

AN EVALUATION OF THE ENGLISH SYLLABUS AT THE SECONDARY LEVEL (GRADE 8): TEACHERS' AND STUDENTS' PERSPECTIVES IN BANGLADESH

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ABSTRACT

In Bangladesh, the English language plays a fundamental role in both academic and professional development. Developing proficiency in English is crucial for individuals pursuing higher education. Given this significance, it is necessary to establish a strong foundation in English from an early age. This research study inspects the secondary-level English curriculum from the viewpoints of teachers and learners. It aims to understand their perspectives on syllabus design, pedagogical strategies, and evaluation methodologies to identify areas for improvement. The research study collected data from educators and learners by communicating with them and examining their viewpoints on educational institutions and the completion of the English curriculum through the use of questionnaires, interviews, focus groups, and classroom observations. The study revealed several challenges faced by both teachers and students regarding poor English instruction, inadequate pedagogical approaches, limited resources, and ineffective evaluation methods. The researcher has emphasized the importance of critical awareness regarding syllabus design, pedagogical strategies, and evaluation processes. The study presented numerous ideas about how these issues impact the effectiveness of English education. Recommendations have been developed to address the challenges and enhance the instruction of English at the secondary level of education in Bangladesh. Developing assessment instruments that accurately assess students' abilities and evolution, providing access to sufficient resources, and updating the curriculum to include interactive and communicative teaching techniques or strategies are among the main recommendations. These recommendations aim to enhance the efficacy and engagement of the English education system, equipping students with the skills needed for academic success and future opportunities.

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INTRODUCTION

The necessity of acquiring English language skills in Bangladesh has been increasing. English serves as a medium of communication, trade, commerce, and education. Learners refer to English as an international language, not a foreign language (Ur, 2012; Morgan & Spanish, 1984). Here, students study English for twelve years across elementary, secondary, and upper secondary education levels, as proficiency in English communication is essential for enhancing their professional life. The National Curriculum and Textbook Board (NCTB) is in charge of creating educational programs and materials for students across the nation Islam and Bari (2012), which aim to improve students' language competency by emphasizing the acquisition of all four language skills, fostering creativity, promoting critical thinking in English, cultivating independent English learners (NCTB, 1996), and fortifying their ability for practical communication skills (Barsha et al., 2024).

In this country, the seven-year secondary stage guides students from Grade VI to Grade XII (Banglapedia). This crucial stage prepares students for their future academic, professional, and personal pursuits while establishing the groundwork for holistic development by fostering intellectual, moral, and creative growth. The 2012 National Curriculum places a strong emphasis on integrity, tenacity, and respect for others to develop students' moral principles, inventiveness, and creativity. With roots in Bangladesh's history, culture, and Liberation War, it aims to inculcate nationalism, patriotism, and democratic principles. Moreover, the curriculum encourages respect for Bangla literature, effective communication both in Bangla and English, and the dignity of work. Prioritizing leadership development and

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extracurricular activities helps students become productive, socially conscious, and lifelong citizens (NCTB, 1996). In 2001, English for Today (EFT) launched communicative language teaching (CLT) through the English Language Teaching Improvement Project (ELTIP) for students to replace the grammar-translation method (GTM) since CLT was tested in Classes 7, 8, and 9 in 1997–1999 (Kabir, 2023; Awal, 2023). The secondary-level English curriculum adheres to a competency-based framework, which refers to “the learning based on the needs and potential of individual learners under a flexible framework that moves and shifts according to the learners’ demands” (Amutabi, 2021, p. 45), necessitating that each student attain proficiency in all linguistic skills. Consequently, the English curriculum developers categorize the Syllabus into two components: summative and continuous assessment. Through regular assessment, students will demonstrate proficiency in linguistic abilities via homework, classwork, projects, or assignments. In the summative evaluation, students will enhance their writing, reading, and grammar proficiency by participating in the final examination.

This study aims to evaluate the curriculum and determine whether it has improved students' language proficiency and addressed their needs. To learn more about the teaching methods and assessments of the instructors, questionnaires, focus groups, and class observation checklists have been developed. The research will inform every one of the Syllabus's efficacy, allowing authorities to improve it. The researcher has discussed the issues and provided necessary suggestions based on these.

The aforementioned sections explain various topics, including the literature review section, which focuses on the challenges of implementing the English curriculum in multiple contexts. This study employed a mixed-methods approach, combining quantitative surveys with qualitative instruments, including focus groups, interviews, and classroom observations. The competency of the English curriculum is examined in the discussion section, which highlights issues such as large class sizes and conventional teaching methods, as well as gaps in language proficiency development. To improve English education outcomes, the conclusion section highlights the need for curriculum reform and advocates for learner-centered environments, updated pedagogical tools, and professional development for teachers.

The study examines various aspects of implementing the H.S.C. English syllabus in Bangladesh. It examines the techniques teachers employ to teach while adhering to this curriculum and how the Syllabus has been implemented in classrooms. The study also aims to understand the challenges that instructors and students face regarding the Syllabus. Lastly, it assesses how well the current curriculum meets the requirements of H.S.C. students.

LITERATURE REVIEW

Several websites and numerous articles from diverse contexts have been reviewed. This section is divided into several components to provide a holistic view of the English syllabus at the secondary level. The paper begins with an overview of how to define a syllabus. Later, it discusses the methods and approaches used to assess them across various national contexts and grade levels, as well as the difficulties encountered by instructors and students alike when implementing these curricula. The study concludes with a critical explanation of its necessity.

A syllabus is a time-bound document that is connected to specific goals and based on a grading system, which develops in response to administrative requirements and the assumed theory of language. Kara (2001) demonstrates that a group of experts is required to draft the Syllabus and all of its supporting materials. Teachers and educational institutions receive the draft along with representative samples once it is made. Following the release of the final, updated Syllabus, instructors receive training to implement it in the classroom settings.

To ascertain what students understand, what teachers transmit, and how they offer instruction, the evaluation of a syllabus plays a crucial role in the teaching and learning process. Syllabus evaluation sheds light on the efficacy of teaching strategies and directs advancements. Agrawal (2004) emphasizes how teaching second languages has changed over the last twenty years. Activity-based techniques have replaced traditional, structure-based approaches. With an emphasis on active participation, real-world application, and the growth of communicative competencies, this shift reflects a broader understanding of language acquisition. Students' language abilities have improved as a result of this curriculum change, especially in the area of teaching English as a second language.

Established in 2005, the Department of Curriculum Evaluation aims to align Oman's curriculum with its educational objectives (Al-Jardani, 2012) and has been teaching English since Grade 1, emphasizing communication and skill development due to its importance. To guarantee quality and applicability, the Grade 8 English textbook was evaluated and assessed in 2011. Al-Jardani (2012) emphasizes the vital role that English plays in Oman, highlighting how it helps youngsters develop crucial skills and enhance their communication abilities. This emphasis underscores the nation's commitment to providing students with the resources they need to succeed in an increasingly interconnected world.

