

# Factors Affecting Teachers' Implementation of Communicative Language Teaching Curriculum in Secondary Schools in Bangladesh

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*This study focuses on the selected factors affecting teachers' implementation of the Communicative Language Teaching (CLT) curriculum in secondary schools in Bangladesh. The study is explorative, interpretivist, and qualitative in nature. A phenomenology approach, under qualitative method, was adopted to explore how teachers experience the phenomenon of CLT based curriculum change. Four schools were chosen, two from Dhaka (Urban), the capital of the country, and two from the villages in Chandpur (Rural). Eight selected participants were chosen from these schools based on a purposive sampling. Semi-structured interviews, classroom observation and document analysis of curriculum, assessment, and teaching materials were the instruments of data collection. The finding of the study suggests that the shift from traditional Grammar Translation Method (GTM) to CLT was needed a positive outlook from all the selected factors in the context of change; however, this did not happen. Numerous factors such as, needs of classroom teachers, complexities regarding the mismatch of teaching syllabus and material with assessment, unequipped classrooms, and quality of teacher development facilities have challenged teachers to implement CLT as it was intended in the curriculum. The study suggests some recommendations to ensure the effective implementation of CLT curriculum. Future research is also recommended based on other factors and stakeholders. Keywords: English Language Teaching (ELT), Communicative Language Teaching (CLT), Curriculum Implementation, English as a Foreign Language (EFL), Teacher Quality, Teachers Education, Qualitative Method, Phenomenology Approach*

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## Introduction

The Communicative Language Teaching (CLT) methodology was introduced into the secondary English curriculum in 1996, replacing the traditional Grammar-Translation Method (GTM) by the National Curriculum and Textbook Board in Bangladesh (NCTB, 2012; Chowdhury & Kabir, 2014). Since, curriculum change process is a multi-factorial system (Fullan, 2007), changing the curriculum to CLT from GTM raised complexity among different stockholders and questioned the adaptability of CLT in the existing settings of Bangladeshi classrooms (see. Chowdhury & Kabir, 2014). English language teachers in Bangladesh, however, was found to be unprepared for the change. However, the condition seems to be same after two decades of the introduction of the CLT in the curriculum (Rahman & Pandian, 2018).