EVALUATION OF ELT MATERIALS VIS-À-VIS LEARNERS' NEEDS: A CASE STUDY OF SECONDARY LEVEL ENGLISH LANGUAGE EDUCATION IN BANGLADESH

ABSTRACT

THESIS SUBMITTED FOR THE AWARD OF THE DEGREE OF Doctor of Philosophy IN English

By

Md. Anisur Rahman Anis

Under the Supervision of Dr. Md. Rizwan Khan

DEPARTMENT OF ENGLISH ALIGARH MUSLIM UNIVERSITY ALIGARH - (INDIA) 2004
ABSTRACT

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1. **Introduction**


In Bangladesh, there are three stages of secondary education. These are:

1) Junior secondary education from class VI to VIII.
2) Secondary education from class IX to X.
3) Higher secondary education from class XI to XII.

In Junior secondary education, there are two sub-systems of education. These are:

i) General education sub-system which includes government and semi-government schools and English medium schools. General
education sub-system is managed by the seven regions of secondary education boards namely, Dhaka, Rajshahi, Jessore, Comilla, Sylhet, Chittagong and Borishal. But in English medium schools, there is no specific board. Rather, these schools are run by the autonomous bodies.

ii) Madrasa education sub-system which includes only 'Alia Line' madrasa. Madrasa education sub-system is controlled by the Bangladesh Madrasa Education Board.

In secondary education, there are three sub-systems of education. Besides the General education sub-system and the Madrasa education sub-system, we have Vocational education sub-system which includes technical education school. It was started in 1995 and has very few schools across the country. This system is maintained by the Bangladesh Technical Education Board.

Like the secondary education there are three sub-systems in Higher secondary education.

The present study concentrates only on the first two stages of secondary education - junior secondary education and the secondary education.

2. **Objective of the Study**

The present study is an attempt to analyse the prescribed ELT materials vis-à-vis learners' needs at the secondary level in Bangladesh. In the context of Bangladesh, ELT materials include texts produced by Bangladesh National Curriculum and Text-book Board (NCTB) and the publishers approved by the Board (NCTB). In this study our aim is to analyse the ELT materials used in the secondary schools of Bangladesh, which follow the curricula of NCTB and to review whether these materials meet the educational needs as put forward by the curricula. Our study will also provide insight into why there is a mismatch
between what is in our curricula and how the text-books and other materials are organised. For this, first some books and materials used in the secondary schools will be evaluated; secondly, some teachers, students and syllabus designers will be informally interviewed and finally a questionnaire will be piloted to elicit the responses from both teachers and students. The findings collected from above sources will be analysed and discussed and some suggestions will be made to minimise the mismatch, if at all prevailing in the ELT programme.

Furthermore, the present study will provide an overview of English language education in Bangladesh. A language programme can be looked at from different historical perspectives. Three different phases, in this regard, are noticeable in the context of Bangladesh, viz., the colonial phase, the post-colonial phase and the present phase. An enquiry will be made to explore how each of these phases contribute to form the nature of the English language in Bangladesh.

The study is also concerned with the nature of the English language education in reference to the language programmes as set out in syllabus outlines, sets of objectives, teaching materials, textbooks and various other planning documents. The study attempts to analyse the pedagogic difficulties in implementing the school-based material to develop an effective material and to produce a set of guidelines for its successful implementation.

3. Outline of the Study

The present study is divided into the following chapters:

Chapter one (Introduction) introduces the problem under investigation. It presents the preliminary discussion about the place, role, need and ELT situation in Bangladesh. It also presents its objective, significance and an outline of the study.
Chapter two (English Education in Bangladesh: Historical Overview) presents the status of English language in Bangladesh through history. It also includes the constitutional and Governmental policy regarding English language in Bangladesh.

Chapter three (Existing Curriculum and Syllabus at the Secondary Level in Bangladesh) proposes to assess the place of English in the National Curriculum of Bangladesh. It also discusses and analyses the existing curricula and syllabi at the secondary level in Bangladesh.

Chapter four (Analysis of Learners' Needs at the Secondary Level in Bangladesh) investigates the issues relating teachers' and learners' attitude towards English language and their needs, the extent of the use of English and the utility of the prescribed texts at the secondary level in Bangladesh. It also deals with the reporting, tabulating, finding of the analysis, and discussion of the results.

Chapter five (Evaluation of ELT Materials vis-à-vis Learners' Needs at the Secondary Level in Bangladesh) presents the types, aims and objectives, and some criteria for evaluating the prescribed ELT materials vis-à-vis learners' needs at the secondary level in Bangladesh.

Chapter six (Summary, Conclusion and Implications) which is the final chapter of this study, presents the conclusion obtained from the 'findings' of this study. It also gives the 'summary' of the results of the study and some 'pedagogical implications' and 'suggestions for further research'.

4. Methodology

The instruments used in this study were the questionnaires for evaluating the English language teaching materials vis-à-vis learners' needs at the secondary level in Bangladesh. Two sets of questionnaire had been used in the study to investigate the perception of teachers and students. Teachers' questionnaire will be denoted by (TQ) and students' questionnaire will be
denoted by (SQ) for the purpose of analysis. The students' questionnaire consisted of 39 items and the teachers' questionnaire consisted of 50 items.

In total 450 students and 225 teachers selected at random from government and semi-government schools, madrasas and English medium schools (across the country) were interviewed with the help of two questionnaires - one, Students' Questionnaire (SQ) and the other Teachers' Questionnaire (TQ) - in the academic year 2003. These questionnaires were developed on the basis of the ones designed by Zughoul and Hussein (1985) by the Curriculum Development Cell, IIT Kanpur (NEST Folder-2) and by Khan (1999). Both the questionnaires were intended to study:

i) The extent of the use of English as viewed by students and teachers at the secondary level in Bangladesh.

ii) Perception of students' language ability as perceived by students themselves and teachers.

iii) Language needs as prescribed by students and teachers.

iv) Utility of prescribed texts as viewed by students and teachers at the secondary level in Bangladesh.

Many teachers, students, and guardians have been interviewed in the study to have a closer look into the classroom teaching and learning. The statistical representation of the data collected from the two questionnaires were done both manually as well as through Statistical Package for Social Studies (SPSS), version 10 software (the computer based statistical package). In order to analyse the data collected through the questionnaires the percentile rank and descriptive statistical procedures were used.
5. **Findings of the Study**

Such an attempt to investigate the needs for the English Language Teaching (ELT) at the secondary level in Bangladesh discloses a situation, which is more or less common for all the levels of education in Bangladesh. Though English is being used as the medium of instruction by the English medium schools, engineering colleges and medical colleges, only a small percentage of students are proficient enough in the English language. Both teachers and learners have been found the lower proficiency in Productive skills (speaking and writing) in comparison to Receptive skills (listening and reading). An attempt in finding out the reason for such a phenomenon demands a proper investigation into the process of curriculum planning. In other words, the present study, furnishes the ground reality by investigating the actual use and needs of language as viewed by students and teachers. The major findings of the analysis of learners' needs can be briefed in the following manner:

**Firstly,** English is important in the life of Bangladesh due to the increased occupational mobility and advancement in science and technology. Today English has attained the status of global language and consequently a majority of people have realised the international advantages of learning English. Even the respondents - the teachers and learners at secondary level in Bangladesh - have realised the significance of English and were of the view that though Bengali is officially the medium of instruction, yet English is often used in and outside the classroom for various academic purposes. In addition, they also reflected the emergent need of being proficient in the English language for everyday and professional requirements in the present day Bangladesh.

**Secondly,** regarding the language skills, the respondents indicated that 'speaking' is the most needed skill for success at the secondary level, followed by 'writing', 'reading' and 'listening comprehension'. This set of priority as
determined by both learners and teachers, on the whole, shows at least two aspects:

(i) Since 'speaking' has got top priority, it means they need English for some communicative purpose.

(ii) Such a prioritization of language skills provide a base for the selection and gradation of materials for ELT programmes at the secondary level in Bangladesh. 'Speaking', 'Reading' and 'Listening comprehension' for instance, largely remain neglected and hence there is a lack of effectiveness in the existing language programmes and also on learners' output. These language programmes, despite some of their very effective exercises remain ineffective as they fail to make students proficient enough in these skills.

Thirdly, the teachers' and learners' responses, regarding their priority/importance of the language sub-skills, reflect their requirement of the above sub-skills confined mainly to the classroom situation. For 'listening comprehension' for example, they prefer "ability to follow and understand class lectures "; regarding reading and writing skills, they refer to "reading textbooks" and "writing test answers". respectively; and for speaking sub-skill. they say "ability to speaking intelligibly/clearly".

Fourthly, the above findings might give an impression that in the present study, the responses about language is broken into skills and sub-skills. Actually it was required in this manner, so that the learners to the English language and their needs could be deciphered minutely, premised on which a better and more effective material is produced in order to make the language programmes successful.
Fifthly, since at secondary level, it is a general course in English (i.e., not ESP) the language skills and their sub-skills should be given equal importance. Regarding the prescribed materials:

i) the respondents reflect a need for improvement.
ii) they expect a consistent exposure to the language through authentic materials of their own interest.
iii) they expect the language class to be more interesting and motivating from both materials as well as teaching point of view.
iv) they expect an equal share to each language skill. They found the present material growing more space to writing and reading skills, in comparison to speaking and listening skills.

The above data collected from Government and Semi-government schools, Madrasas and the English Medium schools it is possible to develop appropriate language teaching programmes in order to bridge the gap between the curricular aims and the socio-linguistic needs around it.

6. **Conclusion**

It is observed that Bengali dominates the everyday language use in Bangladesh, but for maintaining the balance with the rest of the world English plays the central role. That is, the expansion of the English language was not wholly a forced phenomenon. Rather it was the need of the hour for which the Missionaries, the natives and the government worked together to meet the need. In the post-colonial phase, Bangladesh policies and planning not only continued but also extended the use of English in every walk of life.

It is observed that the teaching of English starts at the very beginning of students' career. English is taught out of the pressing need of the time, as a lack of its education led the common mass to intellectual barrenness and poverty. Considering the deterioration in the quality of education at the secondary level.
the National Curriculum initiated the process of liberal education in the shape of secondary level where English language and literature enjoys a central position.

The modified version of 'English For Today' (a series of the prescribed textbook for class VI to X) can be used effectively:

i) if an appropriate teaching methodology is applied;

ii) if teachers are trained properly;

iii) if most of the grammar books used by school teachers, though approved by the National Curriculum and Textbook Board (NCTB), are suitably designed for communicative language teaching;

iv) if the madrasa education board adopts a communicative syllabus;

Though in the present study an attempt has been made to study and analyze the instructional materials vis-à-vis learners' needs at the secondary level in Bangladesh, yet more researches are required in this area at different levels, such as primary, higher secondary and university levels. This does not mean that no further research is required at the secondary level. One can always think of investigating aspects related to "the implementation of a new syllabus/curriculum", or "Factors for an effective use of Materials", or "need for Teachers' training for effective use of materials", or 'Adaptation of Materials by teachers, or the appropriate criteria for selection and gradation of materials in Teaching Methods/techniques/strategies/approaches. So areas for further research is very varied and virgin too so far as ELT in Bangladesh is concerned.

On the other hand the context for English considered in this study was ESL (English as a second language). Further research may involve foreign languages such as German, French, Arabic, etc., also. Since students' English language achievement in this study was their total grade in English including all the four language skills. more research is needed to explore the role of 'evaluation' in
separate language skills. For example, to investigate the role of evaluation in speaking skill.

Another interesting research area can relate to the use of English in teaching other subjects, such as medicine, chemistry, physics, Engineering, etc. Researches in these areas are urgently required to furnish support to National Curriculum and Textbook Board (NCTB) in order to come up with better and more effective materials.

From the above-mentioned topics it is suggested that in order to meet the English language teaching material needs of the country and to fulfil the societal and national expectations, a language policy of acute rationale is required, which will direct towards a thorough needs analysis, and materials design as well as syllabus incorporating findings of investigations and contemporary development in the field of ELT.

In order to cater to these needs, production of an teaching material is a must. Again, these materials should be used as these are intended to be used. That is, the material should carry an inbuilt methodology and technique for an effective use. For this to happen, the teachers should be trained properly. Teachers and other groups should remember that the students need English to use it in real communication. Besides these, the teaching methodology and the evaluation and examination format must be framed accordingly. Finally, at each level of development, appropriate measurement should be taken on how far it is being effective. That is, Evaluation of ELT Materials vis-à-vis Learners' Needs should be an integral and consistent part of each and every level of teaching/learning situation.
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ALIGARH - (INDIA)

2004
DEDICATED TO
MY DADI & NANI
AND
TO THE MEMORIES OF
MY DADA & NANA.
Certificate

This is to certify that the thesis entitled "Evaluation of ELT Materials vis-à-vis Learners' Needs: A Case Study of Secondary Level English Language Education in Bangladesh" was prepared under my supervision by Mr. Md. Anisur Rahman Anis for the degree of Ph.D. Mr. Rahman's work is authentic and based on his own investigation.

Dr. Md. Rizwan Khan
(Supervisor)
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Needless to say, whatever shortcomings this thesis might have are absolutely mine.

Md. Anisur Rahman Anis
(MD. ANISUR RAHMAN ANIS)
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<td>A</td>
<td>Arabic</td>
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<td>ARELS</td>
<td>The Association of Recognised English Language Services</td>
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<td>FAS.GSS</td>
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<td>FAS EMS</td>
<td>Facilitative English Medium School Students</td>
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<td>Facilitative Madrasa Teacher</td>
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<td>FAST.GSS</td>
<td>Facilitative Government and Semi-Government School Teacher</td>
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<td>Facilitative English Medium School Teachers</td>
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<td>Grammar Translation Method</td>
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<td>IELTS</td>
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<tr>
<td>L1</td>
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<td>L2</td>
<td>Second Language/Medium of Communication</td>
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<tr>
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<td>LSP</td>
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<td>NIEAM</td>
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<td>PGCTE</td>
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<td>SAT</td>
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<td>Students Sample</td>
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<td>SSC</td>
<td>Secondary School Certificate</td>
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<td>Std</td>
<td>Standard Deviation</td>
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<td>TESL</td>
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<td>USAID</td>
<td>United States Agency for International Development</td>
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Chapter One

Introduction
1.0 Preliminaries

Besides consistent attempts, especially over last half a century both internationally and locally, in the area of language learning and teaching, a dissatisfaction towards the achievement of language proficiency has been shown by different sections of the society such as teachers, learners and parents. Some of the significant research in this direction are:


These researches suggested, in general, that the main cause for the ineffectiveness of language courses is the mismatch between the principle and the practice, between the policy and the provision and also between the learners' educational needs and the curricular aims, among many others. It has also been felt that even when the learners' needs and the curricular aims match, there is a dichotomy at the level of language teaching, ELT materials and testing. Despite the fact that in the old day, ELT materials were consisting of a grammar book and a bilingual dictionary that have been replaced by a broad range of communicative language teaching materials, still the gulf between the prescribed materials and the learners' needs have not been cemented properly.

The present study, therefore, is an attempt to evaluate the prescribed materials vis-à-vis learners' needs at secondary level in Bangladesh, so that if any remarkable dichotomy between the two is found, it should be met and materials are amended by experts in this area in order to improve the learners proficiency in the English language which is very crucial in the present day scenario.
1.1 Different Phases of ELT in Bangladesh

English in Bangladesh, like many other countries all over the world, enjoys the status of significance, opportunity, eliticism and prestige. Although Bengali is so widely used in Bangladesh that it appears to be a monolingual country, yet English, today, is used for both intranational and international purposes, for interpersonal reasons in some circles of the society, as a library language for higher education and for various other purposes such as business, trade, and scientific and technological advancements.

Such a place of English in Bangladesh is an outcome of the British legacy. Therefore, it is important to see it in the following manner:

a) The Colonial Phase

John Miller (cited in Howatt 1984:67) - in his book The Tutor published in Serampore in 1797 - mentioned that the socio-historical context for the dominance of English was gradually taking shape at least by the end of the 18th century. Miller was right in the sense that the preparatory work for the establishment of English by the Missionaries (in the forms of English schools in Tanjore and Marwar) was strengthened by the natives.

As early as 1823, speaking in favour of English, Ram Mohan Roy, for instance, had written to Lord Amherst that the Sanskrit system of education could only keep the Indians in darkness. This time was later (towards the middle of the country) taken by Mohd. Mohsin in Bengal and Sir Syed Ahmad Khan in North India. Finally Macaulay's Minute of 1835 gave the official seal of approval to English in India.

English and vernacular languages had already replaced Persian in the proceedings of the law courts by 1837 - English in the higher and vernacular languages in the lower courts. Sir Charles Wood's Despatch of 1854 marked a position for vernacular languages, at least in policy. Although Wood recognised that the vernacular languages can play important role in mass education, English remained unquestioned at higher levels. The Despatch said.
"we look, therefore, to the English language and the vernacular language of India as the media of diffusion of European knowledge" (Wood 1856, from Aggarwal 1983:16). English thus was to be the language of the select elite, used in power and prestige, 'vernacular' languages were for the masses to be used in peripheral domains. In fact, a large-scale literary and linguistic engineering was done for the permanence of British imperialistic expansion in India. The consolidation of English literature as a discipline and the introduction and establishment of English as medium of instruction and as a subject of study were a part of this engineering (Rajan 1993: 9-11). The story of English in the remaining period of colonial rule can be described in terms of a few landmarks such as the establishment of universities in Kolkata, Mumbai and Channai in 1857, Aligarh in 1920 and in Dhaka in 1921 resulting selective education and training in administration, imparted through English, the Indian University Act (1904) and the Resolution on Education Policy (1913).

As far as English education during the British rule is taken into consideration, we noticed three broad developments:

1) Levels of attainment in English: During the early years (1600-1800) the high variety called the Sahib variety was imitative and formal. During the later years (1850-1947) more varieties (from very high to very low) appeared.

2) Interaction with vernacular languages: A number of words of vernacular origin were absorbed in English, e.g., Brahmin, Coolie, jungle, and so on.

3) Methodology: Language studies in colonial period were based on literature and grammar and the means of studies was the grammar-translation method. The spoken component of the language was not practised much. The emphasis was given on accuracy.
However, during colonial period Bengali was radically modified by the influence of English, but Englishmen did not use it except in the most superficial way. English, thus, was adopted by Bengalis, transplanted to a new soil that affected the growth of the language in more and more radical ways, though it might seem in the immediate colonial context that Bengalis were merely trying to imitate English linguistic practice (Chaudhury 2001:36).

b) The Post-Colonial Phase

In 1947 when the sub-continent was divided into India and Pakistan, India opted for 'Hindi' and Pakistan for 'Urdu' as the state languages. In the face of violent protest from the East Pakistan, culminating in the tragic death on February 21, 1952, both 'Bengali' and 'Urdu' were made the state languages of Pakistan. In these circumstances, neither Bengali nor Urdu but English became the common language for communication between East and West Pakistan. As a legacy of the British rule, English gained the status of the official language in both the newly independent nations. Thus in Pakistan English enjoyed the status of second language and it was taught as a functional language at secondary schools in Pakistan (1962, Report of the Curriculum Committee).

After the liberation, Bangladesh made Bengali the state language and the status of English, was drastically reduced. Bengali replaced English in all official communications except those in foreign missions and countries and in armies, where English is still used as official language. Bengali also became the only medium at secondary and higher secondary level. Attempts were made to translate English books into Bengali to meet the needs of books in different subjects. Thus, English is still a compulsory subject through secondary, higher secondary and undergraduate levels. English was withdrawn as a compulsory subject from B.A. level, result was drastic. But the scholars realised, later, the frustrating reality that Bengali has failed to be an adequate medium of education at the higher levels. The standard of English fell to the abysmal depth in public schools and universities. And in recent years a large portion of the
population have been going abroad for jobs, business, education, etc., and this made the government rethink the emotional withdrawal of English from B.A. level that was made in 1974. Nowadays the people of Bangladesh have been perceiving the growing importance of English day by day.

c) The Present Phase

English is, no doubt, a necessary language for survival in the modern era. So English is introduced as an academic subject from class one to graduation in Bangladesh. Now students learn Bengali and English simultaneously. But they hardly have any scope to use English outside the classroom because English is a foreign language to be used and it is not used as frequently in social situations. Regarding medium of education at lower levels e.g. public school, primary school, most parents fail to send their children to English medium schools, where students can prepare for English Cambridge or 'O' and 'A' level examinations. Only a rich section affords to bear the high cost of this English medium school. Graduates from these schools often remain very weak in Bengali but comparatively good in English. Many of them prefer to get admitted in foreign universities.

The Private Universities Act, 1992 allowed the setting up of some private universities, on the American model, so far, where English is used as the medium of instruction. These universities give special emphasis on English because English is of much demand and also to attract students and their money. Though students from these universities have the same level of proficiency as those from the public universities while getting admitted, but at the end of a four year stay in private universities they acquire a higher level of proficiency which help them to introduce with multinational organizations and agencies (Preface to the book of 'Revisioning English in Bangladesh' Alam et al. 2001).

Now the growing number of private universities, English medium schools and tutorial centers that offer courses of different foreign universities
and institutions and job opportunities of different local and multinational organisations and agencies represents the status of English in Bangladesh.

English, by now, has acquired a central position in the Bangladesh education system. There are three education systems, for instance, at secondary level in Bangladesh. These three systems are: 'General education sub-system' (which include government and semi-government school, non-government school, English medium schools), 'Madrasa education sub-system' and 'Vocational education sub-system'. English is taught as a compulsory subject in each of these systems and sub-systems. Bengali represents the mainstream and medium of education as in the public schools and colleges. English represents the mainstream and medium of education as in the English medium schools and colleges. In madrasas, though Bengali is the medium of instruction, Arabic has a prestigious place there. In vocational education, Bengali plays a dominant role in the medium of instruction (started in 1995).

While the middle class people opt for Bengali (in public schools and colleges), the poor and the rich Arabic and English respectively. Thus education in Bangladesh, instead of bringing people together works as a divisive force (Choudhury, S.I. "The state and people" appearing in The Daily Star in the special supplement on 'Amar Ekushey', 21 February 2003).

1.2 Objective of the study

The present study is an attempt to analyse the prescribed ELT materials vis-à-vis learners' needs at the secondary level in Bangladesh. In the context of Bangladesh, ELT materials include texts produced by Bangladesh National Curriculum and Text-book Board (NCTB) and the publishers approved by the Board (NCTB). In this study our aim is to analyse the ELT materials used in the secondary schools of Bangladesh, which follow the curricula of NCTB and to review whether these materials meet the educational needs as put forward by the curricula. Our study will also provide insight into why there is a mismatch between what is in our curricula and how the text-books and other materials are
organised. For this, first some books and materials used in the secondary schools will be evaluated; secondly, some teachers, students and syllabus designers will be informally interviewed and finally a questionnaire will be piloted to elicit the responses from both teachers and students. The findings collected from above sources will be analysed and discussed and some suggestions will be made to minimise the mismatch, if at all prevailing in the ELT programme.

Furthermore, the present study will provide an overview of English language education in Bangladesh. A language programme can be looked at from different historical perspectives. Three different phases, in this regard, are noticeable in the context of Bangladesh, viz., the colonial phase, the post-colonial phase and the present phase. An enquiry will be made to explore how each of these phases contribute to form the nature of the English language in Bangladesh.

The study is also concerned with the nature of the English language education in reference to the language programmes as set out in syllabus outlines, sets of objectives, teaching materials, textbooks and various other planning documents. The study attempts to analyse the pedagogic difficulties in implementing the school-based material to develop an effective material and to produce a set of guidelines for its successful implementation.

1.3 Significance of the Study

This study is significant in the sense that it tries to show the history and the present condition of English language teaching at secondary level in Bangladesh education system which is an interplay between centralised and decentralised curriculum, syllabus and material as well. It also tries to analyse the ELT materials used in the secondary school of Bangladesh, which follow the curricula of National Curriculum and Textbook Board (NCTB) and to review whether these materials meet the educational needs as put forward by
the curricula. To elicit teachers' and students' reaction, English language teachers and students will be observed and interviewed.

The study presents the changed views on the nature of language, particularly the development of communicative language teaching model in its various facets with its implication of differentiated materials for different learner types (secondary level). It is hoped that the present study will bring about some useful beneficial pedagogical suggestions concerning the role of material in English language teaching / learning and achievement and the findings of the study will be used in curriculum, syllabus design and evaluation of teaching materials.

1.4 Outline of the Study

The study consists of the following chapters:

Chapter one (Introduction) introduces the problem under investigation. It presents the preliminary discussion about the place, role, need and ELT situation in different phases of Bangladesh. It also presents its objective, significance and an outline of the study.

Chapter two (English Education in Bangladesh: historical overview) presents the status of English language in Bangladesh through history. It also includes the constitutional and Government policy regarding English language in Bangladesh.

Chapter three (Existing Curriculum and Syllabus at the Secondary level in Bangladesh) proposes to assess the place of English in the National Curriculum of Bangladesh. It also analyses and discusses the existing curriculum and syllabus at the secondary level in Bangladesh.

Chapter four (Analysis of learners' needs at the secondary level in Bangladesh) investigates the issue related to teachers' and learners' attitude towards English language and their needs, the extent of the use of English and the utility of the prescribed texts at the secondary level in Bangladesh. It also
deals with the reporting, tabulating, finding of the analysis, and discussing of the results.

Chapter five (Evaluation of ELT materials vis-à-vis Learners' needs at the secondary level in Bangladesh) presents the types, aims and objectives, and some criteria for evaluating the prescribed ELT materials vis-à-vis learners' needs at the secondary level in Bangladesh.

Chapter six (Summary, conclusion and implications) is the final chapter of this study, presents the conclusion obtained from the findings of this study. It also gives the summary of the results of the study and some pedagogical implications and suggestions for further research.
Chapter Two

English Education in Bangladesh: Historical overview
2.0 Introduction

The present chapter deals with the historical overview about the origin and expansion of English education in Bangladesh. It also depicts the place, needs, status, aims and objectives, and debates regarding English language teaching in historical perspective. Finally, the chapter presents the constitutional and government policy and decisions for English education in Bangladesh.

2.1 English as a global language

A continuous and consistent proliferation of the English language the world over through centuries, made it attain the status of a Global language. A language, which was once a symbol of imperialism, was later adopted and diffused for various reasons in different linguistic and cultural contexts. While at one place it performs the role of a link language, at others it is the library language, or the language of science and technology, the language of communication and information, the language of international labour market, etc.

English, therefore, became the need of the hour - a language of providing opportunities. It became a part of almost every curriculum all around. Its role and function can be further briefed in the following two categories, besides others:

1) English and its context of use,
2) English language teaching for various purposes

(1) English and its context of use

This section tries to encompass the spread and expansion of the English language. This section will brief the contexts in which English is being used all over the world for various purposes. Seeing its deep and wide adoption and proliferation different scholars and linguists have categorised the English
language and its context of use under various heads. Some of these are as follows:

Randolph Quirk (1972: 13-32) identifies three contexts of English use:

a) ENL (English as a Native Language)

b) ESL (English as a Second Language)

c) EFL (English as a Foreign Language)

a) ENL (English as a Native Language)

Usually English language which a person acquires in early childhood because it is spoken in the family and/or it is the language of the country where he or she is living. Another way, it is the context or countries where English is used as a native language, such as the UK, the USA, Canada, Australia and Newzealand. The native language is also called the first language or L₁.

b) ESL (English as a Second Language)

The role of English in countries where it is widely used within the country (e.g. as a language of instruction at school, as a language of business and government, and of everyday communication by some people) but is not the first language of the population. Another way, English is used as a second language in almost most of the British Colonies like India, Pakistan, Bangladesh, Philippines, etc. Kachru (1985) and Parashar (1989) stated some major features of ESL which are as follows:

i) English is one of the two or more linguistic codes of the country.

ii) It has acquired an important status in language policy.

iii) Functionally English is being used for both intranational and international purposes and that English has developed a nativized literary tradition in different genres.
c) **EFL (English as a Foreign Language)**

The role of English in countries where it is taught as a subject in schools but not used as a medium of instruction in education nor as a language of communication (e.g. in government, business, or industry) within the country. In EFL situations, however English may be more or less prestigious or welcomed in particular places. Many people learn it for occupational, educational, and recreational purposes. EFL refers to such countries like Russia, China, Saudi Arabia etc. It is this context that has given English the status of international language by replacing its other linguistic rivals like French, Latin, etc. In today's world which is considered as a global village, people of our context (say, ENL) are using/learning English in another context (say, ESL/EFL) or even vice-versa. So these contexts of language use/learning are actually not fixed in water-tight compartments. For instance, there are so many Bangladeshis (ESL context) who are using/learning English in England, Australia or America (ENL context).

Kachru (1985:11-30) pointed out three concentric circles of English: the **Inner circle**, the **Outer circle** and the **Expanding circle**. According to this distribution Bangladesh belongs to the Outer circle synonymous to ESL. Other countries of the Outer circle are Ghana, India, Pakistan, Kenya, Malaysia, Nigeria, Phillipine, Srilanka, Tanzania and Zambia, etc. The countries that form the Inner circle is parallel to ENL are the USA, the UK, Canada, Australia and Newzealand. China, Egypt, Indonesia, Isreal, Japan, Korea, Nepal, Saudi Arabia, Taiwan, etc. figure in the Expanding circle as an equivalent of EFL.

In addition to Quirk (1972) and Kachru (1985), there are some more categories regarding English namely:

a) **EIL (English as an International language)**

b) **ECL (English as a Contact language)**

c) **EStL(English as a Standard language)**
a) **EIL (English as an International language)**

It refers to the widespread use of English as a foreign and/or second language. English is the most widely used international language due to its importance as a means of all sorts of communication. English reached distant parts of the world along with the British Colonizers. The number of speakers of English multiplied like anything and with the exception of Chinese, it became the most widely used language. In most countries English is the language of culture and sophistication, commerce and industry, law and administration, higher education and science and technology. Therefore, English is probably the most widely used means of international communication.

b) **ECL (English as a Contact language)**

English performs the role of international lingua Franca too by which people of different parts of the world can communicate with each other in order to negotiate. This can be illustrated in the following figure:

![Figure 2.1 English as a contact language](image)

**Figure 2.1 English as a contact language**

The above figure shows that English dominated other languages. In order to get and give information, English functions as an instrument which is used by the people of different languages such as Arabic (A), German (G), and French (F), for instance. A language which develops as a contact language when groups of people who speak different languages try to communicate with
one another on a regular basis. For example, this might occur where foreign traders have to communicate with the local population or groups of workers of different language backgrounds on plantations or in factories (Longman Dictionary 1992).

c) EStL (English as a Standard Language)

Standard English is the variety of English language which has the highest status in a community or nation and which is usually based on the speech and writing of educated native speakers of the English language. A standard variety is generally:

i) used in the news media and in literature

ii) described in dictionaries and grammars

iii) taught in schools/colleges and taught to non-native speakers when they learn the language as a foreign language.

Sometimes it is the educated variety spoken in the political or cultural center of a country, e.g. the standard variety of French is based on educated Persian French. The standard variety of American English is known as Standard American English and the Standard variety of British English is known as Standard British English.

2) English Language Teaching for Various Purposes

In the backdrop of the spread, expansion and adoption of English the world over for various purposes, ranging from the role of a lingua franca to a language of science and technology, commerce, administration, medicine, etc., English became a language of instruction as well as a compulsory subject taught from primary to tertiary level in almost all the countries of the world. As a consequence over a period of last half a century, English has been taught for various purposes in the name of ESP (English for Special Purposes), EAP (English for Academic Purposes), EST (English for Science and Technology).
TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing Services), TESL (Teaching English as a Second Language), TEFL (Teaching English as a Foreign Language), English for Banking, English for salesmen, English for cookery, etc. On the other hand as mentioned above: there are some courses which aim at teaching general language proficiency, called EGP (English for General Purposes).

Johns and Dudley Evans (1991, cited in Jordan 1997:3) have developed a tree diagram to reflect the purposes for which English language teaching is taking place all over the globe.

![Figure 2.2 English: Various Purposes](image)

**Figure 2.2 English: Various Purposes**

### 2.2 Status of English in Bangladesh

In Bangladesh English is not a new phenomenon. Its origin and spread goes back to its political history as a part of the Indian sub-continent under the British Empire. British Empire ruled the Indian sub-continent for about more than two hundred years. As a legacy of the British rule English became the official language of the British India. Its status as the medium of education was confirmed by the approval of Macaulay's Minute (1835) and other language policies following it.
In 1947 the Indian sub-continent was divided into India and Pakistan. Pakistan comprised of two parts 'East Pakistan' (today's Bangladesh) and 'West Pakistan' (present day Pakistan) and English played the role of the only medium of communication for both the regions of 'Pakistan'. After attaining freedom while India opted for Hindi, Pakistan made Urdu the state language. In the face of evident opposition from East Pakistan culminating in the tragic deaths on February 21, 1952, both Bengali and Urdu were made the state languages.

In 1971 'East Pakistan' was separated from Pakistan and turned to be an independent country called 'Bangladesh'. One of the major reasons for the separation of East from West Pakistan was the Urdu-Bangla conflict. Hence Bangla became the state language of Bangladesh and the status of English was drastically reduced. Bengali replaced English in all official communications - except those with foreign missions and countries and in the army, where English continued to be the official language. School, where students had previously been able to sit for secondary and higher secondary examinations in three languages - Urdu, Bengali and English - became single language schools. Attempts were made to translate English books into Bengali to meet the demands of universities (preface of the Revisioning English in Bangladesh by Alam et al. 2001:vii).

During the Pakistan period, English was used as the second language. In post-liberation Bangladesh, English lost its official status but it enjoys an important unofficial status. English became a foreign language while Bangladesh emerged, considering its importance in our social life, English is now studied as a compulsory subject in the national curriculum through primary, secondary, higher secondary and university levels (Hoque et al. 1997:131).

Since their independence like India and Pakistan, in the existing Bangladesh also, English, plays an important role in the national life. It is
unofficially recognised as a second official/state language. In India, for instance, English was facilitated by constitutional provisions and recommendation of various language commissions even after independence. (Khan 1999:20-22). Practically, though no such constitutional provisions is made by Bangladesh, English is used by the government, semi-government and private organisations or companies along with Bengali. It is instrumental in interpersonal, commercial and official communication and other academic and library purposes.

It can be briefed in a nutshell, therefore, that English is used in Bangladesh, for both intranational and international purposes.

2.3 English Education in Bangladesh: Historical Overview

A proper historical overview of the ELT situation in Bangladesh is possible only in the following sections:

2.3.1 English Education in Pre-independence India upto 1947.
2.3.2 English Education in Newly created Pakistan (since 1947-1971)
2.3.3 English Education in Newly created Bangladesh (since 1971 onwards).

This is so because ELT in Bangladesh, its origin and expansion goes back to its history, ranging back to the emergence of British Empire and its control over the whole of the Indian sub-continent.

Bangladesh is a young country, twice-split once from India as a part of Pakistan and then from Pakistan as an independent nation. Therefore, to look at the history, we have to look at the history of ELT first in India upto 1947, then in Pakistan (1947-1971) and then only in Bangladesh (since 1971 onwards). Though Bangladesh became an independent nation in 1971, this region has always been very fertile, so far education in general and the origin/expansion/support to ELT in particular is concerned.
2.3.1 English Education in Pre-independence India upto 1947

English language teaching in India started with the arrival of the British to the sub-continent. When the British arrived, they found three existing education systems in India - first the 'Aryan' system prevalent in the North, second the 'Dravidyan' system in the south and the third was the 'Muslim' system. These systems were mainly based on the note learning of classical/religions texts (Dakin 1968:5). It is customary to trace the roots of English on the Indian sub-continent to 31, December 1600, when Queen Elizabeth granted a charter to a few merchants of the city of London, giving them a monopoly of trade with India and East (Kachru 1983:19).

English in India was first motivated by Missionaries who were eager to improve the ethnicity and customs of the motives and to show the flow of knowledge and faith to them. Their efforts started in 1614 and became more marked after 1659, when they were allowed to use the ships of the East India Company for propagating their religions and cultural ideas. The 'missionary clause' of 1698 further encouraged them. But actually, much before that the struggle for language dominance on the Indian land had started in the shape of English-Portuguese competition for lingua-franca (Sinha 1978. cited in Agnihotri and Khanna 1997:20) and also the widespread use of English by the Missionaries and the English traders.

