

## ***Teachers' Perceptions of Textbook and Teacher's Guide: A Study in Secondary Education in Bangladesh***

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In the English language teaching scenario in Bangladesh, several policy swings have occurred over the past two decades, the overall trajectory of which has been characterised by a marked shift from an emphasis on grammar-based rote learning to a focus on its role in facilitating communicative competence. Along with the launch of an entirely new textbook in 2000, the English Language Teaching Improvement Project (ELTIP) aimed at improving the standard of English in terms of both teaching and learning in Bangladesh. This textbook stresses the need for students to learn to communicate in English rather than to just master the structure of the language. A corresponding teacher's guide has also been published with teaching guidelines and teaching methods in accordance with the new curriculum standards. Reporting on a study on a group of English language teachers who are teaching in secondary schools in different parts of Bangladesh, this paper explores English language teachers' perceptions of this new textbook and the teacher's guide. It ends with some recommendations for the development of English language teaching in secondary education in Bangladesh.

**Key words: Bangladesh, Curriculum Change, Secondary Education, Teacher's Guide, Textbook, English Language Teaching**

## **INTRODUCTION**

Against the backdrop of the emergence of Bangladesh in 1971, the native language 'Bangla' (also known as 'Bengali') played a very significant part in this country's education. Bangla language was so emotionally significant to the people of the country, that from the very beginning of the development of the educational curriculum, Bangla got way more focus than English. For nearly two decades, the system suffered from the myopia which was evident in the absence of a consistent and appropriate strategy in the educational system to develop students' English skills that was appropriate for the time. The grammar translation method reigned unquestionably supreme in the teaching of English language in all levels of education. In language classrooms the focus was on grammatical rules, memorisation of vocabulary, translation of texts and written exercises. Classes were taught in the native language with little active use of the target language.

It was not until the early 1990s that reform started to turn the situation around as it was clearly understood that English was the language of the new world. At that time the importance of and demand for English was felt deeply in Bangladesh. The government started making changes in the education policy to raise people's overall level of competency in English language. Co-funded by the Bangladesh government and the Department for International Development (DFID) of the United Kingdom, the English Language Teaching Improvement Project (ELTIP) introduced communicative textbooks up to the Higher Secondary Certificate (HSC) level in 2000. This curriculum reform in Bangladesh aimed to teach students the use of English language for effective communication. The inclusion of communicative activities in the new textbook has promoted the change from a teacher-centered to a student-centered approach. A teacher's guide has also been published with the textbook. Since textbooks and teacher's guides greatly influence and dictate the events of the classroom in Bangladesh, it is important to consider teachers' perceptions of the new textbook and the corresponding teacher's guide in order to evaluate the ELT scenario in secondary education in

Bangladesh. Within a multiple holistic case study approach, this study reveals English language teachers' perceptions of the new textbook and the teachers' guide used at secondary level in Bangladesh.

### **English Language Teaching in Bangladesh**

In Bangladesh, students of general education have compulsory English courses from class one to twelve. Before entering the secondary level (Class 9 and 10), students take English lesson for eight years. On successful completion of two years of secondary level study, students can sit for the final exam called the Secondary School Certificate (SSC) exam. The SSC exam is administered regionally but with a common national content. Papers are marked on a national basis and the results are widely published in the media. Results obtained from SSC examinations have major consequences for the students of Bangladesh because these results work as the basis for determining admission to the next layer of education and as well as employment opportunities.

The old textbook that preceded the new communicative syllabus was mainly a collection of prose and poetry. There were also supplementary grammar books which mainly consisted of grammatical rules, and student activities included writing essays, paragraphs, personal letters and job applications. The main emphasis was on grammar in a system where students were expected to memorise grammatical rules. They were taught about the language but not how to *use* the language in a given context (Hasan, 2004). Students practised translating disconnected sentences from Bangla into English and memorised essays, paragraphs, and letters from grammar books. Speaking and listening skills were neither a focus of classroom teaching nor were tested in the SSC exam.