In developing countries like Bangladesh, various techniques, methods, and approaches are employed by English language teachers and educational institutions to help their students communicate more effectively in English. In this country, international business has become a "boom," so the ability to communicate in English has become a must (Islam and Bari, 2012). It was not until the 90s that CLT was introduced in Bangladesh (Barman et al., 2007). Another Southeast Asian country, Thailand, underscores the importance of English proficiency, given its status as a major tourist destination and a hub of business and trade. Islam and Bari (2012) conducted a quantitative research study to identify the problems associated with implementing CLT techniques in both Bangladesh and Thailand. The result of the study has illustrated several challenges encountered in implementing CLT techniques in both countries, such as having insufficient time for

classroom activities, difficulties in class management, cultural conflict, students' focus only on grades, examinations not being CLT-based, large class size, the lack of CLT-friendly classrooms, lack of teacher's guide for CLT materials, etc.

Moreover, Khan (1999) evaluates the writing component of Bangladesh's Higher Secondary English curriculum, focusing on the demands placed on students, the writing difficulties they encounter, and their areas of strength and weakness. Her research highlights several writing-related problems and emphasizes the importance of addressing these gaps to enhance students' writing competency. She stresses the need for teacher and student feedback on the writing process, as their views are vital for assessing and improving the Syllabus's writing components. This method ensures a more comprehensive understanding of how effectively the curriculum meets students' needs and fosters improved writing skills.

MATERIALS AND METHODS

The purpose of this research is to evaluate the English syllabus at the secondary level. The researcher employed random sampling to select the respondents for this study. This section provides a detailed examination of the entire research methodology.

Participants

The research involved seventy secondary-level students and six teachers from three different educational institutions. The institutions were allowed to observe their classes.

Tools for Data Collection

To collect data from students and teachers, four types of tools (e.g., questionnaires, interviews, focus group discussions, and classroom observations) were selected.

- **Student Questionnaire**

A questionnaire was developed to gather the perspectives of secondary-level students on the effectiveness of the Syllabus and teachers' teaching techniques, aiming to determine whether these techniques were practical for language learning and to identify any challenges they encountered.

- **Teachers' Questionnaire**

A questionnaire was developed to gather teachers' experiences with implementing teaching techniques and the challenges they encountered while teaching English.

- **Focus Group Discussion**

To collect further information from the participants, focus group discussion sessions were arranged, as this tool brings together different participants from various backgrounds to discuss a topic among themselves and with the researcher (Morgan & Spanish, 1984).

- **Classroom Observation**

To find out the exact techniques used by the teachers, three secondary-level classes were observed.

Instruments

Questionnaire Survey Form

The questionnaire survey form was created on paper. All the questions were written in Bangla so that participants could comprehend them well and respond without any problem. Likert scale questions were used, and participants were explicitly instructed to click on the options they desired for each topic. Since answering every question was required, no participant could submit a form by omitting any. To help participants understand who was collecting their responses, the researcher provided an introduction to the study, the region, and the reason behind creating the form.

Interview Question Form

An interview question form was developed to gather educators' viewpoints. All of the interview questions were semi-structured, although the researcher occasionally deviated from this format depending on the participants' answers.

Focus Group Discussion Question Form

To gather more information about students' opinions regarding the tactics used and their difficulties with learning English, a focus group discussion question form was developed. All of the focus group questions were semi-structured, although the researcher occasionally went beyond this framework depending on the participants' answers.

Classroom Observation Checklist

The researcher developed a checklist for classroom observations to monitor secondary-level classrooms and gain insight into the teaching techniques used in English lessons.

Data Collection Procedure

To obtain the most accurate and comprehensive image of the relevant data on the research subject, the researcher used a mixed-method technique for the study. To gain a clear understanding of how the Syllabus has been implemented and identify areas where students can improve their language skills, the researcher employed a qualitative approach by

reviewing various literature sources, including books, journals, and newspaper articles. Secondly, the researcher conducted two focused group discussion sessions and finally observed three secondary-level classes. Regarding the quantitative approach, the researcher has created several surveys to gather opinions from teachers and students about the lessons, methods, and evaluations.

Ethical Consideration

It is to verify that the researcher has intentionally adhered to research ethics by keeping the respondents' identities private. The researcher will handle the data exclusively.

RESULTS

Students' Questionnaire

The questionnaires were given to seventy students to fill out. Among them, thirty-six were male and thirty-four were female students. The statements of the questionnaires are presented below, along with interpretations.

