

## **Language Teaching at the Higher Secondary Level in Bangladesh: A Case Study of Rajshahi Education Board (REB)**

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### **Abstract**

The study focuses on the approach of teaching at the higher secondary level in Bangladesh where teachers engage themselves in teaching of English by following Communicative Language Teaching (CLT) method and approach which are embedded in the curriculum guidelines. A randomly selected group of twenty two teachers have participated in the research process through the questionnaire survey where they have expressed their opinions regarding teaching methods that are commonly practised in the classroom. The data have been analysed by applying statistical calculation and SPSS software tool has been used to interpret the results of the study. The research provides an overall trend of language teaching method practised by rural and urban college teachers affiliated to Rajshahi Education Board (REB). The paper has discovered the need to improvise and develop a better language teaching approach in order to make teaching more effective. Moreover, this paper would shed more light on the language teaching at the higher secondary level in Bangladesh from the perspective of teachers' opinions and perceptions.

**Keywords:** Bangladesh, Rajshahi Education Board, language teaching approach, CLT, curriculum, guidelines, teaching techniques

### **1. Introduction**

In Bangladesh, English was introduced as a compulsory subject in 1990. In 1997 the CLT approach was incorporated in the curriculum to make teaching and learning more effective, useful and meaningful. The initial stage of CLT practice by teachers and students was not warmly received or eagerly implemented. Hence, teaching, learning and testing of English have been hampered due to the lack of motivation in teachers, unfamiliar techniques of teaching, lack of training of teachers and students' tendency of rote-learning and practice of traditional methods. However, in 2012, the National Curriculum and Textbook Board (NCTB) have introduced a new curriculum which was actually a revised version of the 1997 curriculum. This curriculum elaborates pedagogical, learning, and testing guidelines and other such issues based on the communicative method. The new textbooks have been introduced integrating CLT tasks and activities so that the teachers could conduct classes following CLT methods. The government, in the best of its ability, has trained many English teachers, provided training on

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curriculum and evaluation, and inserted testing items in question paper to reap the efficacy of teaching and learning. Yet unfortunately, the gross complaints against the unsuccessful teaching and learning have resurfaced time and again. It is found that despite curriculum suggestions and guidelines, the new textbook with CLT activities and tasks are hardly practised in the classroom.

Therefore, questions have been raised that all government initiatives to increase the efficacy of English language pedagogy is going in vain. Even in the classroom, students expect their teachers to select and prepare answers for them. Students tend to look for notebooks, guidebooks and help books so that they can get through the examinations and achieve high grades without having to master practical proficiency in English. Although the students are able to achieve good grades; yet they cannot listen, speak, read and write in English with desired competency levels. Hence, the present paper considers the studies already done in the context of Bangladesh and it strives to find out the loopholes prevalent in the language teaching pedagogy. The following section deals with a literature review which helps move forward to focus on the current pedagogical problems causing hindrance in effective teaching.

## **2. Background and Review of Literature**

In Bangladesh Curriculum has integrated the teaching strategies for the teachers and the learners. The teachers are bound to follow the guidelines outlined in the curriculum. The language teaching strategies incorporated in the curriculum pertaining to communicative method helps the teachers to design communicative tasks and activities so that students can gain all four skills of English in an integrated mode. However, the English curriculum of 2012 has specified the aims and objectives for developing a generation who will be able to carry out responsibility intelligibly and competently. The aim of this curriculum emphasizes on creating knowledgeable, skilled, rational, creative and patriotic human resources full of human, social and moral qualities through holistic development of the learners. In this regard, the curriculum stresses the need for communicative methods of teaching. This paper investigates the approach to communicative teaching at HSC level in Bangladesh. Moreover, the study also focuses on teaching methodology and techniques applied by the English teachers and teachers' role as facilitators in the classroom interactions. Furthermore, the study highlights the need for examining the teachers' role as motivators to encourage students to learn language rather than simply prepare students for examination. The following section deals with the review of literature which includes the emergence of communicative approach, its gradual development and the present status of communicative teaching in Bangladesh.

## **3. Communicative Language Teaching**

An appropriate review of the literature has huge scope to find the way out for the further study in the desired research area. The communicative way of language teaching finds prevalence in 70's to make learners independent in learning based on tasks and activities in textbook and interaction between teacher-students and students and students. It is a creative process of developing students' ability in listening, speaking, reading and writing holistically.