ELTIP produced textbooks for secondary level (Class 9 and 10) and higher secondary level (Class 11 and 12) for the new curriculum. These textbooks were written by a team of Bangladeshi teachers who received training in the United Kingdom and produced by the National Curriculum and Textbook

Board (NCTB). All schools, from primary to higher secondary levels, use the same sets of books. The book *English for Today* is compulsory for Class 9 and 10 in all schools. There is no option to choose an alternative textbook for teaching English. The main features of the new text book are as follows:

- Getting students to participate in activities which involve all the four skills of English language
- Emphasis on the teaching of listening and speaking skills
- Promoting small group and pair activities as the most common strategy. In every lesson, there is more than one activity involving students in pair work or group work
- Using a wider range of topics and themes that cover different issues and events, knowledge of different disciplines and subjects. The social, historical, cultural and environmental topics of Bangladesh are reflected in this book. Reading texts and dialogues are on a variety of themes, such as, *Space Technology, Using a Library, Exploring Mars, Sports and You* etc.
- Using pictures and diagrams to make the lessons more interesting
- Using plenty of authentic resources in this text. For example, advertisements from newspapers, application forms for bank loans, newspaper articles etc.
- Teaching grammar in context - grammar is not taught separately.
- Using English language as the only language of instruction. There is no option of using the native language in any activity in the book.

(Farooqui, 2006)

The book does not include any listening comprehension passages in it, though exercises on listening comprehension are provided in many lessons. No audio cassette or compact disc (CD) is provided with the book. The passages are given in the teacher's guide with the intention that teachers will read it aloud and students will do the exercises after listening to it.

As has been mentioned earlier, a teacher's guide has been published with the textbook. In the teacher's guide, detailed teaching and learning activities are provided for the teachers according to the new examination formats, with

suggested methods and time allotment for individual activities. It is intended that teachers will follow the teacher's guide while teaching the text. The teaching principles, as suggested in the teacher's guide for *English for Today* are as follows:

- Student-centered learning should take place. The teachers should guide and encourage students to participate in every activity.
- All the four skills - listening, reading, writing and speaking, should be emphasised.
- It is important for the students to learn to *use* English.

(Farooqui, 2006)

In short, the new curriculum stresses the need for students to learn to communicate in English rather than to just master the structure of the language.

### **A Brief Review of Current Studies in Textbook and Teacher's Guide**

#### *Use of Textbook in Teaching Language*

A review of recent literature related to the use of textbook in language classroom shows that the textbook has become the central mode of attention in schools since it prescribes implicit and explicit tasks that define the core work of the schools (Westbury, 1990). Callison (2003) states that "No other institutional technology has had more influence on teaching over the past 100 years than the textbook" (p. 31). It is considered as a provider of input into classroom lessons in the form of activities and explanations. The textbook is particularly important in situations where changes in teaching approach take place since it can introduce changes gradually within a *structured* framework enabling both teachers and learners to develop in harmony with the introduction of new ideas (Hutchinson & Torres, 1994).

Hutchinson and Torres (1994) also argue that teachers claim "textbook saves time, gives direction to lessons, guides discussion, facilitates giving of

homework, making teaching easier, better organized, more convenient” (p. 318). These researchers further argue that “the textbook can be not just a learning programme for language content, but also a vehicle for teacher and learner training” (p. 323). In favour of textbook, the researchers contend that “they are the most convenient means of providing the structure that the teaching-learning system – particularly the system in change - requires” (p. 317). However, Powell and Anderson (2002) point out that the use of textbook establishes a teacher-centered approach as it pervasively plays the central role in lesson planning, content selection and in determining the pace of progress.

Research also shows that teachers' use of textbook varies between developed and developing countries (St. George, 2001). St. George (2001) mention that in developed countries, teaching resources are available and teachers are generally trained to be independent of text, whereas textbooks are considered as essential teaching material in developing countries. It occupies a dominant position in the school system. As Altbach and Kelly (in St. George, 2001) state, “textbooks contribute the base of school knowledge in 3<sup>rd</sup> world countries” (p. 15). To implement the intended curriculum in developing countries, teachers are not offered teaching resources to choose from, they have to teach from one textbook that are fixed by educational policy makers (Quader, 2001; Wall & Alderson, 1993). St. George (2001), for example, showed that in Ethiopia teachers have weak subject knowledge and are poorly trained. They know only a fraction more than their students do. In such conditions, “textbooks are necessary to guide the teachers in implementation of the content and to propose more effective teaching technique” (pp. 16-17). Literature also shows that the developing countries of the world have been implementing the communicative approach, changing the traditional approach for a number of reasons, the most important one among which is, as Li (1998) has pointed out, that the traditional grammatical syllabus does not help to develop learners' communicative competence. That is why the governments of these countries are continually deciding to introduce the communicative approach into English teaching so that their nation can play an active and

important role in world political and economic activities.