The 'Missionaries' efforts in the expansion of English use was strengthened by the political consolidation of the small territories of India by the East India Company. In 1757, for instance, the Nawab of Bengal was defeated and hence the region fell under the British rule. Between 1783 to 1790 the moral, social and intellectual situation of the Indian natives was totally subdued (Agnihotri 1997: 21). As a consequence Charles Grant (residing in Malda) wrote an important treatise 'observations on the state of society among the Asiatic subjects of Great Britain'. In charter act of 1793 Christianity was also motivated for even teaching English in India for improving the moral fabric of Indian society. In 1795 the Rajas of Tanjore and Marwar had
established English medium schools by Reverend Mr. Swartz. Subsequently, Fort William College, Kolkata school book society, Kolkata school society and General Committee of public instructions were established.

It is interesting to mention here the reference to a book that was not produced in Europe at all but in India. Published in Serampore in 1797 and authored by John Miller himself, "The Tutor" is possibly the earliest example of a book written to teach English in what would today be called the Third World. It is one of Alston's most fascinating discoveries, the only known copy being in the library of Kolkata University. The Tutor, or A New English and Bengali Work, well adapted to teach the natives English, to give Miller's book its full title, begins, as one would expect, with the English alphabet, ..." (Howatt 1984: 67-68).

In 1800 the Baptist Missionaries group was established in the Danish Enclave of Serampore. William Cary, Joshua Marshman and William Ward of this group actively engaged themselves during 1800-23 to 'save the souls' of the natives through Christianity and Western knowledge. The trio also declared that this objective would be achieved through 'vernacular languages' and learning of English was only for clerical jobs.

In 1813 the new Charter Act of the East India company provided a sum of not less than one Lac of rupees in each year for developing education system as well as schools, colleges and public libraries. However the adoption of this resolution the unorganised missionaries activities became well-planned, organised and restricted.

Laird (1972:98) stated the distinction between vernacular schools where English may or may not be taught as a subject and English medium schools started crystalizing as early as 1819, when it was decided to establish schools in 'circles' consisting of five Bengali and one 'central' school for the teaching of English, corresponding to the Church Missionary Society English schools at Burdwan and Mirzapur. In 1823, Raja Ram Mohan Roy wrote to Lord Amherst
against the Sanskrit system of education and recommended the use of English in India.

In 1835 Thomas Macaulay justified the cause of English education and approved by Governor General Lord William Bentinek on 7 March 1835. Macaulay's Minute of 1835 was intended to reshape policy on the medium and declared English as the language 'best worth knowing' and 'most useful to our native subjects.' It was to "form a class who may be interpreters between us and the million whom we govern.... A class of persons, Indian in Blood and colour, but English in taste, in opinion, in morals, and in intellect".... (Dakin 1968:7)

The implementation of Macaulay's minute was manifested in the establishment of a college at Hooghly in 1836. In 1837 English and vernacular languages had already replaced Persian in the proceedings of the law courts - English for the higher and vernacular for the lower courts. Thus in both education and law courts language became a marker of two separate levels of social operation. The policy of administrators consciously promoted the association of English with the status of privilege. In 1840 Macaulay's Minute also manifested the proposal for a college at Dhaka and one at Patna and the transfer and development of Kolkata Hindu College into the Presidency College. The Bengal Presidency Report (1844) for the period 1842-43 proposed to promote the Indian languages and cultures were convinced of the superiority of English language and literature. Regarding English language, it was the highest efficiency in the vernacular and oriental languages and literatures.

Sir Charles Wood's Despatch of 1854, modified the filtered education policy of Macaulay and extended European knowledge among all classes of the people, while the English language continues to be the most perfect medium for the education. However English was to remain the medium only of the higher education and the universities that required a knowledge of English. Consequently new secondary education was applied to anglicized themselves.
The primary education remained in vernacular languages (Dutta 2001:123) stated that Macaulay's policy of selective English for higher education had achieved the greater success and established itself as an academic discipline with the setting up of universities in Mumbai, Kolkata and Madras in 1857. Since then English occupied an important position in the curriculums of schools, colleges, and universities of the sub-continent till the end of the British rule.

The Hunter Education Commission of 1882 appointed to enquire the principles of Despatch (1854) and suggested priority to be given to primary education for the masses. Its provision, extension, and improvement was to be furnished by the provincial government. The recommendations of Hunter Education Commission were further strengthened Lord Curzon's Resolution of 1904 which claimed that the active extension of primary education is one of the most important duties of the state (Dakin 1968:8).

Though the above policies raised the triple question of (a) the content of education, (b) the spread of education, and (c) the medium of education. (Dakin 1968:5). it was for the first time that education in the Indian sub-continent was recognised as the state responsibility.

The scope of English in the colonies such as India added a prestige to the language and its literature and established it as an academic subject. Now a curricular model for English language and literature was necessitated. Agnihotri and Khanna (1997:25) added that the movement for National education had started much earlier when the partition of Bengal in 1905, and initiated a reaction against English education, its supremacy continued unchecked. The National Council of Education in Bengal was registered in 1906. A variety of changes were introduced by the Morely-Minto reforms (1909), Montague-Chelmsford report (1917) and the Kolkata University Commission Recommendation (1919), but neither the English language nor the English model of education could reach the Indian masses. The Commission
also recommended that the medium of instruction for most subjects up to high school stages was to be the vernacular, but for later stages it should be English.

By the turn of the country the importance of English was triggered high notwithstanding a gulf kept on widening between the primary education in native language and secondary and higher education in English. The resolution passed at the Nagpur Congress in 1920 suggested that children should be withdrawn from English medium schools and National schools should be established where the children should be sent.

English was introduced in the Indian educational framework in compliance with a request in 1932 by educators like Raja Ram Mohan Roy, Macualay, Lord Bentinck and Lord Harding. Dakin (1968:8) added that the Sergent Report of 1944 reflects Gandhi's philosophy. It envisaged universal, compulsory and free education for children between the ages of six and fourteen. The report announced that facility would be provided for adult education for all men and women between the ages of fourteen and forty. The medium of instruction in primary, secondary and adult education would be the vernacular languages.

However the importance of English was rising in early twentieth century with the spread of schools, colleges and the increase of universities. In sum, inspite of all these efforts, English continued to gain an importance in pre-independence India. It became the medium of instruction in so many schools and colleges, an equipment for acquiring the new information and knowledge, technical or otherwise. For freedom fighters it constituted shared mass of knowledge and means of communication among themselves. The pre-independence period reflected the gradual development of English language covering Macaulays restricted policy leading to the policy of universal and compulsory education to the nation.
ELT Situation in the Pre-Independence India

Due to the lack of any comprehensive survey of ELT situation in the Colonial India, a general idea can be gathered from the official reports, popular textbooks, and the language programmes. During this phase English language Teaching (ELT) in India had to depend on the British-based materials and methodology. It was modeled on Grammar-Translation Method with an emphasis on Reading and Writing skills and little or no attention to speaking and listening comprehension. Text-books and materials, produced for the native (ENL) context were applied in India on a large scale. It shows that there was no distinction established so far between the teaching of English as a mother-tongue or that of the second or foreign language.

In the beginning of the twentieth century the rethinking on language teaching in Britain resulted in the 'Reformist Movement' led by Govin, Marcel Proust and Pandergast, started leaking into India. Some Missionaries influenced by this idea and actively involved in the educational activities in India, started responding to them. Thus, in some Mission schools the emphasis was shifted to the primary of speech, use of conversational texts and dialogues. Inductive approach to grammar teaching, and teaching the language without any interference of the mother-tongue.

Though the process of modernizing English language teaching had been initiated, its influence was confined to certain individuals or a particular set of schools. One reason for such a confinement, perhaps, was the absence of any marked provision for the implementation of the modern ideas. By 1930s Michael West and H. Palmer did make their impact in the Indian scenario, but two significant historical events - The Second World War and India's Freedom Struggle - affected it (Gautam 1988:27, as cited in Khan 1999:18).
2.3.2 English Education in Newly created Pakistan (Since 1947-1971)

On 14 August 1947 the Indian Sub-continent was divided into two countries - India and Pakistan. After getting independence Pakistan came up with fresh and new ideas, promises and dreams of an ideal state. But like any other newly created states, even Pakistan had to face the challenges to strengthen the existing socio-politico-economic conditions weakened by the long colonization and the challenges to build up a bright future. Dakin (1968:4) rightly states (which is true of Pakistan too) that 'unity' and 'progress' are the two main problems that are needed to be solved in relation to a newly independent state. And the only way out to both of these is education. In a monolingual society/nation, the problem of medium of instruction does not emerge as a hurdle to education to all, because the local language works as a national language, an official language, as a language of education and other communications. But in a multilingual country, like Pakistan, for instance, the language issue takes a serious shape.

At the time of partition English was the language of Pakistan government and was taught as a compulsory subject at both primary and secondary level. English also served as the link language between the two parts of Pakistan - 'West Pakistan' and 'East Pakistan' (present day Bangladesh) (Dil 1966: 199-207). The situation, therefore, in India and Pakistan both was the same. While India made Hindi her national language, Pakistan assigned this status to Urdu. While India talked of continuing English as an associate official language for 15 years through Article 343(2) of the Indian constitutional provision, even Pakistan continued it for 20 years through Article 214 of the constitution of Pakistan (as cited in Khatun 1992:85). That is, the Pakistan government came up with the language policies through its constitution, but they could not meet the requirements and aspirations of the common mass and even the demands of the science and technology.
Urdu, therefore, was considered to be the national language which even replaced some of the functions of English and other local languages over a period of time. Among the common people English was the symbol of British imperialism. Maulvi Abdul Haq and his vocal group known as 'Baba-e-Urdu', for instance, demanded the replacement of English by Urdu. While others believed that English should continue as an instrumental language because, Urdu was not sufficiently well-developed to assume such an important role for a progressive nation. Even Fazlur Rahman, the first Education Minister of Pakistan, made a number of policy speeches during 1947 and 1948. He emphasized that we should not easily throw away a language that gives us so easy an access to all the secrets of western science and culture.

A crisis developed in February 21, 1952, when the language movement started in East Pakistan for the adoption of Bengali along with Urdu, as the national language of Pakistan. The language formula presented by Prime Minister Mohammad Ali Jinnah and adopted by the constituent Assembly of Pakistan on May 7, 1954, specified that English, Urdu and Bengali will be the three official languages of Pakistan, until such time that Urdu and Bengali can replace English as the official language.

The Constitution of Pakistan 1956 (Article 214) clearly specified that English will be continued as the official language for twenty years (cited in Khatun 1992:85). The first language teaching conference was held at Karachi in March, 1957. The conference was sponsored by the Government of Pakistan, Ministry of Education with the assistance of the British Council and the Ford Foundation. The conference was to examine the situation of language teaching in Pakistan, with special reference to Urdu, Bengali and English. The conference was to recommend schemes that would improve their teaching and use. The Prime Minister of Pakistan in his message to the conference said that in addition to the development of Bengali and Urdu as state language, we must consider the place of English language as an invaluable medium of
communication all over the world. Apart from its present role in Pakistan, English has today attained the status of an international language. In some places like India, Pakistan and many other countries it is functioning as the official language. (cited in Dil 1966:201).

Khatun stated that on January 3, 1957 the Education Commission was appointed by the Awami League Coalition Government. But the commission's proposals and recommendations remained only a paper work due to the declaration of Martial Law in 1958. Ayub Khan, the then President of Pakistan, also talked of reforming the whole system of Education of Pakistan. On June 24, 1960 the Ministry of Education appointed the Curriculum Committee for Secondary Education, drawing up curricula in all subjects for classes six to twelve. The new secondary syllabus was introduced in 1962 as a first step towards achieving the objectives setout by the Curriculum Committee, that is, to teach a functional language rather than literature. In 1964 President Muhammad Ayub Khan addresses in Urdu College at Karachi that the world is shrinking in books, telegraphs, telephones, airplanes, international trade, political relations, and other contacts. Therefore, in such circumstances, the English language is inevitable for us. (Dil 1966: 203-5).

A number of projects were taken up by the central Board for the Development of Urdu in Lahore and the Board of Dhaka for the development of Bengali. As a consequence, the question of the medium of instruction at primary and secondary levels was resolved more or less in a satisfactory manner among the masses. But the problem of instruction at higher levels of education was not solved. The university of Karachi took a decision whereby Urdu was being made compulsory as a medium for the year 1965-66, and at the post-graduate level optional for 1965-66, and compulsory from 1967-68. In all other universities much more emphasis was given to Bengali in East Pakistan and Urdu in West Pakistan, but English remained the medium of instruction.
The new educational policy was the outcome of an intensive review of the entire education system of Pakistan undertaken by a number of study groups following an announcement of president Yahia Khan in 1969, known as New Educational Policy. Waseem (1987) argued that English had a renaissance in Pakistan after independence. Generally English continued to enjoy a position of vital importance at that time.

Thirteen daily newspapers out of a total 84 were published in English. Besides, a large number of weekly, fortnightly, monthly and quarterly were also published in English. News bulletins and regular programmes in English were aired from all stations of Radio and Television of Pakistan. It was estimated that about 2.75 to 3.0 percent of the people could be said to know English at that period in Pakistan. The Commission on National Education had recommended that English should be taught as a compulsory language from class VI to XII in schools and at the graduate level of Pakistani educational system. (Dil 1966:212).

ELT Situation in Pakistan

In 1950s and 1960s many language teaching conferences, lectures, symposia, seminars, refresher courses were held to suggest appropriate teaching methodology in different parts of Pakistan such as Dhaka, Karachi, Lahore, etc. But none of them could be able to attain this goal. some of them sponsored by Linguistic Research Group of Pakistan (LRGP), Ford-Foundation, Asia Foundation, British Council, Oxford University, the United States Education Foundation in Pakistan (USEFP), and The United States Agency for International development (USAID) in order to provide an applicable teaching method in relation to English as a second language. Among these institutions only the United States Information Agency (USIA) offered some teaching materials and audio-visual aids and realia; that is certain
specification of Audio-lingual method - used in united states as a reaction to grammar translation method - was introduced to Pakistan.

2.3.2.1 Controversy Between Bengali and Urdu

There was a debate regarding language. First it was raised in all Pakistan educational conference. The minister of education, Mr. Fazlur Rahman considered Urdu language as a lingua franca of Pakistan and also as a symbol of cultural national solidarity. The conference based on the speech of the minister regarding the place of Urdu, recommended to the newly constituted Assembly as the lingua franca and as a compulsory language at school levels of Pakistan.

The controversy started as early as in February 1948, when a member from East Pakistan Dhirendra Nath Dutta moved an amendment to the Assembly rules on the first session of Pakistan Constituent Assembly held on February 23, 1948 regarding provision for use of Bengali along with Urdu. But the Prime Minister Mr. Liakat Ali Khan protested against Mr. Dutta's motion. This was followed by a general strike in East Bengal on March 11, 1948. The language controversy later was aggravated with the announcement of Jinnah on March 21, 1948 in the public meeting held at the Dhaka Race Course, concerning the role of Urdu language as the state language of Pakistan. Immediately there was a protest from the audience. (Khatun 1992:84).

On March 24, 1948, in the convocation ceremony of The Dhaka University held in Curzon Hall, Jinnah again repeated that the state language of Pakistan should only be Urdu. At this meeting a large number of students raised their voice in protest against Jinnah's declaration. Jinnah was reported to have rebuked Nazimuddin for agreeing with A Combined Committee of Action (COA) to move a resolution in the East Bengal Assembly, recommending adoption of Bengali as one of the state languages of Pakistan. The resolution moved by Nazimuddin and approved in the East Bengal Legislature on April 8.
1948, saying that Bengali shall be adopted as the instrumental language for replacing English in the province of East Bengal. In addition, the interim report of the Basic Principles Committee in 1950 declared that Urdu should be the national language of the state.

The language controversy was intensified in 1952. On February 21, 1952 a meeting held at noon on the Dhaka University Campus. The student leaders were able to excite the students to violate section 144 and stage a demonstration in front of the Provincial Assembly. As a result of the demonstration many students were killed. When the news of the killing spread like wildfire throughout the city and other places, the condition became worse. On February 22, 1952 East Bengal Legislative Assembly recommended to the constituent Assembly of Pakistan that Bengali be one of the state languages of Pakistan. The resolution by the Provincial Assembly was not enough to pacify the students and politicised sections of the public (Maniruzzaman 1980: 54-57).

Agitation was still continuing among them and later, at a conference in Muree in 1955, a formula was agreed between the leaders of East and West Pakistan that Bengali and Urdu shall be the state languages of Pakistan. Finally Bengali was accepted as one of the state languages along with Urdu in the constitution of Pakistan in 1956 after a long and bitter battle of about nine years. The martyrs by sacrificing their lives for their mother tongue set an unparalleled example in the history.

The position of state languages, place of English and the provision for replacement of English was clearly specified in Article (214) of the constitution of Pakistan. The Article runs: The state languages of Pakistan shall be Urdu and Bengali for the period of twenty years from the constitution Day. English shall continue to be used for all official purposes for which it was used in Pakistan immediately before the constitution. The Constitution of Pakistan thus provided a guideline to this province about place of national languages of
Bengali and Urdu, and English as a foreign language in the educational system (cited in Khatun 1992: 85).

Despite the marginal status of English provided by the constitution of Pakistan after independence, the English language continued to enjoy an important place in the curriculum. With this view in mind in 1955 Mackin's alternative syllabus appeared which included graded English structures and vocabularies and the order in which they should be taught. This was the first time a positive step was taken towards the proper implementation of English as a foreign language in this country. Though it was more of a second language in the sense that it was used as a medium for official communication at both intranational and international levels (Selim and Mahboob 2001:142).

2.3.2.2 Teaching English at Secondary Level in Pakistan

The basic concepts of Pakistan Education System were the spiritual and moral values of Islam, nation building, scientific development, enlightened citizenship and public service. On the basis of these concepts, the Education Ministry of the Government of Pakistan appointed the Curriculum Committee for secondary Education and charged it with the task of drawing up curricula in all subjects for classes six to twelve in order to implement the recommendations of the Commission on National Education on June 24, 1960.

Morgan and his panel were asked to write by the end of March 1961. 'The pupils' books for classes six, nine and eleven - that is to say a book for each of the first year of the middle secondary and higher secondary stages - including four pieces of poetry. In the following year, books had to be written for classes Ten and Twelve and in the third year a book for class Eight. A comprehensive and detailed curriculum for all aspects of English work was produced by the curriculum committee. Two most features for the writers of text-books to this curriculum were (i) vocabulary teaching from class six to ten was to be based on the general service list of English words and (ii) the
teaching of syntactical structures on Ronald Makin's Alternative Syllabus (1955). Makin's Alternative Syllabus had come out under the influence of the University of London Institute of Education. This type of Syllabus is commonly called 'Structural Syllabus' which is most necessary and valuable step toward the teaching of English as a foreign language.

Dil (1966: 203-15) provides the following details about the aims, objectives, structure, implementation and even the outcome in the following manner: The National Education Commission recommended that during the primary and secondary stages, there be on the average, 30 class-periods a week, each period of 40 minutes, and school be in session about 225 days a year.

At the primary level about 30% of the school time is given to the teaching and learning of languages - Bengali, Urdu, Sindhi, and Pashto as first languages, Urdu as a second language whereas English as an optional language. At the middle stage, Bengali/Urdu gets 8 periods a week. English also gets 8 periods a week. At the higher secondary stage Bengali/Urdu gets 6 periods a week and English gets 9 periods a week. At Intermediate and degrees stages English gets maximum time and attention as compared with other subjects.

Since 1947, the standards of English have shown considerable decline and nation wide concern has been roused to improve the teaching of English at all levels. The commission on National Education and the Curriculum committee have made several recommendations and some of them are still in the process of implementation.

The Commission on National Education had recommended that English should be taught as a 'compulsory' subject from class VI to Class VII. The Report of the Curriculum Committee for secondary education (class VI-XII). has prescribed the scheme of studies and syllabuses for various classes. The Committee has laid down the following points for teaching of English in
classes VI to VIII, covering the primary and middle stages, in all schools of Pakistan:

1) To enable the pupils to understand, speak, read and write simple English.
2) The teaching of the subject should aim at the comprehension and correct use of language.
3) Stress should be on the functional nature of English and its use as a living language.

The syllabus for class VI listed about 60-75 basic structures as listed in Mackin's 'Alternative Syllabus' and 250-300 words as given in Mackin's 'Alternative syllabus', supplemented by words drawn from Pakistan and classroom environment.

For class VII about 75-80 additional basic structures and 350-400 additional words, for class VIII about 75-80 additional basic structures and 400-500 words were in addition in the syllabuses. This syllabus was finalised in 1964. The objectives for classes IX and X are the same as for the middle stage with additional emphasis on reading and writing. The Curriculum Committee prescribed that the remainder of the basic structures in Mackin's 'Alternative Syllabus' were to be taught in the first part of class IX and these, along with the structure taught in the middle stage, were to be revised constantly.

The practice and drilling was to continue, till the end of class X. and additional active vocabulary word of 2000 to 2500 based on Michael West's 'A General Service List of Words'. The examination at the end of class X was to be taken by the 'Boards of Intermediate and Secondary Education'. Two papers in English were required: paper A covers 'Functional English' for 100 marks, and paper B covers the prescribed texts in prose and poetry for 100 marks.
Pass mark was 33 percent, and it was compulsory for a candidate to pass in English. The pass percentage was generally very low, sometimes as low as 30 percent, and most of the students failed in the examination because of failure in English. This examination was also called the matriculation examination.

2.3.3 English Education in Newly Created Bangladesh (since 1971 onwards)

East Bengal became a Province of Pakistan after the partition of 1947. But feeling the absence of an autonomous status and dissatisfied by the imposing government policies of Pakistan a 'Nationalist Movement' was initiated which saw its culmination in the 'Liberation War' of 1971, and its final victory on December 16, 1971, when East Bengal emerged as a Sovereign state, called Bangladesh.

After the liberation of Bangladesh, the new Government initiated the task of reconstructing the 'Educational System'. Bangladesh Education Commission was established and the Commission said "Educational policies have close relation with political events and system. Since 1947 Bangladesh witnessed diverse changes in political events. Each change in political life left its impact on education. Education is a vital sector of the national life and an instrument for national reconstruction. Therefore, educational policies and their implementation follow closely political ideals of the nation." (Cited in Khatun 1992:9).

Since introduction of the new Curriculum by the Jatiyo Shikikya Upadestha Parishad or National Advisory Council of Education in 1978. English is continued to be taught as a compulsory subject. Though it was the stated policy to teach English from class III onwards, but in quite a large number of schools, as was in the past, English was started to be taught from kindergarten and nursery onwards. Perhaps the pressure of public opinion was
behind the unofficial policy of teaching English from the first class of the primary stage of Education in Bangladesh. After its emergence as an independent country in 1971 Bangladesh inherited this format of English language teaching with all its merits and faults and for a long time could not come up with any new method of English language teaching. There existed no link between secondary and Higher secondary education because while the former emphasized language, the later concentrated on literature.

Moreover, although English ceased to be the medium of instruction at the secondary level, it remained as the medium of education at the higher secondary and university levels. It also remained the only means of communication for official matters. Within a few years an all-out switch-over was attempted, though not with great success. It took quite a long time to introduce Bengali at all levels of education but higher and technical education, still dependent on English. Most of the subjects can be studied in Bengali now (excluding specialized subjects like Medicine or Engineering), but since more than 80% of the books in the Dhaka University Library are in English, English still enjoys a special status not only among teachers but among students too. Moreover, most administrative jobs whether be a government or private demand a good command of the English language.

To determine current status of ELT in Bangladesh the prevalent trends of ELT need to be examined. In most educational institutes at the university level, English is being taught as a literature subject but hardly as language. Starting from class one to class twelve, students are taught to appreciate a literary texts without any sound knowledge of the language itself. Due to the lack of basic knowledge of reading and writing skills, they not only fail to appreciate any English texts, but also find it quite difficult to express their ideas in correct English. As they pursue higher studies, they find it increasingly difficult to express themselves in English, irrespective of the subject. It is only recently that the authorities become aware and have decided to make English a
compulsory subject to be studied by the students of all departments of the faculty of Arts at Dhaka University.

In some of the private institute of the country English is being taught for special purposes, for example to pass Test of English as a Foreign Language (TOEFL), Scholastic Aptitude Test (SAT), International English Language Testing System (IELTS), etc. The British Council and the Institute of Modern Language are two such institutions. They are doing quite a good job. But the question remains, after studying English for 10-12 years why should the students need this? This again shows the failure and inadequacy of the English teaching at the secondary and tertiary levels. If we can come up with a sound ELT policy then some day, we will not need to offer courses in English for special purposes.

The most recent trend in English teaching is the teaching of English language for academic purposes. Some of the private institutes of the country, for example, North South University, are doing just that. Students of this university must take two courses of 6 credit hours to enhance their ability to read and write in English for different academic purposes, including report writing, thesis writing, etc. By the time students graduates from North South University, they become quite capable of writing academic and other papers needed for their jobs or business in English. But this does not happen to the students of public universities, because unless they major in English, they only study the subjects get a degree and hardly use English, whether spoken or written (Selim and Mahboob 2001:141-45).

English is a compulsory subject, which occupies an important place in the national curriculum. It needs to be taught with great care and attention. Teaching a language in general and teaching a foreign language in particular is a complex enterprise which involves the risk of wasting efforts on the part of an unskilled teacher. Most of the parents are aware of the need for English. They encourage their children to learn and to use English inside and outside.
They feel their children need to learn English because globally it is the common medium of communication.

It is generally believed that language teaching means the teaching of English literature textbook. However they forget that the main purpose of teaching English is not to equip our students to appreciate literature, but to prepare them to be able to interact in actual social situation (Hoque et al. 1997: 135-38).

2.3.3.1 Constitutional and Government Policy/Provision for English Education in Bangladesh

Constitutional Provision

The Resolution of 1949, the Constitutions of 1956 and 1962 of Pakistan and the Bangladesh Constitution of 1972 are the main sources of constitutional provisions of education in Bangladesh. Bangladesh made its own constitution within one year of its independence. The objective of National Educational Policy of Bangladesh was derived from the preamble.

"The education of Bangladesh should be inspired with the high ideals of nationalism, socialism, democracy and secularism. The constitution reflected the aspiration of the heroic people who dedicated themselves to and the brave martyrs who sacrificed their lives in the liberation struggle" (cited in Khatun 1992:31-37).

The constitution of the People's Republic of Bangladesh 1972 adopted Bengali as the state language in Article (3). This ensured the place of Bengali in the national education. Thus it became the medium of instruction. But there is no specific mention about the English language in the constitution.

When Bangladesh was a part of Pakistan, the constitution of 1956 adopted the principle of language policy (Article 219), and announcement of Bengali and Urdu as the state languages was resolved to a certain extent. It also ensured the constitutional provision of keeping English in national life for
twenty years. In the spirit of the preamble, Article (17) there are three statements which have bearing on education and especial significance for primary education.

Article 17. The state shall adopt effective measures for the purpose of:

(a) establishing a uniform, mass-oriented and universal system of education and extending free and compulsory education to all children to such as may be determined by law;

(b) relating education to the needs of society and producing properly trained and motivated citizens to serve those needs;

(c) removing illiteracy within such time as may be determined by law.

(Constitution of the People's Republic of Bangladesh, Amendment up to 1994:14)

These constitutional provisions serve as a guide for educational planning and development. Bangladesh took a democratic stand in detailing the need for an education system, which reaches every child. This ideal continues to provide a framework and these provisions were quoted in the five years plan of Bangladesh (cited in Sattar 1982: 83).

**Government Policies**

In the post-independent Bangladesh several educational bodies were formed by the Government in different phases. The recommendations of these bodies contributed to the development of contemporary educational policy in Bangladesh.

After liberation, the new country had to reconstruct its society and make a rapid development according to its nation building task. The founders of Bangladesh thought education would play a vital role. Considering the new goal and philosophy of the state as well as the tradition of the great culture and civilization which Bangladesh inherited, the new Government by resolution
No. 906 Edn. Dated 26th July, 1972, constituted the Bangladesh Education Commission with Dr. Md. Qudarat-e-Khuda, a renowned scientist and educationist as its chairman.

The main tasks of this Commission were to suggest measures to the Government for enabling it to remove weakness and failures of the existing education system and to give guideline for national reconstruction in the spirit of the new philosophy of the state.

In Bangladesh a number of foreign languages like Arabic, Urdu, Persian, French, German and Japanese etc. are taught in the universities. But only one foreign language i.e. English is taught as a compulsory subject across primary, secondary, higher secondary and even tertiary levels (Khatun 1992:65-66).

The Indian sub-continent was a British colony for two hundred years. It was the British colonial rulers, which firmly established English as a compulsory curriculum subject by introducing English education in this sub-continent in the first half of the 19th century. Since then English has been an important component of our national curriculum (Hoque et. al. 1997:130).

2.3.3.2 Aims and Objectives of Teaching English in Bangladesh

The main purpose of teaching English is to acquire language skills and not to learn about any particular topic. It is also to enable students to interact in it in real-life situations. Unlike most of the other subjects in the curriculum, English is a skill-based subject and not a content-based one. The themes and topics introduced in the syllabus are meant to be used as vehicles for practising all four language skills effectively. Therefore, the situation demands that English should be taught as a functional or operational language.

According to a popular belief, the main aim of teaching English in Bangladesh is to enable students to use it as a 'library language' in the higher education both at national and international levels. But such naming gives the impression of a confined role of the language, while it remains a fact that the
The use of English in Bangladesh is as expanded and dynamic as in any modern country of the world, ranging from interpersonal use to international communication.

The Report of the Commission on National Education (1960) Chapter III (P-III, P-147) put a greater emphasis on English language teaching in comparison to Bengali, science and mathematics. The commission also suggested that English should be taught as a functional language at all levels. The teachers must be properly trained before they enter services. Teachers of class VI to X should work 225 full working days during the academic year and should put in 1600 hours distributed as follows:

- Teaching hours in a year: 800 hours
- Preparation of lesson in a year: 300 "
- Tutorial in a year: 200 "
- Correction work in a year: 200 "
- Guidance in a year: 100 "

All sorts of effort should be made by the authorities, the schools and the communities to provide facilities such as classroom, science laboratories, workshops, libraries, garden-plots, play-ground and equipment in order to cover achievement of secondary education. The school session should be of 40 weeks with a summer vacation of two months, a winter recess of 15 days and Autumn recess of 10 days. Students should have about 1400 periods of institution every year. The period should be time-limited for class VI to X, seven periods a day of 40 minutes and classes XI and XII, seven periods a day of 45 minutes duration (as cited in Salam 1956: 100). During this long period both course contexts and teaching hours should be extended from one stage to another. The Board of Secondary Education should be entrusted to the development of education and discipline control. Students of class 1 to 5 study one full paper of English consisting of 100 marks. Students of classes 6-12 study two full papers of English each consisting of 100 marks. Students of class VI to X should work 225 full working days during the academic year and should put in 1600 hours distributed as follows:
degree pass and honours classes study one paper of structural English containing 100 marks.

It is very important that all institutes not only have a sufficient number of qualified teachers but also allocate adequate number of class periods to cover the course materials. According to the National Curriculum and Syllabus Committee, English has been allocated as following:

- 3 periods per week in class 1 to 2
- 4 -- do -- 3 to 5
- 5 -- do -- 6 to 7
- 6/7 -- do -- 9 to 10

The National Curriculum and Syllabus Committee has also mentioned that Bengali is also given same time, place and weight as English (as cited in Hoque et al 1997:136). Therefore, students are expected to have gained a fairly considerable command of English with which they will be able to effectively communicate facts, ideas and opinions in real-life situation.

Though the Government of Bangladesh failed at the level of implementation of any appropriate decision regarding the ELT policy, it did appoint various commissions and studies to review the ELT situation in the country. On the other hand, some of the scholars and experts in ELT are asked to study a foreign language in its curricula usage to enable the learners to be introduced with the culture, tradition, history, science and technology. The theory beyond this demand is that a foreign language is not only a means of using the language to meet some specific needs but also a means for pursuing knowledge and pleasure about people and nations.

Primary Level

Teaching of any foreign language is not justifiable at primary stage both on pedagogical and psychological grounds. As there was public demand for English, it was introduced in the last two classes of the primary school. This
state of English remained the same in post-independent Bangladesh, although
Bangladesh education commission did not recommend any foreign language at
primary level. At present unofficially English is taught from class one in many
of the primary schools and even in nursery and kindergarten school. (Khatun
1992:99). Students at the end of the primary level education are expected to
have acquired an elementary command of the four language skills of English.
The general skills of English which they acquire are likely to enable them to
carryout simple language activities such as spoken, greetings, farewells,
reading signboards and addresses, and writing ordinal numbers such as first.
second, third, etc. The main purpose of teaching English at this stage is to
prepare the students for more serious and intensive study of the language for
the secondary level.

Secondary Level

Secondary education has been regarded as the most critical stage of any
national system of education (Salam 1956:41). By the end of the secondary
level education, students undergo studying of English as a compulsory subject
for about ten years. During this long period, students study it seriously and in
great detail. By class X, students study about 2000 vocabularies and 20 basic
structural patterns as well. Students also acquire about four language skills with
greater emphasis on reading and writing skills because students performance in
the examination depend mainly on reading comprehension and writing ability
(Hoque et al. 1997: 148). At this stage students are also required to use
reference books like dictionaries and to translate passages from Bengali into
English and vice-versa which enable them to use English more effectively.

Higher Secondary Level

After passing the secondary examination, students enroll themselves for
higher secondary studies, some of them take up vocational education, while
others for some socio-economic reasons, put an end to their academic life. In fact, the teaching of English at this level may be looked upon as a continuation of the secondary level study. The main objectives of teaching English at this level should be to extend and strengthen the command of language skills which students have already acquired at the secondary level through revision and practice activities.

During these two years, students are expected to acquire an additional vocabulary of 6 to 8 hundred head-words. Further, they also practice additional structural patterns mainly with conditional clauses (such as unless..., even if..., since..., etc.) and with modal verbs (such as dare, could, might, should, would, etc.,). At this stage they also study short stories and poems mainly for understanding and enjoyment and have to answer comprehension questions in the examination (Hoque et al. 1997:151). Besides, the four basic language skills, students have to acquire a fairly considerable command of the reference and translation skills with the help of dictionaries and reference books, which are related to other subjects of study.

**Tertiary Level**

Students at the tertiary level seek a wide range of higher study options. Some of them enroll in medical colleges, some in Engineering colleges and some of them enroll in Agricultural colleges for higher study, while others enroll in colleges and universities to study degree pass or honours courses in different faculties and subjects.

Under the National University, degree pass and honours students study one paper of compulsory English consisting of 100 marks. The main objectives of teaching English are to reinforce the skills which students have already acquired through remedial teaching. Students also need to be taught elements of English for specific purposes (ESP) such as English for medicine, Engineering and agriculture, etc., with special emphasis on reading and writing.
skills. The listening and speaking skills also necessitate for both effective learning and use in real-life situations when needed (Hoque et al. 1997: 153-54).

The Private University Act, 1992 allowed the setting up of some 37 universities (presently more than 50). These universities give especial emphasis on English because English is in much demand. Now a days the growing number of private universities, English medium schools and tutorial centers offer courses of different foreign universities and institutions and job advertisements of different local and multinational corporations who look for strong English language skills.

2.3.3.3 ELT Policy in Bangladesh

By now it is clear that Bangladesh is a new nation and has carried the socio-cultural heritage of Pakistan and India. Both have influenced the present educational system of Bangladesh. The main elements of the previous system were laid during the British rule of India and consolidated during Pakistan times. Between 1947 and 1971 there was no radical thinking or major reforms in the field of education to make it more relevant to the present day problems.

During the last few decades English language teaching has undergone a great change all over the world even in Bangladesh where English was once the second language and acted as the lingua franca to interact with West Pakistan. Bangladesh came into existence as a sovereign state with some radical socio-political and economic philosophy. Naturally, it could not be satisfied with a system of education, which was designed by the Pakistani government. So after liberation the new country had to reconstruct its society and make a rapid progress according to its new socio-political and economic philosophy. In this great nation building task, the founders of Bangladesh thought education would play a vital role.
The traditional English teachers strongly opposed when new theories of ELT crept into Bangladesh. The main reason is that they were not ready for something new. Another reason is that their forefathers had learnt English from the British rule in the same manner i.e. through Grammar-Translation Method and they were quite successful in their lives. Therefore, teachers do not want to practice anything new. They were also unable to realize any change into the status of English. The different methods and techniques of teaching were implemented through teachers' training. So far teachers of English considered literature and grammar as the only means of teaching English language. But the blame goes not only to the teachers, but also to the policy makers. Both these groups knew a little or nothing about the teaching of the four language skills in the beginning which are crucially important for the teaching of any language i.e. teaching of listening, speaking, reading and writing.