In this regard, the Council of Europe developed "a syllabus for learners based on notional-functional concepts of language use." The main purpose of this concept was to focus on the communicative needs of learners.

Chomsky (1965) differentiated between linguistic competence and linguistic performance which traced the theoretical development of Communicative Language Teaching. He is of the view that linguistic theory deals with an ideal speaker-listener interaction in a completely homogeneous speech community who knows the appropriate use of language. Sociolinguistic Hymes threw challenges against Chomskian view of language learning and he emphasized that the learners need to have the social and cultural knowledge to understand and use language. However, in this respect teachers have a significant role to play in teaching. Breen and Candlin (2001, page no. 9-26) in their article "The essentials of a communicative curriculum in language teaching" have mentioned that there are two main roles of a teacher in CLT classrooms.

The *first role* is to facilitate the communication process among all the students in the classroom, and between the students and the different type of activities and texts.

*Secondly*, a teacher has to play the role of a moderator in the teaching-learning or sometimes he could also be actively involved in this event. The teacher performs his duty as a resource, an organizer of resources, a motivator, a counselor, a guide and a researcher. His presence in the classroom will be perceived as an active participant like the students (Richards & Rodgers, 2001). The approach of English teaching claims that the teachers should manage and use dictionaries, materials for reading, writing models, video or audio clips to encourage and engage them in learning. More importantly, they should know how to apply the CLT techniques and organize the resources and classroom. Apart from the classroom activities the teachers should motivate students both within and outside the classroom with a view to liberating them from all types of learning hazards and anxiety. Besides, the teacher should counsel and assist them in giving feedback, positive advices and confirming their learning achievement.

However, Hamid and Baldauf, (2008) are of the view that "thus although the introduction of CLT marked a significant shift in Bangladeshi ELT in theory, there is little evidence to suggest that the policy brought about any significant changes in teaching practice at the school level". Haider & Chowdhury (2012) also notice that "lack of trained and competent teachers, faulty assessment system, and a shortage of supplementary and bridging materials have made the whole process hard to reach". It is envisaged that our education policy makers have not yet taken proper and aggressive steps to remove this state of confusion.

Shahidullah (2003) observes that the language curriculum in Bangladesh is designed by senior academics based on some hypothetically perceived needs of the learners. Hence, when it comes to question of implementation, the resistance springs up from teachers, students and institutional authorities.

According to Richards and Rodgers (2001), CLT focuses on a theory of language as communication, and its purpose is to develop learners' communicative competence. Thus the

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teacher-centered concept has been compromised to the learner-centered activities. This new language teaching situation calls for receiving new textbook in an updated way and incorporating new methods and techniques of teaching English popularly known as Communicative Language Teaching (CLT). It is observed that teaching English at the HSC level in Bangladesh have not yet been able to provide the success stories.

What Billah (2015:16) observes that “the students neither learn correct English nor can they communicate soundly using broken English even”. The government of Bangladesh has preferred taking English as a second or foreign language and has made it compulsory across the school level. In the public examination at secondary and higher secondary level students are not found to achieve good scores in English language tests and they also fail more often in the English language examination as compared to other subjects. The curriculum-2012 suggests that to get the optimum output of the objectives of teaching and learning the test should match with pedagogy. If the tests are designed based on the communicative learning and teaching, students will not even be oriented to learn in the holistic manner where they are bound to practice, perform and face the reality of test.

Weir (1990) observes that in a context where communicative language testing is in practice, tests have a tremendous impact on teaching. Alderson, Clapham and Wall (1995:228) are of the view that “if the test format remains fixed for a period of time, it may have the effect of narrowing the curriculum: not only will the test be confined to those elements that are thought testable or convenient, but the teaching in preparation for the test is likely to become restricted to the sorts of activities and abilities that are tested”.

#### **4. Communicative Competence**

According to Cook (2003:36), in a situation where communicative language teaching is in practice “language learning success is to be assessed neither in terms of accurate grammar and pronunciation for their own sake, nor in terms of explicit knowledge of the rules, but by the ability to do things with the language, appropriately, fluently and effectively”. Johnson & Johnson (1998: page no. 74) are of the view that designing a communicative curriculum helps to judge the communicative skills and “thus items usually relate directly to language use; tasks in the test are as authentic as possible; knowledge of language function and appropriateness of expression to social situation are tested”.