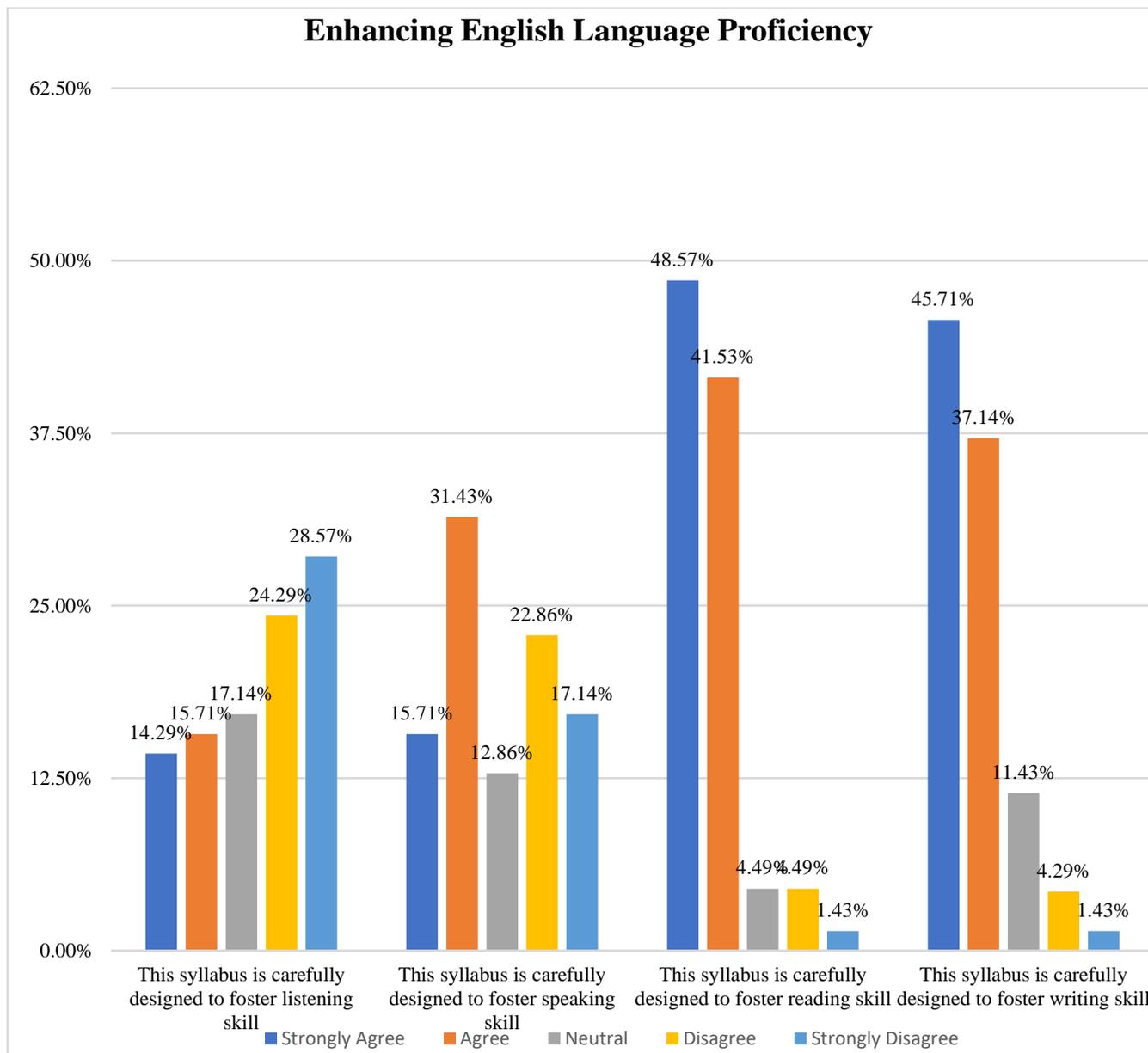


Figure 1. Enhancing English Language Proficiency

Statement 1 from Figure 1 indicates that 14.29% of students strongly agreed, and 15.71% agreed on enhancing their listening skills via the Syllabus. Nevertheless, 24.29% of students disagreed, and 28.57% strongly disagreed that the Syllabus did not facilitate the enhancement of their listening skills.

Statement 2 indicates that 15.71% of students strongly agreed and 31.43% agreed that the curriculum enhanced their speaking skills, whereas 22.86% disagreed and 17.14% strongly disagreed with this assertion.

Statement 3 indicates that 48.57% of students strongly agreed, and 41.53% agreed that their reading skills had improved. Conversely, merely 4.49% of students expressed disagreement, while 1.43% strongly disagreed with the assertion. Statement 4 indicates that 45.71% of students strongly agreed and 41.53% agreed that their reading skills improved, whereas 4.29% disagreed and 1.43% strongly disagreed with this assertion.

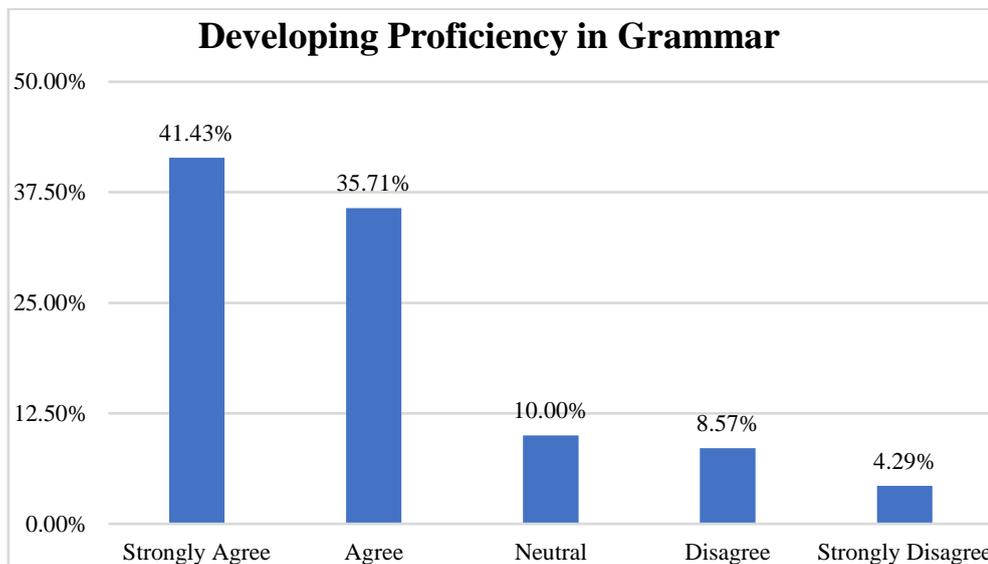


Figure 2. Developing Proficiency in Grammar

Figure 2 indicates that 41.43% of students strongly agreed, and 35.71% agreed that their curriculum was beneficial for enhancing their grammar competence. Nonetheless, merely 8.57% expressed disagreement, while 4.29% strongly opposed the remark.

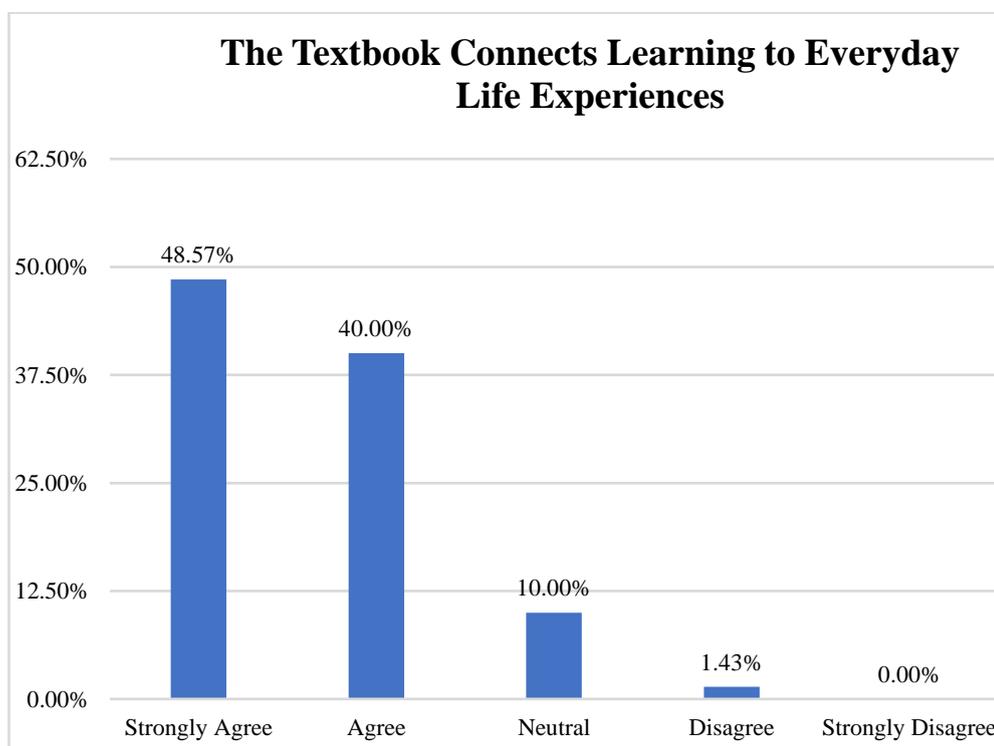


Figure 3. The Textbook Connects Learning to Everyday Life Experiences

Figure 3 illustrates that 48.57% of students strongly agreed, while 40% stated that their textbook helped them connect the Content to their daily lives. Nevertheless, merely 1.43% expressed disagreement, and no individuals strongly opposed the assertion.

