Appendices
Appendix A

SYLLABUS & DISTRIBUTION OF MARKS

(Prescribed by the NCTB for Class IX and X, 2001: 246-251)

English
Class 9-10

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>
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</thead>
<tbody>
<tr>
<td>a)</td>
<td>Function: for obligation/necessity</td>
<td></td>
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<tr>
<td>b)</td>
<td>Use of (in order) to</td>
<td>Example: to do well, Tareq worked very hard.</td>
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<tr>
<td></td>
<td>Function: expressing purpose</td>
<td></td>
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<tr>
<td>c)</td>
<td>1st conditional: if + present tense + will:</td>
<td>Example: If you learn to type, you will have a useful skill.</td>
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<tr>
<td></td>
<td>With the function of specifying future conditions and consequences</td>
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<tr>
<td>d)</td>
<td>2nd conditional: If + past tense + would/could/might.</td>
<td>Example: 1. If I had a lot of money, I would/could/might buy a lot of books.</td>
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<tr>
<td></td>
<td>With the function of speculating about imaginary improbable future conditions</td>
<td>2. What would you do if you had a lot of money.</td>
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</table>
### English For Today

<p>| | | |</p>
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| **c)** | The passive mode  
Function: to describe actions done to something (particularly when not wishing to specify the agent). | **Example**: 1. Tareq's air ticket was bought for him  
2. The Wears Towers were built by a famous Bangladeshi architect. |
| **f)** | Use of 'it'  
With the function of 'empty' subject. | **Example**: It is true that Tareq went to New York. |
| **g)** | Use of must/mustn't  
Function: expressing obligation. | **Example**: Students must always work hard. They mustn't be lazy. |
| **h)** | Present Continuous  
With the function of talking about future events. | **Example**: Tareq is returning to Bangladesh from New York next week |

#### The following items should be introduced:

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| **1** | Use of present perfect with after/when, with the function of predicting a cause & 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 & effect relations. | **Example**: 1. You cannot learn a foreign language without practising it regularly.  
2. By smoking cigarettes, you can spoil your health. |
| 4 | 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. |
| 5 | Use of can could + see/hear/understand.  
    With the function of describing ability | **Example:** 1. Tareq couldn't see any rickshaws in New York.  
    2. Tareq's friends could understand American English very easily |
| 6 | 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 buy a good dictionary |
| 7 | Use of thought/although + clause.  
    With the function of talking about contrasting, but related circumstances. | **Example:** 1. Although the sea is calm, it might become rough.  
    2. Even though the sea was calm, nobody wanted to swim in it. |
| 8 | Use of question tags: can/can't they?  
    Do they/don't they? | **Example:** 1. Tareq can't fly a plane, can he?  
    2. You do want to eat spaghetti, don't you? |
| 9 | 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. |
| 10 | 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. He was surprised to see such high buildings there. |
<p>| 11 | Use of NP +verb + NP + infinitive. | <strong>Example:</strong> 1. The headmaster wanted the students to visit different offices. |</p>
<table>
<thead>
<tr>
<th></th>
<th>With the function of expressing desires/making polite requests</th>
<th>2. He was surprised to see such high building there</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Use of NP + verb + NP + adj./adv</td>
<td><strong>Example:</strong> 1. Tareq ate his breakfast quickly. 2. Teacher should make their lessons interesting</td>
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<tr>
<td></td>
<td>With function of describing manner.</td>
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<tr>
<td>13.</td>
<td>Use of verb + object + -ing.</td>
<td><strong>Example:</strong> 1. Tareq saw Samira talking to the other students. 2. The students saw the train coming.</td>
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<tr>
<td></td>
<td>With the function of describing present events.</td>
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<tr>
<td>14.</td>
<td>Use of when/after/while + future clause</td>
<td><strong>Example:</strong> 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.</td>
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<tr>
<td></td>
<td>With the function of describing future event in the future.</td>
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<tr>
<td>15.</td>
<td>Use of verb with how to.</td>
<td><strong>Example:</strong> Tareq's friends showed him how to eat spaghetti because he didn't know how to eat it.</td>
</tr>
<tr>
<td></td>
<td>With the function of expressing manner</td>
<td></td>
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<tr>
<td>16.</td>
<td>Use of the phrases: the place where/the time when.</td>
<td><strong>Example:</strong> 1. The place where the students lived was called Malahati. 2. The time when the students returned to their hostel was past midnight.</td>
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<tr>
<td></td>
<td>With the function of indicating either place or time.</td>
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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.
Communicative language learning requires that language be practised for a recognised purpose within realistic situations and contexts. 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) rewriting 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 it 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
   - Objective questions 20
   - More free/open questions 20

(b) Vocabulary
   - Cloze test with clues 10
   - Cloze test without clues 10

(c) Guided writing
   - 40 marks

**Paper II: Total Marks = 100**

(a) Unseen comprehension:
   - Objective questions 20
   - More free/open questions 20

(b) Grammar
   - *Cloze test with clues 10
   - Cloze test without clues 10

(c) Semi-guided to free writing
   - 40 marks
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:

<table>
<thead>
<tr>
<th></th>
<th>Very good</th>
<th>Good</th>
<th>Medium</th>
<th>Weak</th>
<th>Very weak</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Listening</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>b) Speaking</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>c) Reading</td>
<td>□</td>
<td>□</td>
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<tr>
<td>d) Writing</td>
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<td>□</td>
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<td>□</td>
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</tbody>
</table>

(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

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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:

<table>
<thead>
<tr>
<th>Language Skill</th>
<th>Very good</th>
<th>Good</th>
<th>Medium</th>
<th>Weak</th>
<th>Very weak</th>
</tr>
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<tbody>
<tr>
<td>Listening comprehension</td>
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<td>Speaking</td>
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<td>Reading</td>
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<td>Writing</td>
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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 □