Weir (1990:8) has discussed the idea of communicative language ability by summarizing Bachman (1989) in the following manner: Communicative language ability consists of language competence, strategic competence, and psychological mechanisms. Richards and Rodgers (2001:160) have discussed communicative competence by referring to Canale and Swain (1980) in the following manner: “four dimensions of communicative competence are identified: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. *Grammatical competence* refers to what Chomsky calls linguistic competence and what Hymes intends by what is “formally possible”. It is the domain of grammatical and lexical capacity. *Sociolinguistic competence* refers to an understanding of the social context in which communication takes place, including role relationships, the shared information of the

participants, and the communicative purpose for their interaction. *Discourse competence* refers to the interpretation of individual message elements in terms of their interconnectedness and of how meaning is represented in relationship to the entire discourse or text. *Strategic competence* refers to the copying strategies that communicators employ to initiate, terminate, maintain, repair, and redirect communication”.

## 5. The Present Study

Taking into consideration the nature and purpose of this study, a survey questionnaire for teachers has been designed and administered to solicit the information of the approach to the teaching of English. Cohen and Manion (1980:83) emphasize that a survey method is suitable and analysis is also applicable for this kind of study. There are three major techniques and procedures to conduct a research of the survey method such as questionnaire survey, interview, and observation. The data for this study has been collected through the questionnaire survey. Moreover, the empirical method of study encompasses qualitative and quantitative analyses which require descriptive interpretation and statistical analysis of the research. It is an obvious need to give qualitative discussion where the research method focuses on the empirical investigation of the data in a natural setting taking into consideration the subjective opinions of the sample population (Punch, 1998, p.4). Moreover, qualitative research has a scope to deal with multiple issues which deserve attention for an interpretive and naturalistic approach to its subject matter. The aim of qualitative research is to understand and explore the social phenomena of individual relating to groups and its cultures rooted in the lives of human beings. However, with respect to quantitative research, it discusses the numerical representation and operation of the observations in order to describe and explain the phenomenon.

Creswell (1994) has defined the purpose and he has also made clear the quantitative research as a type of research that is “explaining phenomena by collecting numerical data that is analysed by using mathematically based methods”. The paper follows the empirical method to collect data and interpret the results. A total of seven questions have been administered to the teachers of colleges from both rural and urban areas affiliated to REB in order to solicit information about the prevailing language teaching status at the higher secondary level in Bangladesh. The following section presents the analytical procedures and interpretation of data collected from the aforementioned participants.

## 6. Discussion

The teachers’ questionnaire is designed to seek information from teachers about approach to teaching of English, students’ obstacles in learning English, curriculum and syllabus, testing of Rajshahi Education board and students’ attitudes and performance under sections of A, B, C, D and E respectively. Section ‘A’ deals with approach to teaching of English that includes seven statements which are devised to seek information about method and techniques of teaching applied by the teachers in the HSC level classroom. The researcher has administered the questionnaire to the English teachers who are currently teaching English at the aforementioned types of colleges affiliated to REB. The questions are designed in the form of statements: Statement: 1 Teacher explains grammar and students learn by heart; Statement: 2 English teacher usually speaks Bangla in the English classes; Statement: 3 Teacher should facilitate their

communication in English with their classmates; Statement: 4 Teachers designs activities in the classroom that requires students' interaction in the classroom; Statement: 5 Teacher uses audio-visual aids to encourage verbal communication; Statement: 6 Teacher focuses on grammar most of the time; Statement: 7 Teacher emphasizes more on the test items than communicational skills.

The data collected from them have been measured on a five point rating scale to show the level of importance paid to each statement with respect to techniques and methods adopted by teachers. A statistical analysis has been presented to explain data and SPSS software has also been used to interpret opinions of teachers regarding prevailing approach to teaching of English.

### **6.1. Teachers' Profile**

A total number of twenty-two teachers responded to profile questionnaires served by the researcher. Out of the twenty-two respondents, eleven teachers are from the rural and eleven from the urban area. Eight male teachers and three female teachers out of the eleven teachers from nine rural colleges have responded to the questionnaire. All the colleges of rural areas fall under the category of monthly payment order (MPO). The profiles of teachers demonstrate that only one teacher is assistant professor out of eleven teachers of nine colleges in the rural areas of Rajshahi district and the rest of them are lecturers with two years to nineteen years of experiences. Profile of the teachers shows that assistant professors are very rare in the MPO due to rigid rules of government with respect to promotion. However, eight teachers are found to be trained under a training programme which is three days to twenty-four days curriculum development programme. Moreover, the other three teachers have not yet received any training for professional development but they have been teaching in the colleges for two years to seventeen years. Two teachers out of trained teachers have received fifty six to sixty days training from Higher Secondary Teachers Training Institutes (HSTTI) whereas the rest of them have got only week long curriculum development training. One of the profiles of the teachers shows that he has received a higher course in English from National University in Bangladesh.