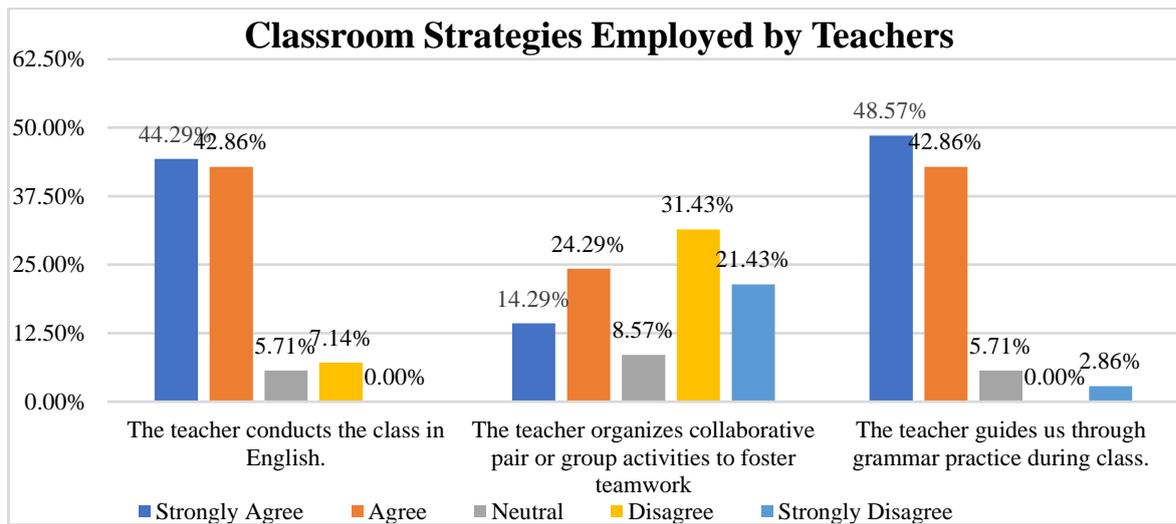


Figure 4. Classroom Strategies Employed by Teachers

Statement 1 from Figure 4 indicates that about 44.29% of students strongly agreed, and 2.86% agreed that their instructor applied English in the classroom. Only 7.14% of students expressed disagreement with the proposition. Statement 2 indicates that 14.29% of students strongly agreed, and 24.29% agreed that the teacher organized pair or group work in the classroom. Nevertheless, 31.43% of students expressed disagreement, while 21.43% strongly opposed the remark.

Statement 3 indicates that 48.57% of students strongly agreed, and 42.86% agreed that their teacher facilitated grammar work in class. Nevertheless, merely 2.86% of students expressed severe disagreement with the assertion.

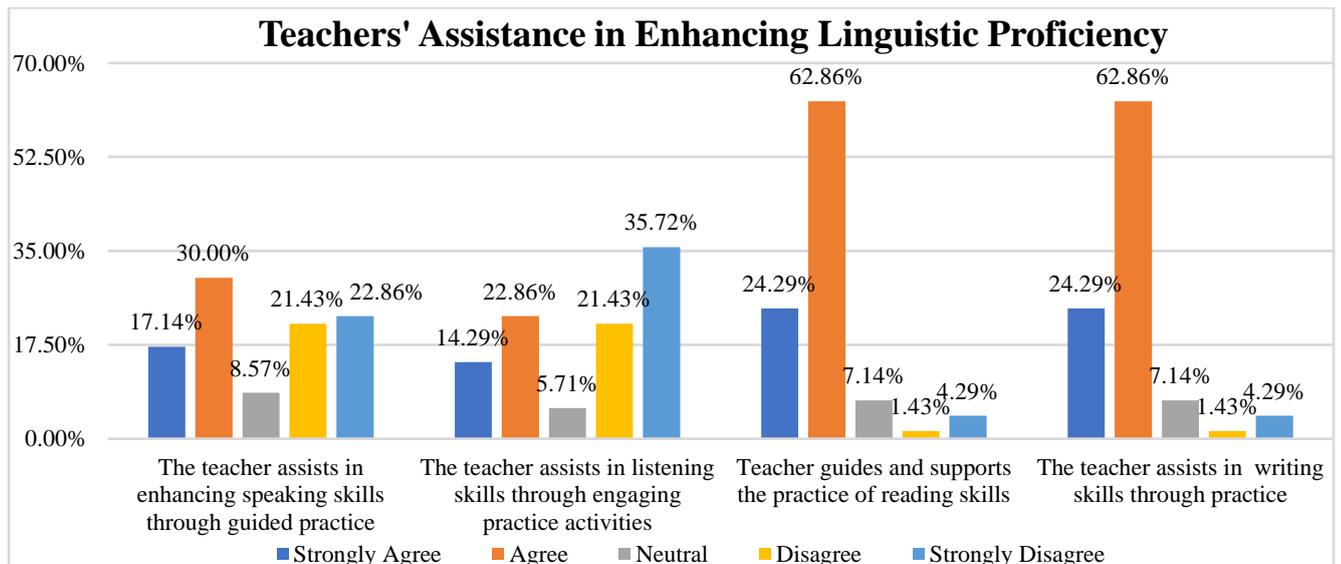


Figure 5. Teachers' Assistance to Enhance Language Skills

Figure 5 indicates that 17.14% of students strongly agreed, and 30% agreed that the teacher assisted them in practicing speaking activities. Nonetheless, 21.45% of students expressed disagreement, while 22.86% strongly opposed the remark.

Statement 2 indicates that 14.29% of students highly agreed, and 22.86% agreed that their teachers supported them in practicing listening skills. Nonetheless, 21.43% of students expressed disagreement, while 35.72% strongly opposed the remark.

Statement 3 indicates that 24.29% of students highly agreed, and 62.86% agreed that their teacher supported them in doing reading activities. Nonetheless, merely 1.43% of students expressed disagreement, while 4.29% strongly opposed the remark.

Statement 4 indicates that 24.29% of students highly agreed, and 62.86% agreed that their teacher facilitated their reading practice activities. Nevertheless, merely 1.43% of students expressed disagreement, while 4.29% strongly opposed the remark.