### ***Teacher's Guide to Textbook***

A teachers' guide is "the main if not the only way curriculum writers can establish a direct link to teachers and clarify their intentions to them" (Shkedi, 1995, p. 155). It presents the material and activities to be conveyed to the students. Hong (2006) and Richards (1998) highlight the impact of publishing and using teacher's guide in their studies. According to Richards (1998), using a teacher's guide can have both positive and negative impacts. On one hand, a teacher's guide can function as a teacher training manual by giving detailed advice on how to use a particular approach. On the other hand, teachers may assume that teaching decisions made in the teacher's guide are better than those made by them. This may result in their failing to look at textbooks critically.

Shkedi (1995) studied the use of teacher's guide in Israel. Using unstructured interviews with 43 Israeli teachers, he found that 10 teachers were in favour of using a teacher's guide as they had the desire for an overview of a curriculum unit and it helped them dealing with material that was new. However, 83% of the teachers interviewed expressed the opinion that they could get along using the textbook without any reference to the teacher's guide. Teachers stated that a good textbook serves the purpose of teacher's guide by fulfilling their instructional needs (p. 163). Most of the teachers preferred to adopt the curriculum to their own instructional needs rather than adhering to the guide. They said that they used the teacher's guide by choosing among suggestions and adopting them to their needs, deciding on additions as necessary (p. 163). Stodolsky (1988, in Hutchinson & Torres, 1994) has argued similarly saying that teachers preferred to adapt the guide to their needs and preferences. He states, "we have found little evidence in the literature which shows that teachers teach strictly by the book" (p. 325). Shkedi (1995) also found that the use of teacher's guide is related to teacher's years of teaching experiences. Experienced teachers often tend to see the guide as optional rather than obligatory. We see such examples later in this

article.

## **METHODOLOGY**

This study employed a qualitative approach to examine teachers' perceptions of the new textbook and the teacher's guide. It is a case study consisting of multiple holistic cases (Yin, 2003) where each single case is considered as a typical but unique case. The primary unit of analysis of this case study is individual English language teachers. The aim is to gain an insight into teachers' perceptions of the new textbook and the teacher's guide. The primary data for this article was collected as part of the doctoral project of the author.

The sampling strategy of this research followed quota sampling, where two characteristics were taken into consideration in recruiting participants i.e. teacher training and the geographic location of the schools. In order to provide a wider range of perspectives, 26 teachers from various schools situated in urban, semi-rural and rural areas of Bangladesh were selected as participants of this study (a profile of the participants have been provided in *Appendix A*). These participants have been each assigned with pseudonyms to maintain their anonymity.

Teacher interviews form the basis of this study. According to McGrath (2006), interview is the preferred method for researching attitude since it permits issues to be explored in greater depth. Interview is a way of accessing people's perceptions, meanings, and definitions of situations and constructions of reality. It is also one of the most powerful ways we have of understanding others (Punch, 2005). Since this study aims to discover teachers' perceptions of the textbook and the teacher's guide, it requires an in-depth investigation. Semi-structured interviews were conducted with the English language teachers from a range of educational institutions, in order to elicit an understanding of the teachers' experience, teaching qualifications, teaching context, perceptions of the textbook and attitude to the new curriculum



(interview questions have been provided in *Appendix B*). Constant comparative method (Lincoln & Guba, 1985) was used to analyse the data.

The information drawn from the teachers through the interviews are presented below.

### **Teachers' Critical Reception of the Textbook and the Teacher's Guide**

The interview data highlighted the fact that the teachers do understand the importance of using the textbook. All participants expressed their satisfaction about the way the book has been organised. Jalal, who also had the experience of teaching the previous textbook explained:

Students can develop four skills of English language if we can teach them the new textbook properly. From this book, students can learn grammar and vocabulary. If students can learn vocabulary, they will have a good foundation of English language. (Jalal)

Participants mentioned that from the very beginning of the textbook, students are encouraged to actively participate in activities which involve all the four skills. There are many exercises to develop listening and speaking abilities. Indeed, it is this attention to oral skills that distinguishes this text book from the earlier one. One participant who is a teacher in a school of Manikganj, appreciated the organisation of the contents of the book:

The new *English for Today* is definitely good. Every lesson has been divided in different sections and emphasis has been given to develop various skills in each section. If one section emphasises on developing reading skill, another section emphasises on developing writing skill. Development of all the skills has been emphasised. (Aref)

The majority of the participants said that *English for Today* has used a wide array of topics and themes that covered different issues and events as well as knowledge of different disciplines and subjects. The reading texts and

dialogues in the textbook are on various themes, such as, 'Space Technology', 'Using a Library', 'Exploring Mars', 'Sports and You' etc. More importantly, they said that the social, historical, cultural and environmental topics of Bangladesh are reflected in this book. They think that students of secondary level will find these topics interesting and would be able to relate to them. They also think that these issues will add value to their knowledge.