### **6.2. Teaching Methodology**

Widely acclaimed communicative approach to language teaching was introduced in classes VI, VII and VIII in 1996. Later on the same approach has broadly been used in class VI to class XII in 2001. This approach focuses on the practice and development of the four major language skills. The aim of this approach is to achieve the communicative competence in different situations. In this way the teaching approach has got a new shape which has become learner-centre rather than teacher-centre.

According to Nagaraj (2008, page no. 43) in "English Language Teaching: Approaches, Methods, Techniques", Communicative Language Teaching is a big term which includes "the development of language learning or teaching from form-based to a meaning-based approach, the move towards an eclectic approach from a rigid method, the shift from teacher-fronted to learner-centered classes". Communicative competence refers to the ability to use a language appropriately and effectively in different circumstances. This approach is more learner-centered and experienced-based view of second language teaching.

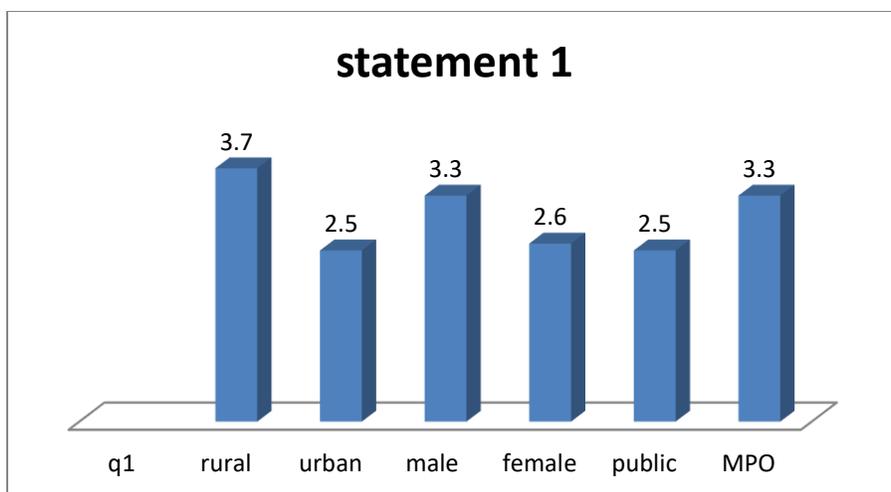
CLT method views language as a system for the expression of meaning where the main function of language is to permit interaction and communication (Richards, 2001). William Littlewood (1981) is of the view that the CLT pays systematic attention to functional and structural aspects of language where both the aspects merge together to produce communicative view. In order to make teaching learning event more successful and effective, the teacher plays a significant role as an active participant in the teaching-learning group. The teacher is also expected to act as a resource, an organizer of resources, a motivator, a counselor, a guide, an analyst and a researcher (Richards & Rodgers, 2001).

As a resource, CLT teachers can supply students with dictionaries, sufficient reading materials, writing models, video or audio clips to develop their language skills. Furthermore, CLT teachers should orient them to organize these resources and make them appropriate for their language learning. The responsibility of a CLT teacher does not end with taking class only, rather he performs more duties as a motivator and counselor both inside and outside the classroom. More importantly, in 1980 Canale and Swain have mentioned four dimensions of communicative competence. These are: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence (Richards, 2001). Halliday, another linguist, stresses the need for functional aspect of language use so that the learners can use language to express intentions appropriately within the social contexts. Hence, considering the teaching approach and method, the methodology of teaching should fit into the classroom atmosphere and level of learners.

## **7. Qualitative and Quantitative Discussion of the Approach to Teaching of English**

The research has designed seven specific questions in order to seek detailed information about the approach to teaching of English at the HSC level. The community of teachers has been classified into six categories in order to find out the opinions from different angles. Each statement has been set to look for information about the issues of beliefs, practice, methods and techniques of teaching. The following analysis presents the actual situation prevailing in the classroom with respect to teaching of English. A five point rating scale has been used to demonstrate the level of opinion collected from teachers who have rated for the each statement. Each statement has sought for each aspect of approach to teaching of English. In the following figure there are six bars which represent six categories of respondents: rural, urban, male, female, public and MPO. The rating of the graph is in five points scale and the graph considers 5 as very good/excellent, 4 as good, 3 as moderately good, 2 as poor and 1 as very poor/lowest.