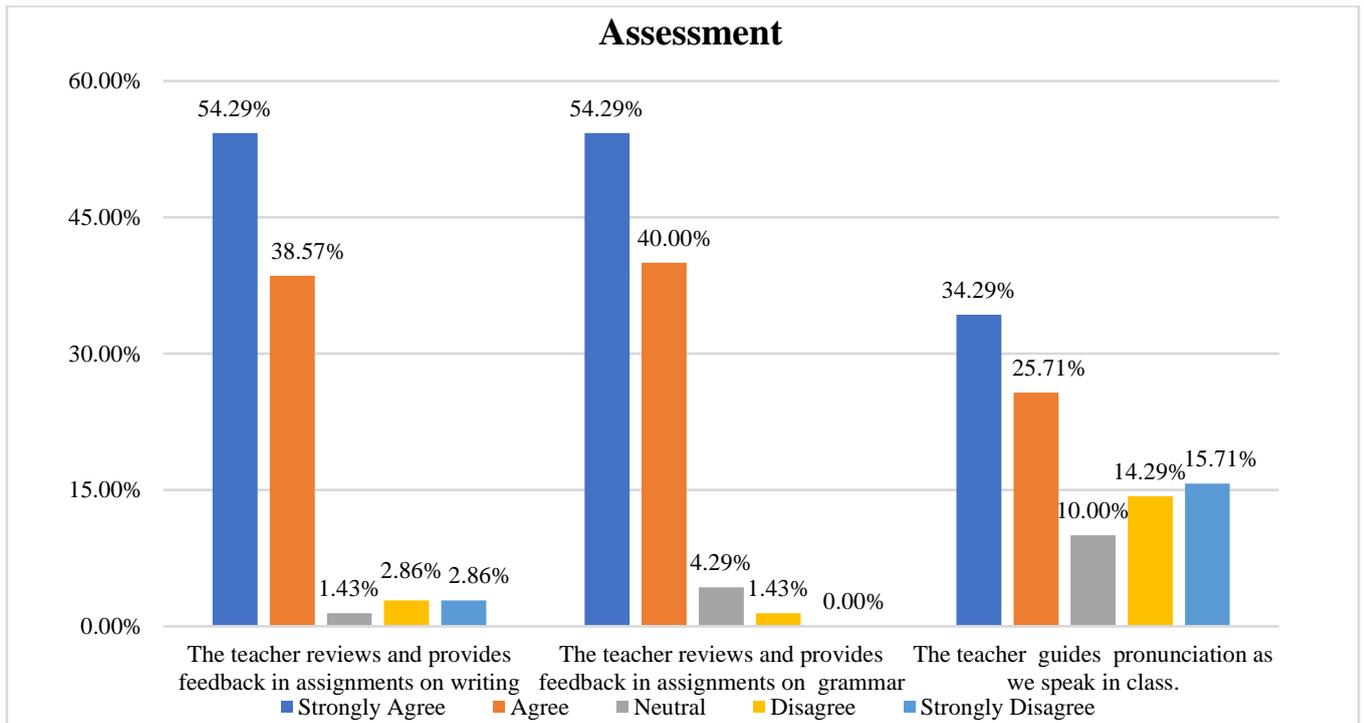


Figure 6. Assessment

Statement 1 from Figure 6 indicates that 54.29% of students strongly agreed, and 38.57% agreed that the teacher corrected their writing assignments. Nonetheless, 2.86% of students expressed disagreement, while another 2.86% strongly opposed the remark.

Statement 2 indicates that 54.29% of students highly agreed, and 40% agreed that the teacher assisted them in practicing speaking activities. Nonetheless, merely 1.43% of students opposed the message.

Statement 3 indicates that 34.29% of students strongly agreed and 25.71% agreed that the teacher corrected their pronunciation during class discussions. Nonetheless, 14.29% of students expressed disagreement, while 15.71% strongly opposed the remark.

Teachers' Questionnaire

The questionnaires were provided to six teachers for their completion. The statements of the questionnaires are presented along with interpretations below.

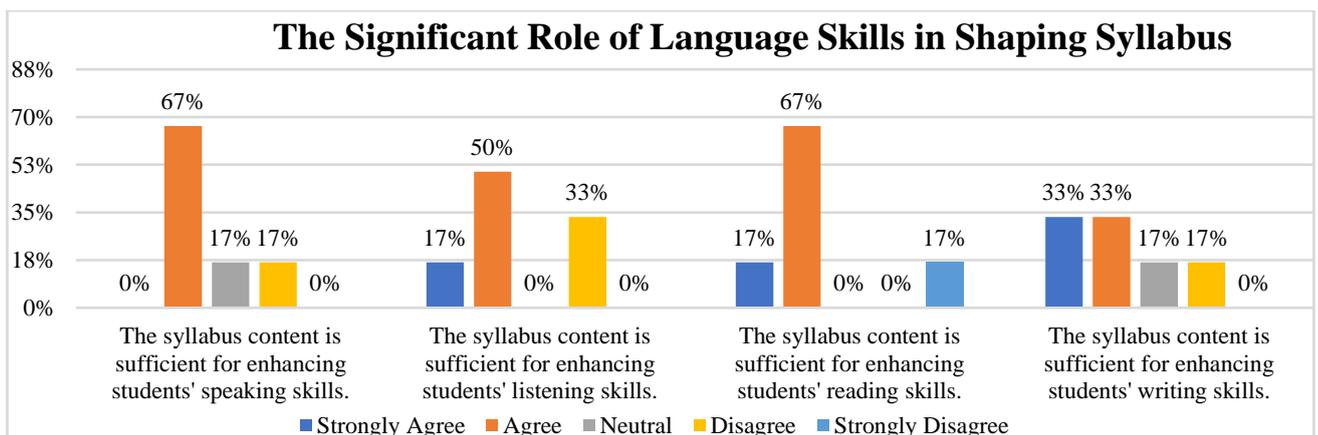


Figure 7. The Significant Role of Language Skills in Shaping Syllabus

According to statement 1 from Figure 7, 66.67% of instructors concurred that the curriculum content was adequate for improving students' speaking skills; however, 16.67% of teachers contended that the Syllabus lacked provisions for speaking skills.

Statement 2 indicates that 16.67% of teachers strongly agreed, and 50% agreed that the syllabus content was enough for improving students' listening abilities, while 33.33% provided a negative assessment.

Statement 3 indicates that 16.64% of teachers strongly agreed and 66.67% agreed with the proposition of having Content to enhance reading skills, while only 16.67% of teachers opposed the assertion.

Statement 4 indicates that 33.33% of instructors strongly agreed and 33.33% agreed on the necessity of material for enhancing writing skills, while 16.67% of teachers disagreed.

