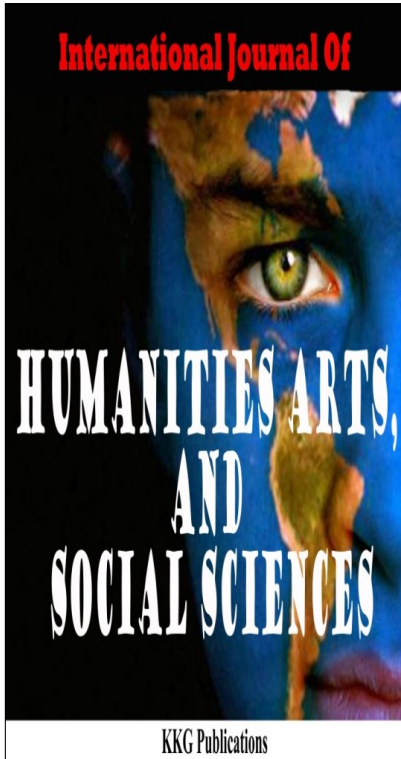


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## Curriculum Linked Video (CLV) as a Tool for English Language Teaching (ELT) at Secondary School Classrooms in Bangladesh

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# CURRICULUM LINKED VIDEO (CLV) AS A TOOL FOR ENGLISH LANGUAGE TEACHING (ELT) AT SECONDARY SCHOOL CLASSROOMS IN BANGLADESH

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**Abstract.** The aim of this study is to assess the prospect of implementing Curriculum Linked Video (CLV) for effective English Language Teaching (ELT) at secondary school classrooms in Bangladesh. Video materials are widely used in many countries for ELT, which has a positive influence to improve students communication/language skills. Currently, GoB (Government of Bangladesh) has made an effort to implement this idea as part of teaching strategies in English Language classroom practice. However, due to the weak theoretical foundation for this practice, there are numerous delicate issues in classroom practice which entails careful thoughts and reflections. This paper attempts to explore the effectiveness/impact of implementing curriculum linked video (CLV) for English Language Teaching (ELT) to propose a framework of teaching principles, strategies and tips on specific techniques of using CLV materials to facilitate ELT for secondary school classrooms in Bangladesh. The finding shows that the CLV is an essential tool for qualitative changes in the English language teaching and learning system at secondary school level of Bangladesh. The practical implication of the study was that the innovative approach to teach English using CLV lessons ultimately helps to enhance English language teaching and learning where teachers have played their role as facilitators during English language learning journey of secondary school students of Bangladesh. Finally, directions for future research are also highlighted.

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## INTRODUCTION

There is a wide use of CLV materials in English Language Teaching in many countries to improve classroom teaching, interactive learning environments, and learning strategies. The secondary level of education is an important milestone in the students' educational journey, where language, particularly English Language Learning (ELL) is an important element to communicate with rapid growing technology-based global village of 21st century. Learning second language (generally English) is a crucial part for a student, which develops their personality, a positive attitude towards communication and provides access to global knowledge and culture. English learning and teaching as a foreign language at secondary level provides the acquisition of further communication tools that are useful to appreciate cultural diversity and to facilitate interaction within the international contexts.

Communicative Language Teaching (CLT) has been introduced in the early 90s in our country but most of the teachers usually follow the Grammar Translation method even today for ELT in Bangladeshi secondary schools. So, the classroom activities of English and teaching methods are often considered as monotonous. There is a great progress found in pedagogi-

cal framework in Bangladesh, where teachers are encouraged to use learner centered teaching methods and a wide range of teaching aids for effective teaching. Revolution has come about in teaching strategies of 21st century for availability of a range of technologies, like audio, video, computer, internet, video-conference, all over the world and the use of technologies is playing a crucial role in language practice. Digital tools as 'technical cultural artifacts' have long been a feature of the world of education (Bates, 2005) and particularly language education (Salaberry, 2001). Looking at the rapid development of educational technology, GoB (Government of Bangladesh) is currently planning to introduce CLV for English language encouraging and motivating English teachers to use CLV in English Language Teaching (ELT) classrooms. Videos used as audio and visual aids in English language teaching have positive effects on the enhancement of students' English listening and speaking skills (Wang, 2014). There is a unanimous agreement about this effect as the effects of audio and visual aids on language learning are very complex and researchers as well as language teachers cannot agree with each other on the specific processes and details of how visual aids can facilitate language

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learning (Baltova, 1994; Canning-Wilson, 1999). However, I am trying to describe in this paper the effective implementation of English curriculum making a link between curriculum and video for English Language Teaching (ELT) at secondary school classrooms in Bangladesh.