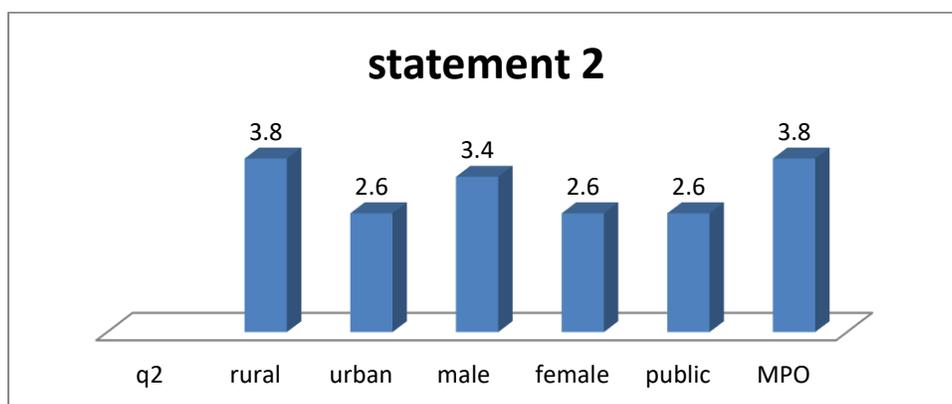
### **7.1. Statement: 1 Teacher explains grammar and students learn by heart**



**Figure no: 1**

The Y-axis of the bar graph represents opinions of the teachers in the form of rating scale and the X-represents different categories of teacher. The teachers have given their opinions on the basis of the statement- “teacher explains grammar and students learn by heart”. The graph shows that teachers from the categories of the rural, the male and the MPO have moderately agreed with the statement which infers that teachers sometimes do this sort of job but not always. On the other hand, urban, public and female teachers have agreed at the ‘poor level’. Even though the government is trying to implement the CLT method in education, the study shows that teachers have adopted both grammar translation and communicative methods.

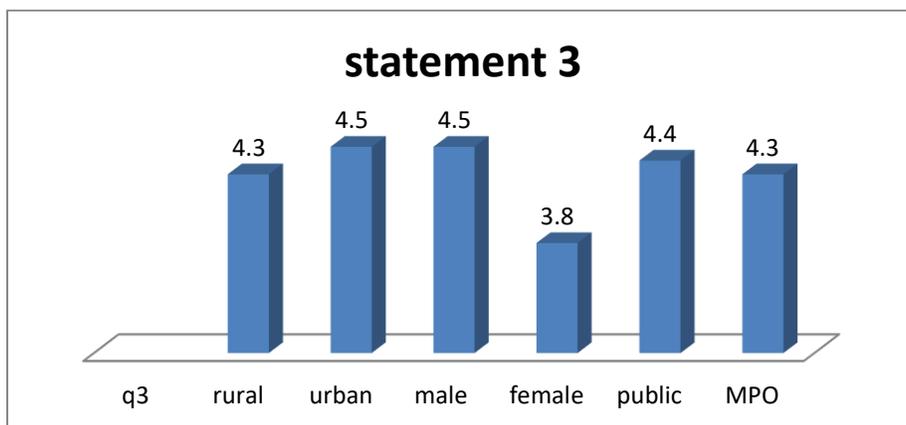
## 7.2. Statement: 2 English teachers usually speak Bangla in the English classes



**Figure no. 2**

The rural, the male and the MPO categories of teachers expressed their opinions at ‘moderate level’ which indicates that English teacher usually speaks Bangla in the English classroom. On the contrary, the urban, the female and the public categories of teachers have rated at ‘poor level’ which signifies that they speak Bangla little in the English classroom. The graph presents that most of the teachers use both Bangla (mother tongue) and English which indicate that students are deprived of improving their listening and speaking skills. However, using Bangla helps the poor and the weaker students to be involved in the classroom.