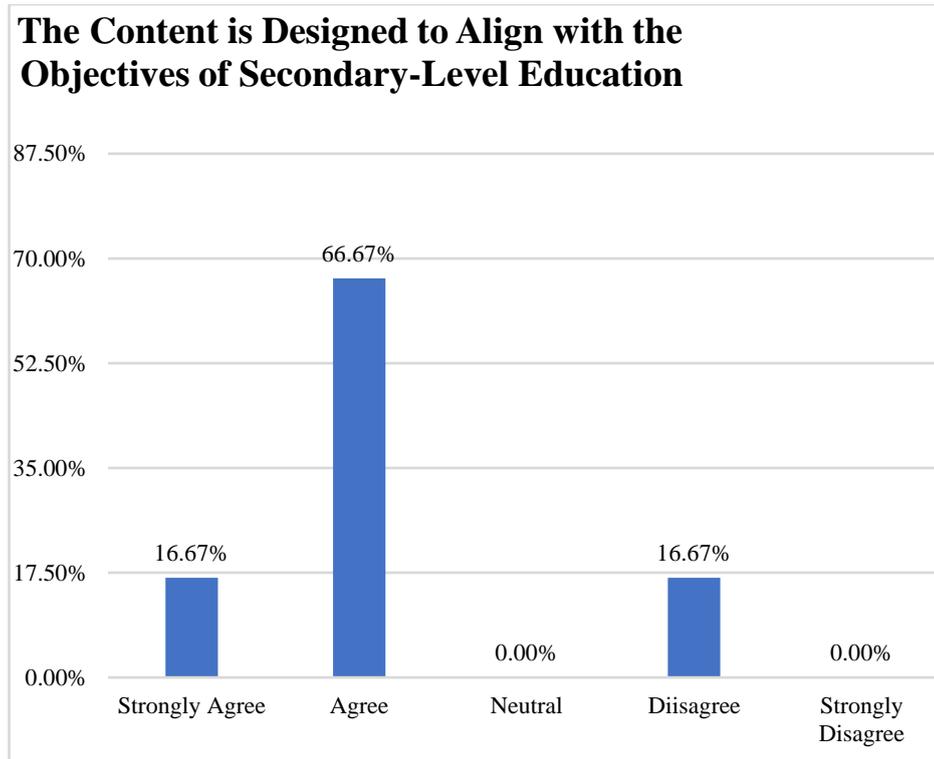


Figure 8. The Content is devised to Align with the Objectives of Secondary-Level Education

Figure 8 indicates that 16.67% of teachers strongly agreed, and 66.67% agreed that the Content aligned with secondary-level objectives, while only 16.67% provided a negative assessment.

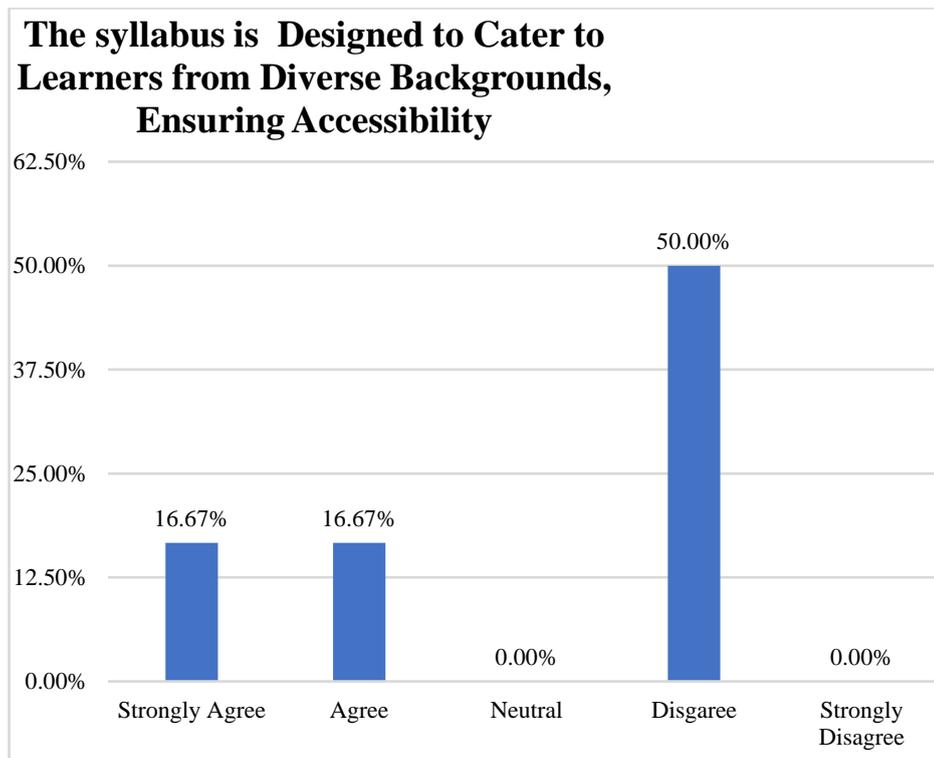


Figure 9. The Syllabus is designed to cater to learners from Diverse Backgrounds, Ensuring Accessibility

Figure 9 illustrates that 16.67% strongly agreed, and 16.67% agreed that the curriculum was suitable for pupils from diverse backgrounds, whereas 50% expressed disagreement. The majority believed that the material was unsuitable for learners from diverse backgrounds.

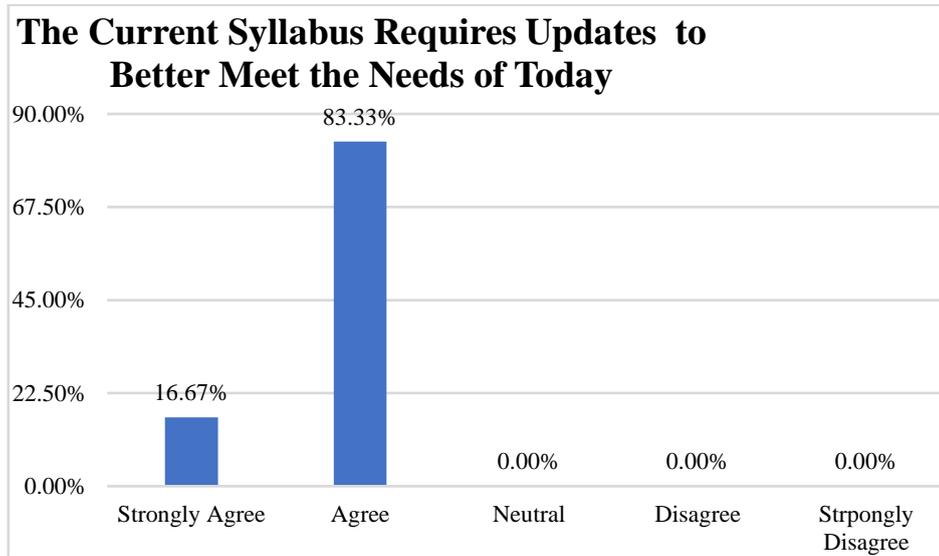


Figure 10. The Current Syllabus Requires Updates to Better Meet the Needs of Today

Figure 10 shows that 16.67% strongly agreed and 83.33% agreed on changing something in the Syllabus, while no one disagreed.