It was recommended that English should be offered as the second language from class VI as a compulsory subject. Later Bangladesh National Curriculum and Syllabus Committee included English as a compulsory subject from class III upward realising that the people of Bangladesh should have good grounding in English. But the decision was changed later and English was introduced as a compulsory subject from class-I (Hoque et al. 1997:132).

Nowadays English is started to be taught from first level education. All the students from class 1 to class 14 have to study the same English courses, though all of them do not need the same English courses for their study or real life situations. Hence what is needed in the national level policy for English language teaching is to identify the practical needs for English in the society and what and how much English should be taught and for how long time and for what purposes. The trained teachers, communicative learning materials, financial infrastructures, and management facilities can meet the above conditions.
In urban schools, more or less, facility is available, but most of the rural schools lack these resources. As a result teaching as well as learning of English at these schools cannot be done properly. In most cases, English learning is essentially confined to learning grammatical rules and textbooks. Even so many students are not aware of the aim and objectives of teaching-learning English. Only they know how to pass the examination in the subject. Consequently, English often seems to be a heavy unnecessary burden to the learners.

At the National University level all the B.A. pass and honours students in all groups of arts, science and commerce have to study a compulsory course of general English of 100 marks. But many students at this level do not need this general English based on grammar. They actually need English that will facilitate their studies. Similarly, students studying medicine, science and technology, business, etc., need English for specific purposes e.g., English for nursing, doctors, scientific English, technical English, commercial English and so on. This is because the general English course cannot cater to the specific needs of these specialised areas of study.

ELT practices in Bangladesh suffer from limitations of varied nature. A well thought-out and complete policy is an urgent need that would take into consideration the various needs of varied students along with the development of teaching staff capable to cater the needs. Otherwise, faculty system prevailing at present, will have some long-run effects on the future generation in the form of a vicious circle of poor students turning out to be poor teachers and then the poor teachers making, in their turn, poor students and so on.

2.4 Summing up

The present chapter, therefore, surveyed the origin and expansion of the English language along with the ELT situations in Bangladesh through history.
It is observed that Bengali dominates the everyday language use in Bangladesh. But for maintaining the balance with the rest of the world, English plays central role. That is, the expansion of the English language was not wholly a forced phenomenon. Rather it was the need of the hour for which the Missionaries, the natives and the government worked together to meet the need. In the post-colonial phase, Bangladesh policies and planning not only continued but also even extended the use of English in every walk of life.

The Constitution of Bangladesh did try to replace English by Bengali, but no attempt was made in the practical sense. Bengali language was not ever tried to be brought to the level of English, so that replacement could have been possible. The brief study of ELT situations in the pre- and post- independent Bangladesh reflect similar type of progress/expansion. All the new methodologies and materials developed during these phases were used mainly in English.

A survey of the available literature on ELT shows the extent to which new researches in this area in Britain and America have influenced in Bangladesh. As a result ELT in Bangladesh, as elsewhere, now come to realise the difference between the teaching of the second language and that of the mother tongue Bengali.

Despite various American Pedagogic influence, Bangladesh's ELT essentially remained committed to the British theorists and has continuously been the recipient of new methods and approaches like oral situational communicative language teaching, etc. But unfortunately even now the new theories are hardly able to influence the teaching in practice. For instance, grammar-translation method has been much practiced in some of the places in Bangladesh.

Finally, the National Curriculum and Textbook Board has adopted the communicative language teaching method in the secondary level in Bangladesh.
Chapter Three

Existing Curriculum and Syllabus at the Secondary level in Bangladesh
3.0 Introduction

The present chapter intends to survey the existing curriculum and syllabus at the secondary level in Bangladesh. It also proposes to assess the place of English in the National Curriculum of Bangladesh.

3.1 The National Curriculum

Regarding the making of this curriculum, the following information can be gathered from the reports of the Bangladesh National Education Commission (Dhaka 1988) and introducing the National curriculum and Textbook Board, (Dhaka 1989). They state that in 1960 the Education Ministry of the then Pakistan Government appointed a committee to design a curriculum for secondary and higher secondary education, which took initiatives to prepare and modernise the existing curriculum in order to meet the needs and challenges of the time. However, the existing curriculum proved inadequate for the changed world situation in 1990s. Therefore, the necessities to make the curriculum appropriate for the present situation were felt, and some efforts were taken to fulfil these needs.

In order to prepare a curriculum for the secondary and higher secondary education and for its proper implementation a 'Taskforce' was formed. This Taskforce proposed a framework for the National Curriculum in Bangladesh.

A Curriculum Committee consisting of eminent educationists and education administrators of the country was formed under the leadership of the education secretary. In a workshop on 6 and 9 November 1984 this Committee finalised the framework for the combined education system.

In the collaboration with the National Curriculum and Textbook Board (NCTB), the Secondary and the Higher Secondary Education Project, Madrasa Education Board and Technical Education Board, the Curriculum Committee prepared the new reformed curriculum.
This reformed curriculum was published and circulated to all concerned in December 1985. It included syllabus, checklist and guidelines for all concerned with the teaching and learning of English and other curricular subjects.

3.1.1 Centrality of English in the Secondary Board Curricula

English, with Bengali is taught as a compulsory subject at all the levels of education in various sub-systems. There are three sub-systems of education in Bangladesh, namely i) General education sub-system; ii) Madrasa education sub-system; and iii)Vocational education sub-system (started in 1995). In General and Vocational education sub-systems there are two compulsory papers of English and two papers of Bengali of 100 marks each, whereas in Madrasa education sub-system, language syllabus at Junior level differs from those of secondary and higher secondary levels.

At junior secondary level, Madrasa students study two compulsory papers of Arabic, one paper of English and one of Bengali; while at secondary level one compulsory paper of English. Arabic and Bengali, each; and at higher secondary level one compulsory paper of English and Bengali. Considering the importance of English in our national life, one can rightly justify the inclusion of English as a compulsory subject on our national curriculum.

English is the medium of education in such institutes as Medical Colleges and Bangladesh Institute of Technology (BIT). It is also used as the medium of International trade and commercial transactions. English, thus, serves as a window of the world. Often, knowledge of English is considered as an essential pre-requisite for many job seekers. Moreover, as an international library language, English plays a significant role in the fields of higher education and research.
3.2 The Existing Curriculum at the Secondary Level in Bangladesh

The existing curriculum at the secondary level in Bangladesh focuses on the following points:

- Receiving or Attending
- Responding
- Valuing
- Personal and Physical Abilities
- Skilled Movement
- Non-discursive Communication

The curriculum also focuses the three ways of learning mainly Cognitive, Psychomotor and Affective domains (Shikhakram and Pathhaya Suchi at secondary level, Report, part 2, 1995: p.17).

In Bangladesh, there are three stages of secondary education. These are:

1) Junior secondary education from class VI to VIII.
2) Secondary education from class IX to X.
3) Higher secondary education from class XI to XII.

In Junior secondary education, there are two sub-systems of education. These are:

i) General Education Sub-system which includes government and semi-government schools and English medium schools. General education sub-system is managed by the seven regions of secondary education boards namely, Dhaka, Rajshahi, Jessore, Comilla, Sylhet, Chittagong and Borishal. But in English medium schools, there is no specific board. Rather, these schools are run by the autonomous bodies.

ii) Madrasa Education Sub-system which includes only 'Alia Line' madrasa. Madrasa education sub-system is controlled by the Bangladesh Madrasa Education Board.
In Secondary Education, there are three Sub-systems of Education. Besides the General Education Sub-system and the Madrasa Education Sub-system, we have Vocational Education Sub-system which includes Technical Education School. It was started in 1995 and has very few schools across the country. This system is maintained by the Bangladesh Technical Education Board.

Like the Secondary Education there are three Sub-systems in Higher Secondary Education.

The present study concentrates on only the first two stages of Secondary Education - Junior Secondary Education and the Secondary Education.

The General Education Sub-system, as has been already mentioned, consists of seven boards, namely (1) Dhaka Board, (2) Rajshahi Board, (3) Jossore Board, (4) Comilla Board, (5) Sylhet Board, (6) Chittagong Board and (7) Borishal Board. These boards take care of conducting the examination and certification process in seven regions of Bangladesh. The National Curriculum and Textbook Board (NCTB) is responsible for preparing curriculum and syllabus for these seven general education boards.

The responsibility of the preparation of curricula and syllabi for the Madrasa Education Sub-system and Vocational Education Sub-system is assigned to the Bangladesh Madrasa Education Board and Bangladesh Technical Education Board, respectively. They are also responsible for arranging examinations and for the certification of their students.

3.3 General Education Sub-System

a) The National Curriculum and Text-book Board (NCTB) English Curriculum

The new curriculum has been developed so as to provide communicative syllabus for the teaching and learning of English at the secondary and higher
secondary levels in Bangladesh. This curriculum consists of clear and comprehensive guidelines for the textbook writers, teachers, students and those who are concerned with the teaching and learning of English from classes VI to XII. Actually this attempt was made when the members of the NCTB felt (report of the National Curriculum 1995, 2nd volume secondary level) that a change is to be brought about in the then English teaching scenario, particularly in the methodology.

**Syllabus Content**

The syllabus for the secondary level has been produced in order to bring about change in general, and in particular, a change of teaching methodology. It is essential to understand that English is not like most of the other subjects specified (mathematics or science and so on) on the curriculum. For, unlike them, English is not a content based subject, but a skill-based subject. English is not about any particular topic, rather it is about practicing skills, like listening, speaking, reading and writing.

The Curriculum also added that when people listen, speak, read or write, they don't carry out these activities in a vacuum. Rather they speak, read or write about something, some topic. Therefore, these skills are included in the communicative language curriculum, to be trained in as necessary vehicles for the practice of four language skills.

**Methodology**

The National Curriculum 1995, 2nd volume, secondary level states that English is about practicing language skills. So the English language classroom should be an interactive one, where students will practice English with teachers and other students. The curriculum emphasizes on making such an environment that will help the learners acquire English through constant and regular practice.
**Text books and Teaching Materials**

The new curriculum also necessitates many new things. Chief among these are suitable communication of language materials, which will enable teachers to reactivate their classes.

**Examination System**

The necessity of developing appropriate examination system (please see Appendix A) has also been spelt out. Such tests were to be framed which can evaluate the learners' language skills rather than their power of memorization of the textbooks, notebooks or guidebooks without understanding.

To sum up, thus, the present curriculum aims at

- providing communicative syllabus
- providing clear and comprehensive guideline for textbook writers, teachers, students and those who are concerned with the teaching and learning of English at secondary level in Bangladesh.
- bringing about changes in syllabus content, textbooks, other teaching materials and the teaching methodology.
- creating appropriate classroom environments, which will help learners acquire English.
- devise appropriate examination system in order to test students' language skills.

b) **The National Curriculum and Text-book Board (NCTB) English Syllabus**

The National Curriculum (1995), 2\(^{nd}\) volume, English syllabus for junior secondary (3.1, 4.1, 5.1), secondary (3.1) and higher secondary levels furnish the following details about the NCTB English syllabus.
Objectives set out

The English language syllabus focuses on the four basic language skills of listening, speaking, reading and writing. These are to be carried out through learner-centered activities within communicative context. Such context should reflect the real life situations outside classroom. Moreover, these should be relevant, interesting and enjoyable.

At junior secondary level it aims at ensuring that students enjoy acquiring English and are able to use it effectively in real life situations outside the classroom. Students will obtain an elementary to intermediate communicative competence at this stage. At secondary level the present curriculum aims that the students acquire an intermediate command of the four language skills.

The National Curriculum recognizes English as essential work-oriented skill that is needed if the employment, development and educational needs of the country are to be met. It has been observed that some students leave school as early as they complete junior secondary or secondary education, while some others proceed through the junior secondary up to secondary and higher secondary levels, whether they leave school to take up a vocation or continue studies. they need to use English. So English should be taught as something to be used rather something to be talked about especially those students who progress through higher secondary to tertiary level and need an advance level proficiency of reading and writing skills.

The curriculum suggests that at higher secondary level students should be given more intensive and extensive reading tasks and various types of appropriate writing tasks. Comprehension skills should be continued focusing on finding, processing and re-expressing information with emphasis on language rather than literature. Class-wise competencies from classes VI to XII, learning out-comes.
As we shall look in the syllabi of different classes we shall evaluate whether specific objectives of English language teaching and learning have been spelt out in terms of four skills of listening, speaking, reading and writing.

However, the syllabus suggests that the four skills should be so integrated as it happens in real life communication. The syllabus aims to facilitate the teaching and learning of English with a methodology that will encourage the learners to acquire communicative competence in English through regular practice of these skills in the classroom.

Such a methodology is student-centered rather than teacher-centered and is characterized by lively student participation, especially in pairs and groups.

3.4 Syllabus for classes VI to X

Different types of textbooks are adopted in different schools. Although all schools across the country under seven general regional education Boards have to teach their students 'English for Today', published by the National Curriculum and Textbook Board (NCTB) as the main text book, the teaching methods differ from one school to the other considerably. In the National Curriculum Report (1995), supplementary grammar books and Rapid Readers have been suggested for different classes. However, only a few urban schools include Rapid Readers in their syllabi and a supplementary grammar book (based on traditional grammar) which include in it traditional definitions of grammar items, sample translation and so called model composition on stereotyped topics. The National Curriculum and Textbook Board (NCTB) included syllabus on the basis of communicative language teaching is as follows:
3.4.1 Learning outcomes

The specific objectives of teaching and learning English are spelt out in terms of the four language skills of listening, speaking, reading and writing. For convenience in defining learning outcomes, the four language skills are considered separately. In practice, however, classroom activities should be planned so as to fully integrate these skills, as happens in real life.

By defining learning outcomes in terms of skills, the syllabus aims to facilitate a teaching methodology that encourages learners to acquire communicative competence through regular practice of these skills in the classroom.

3.4.2 Class-wise Competencies in Terms of Four Language Skills

The aims and objectives regarding different skills in this discussion have been taken from the report of the National Curriculum (1995), 2nd volume. English syllabus for junior secondary (3.1, 4.1, 5.1), secondary (3.1) and higher secondary (3.1) levels. At each stage of secondary education a level of proficiency is expected to be obtained. Objectives are set out for a more advanced level of proficiency at each higher stage. The following paragraphs project the gradual development of class wise competence in terms of four skills as it is intended in the national curricula.

*Listening Skill*

In class VI students are expected to be able to:

(a) Understand instructions and commands.

(b) Participate in short and simple conversations.

(c) Understand texts of varied types, namely:
    - Narrative, descriptive, Simple poetry.

(d) Listen to a simple passage, namely
    - for gist, for specific information, in order to take a simple dictation.
(e) Distinguish between the different sounds of English and recognize intonation patterns of statements and questions within appropriate communicative contexts.

The statement of intent about listening sub-skills for class VII and VIII students remains same as that for class VI students. However objectives set out for class IX and X include listening sub-skills at an advanced level. Here students should be able to:

(a) understand a series of instructions and commands.
(b) participate in conversations and discussions at an appropriately advanced level on variety of topics.
(c) understand texts of appropriate length and varied types, namely:

Narrative, descriptive, argumentative, authentic texts adapted or simulated as necessary, such as television and radio announcements and suitable literary texts, etc.
(d) listen for gist, for specific information, for taking notes and taking a dictation.
(e) distinguish between the different sounds of English and recognize stress and intonation within appropriate communicative contexts.

**Speaking Skill**

In speaking skill, class VI students are intended to be able to:

(a) give instructions and commands.
(b) participate in short and simple conversations.
(c) recount a series of events.
(d) describe, people, objects etc.
(e) recite simple poetry with understanding.
(f) speak intelligibly in clear, correct English appropriate to the situation.

The statement of intent about speaking sub-skills for class VII students remains the same as class VI students. Class VIII students, however, are
expected to obtain an advanced level of proficiency. They should be able to tell
simple narrative and descriptive stories and talk about themselves. The
remaining items are the same as VI and VII classes.

In class IX and X, students are expected to attain advanced proficiency.
Here students are intended to be able to:
(a) give a series of instructions and commands;
(b) initiate and participate in conversations at an appropriately advanced level
on a variety of topics;
(c) express opinions clearly and logically;
(d) participate actively in debates;
(e) tell narrative and descriptive stories and talk interestingly about themselves;
(f) recite poetry with understanding;
(g) speak intelligibly and fluently in clear, correct English appropriate to the
situation;

Reading Skill

All the following objectives refer to silent reading. Reading skill
objectives set out for class VI and VII are the same. Students at these levels are
intended to be able to:
(a) understand to written instructions, narrative texts, descriptive texts and
simple poems:
(b) look up words in simple dictionaries;
(c) infer the meaning of words from their context;
(d) begin extensive reading, using their supplementary reader;
(e) recognize the functions of different punctuation marks;

Reading sub-skill objectives set out for class VIII. Here students are
intended to be able to:
(a) read and understand, in addition to those mentioned for class VI and VII.
and informal letters, newspapers, brochures, dialogues from the texts;
(b) use such simple written reference sources as indexes, tables of contents and dictionaries;
(c) read extensively with appropriate speed;
(d) skim for gist, scan for specific information, infer the meanings of words from their context, recognize topic sentences, recognize such cohesive devices as linking words and reference words;
(e) recognize the functions of different punctuation and graphological devices;

In class IX and X besides above abilities, students are intended to be able to:
(a) understand argumentative texts, formal and informal letters and suitable literary texts;
(b) use general reference work related to other subjects of study at this level;
(c) distinguish fact from opinion, detect appropriate inferential meaning and draw appropriate conclusions;

Writing Skill

The following objectives should be realized in clear, legible handwriting. In class VI, students are intended to be able to:
(a) write simple instructions, narrative, descriptions and informal letters;
(b) plan and organize the above tasks adequately;
(c) take simple notes and dictations;
(d) use different punctuation and graphological devices appropriately;

In class VII and VIII, besides above abilities, students have to be able to:
use linking words and reference words appropriately.

In class IX and X in addition to earlier items, students are intended to be able to:
(a) write formal and informal letters, including job applications, reports, clear argument, summaries and dialogues;
(b) demonstrate imagination and creativity in appropriate written forms;
(c) fill in forms and write a curriculum vitae;
(d) plan and organize the above tasks efficiently so as to communicate ideas and facts clearly, accurately and with relevance to the topic;
(e) use such cohesive devices as linking words and reference words appropriately;

3.4.3 Integration of The Four Skills

Although all four skills are mentioned separately, the integration of these skills are described on the following observations:
- giving and understanding of instructions are included in all skills;
- under comprehension/understanding skills (i.e. listening and reading skills) the following are included:
  (a) comprehension of instructions (written or spoken);
  (b) narrative and descriptive texts/discourses;
  (c) simple poems;
  (d) recognition of intonation patterns (in listing)/punctuation marks (in reading);

In both productive skills (i.e. speaking and writing) students should be able to give instructions and express intelligibly.

In both motor skills (reading and writing) students are expected to recognize and use different punctuation, marks; recognize, the significance of 'reading' and used 'writing' such cohesive devices as linking words and reference words appropriately, understand 'reading' and write 'writing' narrative, descriptive and argumentative texts, formal and informal letters and reports.

In fact, while practicing speaking, students involve listening and the vise-versa listening and speaking, thus, go hand in hand in conversation practice, in giving and understanding instructions and commands, in recitation of poem etc.
However, as the four skills are different 'listening' and 'speaking' skills being auditory/vocal and the two others 'reading' and 'writing' visual, the activities used for carrying out teaching and learning of these skills vary considerably in some instances. All activities are so designed as to facilitate learning language skills.

3.4.4 Syllabus Contents

The syllabus contents of junior secondary and secondary levels include structures, topics/themes, vocabulary, numbers, handwriting, poems, and dialogue and drama, etc., have been taken from the national curriculum (1995), 2nd volume, English syllabus for junior secondary, secondary and higher secondary levels.

Structures and functions

The curriculum states that the structures are so sequenced as to facilitate learning. Structures covered in the previous level are revised and new structures are suggested to be recycled as appropriate. However, explicit grammatical analysis is discouraged as it can easily demotivate students, causing loss of both interest and confidence.

Structures should be taught implicitly through regular use within realistic contexts. So, it is situations and functions, which are to be graded and are intended to place structures within communicative contexts.

Practice in using the language is more important than receiving information about it. The following extract from the syllabus of class X, will make this point clear at each stage, the language items taught in the previous stage, it is suggested, should be repeated and every new item should be recycled (Please see Appendix A. for more information).

This approach is unlike the ones where structures are ordered within language function. We call this a functional-structural approach. In a
functional-structural syllabus, language functions are selected in any order as learners needs. For each function possible language structures are selected in terms of frequency of appearance in real communication and ordered in terms of complexity.

The following items should be introduced:

| (a)          | Use of ing/ed within a clause with the function of qualifying the subject | Example: 1. Sunlight falling on the pond can heat the brine.  
2. Heat absorbed from the sunlight is trapped in the bottom layer. |
|--------------|---------------------------------------------------------------------------|------------------------------------------------------------------|
| (b)          | Further uses of may/might/should & ought to with the function of expressing possibility or obligation | Example: 1. You might like to learn French.  
2. If you do, you ought to be a good dictionary. |
| (c)          | Use of though/although + clause with the function of talking about contrasting but related, circumstances | Example: 1. Although the sea is clam, it might become rough.  
2. Even though the sea was clam, nobody wanted to swim in it. |
| (d)          | Use of Question tags can/can't they? Do they/don't they? With the function of checking or confirming | Example: 1. Tareq can't fly a plane, can he?  
2. You do want to eat spaghetti, don't you. |
| (e)          | Use of be+adj+phrase, with the function of describing capabilities and characteristics. | Example: 1. Shanti is good at swimming.  
2. Abdul is afraid of spiders. |
| (f)          | Use of be+adj+to+verb with the function of describing feelings in relation to circumstances | Example: 1. Tareq was happy to see his friend in New York.  
2. We were surprised to see such high buildings there |
| (g)          | Use of NP+verb+NP+adj/adv. With function of describing manner | Example: 1. Tareq ate his breakfast quickly.  
2. Teacher should make their lesson interesting. |
| (h)          | Use of verb+object+ing with the function of describing present events | Example: 1. Tareq saw Samira talking to the other students.  
2. The students saw the train coming. |
| (i)          | Use of when/after/while-future clause. With the function of describing a future event in the future. | Example: 1. When Tareq arrives in New York, he will see his friends.  
2. While Tareq is in New York, he will eat many different kinds of food. |
| (j)          | Use of verb with how to. With the function of expressing manner. | Example: Tareq's friends showed him how to eat spaghetti because he didn't know how to eat it. |
| (k)          | Use of the phrases: the place where/the time when. With the function of indicating either place or time. | Example: 1. The place where the students lived was called Malahati.  
2. The time when the students returned to their hostel was past midnight. |

(Extracted from NCTB Syllabus for class X)
Topics/Themes

The students should start from their familiar environment and culture, and gradually it will be expanded towards others' cultures and societies.

The principle underlying their selection of these topics/themes should be easy and appropriate for all - rural and urban students and aged should be fifteen plus. The purpose of learning English is to acquire language skills not to learn about any particular topic or study of literature.

The curriculum also suggests that topics/themes are not introduced for their own sake, but, rather as vehicles for practicing for four skills like, listening, speaking, reading and writing. Therefore, unlike most of the other subjects on the curriculum, English is skills based subject not a content based subject.

Topics/themes should be selected on the following two basis: first that they appeal the students of that age and secondly they are of educative value. Language learning is the one place on the curriculum where fiction plays a central role and some topics are suggestive rather than exhaustive.

Language learning requires that language be practiced for a recognized purpose within realistic situations and contexts. Moreover, the curriculum emphasizes on the appropriateness of the topics. That the topics should be appropriate in relation to students' age, interest and needs. Further these should be of educational value and suit both urban and rural students.

Vocabulary

Lists of new vocabulary should be introduced in each classes. The curriculum has suggested the following figures included for class by class

<table>
<thead>
<tr>
<th>Name of class</th>
<th>Number of new vocabulary to be introduced approximately</th>
</tr>
</thead>
<tbody>
<tr>
<td>VI</td>
<td>300 new words</td>
</tr>
<tr>
<td>VII</td>
<td>300-400 new words</td>
</tr>
<tr>
<td>VIII</td>
<td>300-400 new words</td>
</tr>
<tr>
<td>IX</td>
<td>300-400 new words</td>
</tr>
<tr>
<td>X</td>
<td>600-800 new words</td>
</tr>
</tbody>
</table>
However, the words should not be presented in isolation. Rather, they will be introduced through suitable contexts and meanings of the words should be defined in relation to use within specific contexts. That is, the focus should be on contextual meaning rather than the conceptual meaning. Students will discover the meaning from the text itself. Sometimes they may need help from the teacher or need to consult a dictionary. However, students' attention should be focused more on actual meaning within particular contexts, rather than on potential meaning(s) as provided in dictionaries.

The curriculum also suggests that word-meaning should be given in English. Translation should be the exception, rather than the rule, and only resorted to as a checking device, ensuring that meaning has been correctly understood.

The list of new vocabulary should be provided at the back of the teacher's guide in alphabetical order (like a dictionary) together with lesson/page reference. It should not be included in any students' textbooks as this encourages the learners to look up words before having tried to infer meaning from context. Selection of new words should be governed by frequency of use. In general, words that are not used frequently, particularly those that are absolute should be avoided.

In certain stage some new vocabulary should be included. The curriculum has given suggestions according to stage.

For class VIII  
(i) Causative verbs, such as sink, fly, open, grown etc.  
(ii) Indefinite pronouns such as someone, anyone etc.

For class IX  
(i) Current linking verbs: look, feel, seem, etc. resulting. linking verbs: grow, fall, run etc.
(ii) Relative pronouns: which, who what, that

For class X  
(i) Relative pronouns: whom, whose, which  
(ii) Unless, even if, since, as time indicator  
(iii) Modal verbs: dare, could, would etc.
Handwriting

Students' should write in legible handwriting. The curriculum suggests that the cursive handwriting should be introduced and practiced in the primary level and these should be revised and further practiced in classes VI and VII and there should be no revision in class VIII.

Poetry

The curriculum has suggested that simple poems and songs should be selected for suitability of topic and language should be included mainly for enjoyment, understanding and practice of rhythm and stress.

This is also an area where memorising can be both useful and valid. It should be borne in mind, however the poems don't involve communication in the sense of responsive interchange, their employment in the language classroom should be limited at all levels.

Dialogues and Drama

The curriculum suggests that dialogues should be provided in natural informal speech as far as possible for pair practice. A certain amount of memorising might be useful and valid here, especially as acting out these dialogues should be encouraged. This is also one of the most natural and effective ways of practicing spoken language within meaningful contexts. The dialogues may be expanded and developed by increasing the number of speakers at the convenience of the text book writers.

Dialogues should be borne in mind. However, the memorized dialogues are not communicative in the sense that the language is fossilized within the situation. The learned part may not transfer easily into everyday use. For these reasons, their employment in the language classroom should be limited.
3.4.5 Values

The curriculum (1995), 2nd volume, English syllabus for junior secondary (3.1, 4.1, 5.1), secondary (3.1) and higher secondary (3.1) levels suggest that the language syllabus seeks to realize the larger goals that are envisaged in the national education system and reinforce the social, cultural and moral values of the country as a whole. It aims to do this in two ways:

Firstly, language is presented within contexts which are appropriate to the society and culture of Bangladesh and which embody its moral and spiritual values. For these purposes, traditional stories, fables and other materials which effectively put across a moral message are incorporated in the section where suitable topics and themes are specified.

However, English is primarily introduced within contexts that are familiar to students as a language for their own self-expression, rather than as a foreign language associated with other societies and cultures. The English syllabus can also, however, make a unique contribution to the curriculum by introducing some of the social and cultural customs of other lands to students through the medium of English.

Secondly, a communicative teaching and learning methodology should contribute materially towards the realization of values essential to the development of society within a learner-centered, as opposed to a teacher-centered context. Where teachers and students work closely together and where students work together in pairs and groups, a practical sense of cooperation, responsibility and independence is natured. The curriculum also suggests that a learner-centered approach to teaching and learning seeks to ensure that students are regularly engaged in practicing English, rather than memorising without understanding the contexts of text books in order to meet the demands of an inappropriate examination system.

Consequently, the communicative teaching and learning methodology that lies at the heart of the English language syllabus should ensure that
essential social values will be learned in the most effective way, not only by working about them but through practicing them.

3.4.6 Teaching Aids and Guides

The curriculum (1995), 2nd volume, English syllabus for junior secondary (3.1, 4.1, 5.1), secondary (3.1) and higher secondary (3.1) levels suggest that a stimulating atmosphere for language teaching can be created by displaying posters, advertisements, maps, charts, timetables, signs together with works produced by the students themselves, in the classroom. It is very important that teachers appreciate the ways of simple aids, can help them in their teaching. In fact, teaching aids that can be used in language class are enormous and the present curriculum recommends their use, provided that their use will be suitable and appropriate to the students needs.

The outside of the classroom objects are also provided a lot of useful materials for language learning. However, the students are enabling to appreciate its relevance to 'real life'. In order to ensure an appropriate teaching methodology, separate teachers guides are strongly recommended as an accompaniment to the textbooks. It should be used by the teachers regularly for their lesson preparation.

The curriculum also suggests that the supplementary workbooks with appropriate exercises may be produced to accompany the textbooks in order to give students further opportunities for language practice.

3.4.7 Teaching Methodology

The curriculum suggests that the successful teaching and learning of English ultimately depend on an effective teaching methodology. The effective teaching methodology must be to give learners as much practice as possible in the use of English.
Since English language is a participatory activity, a successful language teacher will have a close personal rapport with her/his students, both as a group and as individuals. In language learning based on communication, therefore, good classroom relationship is of particular importance. Consequently every language teacher should know all the students’ names as soon as possible after taking a new class. The students should know and use each other's names as well.

Certain things are considered essential for effective teaching and learning. In particular:

i. Each lesson should contain a variety of activities and skills with maximum student involvement.

ii. The teacher should try to present the new language item (e.g. structures, vocabulary) clearly and meaningfully in English and to provide ample opportunities for the students to practice them, using the activities in the textbook.

iii. The language of classroom management, such as any instructions that teachers give to their students, should be in English. Bengali should only be used as a checking device where the teacher feels it appropriate to ensure that the English has been correctly understood.

iv. Practice is essential for learning a language, and in nearly all lessons, the students should spend more time talking than the teacher.

v. The students should be trained to work in pairs and groups for some of the oral and writing activities in the textbook. Even a tightly packed traditional classroom with rows of heavy desks can be utilized for pair work. This increases the amount of practice individual students get in any lesson and also promotes cooperation among the class. During these activities the teacher should go round the class, checking and assisting as necessary.
vi. Writing is important for consolidating learning, especially at this level, and the teacher should ensure that the writing exercises in the textbook are completed either at home or in class time. Students written work should be kept neat and tidy and should be regularly checked by the teacher.

vii. The students should be required to read the passages in the textbook silently for understanding (rather than aloud), and gradually to build up their ability to read quickly.

viii. Teachers should help, praise and encourage their students to improve and should not be fussy about minute points of grammatical accuracy. They should remember that their main goal is to create and sustain the students' motivation and interest in learning English (National Curriculum (1995), 2nd volume, English syllabus for junior secondary (3.1, 4.1, 5.1), secondary (3.1) levels).

However, in designing the new curriculum the communicative approach to language teaching has been adopted. The communicative textbooks and teaching materials also involve in the teaching methodology.

3.4.8 Text books

The curriculum suggests that the examination will not be based on the students of any particular textbook. Rather it will be based on the learning outcomes as specified in the syllabus. Students' revision will, then, be based on their regular practice of the language skills, particularly reading and writing, rather than on last minute memorising.

The curriculum also suggests that a teacher's guide should accompany the students textbook. A separate guide may be produced based on the textbook. A separate teachers' edition of the textbook may best produced with the teachers' materials and the students' materials on facing pages. However, the curriculum does not recommended that the students will be given a
textbook that incorporates teachers' guide, especially as guides will, amongst other things, provide answers to questions.

*Rapid Readers* will be used in the schools to encourage extensive reading. Consequently, it would be inappropriate for questions to be set on these readers in the SSC examination. Similarly the grammar books (including the grammar translation and composition and/or Functional Grammar books) used by students should be regarded as reference books only.

In addition to the course book, the present curriculum suggests student's workbooks, communicative reference grammar books, simplified readers and suitable dictionary to be available for the students.

### 3.4.8.1 Characteristics of A Communicative Text Book

Although communicative textbooks may vary considerably, they all have the following characteristics.

- The main focus is on the communicative functions of language, i.e. what people actually do with language.
- They are student oriented and reflect their needs and interests.
- The focus is on language skills: they are activity based and aimed to provide students with the maximum amount of practice.
- Greater emphasis is put on listening and speaking than in more traditional textbooks. At the same time, a good balance of skills from lesson to lesson is aimed at.
- Authentic language use in everyday life is reflected in both content and methodology.
- Pair and group work is encouraged throughout.
- Fluency as well as accuracy is emphasized

(National Curriculum 2nd volume, 1995)
3.4.8.2 Characteristics of a Communicative Activity

A communicative activity has certain clear characteristics:

- It should invite and encourage the active participation of every individual student in the class/set.
- It should oblige every student to use English to request or provide information or opinion to her/his own satisfaction.
- It will ensure the active and self-reliant use by students of those language elements that have been acquired either during the course or from the activity (National Curriculum 2nd volume, 1995).

3.4.9 Simplified Readers

The curriculum suggests that in order to provide students with a choice of simplified readers at no additional cost, class-sets may be divided into groups and each group may be asked to buy a different reader. In this way, each class/set will end up with a choice of simplified readers every year.

Wherever it is possible to establish small class libraries, or where school libraries exist, students should be taught basic library skills and encouraged to exercise greater freedom in their choice of extensive reading materials.

The curriculum also suggests that there should be suitable supplementary simplified readers to provide students with a satisfying experience in extensive reading. It is so-called 'Rapid Readers' should be made rapid, and therefore, should not be used for intensive reading with inappropriate questions given on spelling and grammar etc.

For this reason, it is recommended below that simplified reader be removed from the public examination syllabus. With reference to the above recommended specifications for structures and vocabulary, distinction should be made between the receptive skills of listening and reading, where these do not need to be so strictly applied, and the productive skills of speaking and
writing, where control is more necessary (National Curriculum (1995), 2nd volume).

3.4.10 Other Components of the Curriculum

The present curriculum gives vivid guidelines for textbook writers. These include specification, format, and exercise types and some criteria for evaluating communicative textbooks.

In addition to the course book, the present curriculum suggests student's workbooks, communicative reference grammar books, simplified readers, and suitable dictionary to be available for the students.

The curriculum also recommends that audiocassettes should be produced to accompany textbooks in order to help teachers and students with their practice of listening and speaking skills in the classroom.

3.5 Madrasa Education Sub-System

For class VI - VIII Madrasa Education Board has no specific syllabus. Madrasa Education Board has given a list of book, which is approved by the Board. These books are of two categories:

The first category is that of English Readers, which are collection of prose and poetry. In the prose section some of the stories are retold from famous native English authors. But most are the main texts of the local writers. Amongst the local writers, they are mainly appointed by the private publishers.

The second category is that of traditional grammar book - mainly books of English grammar, translation and composition, which include essays, paragraphs, personal letters and letters of application. Sometimes there are options for the teachers to choose appropriate textbooks for their students. These books, of course, vary considerably in their nomenclature - for example, there are four grammar book options for class four. For class three there are three options.
Some writers are given their book name "communicative" while some others 'functional'. However, the internal arrangements of these books are almost same as the traditional grammar, translation and composition books. This is a kind of serving the same old wine in a new 'bottle'.

3.5.1 Existing Syllabus for Class IX and X

This is based on the format for 'Dakhil' Examination Question paper. Marks distribution is given in detail. The checklist includes prose, poetry, grammar, letters, translation and essay. For prose and poetry the Madrasa Board has its own publication 'Dakhil English selection'.

The selection consists of original texts of the native speakers of English language and texts retold from the famous texts of eminent authors.

In textbook section, the syllabus includes the following topics.

Prose
1. Hazrat Shah Jalal Yamini (R)
2. Wise Men of the Old.
3. The Merchant of Venice
4. From the Coral Island
5. Giving Directions

Poetry
1. The Gifts of God.
3. Casablanca
4. Home they Brought Her Warrior Dead.
5. The Sands of Dee.
6. The Child's Song.
In grammar section, the syllabus includes the following topics:
Students will be required to produce sentences with the same structures and uses as those dealt with in the grammar book (Grammatical Terminology should be avoided).

**Parts of Speech in details**

Appropriate proposition, pairs of words, use of right form of verbs, correction, change of voice, change of Narration, Articles.