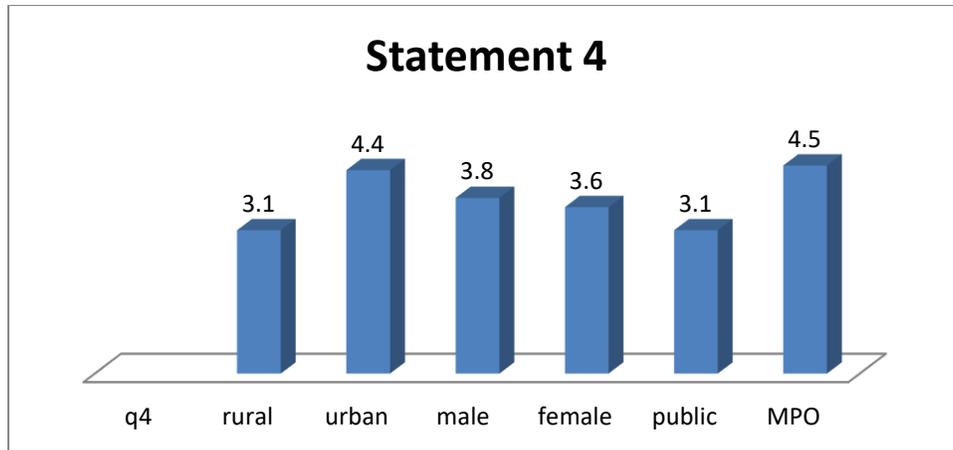
**7.3. Statement: 3 Teacher should facilitate students’ communication in English with their classmates**



**Figure no: 3**

The graph shows that, responding to the statement that the teacher should facilitate students’ communication with their classmates, teachers from the categories of the rural, the urban, the male, the public and the MPO rated at ‘good level’ which indicates that teachers should bear these responsibilities. By contrast, out of these six types of categories only the female teachers go for ‘moderate level’ which indicates that teachers may sometimes take the responsibility to facilitate communication among students. However, the graph presents that the majority of the teachers should facilitate communication for the students. Hence, it is vital that the teachers need to be efficient enough to ensure involvement of students in English communication with their classmates.

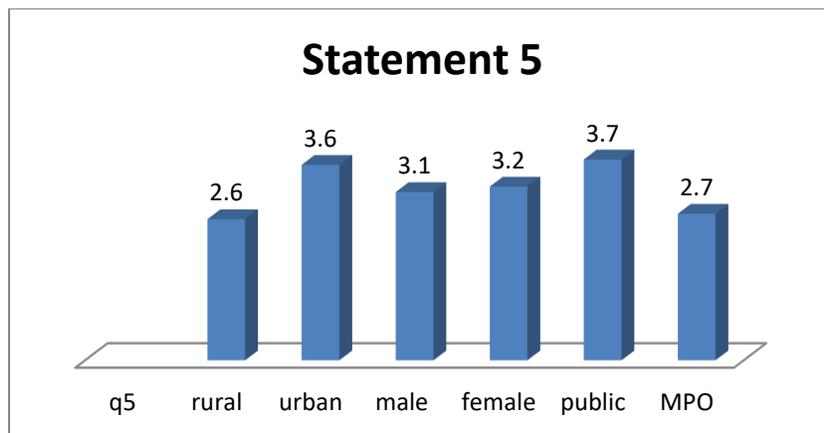
**7.4. Statement: 4 Teachers designs activities in the classroom that requires students’ interaction in the classroom**



**Figure no: 4**

The rural, the male, the female and the public teachers have given their opinions at ‘moderate level’ which signifies that teachers partially design activities in the classroom that requires students’ interaction. On the other hand, both MPO and urban teachers rated at ‘good level’ suggesting that the teachers have to carry out those responsibilities which requires students’ interaction in the classroom. In fact, most of the teachers are of the view that they are designing activities sometimes in the classroom which require students’ interactions. On the contrary, a handful of teachers have agreed that they are capable of designing activities in the classroom. It seems that they are equipped enough to design activities and conduct them in the classroom.