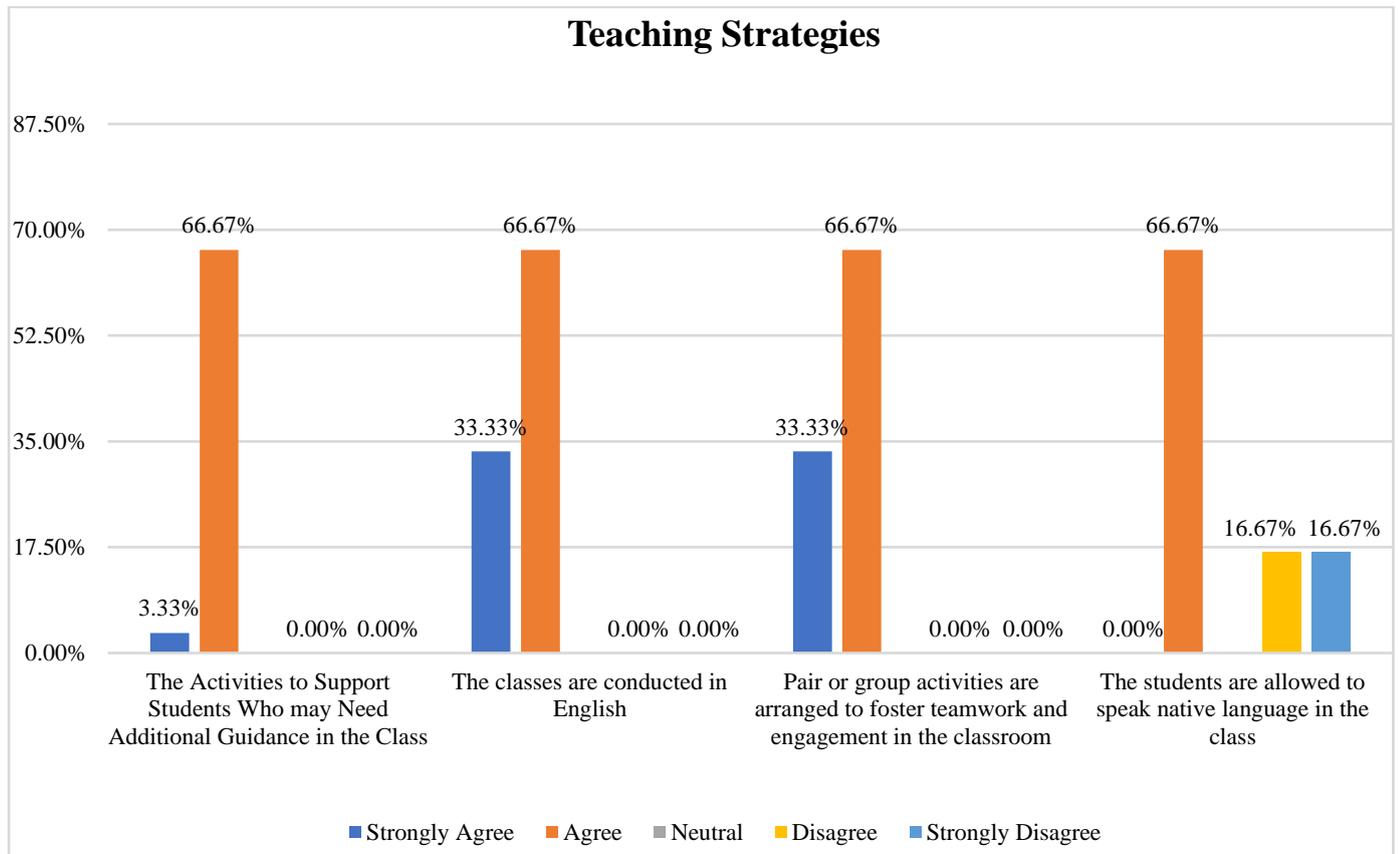


Figure 11. Teaching Strategies

In statement 1 from Figure 11, 33.33% of instructors strongly agreed, while 66.67% agreed that they created distinct activities for underperforming students.

In statement 2, 33.33% of instructors strongly agreed, while 66.67% agreed that they utilized English in the classroom.

Statement 3 indicates that 33.33% of teachers strongly agreed, and 66.67% agreed that they organized pair and group work in the classroom.

In statement 4, 66.67% of teachers expressed approval for permitting students to use Bangla in class, while 16.67% disapproved, and another 16.67% strongly disagreed with this notion.

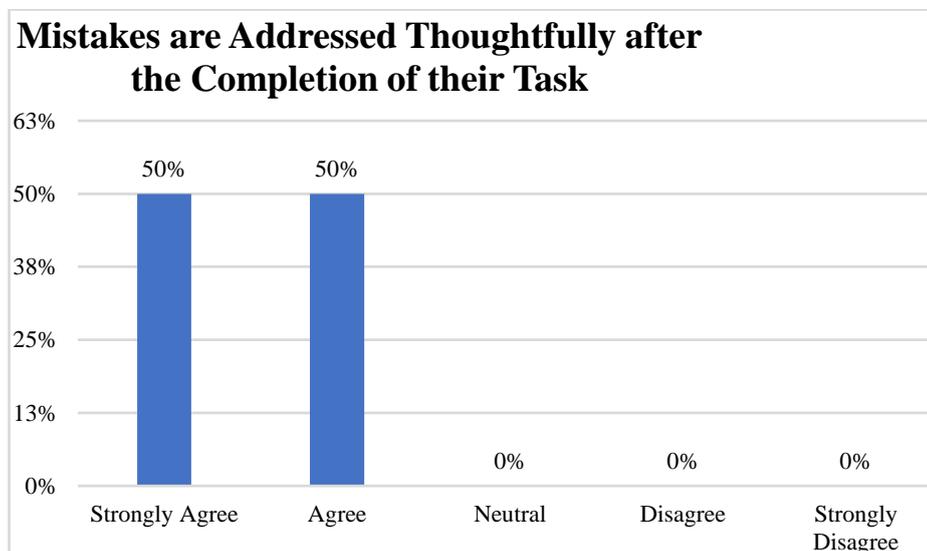


Figure 12. Mistakes are Addressed Thoughtfully after the Completion of their Task

Figure 12 illustrates their consensus that all participants rectify mistakes either immediately or upon completion of their work.

Findings from Focus Group Discussions

The data was compiled from three groups representing three different educational institutions. Among them, two groups constitute eight members, and one group consists of ten members.

- **Topics pertinent to the text and their daily experiences**

Students from FGD groups explored several subjects, including "Language and Power," "Paraphrasing," "Writing differently," and "Writing Cohesively," among others. These subjects pertained to their daily utilization.

- **Enhancing Linguistic Skills by Following a Structured Syllabus**

Students from Groups 1 and 2 indicated that the English syllabus and textbook contained several activities designed to enhance their speaking and listening skills. However, in most instances, they did not adhere to the prescribed methods outlined in the Syllabus. Their instructors asked them to memorize a topic. Students also observed that the teachers did not use any audio recordings for practicing listening skills. They stated that they strengthened their writing skills when their teachers assigned them to compose a letter or paragraph as homework.

- **Encouraging Students to Engage Actively in Classroom Activities**

All students from each group reported that their instructors organized paired exercises in the classroom to enhance speaking skills. However, the teachers primarily asked students to read a chapter independently. The teacher emphasized that this strategy was crucial for improving their listening skills.

- **Engaging in English Conversations with Classmates during Class Time**

No student from any group had the option to communicate in English during class. In most instances, teachers utilized the mother tongue, Bangla, to translate texts from English to Bangla. Students from Group One reported that their teacher motivated them to communicate in English, whereas students from the other two groups indicated that the teacher provided limited encouragement.

- **Assigning Homework and Reviewing It**

Each student stated that their teachers assigned homework every week. Students from Group One agreed that their instructors reviewed their homework on a weekly basis; however, students from the other two groups stated that their teachers did not consistently check their homework.

- **Arranging Project Work/Assignments**

Students from groups one and two reported that their instructors concentrated solely on assigning homework. They did not engage in any project work or assignments, either individually or collaboratively. Students from group three indicated that their instructor regarded their homework as project work and evaluated it accordingly.