Some participants appreciated the use of communicative activities in this new textbook. They think that the new textbook, which has been written with a communicative intention, will help to teach English language for real life communication. Students will learn to communicate in English if they are taught the book properly, and as Rahela explained:

The tasks in this book are designed in such ways which involve student participation and interaction. These tasks provide students with opportunities so that they can participate in genuine and meaningful communication. It helps students to take part in interactive use of the language. (Rahela)

Many authentic resources are used in this text - for example, advertisement from newspapers, loan application forms, newspaper articles etc. Participants think that it is a completely new feature of this textbook. There was no such thing in the previous textbook. They appreciated this new feature since they think it would help the students learn the language they need to use outside the classroom.

However, although the participants appreciated the content of the textbook, they were divided in their opinions with regard to certain other aspects of the textbook. Some participants objected to the 'language' of the textbook. According to them, students do not understand the language of the book. As Asif notes: 'This book is for rural students in Bangladesh since it is for the use of all students of the country. It would have been much better if few topics were written in simpler language which is comprehensible by students of rural areas'. Ashish similarly noted that students of rural areas do not understand the vocabulary of this book. The meanings of words such as 'exam fitness' and 'women power' are difficult for them to understand.

Some participants also felt the necessity of the presence of literature in this book. According to them, students should get familiar with the famous personalities related to English language and literature. They should know who the famous writers in English literature are. According to one teacher, 'students are learning the language only. They are not getting familiar with the literature' (Monowar).

Participants said that the teacher's guide helps them to understand more about the topic and how it is to be taught. It helps them by showing ways of organising content for instruction. These participants preferred to follow the guide since the exercises for practice are given there. Teachers need to spend time to make practice material but the teacher's guide helps them readily obtain these materials. Ramia said that the guide helps her in taking the class in an organised way since the instruction of doing the activities has been given in detail.

Teachers can utilise the time in the class if they use the guideline given in the guide. It gives guideline on how to do the activities given in the textbook. It makes teaching easier and better organised. It saves my time and efforts. If for some reasons, I can not take the preparation taking the help from the guide, I can feel the difference in my teaching. I can not teach in an organised way if I do not take preparation (Ramia).

### **Contextual Constraints in Using the Textbook and the Teacher's Guide**

Although there were positive responses regarding the textbook and the teachers' guide, many teachers frankly expressed their skepticism regarding the practicality of *using* the book and the guide. According to these participants, the guide is very helpful in guiding how to teach the textbook but it is not possible to teach all the activities of this book according to the guideline provided in the teacher's guide. These participants raised the following issues which they think discourages them from teaching the textbook as has been suggested in the guide.

### *Time Constraint*

Time constraint was singled out by the participants as the main reason for skipping and ignoring certain activities. More than half of the participants interviewed in this study do not make use of the guide due to time constraint. As Anisur notes:

Teaching the new textbook as has been suggested in teacher's guide, needs time since arranging group work, involve the students in communicative activities in the class and monitoring these activities require time and they do not get such long time in the class (Anisur).

The main issue that creates time constraint for teachers is the duration of a class period. Participants talked about the shortage of time in the class and reported that the duration of class was one of the major difficulties that prevent them from doing the activities of the textbook in the manner in which they have been suggested in the guide. The classes of secondary level are usually 30-40 minutes long. If it is before the tiffin break, it is usually 40 minutes long and if it takes place in second half, it is even shorter. Apart from actual teaching, teachers also have to take the attendance of the students and collect the previous day's home work - a common practice in Bangladeshi schools. All these extra tasks take an extra 10-15 minutes which leaves teachers with an even shorter time for the actual teaching in class. Ramia noted that the teacher's guide is very helpful in 'organising' the class and she uses it regularly but she strongly argued that in order to use the guide properly, teachers need a longer class period. Similarly,