### Research Objectives

This research has taken into consideration to accomplish the following objectives

- i. To overview the English curriculum and teaching strategies in Bangladesh;
- ii. To explain CLV as an effective tool for English Language Teaching (ELT) and its goal;
- iii. To focus the benefits and impediments of using CLV materials in ELT; and
- iv. To suggest some measures for improving English language skills through introducing CLV in teaching at secondary school classrooms in Bangladesh.

### RESEARCH METHODS

The present study is empirical and theoretical one. Both primary and secondary data have been used in this study. In order to collect primary data, the researchers directly contacted the respondents of selected schools of Dhaka city. The researcher has attended to conduct focus group discussion with respondents. Sometimes, the interview approach by researcher was also adopted for primary data collection. Secondary data were collected from research studies, journals, books and on-going academic working papers. Finally, all collected data had been summarized and interpreted to make the study more informative and meaningful to the policy makers.

### RESULTS AND DISCUSSION

The results and discussion of the study have been presented under the following headings:

#### English Curriculum and Teaching Strategies in Bangladesh

Bangladesh has been in the process of a change in the teaching and learning of English since the 1990s. This change in pedagogy and approach, replacing the traditional grammar-translation method, was necessary to help learners communicate in English meaningfully and spontaneously. Considering this learning need, the country adopted Communicative Language Teaching (CLT) from primary to higher secondary levels. A communicative curriculum for secondary level was introduced in 1996. Since then the need for a change in teaching strategy, contents in and attitudes to English language teaching are getting a priority. The country is endeavoring to achieve

developments in the area of science, technology, higher education, business, industry and particularly in communication and IT skills. The communicative use of English language, in this case, can greatly contribute in these areas of education and also in national development.

The learning of English for communicative purposes has received the priority in the National Education Policy, 2010 and the National Curriculum, 2012. The National Curriculum, 2012 for secondary English has been developed to prepare the students to face the competitive globalized world of the 21st century smartly and bravely. Therefore, the curriculum focuses on teaching-learning English as a skill-based subject so that learners can use English in their real life situations by acquiring necessary knowledge and skills, learning about cultures and values, developing positive attitudes, pursuing higher education and finding better jobs nationally and globally. The successful implementation of a language curriculum, especially a communicative language curriculum, depends mainly on properly trained teachers. This is because in communicative language curriculum 'how to teach' is more important rather than 'what to teach'. So, teachers are strongly encouraged to use audio-visual materials in English classrooms to make competent students in all four skills of English language. According to Ayinde (1999), an intelligent use of audio-visual aids will save time and stimulate students' interest. Teachers' effectiveness depends on their use of appropriate instructional strategies and audio-visual aids (Alaku, 1998). When teachers use audio-visual aids, it adds an extra value in teaching process and students enjoy and understand lessons easily. Appropriate instructional strategies portray good teaching techniques and effective learning. To ensure learning through proper implementation of the curriculum using audio-visual materials, two things are important, such as:

- Class teacher's active cooperation. It is the application of appropriate teaching-learning methodology or techniques by the teacher.
- Appropriate use of quality textbooks and other teaching aids.

The role of teachers is very important in both of the cases. In Bangladesh, teachers are now trying to use different teaching aids making teaching activities more attractive and effective.

#### Video as an Effective Tool for English Language Teaching (ELT) and Its Goal

There is a range of technologies that are now regularly used in the classrooms of developed countries, for example, audio recorder, video, diverse use of ICT, internet, blogs, Wikis, Second Life virtual world, Video conferencing, Interactive White-

board, Power Point and so on. In an underdeveloped country, the GoB (Government of Bangladesh) could not make sure to use all modern educational technologies in teaching methodology but is still trying to use available technology-based teaching strategy particularly for English learning teaching. Video, obviously, is one of these technologies, which is strongly recommended for English teachers at secondary school level to use in their teaching activities.