**Letter**

Give information as to the purpose of a letter, students be asked to produce a personal letter or application will be set.

**Translation**

Students will be asked to translate one passage out of two passages in Bengali in to comprehensible and acceptable English. The passage be so chosen that in translating students are not required to use structures or vocabulary they have not encountered in the set text they have studied.

**Essay**

Students will be asked to write one essay in not more than 200 words (any excess will not be marked)

(Shikkhakram and Pathhaya Suchi, Dhakil IX and X, Published by curriculum and textbooks Wings, (2000) Bangladesh Madrasa Education Board, Dhaka)

In 'Dakhil' examination, students have to attempt 3 grammatical questions out of 6, each consisting of 5 marks; write a personal letter or application, which carries 5 marks, and an essay, which carries 10 marks and translate a passage from Bengali into English, which carries 8 marks. Students have to write answers, in a word or in a sentence of 10 (4 from prose, 4 from poetry and 2 from grammar objective type questions each carrying 1 mark out
of 16 (given 6 from prose, 6 from poetry and 4 from grammar), The rest of the questions are set from prose and poetry.

In the prose section of the textbook, there is a chapter 'giving direction' is a topic, which involves some communicative activities. However, as yes/no questions are set question from this section, in the examination to test student's communicative competence, neither students nor teachers take this section seriously.

The above discussion projects that the madrasa students have little scope to practice language skills, as the syllabus itself is not a communicative one.

3.6 Vocational Education Sub-System

The Secondary School Certificate (Vocational) branch was introduced in 1995. In order to create skilled manpower to meet the demand of the internal job market and overseas employment. The Secondary School Certificate (Vocational), curriculum is designed integrating the subjects of vocational and general education with the provision of mobility of the graduates to further education. The percentage weighting of general education subjects: English, Bengali, Mathematics, Science, Social Science and Religion is 47 and that of a particular trade for skill training 53.

The textbooks on English for classes IX and X were prepared with the emphasis on improving listening, speaking, reading and writing skills. This intends to provide the students with opportunities to inculcate attributes such as nationalism, patriotism, moral values and dignity of labour for peaceful living.

During the implementation of Secondary School Certificate (Vocational) programme arrangement were made to monitor closely the content and its presentation in this book (Preface of the book. SSC (vocational) programme. class IX. English-I. 2002).
3.6.1 Existing Syllabus for Class IX and X

Secondary School Certificate (Vocational) stream, unlike the general stream, has only one paper of English and two textbooks: *English-I* for class IX and *English-II* for Class X.

**Class IX:** A panel of writers developed the English textbook for class IX. In this book there are twenty sections. Each section has one or more than one story and at the end of the story, the panel added some grammatical items. Final stages of the book have included a glossary. The glossary contains the difficult words and phrases used in the text. They are arranged in alphabetic order so that the students can look up the word easily. It will be a practice for using the dictionary too. Bengali synonyms are given for the convenience of having a clear conception of the words.

**Class X:** A separate panel of writers developed the English text book for class X. This book includes general reading materials, grammar, translation and composition. The general reading material has not been developed strictly on the basis of structural sequence.

In this book there are five parts:
- Part I 'general text'
- Part II 'grammar'
- Part III 'translation'
- Part IV 'composition'
- Part V 'appendices'

Appendix A: Conjugation of verbs used in the book.
Appendix B: Glossary of Important words used in the book.
Appendix C: Bengali version of the poem:

> Where the Mind is without Fear.

All these three appendices have been added for students' benefit.
3.7 Approaching the Secondary Level Curriculum

The present study intended to look at different components of the English language curriculum at secondary level in Bangladesh from communicative language teaching (CLT) point of view. However, the curriculum development is a continuous process e.g. teacher development as a component of curriculum development continues throughout the entire career of some teachers and or years in some instances.

The curriculum is a large and complex concept and though the term curriculum can be used in a number of different ways. The present study takes a broader view of curriculum development to refer to all aspects of planning, implementation, evaluating and managing a language education programme. A rational curriculum is, however, developed by first identifying goals and objectives, then by listing, organizing and grading the learning experiences and finally by determining whether the goals and objectives have been achieved or not.

So far as curriculum process is from the perspective of the curriculum or syllabus designers, this is rather the abstract level of development, which is turning more specifically to the concrete level, i.e. implementation of materials. Once having been presented with the curriculum guidelines or syllabus specifications, the classroom teachers, for example, are required to develop their courses and programmes from these guidelines. As their immediate focus is day-to-day schedule within the learners in the classrooms they tend to see lessons and units as the basic building blocks of their programmes (Nunan 1989 from Tyler 1949).

However, this study sees syllabus specifications or curriculum guidelines as lists of contents as being most valuable as checklists and frameworks which can provide coherence and continuity in course design and materials development process which is rather traditionally conceived. Therefore, the traditional examination system has failed to assess students'
progress and attainment in terms of their ability to use English in real life. So there is a need to develop appropriate evaluation tools and concerned parties should interpret and use them successfully.

In recent years, however curriculum development has been viewed as a collaborative effort between learners and teachers. This gave rise to the learner-centered approaches to language teaching. In this approach information by and from learners is used in planning, implementing, and evaluating language programmes.

### 3.7.1 NCTB Syllabi: General Impressions

The latest version of the National Curriculum Textbook Board, English syllabus is a combination of several types of product syllabus. It is traditional because it has a pre-designed content, it sets out what is to be taught and learned. Moreover, it is composed of a list of linguistic structures and a list of words.

It is structural because it emphasizes teaching the structure and the vocabulary of the language, and it encourages students to make a comparison between their native language and the target language. It is situational because it realizes the importance that different social situations may need different features of language.

It is functional because it gives priority to the needs of the students and takes the desired 'communicative capacity' as a starting point, and what is more, its organization is not determined solely by grammatical considerations but takes communicative categories into account. Since it is a combination of different syllabuses, it is concerned with both accuracy and fluency.

It stresses the importance of continuous study of secondary school English syllabus by making objectives within two frameworks: the framework of secondary school English teaching for general purposes and specific purposes. The foundation stage is to develop students' receptive skills (listening
and reading) as well as productive skills (speaking and writing), so that students have general language skills at their disposal in the target language. The advanced stage is in the last two years of universities. Students usually have specialised English, introducing them to scientific texts in the English language relating to their professions. Once again it gives special attention to reading as the most important activity in any language class, because it is a source of information and a means of consolidating and extending one's knowledge of the language.

It pays enough attention to productive skills of speaking and writing as a result of the needs analysis. For the first time, those two skills are treated equal with listening and translating. Requirements of reading, listening, speaking and writing have been raised to meet the needs of the students and the society.

All the four inventories of vocabulary, grammatical summary, functional and notional category and language skills have been changed accordingly. Reading in specialised English has been improved to specialised English which requires not only reading, but also a balance-developed language skills such as listening, speaking, writing and translating [Lu, Z (1997) "A survey of college English since 1977" paper for international conference on English Teaching, Pekin University, July, 1977]?

As far as the contents are concerned, the latest version of the syllabus can be considered a well-developed and rich syllabus. However, as White (1988) stated, the more elements included and specified in a syllabus, the richer it is, but the richer the syllabus, the less choice is given to the teacher and learner.
3.7.1.2 Principles for Syllabus implementation

LU.Z (1997) developed a tree-diagram of syllabus implementation which is shown in the following figure: 3.1

![Syllabus Implementation Diagram](image)

**Figure : 3.1 Syllabus implementations**

The above tree-diagram depicts the flowchart of the implementation of syllabus. The chart demonstrates that implementation of syllabus is largely dictated by the policy of political government. An example of this is that the syllabus of secondary education of Bangladesh experienced certain changes during 1990s with the change of political government.

Once approved by the political government, the next level of implementation is influenced by the social climate, which is also of a dynamic nature rather than the static form. Thus, the syllabus being edited through the process of political policy and social climate takes a form that is subject to the scrutiny of almost independent sources of administration and teachers. The administrators control teaching facility, which in turn, influences the implementation of syllabus in the class. For example, certain audio-visual facility had been mentioned in the syllabus of the secondary level education of Bangladesh but due to availability constraints that had not been implemented.

Inadequate teaching facility is a burning constraint of the syllabus implementation in Bangladesh. The other force of the same hierarchy is teachers who contribute directly to the implementation of syllabus. The role of teachers in this regard is an outcome of textbooks and methodology of teaching. A successful implementation needs constant evaluation at the next hierarchy this is done by the combined efforts of teaching facility, textbook and methodology of teaching. After due evaluation, teaching program is formulated. Receptability, motivation and commitment of students contribute to the outcome as well. By the combined forces of teaching program and students the syllabus takes a revised form which is much more suitable for implementation than the original syllabus that the diagram started with.

3.7.1.3 Suggestion for Improvement of Syllabus

The latest version of the syllabus is a well-developed proportional syllabus including both language structure and function, emphasizing fluency
as well as accuracy. And it contains many elements. Therefore, White (1988:92) has argued that it is restricted, rigid and leaves hardly any space for adaptation, improvisation and growth.

The secondary school English course aims to develop different language skills. The first is reading ability, which deserves more attention; the second is listening, speaking, writing and translating. These four skills should be developed equally. Students might opt for different levels of performance in the five skills for different individuals often have different needs and wants. So it is necessary to achieve uniformity. If some students want to develop speaking or translating they should be encouraged.

The syllabus intends to be a continuation of what students have learned in the secondary school level. Yet there are still many repetitions due to the strong desire of completion and perfection in systematic teaching of vocabulary and grammar. Though it has clarified that students should be taught in accordance with their aptitude, the options are not enough to cover such a huge gap.

Consequently, some requirements might be for some higher level students and some requirements might be for some lower level students. Vocabulary and grammar requirements are for secondary school level students. Listening and speaking requirements are high in a general term; even students of English majors will need more efforts to reach such goals.

The speed for intensive reading is set at 70 words per minute, which is too specific because learner's reading speed is largely affected by the contents of reading texts and by their knowledge about the subjects. One may read articles on his own subject very fast but slow down with articles of different contents. And it is impossible to limit or predict reading materials in advance.

Evaluation should consist of two aspects: to evaluate or test the students in the programme: and to assess the teaching as well as the over-all course programme. The syllabus seems to neglect the second aspect while it is as
significant as the first. Some inventories like Functional and Notional category and language skills appeal only to very limited teachers who are to write textbooks. A big majority of teachers and students tend to ignore them.

3.8 Summing up

In the present chapter an attempt has been made to identify the position of English in the National curriculum of Bangladesh at the secondary level. It is observed that the teaching of English starts at the very beginning of a student's career. English is taught out of the pressing need of the time when the lack of English education led the common mass to intellectual barrenness and poverty, and an ignorance of the English language promised no good government job. Bearing in mind the need of the hour, and the degrading situation of the secondary level in particular and the nation in general, the National Curriculum initiated the job of imparting liberal education in the shape of secondary level where English language and literature attained a central position. Then as time passed on, the syllabi were also altered depending on the respective aims and objectives.

The present chapter can be summarized in the following statements:

a) that the general English course has mostly been language oriented. But in madrasa it has mostly been literature oriented.

b) that the syllabus - designers always intended the teaching of English to occur through the most modern techniques of the time.

c) In the beginning it was practiced by grammar translation method at present. the communicative language teaching (except in madrasa education sub-system) dominates the syllabus. For language teaching, audio and video are not available in the present situation in Bangladesh.

d) Though, Bengali is the medium of instruction. English plays a central role in the secondary level in Bangladesh.
Chapter Four
Analysis of Learners' Needs at the Secondary Level in Bangladesh
4.0 Introduction

The present chapter will aim at investigating "language needs as prescribed by students and teachers". Besides this, even the extent of "the use of English", "perception of students' language ability as perceived by students themselves and teachers", and "utility of prescribed text as viewed by students and teachers at the secondary level in Bangladesh" are statistically represented. This investigation involves 450 students and 225 teachers. The collected data are analysed and discussed in this chapter as well. It is important to mention here that the data analysis is based on the data collected from the secondary level schools in Bangladesh in the academic year 2003.

The earlier chapter mentions three educational sub-systems - namely, General, Madrasa and Vocational education sub-system. But for the present analysis of learners' needs the vocational schools are replaced by English Medium schools. This is so because vocational education in Bangladesh is a new phenomena, introduced only recently in 1995 and has got a very limited number of schools. Because of the non-availability, the vocational schools have been left out and English medium schools being increasingly popular during last couple of decades, have been included for the present purpose.

4.1 Methodology

The Methodology adopted for the present study can be explained well under the following heads:

(1) Data Collection Procedures

(2) Data Analysis Procedure

(1) Data Collection Procedures

a) Questionnaire

b) Sample
a) **Questionnaire:** Two questionnaires - one Students' Questionnaire (SQ) (please see Appendix B) and the other Teachers' Questionnaire (TQ) (please see Appendix C) were developed and piloted for the present study. These questionnaires were developed on the basis of the ones designed by Zughoul and Hussein (1985), by the Curriculum Development Cell, IIT Kanpur (NEST Folder-2) and by Khan (1999). Both the questionnaire were intended to investigate:

i. The extent of the use of English as viewed by students and teachers at the secondary level in Bangladesh.

ii. Perception of students' language ability as prescribed by students themselves and teachers.

iii. Language needs as prescribed by students and teachers.

iv. Utility of prescribed texts as viewed by students and teachers at the secondary level in Bangladesh.

Student Questionnaire (SQ) carries 39 items. While the first nine items (1-9) relates to the biographical details, item 10 asks about the medium(s) of instruction as provided by the secondary Board in the respondents' school. the next six items (11-16) elicit data on "the extent of the use of English" as viewed by students at secondary level in Bangladesh; items (17-21) derive on perception of "their language ability as perceived by students": items (22-26) highlight on the language needs as prescribed by students and the last thirteen items (27-39) investigate the utility of the prescribed texts as viewed by students at secondary level in Bangladesh.

Teacher Questionnaire (TQ) consists of a total of 50 items. While the first nine items (1-9) of the teachers' questionnaire represent the biographical aspects of the respondents; item 10 enquires about the language(s) provided by the secondary board as medium(s) of instruction; items (11-21) focuses on "the extent of the use of English" as viewed by teachers at the secondary level in Pakistan.
Bangladesh. The next four items (22-25) relate to the students' language abilities as perceived by teachers; items (26-33) try to infer the "language needs as prescribed by teachers" and the last seventeen items (34-50) investigate "utility of prescribed texts" as viewed by teachers at secondary level in Bangladesh.

The above items in both the questionnaires are not arranged sequentially. Rather, they are arranged in a broken sequence in order to clarify the possibility of stereotyped bias in response. These questionnaires were distributed to the sets of respondents - students and teachers with a covering letter assuring that the information obtained will be used for the sole purpose of research and the confidentiality of the information and source will be strictly observed.

b) The Sample

The sample involved in the present study is 450 students and 225 teachers from three different types of secondary schools in Bangladesh, which need to be mentioned as follows:

1. Government and semi-government schools: The Bengali medium schools which follow the curriculum of the National Curriculum and Textbook Board (NCTB) are approved by the Government. These schools across the country are monitored by seven secondary education boards of Dhaka, Rajshahi, Jassore, Comilla, Sylhet, Chittagong and Borishal.

2. Madrasas: There are two categories of madrasas - one, 'Alia Madrasa' and the other, 'Qawmi Madrasa'. While Madrasa-e-Alia is recognised by the government, Qawmi Madrasa is not recognised by the government. Alia madrasas are run by the Bangladesh Madrasa Education Board, which follows the traditional curriculum and syllabus.
English Medium Schools: These schools are mainly located in urban areas. They generally don't follow the syllabus provided by the National Curriculum and Textbook Board (NCTB). Instead, they imitate the British or American curriculum.

The questionnaires - both students' and teachers' questionnaire designed for the present study - were randomly distributed among teachers and students of the above mentioned schools. The teachers ranged from junior teachers up to headmasters, while students from standard VI to standard X were considered as respondents for this study. Both the sets of respondents - students and teachers belonged to Arts, Science, Business studies, Mozabbid and Hifzul Quran streams. The last two streams are available only in madrasas. The spread of the sample involved can be observed well in the following table:

Table 4.1
Students and teachers samples (School and Madrasa)

<table>
<thead>
<tr>
<th>Types of schools</th>
<th>Divisions</th>
<th>Urban</th>
<th></th>
<th>Rural</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SS</td>
<td>TS</td>
<td>SS</td>
<td>TS</td>
</tr>
<tr>
<td>Government and Semi-Government</td>
<td>Arts</td>
<td>50</td>
<td>25</td>
<td>50</td>
<td>25</td>
</tr>
<tr>
<td>schools</td>
<td>Science</td>
<td>50</td>
<td>25</td>
<td>50</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Business studies</td>
<td>50</td>
<td>25</td>
<td>50</td>
<td>25</td>
</tr>
<tr>
<td>Madrasas</td>
<td>Arts, Science,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business studies</td>
<td>50</td>
<td>25</td>
<td>50</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Mozabbid, Hifzul</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quran</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Medium schools</td>
<td>Arts, Science,</td>
<td>50</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>250</td>
<td>125</td>
<td>200</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>SS (250+200)=450,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TS (125+100)=225</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SS = Students Sample, TS = Teachers Sample
Besides the above formal investigation through questionnaires, informal queries were made in the study through observations and discussions with students, teachers and head teachers of different schools. Other groups of people concerned e.g., guardians and job givers were consulted to trace the societal expectations regarding the English course.

(2) Data Analysis procedures

The statistical representation of the data was done both manually as well as through Statistical Package for Social Studies (SPSS) version 10 software. In order to analyse the data collected through the questionnaires the following statistical procedures were used.

a) Percentile rank

b) Descriptive statistics

a) Percentile Rank

In statistics, percentile rank is a term which indicates the position of a given score or test-taker in a distribution divided into 100 ranks. For example, a score at the 9th percentile will be among the top 10% of all the scores, the higher one's percentile scores, the better on most tests (Longman 1985: 268). Percentile also shows the frequency of occurrence of responses for any item in the student's questionnaire e.g. the response to item 12 in 'Government and Semi-government school' students questionnaire was as follows:

(a) always 00% (b) sometimes 50% (c) rarely 45% (d) Never 5%.

Here 50% is the better percentile rank and 00% is the low percentile rank.

Besides percentile rank the 'Mean' score was calculated where possible. Since the English medium schools are located in cities only (i.e. not in rural areas), finding the mean has not been possible for its percentile rank.
Students' response and teachers' response are analysed for the percentile rank under the following four major areas:

(i) The extent of the use of English as viewed by students and teachers at the secondary level in Bangladesh.
(ii) Perception of students' language ability as perceived by students themselves and teachers.
(iii) Language needs as prescribed by students and teachers.
(iv) Utility of prescribed texts as viewed by students and teachers at the secondary level in Bangladesh.

Since the data analysis repeatedly refers to the three types of schools in Bangladesh (as mentioned under samples), for the sake of convenience the schools are encoded as:

1. Government and Semi-Government schools - GSS
2. Madrasas- MAS
3. English Medium schools- EMS

b) Descriptive Statistics

Statistical procedures which are used to describe, to organize and to summarize the important general characteristics of a set of data are called descriptive statistics. A descriptive statistics, therefore, is to represent the features of the data such as measures of central tendency and dispersion. It is used to make inference or generalizations about a population from a set of data.

Descriptive statistics includes (Longman 1985) range (the distance between the smallest and the largest values in a set of measurements or observations), minimum (the smallest score), maximum (the largest score), mean (average of a set of scores or the sum of all the scores divided by the total number of items), standard error of mean (a procedure used for determining the degree to which the estimate of a population parameter is likely to differ from the computer sample statistics, e.g. mean). standard
deviation (the commonest of the dispersion of a distribution, that is, of the degree to which scores vary from the mean), and variance (a statistical measure of the dispersion of a sample. The variance of a set of scores on a test for instance would be based on how much the scores obtained differ from the mean, and is the square of the standard deviation).

Due to its importance, the present study opts to describe statistically the "utility of the prescribed texts" at secondary level in Bangladesh and choses the last eleven items from both the questionnaires (Teachers' questionnaire and students' questionnaire).

4.2 Analysis of Observations

(i) The extent of the use of English as viewed by students and teachers at the secondary level in Bangladesh

The study infers here the extent of the use of English at the secondary level schools and Madrasas in Bangladesh. The analysis will also reflect upon the comparison and contrast of the students' and teachers' responses. The response of the two questionnaires are analysed under the following separate sub-sections:

A) Students' response
B) Teachers' response

A) Students' Response

In item 10 (What is the medium of instruction in your school?) medium of instruction was provided by the Boards/school authorities. The responses are shown by the following table 4.2.

Items (11-16) in the student questionnaire (SQ) are meant to represent the extent of the use of English as viewed by Students at the secondary level in Bangladesh.
Item 11. (What language is mostly used by the teachers in the classroom?) relates to the question of medium of instruction as used by the teachers in the classroom. The responses are as follows:

Table: 4.2
Students' response for medium of instruction

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Types of schools</th>
<th>Medium of instruction</th>
<th>Urban %</th>
<th>Rural %</th>
<th>Mean %</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Government and Semi-Government schools</td>
<td>Bengali</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English</td>
<td>00</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arabic</td>
<td>00</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td></td>
<td>Madrasas</td>
<td>Bengali</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English</td>
<td>00</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arabic</td>
<td>00</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td></td>
<td>English Medium school</td>
<td>Bengali</td>
<td>00</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English</td>
<td>100</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arabic</td>
<td>00</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Government and Semi-Government schools</td>
<td>Bengali</td>
<td>98</td>
<td>100</td>
<td>99</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English</td>
<td>02</td>
<td>00</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arabic</td>
<td>00</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>11</td>
<td>Madrasas</td>
<td>Bengali</td>
<td>98</td>
<td>100</td>
<td>99</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English</td>
<td>00</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arabic</td>
<td>02</td>
<td>00</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>English Medium schools</td>
<td>Bengali</td>
<td>00</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English</td>
<td>100</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arabic</td>
<td>00</td>
<td></td>
<td>-</td>
</tr>
</tbody>
</table>

In item 12 (How often the classroom discussion is conducted in English?) majority of students answered 'sometimes' or 'rarely'.

For item 13 (How often do you read newspapers/magazines/comics in English?) not many students were found interested in reading newspapers, magazines, etc., in English.
Regarding item 14 (How often do you take your final examination in English?) quite a small number of students spoke in favour; may be this is because their medium of instruction is Bengali.

In response to item 15 (If English is not normally used by you for examinations, do you prefer the use of technical terms in English?) positive answers were given by students. Items 12-15 have arranged in the following table:

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Responses</th>
<th>Government and Semi-Government schools</th>
<th>Madrasas</th>
<th>English Medium schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Urban %</td>
<td>Rural %</td>
<td>Mean %</td>
<td>Urban %</td>
</tr>
<tr>
<td>12</td>
<td>Always</td>
<td>00</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
<td>50</td>
<td>45</td>
<td>47.5</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
<td>45</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>05</td>
<td>10</td>
<td>7.5</td>
</tr>
<tr>
<td>13</td>
<td>Always</td>
<td>04</td>
<td>00</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
<td>27</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
<td>25</td>
<td>30</td>
<td>27.5</td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>44</td>
<td>45</td>
<td>44.5</td>
</tr>
<tr>
<td>14</td>
<td>Always</td>
<td>05</td>
<td>00</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
<td>20</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
<td>30</td>
<td>15</td>
<td>22.5</td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>45</td>
<td>75</td>
<td>60</td>
</tr>
<tr>
<td>15</td>
<td>Always</td>
<td>10</td>
<td>02</td>
<td>06</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
<td>74</td>
<td>70</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
<td>12</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>04</td>
<td>08</td>
<td>6</td>
</tr>
</tbody>
</table>
Regarding item 16 (Do you think that your subjects can be taught as efficiently in Bengali as in English?) a considerable number of students (please see the table 4.4) responded in favour; while the majority refused to accept this dictum. The following figure shows their response:

Table: 4.4
The extent of the use of English by the students

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Types of schools</th>
<th>Yes/No</th>
<th>Urban %</th>
<th>Rural %</th>
<th>Mean %</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Government and Semi-Government schools</td>
<td>Yes</td>
<td>32</td>
<td>28</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>68</td>
<td>72</td>
<td>70</td>
</tr>
<tr>
<td>16</td>
<td>Madrasas</td>
<td>Yes</td>
<td>25</td>
<td>20</td>
<td>22.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>75</td>
<td>80</td>
<td>77.5</td>
</tr>
<tr>
<td></td>
<td>English Medium schools</td>
<td>Yes</td>
<td>66.66</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>33.33</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

B) Teachers' Response

In item 10 (What is the medium of instruction in your school?) medium of instruction was provided by the Boards/school authorities. The responses shown by the following table 4.5.

Items (11-21) in the teacher questionnaire (TQ) are meant to elicit the extent of the use of English at the secondary level in Bangladesh.

In item 11 (What language do you mostly use for classroom teaching?) relates directly to the question of medium of instruction as used by the teachers. Their responses have been tabulated in the following table:
Table 4.5

Teachers' response for medium of instruction

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Types of schools</th>
<th>Medium of instruction</th>
<th>Urban %</th>
<th>Rural %</th>
<th>Mean %</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>Government and Semi-Government schools</td>
<td>Bengali</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English</td>
<td>00</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arabic</td>
<td>00</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td></td>
<td>Madrasas</td>
<td>Bengali</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English</td>
<td>00</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arabic</td>
<td>00</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td></td>
<td>English Medium schools</td>
<td>Bengali</td>
<td>00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English</td>
<td>100</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arabic</td>
<td>00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>11</td>
<td>Government and Semi-Government schools</td>
<td>Bengali</td>
<td>98</td>
<td>100</td>
<td>99</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English</td>
<td>02</td>
<td>00</td>
<td>01</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arabic</td>
<td>00</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td></td>
<td>Madrasas</td>
<td>Bengali</td>
<td>98</td>
<td>100</td>
<td>99</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English</td>
<td>00</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arabic</td>
<td>02</td>
<td>00</td>
<td>01</td>
</tr>
<tr>
<td></td>
<td>English Medium schools</td>
<td>Bengali</td>
<td>00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English</td>
<td>100</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arabic</td>
<td>00</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Items 12 and 13** on the teacher's questionnaire give a summary of the actual use of English as viewed by the teachers. For **item 12** (Are the textbooks of your subject available in English?) majority of teachers responded negative.

Under **item 13** (Do you think knowledge of English is crucial for your students to pass the course(s) you teach?) maximum of teachers showed their affirmation which can be seen in the following table:
Table: 4.6
Actual use of English by the teachers

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Types of schools</th>
<th>Yes/No</th>
<th>Urban %</th>
<th>Rural %</th>
<th>Mean %</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Government and Semi-Government schools</td>
<td>Yes</td>
<td>00</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Madrasas</td>
<td>Yes</td>
<td>00</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>English Medium Schools</td>
<td>Yes</td>
<td>85</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>15</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>13</td>
<td>Government and Semi-Government schools</td>
<td>Yes</td>
<td>90.5</td>
<td>93.2</td>
<td>91.85</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>9.5</td>
<td>6.8</td>
<td>8.15</td>
</tr>
<tr>
<td></td>
<td>Madrasas</td>
<td>Yes</td>
<td>92.4</td>
<td>94.3</td>
<td>93.35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>7.6</td>
<td>5.7</td>
<td>6.65</td>
</tr>
<tr>
<td></td>
<td>English Medium schools</td>
<td>Yes</td>
<td>70</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>30</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Item 14, 16, on the teacher's questionnaire give a summary of the actual use of English in the classroom discussion and course content. In item 14 (How often do you present the course content in English?) majority of teachers viewed as 'sometimes' and quite a few showed as 'rarely'.

In item 16 (How often the classroom discussion with students is conducted in English?) maximum teachers have responded as 'rarely'. Because most of the teachers are used to mother tongue in the classroom. The students are not interested in listening to English even for classroom discussions. The following table shows the obtained results:
Table: 4.7
Use of English in classroom by the teachers

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Responses</th>
<th>Government and Semi-Government schools</th>
<th>Madrasas</th>
<th>English Medium schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Urban %</td>
<td>Rural %</td>
<td>Mean %</td>
</tr>
<tr>
<td>14</td>
<td>Always</td>
<td>00</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
<td>54</td>
<td>44.5</td>
<td>49.25</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
<td>42</td>
<td>46</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>04</td>
<td>9.5</td>
<td>6.75</td>
</tr>
<tr>
<td>16</td>
<td>Always</td>
<td>00</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
<td>50</td>
<td>40</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
<td>43</td>
<td>44</td>
<td>43.5</td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>07</td>
<td>16</td>
<td>11.5</td>
</tr>
</tbody>
</table>

Items 15 and 17-21 on the teachers questionnaire provide a summary of the use of English in various places according to situation.

In response to item 15 (If English is not normally the language of classroom instruction, do you prefer the use of technical terms in English?) nowadays the teachers deeply feel that English is the only language to communicate with the world. Therefore, the technical terms should be used in English.

Regarding item 17 (Do your students read newspapers/magazines/comics in English?) majority of teachers responded in negative. Teachers and students are not interested to read any kinds of newspapers or magazines in English. A few persons from urban places are interested to read newspapers and magazines etc.

Under item 18 (Do your students write reports, tutorials and final examination answers in English?) majority of teachers answered negatively.
Teachers and students were very weak in English language. Even some teachers and students did not understand how to write a report.

For item 19 (Do you think that informal use of regional language in the classroom can help the average or weak students to comprehend the subject better?) most of the teachers responded positively.

In response to item 20 (Do you think that your discipline can be taught as efficiently in a regional language as in English?) majority of teachers negated the query.

Under item 21 (Do you think a mix of English and a regional language would be more suitable, for your students?) most of the teachers have given a positive consent. They have shown that mix of English and a regional language make them (students) understand. Responses to the above queries have been tabulated in the following manner:

### Table: 4.8
**Use of English in various places by the teachers**

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Types of schools</th>
<th>Yes/No</th>
<th>Urban %</th>
<th>Rural %</th>
<th>Mean %</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Gov &amp; Semi-Govt. schools</td>
<td>Yes</td>
<td>83</td>
<td>80</td>
<td>81.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>17</td>
<td>20</td>
<td>19.5</td>
</tr>
<tr>
<td></td>
<td>Madrasas</td>
<td>Yes</td>
<td>78</td>
<td>75</td>
<td>76.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>22</td>
<td>25</td>
<td>23.5</td>
</tr>
<tr>
<td></td>
<td>English Medium schools</td>
<td>Yes</td>
<td>85</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>15</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>17</td>
<td>Government and Semi-Government schools</td>
<td>Yes</td>
<td>7.4</td>
<td>3.7</td>
<td>5.55</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>92.5</td>
<td>96.2</td>
<td>94.35</td>
</tr>
<tr>
<td></td>
<td>Madrasas</td>
<td>Yes</td>
<td>3.7</td>
<td>02</td>
<td>2.85</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>96.3</td>
<td>98</td>
<td>97.15</td>
</tr>
<tr>
<td></td>
<td>English Medium Schools</td>
<td>Yes</td>
<td>100</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>18</td>
<td>Government and Semi-Government schools</td>
<td>Yes</td>
<td>03</td>
<td>00</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>97</td>
<td>100</td>
<td>98.5</td>
</tr>
<tr>
<td></td>
<td>Madrasas</td>
<td>Yes</td>
<td>00</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>English Medium Schools</td>
<td>Yes</td>
<td>100</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>19</td>
<td>Government and Semi-Government schools</td>
<td>Yes</td>
<td>86.8</td>
<td>90</td>
<td>88.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>13.2</td>
<td>10</td>
<td>11.6</td>
</tr>
<tr>
<td></td>
<td>Madrasas</td>
<td>Yes</td>
<td>88</td>
<td>85</td>
<td>86.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>12</td>
<td>15</td>
<td>13.5</td>
</tr>
<tr>
<td></td>
<td>English Medium Schools</td>
<td>Yes</td>
<td>70</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>30</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

(Contd...)
(ii) Perception of students' language ability as perceived by students themselves and teachers

A) Students' Response

Items 17-21 aim at assessing students perception of their own language abilities. Their response to this aspect, in general, show a high rating of their abilities, i.e. they reflect a sort of self-praise rather than self-assessment.

For item 17 (How far are you able to cope with instruction through English?) four options were given. The majority of students responded (b) i.e 'to some extent'. The scores are shown in the following table:

Table 4.9
Students' response about their own ability

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Responses</th>
<th>Government and Semi-Government schools</th>
<th>Madrasas</th>
<th>English Medium schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Urban %</td>
<td>Rural %</td>
<td>Mean %</td>
</tr>
<tr>
<td>17</td>
<td>Large extent</td>
<td>5.4</td>
<td>3.5</td>
<td>4.45</td>
</tr>
<tr>
<td></td>
<td>Some extent</td>
<td>56.2</td>
<td>55.4</td>
<td>55.8</td>
</tr>
<tr>
<td></td>
<td>With difficulty</td>
<td>36.1</td>
<td>38.1</td>
<td>37.1</td>
</tr>
<tr>
<td></td>
<td>Not at all</td>
<td>2.3</td>
<td>3</td>
<td>2.65</td>
</tr>
</tbody>
</table>
In **item 18** (Do you think you are proficient enough to understand courses taught in English?) maximum students marked 'yes'. The following tables show the following results:

**Table: 4.10 (a)**

**Students’ response about their own ability**

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Types of schools</th>
<th>Yes/No.</th>
<th>Urban %</th>
<th>Rural %</th>
<th>Mean %</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Government and Semi-Government schools</td>
<td>Yes</td>
<td>52.6</td>
<td>50.6</td>
<td>51.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>47.4</td>
<td>49.4</td>
<td>48.4</td>
</tr>
<tr>
<td></td>
<td>Madrasas</td>
<td>Yes</td>
<td>51.7</td>
<td>50.5</td>
<td>51.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>48.3</td>
<td>49.5</td>
<td>48.9</td>
</tr>
<tr>
<td></td>
<td>English Medium schools</td>
<td>Yes</td>
<td>97.77</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>2.22</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Table: 4.10 (b)**

**Students’ response about their own ability**

If “yes”

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Responses</th>
<th>Government and Semi-Government schools</th>
<th>Madrasas</th>
<th>English Medium schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Urban %</td>
<td>Rural %</td>
<td>Mean %</td>
</tr>
<tr>
<td>18</td>
<td>Very good</td>
<td>00</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>36.3</td>
<td>35</td>
<td>35.65</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>16.3</td>
<td>15</td>
<td>15.65</td>
</tr>
<tr>
<td></td>
<td>Weak</td>
<td>00</td>
<td>1.6</td>
<td>0.8</td>
</tr>
</tbody>
</table>

In **item 19** (Evaluate your abilities in different language skills by ticking 'very good', 'good', 'medium', 'weak' or 'very weak') majority of students rated themselves as 'weak' in speaking and writing, while they found, themselves, better in listening and reading. Informal discussion with teachers and learners show that even their proficiency was not up to the mark in reading and listening and the condition was worse in rural areas than in urban areas. Madrasa students were
found weaker than school students. The students in English medium schools were better than the other two groups. The following table shows how students evaluated their proficiency in different skills:

**Table: 4.11**

**Student's response about their own ability**

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Types of schools</th>
<th>Lang. skills</th>
<th>Urban</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Very good</td>
<td>Good</td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
<td>L</td>
<td>8.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S</td>
<td>5.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>R</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W</td>
<td>10.6</td>
</tr>
</tbody>
</table>

**Government and Semi-Government schools**

|          |                  |              | L      | 6.00  | 25     | 15.6  | 15.6       | 15.6 | 15.6   | 15.6 | 15.6       |  |
|          |                  |              | S      | 0.00  | 4.00   | 0.00  | 0.00       | 0.00 | 0.00   | 0.00 | 0.00       |  |
|          |                  |              | R      | 0.00  | 0.00   | 0.00  | 0.00       | 0.00 | 0.00   | 0.00 | 0.00       |  |
|          |                  |              | W      | 0.00  | 0.00   | 0.00  | 0.00       | 0.00 | 0.00   | 0.00 | 0.00       |  |

**Madrasas**

|          |                  |              | L      | 22.22 | 26.66  | 24.44 | 24.44      | 24.44 | 24.44  | 24.44 | 24.44      |  |
|          |                  |              | S      | 0.00  | 0.00   | 0.00  | 0.00       | 0.00 | 0.00   | 0.00 | 0.00       |  |
|          |                  |              | R      | 0.00  | 0.00   | 0.00  | 0.00       | 0.00 | 0.00   | 0.00 | 0.00       |  |
|          |                  |              | W      | 0.00  | 0.00   | 0.00  | 0.00       | 0.00 | 0.00   | 0.00 | 0.00       |  |

**English Medium school**

|          |                  |              | L      | 33.33 | 26.66  | 11.11 | 11.11      | 11.11 | 11.11  | 11.11 | 11.11      |  |
|          |                  |              | S      | 0.00  | 0.00   | 0.00  | 0.00       | 0.00 | 0.00   | 0.00 | 0.00       |  |
|          |                  |              | R      | 0.00  | 0.00   | 0.00  | 0.00       | 0.00 | 0.00   | 0.00 | 0.00       |  |
|          |                  |              | W      | 0.00  | 0.00   | 0.00  | 0.00       | 0.00 | 0.00   | 0.00 | 0.00       |  |
Under item 20 (In which skill-area do you find yourself most deficient?) majority of students responded 'speaking' skill.