#### **7.5. Statement: 5 Teacher uses audio-visual aids to encourage verbal communication**

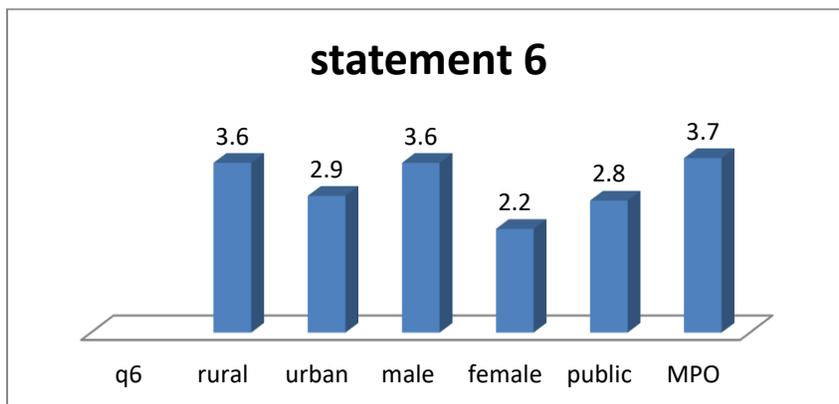


**Figure no: 5**

The urban, the male, the female and the public communities of teacher have agreed at ‘good level’ which indicates that these teachers sometimes use audio-visual aids to encourage students’ verbal communication. On the contrary, the rural and the MPO communities of teachers have poorly agreed with the statement which indicates that these teachers do not have audio-visual aids for enhancing verbal communication of the students or they simply ignore the

matter due to the burden of preparing students for their public examination. In fact, a large number of teachers believe that audio-visual aids do not play significant roles to encourage verbal communication. Again, the rural and MPO teachers are of the view that these aids have little importance in encouraging verbal communication.

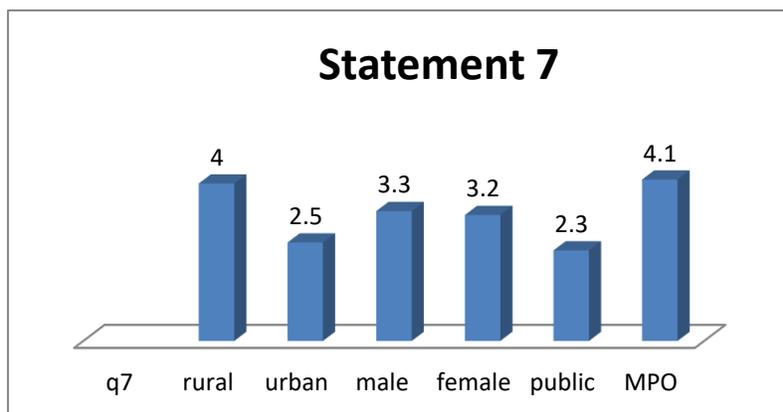
**7.6. Statement: 6 Teacher focuses on grammar most of the time**



**Figure no: 6**

The rural, the male and the MPO types of teachers have moderately consented to the statement which signifies that teachers focus on grammar sometimes but not always. On the other hand, the urban, the female and the public teachers have agreed at ‘poor level’ which indicates that teachers do not focus only on grammar items rather they deal with other items too. As it is demonstrated in the graph that the more number of rural, male and MPO teachers are laying emphasis on grammar teaching partially in the classroom whereas a small number of teacher from urban, female and public communities think that teachers almost do not teach grammar, rather they teach other items of the examination paper.

**7.7. Statement: 7 Teacher emphasizes more on the test items than communicational skills**



**Figure no: 7**

The rural and the MPO teachers have agreed with this statement at ‘good level’ which infers that teachers pay more attention to teaching the test items whereas the male and the female teachers have consented with this statement at ‘moderate level’ which signifies that teachers teach both test items and communication skill simultaneously. On the other hand, the urban and the public school teachers have agreed with the statement at ‘poor level’ which indicates that these teachers hardly lay emphasis on test items rather they focus on communicational skills.

