional views can be challenged by other curriculum theorists, where they have adopted the view of inclusiveness (Fullan, 2007). Curriculum development is moreover a process that includes all the stakeholder, where the preparation of implementing a curriculum is much more significant than only developing a curriculum (Fullan, 2007).

2.3 Component of Curriculum Change and Development

After reviewing the range of explanations on curriculum development and curriculum change, it can be assumed that the two are interconnected. Curriculum change is a generalized term as suggested by Ganguly (2001), which includes development, implementation and evaluation. However, the relation between curriculum development and curriculum change were explained by Markee (1997) whereby the curriculum development is an intentional attempt to affect curriculum change. Thus, it can be concluded that curriculum development takes place soon after the initiative of change, then only a new curriculum is introduced. The implementation is based on the feasibility of the curriculum development.

Curriculum development is a systematic process of creating an updated curriculum. According to existing literature (Bailey, 2000; Brown, 1995; Holliday, 1997; Graves, 2003; Richards, 2003; Rodgers, 1994; White, 1985), curriculum phases

or elements are: (1) needs analysis, (2) Aim, goals and objectives, (3) Designing the Content of Syllabus, (4) Training and Support for Effective Teaching and (5) evaluation. Building a new curriculum for a language programme or reshaping the existing curriculum involves the same process.

2.3.1 Needs Analysis

Needs analysis is a continuous process that should be held in order to check for the program's progress. As Richards (2003) asserted, needs analysis takes place before, during and after a programme. It is an assessment on the learners' needs in a language course or programme. Brown (1995) explained needs analysis as the gap between the knowledge that a learner has and the knowledge s/he should learn. However, Holliday (1997) also adds the need to understand contextual constraints in order to achieve that learning.

Needs analysis in language teaching and learning differs from other disciplines. It is because of the discourse and text analysis that are involved and the target types of language in the society that determines the needs analysis (Brown, 1995). It is even more critical and important in terms of second language teaching curriculum. One of the main reasons is the team of instruction, whereby if the teaching personnel consist of non-native speakers of the language, it is imperative to judge their level as language users in addition to their pedagogical qualification and experience as language teachers (Richards, 2013).

Graves (2008) has explained the needs analysis of curriculum in a more poised way for the discussion. She asserted that needs analysis, in a narrow sense, is the analysis of information about what the learners already know and what they need to know so that the curriculum can bridge the gap. Hence, needs analysis is the point