For item 21 (In which skill-area do you find slower improvement?) most of the students again responded to 'speaking' skill. They are shown by the following table:

Table: 4.12
Students' response about their own ability

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Types of schools</th>
<th>Lang. Skills</th>
<th>Urban %</th>
<th>Rural %</th>
<th>Mean %</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Government and Semi-Government schools</td>
<td>L</td>
<td>7.6</td>
<td>6.5</td>
<td>7.05</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S</td>
<td>57.4</td>
<td>60.5</td>
<td>58.95</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>17.5</td>
<td>17.3</td>
<td>17.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>W</td>
<td>17.5</td>
<td>15.7</td>
<td>16.6</td>
</tr>
<tr>
<td>20</td>
<td>Madrasas</td>
<td>L</td>
<td>5.4</td>
<td>4.6</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S</td>
<td>58.6</td>
<td>60.4</td>
<td>59.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>16.3</td>
<td>15.7</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>W</td>
<td>19.7</td>
<td>19.3</td>
<td>19.5</td>
</tr>
<tr>
<td>20</td>
<td>English Medium schools</td>
<td>L</td>
<td>22.22</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S</td>
<td>31.11</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>13.33</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>W</td>
<td>33.33</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>21</td>
<td>Government and Semi-Government schools</td>
<td>L</td>
<td>2.5</td>
<td>2</td>
<td>2.25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S</td>
<td>45</td>
<td>47</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>20.3</td>
<td>20.7</td>
<td>20.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>W</td>
<td>32.2</td>
<td>30.3</td>
<td>31.25</td>
</tr>
<tr>
<td>21</td>
<td>Madrasas</td>
<td>L</td>
<td>2</td>
<td>1.5</td>
<td>1.75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S</td>
<td>50.5</td>
<td>52.5</td>
<td>51.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>19.5</td>
<td>25.7</td>
<td>22.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>W</td>
<td>28</td>
<td>20.3</td>
<td>24.15</td>
</tr>
<tr>
<td>21</td>
<td>English Medium schools</td>
<td>L</td>
<td>20</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S</td>
<td>42.22</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>13.33</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>W</td>
<td>24.44</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
B) Teachers' Response

Items 22-25 on the teachers questionnaire aimed at eliciting the teachers perception of the students' general proficiency in English and their (students') ability in specific language skills such as listening, speaking, reading, and writing.

For item 22 (Are the students you teach able to cope with instructions given in English?) four options were given. The majority supported "to some extent" regarding the ability of students to cope with the instructions given in English. The following table shows the responses:

Table: 4.13

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Responses</th>
<th>Government and Semi-Government schools</th>
<th>Madrasas</th>
<th>English Medium schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Urban %</td>
<td>Rural %</td>
<td>Mean %</td>
<td>Urban %</td>
</tr>
<tr>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Large extent</td>
<td>1.1</td>
<td>00</td>
<td>0.55</td>
</tr>
<tr>
<td></td>
<td>Some extent</td>
<td>52.3</td>
<td>48.4</td>
<td>50.35</td>
</tr>
<tr>
<td></td>
<td>With difficulty</td>
<td>42.3</td>
<td>40.6</td>
<td>41.45</td>
</tr>
<tr>
<td></td>
<td>Not at all</td>
<td>4.3</td>
<td>11</td>
<td>7.65</td>
</tr>
</tbody>
</table>

In response to item 23 (Do you think your students are proficient enough to understand courses taught in English?) most of the teachers responded negatively. Only a few teachers gave positive answer on the basis of their students' proficiency. They are shown in the following table:
Table: 4.14

Students ability from teachers' point of view

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Types of schools</th>
<th>Yes/No</th>
<th>Urban %</th>
<th>Rural %</th>
<th>Mean %</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>Government and Semi-Government schools</td>
<td>Yes</td>
<td>30.6</td>
<td>25.5</td>
<td>28.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>69.4</td>
<td>74.5</td>
<td>71.95</td>
</tr>
<tr>
<td></td>
<td>Madrasas</td>
<td>Yes</td>
<td>26.3</td>
<td>20.7</td>
<td>23.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>73.7</td>
<td>79.3</td>
<td>76.5</td>
</tr>
<tr>
<td></td>
<td>English Medium schools</td>
<td>Yes</td>
<td>100</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>00</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

If "Yes"

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Types of schools</th>
<th>Very good</th>
<th>Good</th>
<th>Average</th>
<th>Weak</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>Government and Semi-Government schools</td>
<td>00</td>
<td>22.6</td>
<td>8</td>
<td>00</td>
</tr>
<tr>
<td></td>
<td>Madrasas</td>
<td>00</td>
<td>16.3</td>
<td>10</td>
<td>00</td>
</tr>
<tr>
<td></td>
<td>English Medium schools</td>
<td>45</td>
<td>55</td>
<td>00</td>
<td>00</td>
</tr>
</tbody>
</table>

For item 24 (Please evaluate the abilities of your students in different language skills by tickling 'very good', 'good', 'medium', 'weak', or 'very weak').

The responses are illustrated in the following table:
For **item 25** (In which skill-area have you found your students most deficient?), most of the teachers told that 'speaking' is the most deficient skill. They are shown in the following table:
Table 4.16
Students ability from teachers' point of view

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Types of schools</th>
<th>Lang. skills</th>
<th>Urban %</th>
<th>Rural %</th>
<th>Mean %</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Government and Semi-Government schools</td>
<td>L</td>
<td>9.2</td>
<td>8.5</td>
<td>8.85</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S</td>
<td>60.5</td>
<td>65.5</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>5</td>
<td>5.4</td>
<td>5.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>W</td>
<td>25.3</td>
<td>20.6</td>
<td>22.95</td>
</tr>
<tr>
<td></td>
<td>Madrasas</td>
<td>L</td>
<td>8.5</td>
<td>8</td>
<td>8.25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S</td>
<td>66.4</td>
<td>68.7</td>
<td>67.55</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>4.5</td>
<td>4.3</td>
<td>4.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>W</td>
<td>20.6</td>
<td>19</td>
<td>19.8</td>
</tr>
<tr>
<td></td>
<td>English Medium schools</td>
<td>L</td>
<td>25</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S</td>
<td>45</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>W</td>
<td>30</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

(iii) Language Needs as prescribed by students and teachers

A) Students' Response

Under items 22-28 students had to make the preferential ranking of the language skills and sub-skills according to their needs. Learners' needs reveal which skills they think are more important than the others.

In item 22 (which of the following English language skills, do you think is more important for you than others?) the respondents were asked to rank the four language skills - listening, speaking, reading, and writing - by assigning numbers 1-4 to each of these skills according to importance (1 being most important and 4 the least important).
Table: 4.17
Language needs from students' point of view

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Types of schools</th>
<th>Lang. skills</th>
<th>Urban rating</th>
<th>Rural rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>22</td>
<td>Government and Semi-Government schools</td>
<td>L</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S</td>
<td>45</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>W</td>
<td>27</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Madrasas</td>
<td>L</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S</td>
<td>43</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>W</td>
<td>25</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>English Medium schools</td>
<td>L</td>
<td>6.66</td>
<td>26.66</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S</td>
<td>60</td>
<td>26.66</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>20</td>
<td>13.33</td>
</tr>
<tr>
<td></td>
<td></td>
<td>W</td>
<td>13.33</td>
<td>33.33</td>
</tr>
</tbody>
</table>

Items (23-26) aim at inferring needs of specific sub-skills within each of the four language skills. For these items, respondents had to rank the given sub-skills from 1 to 4 according to importance.

The students' response to item 23 (Which of the following English language 'listening comprehension' sub-skills do you think is more important for you than the others?) were used to know which listening comprehension sub-skills, the students think are more important. The students' response to this item reveals how they perceive their needs of listening in different social settings.

In item 24 (Which of the following English language 'speaking' sub-skills in your opinion is more important for you than the others?) a query was
made to know which speaking sub-skills the students think are more important than the others.

**Item 25** (Which of the following English language reading sub-skills in your opinion is more important for you than the others?) was a query to know which reading sub-skills, the students think are more important than the others.

**Item 26** (Which of the following English language writing sub-skills in your opinion is more important than the others?) is used to know which writing sub-skills, the students think are more important than the others. The following table reveals the responses:

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Types of schools</th>
<th>Lang. Sub-skills</th>
<th>Urban rating %</th>
<th>Rural rating %</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>Government and Semi-Government schools</td>
<td>a 30 16 46 08</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b 29 34 25 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c 35 38 20 07</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d 07 11 12 70</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Madrasas</td>
<td>a 28 15 48 09</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b 27 36 24 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c 33 40 18 09</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d 06 12 15 67</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>English Medium schools</td>
<td>a 16.66 13.33 40 30</td>
<td>- - - -</td>
<td>- - - -</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b 33.33 26.66 33.33 666</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c 30 53.33 13.33 33</td>
<td>- - - -</td>
<td>- - - -</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d 20 6.66 13.33 60</td>
<td>- - - -</td>
<td>- - - -</td>
</tr>
<tr>
<td>24</td>
<td>Government and Semi-Government schools</td>
<td>a 21 58 17 04</td>
<td>22 57 16 05</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b 15 05 20 60</td>
<td>13 07 18 62</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c 55 20 12 13</td>
<td>53 21 12 14</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d 15 10 50 25</td>
<td>14 11 52 23</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Madrasas</td>
<td>a 19 60 16 05</td>
<td>18 60 17 05</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b 14 06 18 62</td>
<td>12 08 18 62</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c 56 18 12 14</td>
<td>55 18 12 15</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d 14 10 51 25</td>
<td>12 12 52 24</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English Medium Schools</td>
<td>a 13 33 36 66</td>
<td>- - - -</td>
<td>- - - -</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b 16 66 10 23 33</td>
<td>- - - -</td>
<td>- - - -</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c 63 33 26 66</td>
<td>6 66 3 33</td>
<td>- - - -</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d 6 66 26 66</td>
<td>36 66 30</td>
<td>- - - -</td>
</tr>
</tbody>
</table>

(Contd...)
Under **item 27** (How important do you think is the need for English as the language of communication in your practical life?) the students responses differ across towns and villages. The following table presents the data:

**Table: 4.19**

Language needs from students' point of view

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Responses</th>
<th>Government and Semi-Government schools</th>
<th>Madrasas</th>
<th>English Medium schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Urban %</td>
<td>Rural %</td>
<td>Mean %</td>
</tr>
<tr>
<td>27</td>
<td>Highly</td>
<td>36</td>
<td>33</td>
<td>34.5</td>
</tr>
<tr>
<td></td>
<td>Moderately</td>
<td>45</td>
<td>38</td>
<td>41.5</td>
</tr>
<tr>
<td></td>
<td>Minimally</td>
<td>19</td>
<td>26</td>
<td>22.5</td>
</tr>
<tr>
<td></td>
<td>Not at all</td>
<td>00</td>
<td>03</td>
<td>1.5</td>
</tr>
</tbody>
</table>

107
In item 28 (Do you think English should be used as the medium of instruction at the secondary level?) many students responded negative. But some of them feel that English should be used as the medium of instruction. It is shown in the following table:

Table: 4.20
Language needs from students' point of view

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Types of schools</th>
<th>Yes/No</th>
<th>Urban %</th>
<th>Rural %</th>
<th>Mean %</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Government and Semi-Government schools</td>
<td>Yes</td>
<td>39.3</td>
<td>35</td>
<td>37.15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>60.7</td>
<td>65</td>
<td>62.85</td>
</tr>
<tr>
<td></td>
<td>Madrasas</td>
<td>Yes</td>
<td>36.8</td>
<td>34</td>
<td>35.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>63.2</td>
<td>66</td>
<td>64.6</td>
</tr>
<tr>
<td></td>
<td>English Medium schools</td>
<td>Yes</td>
<td>91.11</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>8.88</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

B) Teachers' Response

Under items 26-33 on the teachers' questionnaire are presented the teachers perception of learners' language needs. In item 26 (Which of the following English language skills do you think is more important for your students than the others?) the respondents were asked to rank the four language skills listening, speaking, reading, and writing by assigning numbers 1-4 to each of these skills according to importance (1 being most important and 4 the least important).
Table: 4.21
Teachers' perception of learners' language need

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Types of schools</th>
<th>Lang. skills</th>
<th>Urban rating %</th>
<th>Rural rating %</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>Government and Semi-Government schools</td>
<td>L</td>
<td>13</td>
<td>17.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S</td>
<td>64</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>13</td>
<td>18.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>W</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>26</td>
<td>Madrasas</td>
<td>L</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S</td>
<td>60</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>W</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>English Medium schools</td>
<td>L</td>
<td>30</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S</td>
<td>45</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>W</td>
<td>20</td>
<td>25</td>
</tr>
</tbody>
</table>

The next four items (27-30) aim at inferring needs of specific sub-skills within each of the four language skills. Even for these items, respondents had to rank the given sub-skills from 1 to 4 according to importance.

Regarding item 27 (Which of the following English language 'listening comprehension' sub-skills, do you think is more important for your students than the others?) four options were given. A query was made to know which listening comprehension sub-skills are more important than the others. Teachers' response to this item reveals how they perceive students' needs of listening in different social settings. The findings of this item show whether the teachers adopt a situational approach to activate students to use language in different social settings or not.

Item 28 (which of the following English language 'speaking' sub-skills' in your opinion is more important for your students than the others?) was made
to know which 'speaking sub-skills' are more important than the others. Teachers' responses to this item reveal how they perceive students' needs of speaking in different social settings.

For **item 29** (which of the following English language 'reading sub-skills' in your opinion is more important for your students than the others?) Teachers' responses to this item reveal how they perceive students needs of reading in different social settings.

In **item 30** (Which of the following English language writing sub-skills do you think is more important for your students than the others?), the teachers responses to this item reveal how they perceive students needs of writing in different social settings. The following table shows the teachers' responses:

### Table: 4.22
**Teachers' perception of learners' language needs**

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Types of schools</th>
<th>Lang. Sub-skills</th>
<th>Urban rating</th>
<th>Rural rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>Government and Semi-Government schools</td>
<td>a</td>
<td>23</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b</td>
<td>32.5</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c</td>
<td>32</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d</td>
<td>14</td>
<td>03</td>
</tr>
<tr>
<td>28</td>
<td>Madrasas</td>
<td>a</td>
<td>22</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b</td>
<td>30.5</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c</td>
<td>33</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d</td>
<td>13</td>
<td>04</td>
</tr>
<tr>
<td></td>
<td>English Medium schools</td>
<td>a</td>
<td>40</td>
<td>666</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b</td>
<td>20</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d</td>
<td>666</td>
<td>666</td>
</tr>
<tr>
<td>28</td>
<td>Government and Semi-Government schools</td>
<td>a</td>
<td>36.5</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c</td>
<td>44.5</td>
<td>03</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d</td>
<td>3</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Madrasas</td>
<td>a</td>
<td>34</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c</td>
<td>42</td>
<td>05</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d</td>
<td>03</td>
<td>68</td>
</tr>
</tbody>
</table>

(Contd...)
Items (31-33) intended to collect teachers response, regarding continued use and need of English language in students academic and practical life. Item 31 (How important do you think, is the need for English as the language of communication in your students' practical life?) showed the need of English as the language of communication in the students' practical life, illustrated as follows:

Table 4.23
Use and need of English for learners' as perceived by teachers

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Responses</th>
<th>Government and Semi-Government schools</th>
<th>Madrasas</th>
<th>English Medium schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Urban %</td>
<td>Rural %</td>
<td>Mean %</td>
<td>Urban %</td>
</tr>
<tr>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highly</td>
<td>42.5</td>
<td>40.6</td>
<td>41.55</td>
<td>40.5</td>
</tr>
<tr>
<td>Moderately</td>
<td>52</td>
<td>50</td>
<td>51</td>
<td>51</td>
</tr>
<tr>
<td>Minimally</td>
<td>5.5</td>
<td>6.4</td>
<td>5.95</td>
<td>07</td>
</tr>
<tr>
<td>Not at all</td>
<td>0.0</td>
<td>3</td>
<td>1.5</td>
<td>1.5</td>
</tr>
</tbody>
</table>
Regarding item 32 (Do you think English should be used as the medium of instruction at the secondary level?), most of the teachers (in government and semi-government schools and Madrasas) agreed that students do not need to have English medium of instruction in their academic career. All the teachers of English medium schools said that students need English for education at secondary level. It is shown in the following table:

Table: 4.24
Use and need of English for learners' as perceived by the teachers

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Types of schools</th>
<th>Yes/No</th>
<th>Urban %</th>
<th>Rural %</th>
<th>Mean %</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>Government and Semi-Government schools</td>
<td>Yes</td>
<td>9.6</td>
<td>8.7</td>
<td>9.15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>90.4</td>
<td>91.3</td>
<td>90.85</td>
</tr>
<tr>
<td></td>
<td>Madrasas</td>
<td>Yes</td>
<td>8.5</td>
<td>7.4</td>
<td>7.95</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>91.5</td>
<td>92.6</td>
<td>92.05</td>
</tr>
<tr>
<td></td>
<td>English Medium schools</td>
<td>Yes</td>
<td>100</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>00</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Under item 33 (In your opinion the teaching of English at the secondary level should emphasise the study of English literature or English language skills?) the majority of teachers responded English language skills, illustrated in table 4.25:

Table: 4.25
Use and need of English for learners' as perceived by the teachers

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Types of schools</th>
<th>Responses</th>
<th>Urban %</th>
<th>Rural %</th>
<th>Mean %</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>Government and Semi-Government schools</td>
<td>English Literature</td>
<td>7.5</td>
<td>13.4</td>
<td>10.45</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English Language skills</td>
<td>92.4</td>
<td>86.6</td>
<td>89.5</td>
</tr>
<tr>
<td></td>
<td>Madrasas</td>
<td>English Literature</td>
<td>9.3</td>
<td>11.7</td>
<td>10.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English Language skills</td>
<td>90.7</td>
<td>88.3</td>
<td>89.5</td>
</tr>
<tr>
<td></td>
<td>English Medium schools</td>
<td>English Literature</td>
<td>15</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English Language skills</td>
<td>85</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
(iv) Utility of prescribed texts as viewed by students and teachers at the secondary level in Bangladesh

A) Students' Response

Items (29-39) aim at assessing the students' utility of prescribed texts at secondary level in Bangladesh.

In response to item 29 (Do you think that the course in English that you study can improve your English?) the majority of students answered positively.

In item 30 (Does the textbook emphasize sufficient practice in language skills?) most of the students marked 'yes'.

Under items 31-34, students' questionnaire intends to develop their four language skills, namely listening, speaking, reading and writing. Maximum students responded positive answers. Their textbook has sufficient practices in the four language skills. Though textbook is the source of fundamental knowledge for students, in order to pass the exam, they are interested to study reference book, note book, etc.

In item 35 (Are the exercises in the textbooks same as your real life situation?), almost all the students responded negatively.

For item 36 (Do you spend sufficient time to study English textbooks?), most of the students answered 'Yes'. If this is so then why they are not developing their language skills.

Regarding item 37 (Do you like to study grammar?), the majority of students claimed positively. Maximum students perceived that grammar is very important and necessary for learning any language.

Under item 38 (Do you think there should be more exercise on grammar in your English course?), students responded that they need more exercises on grammar in English course.
In item 39 (Do you think there should be some more literary pieces in your textbook?), majority of students were not interested to study literary pieces in the textbook.

Their responses are shown in the following table.

Table: 4.26
Utility of prescribed texts from students' point of view

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Types of schools</th>
<th>Yes/No</th>
<th>Urban %</th>
<th>Rural %</th>
<th>Mean %</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>Government and Semi-Government schools</td>
<td>Yes</td>
<td>68.7</td>
<td>66.4</td>
<td>67.55</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>31.3</td>
<td>33.6</td>
<td>32.45</td>
</tr>
<tr>
<td></td>
<td>Madrasas</td>
<td>Yes</td>
<td>65.4</td>
<td>64</td>
<td>64.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>34.6</td>
<td>36</td>
<td>35.3</td>
</tr>
<tr>
<td></td>
<td>English Medium schools</td>
<td>Yes</td>
<td>86.66</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>13.33</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>30</td>
<td>Government and Semi-Government schools</td>
<td>Yes</td>
<td>60.2</td>
<td>62.5</td>
<td>61.35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>39.8</td>
<td>37.5</td>
<td>38.65</td>
</tr>
<tr>
<td></td>
<td>Madrasas</td>
<td>Yes</td>
<td>58</td>
<td>56.5</td>
<td>57.25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>42</td>
<td>43.5</td>
<td>42.75</td>
</tr>
<tr>
<td></td>
<td>English Medium Schools</td>
<td>Yes</td>
<td>75.55</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>24.44</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>31</td>
<td>Government and Semi-Government schools</td>
<td>Yes</td>
<td>61</td>
<td>59</td>
<td>60</td>
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<td>No</td>
<td>39</td>
<td>41</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Madrasas</td>
<td>Yes</td>
<td>59.7</td>
<td>58.3</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>40.3</td>
<td>41.7</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>English Medium schools</td>
<td>Yes</td>
<td>40</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>60</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>32</td>
<td>Government and Semi-Government schools</td>
<td>Yes</td>
<td>54.5</td>
<td>55</td>
<td>54.75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>45.5</td>
<td>45</td>
<td>45.25</td>
</tr>
<tr>
<td></td>
<td>Madrasas</td>
<td>Yes</td>
<td>52.3</td>
<td>51</td>
<td>51.65</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>47.7</td>
<td>49</td>
<td>48.35</td>
</tr>
<tr>
<td></td>
<td>English Medium schools</td>
<td>Yes</td>
<td>51.11</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>48.88</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>33</td>
<td>Government and Semi-Government schools</td>
<td>Yes</td>
<td>80.8</td>
<td>82.5</td>
<td>81.65</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>19.2</td>
<td>17.5</td>
<td>18.35</td>
</tr>
<tr>
<td></td>
<td>Madrasas</td>
<td>Yes</td>
<td>82.5</td>
<td>80</td>
<td>81.25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>17.5</td>
<td>20</td>
<td>18.75</td>
</tr>
<tr>
<td></td>
<td>English Medium schools</td>
<td>Yes</td>
<td>84.44</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>15.55</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

(Contd...)
<table>
<thead>
<tr>
<th></th>
<th>Government and Semi Government schools</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>Madrasas</td>
<td>80.4</td>
<td>19.6</td>
<td>79.6</td>
<td>20.4</td>
<td>91.11</td>
<td>8.88</td>
</tr>
<tr>
<td>35</td>
<td>English Medium schools</td>
<td>80.3</td>
<td>19.7</td>
<td>20.4</td>
<td>79.6</td>
<td>17.77</td>
<td>82.22</td>
</tr>
<tr>
<td>36</td>
<td>Government and Semi Government schools</td>
<td>75</td>
<td>25</td>
<td>72</td>
<td>28</td>
<td>71.11</td>
<td>28.88</td>
</tr>
<tr>
<td>37</td>
<td>Madrasas</td>
<td>82.5</td>
<td>17.5</td>
<td>80</td>
<td>20</td>
<td>44.44</td>
<td>55.55</td>
</tr>
<tr>
<td>38</td>
<td>English Medium schools</td>
<td>80.6</td>
<td>19.4</td>
<td>82</td>
<td>17.7</td>
<td>51.11</td>
<td>48.88</td>
</tr>
<tr>
<td>39</td>
<td>Government and Semi Government schools</td>
<td>33.5</td>
<td>66.5</td>
<td>31.7</td>
<td>68.3</td>
<td>30.8</td>
<td>69.2</td>
</tr>
<tr>
<td></td>
<td>Madrasas</td>
<td>32.6</td>
<td>67.4</td>
<td>28.6</td>
<td>71.4</td>
<td>77.77</td>
<td>22.22</td>
</tr>
<tr>
<td></td>
<td>English Medium schools</td>
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<td>18.7</td>
<td>81.9</td>
<td>18.1</td>
<td>81.5</td>
<td>18.5</td>
</tr>
</tbody>
</table>

B) Teachers' Response

Items (34-50) aim at assessing teachers' perception of the utility of prescribed texts at secondary level in Bangladesh.

In item 34 (Do you think the present syllabus of English spell out clearly the aims and objectives of English language teaching at the secondary
level?) majority of teachers responded negatively. It is shown in the following table:

Table: 4.27
Utility of prescribed texts from teachers' point of view

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Types of schools</th>
<th>Yes/No</th>
<th>Urban %</th>
<th>Rural %</th>
<th>Mean %</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>Government and Semi-Government schools</td>
<td>Yes</td>
<td>22.4</td>
<td>21.5</td>
<td>21.95</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>77.6</td>
<td>78.5</td>
<td>78.05</td>
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<tr>
<td></td>
<td>Madrasas</td>
<td>Yes</td>
<td>18.7</td>
<td>16.8</td>
<td>17.75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>81.3</td>
<td>83.2</td>
<td>82.25</td>
</tr>
<tr>
<td></td>
<td>English Medium schools</td>
<td>Yes</td>
<td>50</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>50</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Item 35 (Do you find any noticeable emphasis today in the syllabuses and textbooks on the study of English literature or the learning of English language for use in communication or developing in the students an ability to read and understand simple books in English?) shows that majority of teachers responded the learning of English language for communication. The responses are shown in the following table:

Table: 4.28
Utility of prescribed texts from teachers' point of view

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Types of schools</th>
<th>Responses</th>
<th>Urban %</th>
<th>Rural %</th>
<th>Mean %</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>Govt. and Semi-Govt. schools</td>
<td>a) The study of English literature</td>
<td>3.3</td>
<td>4.2</td>
<td>3.75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) The learning of English language for use in communication</td>
<td>91.4</td>
<td>87.6</td>
<td>89.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) Ability to read and understand simple books in English</td>
<td>5.2</td>
<td>8.2</td>
<td>6.7</td>
</tr>
<tr>
<td></td>
<td>Madrasas</td>
<td>a) The study of English literature</td>
<td>3.4</td>
<td>11.8</td>
<td>7.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) The learning of English language for use in communication</td>
<td>86</td>
<td>82.2</td>
<td>84.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) Ability to read &amp; understand simple book in English</td>
<td>10.6</td>
<td>16</td>
<td>13.3</td>
</tr>
<tr>
<td></td>
<td>English Medium schools</td>
<td>a) The study of English literature</td>
<td>00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) The learning of English language for use in communication</td>
<td>95</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) Ability to read &amp; understand simple book in English</td>
<td>05</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
In item 36 (Are you satisfied with the courses in English at the following level?), the classes VI to X were mentioned. The majority of teachers responded positively. Especially class VIII, IX, X are responded by the teachers with full satisfaction. Their responses are shown in the following table:

**Table: 4.29**

**Utility of prescribed texts from teachers' point of view**

<table>
<thead>
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<th>Item No.</th>
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In item 37 (Even though you are satisfied with the courses in English, could you kindly mention some of the weaknesses in the course?), three options were given. Majority of teachers responded dissatisfaction toward the courses not equipping the students for their future needs such as reading textbooks for their higher studies. It is illustrated in the following table:
Table: 4.30
Utility of prescribed texts from teachers' point of view

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<th>Item No.</th>
<th>Types of schools</th>
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<td>b) The courses do not equip to write clearly &amp; effectively</td>
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<td>c) The courses do not have for their future needs</td>
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In item 38 (How does the textbook carry the grammar items?) four options were given. Most of the teachers favoured the explanation of rules. The responses are shown in the following table:
Table: 4.31
Utility of prescribed texts from teachers' point of view

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<td>04</td>
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<td></td>
<td>b) Explanation of rules</td>
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<td>c) Drills, exercises through substitution tables (prescribed text)</td>
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<td>d) Use a piece of prose text for teaching grammar items</td>
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In item 39 (Are the present English courses relevant to the students needs and job requirements?), majority of teachers responded negatively.

In response to item 40 (Even the present courses, if taught properly can be used to develop language abilities. Do you agree with this view?), most of the teachers responded positively and only a few teachers responded negatively.

In item 41 (Grammar teaching should be treated as an integral part of the teaching of texts. Do you agree with this view?), almost all the teachers agreed with this view. The majority of teachers felt that without knowing
grammar, the students would not be able to study their texts. The responses are shown in tables 4.32:

Under item 42 (Do you have classes in remedial teaching in your school?), majority of teachers responded negatively.

In item 43 (Are there exercises in the English books to remove the students' recurring errors?) there were few exercises in the textbook. The majority of the teachers responded negatively to this item too.

In item 44 (Has the set of materials changed significantly say in the last five years or so?), the majority of teachers responded positively. The teachers are always thinking how their materials will be developed. According to learners' needs they are changing materials day by day. The teachers' responses are shown in the table 4.32.

Under item 45 (Do you feel that the changes in the materials have resulted in better teaching?), quite a large number of teachers responded positively. Materials have been changed only for better teaching.

In response to item 46 (Is there any provision for classes in spoken English in your school?), most of the teachers responded negatively. So most of the teachers and students are not interested in learning spoken English.

Item (47-50) aim at assessing the teachers' utility of prescribed textbooks, regarding the four basic language skills listening, speaking, reading and writing. Some teachers told that some exercises in the textbook are aimed to improve the four basic language skills. The existing English books emphasize the four basic language skills. The following table shows the teachers' responses:
Table 4.32
Utility of prescribed texts from teachers' point of view

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Types of schools</th>
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<th>Rural %</th>
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Discussion and Data Analysis

A) Students' Response

The data for descriptive statistics were analysed through SPSS, version 10 software.

Regarding the "Utility of prescribed texts" at secondary schools and Madrasa level in Bangladesh the last eleven items from the students questionnaire (29-39) were meant to show the students' views. Table (4.33) presents the range, minimum, maximum, mean, standard error of mean, and standard deviation of students' sample from Government and Semi-Government schools, Madrasas and English medium schools.

As it is illustrated in the table the mean of general school (69.7) is higher than that of Madrasa (62.09). Therefore, based on this table it can be said that among the students responded positively to these items, the utility of prescribed texts is more demanded in general school than in Madrasa, shown in table (4.33).

The mean score $\bar{X}$ of English medium schools (62.8245) is higher than that those of Government and Semi-Government schools (62.0909) and Madrasas (69.7000).

Mean score $\bar{X}$, of Government and Semi-Government school (69.7000) is higher than that of Madrasas. On the other hand the standard deviation of Government and Semi-Government schools (16.46062) is less than that of Madrasas (20.96890) and English Medium schools (23.3510). Therefore, on the basis of means and standard deviation it can be said that the utility of prescribed texts is more demanded among the students of Government and Semi-Government schools than the learners from Madrasas.

In addition to the means, as illustrated in table (4.33) the range of Madrasas is higher than that of Government and Semi-Government schools. that is, the distribution of scores in Government and Semi-Government schools are highly clustered and the scores show a more normal distribution (57.20) in
comparison to the scores in Madrasas (62.10) and English Medium schools (73.34).

Table: 4.33

Utility of Prescribed Text from the students' point of view

Descriptive Statistics

<table>
<thead>
<tr>
<th></th>
<th>Range</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAS.MAS</td>
<td>62.10</td>
<td>20.40</td>
<td>82.50</td>
<td>62.0909</td>
<td>6.3224</td>
<td>439.695</td>
</tr>
<tr>
<td>FAS.GSS</td>
<td>57.20</td>
<td>33.50</td>
<td>90.70</td>
<td>69.7000</td>
<td>4.9631</td>
<td>270.952</td>
</tr>
<tr>
<td>FAS.EMS</td>
<td>73.34</td>
<td>17.77</td>
<td>91.1</td>
<td>62.8245</td>
<td>7.0406</td>
<td>545.270</td>
</tr>
</tbody>
</table>

Figure 4.1

Comparison of the means of Madrasas and Government and Semi-Government schools from student's point of view
From the above figure (4.1) it is clear that the mean $\bar{X}$ of Facilitative students of Government and Semi-Government schools is higher than that of facilitative students of Madrasas (62.6909 and 69.7000)

**B) Teachers' Response**

Regarding the utility of prescribed texts, it should be noted that each teacher participated from various schools and Madrasas at secondary level in Bangladesh. Each teacher had its own scoring/marking system, all scores/marks were converted into one scale according to schools and Madrasas separately (that is out of 225).

The teachers' response are shown in table (4.34), the mean of teacher positive response to the items (40-50) which present the teacher positive response to the "utility of prescribed texts". The teachers response from general schools (62.00) is higher than that of Madrasas teachers' response (61.00). So again it can be argued that 'the utility of the prescribed texts' at secondary level is more demanded among the teachers from general school in comparison to the teachers from Madrasa, illustrated in Table 4.34.

Keeping the view that the most important statistical analysis for the interpretation of the data collected was compare mean, the mean of Government and Semi-Government schools sample from the teachers point of view was again higher ($\bar{X} = 62.000$) than that of Madrasas (61.0364). On the other hand the $\bar{X}$ of English medium schools sample from the teacher point of view was (77.27), higher than those of Government and Semi-Government schools and Madrasas. Therefore, on the basis of means it can be easily said that the utility of prescribed text from the teachers point of view is highly demanded as English medium schools and Government and Semi-Government schools in comparison to Madrasas.
Table 4.34
Utility of prescribed text from teachers' point of view

Descriptive Statistics

<table>
<thead>
<tr>
<th></th>
<th>Range Statistic</th>
<th>Minimum Statistic</th>
<th>Maximum Statistic</th>
<th>Mean Statistic</th>
<th>Std. Error Statistic</th>
<th>Std. Deviation Statistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAST.MAS</td>
<td>96.50</td>
<td>1.50</td>
<td>98.00</td>
<td>61.0364</td>
<td>11.8949</td>
<td>39.45086</td>
</tr>
<tr>
<td>FAST.GSS</td>
<td>96.00</td>
<td>2.00</td>
<td>98.00</td>
<td>62.0000</td>
<td>12.0052</td>
<td>39.81665</td>
</tr>
<tr>
<td>FAST EMS</td>
<td>45</td>
<td>55</td>
<td>100</td>
<td>77.2727</td>
<td>5.5335</td>
<td>18.3526</td>
</tr>
</tbody>
</table>

Valid N (list-wise)

Figure 4.2
Comparison of the means of Madrasas and Government and Semi-Government schools from teachers point of view

From the above figure (4.2) it is clear that the mean $\bar{X}$ score of facilitative teachers Government and Semi-Government schools is higher than that of facilitative teachers madrasas (61.0364 and 62.0000).
4.3 Discussion and Results of the Study

The present investigation was conducted as a first step towards the identification of the learners' needs of English at secondary level in Bangladesh. So that an evaluation of the prescribed materials is done in its
backdrop. The data as provided in earlier pages furnish the following discussions and results. It is worth mentioning that an appropriate number of responses were collected from three different types of schools namely Government and semi government schools, madrasas, and English medium schools.

(1) The extent of the use of English as viewed by the students and teachers

The responses of the students and teachers were collected through two questionnaires - 'Students' Questionnaire' (SQ) and 'Teachers' Questionnaire' (TQ). Both the questionnaires indicated that while Bengali is the most dominant language in the actual classroom situation in government and semi-government schools and madrasas, in English Medium schools English is the most dominant language in actual class room (please see table 4.2). However students and teachers from all the three sets of schools accept that knowledge of English is a decisive factor for success at the secondary level in Bangladesh (please see table 4.6).

The choice of a methodology in the language of classroom is to a greater extent determined by the extent of language - use in everyday life or outside classroom. In a more or less monolingual situation like Bangladesh, students have very little scope to use English in everyday life. However, in the present age of universalization, different bits of information / communication technology have surveyed some students with access to Internet, satellite television, mobile phone, etc.

Students from English medium schools have more opportunity to use English in comparison to other schools. This opportunity is not the same to all
students of the country across the villages and towns. It varies at the level of such factors as: 'rural' and 'urban' and even the types of schools.