## 8. Conclusion

In case of first statement, the study finds that urban, public and female communities of teachers are of view that students are not memorizing the grammar rules by heart. It is assumed that the urban teachers and public teachers have the better facilities in terms of teaching. Moreover, they are more trained; hence they are able to teach grammar in other ways. Moreover, with respect to second statement, the rural, MPO and male teachers have unanimously agreed at the moderate level that a great number of teachers till now usually speak Bangla in the English classroom. The study observes that most of the MPO teachers are teaching in a rural set up and their quality of teaching is not as standard as public teachers have. The public teachers have better training facilities and they know the innovative techniques of teaching. Hence, they oppose this view. Moreover, the urban teachers differ that they do not usually speak Bangla in the English classroom rather they prefer speaking English to Bangla in the classroom. Furthermore, in case of third statement, most of the teachers have agreed that English teachers should take responsibilities to facilitate communication among the students. A perception is developed within the teaching community that teachers should facilitate communication but in reality, teachers have to pay a lot of attention in preparing answers for examination of the students. Students having good grades in the public examination have greater chances to grab seats in the reputed public and private university and in this way they earn reputation for the concerned institutions. Hence, teachers hardly find time to provide help to enhance students’ verbal communication. Besides, for the fourth statement, the urban and MPO communities of teacher strongly believe that teachers should design tasks and help students to conduct activities which involve students’ interaction in the classroom. The rest of the teachers would still think that it is not their responsibility to motivate students to interact in the classroom by designing tasks and conducting activities. Both these jobs are very difficult to perform. It requires lots of training from government side and facilities from college authorities. On the contrary, the substantive facilities are really not available to enhance professional up gradation for teachers. Practically, language teaching in the public and private college is mostly examination-oriented; hence, the language teachers focus more on developing students’ ability to face public examination but it would have been great if the teachers had designed activities for classroom interactions. However, in case of fifth statement, urban, male, female and public communities of teacher moderately are of the view that the teacher use audio-visual aids to encourage verbal communication. These communities have some logistic support for assisting students with audio-visual aids. Therefore, they expect availability of audio-visual aids which help students to orient themselves with proper accent and pronunciation. However, rural and MPO teachers are of the view that since they are working in the village level colleges where government support is very scanty, they cannot afford to supply these facilities. Hence, they spend most of their time preparing students’ examination related matters. As a result, they hardly pay heed to improve

students' verbal communication. In addition, as per the sixth statement, rural and MPO teachers have moderately agreed that they focus on grammar most of the time. It is evident that MPO teachers are not equipped enough to conduct classes following the communicative methods and techniques. On the contrary, the other teachers have poorly agreed with the same statement that they have more opportunities to take classes with some updated methods. Besides, they teach grammar in such a way that students can internalize grammar. With respect to the final statement, rural and MPO teachers share the same view with regard to teaching and they have more or less similar experience in teaching. Therefore, they are more concerned with test items which are crucially important for getting pass certificates for the students and achieving good scores in the examination. Hence, they strongly believe that teachers emphasize more on test items than communicational skills. On the other hand, urban and public teachers are relatively privileged ones who have better teaching condition and have received training from the same city where they work. Hence, they refute the claims of putting emphasis on items instead they have other areas that need to be developed.

In essence, the study reveals that the public and urban teachers have better opportunities to teach following the CLT methods and principles and they have better facilities and logistic supports to make their classroom interactive and enjoyable ones. More importantly, public college teachers enjoy better facilities in terms of teaching environment and meritorious students with better grades. Hence, they are less concerned with teaching of English. Unfortunately, the number of students and teachers are less in the public colleges as compared to the number of students in MPO colleges and rural colleges. The students who are studying in the MPO and rural colleges are relatively less meritorious. They are more worried about their pass certificates from public examination let alone learning English following the CLT method recommended by the curriculum. In the same manner, the teachers who teach in the rural area hardly have received training on curriculum and subject-based quality improvement training. The study reports that the trained teachers are a few in numbers. If they take initiative to teach following the curriculum instructions, the resistance pops up from a great number of students who are more inclined to learn how to cope with the public examination. Therefore, approach to the teaching of English according to the curriculum guidelines and CLT principles are frustratingly denied by the teacher of REB. More importantly, there lies a gap between pedagogy, curriculum guidelines, and testing. Hence, the purpose of English language teaching is not falling into place.

In conclusion, from observance of the curriculum and pedagogy, the teachers have to follow a lot of guidelines to improve the quality of teaching. Besides, mere strategies for teachers will not boost their teaching quality. Initiative for training on curriculum, syllabus assessment is a must so that teachers can conduct class independently, design activities and take some formative and summative tests with ease and comfort. Moreover, support from the government side is one of the essential parameters to renovate the classroom environment by supplying not only audio-visual aids, easily movable chairs and benches but also the continuous electric supply is highly necessary during class time so that teachers can run audio-video cassettes to make the classes more interactive. In addition, the government should provide support to increase the teaching aids in classroom of rural areas so that teacher can conduct language teaching activities without any physical hindrance.

NB: This article is a part of Md. Mostafizur Rahman's Ph.D thesis entitled "Content Analysis of English Language Test: A study of Higher Secondary Certificate Examination (HSC), Rajshahi Education Board in Bangladesh"

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