The use of video is sometimes difficult for the teachers in Bangladesh. The reasons are multifaceted, such as- (i) limited access to technology in the schools to use video, which is predominantly true for those schools located in rural areas, (ii) teachers are not properly trained on technology-based teaching; (iii) teachers do not have clear goal in their mind about how, why and when they will use video relating to their lesson in classroom activities. So, it is important for the language teachers to set a clear goal for preparing their teaching plan making a link with video and implement them in classroom in order to achieve their teaching goals. The language teachers should keep in mind the following points, while English Language Teaching with video materials, to achieve their teaching goals:

- Make a teaching plan of how to facilitate the development of students' English language.
- Ensure teachers are well prepared for teaching with video materials.

- Ensure English classroom is well equipped for English teaching with video materials.
- Select appropriate video material that will properly match with lesson plan, students' age and context.
- More consciousness about time management and length of video.
- Try to engage students in teaching-learning activities and ensure interactivity with video content.

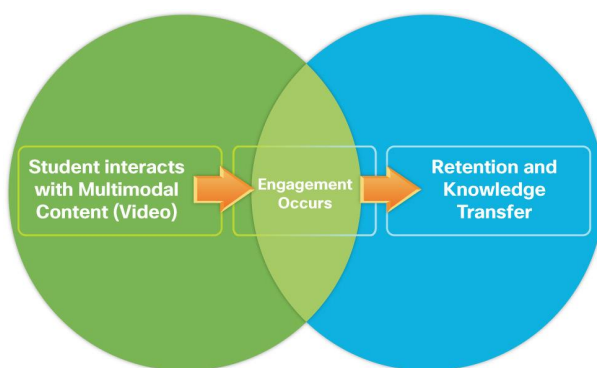
### The Benefits of CLV Materials in English Language Teaching (ELT)

Video materials have plenty of advantages in English Language Teaching (ELT). The pedagogical impact of CLV in ELT is summarized in the following section.

### Interactivity with Content, Engagement and Transfer and Memorize Knowledge

English teaching with video viewing increases interactivity with visual content and students' engagement in teaching-learning activities and finally helps to transfer and memorize knowledge learning things. The terms, as shown in Figure 1, interactivity, engagement and knowledge transfer and memorization are interrelated and there is a continuum among these terms.

**FIGURE 1**  
**The Multimedia Learning Continuum**



Source: Wainhouse Research by Greenberg and Zanetis (2012)

### Facilitate the Development of Students' English Language Skills

ELT teachers can facilitate the development of students' English language skills using video materials in their language class. In traditional English class, students often find it difficult

to hold their attention long enough or feel monotonous. Effective use of video can add an additional dimension in English language class along with other teaching-learning activities. The ELT teachers can create more realistic language learning environment and stimulate students' interest in English learn-

ing and enhance their comprehensive linguistic competence making a link between their lesson and video.

### **Create a Rich and Interesting Classroom Environment**

CLV materials can provide an excellent opportunity for students to practice their language output creating a rich classroom environment. Three key elements can be found in language learning process as stated in language learning theories, which are (i) language input, i.e. reading and listening, (ii) assimilation, which indicates internal processing and memorization and (iii) finally, language output, i.e. speaking, writing, and translation. Using CLV materials in the classroom is a combination of language input and assimilation. Teachers can improve particularly learners' listening and speaking skills incorporating CLV materials with class lesson (Wang, 2014).

### **Facilitate to Improve Students' Competence of Intercultural Communications**

Language is an integral part of culture and it plays a vital role in the development of students' cultural awareness. Learning English does not only mean the acquisition of linguistic knowledge like pronunciation, grammar, vocabulary and idiomatic expressions but it also means to understand the values, social customs and habits of English people to achieve native English proficiency. ELT teachers can facilitate to improve students' competence of intercultural communications with the help of CLV. As for example-English educational movie makes ELT class more interesting, presenting vivid and realistic pictures or real life situation to understand the culture and society of English speaking countries. Such arrangement, indeed, enables and motivates students to acquire English language appropriately in intercultural communications with accurate pronunciation like native English speakers.