ELTIP taught us to do warm up activities which are mostly speaking activities in first 3 minutes of the class but in reality we have to call the role first, then have to collect the home work. In today's class, as you saw, I had to distribute the report card of the first term-final exam. After doing all these, I was left with 15 minutes to teach those students. We should have done those warm up activities if we did not have to do those works. (Shamim)

### *Seating Arrangement*

The seating arrangement in a typical Bangladeshi classroom is also not appropriate for conducting pair work and group work activities. Students sit in rows with desks facing the blackboard, on long wooden benches which line up and are bolted to the floor. There is hardly any space for the teachers to move around and see what the students are doing. Since the classes are very large in Bangladesh, if a teacher asks students to get involved in pair work, students who are around the teacher do those, others do not. They talk to each other and it creates noise. Moreover participants mentioned that such overcrowding of the classes makes it difficult for teachers to move around among the students.

### *Class Size*

Teachers referred to class size as another major constraint in their attempts to use pair work or group work activities. The average number of students in classrooms observed was 70-80. Bashar, a teacher of a rural school said 'Though there are usually 60 students in one class, sometimes we have to teach larger classes with 120 students. We have to combine 2 classes since we have shortage in number of teachers'. For example, the passages of listening comprehension are given in the teacher's guide so that the teachers can read loud and the students can do the activities following the passages. Shamim argued that it would have been possible doing the activities following the teacher's guide if there were 25 to 40 students in a class. One participant asks, 'Sometimes we have to teach a class of 120 students. How can I manage such a large number of students? When we have such classes, we have to teach following the traditional way by giving lectures' (Bashar).

In most of the classes, teachers practically address a small group of students and it is mostly inaudible to the rest of the students. The questions are asked at one end of the room which can not be heard from the back. It is often difficult to hear what the teacher says beyond the second or third row.

Students who sit in front benches answer teacher's questions. They are better able to hear what teachers say and see what they write on the board.

#### *Students' Proficiency in English*

Although there are activities to practice speaking skills, teachers rarely practice these activities with the students. Teachers complained that students do not have the proficiency to participate in speaking activities in class and they attributed students' poor proficiency in English to their primary education. In primary education, learning gives strong emphasis on memorisation, imitation and repetitive practice. By the time students come to secondary level, they had fully developed and normatively accepted the habit of rote memorisation.

Most of the activities to develop speaking skill involve students to describe a picture to the friend. Our students did not do many activities in primary levels. They used to memorize things in class which they reproduced in the exams. This habit of memorization makes it difficult for the students to talk about a picture when they came to the secondary level. (Rahela)

#### *Exam Effect*

Participants also believe that since only reading and writing are tested in the SSC, they do not find any reason for practising speaking and listening skills. Jalal said: 'If an activity is not important for the examination, what can be the reason for working on that?'. Only reading and writing skills are practised in the class and are tested in the final year examinations of the schools. None of the schools tests speaking and listening skills. One participant mentioned that it is the responsibility of the teachers to prepare their students well for the examination because in Bangladesh, all that matters is the result of the students, rather than their actual learning. In the same manner, parents and students expect teachers to complete the textbook and work on activities which are important for them—all these expectations

influence teachers' ways of teaching and as a result they avoid teaching speaking skills. Thus the question pattern of the SSC examination causes teachers to neglect performing the speaking and listening activities in the class in favour of the 'more important' skills.

## **DISCUSSION AND RECOMMENDATIONS**

The study reveals that most of the participant teachers are not in favour of teaching the textbook according to the teacher's guide. The reasons included class duration, large class size, seating arrangement, poor proficiency of the students and the impact of SSC examination. The data highlights the fact that the teachers generally believe that the textbook is good, even though the activities of the books are time-consuming. They can not provide the time that is needed to implement this new method since the classes are very short. The class size and the seating arrangement in typical Bangladeshi classrooms are also not appropriate for conducting communicative activities. Participants also revealed that students' poor proficiency is a major obstacle to participatory activities characteristic of communicative lessons. They feel that the poor quality of students is the cause of their failure to do activities to practice speaking skill - students do not seem very eager to participate in the class. Teachers find it difficult to go through all the activities of this book since they are always under pressure to complete the syllabus. If teachers do all the activities as has been prescribed in teacher's guide, they will not be able to make the students prepared for the SSC exam. Thus, rather than doing all the activities, teachers prefer to prepare the students well for SSC examination by focusing only on the activities important for the exam.