- **The Number of Students in an English Class**

All the students indicated that the class size was inadequate, as there are often fifty to sixty students per session, which was insufficient for enhancing their linguistic skills. They frequently struggled to comprehend the teachers' lectures while seated at the back of the classroom. They encountered difficulties participating in paired or group activities.

Findings from Classroom Observation

- **Pre-class Warm-up Session**

All the instructors began the exercise after the roll calls. In one class, a teacher inquired how many students brought grammatical materials and textbooks before beginning the exercise; in another class, the teacher directed the students to open their materials. Another instructor began the activity without seeking any input.

- **Utilizing a Lesson Plan Before Conducting the Class**

Before class, all the teachers developed their lesson plans, but they did not document or type them.

- **Dimension of the Classroom**

Class 1 had forty-nine students, class 2 had twenty-six students, and class 3 had twenty students.

- **The Stance of the Board**

The second classroom was spacious, allowing all students to view the board. However, in the first and third classrooms, the board was hard to see, especially for those in the back, due to its low position.

- **Revising a Certain Topic by the Students' Proficiency Level**

None of the teachers reviewed any specific topic based on the student's proficiency; for instance, during class, they posed questions to select students. However, not all students were able to respond. They responded to themselves and proceeded with their lectures.

- **Utilizing the Instructor's Target Language during Class**

In the first classroom, the instructor predominantly used the target language during the lesson. However, she also employed Bangla to clarify a concept. In the second classroom, the teacher utilized Bangla for explanations but employed the target language for definitions. In the third classroom, the teacher consistently applied Bangla.

- **Organization of Paired or Group Activities in the Classroom**

The classes lacked any organization for group or pair work.

- **Responding to the inquiries posed by the instructor**

The majority of students remained silent and did not engage in the lesson, although they occasionally responded in their native language.

- **Assisting Students in Correcting Their Errors**

The students conversed intermittently, which hindered teachers from assisting them in correcting their errors.

- **Engaging in Exercises**

In the first class, the teacher performed the entire poem. Insufficient time was available to practice exercises. In the second lesson, the teacher posted several examples on the board but did not provide any practice activities. In the previous lesson, the instructor assigned exercises that were not covered in the textbook.

In the following discussion, the researcher explores the correlation, comparison, and contrast of the findings with the research questions regarding how the HSC English syllabus is implemented in the classroom.

DISCUSSIONS

The different teaching techniques teachers choose when following the H.S.C. syllabus

The statistics showed that 44.29% of students strongly agreed, while 2.86% agreed that their teachers used English in the class. All the instructors acknowledge their utilization of English in the classroom. However, in the classroom observation, only one out of three teachers used English in the class. 24.29% of students disagreed, and 228.57% strongly disagreed about the absence of listening activities; 22.86% disagreed, and 17.14% strongly disagreed about providing unfavorable feedback regarding speaking activities. The classroom observation revealed a lack of speaking and listening exercises. Even 31.43% of students expressed disagreement, while 21.43% strongly opposed the implementation of pair or group work. However, all of the teachers stated that they attempted to organize collaborative work in pairs.

On the other hand, no pair or group activity was witnessed during the class observation. The majority of students reported that the teacher corrected their writing exercises, with 54.29% of students highly agreeing, 40% agreeing that grammatical problems were corrected, and 34.29% of students strongly agreeing that pronunciation was addressed during speaking activity. During the focus group discussion, all students reported that their teachers assigned homework but did not review it during each session, often treating it as project work. The educators stated that they employed several assessment methodologies. These findings are related to the study by Khan (1999), who investigated the writing component of the Bangladesh Higher Secondary English Curriculum.

The apprehensions teachers and students have about the problems related to the Syllabus

During the focus group discussion, students expressed concerns regarding the substantial size of their class. Students expressed that they were unable to enhance their listening and speaking skills. However, 16.67% of teachers strongly agreed, and 50% agreed that the Syllabus could improve students' listening skills. Moreover, 66.67% of instructors argued that it could boost pupils' speaking skills. During the classroom observation, it was observed that the learners were largely uncommunicative. The teachers assumed an authoritarian stance and did not encourage students to undertake any project work or assignments.

The extent to which the existing Syllabus meets the needs of the H.S.C. syllabus

Approximately 48.57% of students strongly agreed, and 41.53% agreed that the curriculum could enhance reading skills. Meanwhile, 45.71% of students strongly agreed, and 41.53% agreed that it could improve writing skills. All the teachers provided favorable assignments on reading skills, and the majority of teachers believed that the Syllabus might enhance writing skills. 41.43% of students strongly agreed, and 35.71% agreed that they could get grammar proficiency through the class. Regarding the textbook, 48.57% of students highly agreed, while 40% of students agreed that it aided in connecting with their daily experiences, and the focus group highlighted the issues discussed. These findings are related to the study by Islam and Bari (2012), who found that large class sizes, the lack of CLT-friendly classrooms, and the absence of a teacher's guide for CLT materials were hindrances to the use of appropriate techniques in the class.

CONCLUSIONS

The purpose of this research is to evaluate the secondary-level English curriculum in addressing the difficulties that students and teachers encounter while implementing English in the classroom. As well as the viewpoints of teachers and students regarding it. It has been found that the English curriculum does not adequately emphasize the four skills. Educators are unable to organize interactive activities due to large class sizes, and they tend to adhere to the traditional Grammar-Translation Method. This study has also identified the issues faced by teachers in implementing the curriculum in the classroom, as well as the difficulties encountered by students in adhering to it. The study highlights the importance of implementing a comprehensive strategy to revise the English curriculum. Such an approach would include comprehensive teacher training, the use of current pedagogical tools, and modifying assessments to emphasize communicative competencies over rote memorization. Creating a learner-centered environment with smaller class sizes and various individualized learning programs could also significantly improve language results. Comprehensive teacher training, the use of current pedagogical tools, and the modification of assessments to place more emphasis on communicative competencies than on rote memorization would all be part of such an approach. Additionally, language results could be dramatically improved by creating a learner-centered environment with lower class sizes and various individualized learning programs. By providing information on how the English curriculum is applied in Bangladesh's secondary education system, this study makes a distinctive contribution to the existing body of knowledge. This study offers a comprehensive examination of the curriculum's advantages and disadvantages, drawing on the perspectives of both teachers and students and incorporating insights from classroom observations.

This study encountered numerous challenges that warrant acknowledgment. Firstly, the seventy students who participated in completing the questionnaire form were from three different institutions, but they did not represent the entire student population of secondary education in Bangladesh. Secondly, in the focus group discussion, two groups, each comprising only six students, were willing to participate, while the others showed little enthusiasm for participating in this session. Lastly, only Six teachers participated in the interview session; however, they did not represent the entire teacher population of secondary education in Bangladesh.

The scope of study can be further expanded in various ways. Firstly, the validity of the findings can be improved by increasing the sample size. Secondly, data collection can be conducted in remote areas, and this investigation can have a broader scope through additional class observations.

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