### **CLV Adds an Additional Value in Teaching Strategy and Learning Process**

Just as one method of transmitting knowledge, video is not enough to teach English Language rather video materials invite enhancement (Booker, 2006) or add an additional value in teaching-learning activities along with teaching strategies and aids, i.e. use of textbook, oral presentation, slides. CLV not only consolidates visual and auditory stimuli into a single package, but also helps bridge the gap between schools' artificial environment and the outside world, bringing reality into the classroom (Maniruzzaman & Rahman, 2008). Research has shown that the value of video is highly correlated to its integration within the curriculum and how it fits into the overall instructional sequence. Further, use of CLV improves teach-

ing learning process (Fatunmbi, 2005) and helps the teacher to work more closely with the learner and reduce the need for repeated explanation (Beishuizen & Putten, 1990). That is why use of CLV materials in teaching-learning activities is becoming central to learning by educators and also by policy makers in Bangladesh like other developed countries.

### **CLV Technologies help to Enhance Students' Academic Performance**

The impact of CLV and multimedia technologies in educational outcomes is a field of ongoing research. Although there is still a unanimous agreement on the findings of video's impact on students' learning outcome but numerous studies show how CLV and multimedia tools support and enhance learning, offering a bigger advantage when contrasted with traditional uni-modal methods (Boster, Meyer, Roberto & Inge, 2002; Bryant, Bradley, Maclean & Crossland, 1989; Isiaka, 2007).

### **Stimulate and Motivate Students to learn English Language**

One of the advantages of using CLV materials in ELT classroom is that it contains sound effects, vivid scenes and dialogues between characters, which help teachers to avoid the boredom and monotony of traditional English teaching materials. As a result, students will be able to improve their efficiency of language learning terrifically and teachers will also be able to achieve their goals of English teaching.

### **Students Learn how to Use English Language in Real Life Situation**

When teachers use CLV materials in English classroom practice, students can see how language is used in real life situation. Such arrangement helps students to listen different varieties of accents, strengthen their listening skills and improve their speaking skill, i.e. pronunciation and intonation effectively.

### **Impediments of English Language Teaching (ELT) with CLV Materials in Bangladesh**

The use of instructional materials in teaching process provides the basis to improve teaching and learning activities. They are designed, produced and used to achieve specific instructional goal. In ELT classroom, many instructional strategies are used widely for effective teaching. In Bangladesh, ELT teachers are now using a range of learner-centered instructional strategies and they are encouraged to use CLV materials in their teaching activities. In order to effectively implement the CLV idea in English Learning Teaching at secondary education, teachers still face a number of obstacles as described below:

- Bangladesh, being a developing country, only can offer textbook free of cost to the students. So, learning English as a foreign language is textbook dependent in Bangladesh. Though teachers use teaching materials, like chalk board, teachers' guide and some other audio-visual teaching material in their teaching class but still they are not very confident enough to use CLV smartly and effectively.
- Though communicative approach has been introduced in secondary curriculum in Bangladesh for long time and teachers are encouraged to speak English in the class but most of the teachers use little or no English during delivering their lesson. They just follow the old method of translating the text into mother tongue 'Bangla' because they feel more comfort while translating everything into Bangla. In fact, the modern language teaching methods are followed only by a very few trained teachers in some urban schools. Though the GoB is trying to equip public schools with modern educational technologies but teachers are not ready to use such facilities. They need proper training on educational technology to use modern technology in their teaching activities and this need is unquestionably imperative for ELT class.
- In Bangladesh, textbooks play a predominant role to teach students but technology-based teaching support depends on the type of technologies available in the schools. English language teachers can make their class effective if they supplement their teaching with media, such as CLV. Unfortunately, most of the time they have to face a number of problems, like not having access to modern technology and unavailability of adequate CLV materials. Most common problem in Bangladesh is insufficient supply of electricity, which is the key component of use of CLV materials in ELT class and this scenario is true particularly for the schools located in rural or disadvantaged areas.

However, all these practical impediments can be resolved and supplemented with modern education technologies and they need to encourage and motivate for using CLV with other teaching aids to teach students regarding different English skills such as listening, speaking, reading and writing.