Teachers' attitudes to textbooks are likely to have an impact on how they use them (McGrath, 2006). The study sheds light on the fact that teachers' perceptions of the new textbook differed from one another. Some teachers were pleased while others criticised saying that the new textbook and the teacher's guide are not suitable for Bangladeshi context. Thus curriculum

developers need to pay attention to teachers' concerns and maintain communication with teachers during the curriculum development process. Textbook writers and editors should regularly inquire of in-service teachers' opinions of the English textbook. Teachers' opinions of the new textbook can serve to inform the developers for future editions of the new textbook.

## **CONCLUSION**

Both the textbooks and the teacher guides are essential tools in delivering the new curriculum to the schools in Bangladesh. The goal of this new curriculum is to teach students the use of the target language in everyday communicative events. The new textbook is written with a simplistic and realistic approach and it reflects most of the important features of CLT. If taught properly, it will give students practical skills they need to understand contemporary usage of English language.

The study indicates a disjunction between policy-level curriculum rhetoric and pedagogical reality. Some teachers were pleased to see the communicative activities in the new textbook while most of them indicated that this textbook was not appropriate for the context of the country. Such a situation will eventually make the materials inappropriate or ineffective. Thus it is hoped that the government of Bangladesh will take proper steps to eradicate the problems mentioned and make the teaching material more effective to improve the overall educational situation of the country.

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## APPENDIX A

**TABLE 1**  
**Profile of the Participants**

Name*	Age	Gender	Teaching Experience	Area of School	Academic Degrees	Training Degrees**
Anisur	42	M	10	Urban	BA, MA	BEd, ELTIP, ELT
Shamim	33	M	5	Urban	BA, MA	BEd, ELTIP, ELT
Amrin	36	F	11	Semi-rural	BA, MA	BEd, MEd, ELTIP
Rubaba	55	F	22	Semi-rural	BA	BEd, ELTIP
Lokman	58	M	35	Rural	BA	MEd
Akbar	34	M	9	Rural	BA	BEd
Sunil	52	M	21	Rural	BA	BEd, ELT
Jamil	51	M	20	Rural	BA	BEd
Ayesha	38	F	11	Urban	BA, MA	BEd
Anjali	52	F	27	Urban	BA, MA	ELT
Ashish	40	M	10	Rural	BA	BEd, ELTIP
Belal	58	M	14	Rural	BA	BEd
Bashar	47	M	20	Rural	BA	BEd, CEC
Kabir	43	M	18	Rural	MA	ELTIP, ELT
Ramia	40	F	10	Urban	MA	BEd, SBA
Asif	45	M	15	Urban	MA	BEd, BELT, ELTIP
Sharif	42	M	10	Urban	MA	BEd, ELTIP, ELT
Wadud	43	M	15	Urban	MA	BEd, ELTIP
Sajjad	40	M	12	Semi-Rural	BA, Graduate Diploma	MEd
Hafiz	42	M	13	Semi-Rural	BA, MA	BEd, SBA
Monowar	62	M	41	Semi-rural	BA	BEd
Jalal	53	M	27	Semi-rural	BA, MA	BEd, ELTIP
Hanif	56	M	29	Semi-rural	BA	BEd
Rahman	30	M	3	Semi-rural	BA, MA	BEd
Rahela	56	F	24	Semi-rural	MA	BEd, CEC
Aref	31	M	4	Semi-rural	MA	ELTIP

Note: \*Pseudonyms are used throughout the article.

\*\* CEC= Communicative English Course, SBA= School Based Assessment.

BEd (Bachelor in Education) and MEd (Master in Education) are one-year

Training programs in Bangladesh and are considered as more of a 'training degree' rather than an 'academic degree'.

## **APPENDIX B**

### **Sample Interview Questions**

#### **Background Information**

1. How long have you been teaching English?
2. How long have you been teaching in this school?
3. May I know about your educational qualification?

#### **New English Curriculum**

1. What do you think about the new textbook *English for Today*?
2. Is it easy to teach?
3. Do you find it useful for the students?
4. Did you teach English using the previous textbook?
5. What is your perception of the new textbook?
6. Have you got the teachers' guide?
7. What is your perception of the teachers' guide?
8. How often do you use it?
9. How useful is it?
10. What type of professional development opportunities have been provided to you as a result of the reform?

#### **Classroom Activities**

1. What are you going to teach in class today?
2. How are you planning to teach the lesson?
3. What are reasons behind the planning?
4. Why did you employ the instructional activities to carry out the lessons?
5. What do you see as the most important things you would like your students to learn in English class?
6. Why do you think like that?