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 sttical 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: Materials used in the classroom teaching]

Figure: 6.1 Materials used in the classroom teaching
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 Curriculum Process](image)

**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 of relationship between teachers, students and materials](image)

**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.