Students from urban areas, for instance, are seen to go to cyber cafes, watch cable television, while rural students lack these facilities. Watching television, besides reading newspapers and magazines, still remains to be strictly prohibited in some madrasas. Most of the teachers told that it is only a few students who read English newspapers or magazines. They also told - based on their observation - that, only 1.5% of their students writes letters in English.

Considering the actual classroom interaction, it can be argued that the classroom teaching and discussion is conducted mostly in Bengali. Even for taking class-notes, reading of reference material and taking examinations, Bengali plays a central role in government and semi-government schools and madrasas, but in English medium schools, English has got the primacy.

In response to the English use for classroom discussions majority of students from the government and semi-government schools and madrasas said that English is 'rarely' or only 'sometimes' used for this purpose; while in English medium schools, the majority goes for 'always', that is English is the language for classroom discussion. Interestingly, for this query the highest 'mean' score in government and semi-government schools goes for 'sometimes' (47.5%), while in madrasas the highest 'mean' score goes for 'rarely' (45.5%) in this regard.

The responses of the students prove to be honest and valid, when we compare them to those of the teachers. The 'mean' scores regarding English use for classroom discussion in all the three types of schools in both rural and urban areas match with those of students. That is, like the students' response, the highest 'mean' score for government and semi-government teachers goes for 'sometimes' (45%), for madrasas teachers goes for 'rarely' (43.7%) and for English medium schools it is 'always' (90%) (please see table 4.7).
So far as rural students and teachers are concerned, the responses are mostly lower than the urban and in madrasa, students and teachers responded almost similarly. But in English medium school students and teachers responded higher marked than that of those of both. However, teachers and students used their native language. These data reveal that the general patterns practised in most of secondary school level in Bangladesh, but the majority of students and teachers are interested to use technical terms in English and explanations are made in native language.

Even the new theories of language acquisition suggest that the mother tongue or the regional language is the most effective at lower levels of education. That is why Bengali is the medium of instruction at secondary level. It is due to this reason that regarding "to what extent students use English inside the classroom" and "to what extent they use English outside the classroom", the majority of students and teachers in government and semi-government school and madrasas say that their disciplines cannot be taught as efficiently in English as in Bengali. However, they warmly supported the informal use of English. Teachers therefore, do use Bengali along with English and when necessary make themselves believe that formal acceptance of bilingual teaching may give a better understanding of the subject and an improvement in their performance as well as the language skills.

It was also found that only a few urban teachers occasionally use English outside the classroom. They become subscriber, or at least read English newspapers. However, none was found among the teachers samples, who read English books for pleasure.

(ii) Perception of the students' language ability as perceived by students themselves and the teachers

As the title suggests the present study will analyse the learners' ability in language skills. Responses of both teachers and learners reflect that the
proficiency of the urban students is higher than the students from rural areas. At the level of the type of school it is shown by the data that the students of government and semi-government schools are more proficient in language skills than the madrasas students; while the students of English medium school marked higher than those of both government and semi-government schools and madrasas for the above responses (please see table 4.11 and 4.15)

Regarding the students' language skills, both students (themselves) and teachers rate their ability to be most deficient in speaking and then in writing; while about listening and reading they found to be satisfactory (please see table 4.12 and 4.16). This is so perhaps due to the lack of oral interaction in the class. However, their proficiency is not up to the mark in reading and listening as well and the condition is worse in rural areas than urban areas and madrasa students are weaker than the government and semi-government school students; and English medium school students are better than the other two schools. The informal observation as well as students performance in different competitive examinations and admission tests in different institutes reveal that urban students do better than rural students and school students do better than madrasa students.

It was also observed that very few urban students of junior secondary level can write a sentence of their own ability through letter, paragraph or essay. Some madrasa teachers reported that only a few students take English seriously as a subject and can write a sentence of their own; whereas majority of English medium school students can make fluent use of English.

A comparison of students and teachers perception of language ability reveals that while the students tend to exaggerate their own abilities, the teachers are quite critical about them. Please see the following table:
Table: 4.35
Students’ and teachers’ perception of learners’ ability regarding language skills

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Lang Skills</th>
<th>Urban and rural score ('mean')</th>
<th>Urban score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Government and Semi-</td>
<td>Madrasas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Government schools</td>
<td></td>
</tr>
<tr>
<td>19 SQ</td>
<td>19 SQ</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>L</td>
<td>4.5</td>
<td>7.6</td>
</tr>
<tr>
<td></td>
<td>S</td>
<td>4.5</td>
<td>4.3</td>
</tr>
<tr>
<td></td>
<td>R</td>
<td>4.5</td>
<td>9.5</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>4.5</td>
<td>7.6</td>
</tr>
<tr>
<td>24 TQ</td>
<td>24 TQ</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>L</td>
<td>5.5</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>S</td>
<td>5.5</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>R</td>
<td>5.5</td>
<td>7.5</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>5.5</td>
<td>2.5</td>
</tr>
</tbody>
</table>

SQ = Students Questionnaire, TQ = Teachers Questionnaire

The above table is suggestive of students' self-assessment and teachers' critical response. Comparatively, the teachers' percentage is lower for such options as 'good' and 'very good' while unlike students' responses, teachers' percentage goes up for 'weak' and 'very weak'.

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Even if the above perceptions are supposed to be honest it becomes evident in the latter course of discussion that students are least proficient in the most needed skills. So far self-appraisal is concerned, students feel more comfortable in boasting of their abilities in 'listening' and 'reading' because these skills are hardly dealt with or evaluated by teachers in the classroom or even in the examinations. Students make a seemingly realistic response when required of their abilities in 'speaking' and 'writing' skills.

Thus students exaggerate their abilities in those skills, like listening comprehension and reading comprehension, which are generally neglected by the curriculum and hardly evaluated through tests. But it is reflected in 'speaking' and 'writing' because an assessment of these skills through written and oral examinations make them realise their weaknesses.

The students' ability in different skills takes a concrete shape in response to students questionnaire item (20) and teachers questionnaire item (25). Both students and teachers come to consensus that students are most deficient in speaking and writing. The response can be viewed neatly in the following table.

Table: 4.36

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Lang. Skills</th>
<th>Urban and Rural score ('mean')</th>
<th>Urban score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Government and Semi-Government schools</td>
<td>Madrasas</td>
</tr>
<tr>
<td>SQ.20 &amp; TQ.25</td>
<td></td>
<td>SQ %</td>
<td>TQ %</td>
</tr>
<tr>
<td>L</td>
<td></td>
<td>7.05</td>
<td>8.85</td>
</tr>
<tr>
<td>S</td>
<td></td>
<td>58.95</td>
<td>63</td>
</tr>
<tr>
<td>R</td>
<td></td>
<td>17.5</td>
<td>5.2</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>16.6</td>
<td>22.95</td>
</tr>
</tbody>
</table>
The table shows that students are most deficient in those two skills, which are the main means of communication (productive skills). The present section on "perception of language abilities" thus conveys that both the students and teachers are somehow contented with the existing abilities, but they are not unaware of their deficiencies.

Teachers' responses to item (24) reflect how they evaluate the proficiency of their students in English language skills. Most of the teachers across villages and towns marked 'good', while quite a few teachers responded 'very good' (please see table 4.15). It is important to note the response of the teachers in English medium school. They have generally reflected that their students are mostly 'good' and the rest are 'very good'. They hardly found their students to be 'weak' or 'very weak'. This is so perhaps because these students come from families where English is often used in their circle. That is, they have maximum exposure to the language even outside the class - real life-situations. Besides, even these English medium schools provide the best possible infrastructural facilities to equip the learners with the English language.

While the students of government and semi-government school and madrasa, on the other hand, use Bengali in their daily lives and consequently they learn it more than English, they study both languages simultaneously. That is, the exposure of these students to the English language is minimum. Even in their social setups, they can't use English.

(iii) **Language needs as prescribed by students and teachers**

The students questionnaire item (22) and teachers questionnaire item (26) clearly show that both teachers and students from government and semi-government schools and madrasas agree that the most needed skills is 'speaking'. Thus, the order of preference in which they arranged the four skills is as follows:
Table: 4.37

Priority of language skills by students and teachers

<table>
<thead>
<tr>
<th>Position</th>
<th>Government and Semi-Government schools &amp; madrasas</th>
<th>Language skills</th>
<th>English medium schools</th>
<th>Language skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>SQ &amp; TQ</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Speaking</td>
<td>Speaking</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Speaking</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Writing</td>
<td>Listening</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Writing</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Reading</td>
<td>Writing</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Reading</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Listening</td>
<td>Reading</td>
</tr>
</tbody>
</table>

This arrangement is quite convincing especially in a country where English has got to perform a role of paramount importance and carries a prestige attached to it. The productive skills (speaking and writing) will be given primacy over receptive skills (reading and listening) in both government and semi-government schools and madrasas. In English medium school, students gave same priority such as government and semi-government school and madrasa. But the teachers gave little different responses. The teachers gave first priority to speaking, 2<sup>nd</sup> priority to listening, 3<sup>rd</sup> priority to writing and 4<sup>th</sup> priority to reading respectively.

Categorization of various sub-skills according to their importance by both students and teachers in table 4.18, and table 4.22, conveys that the learning of English carries functional motives. A careful look at tables (SQ22 -26 & TQ 27-30) clearly reflects that both sets of respondents are more or less in full agreement as to ranking the sub-skills of the four broad skills, with a minor exception in the arrangement of 'listening' and 'speaking' sub-skills.

Under listening comprehension while maximum students in government and semi-government school rank item 23.c (Ability to follow and understand class lectures) as one, the teachers gave preference to item 27.b (Ability to
understand lecturers in order to take notes) over this issue. It was marked 'second'.

Whereas madrasa students and teachers responded almost similarly. But in English medium school students and teachers responded 23.c (Ability to follow and understand class lectures) and 27.c (Ability to follow and understand class lectures) respectively as second. This means that teachers in Government and Semi-Government and madrasa and students in English medium school give top priority to item 23.b (Ability to understand lectures in order to take notes); while teachers in English medium school give priority to item 27.a (Ability to understand questions raised by other students and teachers and to follow class-discussion) under 'listening comprehension sub-skills'. This response is suggestive of the fact that the students in government and semi-government school and madrasa are classroom-oriented in their preference: while teachers in government and semi-government school and madrasa and students in English medium school are classroom oriented; and teachers in English medium school are classroom oriented.

For reading sub-skill in SQ 25.b (Reading textbooks) and in TQ 29.b (Reading textbooks) in government and semi-government school and madrasa is ranked first by students and teachers simultaneously. Whereas English medium school students and teachers responded SQ 25.a (Reading to understand tests questions) and TQ 29.b (Reading textbooks) as first. The teachers and students of both government and semi-government school and madrasa again show their importance to a reading comprehension sub-skills which is classroom oriented, while the English medium school teachers and students give preference to exam-oriented and course-oriented, respectively.

A neglect of such sub-skills as 'speaking with foreigners' 'reading journals' and 'writing personal letters' by the students and teachers in government and semi-government school and madrasa reflect their lack of personal initiative for exposure to the actual use of language. And such a
response by the teachers suggests possibly their confinement to lecture-based classes. The same aspect may be one of the reasons for the teacher in giving top priority to the sub-skills like 'ability to understand lectures in order to take notes', 'ability to speak intelligibly/clearly', 'reading texts books', and 'writing texts answers'. Regarding the English medium school responses to the same item the majority of teachers agreed with the priority of sub-skills more than the two other academic situations. They highlighted the intelligibility of speaking, comprehension of written texts and note-taking ability.

(iv) **Utility of prescribed texts as viewed by students and teachers at secondary level in Bangladesh**

The responses to the items related to instructional materials in both teachers questionnaire and students questionnaire propose indirectly a change in the existing syllabus by bringing in a coordination between the language teacher and subject teacher. In item SQ 29 and TQ 40, for instance, 67.55% and 93.85% of both say that the existing language programmes can improve their proficiency level to some extent. That means they expect an effective programmes for improving their language abilities, for which they suggest in majority that the compulsory English course should have a direct bearing on their optional subjects. That is, they believed that a cooperation between the language teacher and the subject teacher could be a viable strategy for making language teaching more useful to students. The common welcoming attitude by both sets of respondents to these items, perhaps, suggest that the best source for students to get acquainted with and trained in a language is through continuous exposure to the authentic texts/materials of their own interest.

Most of the teachers engaged in teaching English at our schools have not been trained in making an effective use of the prescribed materials. They fail to impart effective and enjoyable teaching by rousing students interest in the subject. As a result students tend to look upon English as a dull and difficult
subject on the curriculum. Consequently they teach very little English which somehow enable them to pass the examination but does not prepare them to use English in real life situations in future (Hoque et.al. 1997:135).

From the students' and teachers' responses to the items about 'the utility of prescribed texts' it is clear that much emphasis was given on 'reading' and 'writing' skills, that too in the classroom situations, while 'listening' and 'speaking' were not put on priority. In comparison to madrasa and government and semi-government schools, the students and teachers of English medium schools practiced more of English through textbooks and other materials.

Most of urban and rural teachers say that a few of their students use English in family environment and some teachers say that none of their students use English in family environment. The teacher community needs to be efficient enough to cope with the changes brought about in ELT curriculum, syllabus, and methodology at the national level. Although a good number of teachers have received pre-service or in-service training in teaching with English as one of the main subjects, a few of them are trained in communicative language teaching (CLT)

As a result, introduction of communicative texts books in schools is necessary for the teachers to be trained in communicative methodology of English Language Teaching (ELT). However, after the introduction of new syllabus and revised 'English for today', the NCTB offered a training programme for the teachers of secondary schools in cascade system. So far teaching force is concerned, a large number of teachers are not yet trained in ELT. only a few of them have acquaintance with the modern development in the field of language teaching.

4.4 Summing Up

Such an attempt to investigate the needs for the English Language Teaching (ELT) at the secondary level in Bangladesh discloses a situation.
which is more or less common for the whole society of Bangladesh. Though English is being used as the medium of instruction by the English medium schools, engineering colleges and medical colleges, a small percentage of students are proficient enough in the English language. Both teachers and learners found the lower proficiency in productive skills (speaking and writing) in comparison to receptive skills (listening and reading). An attempt in finding out the reason for such a phenomenon demands a proper investigation into the process of curriculum planning. In other words, the present responses question the process of the existing curriculum planning. However, the present study, furnishes the ground reality by investigating the actual use and needs of language as viewed by students and teachers. The major findings of the analysis of learners' needs in this chapter can be briefed in the following manner:

**Firstly,** English is important in the life of Bangladesh due to the increased occupational mobility and advancement in science and technology. Today English has attained the status of global languages and consequently a majority of people has realised the international advantages of learning English. Even the respondents, the teachers and learners at secondary level in Bangladesh, have realised the significance of English and were of the view that though Bengali is officially the medium of instruction, yet English is often used in and outside the classroom for various academic purposes. In addition, they also reflected the emergent need of being proficient in the English language for everyday and professional requirements in the present day Bangladesh.

**Secondly,** regarding the language skills, the respondents indicated that 'speaking' is the most needed skill for success at the secondary level, followed by 'writing', 'reading' and 'listening comprehension' respectively. This set of priority as determined by both learners and teachers, on the whole, shows at least two aspects:
(i) Since 'speaking' has got top priority, it means they need English for some communicative purpose.

(ii) Such a prioritisation of language skills provide a base for the selection and gradation of materials for ELT programmes at secondary level in Bangladesh. 'Speaking', 'Reading' and 'Listening comprehension' for instance, largely remain neglected and hence there is a lack of effectiveness in the existing language programmes and also on learners' output. These language programmes, despite some of their very effective exercises remain ineffective as they fail to make students proficient enough in these skills.

Thirdly, the teachers' and learners' responses, regarding their priority/importance of the language sub-skills, reflect their requirement of the above sub-skills confined mainly to the classroom situation. For 'listening comprehension' for example, they prefer "ability to follow and understand class lectures "; regarding reading and writing skill, they refer to "reading textbooks" and "writing test answers", respectively; and for speaking skill, they say "ability to speaking intelligibly/clearly".

Fourthly, the above findings might give an impression that in the present study, the responses about language is broken into skills and sub-skills. Actually it was required in this manner, so that the learners to the English language and their needs could be deciphered minutely, premised on which a better and more effective material is produced in order to make the language programmes successful.

Fifthly, since at secondary level, it is a general course in English (i.e., not ESP) the language skills and their sub-skills should be given equal importance. Regarding the prescribed materials:

i) the respondents reflect a need for improvement.
ii) they expect a consistent exposure to the language through authentic materials of their own interest.

iii) they expect the language class to be more interesting and motivating from both materials as well as teaching point of view.

iv) they expect an equal share to each language skill. They found the present material growing more space to writing and reading skills, in comparison to speaking and listening skills.
Chapter Five
Evaluation of ELT Materials
vis-à-vis Learners' Needs
at the Secondary Level
in Bangladesh
5.0 Introduction

This chapter will evaluate the types, aims and objectives and effectiveness of the prescribed English language teaching materials vis-a-vis learners' needs at the secondary level in Bangladesh. In the process it will describe and review the prescribed textbooks in the General, Madrasa and Technical education boards.

It is important to mention here that the prescribed materials of the English Medium schools have not been evaluated in this chapter because of its multiplicity. That is, there are as many sets of prescribed materials, as there are English medium schools. In addition to this, the prescribed materials in English medium schools vary from one year to the other.

Therefore, in this chapter an attempt has been made to evaluate and assess only those ELT materials, which are governed and controlled either by National Curriculum and Textbook Board (NCTB) or the Bangladesh Madrasa Education Board and Bangladesh Technical Education Board. It is because of this criteria for evaluating prescribed materials that the English Medium schools have been excluded and the Bangladesh Technical Education Board has been included.

5.1 Different Types of ELT Materials of Bangladesh

(a) Materials Used in General Education Sub-System

The general education sub-system includes government and semi-government schools. English For Today, a series published by Bangladesh National Curriculum and Textbook Board (NCTB), is compulsory for classes from VI to XII of general education sub-system. At the same time schools enjoy some freedom in choosing additional or supplementary books appropriate for their students.
Besides these two texts, for unseen comprehension (for both teaching and testing), students follow any book published by different publishers and approved by the National Curriculum and Textbook Board (NCTB). These publishers also publish notebooks and guidebooks. However, all these books aim at helping the students to do better in the examinations rather than to improve their proficiency in the English language. Moreover, a supplementary grammar book is also used for all the classes upto XII.

The books used in classes VI to VIII are as follows:

1. *English For Today* published by the National Curriculum and Textbook Board (NCTB) as the textbook.
2. Supplementary *Rapid Readers* (only a few schools especially urban ones include them in the syllabus).

The books used in classes IX to X are as follows:

1. *English For Today* published by the National Curriculum and Textbook Board as the textbook.
2. Supplementary grammar book.

In addition to the above books, some schools included a word meaning book or Dictionary in their syllabi. The English medium schools generally do not follow the curriculum of National Curriculum and Textbook Board (NCTB) and claim to follow British and American Curricula. Therefore, their textbook is completely different from the general schools textbook. The selection of textbooks varies from school to school.

(b) **Materials Used in Madrasa Education Sub-System**

For class VI - VIII, books fall in two categories: one, *English Readers* which are collections of prose and poetry pieces. Second category is that of
traditional grammar books which include grammar, essays, paragraphs, translation, composition, and different types of letters. The above two sets of books are published by different private publishers (not NCTB) and approved by the Bangladesh Madrasa Education Board.

Sometimes there are options for the teachers to choose textbooks for their students. These books, of course, vary considerably in their titles/names but the underlying organisation remains more or less same. For example, there is an option of four grammar books for class VI. For class VII there are three options. Some writers use the term 'Communicative' in the title of the books, while others use 'Functional'. However, the internal arrangements of these books are almost same as the traditional grammar, translation and composition books.

The books used in class IX and X are as follows:

(1) 'Dakhil English Selection' published by Bangladesh Madrasa Education Board itself.

(2) Supplementary grammar book.

(c) Materials Used in Vocational Education Sub-System

The vocational education sub-system was started only for class IX to XII in 1995. These vocational education sub-systems do not follow the curriculum of National Curriculum and Textbook Board (NCTB). But Bangladesh Technical Educational Board itself publishes the textbooks.

The Secondary School Certificate (SSC) vocational stream, unlike the general stream has only one paper of English with two textbooks prescribed:

(1) English-I for class IX published by the Bangladesh Technical Education Board as a textbook from 1995 session.

(2) English-II for class X published by the Bangladesh Technical Education Board as a textbook from 1995 session.
5.2 Description of Textbooks

The description of a textbook enables one to select a well-motivated material. The information about textbooks can be obtained from two sources: the textbook itself and its users. The textbook description will be used for the collection and description of data on the form and content of the textbook itself, while textbook evaluation will be used for the collection and description of data on its effects on the users.

Ideally the description should be objective. *English For Today* a series of compulsory text for classes VI to X is prescribed in government and semi-government schools under the general education sub-system. As stated in their preface, these books follow the communicative approach to the teaching and learning situation in the Bangladeshi context.

*English For Today* has been collectively evaluated and rewritten by foreign expatriate consultants and local experts. Individual lessons were trialled in government, semi-government and non-government, urban and rural secondary schools in different parts of the country. This was followed by a syllabus and textbook revision workshop held for secondary school teachers and English language specialists at the National Curriculum and Textbook Board in Dhaka after which further revisions were made.

Regarding Textbooks of Madrasa Education Sub-system, from class VI to VIII books are approved by the Board. But for 'Dakhil' level (SSC equivalent), *Dakhil English Selection* has been published by the Bangladesh Madrasa Education Board itself. Most of the sets of textbooks of madrasa education sub-system follow the traditional pattern.

*English-I* and *English-II* for Vocational Education Sub-system, SSC (vocational) programmes are published by the Bangladesh Technical Education Board itself. As the editors claim in the preface of the book they have tried to present communicative approach to the teaching and learning situation in the Bangladeshi context.
So far as textbook description is concerned, it can be applied to single item as well as to the whole set of material. The information available in the textbook enables teachers to arrive at a well-motivated choice. It will discuss information made available by authors and publishers of textbooks, textbook reviews, checklist of points relevant to description and evaluation (Van Els et al. 1987:299).

5.3 Authors' and Publishers' Information

Textbooks are usually commercial products. Neuner (1979, as cited in Van Els et al. 1987:300-1) points out that commercial considerations are involved in the information provided by publishers. Leaflets from publishers are hardly useful in textbook selection, because they are intended as advertisements. They are not independent or unbiased, and for that reason do not meet the standards to be set for textbook descriptions. Boot (1976, as cited in Van Els et al. 1987:300-1) defines giving information as 'the provision of pertinent and verifiable details about a textbook', and concludes that authors and publishers can hardly be said to give such information.

In Bung's (1977, as cited in Van Els et al. 1987:300-1) opinion, the provision of such information is primarily the tasks of the author, who has this information at his disposal. The author should also give a motivation for the objectives and design of the textbook. In spite of the fact that the concomitant claims can often only be checked by means of detailed analysis.

M.S. Hoque, Raihana Shams and R.S. Shrubsall (textbook authors) investigated 'English For Today' for class VIII and claimed it to be a complete and integrated course for secondary school level in Bangladesh.

5.4 Review of Textbooks

Van Els et al. (1987:301) observed that the reviews could be called to be the most general and widely used type of textbook description. The most important merit of reviews is that they provide prompt information, if, of
course, the editors of journals publish quickly enough. Reviews are, however, severely limited in comparison to the textbook descriptions. They often contain only summary and superficial information and may be very subjective.

Bangladesh, like any other newly independent nation, need a dynamic education system to meet the needs of life and time. For the reason, after the liberation of Bangladesh, new textbooks were developed on the basis of the recommendations of the National Curriculum and Syllabus Committee. English *For Today* for instance, was developed by English Language Teaching Improvement Project (ELTIP), jointly funded by the Government of Bangladesh and Department For International Development (DFID) of the United Kingdom (UK).

A team of three writers trained in the UK through ELTIP wrote the book under the guidance of a national and two expatriate consultants. Individual lessons were piloted in government, semi-government, non-government, urban and rural secondary schools, in different parts of the country during 1993. This was followed by a syllabus and textbook revision workshop held for secondary school teachers and English language specialists at the National Curriculum and Textbook Board (NCTB) in Dhaka after which further revisions were made.

Development of curriculum, syllabus and textbook is a continuous process. With the change of time and society revisions, changes and corrections of textbooks become necessary. To face the challenges of the new century, this book has recently been rationally evaluated and revised by a group of experts - curriculum specialists, subject specialists, teacher trainers and classroom teachers. Attempts have been made to make the book free from errors and mistakes as far as possible. Illustrations in the book have been improved to make them more relevant and helpful to understand the content (preface of the book *English For Today* for class VIII, 2001).
Finally, this modified textbook was introduced in the classroom in 1998. The book follows the communicative approach to teaching and learning English in Bangladesh situations. It provides a variety of materials such as reading texts, dialogues, pictures, diagrams, tasks and activities. These materials were designed and developed for 'learners' practice in the four basic language skills - listening, speaking, reading and writing. As a result, classes are expected to be interactive with students participating actively in the classroom activities through pair-work, group-work as well as individual work.

In keeping with the Communicative Language Teaching (CLT) principles, the book includes topics from both national and global contexts, appropriate and interesting to the learners thematically, culturally and linguistically. Also adequate grammar elements have been integrated with language skills, so that the elements taught and learned in situations can be easily transferred to real life use and just not to be memorised as discrete items.

5.4.1 Aims of the Revised Textbook

The revised textbook is expected to meet the real needs of the students and teachers and eventually should result in more effective teaching and learning of English. The main aims of the revised textbook are (preface of the book 'English For Today' class VII, 2001):

i) to introduce effective communicative techniques, integrated with existing well-tried traditional methods.

ii) to provide adequate practice in language skills: listening, speaking, reading and writing.

iii) to include adequate elements of communicative grammar.

iv) to integrate such grammatical elements with language skills so as to make grammar genuinely functional.

v) to suggest a clear teaching methodology within the framework of actual lessons.

vi) to create more opportunities for interaction (between teachers and students, and students and students)
vii) to adopt the existing topics so as to make them more interesting and acceptable.

viii) to introduce an integrated 'workbook' element in order to develop writing skills at an appropriate pace.

However, the revised textbook intends to meet the real needs of the students and teachers and eventually result in more effective teaching and learning of English.

5.5 Evaluation of Textbooks of Bangladesh Secondary Education Boards

The study uses some criteria for choosing or selecting a book for the use of learners. It is actually not easy to make an assessment of textbooks without having used the material with the students, but it is at least possible to reach at a few preliminary conclusion about the books and materials even if these are altered or modified after using them with a class.

The evaluation of textbook is distinguished between users' judgements and experimental research into the effects of textbooks. It gives a rough outline of the possibilities and problems of textbook evaluation, and a description of a few projects. Textbook evaluation in the form of users' judgements has its roots in daily teaching practice. Such an evaluation usually leads to adaptation of the textbook, which is currently used. In recent activities such as role playing and language games, and texts such as close tests, can often easily replace or supplement the activities and tests in the textbook. Textbook adaptation and supplementation are preferable to introducing a new textbook, if the general structure of the textbook is still adequate. Shortcomings of a textbook in these areas will attract a lot of attention, because one is frequently confronted with them in daily teaching practice.

For the users of textbooks, teachers and learners, negative experiences with a textbook may have two effects: either the textbook is adapted in the
places where it is found to be lacking, or a search for a new textbook is started. Users' judgements may play an important role in textbook selection, which is very important for evaluation of textbook. Most textbooks, in fact, have been on the market for years before the opinions that have been formed of them become in any way generally known. In principle, however, this information could be compiled rather easily and made available to other users.

The study distinguishes various types of descriptive categories in the description of textbooks:

1. Characteristics which require no detailed analysis, such as title, author, price, etc.;
2. Characteristics of textbook content which can be reliably described by experienced teachers;
3. Characteristics, which are closely related to actual classroom use and which, can therefore only be described and evaluated on the basis of users' judgements.

The study attempts to establish which characteristics should be evaluated on the basis of users' judgements, which of these characteristics are judged consistently by teachers and learners, and lastly, whether the instruments used, such as interviews and questionnaires, are adequate for all textbooks evaluated. This kind of frame of reference is given alongside the actual evaluation of textbooks.

An experimental research into the effect of textbooks is high on the list of many authors (Heuer and Muller 1973:7, Bung 1977:233, as cited in Van Els et al. 1987:309). It is only rarely carried out especially where entire textbooks are concerned. The use of textbooks in schools and their effects on teaching and learning can play very important role in textbook selection. Such research, in which the textbook is an important variable, extending knowledge of the effects of textbooks on learning will bring about new, or improved, criteria for textbook selection.
5.5.1 Criteria for Evaluating Communicative Textbooks

There are many criteria for evaluating the appropriateness of any kind of material or textbook. Among them the following are of great importance i.e. in order to evaluate any type of textbook one should take into consideration the following eight criteria. On the basis of these criteria the study intends to evaluate the textbooks used in the three sub-systems: General education sub-system, Madrasa education sub-system and Vocational education sub-system. These eight criteria are:

Criterion 1: Applicability of textbook or materials into learning situation (context of Bangladesh);

Criterion 2: Objective-oriented lessons;

Criterion 3: Use of integrated approach regarding four language skills;

Criterion 4: Motivation-rising presentation of materials and activities;

Criterion 5: Use of realistic and enjoyable frames in each lesson;

Criterion 6: Presentation of linguistic items and their functions along with use of different types of text or discourse;

Criterion 7: Use of natural and authentic language in each lesson; and

Criterion 8: Use of student-centered activities emphasizing fluency rather than accuracy;

Criterion 1: Applicability of Textbook or Materials into Learning Situation (Context of Bangladesh)

The book (English For Today) consists of many units, each unit consists of some lessons. Just after the publisher's page, it gives chronological list of the topics and themes. After this content page, a book map, which includes thematic area of each unit, topic of each lesson, language skills focused with functions, grammar elements or structures and new vocabulary that appeared in each topic has been given in the book for classes IX and X.
So, language skills, functions, grammar/structures and new vocabulary are presented in an integrated manner. Each lesson of the book has an objective-presentation-practice, evaluation format, etc. which follows a statement of objectives.

Objective

Clear objectives of each lesson are mentioned at the beginning of the topics.

Example:

Name of unit ten : Different Strokes
Name of topic : Meeting Feroza
Number of lesson : 1

Objectives: By the end of the lesson you will have
* looked at a picture and answered questions
* read a passage and answered questions
* filled in gaps with appropriate words
* completed a word game

(English For Today for classes IX and X unit ten : Lesson 1, 2001:113)

Presentation

Language items with functions have been presented through meaningful texts (written and spoken). Different language skills have been integrated. For this, linguistic as well as paralinguistic means of communication have been used. In lesson 1 of unit ten of 'English For Today' for classes IX and X, for example, simple past tense with the introduction and functions of Dhamrai, Makorkhola village of Feroza's house are presented through the passage. In order to follow a series of picture portrayed that would go with the passage, students are asked to discuss and to answer the questions based on that picture.
Before all these, Becky along with her friend Masum came to village for visiting purpose to Feroza's house. Students are asked to guess some information about them from the picture. The picture along with the written text, which provide a pre-reading task, make the lesson meaningful and natural.

**Practice**

Each lesson focuses on one or more skills. Skills are always integrated before the practice of language skill(s) learners have to do some pre-skill (i.e., pre-reading or pre-listening) tasks. In the above-mentioned lesson, for example, Becky's picture with others at Masum grandparent's village in Feroza's house and the question "what do you see in the picture"? Or 'guess the following information' give the students a pre-reading task, which engage them in the learning process.

For language practice, students have to do a variety of activities. These include solo-work, pair-work, group-work and working as whole class. Examples are given below:

**Solo Work**

D. Complete a personal record card for yourself.

<table>
<thead>
<tr>
<th>Personal information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name ..................</td>
</tr>
<tr>
<td>Birthday ..................</td>
</tr>
<tr>
<td>Address ..................</td>
</tr>
<tr>
<td>Colour of eyes .............</td>
</tr>
<tr>
<td>Colour of hair .............</td>
</tr>
<tr>
<td>School ..................</td>
</tr>
<tr>
<td>Class ..................</td>
</tr>
<tr>
<td>Teacher ..................</td>
</tr>
<tr>
<td>No. of boys in my class ........</td>
</tr>
<tr>
<td>No. of girls in my class ........</td>
</tr>
<tr>
<td>School starts at ........</td>
</tr>
<tr>
<td>School finishes at ........</td>
</tr>
<tr>
<td>Sports I play .............</td>
</tr>
<tr>
<td>My hobbies are .............</td>
</tr>
</tbody>
</table>

(Contd...)
My favourite subject is .......... 
My favourite foods ............... 
My favourite books ............... 
I'm happy when ................. 
I'm not happy when .............. 
In the future I want to be .........

(English For Today for classes IX and X: Unit Fifteen: Lesson 3, 2001: 170)

Pair-work

A. Read the question given below. Work in pairs and discuss probable answers to the questions.
   • When do people need to stay at hotels?
   • Have you ever stayed in a hotel?
   • Why do you think you have to fill in registration forms at hotels?

(English For Today for classes IX and X: Unit Four: Lesson 4: Section A, 2001: 39)

Group Work

C. Work in-groups. If you could reorganise the television programmes for Thursday and Friday, what changes would you make?
   Rearrange the schedule and make suggestions for a really interesting and well-balanced evening of television. You may include programmes other than those given. Write down the rearranged programmes that you have made.

(English For Today for classes IX and X: Unit Seven: Lesson 4: Section C, 2001: 81)

Working as Whole Class

C. Replace the underlined word(s) with a word from the brochure with the same meaning. (Notes: Students have already been introduced the brochure in the previous section of the lesson)
   Neela went to both tours. She enjoyed herself very much. The fascinating animals of the Night Safari took her breath away. She saw how the night
animals become active after a rest. To know about her surroundings, Neela walked leisurely and could see the tigers and hyenas rejoicing in a kill. The faint lighting had the effect of real jungle at night.

After walking for some time, Neela .......... to remember.

(English For Today for class IX and X: Unit Four: Lesson 5: Section C, 2001:42)

Evaluation Format

Controlled and free practice of language: There are some activities that involve practice of language skills, which are controlled by the teacher. On the other hand, some activities involve more free practice of language skills. The students involve free production of language in some activities. In section A,B,C and D of lesson 6 of unit five of 'English For Today' for classes IX and X the students' activities are teacher-controlled, but the degree of control lessons in each succeeding section. In section D, thus, students involve in free production of language. The following extracts are from lesson 6 of unit five.

Extract 1:

A. Look at the picture and answer the following questions.

- What is the most common vehicle on the road?
- What is the largest passenger vehicle on the road?
- What is the most comfortable vehicle on the road?
Extract 2

B. Below are some pictures of vehicles. Match the pictures with the names.

1. double decker bus
2. car
3. bus
4. scooter
5. rickshaw

Extract 3

C. Think what you would like to know about a vehicle. Make a checklist that will give a detailed description of a vehicle. You can keep space for information such as size, speed, price etc.

Extract 4

D. Imagine that you are given a choice to buy any one of those vehicles. Choose one and write a letter to your friend giving him/her reasons for your choice.

Letter

C. Imagine you have taken your foreign friend to visit the National Memorial. Fill in the gaps in the following conversation. Represent, incomplete, library, mosque, museum, area

John: This is fantastic! but what do the 7 towers stand for ?
Shibli: Well they ______ the 7 War Heroes.
John : Right, The complex looks ______ What are they constructing over there?
Shibli : Well, there will be a _____, a _____, and a _____ in this area
John : About 126 acres.
John: A monumental feat for your war heroes indeed!

(English For Today for classes IX and X: Unit Fourteen: Lesson 1: Section C, 2001:159)

Criterion 2: Objective-Oriented Lessons

'English For Today' for classes IX and X has 22 units. Each unit has many lessons. The writers fixed the lesson one by one according to chronological order. Simultaneously, English For Today a book series for classes VI, VII, and VIII have also been set in all the books in the same way.

The objectives of each lesson have been stated at the beginning of the lesson. They also emphasized that at the end of the lesson, each student should learn some objectives. But the guidelines for teachers on how to teach the lessons are not given. Neither any guidebook for the teachers has been published. So the teachers are following their own methodology in their own classes. As a result the teaching methodology mismatches the intentions of the text.

Only a few teachers, who have completed their B.Ed., M.Ed. and other training courses (regarding teaching), have an ability to provide appropriate
teaching methodology. Rest of the untrained teachers follow the usual traditional mode.

