

JUL 22 1974
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English Syllabus For Class Nine

Once again the English syllabus has undergone a tremendous change with the promise of improving the standard of English at the secondly level. No doubt English experts introduced it but question arises whether it was done after conducting a comprehensive research on the psychology of the young learners and practical situation of the secondary educational arena of the country.

A gulf of difference lies between rural and urban schools in respect of teaching standard, availability of competent teachers, infrastructure and the financial condition. I don't have any hesitation to express the fact that the introduction of objective system at this level killed the originality and creative faculty of the young students. I myself experienced this situation as I belong to the profession of teaching. Students were reluctant to learn the grammatical rules of English. They were more interested to obtain high marks by following the question banks and other guides which flooded the market.

Again the introduction of the new syllabus aims at further improving the knowledge of the students which emphasizes communicative approach. But the very objective of learning English is missed through this approach. Students have no knowledge of structure on which the English language is based. They remain ignorant of the grammatical rules and hence their writing capacity hardly develops.

Students are taught to learn from the situation by this method. To learn from the situation is undoubtedly a pragmatic method but all the thing cannot be taught or learnt from the situation. The experience of a particular situation may not stand is good stead in another situation. The traditional method (grammar and translation) helped the learners a lot to stand on a strong footing of English. As the system of teaching was not so developed most of the students could not derive benefit from it. It claimed a changed method of teaching and partial communicative approach not to change the whole syllabus.

The present English almost resembles the TOEFL test where candidates' skill in English judged through a series of comprehensions. Candidates appearing at the TOEFL test seem to have undergone a lot of English learning through various methods. They are not beginners like the students of class nine. Necessarily it does not reflect the subtle method of learning English.

Comprehension was a part of the traditional method. This method is enlarge with many new items. There is no option for writing essay type questions in this new system. How will a student develop his creative faculty by this method if he does not develop the habit of writing English?

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This editorial was published in this paper in 1974.