### **Suggestions to Improve English Language Skills Introducing CLV for ELT Classroom**

In any educational activities, teachers must be able to guide students' learning process effectively to achieve their teaching goals. There is no exception for ELT with the help of CLV materials. So, the English language teachers should plan their

teaching strategies carefully to achieve the systematic goals. In order to achieve effective implementation of CLV initiatives during ELT, the following suggestions can be taken into consideration:

- Every teaching-learning activity can be supplemented with media, such as audio, ICT, CLV, IVCR etc.
- The GoB should take proper steps to provide teachers with good training on the use of multi-media. It is important to note that government already has taken such initiative albeit the progress is very slow due to some practical constraints, like insufficient supply of electricity in all areas in Bangladesh, inadequate supply of educational technology with smooth access to all technologies etc. English classroom should be well-equipped and CLV materials access on the internet must be ensured to increase students' vocabulary and proficiency in English language. For making CLV effective, it must be available, easy to use, well-maintained, adequately funded and experts must be available.
- More awareness needs to be created through seminar or workshop on the use of multimedia at government and school levels.
- The selection of CLV materials must be investigated considering students' age, level of students' English proficiency and context and then can be used to teach students. Teachers must be careful with the content of video materials. CLV that contains violence, adult content and anything too obscure for students to understand should be avoided. Teachers can select video materials for ELT class with simple and interesting events or stories, realistic characters that present real life situation. The pronunciation, intonation, authenticity and imitability of English language must be scrutinized, while planning use of CLV materials in ELT class.
- Finally, due to individual difference with regard to students' linguistic and cognitive competence, teachers can design a range of classroom activities to enjoy the advantage of CLV materials in ELT classroom.

### **CONCLUSION & DISCUSSION**

Teaching makes acquisition of knowledge and skills through systematic interaction between teachers and learners (Akerele & Afolabi, 2012). Instructional materials are important for effective teaching.

Technological revolution has brought a radical change in 21st century's pedagogical framework and a wide range of technology-based instruction materials are now used in teaching-learning activities in a diverse way. For effective

teaching, CLV in the classroom is considered as a dynamic educational resource that has a strong impact on teaching process and students' learning outcome. CLV is clearly an effective instructional tool that generates a much greater amount of interest and enjoyment among the students than other instructional resources. Using CLV materials in ELT process can improve students' language skills engaging them in the learning process and providing an innovative and effective means for English language teachers to address and deliver the required curriculum content.

Educators and policy makers working in the field of education are paying their attention to this vital issue. As a result, more importance is given for applying innovative or student centered instructional strategies and using instructional aids for effective teaching in the National Education Policy, 2010 and National Curriculum, 2012. Particularly English teachers are encouraging to use media-based teaching aids in their teaching activities. Although after introducing communicative English curriculum at secondary school level and using audio-visual teaching materials, students in Bangladesh have achieved some level of mastery in four basic skills of English language, i.e. listening, speaking, reading and writing but in many cases they cannot communicate with native English speakers proficiently. This can be happened due to students' lack of knowledge about social and cultural setting of English speaking countries and not motivated to practice English in the school and outside of school. Further, English language teachers in Bangladesh, generally, pay most of their attention to teach linguistic forms

ignoring the practical use of linguistic forms. In such a case, ELT with CLV materials can mitigate these problems blending English learning with the acquisition of social and cultural knowledge and enhance students' competence in English language.

### LIMITATIONS

There are some limitations in present study. First, this study only focused on the individual level English language teaching and learning at classroom with the help of video-aided materials (i.e. CLV). Second, only few schools of Dhaka city used for this study may limit generalizability of findings. Third, this research was conducted exclusively in Bangladesh and therefore, it may not be representative one in other developing countries.

### FUTURE DIRECTIONS FOR FURTHER RESEARCH

Based on findings, data produced and references of the existing studies, the following further researches may be considered:

- i. Effective integration of ICT to enhance teaching and learning.
- ii. Familiarity and use of Technology to enable teaching & learning.
- iii. How effectively CLV lessons create interactive environment for English language learning.
- iv. Redesigning classrooms for English language teaching through a new pedagogy.
- v. Learners' perceptions of video-mediated English language practices in classrooms.

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