The prefaces to the books (English For Today class VI to VIII, 2001) stated that in order to use the new textbook more effectively and cope with new elements, a teacher's guide has been written to accompany the new textbook. The guide aims at providing practical help by explaining new elements and suggesting how the materials can be presented in the classroom. It is also expected that the guide will stimulate fresh ideas as well as enable teachers to plan lessons more effectively and teach more communicatively. Consequently, the guide does not provide a teacher's 'script', but presents those principles that underline a communicative methodology so that they may be more easily understood and applied. Even though the curriculum admitted the necessity of such guidelines and said that such teacher's guides would be prepared and published, they are yet to come out.

Criterion 3: Use of Integrated Approach Regarding Four Language Skills

The prefaces to the 'English For Today' for classes VI - X' stated that these books provide learners with a variety of materials such as reading texts, dialogues, pictures, diagrams, tasks and activities. These materials have been designed to develop for learners' practice in four basic language skills - listening, speaking, reading and writing. The classes are expected to be interactive with students' participation in working as the whole class, group work, pair work and solo work. Tasks are so designed as to provide students with opportunities so that they can participate in discussions, giving or taking information, gap filling, matching and role-play, etc.

Reading texts, Dialogues and Drama are available on a variety of themes and topics. Reading text is provided to develop the reading skills. Dialogues and Drama are provided in natural informal speech, mainly, for pair practice. This is one of the most natural and effective ways of practicing spoken
language within meaningful contexts. Pictures and diagrams are not used just for decorative purposes. Rather they are accompanied by a wide range of tasks and activities, which give learners opportunities to practice language skills.

The Four Language Skills

Hoque et al. (1997:17) pointed out that practice of all the skills is needed for an activity in an integrated manner. That is, all the separate activities (i.e., skills needed for performing a 'whole' activity) have to be practiced as a whole at a time when it is needed. Sometime together, sometimes one followed by another, but never in an isolated manner.

The four language skills are integrated in the lessons. Unit one of lesson 2, for instance, in 'English For Today' for classes IX and X carries the four language skills mentioned respectively in section a, b, c, d, e, and f. Textbooks, for classes IX and X do not include any listening comprehension passages separately, while the listening comprehension passages are provided separately at the end of the textbooks for classes VI, VII and VIII.

Criterion 4: Motivation-Rising Presentation of Materials and Activities

Stereotypes are usually highly exaggerated and concentrated on only a few features of the speech patterns of a particular group. For making a lesson interesting, new items should be presented in realistic contexts and tasks and activities should be so designed as to provide learners with as many new things as possible to do. Generally presentation is not stereotyped. English For Today for class VI reveals that most of the lessons of this book starts with a 'book at the picture' type activity.
Examples:

Unit Two: Lesson 1: Section A: Talk about the pictures......
(a pre-reading task presented with pictures)
Unit Two: Lesson 2: Section A: Talk about the pictures......
(a pre-reading task presented by Two pictures)
Unit Two: Lesson 3: Section A: Talk about the pictures......
(a pre-reading task presented by Two pictures)
Unit Four: Lesson 6: Section A: Talk about the pictures......
(a pre-reading task presented by two pictures)
Unit Four: Lesson 7: Section A: Talk about the pictures ......
(a pre-reading task presented by two pictures)
Unit Four: Lesson 8: Section A: Talk about the pictures.....
(a pre-reading task presented by two pictures)

Above cited examples to show that each of the above lessons starts with a typical activity, i.e., looking at the picture(s). When each lessons starts with such types of activities, learners as well as the teachers get in difficulty to carry them out. They often feel bored, even though some pictures are considerably different from others in terms of physical contexts.

The same type of example of stereotypical presentation can be cited from 'English For Today' for classes VII and VIII.

However, the lessons in English For Today for classes IX and X adopt various types of techniques in presenting new language items. The activities are of different types and are so designed as to favour students' creative participation. Each lesson in this book starts with different types of task. Students' role in one lesson varies considerably from another so as to make it interesting for them. The following extracts show how differently each lesson starts:
A. Look at the following pictures and tell your partner what is happening.

B. Ask and answer the following questions

- Have you read a newspaper today? If so, which?
- What was the headline in the newspaper you have read?
- Which news has interested you most? Why?

C. Look at the following food items and fill in the appropriate boxes in the table.

<table>
<thead>
<tr>
<th>Home made</th>
<th>Expensive</th>
<th>Fresh</th>
<th>Natural</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Banana</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Banana</td>
</tr>
</tbody>
</table>
D. Becky was surprised to hear about a New Year celebration in the middle of the year. Later Masum explained it to her. She then read the following newspaper article.

First guess and answer the following questions and then read the newspaper article below.

1. Which New Year is Masum talking about?
2. Which Bangla year is this?
3. When are you going to celebrate pahela Baishakh this year?

Pahela Baishakh today
By staff correspondent
Today is pahela Baishakh, the first day of Bangla year 1406,. The day will be celebrated..........................

('English For Today' Classes IX and X, Unit one: Lesson 4: Section A:2001:9)

The above extracts are cited from 'English For Today' for classes IX and X. It seems to be more interesting and students feel comfortable than in those cited from the text books of classes VI, VII and VIII.

Criterion 5: Use of Realistic and Enjoyable Frames in Each Lesson

The present textbook is generally regarded as the most important one for communicative language teaching and learning English in Bangladesh situations. In communicative textbooks the topics/themes, though are not introduced for their own sake, are used as vehicles for various activities to take place. For the achievement of successful activities and learning out-comes, the topics/themes should be more realistic, interesting and should be taken from the learner's familiar world.
In 'English For Today' the emphasis has been given to language and not literature. It is also a well known that what our learners need more is the English language in order to communicate rather than the English literature. Therefore, a wide range of topics should be included so as to cover different spheres of life. The following extracts are cited to illustrate this point:

**From English For Today for Class VI**

In this book each unit includes some topics like - *Brothers and Sisters, Where Do You Live? Salam's Family, Belal's Family*, etc. For example in unit two of lesson 4, 5, 6 and 7 respectively. And topics like - *Salam, Point And Say, Complete, Parts Of My Body, Belal's Family, Thief And Can Or Can't You?* etc. are from unit three of lessons 1, 2, 3, 4, 5, 6. The above topics focus on how to introduce greet and give family and personal information.

Simultaneously, in this book we also have some topics like - *Help! Fire!* (Unit Five: of Lesson 10 and 11), *Nasruddin* (Unit Seven of Lesson 8, 9, 10 and 11), *Hidden Treasure* (Unit Eight of Lesson 1 and 2), *Newspapers* (Unit Eight of Lesson 12), etc. These articles are on science, daily life, story and essay types. From these articles learners get interesting and realistic information. So they do not feel bored in reading these topics.

**From English For Today for Class VII**

In this textbook such topics are included as *Diaries and Events* (Unit One), *The World Around Us* (Unit Two), *Pen Friends* (Unit Three), and *Working Together* (Unit Four), etc. Students are more or less familiar with these topics. Hence they generally lose their interest in these topics. Let’s see the following conversation between two characters.

Samira: Oh, it's my diary, Karim.
Karim: Did you make it?
Samira: I only made the cover.
Karim: It looks very nice and so on.
Samira: Thank you, Karim. Have you ever written a diary?
Karim: Yes, but I don't write it every day.

(Unit one: Lesson 2: Section A: 2001:2)

This dialogue is followed by a task of asking and answering to some of the questions. This text can be used for teaching or introducing linguistic terms like 'Subject-verb-object', word order, place and time adverb etc. Because, linguistic terms of this text is very important for young learners.

In this book there are some topics which are used for imaginative or creative stories and essays. A few poems are definitely interesting in telling many things new to the students. Some students are very attentive to this type of study. So they enjoy it a lot.

From *English For Today* for Class VIII

The topics have been taken from students' familiar as well as unfamiliar worlds. Stories, essays and poems are presented in a number of lessons. Various kinds of tasks and activities have been included in this book. And much emphasis has been given on various tasks and activities.

But every unit include some topics which cover two or more than two lessons like - *First Day At School* (Unit One: Lesson 1 and 2), *The Ant And The Grasshopper* (Unit Two: Lesson 3-7), *The Celebration* (Unit Three: Lesson 10-12), *The Man Who Wanted To Live Alone* (Unit Four: Lessons 2-4), and *The Magician* (Unit Five: Lessons 7-14), etc. These lessons emphasise the functions of telling stories and talking about things.
From *English For Today* for Class IX and X

English is skills-based subject, not a content-based subject. The topics and themes, therefore, are not introduced for their own sake, but, as vehicles for practicing the skills of listening, speaking, reading and writing. Communicative language learning requires that language be practiced for a recognized purpose within realistic situations and context. Topics and themes are introduced with the purpose of recreating such situations and contexts as genuinely as possible within the classroom (Syllabus and distribution of marks: Classes IX and X: 2001:249).

Some topics are presented at this level as if they are isolated from everyday happenings. For example, language for functions of greeting and introducing in the first lesson of the first unit is presented in such a way that it seems that the writers want to teach the students, but do not want to let them enjoy learning.

There is hardly any text in the book, which have any similarity with the lives of rural students. Almost all the topics are associated with urban life, for example, it included title like ones such as *Devonport High School for Girls, My School in Okazaki, A School in Town, and Sunshine KG School*, etc., but it fails to include a village school (Lessons 1-4 of Unit Three).

The writers have put their efforts to introduce Bangladesh from the beginning to the end of this book to the learners. Meeting Feroza is the only rural connection which is made by the original scenery of village. However, the writers have made a balance including title of some topics like - *An Icon Of The 20th Century (Albert Einstein), Mother Teresa, A Banker To The Poor (Professor Yunus), And He Flies Like A Butterfly But Stings Like A Bee (Muhammad Ali)*, etc. (Unit 12: Lesson 1-4) students are getting good information from these topic about the present world which is related to the real-life situation.
The writers have also included some topics which comprise poems like, *The Old Wife and Ghost, The Sands of Dee, The Solitary Reaper*, etc., (unit sixteen of lesson 1-3). These poems are mainly for enjoyment, understanding, and practice of rhythm and stress. But the poems do not involve in the communication of the world.

An inclusion of such text as *'All The World's Stage'* (Unit sixteen of Lesson 6) where is narrated some lines from *'As You Like It'*: Act 2: scene 7 does not mention in this lesson whether it is meant for poetry or drama teaching. Such kind of lessons make students uninterested and discourage their learning. To sum up, although the topics are of a wide range, they are yet to be student-comfortable so as to arouse interest in the lessons while being taught/learned.

**Criterion 6: Presentation of Linguistic Items and Their Functions Along With Use of Different Types of Text or Discourse**

The preface of the book *'English For Today'* for classes IX and X has clearly mentioned that in keeping with the communicative language teaching (CLT) principles, the book includes topics from both national and global contexts, appropriate and interesting to the learners thematically, culturally and linguistically. Therefore, this series does not include any topic on explicit grammar. Adequate grammar elements have been integrated with language skills. Grammar items and their functions are included within texts and discourse of varied types in each lesson. *'English For Today'* for classes VI, VII and VIII more or less have same type of exercises on grammatical forms and functions like traditional grammar. For example, the following task is on the use of correct verb.
C Fill in the gaps. Use the correct form of these verbs.

Stay, read, book, like, stand, sit

The first one is done for you.

Yesterday afternoon Laila sat under a banyan tree and ....... an interesting story book. She ................story books and ............one every month. Her sister, Salma, was ..........with her. Salma ..........small animals. She ............near Laila and ..........at the chickens and ducks in the yard. Then she also ..........under the banyan tree with Laila and ..........a book..

(English For Today for class VII: Unit One: Lesson 1: Section C: 2001:2)

The above exercise is based on the functions of verb. If the students need help on these grammatical structures and functions, teachers may give additional exercises from supplementary grammar books or one may design tasks of ones own for the class depending on the needs of the learners.

Criterion 7: Use of Natural and Authentic Language in Each Lesson

In a communicative textbook, language should be used as natural as language used in real life. The following text has been taken from English For Today for class VI, unit Seven, Lesson 6, 2001:97.

Mays : What's the date today, Selina ?

Selina: The 13th of June.

Maya : Really ? It'll be my birthday soon.

Selina: When is it, Maya ?

Maya: 21st June I'll be 12.

Selina: Your 12th birthday ?

Maya : No, I'll be 12, but its my 13th birthday.

Selina: Oh yes, of course.

Maya: When's your birthday, Selina ?

Selina: 2nd of August, I'll be 13, so it's my 14th birthday.
The above conversation is very familiar to the students. The language used in this dialogue is quite natural. Language in the following conversation is also near natural and living:

Karim : Excuse me, Samira. What's that little book?
Samira: Oh, it's my diary, Karim.
Karim : Did you make it ?
Samira: I only made the cover.
Karim : It looks very nice.
Samira: Thank you, Karim. Have you ever written a diary ?
Karim: Yes, but I don't write it everyday.

(English For Today for class VII, unit one, Lesson 2, section A, 2001:2)

The following extracts are from English For Today for classes IX and X. The first one is from a newspaper article on the significance of Eid.

EID-UL-FITR, the biggest religious festival of the Muslims has come again marking the end of the holy month of Ramadan. The month of self-analysis and self-retain, gives the Muslims opportunity to reshape their life in accordance with the teaching of Islam.

As an essential element of Islam, the month-long fasting prohibits all wrong, inhuman and harmful acts. Falsehood. Wrongdoing, creating indiscipline, and anarchy in society and all kinds of deception are sins in the eye of Islam. And the glorious month of Ramadan comes to us as the month of self - judgement and purification. Eid is al so a communication of souls. It .......

(English For Today, Class IX and X, Unit Seven: Lesson 8, Section B, 2001:88-89)

The above extract is natural and appropriate, but from the stylistic point of view people usually say 'Eid Mubarrak' on Eid. They didn't include this point. It seems to be little bit artificial. If they would include this term it would be more natural, realistic and lively.
The following extract is taken from Unit Twelve of Lesson 2, 2001:140, about *Mother Teresa*.

Listen to the text and fill in the gaps.

Mother Teresa was move by the ..........of the sick and dying on the ..........of Calcutta. She founded the "Home......the dying Destitute" and named it Nirmal Hriday, meaning ".........". She and her fellow runs brought......people off the streets of Calcutta to this .......... to care for them during the days before they ..........ever since then, more than........of men, women and children have been taken from the streets and ......to Nirmal Hriday. Approximately........................................

In the above extract, without telling something about *Mother Teresa* they set this gap filling in the initial stage. This type of task makes students uninterested in the activity.

Another example, writers included a couple of letters in this textbook without the convention of Salam at the opening of letters. From language point of view, the dialogue, role-play and discussions in the letter are natural or near natural. The extract is following:

Dear Alam,
How are you?
In your last letter you wanted to know about the school I study in. You know that I am luck to study in a zilla school here. This is the biggest and most famous school in our town. Our zilla school is .................

With best wishes.

Rafiq

*(English For Today for classes IX & X, Unit Three: Lesson 3: Section B,2001:30-31)*

*English For Today* for classes IX and X have no specific section for listening comprehension tasks. The text is neither given at the end of the book nor it is provided in audiocassette or compact disc and there is no indication about where the listening texts will be available. Even the teachers' books have
not been published yet. But the Book has a several listening comprehension tasks, which follow some pre-listening activities. *English For Today* for classes VI, VII and VIII do have listening comprehension passages at the end of the textbooks. The following extract is taken from *English For Today* for classes IX and X.

B. Neela is in the lobby of her hotel in Singapore. She is trying to find out if there is a booking in her name. Listen to the conversation between Neela and the receptionist and write T for true and F for false statement. If false, give the correct information.

1. Neela is going to stay at the hotel for five nights.
2. She has to fill in the registration card.
3. Her package entitlement comes with continental breakfast.
4. Her room is on the twelfth floor.
5. The elevator is by the corner.

Now listen to the conversation again and answer the questions below:

1. Who was Neela talking to?
2. What was she looking for?
3. Why did Neela write her home address?
4. What sort of tour was Neela entitled to?
5. Why didn't she need to write her departure date?
6. Why was she asked give her date of birth?

(*English For Today*, Class IX and X, Unit Four: Lesson 3, Section B, 2001:38-39)

**Criteria 8: Use of Student-Centered Activities Emphasizing Fluency Rather than Accuracy**

*English For Today* is claimed to be written on the basis of communicative language teaching. The writers included many units and lessons where learners have to participate actively. The role of teachers is to help them to carry out these tasks. Therefore, the new revised edition of *English For Today* is known as student-centered.
But a look at the text reveals that students often have to control some exercises such as 'filling in the gaps' with a particular type of words or a verb form emphasising the study of grammar or content. These exercises are not so suitable for practicing such language items. Various exercises in this textbook, such as 'asking and answering the questions' among the students in group-work, pair-work, solo-work, and role-play, are very useful techniques in fluency practice. This textbook, thus, carries both accuracy and fluency based exercises. Though, accuracy refers to the ability to produce grammatically correct sentences, emphasis is mostly given on fluency.

5.6 Evaluation of Supplementary Materials

Supplementary materials are such materials as teaching realia (in language teaching actual objects and items which are brought into a classroom as examples or as aids to be talked or written about and used in teaching) in ELT classes. Among these, grammar books, worksheets, pictures, posters are of great importance. Supplementary materials are often made at the teachers' initiative in order to simplify, elaborate or adapt a certain portion of the prescribed text. Informal interviews and discussions with students and teachers do not give a very encouraging clue to this aspect. One common reason, that they give, is time factor in finishing the text. The National Curriculum and Textbook Board (NCTB) acknowledged the necessity of a supplementary grammar book. Grammar books are often considered as a text that supplements the prescribed text.

But local grammar books have only a communicative favour on their titles. Both their contents and arrangements are actually based on traditional grammar. For example, compare such headings of the First part of the latest Communicative English Grammar for class VI (2000) by Hanif et al, with the headings of the Second part of the traditional Grammar book "A Book of
English Grammar Translation and Composition" for class VI (1983) by Kalimdad Khan.


**Part 1: Basic Grammar**

Lesson-1  *Introduction: Language and Grammar*
Lesson-2  *Vocabulary*
Lesson-3  *Sentence*
Lesson-4  *Parts of speech*
Lesson-5  *Articles*
Lesson-6  *Number*
Lesson-7  *Gender*
Lesson-8  *Possessive Forms*
Lesson-9  *Tenses*
Lesson-10  *Division of Tenses*
Lesson-11  *This, That, These and Those*
Lesson-12  *Very, Many, Much, Any, Each, Every, Some, Something etc.*
Lesson-13  *Interrogative Sentence*
Lesson-14  *Uses of Capital Letters*
Lesson-15  *Punctuation Marks*


**Part II: Grammar**

Chapter-1  *Parts of Speech*
Chapter-2  *The Sentence*
Chapter-3  *The Parts of the Sentence*
The first chapter of the book *Communicative English Grammar* defines some terminologies such as language, grammar, letter, sound, sentence, etc., with examples. In addition, the chapter presents issues regarding small and capital letters. Chapter two gives list of words with their Bengali equivalent and sentence patterns in which words are used to make sentences with other words (sub-situational drills). The third chapter is about sentence, subject and predicate. Therefore, the sequence of materials is same as the traditional grammar books.

The grammar items such as parts of speech, article, number, gender, and tenses are traditionally based. However, traditionally it is expected that separate chapters to be considered for interjections, prepositions, conjunctions, voice, narration, inversion and conjunction, etc. The writer may have excluded these points because no question is explicitly set from the topic. However, since the
students have to have some close tests in their examination, some exercises on close test are included in each chapter.

The second part of the book provides some model questions. The majority of students consider this part as the most important. The last part is that of essay writing. Instead of giving any controlled or semi-controlled practice of writing (process-based), the writer gives some model essays (product-oriented) to the students. Most of the grammar books of the local publishers have the aforesaid characters.

5.7 Evaluation of Textbooks of Bangladesh Madrasa Education Board

The Bangladesh Madrasa Education Board prescribes two books: One for literature and the other for grammar. Madrasa Education Board has not published any books for classes VI to VIII. Rather it approves some books published by different private publishers and includes their names in its curriculum and syllabus report. These books are generally written in a traditional format. Here the syllabus carries the titles of some books that are listed as options from which institutions can choose one.

For Class VI

A. For Literature: The following titles are recommended by Bangladesh Madrasa Education Board. The madrasas can choose any one of them:

(1) *My English Reader* - Abu Sayeed Md. Azimuddin, Books and stationeries Mymensingh
(2) *A step to English* - A. Gafur Shaikh
    Karim Press and Publications, Dhaka.
(3) *Reader in English Today* - A. Azizullah, Adeyl Brothers and Co. Dhaka
B. For English Grammar: The following books are recommended by Bangladesh Madrasa Education Board. Madrasas can choose any one:

1. *A Textbook of Modern English Grammar*
   - by Nurul Islam, Bangla Bazar, Dhaka

2. *The First Course of English*
   - by Md. Sekandar Ali, Bangla Bazar, Dhaka

3. *Our English Teacher for Madrasa*
   - by M. A. Rahim, Bangladesh Bai Gor, Dhaka

4. *Madrasa Grammar and Translation*
   - by Abdul Mannan. Nobo Kumar Institute, Dhaka

For Class VII

A. For Literature: The following titles are recommended by Bangladesh Madrasa Education Board. The Institutions can choose any one of them:

1. *Reader in English Today* - A. A. Azizullah,
   Adeyl Brothers & Co. Dhaka

2. *Modern English Reader* - Md. Shahidul Islam,
   Ahmad Publication, Dhaka

B. For English Grammar: The following titles are recommended by Bangladesh Madrasa Education Board. Madrasa can have any one:


For Class VIII

A. For Literature: The following titles are recommended by Bangladesh Madrasa Education Board. The Institutions can choose any one of them:

(1) *English for young Learners* - Nurul Islam Sarder, Globe Library Ltd. Dhaka

(2) *A step to English* - Abdul Gafur Shaikh, Karim Press and Publications. Dhaka.

B. For Grammar: The following titles are recommended by Bangladesh Madrasa Education Board. Madrasas can choose any one:


(2) *Madrasa English Grammar* - By Md. Sekandar Ali, A. Mannan

(3) *A Text Book of Functional English* - By A. Rahim, Bangladesh Boighar, Dhaka

Textbook for Classes IX and X

*Dakhil English Selection* published by Bangladesh Madrasa Education Board is prescribed for classes IX and X. As the Madrasa Education Board follows a traditional syllabus, the books are also written in a traditional manner.

The Board completely ignores the communicative language teaching methodology, which is modern and effective in the field of language teaching. Even the modern generation demands English for communication with the rest of the world. The traditional form of fundamental English syllabus cannot satisfy the people's needs. Communicative language teaching methodology is the main choice to satisfy their needs and the means. Another problem is that there are no guidelines for the teachers to teach the texts in order to arrive at more effective output.

In fact, Madrasa Education Board does not implement any syllabus specification for any class in terms of learning outcomes. Rather a list of prose
and poetry texts and some explicit grammatical items are prescribed as syllabus for class IX and X. At the end of each prose and poetry, there are some textual exercises. All the prose pieces and poems repeatedly discuss about only the eminent writers and poets of famous texts. The applicability of the textbooks into learning situations is not suitable in the context of Bangladesh. Even the students are not motivated in such kinds of texts.

The Board does not suggest any grammar book for classes IX and X in its syllabus. The grammar books available in the market consist of such traditional chapters as parts of speech, tone, change of voice, change of narration, pairs of words, appropriate preposition, use of right form of verbs and articles, translation, paragraphs and essays on familiar subjects, typical letter and application writing, etc. The books mostly are written in Bengali, but some definitions are given in English. Due to the grammar translation approach of madrasa syllabus, these books have still been popular in madrasa education sub-system.

5.8 Evaluation of Textbooks of Bangladesh Technical Education Board

The Bangladesh Technical Education Board, started in 1995, has very few schools so far. These schools have only IX and X classes and prescribe *English-I and English-II* for these classes, respectively.

Regarding the applicability of the textbooks into learning situations (Bangladesh context) the sections are very well organized. As the editor claims in the preface of the book, it uses an 'Integrated Approach' in relation to the four main language skills. On the other hand, it tries to present some real life enjoyable topics to motivate the students, such as *Internal Job Market, Daily Routines, Hobby, Problems of Over Population, Equipment and Tools*, etc.
There are twenty sections in English-I and five parts in English-II. All the sections and parts are objective oriented. The language in each section and part is natural and authentic.

Keeping in mind the importance of the presentation of linguistic items and functions as well as application of students centered activities, it is clear that to some extent the grammatical/linguistic items are arranged in a proper order of the difficulties. Each section and part provides pattern practice, mechanical drills, meaningful drills and a few communicative drills. Moreover, both these books have given much emphasis on grammar practice.

These books carry difficult and unfamiliar words, but there is no pronunciation key(s). Another aspect is that the book does not include any poem in English-I, for instance. But English-II, includes two poems. Even at the final page, one Bengali version of the poem is added in this book.

In addition, there is no guideline for the teachers to teach the books in order to arrive at more effective output. The teachers follow their own methodology in their classes. As a result the teaching methodology mismatches the students expectations.

5.9 Evaluation of The Prescribed ELT Materials vis-à-vis Learners' Needs at The Secondary Level in Bangladesh

In the above pages the prescribed materials have been evaluated in the light of the eight-point criteria collected from various sources. Now it is important to evaluate the prescribed textbooks in the light of learners' needs and their expectations/responses about the present material. Such an evaluation will provide us an idea regarding:

(i) the efficacy and utility of the materials;
(ii) their aims and objectives, whether they match the learners' needs;
(iii) their strengths and weakness in the backdrop of the learners' and teachers' responses.
An evaluation of the prescribed materials in this perspective will be made against the following points:

1. What are the aims/objectives of the prescribed texts?
2. Do the materials carry exercises in each skill (L.S.R.W.)?
3. What is their share? Do they all have equal/balanced share?
4. Are the exercises for each skill based on interesting and motivating activities from real life/authentic materials?
5. Are the skills treated discretely or in an integrated manner?

Since Bangladesh Madrasa and Bangladesh Technical Education Boards are free to choose their text books and hence they have a diverse range of prescribed materials, the study proposes to evaluate the text books of the Government and Semi-government schools only. The textbook 'English For Today', as referred earlier is produced by National Curriculum and Textbook Board (NCTB).

1. The main aims/objectives of the prescribed textbooks (preface of the book 'English For Today' class VI to VIII, 2001)
   i) to introduce effective communicative techniques, integrated with existing well-tried traditional methods.
   ii) to provide adequate practice in language skills: listening, speaking, reading and writing.
   iii) to include adequate elements of communicative grammar.
   iv) to integrate such grammatical elements with language skills so as to make the grammar genuinely functional.
   v) to suggest a clear teaching methodology within the framework of actual lessons.
   vi) to create more opportunities for interaction (between teachers and students, and students and students).
vii) to adapt the existing topics so as to make them both more interesting and acceptable.

viii) to introduce an integrated 'workbook' element in order to develop writing skills at an appropriate

The National Curriculum and Textbook Board (NCTB) hope that the revised textbook will meet the real needs of the students and teachers and eventually result in more effective teaching and learning of English.

2. The Textbooks, series of 'English For Today' carry exercises at the end of the story or essay or poems. Each exercise focuses on one or more than one skills. The skills are always integrated. The texts, though, carry some exercises on each skill and appear to be an outcome of hard work in the process of material production, yet it is teaching/teacher based. That is the skills (which are intended to be carried) do not appear to be incorporated in the exercises/activities.

Let us look at the story 'Sonapur', lesson no. 6, for class VII, for instance.

A. Look at the picture and read the passage.
Samira has just started to keep her diary. This is what she has written in it.

January 24, 1981
Today I am .........................
writing my diary

In this part, writers emphasize on reading skill.
B. Now look at the pictures and say what Samira has just done:

Here the writers' panel try to present how to practice speaking skill to learners.

C. Now write short answers to these questions:

1. Who keeps a diary in this textbook? (Write down the names of four people).
2. Did Samira keep a diary during 1980?
3. During which month and year
   (a) was she born?
   (b) Did she start to keep a diary?
4. During which month and year were you born?

Here the authors try to present how to practice writing skill to learners.

D. Read and listen to the poem. Then ask and answer the questions about it.

   I Remember
   I remember, I remember,
   The house where I was born,
   The little window where the sun
   Came peeping in at morn.

Here the poet tries to present how to practice listening comprehension
However, authors panel of 'English For Today' tries to present all skills in each and every exercises.

For more detail (please see criterion no.1, practice part, described earlier. p- 153)

3. In the textbook 'English For Today' class VI to X. all the lessons and exercises include more than one skill. Majority of the topics emphasize on speaking, reading and writing skills. For 'Writing Comprehension', students take time little more than the other skills. Therefore, both the teachers and learners want to avoid this writing skill. Sometimes teachers use to give them (students) instruction to write sentences, or passages in their houses or outside the classroom. Such unaided home works, even if completed by learners, are hardly assessed in majority of cases.

Since, writing skill is important for student not only in terms of examination but also in other academic contexts, such open-ended practice in writing skill will not help learners in improving their writing ability.

For 'Listening Comprehension' 'English For Today' for VI to VIII include exercises at the end of the book. Generally students and teachers start their lesson from the beginning of the book. By the time teachers reach this section, they run short of time. During this time students get more business regarding their final examination and thus practice in listening skill is not paid proper attention. They think that reading and writing skills are more important for examination than listening skills. Consequently, they ignore the last part of the book. But in class IX and X 'English For Today', there is no separate lesson for listening comprehension in this book.

The previous chapter, 'Analysis of Learners' Needs', found that students have given priority to speaking, writing, reading and listening skills respectively. But practically, they are not doing sufficient practice in this order. Even the textbook does not support in this regard.
For academic purposes reading is clearly one of the most important skill. In fact in Bangladesh context we may argue that reading is most important foreign language skill, particularly in cases where students have to read English material for their subjects, but may never actually need to speak the language. Such cases are often referred to as 'English as a library language'.

The aspect of share for each skill has been so far discussed from teaching point of view. But a look at the "Distribution of Papers and Marks" (please see Appendix A) shows that it is only reading and writing with little exercise on vocabulary and grammar are stressed upon, while listening and speaking are altogether missing or ignored. Even this aspect demotivates the learners in improving their proficiency level in oral communication skills. This is so because students are generally examination-oriented.

4. In *English For Today* some language activities seem attractive for teachers, but do not prove to be very motivating for the learners. A balance, therefore, has to be sought. At this stage it is also useful to consider how the materials may guide and 'frame' teacher-learner interaction and the teacher-learner relationship.

In this regard the study examined the following criteria: the treatment and presentation of the skills, the sequencing and grading of the materials, the type of reading, listening, speaking, and writing materials contained in the materials, appropriate for tests and exercises, self-study provision and teacher-learner 'balance' in use of the materials. For more detail (please see criteria 4 and 7, described earlier. p-159, 167).

5. *English For Today* considers some of the different ways in which four languages skills may be taught in an integrated way in the classroom. We start by examining situations, which require an integration of skills in order to help
learners to complete successfully. After this, we consider some different approaches to the integration of language skills in *English For Today*.

According to Richards, Platt and Weber (1985:144) it is 'the teaching of the language skills of reading, writing, listening and speaking in conjunction with each other as and when a lesson involves activities that relate listening and speaking to reading and writing'.

If we look at *English For Today*, or around us in our daily lives, we can see that we rarely use language skills in isolation but in conjunction, as the discussion above suggest and, even though the classroom is clearly not the same as 'real' life, it could be argued that part of its function is to replicate it. For more detail (please see criterion no. 3. described earlier, p-158).

### 5.10 Summing Up

Despite a few weaknesses discussed above, the modified version of *English For Today* (a series of the prescribed textbook for class VI to X) can be used effectively:

i) if an appropriate teaching methodology is applied;

ii) if teachers are trained properly;

iii) if most of the grammar books used by school teachers, though approved by the National Curriculum and Textbook Board (NCTB), are suitably designed for communicative language teaching;

iv) if the Madrasa education board adopts a communicative syllabus.

National Curriculum and Textbook Board (NCTB) is used in all the schools affiliated under seven general education boards that were prepared by experts of home and abroad who were trained in the UK. These books adopted a 'presentation-practice-production' layout for lesson of each unit and practice in all four basic language skills was considered important. Only a few lessons
were found stereotyped and monotonous. Original literary texts were almost excluded from some series.

The major parts of the inconsistency were found at the classroom implementational level. Most teachers failed to translate the intentions of the curriculum planners and the syllabus designers into actions. Many teachers were not acquainted with the modern development in the field of language teaching. And failed to understand the approach of the revised books (*English For Today*). To make the situation worse, they took up guidebooks and notebooks of different private publishers and devoted to help the students to secure good score in examinations instead of carrying out teaching and learning of the language. Many teachers even did not read the guideline, which is provided by the board. The condition was found even worse in the rural areas than the urban areas and in madrasas than the schools. In fact, the madrasas did not adopt a communicative syllabus and communicative textbooks and so it is unlikely for them to adopt a communicative methodology.
Chapter Six
Summary, Conclusion and Implications
6.0 Introduction

This chapter presents a 'summary' of the present study, the 'conclusion' obtained from the results and some 'pedagogical implications'. It also recommends some 'suggestions for further research' in this area.

6.1 Summary

The present study was an attempt to investigate the role of ELT in Bangladesh and evaluate the prescribed materials vis-à-vis learners' needs at the secondary level in Bangladesh. This study was performed in the following chapters:

(i) Introduction

(ii) English Education in Bangladesh: Historical overview

(iii) Existing Curriculum and Syllabus at the Secondary Level in Bangladesh.

(iv) Analysis of Learners' Needs at the Secondary Level in Bangladesh.

(v) Evaluation of ELT Materials vis-à-vis Learners' Needs at the Secondary Level in Bangladesh.

(vi) Summary, Conclusion and Implications.

In chapter one (Introduction), for instance, it was intended to present preliminary discussion about the background and importance of English language teaching in Bangladesh. For the purpose, concentration has been given to look at the origin, expansion and consolidation of English language in the Indian sub-continent of which Bangladesh has been an integral part. Besides this, the ELT situation in different phases of the history of Bangladesh was also surveyed. It was found that English, since its conception in the colonial phase, has always been very significant in the people's life.

Chapter two (English Education in Bangladesh: Historical overview) presented the status of the English language in Bangladesh through history,
namely, "English Education in pre-independence India upto 1947", "English Education in the newly created Pakistan since (1947-1971)", and then "English Education in the newly created Bangladesh since 1971 onwards". The study also presented the linguistic controversies - e.g. English verses vernacular, vernacular verses vernacular (Bengali and Urdu) - through history in above-mentioned phases. Besides, this chapter also explored the aims, objectives, policies and provisions for English education from the constitutional and government point of views.

**Chapter three** (Existing Curriculum and Syllabus at the Secondary Level in Bangladesh) analysed and discussed the existing curriculum and syllabus at the secondary level in Bangladesh according to the three major sub-systems - general education sub-system, madrasa education sub-system and vocational education sub-system discussed curriculum and syllabus in this study. It also made an attempt to assess the place of English in the National Curriculum of Bangladesh.

**Chapter four** (Analysis of Learners' Needs at the Secondary Level in Bangladesh) investigated the issues related to teachers' and learners' 'attitudes' towards English language and their 'needs', the 'extent' of the use of English' and the 'utility of the prescribed texts' at the secondary level in Bangladesh. These issues were discussed in terms of different social variables and the social strata they belonged to. To meet these objectives two samples were chosen comprising four hundred fifty (450) students and two hundred twenty five (225) teachers from different Government and semi-government schools, madrasas and English medium schools were interviewed with the help of two sets of questionnaires. This is the formal part of the investigation.

To have a closer look into the classroom teaching and learning, the researcher talked with the teachers and students informally. Based on the response of the student and teacher questionnaires the following statistical analysis was conducted. First, there is 'percentage rank' for each sample and
then there is 'comparison of the means' of the samples. The result of the study showed that in relation to all levels, mentioned-above the means of the score of government and semi-government school teachers and students were higher than those of the madrasa teachers and students. Simultaneously, the urban teachers and students mean scores higher than those of the rural teachers were and students and English medium school teachers and students were higher than those of the first two.

Chapter five (Evaluation of ELT Materials vis-à-vis Learners' Needs at the Secondary Level in Bangladesh) evaluated the types, aims and objectives and effectiveness of different English language teaching materials vis-à-vis learners' needs at secondary level in Bangladesh. In the process, it described and reviewed the prescribed textbooks in the seven general education boards, madrasa education board and Bangladesh technical education board. In this chapter an attempt has been made to evaluate and assess only those ELT materials which are governed and controlled either by the National Curriculum and Textbook Board (NCTB) or the Bangladesh Madrasa Education Board and Bangladesh Technical Education Board.

The prescribed materials of the English medium schools could not be evaluated mainly because there are as many sets of prescribed materials, as there are English medium schools. That is, there is a multiplicity of materials. The prescribed materials in English medium schools vary from one year to the other also. Therefore, the prescribed materials for the English medium schools were excluded and the vocational education has been included. On the basis of certain criteria, it has been analyzed whether ELT materials are suitable or not for the secondary level in Bangladesh.

Chapter six (Summary, Conclusion and Implications) is the final chapter that provided a 'summary' of the present study; 'conclusion' from the results of 'observation' of the study; 'pedagogical implication' and finally some 'suggestions for further research' of the study.
6.2 Conclusion

The present study depicted the process of evolution and expansion of the English language along with the ELT situations in Bangladesh. The country was twice-split once from India as a part of Pakistan and then from Pakistan as an independent nation called Bangladesh. Such a history of twice-split contributed to the changes in the ELT situation of Bangladesh.

It was observed that Bengali has dominated the language scenario in Bangladesh, because Bengali is the mother tongue. But for maintaining the balance with the rest of the world, English plays central role in Bangladesh. That is, the expansion of the English language was not wholly a forced phenomenon. Rather it was the need of the hour for which the Missionaries, the natives and the government worked together to meet the need. In the post-colonial phase, Bangladesh policies and planning not only continued but even intended to use English in every walk of Bangladeshi life.

The Constitution of Bangladesh did evidence a replacement of English by Bengali, but the effort was not successful in the real sense. Bengali language was not ever tried to be brought to the level of English, so that replacement could have been possible. The brief study of ELT situations in the pre-and post-independent Bangladesh reflected similar type of progress/expansion. All the new methodologies and materials, developed during these phases, were used mainly in English.

A survey of the available literature on ELT shows the extent to which new researches in this area in Britain and America have influenced in Bangladesh. As a result ELT in Bangladesh, as elsewhere, now comes to realise the difference between the teaching of the second language and that of the mother tongue Bengali.

Despite various American pedagogic influences, ELT in Bangladesh essentially remained committed to the British theorists and has continuously been the recipient of new methods and approaches like oral situational and
communicative language teaching. But unfortunately even now the new theories are hardly able to influence the teaching in practice, for instance, Grammar-Translation Method has been much practiced in some of the places and boards of Bangladesh. Finally, the National Curriculum and Textbook Board has adopted the communicative language teaching method at the secondary level in Bangladesh, but it is confined only to the general education sub-system.

In this study, an attempt has been made to identify the position of English in the National Curriculum of Bangladesh at the secondary level. It is observed that English was introduced in the beginning of the curriculum i.e. right all primary level. English is to be taught out of the pressing need of the time when the lack of English education led common mass to intellectual barrenness and poverty, and an ignorance of the English language promised no government job. It is observed that due to the need of the hour and the degrading situation of the secondary level in particular and the nation in general, National Curriculum initiated the job of imparting liberal education in the shape of secondary level where English language and literature attained a central position. Then as time passed on, the syllabi were also altered depending on the respective aims and objectives. A careful observation reflected that the general English course has mostly been language oriented except in madrasa education.

The syllabi also reflected that the syllabus-designers always intended the teaching of English to follow the most modern techniques of the time. In the beginning of the syllabus, it was practiced by grammar translation method but in present, the syllabus is practiced by the communicative language teaching except in madrasa education sub-system.

The study also investigated the needs for the English Language Teaching (ELT) at the secondary level in Bangladesh and disclosed a situation which is more or less common for the whole society of Bangladesh. Though
English is being used as the medium of instruction by the English medium schools, Engineering and Medical colleges, only a small percentage of students are proficient enough in the English language. Both teachers and learners are found with the lower proficiency in Productive skills (speaking and writing) in comparison to Receptive skills (listening and reading).

An attempt in finding out the reason for such a phenomenon demands a proper investigation into the process of curriculum planning. The present study furnished the ground reality by investigating the actual use and needs of language as viewed by students and teachers. The major findings of the analysis of learners' needs in this study can be briefed in the following manner:

Firstly, English is important in the life of Bangladesh due to the increased occupational mobility and advancement in Science and Technology. Today English has attained the status of global language and consequently a majority of people has realized the advantages of learning English. Even the respondents (the teachers and learners at secondary level in Bangladesh) have realized the significance of English and were of the view that though Bengali is officially the medium of instruction, yet English is often used in and outside the classroom for various academic purposes. In addition, they also reflected the emergent need of being proficient in the English language for everyday and professional requirements in the present day Bangladesh.

Secondly, regarding the language skills the respondents indicated that 'speaking' is the most needed skill for success at the secondary level, followed by 'writing', 'reading' and 'listening' skills, respectively. This set of priority as determined by both learners and teachers, on the whole, shows at least two aspects:

(i) Since 'speaking' has got top priority, it means they need English for some communicative purpose.

(ii) Such a prioritisation of language skills provides a base for the selection and gradation of materials. 'Speaking', 'Reading' and 'Listening
comprehension', for instance, largely remain neglected and hence there is a lack of effectiveness in the existing language programmes. These language programmes, despite their concentration on 'writing' (as major share) and 'speaking' (minor share) remain ineffective as they fail to make students proficient enough in these skills, too.

**Thirdly**, the teachers and learners responses, regarding their priority/importance of the language sub-skills, reflect their requirement of the above skills confined to the classroom situation mainly. For 'Listening comprehension', for example, they prefer "ability to follow and understand class lectures"; regarding 'Reading' and 'Writing', they refer to "reading textbooks" and "writing test answers" respectively; and for 'Speaking', they say "ability to speaking intelligibly/clearly".

**Fourthly**, the above findings might give an impression that in the present study, the responses about language is broken into skills and sub-skills. Actually it was required in this manner so that the learners' attitudes to the English language and their needs could be deciphered minutely, premised on which a better and more effective material is produced in order to make the language programmes successful.

**Fifthly**, since at secondary level, it is a general course in English (i.e. not ESP) the language skills and their sub-skills should be given equal importance both in teaching and testing. Regarding the prescribed materials,

(i) the respondents reflected a need for improvement.

(ii) they expected a consistent exposure to the language through authentic materials of their own interest.

(iii) they expected the language class to be more interesting and motivating from both material as well as teaching point of view.

(iv) they expect an equal share to each language skill. They found the present material taking more space to writing and reading, in comparison to speaking and listening.
However, the study found gaps or mismatch at the goal of ELT, ELT policy and ELT materials in different levels of development. Since inconsistencies were found at the planning level itself, therefore, ELT policy at secondary level in Bangladesh should be modified, the material developers should consider the needs of the students that matches the materials with the students levels.

Thus, it is possible to develop appropriate language teaching programmes in order to bridge the gap between the curricula and the socio-linguistic needs around it.

Despite some limitations discussed in this study, the modified version of the 'English For Today' a series can be used effectively,

i) if an appropriate teaching methodology is applied;
ii) if teachers are trained properly;
iii) if most of the grammar books used by school teachers, though approved by the National Curriculum and Textbook Board (NCTB), are suitably designed for communicative language teaching;
iv) if the Madrasa education board adopts a communicative syllabus.

Textbooks are used in all the schools affiliated under seven general education boards. These were prepared by experts of home and abroad who were trained in the UK. These books adopted a 'presentation-practice-production' layout for lessons of each unit and practice in all four basic language skills was considered important. However, some lessons of many books were found to be stereotyped, monotonous and boring. Original literary texts were almost excluded from some serieses.

The major parts of the inconsistency were found at the classroom implementational level, including examination level. Most teachers failed to translate the intentions of the curriculum planners and the syllabus designers
into actions. Many teachers were not acquainted with the modern development in the field of language teaching. They also failed to understand the approach of the revised book series (English For today). To make the situation worse, they took up guidebooks and notebooks of different private publishers and devoted to help the students to secure good score in examinations instead of carrying out teaching and learning. Many teachers even did not read the guideline, which is provided by the board. The condition was found even worse in the rural areas than the urban areas and in madrasas than the schools. In fact, the madrasas did not adopt a communicative syllabus and communicative textbooks and so it is unlikely for them to adopt a communicative methodology. So, it is clear that the madrasa education board has not yet adopted a communicative syllabus and textbooks are far away from the standard of communicative textbooks.

Finally, it is observed that modern generation in Bangladesh, demands English for communication with the rest of the world. Their needs and means can be satisfied by the ELT course. Therefore, a growing number of university in the country, National Curriculum and Textbook Board (NCTB), Bangladesh Government, British Council, etc., provided with more facility for the study of English foreign languages and literatures such as, the organisation of research, the training of teachers, the production of teaching materials and extension services. These authorities helped to improve the standard of teaching of English and foreign languages in Bangladesh and special attention is paid to the linguistic and stylistic aspects of the English language. Teachers and academic administrators realized that there is a pressing need to develop 'register-oriented' teaching material to reduce the dichotomy between literature-oriented and language-oriented faculties. Today ELT in Bangladesh is striving to achieve the curriculum revolution, particularly under the inspiration of the communicative teaching, which is likely to reshape the classroom practice, as well.
6.3 Pedagogical Implication

In learning second or foreign language the most important thing which should be taken into consideration is the material. Without suitable materials it is impossible to teach the target language appropriately. Therefore, the evaluation of materials based on adequate criteria is necessary for any kind of teaching materials. On the other hand, English language teachers, in order to be successful, should consider the adequacy of their textbooks and materials. They should provide activities that match with their materials for their students. Teachers should also prepare themselves for their classes regarding teaching materials.

In addition, the present study analysed the pedagogical difficulties in implementing the secondary-level material to develop an effective material and to produce a set of guidelines for its successful implementation. At each level of development, appropriate measures should be taken considering how far it is being effective. Thus, evaluation should be an integral part at each of the levels. The study evaluated the materials in the classroom teaching and preferred the diagram, given by Breen (1989, as cited in PGCTE 1995: ii. block-I, CIEFL, Hyderabad).

![Diagram](image)

**Figure: 6.1 Materials used in the classroom teaching**

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From the above figure, the researcher observed whether there is a match or mismatch between the last two phases. First phase is presented by materials as work plan in Figure 6.1, while materials used by someone in the classroom teaching, represented as materials in process in this diagram (6.1). It illustrates from the classrooms, the ways in which the learners actually use and respond to materials. The outcome from materials illustrates the relative achievement of learners. Therefore, this course may be one step towards teachers' reflection on their classroom and on their roles as teachers.

The integration of different levels of curriculum process can be visualised in Jacobovits diagram (1970, as cited in Pathak 1999:201) as follows:

![Diagram of Integration of Curriculum Process]

**Figure: 6.2 Integration of Curriculum Process**

The above figure refers to the government, which determines the national policy for language. This decision should address the social demands,
socio-linguistic environment and students' psychological make-up (S) curriculum, which is the direct offshoot of government policy, will be implemented if an appropriate methodology (M) is adopted by teachers (T) for their instruction (I). Teachers must take feedback from what learners (L) do and say in relation to all that happen. This final part of this concluding chapter suggests certain measures for all those who work at different levels of curriculum development.

The policy maker should address the actual needs of the students. Needs analysis should be done vigorously. A need analysis includes not only students' English language need rather their ability, utility of prescribed texts, existing ELT condition, infrastructure of institutions, long standing ELT tradition of the country, teachers and learners' attitudes towards English etc. In favour of its language policy, the Government should first develop the infrastructure of the institutions and convince the people working at different levels of the curriculum development. For the proper implementation of what is done in the planning level, people who are working in implementation levels need to think in line of planners and policy makers. Development programmes like training, workshop and seminar, publishing journals and bulletins can put teachers, textbook writers and even the students within the line.

The National Curriculum and Textbook Board (NCTB) itself can produce textbooks or different writers and publishers can produce them. In later case the NCTB will monitor the work. Even some foreign titles can be approved. It can arrange workshop, seminar and training programmes for textbook writers to make them interpret its curriculum. Some of these programmes can be broadcasted and telecasted on mass media.

During examining the books the National Curriculum and Textbook Board (NCTB) should look in whether they have met the findings of need analysis level or not. Because a textbook should follow the bottom up process,
based on grassroots realities. The National Curriculum and Textbook Board (NCTB) should look carefully into some important points as follows:

(i) Textbook content should be authentic or closer to real life situations.
(ii) It may include original and retold work of creative writers.
(iii) Lessons should be lively, interesting and motivating.
(iv) Language should be presented as discourse. Opportunities should be provided for the four basic language skills in an integrated manner.
(v) The textbooks should include variety of topics and themes.
(vi) Different varieties of English should be presented with the four basic language skills.
(vii) Notebooks and guidebooks should be examined whether they are misguiding the teacher and student communities.
(viii) The activities of rapidly flourishing coaching centers and private schools should be monitored. There can be a government body to look into this matter.
(ix) Communicative grammar books should be written and prescribed in English.
(x) Teachers' book, which has been promised in the national curriculum (report 1995, vol-II), should be published and distributed so that the teachers can get immediate help. And each lesson of this book should be vivid enough to give teachers a clear idea about how to teach the lesson. In the teachers' book each lesson of the students' books should be structured clearly and in chronological order.
(xi) Finally, however, to carry out all acts effectively, teachers must be trained in how to use these materials effectively. A provision of inserving training is rigorously required.

The relationship between teachers, students and materials should be like that the role of teaching materials can be said to be that of an instruments to be
used by both teachers and students. This instrument can work effectively more or less depending on the understanding the users have of the nature of the instrument. That is we need to know our relationship with them, what they can be best exploited for, and how they can be adapted, enriched and interpreted. The above mentioned relationship can be shown in the form of a molecule.

![Diagram showing the relationship between teachers, students, and materials]

**Figure 6.3 Relationship between teachers, students and materials**

As shown in the above figure, the central element is texts and the students (learners) and teachers are in orbits. The students can learn the related subject matter directly from the suitable textbooks or through the mediation of the teachers. Finally, deficiency was found at all levels of development, even the students failed to achieve expected levels of proficiency. Therefore, teachers should have direct contact with the students. They are responsible for the integration of each work and activity in the classroom. With the changed view of language teaching, the teachers should change their role in the classroom instruction. They are no the rulers of the class. They have to act as
the learning partners of the students and manage the class very tactfully so that learning takes place.

Just adopting a communicative syllabus and textbooks does not certainly ensure effective teaching. If the teachers fail to use this in an effective way. So, teacher-development-programmes (e.g. in-service training) should be arranged at each school and madrasa. Some development programmes can be taken at up zilla/thana level and experts from a higher authority can monitor these programmes. Self-development scheme can also help teachers to develop their teaching skills.

Ideas and implications inferred above are suggestive for all of the seven General regional education boards, Bangladesh madrasa education board and the Bangladesh technical education board. But the madrasa education board is yet to adopt the communicative curriculum developed by the National Curriculum and Textbook Board (NCTB). Just arranging public examinations and giving the students certificates should not be the sole responsibility of the education boards. In many cases, curriculum guidelines and syllabus specification do not reach teachers and students, who, in fact, are the target beneficiaries of these. The Education Boards should investigate into different schools whether they have interpreted the curriculum and whether the teachers are teaching the students in the same way as planners intended it. Of course the teachers must have a relatively free hand in designing their class lessons. For this to happen, they must be acquainted with the approach and methodology.

Finally, Bangladesh is not an exception among those who have gone through a long-standing tradition of grammar translation method of language teaching. It is deep-rooted in our ELT culture that teachers may be frustrated as they could do little in coping with the changes that had been made in the planning levels of the curriculum.
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Appendices
1. Introduction
This syllabus aims to provide clear and comprehensive guide for teachers, students and all those who are concerned with the teaching and learning of English for classes 9-10. In itself, however, a syllabus cannot ensure that communicative language teaching and learning takes place in the classroom. It can only provide a set of criteria, which, if properly implemented, would give the best possible change for that to happen.

2. The structures previously introduced in the Junior Secondary syllabus should be revised. These should include the following:

<table>
<thead>
<tr>
<th></th>
<th>Use of have to</th>
<th>Example: To maintain your health, you have to do certain things</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Function: for obligation/necessity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use of (in order) to</td>
<td>Example: to do well, Tareq worked very hard.</td>
</tr>
<tr>
<td>b)</td>
<td>Function: expressing purpose</td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>1st conditional: if + present tense + will: With the function of specifying future conditions and consequences</td>
<td>Example: &quot;If you learn to type, you will have a useful skill.</td>
</tr>
<tr>
<td>d)</td>
<td>2nd conditional: If + past tense + would/could/might. With the function of speculating about imaginary improbable future conditions</td>
<td>Example: 1. If I had a lot of money, I would/could/might buy a lot of books. 2. What would you do if you had a lot of money.</td>
</tr>
</tbody>
</table>
English For Today

<table>
<thead>
<tr>
<th>c)</th>
<th>The passive mode</th>
<th>Example: 1. Tareq's air ticket was bought for him 2. The Wears Towers were built by a famous Bangladeshi architect.</th>
</tr>
</thead>
<tbody>
<tr>
<td>e)</td>
<td>Function: to describe actions done to something (particularly when not wishing to specify the agent).</td>
<td></td>
</tr>
<tr>
<td>f)</td>
<td>Use of 'it' With the function of 'empty' subject.</td>
<td>Example: It is true that Tareq went to New York.</td>
</tr>
<tr>
<td>g)</td>
<td>Use of must/mustn't Function: expressing obligation.</td>
<td>Example: Students must always work hard. They mustn't be lazy.</td>
</tr>
<tr>
<td>h)</td>
<td>Present Continuous With the function of talking about future events.</td>
<td>Example: Tareq is returning to Bangladesh from New York next week</td>
</tr>
</tbody>
</table>

The following items should be introduced:

<p>| 1 | Use of present perfect with after/when, with the function of predicting a cause &amp; effect sequence of events in the future | Example: 1. After Tareq has landed in New York, he will meet his friends. 2. When you have passed the SSC, you will be happy. |
| 2 | Use of the past perfect tense + with + before/after. With the function of describing a sequence of events | Example: 1. Tareq's father had worked in Jamalpur for ten years before he was transferred to Sonapur. 2. When I met him, he has worked in Sonapur for three years |
| 3 | Use of -ing clause + by/without With the function of defining cause &amp; effect relations. | Example: 1. You cannot learn a foreign language without practising it regularly. 2. By smoking cigarettes, you can spoil your health. |</p>
<table>
<thead>
<tr>
<th>Number</th>
<th>Use Description</th>
<th>Example 1</th>
<th>Example 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Use of -ing/-ed within a clause. With the function of qualifying the subject.</td>
<td>Sunlight falling on the pond can heat the brine.</td>
<td>Heat absorbed from the sunlight is trapped in the bottom layer.</td>
</tr>
<tr>
<td>5</td>
<td>Use of can could + see/hear/understand. With the function of describing ability</td>
<td>Tareq couldn't see any rickshaws in New York.</td>
<td>Tareq's friends could understand American English very easily</td>
</tr>
<tr>
<td>6</td>
<td>Further uses of may/might/should &amp; ought to. With the function of expressing possibility or obligation</td>
<td>You might like to learn French</td>
<td>If you do, you ought to buy a good dictionary</td>
</tr>
<tr>
<td>7</td>
<td>Use of thought/although + clause. With the function of talking about contrasting, but related circumstances.</td>
<td>Although the sea is calm, it might become rough.</td>
<td>Even though the sea was calm, nobody wanted to swim in it.</td>
</tr>
<tr>
<td>8</td>
<td>Use of question tags: can/can't they? Do they/don't they?</td>
<td>Tareq can't fly a plane, can he?</td>
<td>You do want to eat spaghetti, don't you?</td>
</tr>
<tr>
<td>9</td>
<td>Use of be + adj. + phrase. With the function of describing capabilities and characteristics</td>
<td>Shanti is good at swimming.</td>
<td>Abdul is afraid of spiders.</td>
</tr>
<tr>
<td>10</td>
<td>Use of be + adj. + to + verb. With the function of describing feelings in relation to circumstances</td>
<td>Tareq was happy to see his friend in New York.</td>
<td>He was surprised to see such high buildings there.</td>
</tr>
<tr>
<td>11</td>
<td>Use of NP +verb + NP + infinitive.</td>
<td>The headmaster wanted the students to visit different offices.</td>
<td></td>
</tr>
</tbody>
</table>
2. He was surprised to see such high building there

| 12 | Use of NP + verb + NP + adj./adv. With function of describing manner. | **Example:** 1. Tareq ate his breakfast quickly. 2. Teacher should make their lessons interesting |
| 13 | Use of verb + object + -ing. With the function of describing present events. | **Example:** 1. Tareq saw Samira talking to the other students. 2. The students saw the train coming. |
| 14 | Use of when/after/while + future clause With the function of describing future event in the future. | **Example:** 1. When Tareq arrives in New York, he will see his friends. 2. While Tareq is in New York, he will eat many different kinds of food. |
| 15 | Use of verb with how to. With the function of expressing manner | **Example:** Tareq's friends showed him how to eat spaghetti because he didn't know how to eat it. |
| 16 | Use of the phrases: the place where/the time when. With the function of indicating either place or time. | **Example:** 1. The place where the students lived was called Malahati. 2. The time when the students returned to their hostel was past midnight. |

3. **Topics/Themes**

(a) The purpose of learning English is to acquire language skills, not to learn about any particular topic or study literature.

(b) Unlike most of the other subjects on the curriculum, English is skills-based subject, not a content-based subject. The topics and themes, therefore, are not introduced for their own sake, but rather, as vehicles for practising the four skills of listening, speaking, reading and writing.
(c) Communicative language learning requires that language be practised for a recognised purpose within realistic situations and contests. Topics and themes should be introduced, therefore, with the purpose of re-creating such situations and contexts as genuinely as possible within the classroom.

4. Vocabulary
(a) Word meaning should be defined in relation to use within specific contexts. Students' attention should, therefore, be focused more on actual meaning within particular contexts, rather than on potential meaning(s) as provided in dictionaries.

(b) Word meaning should be given in English. Translation should be the exception, rather than the rule and only resorted to as a checking device, ensuring that meaning has been correctly understood.

5. Poetry
Poems should be dealt with mainly for enjoyment, understanding and practice of rhythm and stress. This is also an area where memorising can be both useful and valid. It should be borne in mind, however, that since poems don't involve communication in the sense of responsive interchange, their employment in the language classroom should be limited.

6. Dialogues & Drama
Dialogues and Drama provided in natural informal speech are mainly for pair practice. Again, a certain amount of memorising might be useful and valid here, especially as acting out these dialogues should be encouraged. This is also one of the most natural and effective ways of practising spoken language within meaningful contexts.

7. Examination
Section 1 seen comprehension (having 20% of the total marks: 40 out of 200)
There will be a seen comprehension passage followed by a choice of questions. Where there is choice of comprehension passages followed by a choice of questions. Where there is choice of comprehension passages, there should be
mixture of literary/fictional types. Comprehension questions types should include the following:

(a) **Objective:** (i) multiple Choice, (ii) true/false, (iii) filling in gaps with clues, (iv) information transfer, (v) making sentences from substitution table(s), (vi) matching phrases, words/pictures, etc.

(b) **More free:** (vii) open-ended, (viii) filling in gaps without clause, (ix) re-writing in a different form and (x) summarising.

All the questions should test the students’ ability to understand the passage as a whole, rather than their ability to copy sections from it. Although the seen comprehension passage will be taken from a set textbook, it will not encourage memorisation because (i) the passage will be reproduced on the question paper, and (ii) the questions will not come from the textbook, but rather, will be new.

**Section 2 Unseen Comprehension (having 20% of the total marks: 40 out of 200)**

There will be an unseen comprehension passage followed by a choice of questions. The question types will be as for the seen comprehension. The comprehension passage will be different type that used in Section I (i.e. Paper I) where more than one unseen comprehension is given, the passages should also be of contrasting types.

**Section 3 Vocabulary & Grammar (having 20% of the total marks: 20+20 out of 200)**

There will questions on vocabulary (Paper-I) and grammatical items (Paper-II) contextualised in the form of close passage with clues (50%), and cloze passages without clues (50%). There will not be any questions on explicit grammatical knowledge. Neither will explicit grammatical terms be used in the paper. Rather, questions will test the use of grammatical within specific meaningful contexts.
Section 4 Writing (having 40% of the total marks: 40+40 out of 200)

There will be a number of writing tasks. There will be divided into two types:
(a) guided (paper-I) and (b) more free (Paper-II), The following types of exercise should be given:
(a) For guided free writing: (i) producing sentences from substitution tables,
(ii) reordering sentences, and (iii) answering questions in a paragraph.
(b) For more free writing: (iv) answering questions about themselves, (v) continuing a passage, (vi) writing from a model (provided in the paper),
(vii) writing creatively from their own experience and/of imagination.
Students will not be required to memorise composition from any textbook.

Distribution of papers and marks

Paper I: Total Marks 100

(a) Seen comprehension 40 marks
   Objective questions 20
   More free/open questions 20

(b) Vocabulary 20 marks
   Cloze test with clues 10
   Cloze test without clues 10

(c) Guided writing 40 marks

Paper II: Total Marks = 100

(a) Unseen comprehension : 40 marks
   Objective questions 20
   More free/open questions 20

(b) Grammar 20 marks
   *Cloze test with clues 10
   Cloze test without clues 10

(c) Semi-guided to free writing 40 marks
Textbook

English for Today book 7 (for class IX and X)
Published by: National Curriculum & Textbook Board.

Supplementary materials
1. English Grammar in Use - R. Murphy

A cloze passage is a passage of continuous prose in which selected words have been taken out for the purpose of testing vocabulary/grammar in actual use within a meaningful context. Where clues are given, the words that have been taken out are written above the passage for insertion in the correct gap. Where clues are not given, then any word may be selected (there may or may not be a choice) as long as it fits the context meaningfully and appropriately. The advantage of cloze passage over other forms of testing (i.e. multiple choice, selecting the correct tense) is that emphasis is as much on meaning as on form.
Appendix B

Student's Questionnaire

This Questionnaire is intended to evaluate the English language teaching materials vis-à-vis learner's needs at secondary level in Bangladesh. The researcher assures you that the information collected through this questionnaire will remain confidential and be used for the sole-purpose of research.

I hope you will cooperate by providing accurate answers to the following questions:

(1) Name : 
(2) Age : 
(3) Sex : Male/Female
(4) Rural/urban : 
(5) Mother tongue : 
(6) Name of school/Madrasa : (Private/Govt./Semi-govt.)
(7) Class : 
(8) Group : Arts/Science/Commerce
(9) Session : 
(10) What is the medium of instruction in your school ?
    (a) English □ (b) Bengali □

(11) What language is mostly used by the teachers in the classroom ?
    (a) Bengali □ (b) English □

(12) How often the classroom discussion is conducted in English ?
    (a) Always □ (b) Sometimes □ (c) Rarely □ (d) Never □

(13) How often do you read newspapers/magazines/comics in English ?
    (a) Always □ (b) Sometimes □ (c) Rarely □ (d) Never □
(14) How often do you take your final examination in English?
(a) Always (b) Sometimes (c) Rarely (d) Never

(15) If English is not normally used by you for examinations, do you prefer the use of technical terms in English?
(a) Always (b) Sometimes (c) Rarely (d) Never

(16) Do you think that your subjects can be taught as efficiently in Bengali as in English?
(a) Yes (b) No

(17) How far are you able to cope with instruction through English?
(a) To a large extent (b) To some extent (c) With difficulty (d) Not at all

(18) Do you think you are proficient enough to understand courses taught in English?
(a) Yes (b) No

If "yes" how do you evaluate your proficiency/ability in language?
(a) Very good (b) Good (c) Average (d) Weak

(19) Evaluate your abilities in different language skills by ticking in the following table:

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<tr>
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<th>Very good</th>
<th>Good</th>
<th>Medium</th>
<th>Weak</th>
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<td>a) Listening comprehension</td>
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<td>b) Speaking</td>
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<td>c) Reading</td>
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<td>d) Writing</td>
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(20) In which skill area do you find yourself most deficient?
(a) Listening (b) Speaking (c) Reading (d) Writing

(21) In which skill-area do you find slower improvement?
(a) Listening (b) Speaking (c) Reading (d) Writing
(Please rate questions 22-26 on a scale of '1'-4', that is write '1' for the most important and '4' for the least important)

(22) Which of the following English language skills, do you think, is more important for you than others?
(a) Listening (b) Speaking (c) Reading (d) Writing

(23) Which of the following English language 'listening comprehension' sub-skills, do you think is more important for you than the others?
(a) Ability to understand questions raised by other students and to follow class-discussion
(b) Ability to understand lectures in order to take notes
(c) Ability to follow and understand class lectures
(d) Ability to understand radio and TV programmes

(24) Which of the following English language 'speaking' sub-skills in your opinion is more important for you than the others?
(a) Ability to raise questions in the classroom
(b) Ability to speak to foreigners
(c) Ability to speak intelligibly/clearly
(d) Ability to present oral-reports in classroom

(25) Which of the following English language 'reading' sub-skills in your opinion is more important for you than the others?
(a) Reading to understand tests questions (b) Reading text-books
(c) Reading newspapers and magazines (d) Reading comics

(26) Which of the following English language 'writing' sub-skills, do you think, is more important for you than the others?
(a) Writing personal letters (b) Writing class-notes
(c) Writing test answers (d) Writing laboratory reports

(27) How important, do you think, is the need for English as the language of communication in your practical life?
(a) Highly (b) Moderately (c) Minimally (d) Not at all

(28) Do you think, English should be used as the medium of instruction at the secondary level?
(a) Yes (b) No
(29) Do you think that the course in English, that you study, can improve your English?
   (a) Yes □ (b) No □

(30) Does the text book emphasise sufficient practice in language skills (like listening, speaking, reading and writing)?
   (a) Yes □ (b) No □

(31) Does your text book have exercises to improve listening skills?
   (a) Yes □ (b) No □

(32) Does your text book have exercises to improve speaking skills?
   (a) Yes □ (b) No □

(33) Does your text book have exercises to improve reading skills?
   (a) Yes □ (b) No □

(34) Does your textbook have exercises to improve writing skills?
   (a) Yes □ (b) No □

(35) Are the exercises in the text books same as your real life situation?
   (a) Yes □ (b) No □

(36) Do you spend sufficient time to study English text books?
   (a) Yes □ (b) No □

(37) Do you like to study grammar?
   (a) Yes □ (b) No □

(38) Do you think there should be more exercise on grammar in your English course?
   (a) Yes □ (b) No □

(39) Do you think there should be some more literary pieces in your text book?
   (a) Yes □ (b) No □
Appendix C

Teacher's Questionnaire

This questionnaire is intended to evaluate the English language teaching materials vis-à-vis learner's needs at secondary level in Bangladesh. Its aim is to investigate an academic issue. The researcher gives you full assurance that the information provided in this questionnaire will be confidential, used for the sole-purpose of research.

I hope you will cooperate by providing accurate answers to the following questions:

(1) Name :
(2) Subject that you teach :
(3) Name of school/Madrasa (Private/Govt./Semi-govt.)
(4) Designation :
(5) Qualification :
(6) Rural/urban :
(7) Mother tongue :
(8) Any training in English literature/language teaching:
(9) Teaching Experience :

(10) What is the medium of instruction in your school?  
(a) Bengali (b) English

(11) What language do you mostly use for classroom teaching?  
(a) Bengali (b) English

(12) Are the text-books of your subject available in English?  
(a) Yes (b) No

(13) Do you think knowledge of English is crucial for your students to pass the course(s) you teach?  
(a) Yes (b) No
(14) How often do you present the course content in English?
(a) Always (b) Sometimes (c) Rarely (d) Never

(15) If English is not normally the language of classroom instruction, do you prefer the use of technical terms in English?
(a) Yes (b) No

(16) How often the classroom discussion with students is conducted in English?
(a) Always (b) Sometimes (c) Rarely (d) Never

(17) Do your students read newspapers/magazines/comics in English?
(a) Yes (b) No

(18) Do your students write reports, tutorials and final examination answers in English?
(a) Yes (b) No

(19) Do you think that informal use of regional language in the classroom can help the average or weak students to comprehend the subject better?
(a) Yes (b) No

(20) Do you think that your discipline can be taught as efficiently in the regional language as in English?
(a) Yes (b) No

(21) Do you think a mix of English and a regional language would be more suitable for your students?
(a) Yes (b) No

(22) Are the students, you teach able to cope with instructions given in English?
(a) To a large extent (b) To some extent (c) With difficulty (d) Not at all
(23) Do you think your students are proficient enough to understand courses taught in English?
(a) Yes □ (b) No □

If 'yes' evaluate their proficiency
(a) Very good □ (b) Good □ (c) Average □ (d) Weak □

(24) Please evaluate the abilities of your students in different language skills by ticking in the following table:

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</table>

(25) In which skill-area have you found your students most deficient?
(a) Listening □ (b) Speaking □ (c) Reading □ (d) Writing □

(Please rate questions no. 26-30 on a scale of '1'- '4', that is write '1' for the most important and '4' for the least important)

(26) Which of the following English language skills do you think is more important for your students than the others?
(a) Listening □ (b) Speaking □ (c) Reading □ (d) Writing □

(27) Which of the following English language 'listening comprehension' sub-skills, do you think is more important for your students than the others?
(a) Ability to understand questions raised by other students and teachers and to follow class-discussion □
(b) Ability to understand lectures in order to take notes □
(c) Ability to follow and understand class lectures □
(d) Ability to understand radio and TV programmes □
(28) Which of the following English language 'speaking' sub-skills in your opinion is more important for your students than the others?
(a) Ability to raise questions in the classroom  
(b) Ability to speak to foreigners  
(c) Ability to speak intelligibly/clearly  
(d) Ability to present oral-reports in classroom

(29) Which of the following English language 'reading' sub-skills in your opinion, is more important for your students than the others?
(a) Reading to understand tests  
(b) Reading text-books  
(c) Reading newspapers and magazines  
(d) Reading comics

(30) Which of the following English language 'writing' sub-skills do you think is more important for your students than the others?
(a) Writing personal letters  
(b) Writing class-notes  
(c) Writing test answers  
(d) Writing laboratory reports

(31) How important do you think, is the need for English as the language of communication in your students' practical life?
(a) Highly  
(b) Moderately  
(c) Minimally  
(d) Not at all

(32) Do you think English should be used as the medium of instruction at the secondary level?
(a) Yes  
(b) No

(33) In your opinion the teaching of English at the secondary level should emphasize the study of
(a) English literature  
(b) English language skills

(34) Do you think the present syllabuses of English spell out clearly the aims and objectives of English language teaching at the secondary level?
(a) Yes  
(b) No
(35) Do you find any noticeable emphasis today in the syllabuses and textbooks on
(a) The study of English Literature
(b) The learning of English language for use in communication
(c) Developing in the students an ability to read and understand simple books in English?

(36) Are you satisfied with the courses in English at the following level?
(a) Class VI (Yes/No) (b) Class VII (Yes/No)
(c) Class VIII (Yes/No) (d) Class IX & X (Yes/No)

(37) Even though, you are satisfied with the courses in English, could you kindly mention some of the weaknesses in the course?
(a) The courses do not have any provision for teaching spoken English
(b) The courses do not equip the students to write clearly & effectively
(c) The courses do not equip the students for their future needs such as reading text-books for their higher studies

(38) How does the text book carry the grammar items?
(a) Situational presentation (using contextualized situation)
(b) Explanation of rules
(c) Drills, exercises through substitution tables (prescribed text)

(39) Are the present English courses relevant to the students needs and job requirements?
(a) Yes (b) No

(40) Even the present courses, if taught properly can be used to develop language abilities. Do you agree with this view?
(a) Yes (b) No

(41) Grammar teaching should be treated as an integral part of the teaching of text. Do you agree with this view?
(a) Yes (b) No

(42) Do you have classes in remedial teaching in your school?
(a) Yes (b) No
(43) Are the exercises in the English books to remove the students' recurring errors?
   (a) Yes ☐ (b) No ☐

(44) Has the set of materials changed significantly say in the last five years or so?
   (a) Yes ☐ (b) No ☐

(45) Do you feel that the changes (if any) in the materials (books) have resulted in better teaching?
   (a) Yes ☐ (b) No ☐

(46) Is there any provision for classes in spoken English in your school?
   (a) Yes ☐ (b) No ☐

(47) Does your student's text book have exercises to improve 'listening' skills?
   (a) Yes ☐ (b) No ☐

(48) Does your student's text book have exercises to improve 'speaking' skills?
   (a) Yes ☐ (b) No ☐

(49) Does your student's text book have exercises to improve 'reading' skills?
   (a) Yes ☐ (b) No ☐

(50) Does your student's text book have exercises to improve 'writing' skills?
   (a) Yes ☐ (b) No ☐