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Critical Discourse Analysis of Literary Texts of NCTB *English for Today* (Class II - Class VIII) Textbooks: A Qualitative Study

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Abstract	Original Research Article

This research has attempted an analysis of the Literary Texts included in the NCTB *English for Today* (Class II - Class VIII) Textbooks from the perspective of Critical Discourse Analysis (CDA) which is fundamentally a sociolinguistic paradigm to find and locate the internal ideological, social, ethical, moral and political implications encoded in the texts. CDA has been adopted both as a theoretical and methodological framework to carry out the research. Literary texts like poetry, short story etc. have been used as a secondary source materials and data collected from students and teachers from 20 Government primary schools and 10 secondary schools covering 1500 students and 150 teachers as primary data for this research. The primary data has been collected through survey questionnaire and focused group discussion. The collected data has been analyzed using qualitative methods like Content analysis, Narrative analysis, Thematic analysis, Grounded theory (GT) and Interpretive phenomenological analysis (IPA). Various Computer-assisted qualitative data analysis software (CAQDAS) like ATLAS.ti, Dedoose (mixed methods), MAXQDA (mixed methods), NVivo and QDA MINER have been used where necessary to analyze in-depth interviews. The collected data have been analyzed using NVivo software depending on the similarities; the data have been then grouped into categories and themes. These patterned themes have emerged objectively out of the data as emergent themes. The findings from the data shows that 33% of the total student respondents do not at all read the literary texts, 33% of the teacher respondents do not teach or discuss literary texts in the classrooms and only 16% of the students read the literary texts on their own. The literary texts are totally skipped and ignored by around 8% of the student respondents and only 8% of students and teachers read and teach the literary texts effectively as intended. Other results from the data analysis show that majority of the respondents both teachers and students opine that the literary texts are highly appropriate for the respective classes. On the other hand, some students and teachers think that the texts are a little bit hard and they don't have the capacity to teach and learn. And again, the majority of the students and teachers realize that the literary texts included in the English for Today NCTB textbooks have the potential to develop good human being and are helpful for moral and ethical development.
Keywords: Critical Discourse Analysis, NCTB, English for Today, Literary Texts, Ideology.

INTRODUCTION

It is undoubtedly essential to equip the learners of our country with the life skills of English proficiency in not only four basic communication skills; reading, writing, listening and speaking, but also develop skills on typing and other technology enabled language learning avenues. It is very important to have a very comprehensive and holistic approach so that the English skills of all level learners starting from primary schools to tertiary level get developed and sharpened. In this framework of approach and policy textbooks play the most important role after the roles of a skilled and qualified teachers and facilitators. Most of the textbooks of English, English for Today have been designed from the pedagogical perspective of communicative language teaching or otherwise known as CLT in Bangladesh. Under this research project, an attempt has been made to critically analyze, appreciate and locate these NCTB English for Today textbooks from the perspective of Critical discourse analysis (CDA).

In spite of the crucial importance of textbooks, their increasing development day by day, and their significant effects on saving time, energy, and budgets, only few studies have been done on textbooks

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evaluation from a critical discourse analysis perspective. This study aimed to analyze and compare different ideological representation in English for Today textbooks series in order to find out if these representations are equally balanced in these textbooks. To that end, Fairclough's (1989, 2001) models were adopted in order to detect the ideology behind these textbooks.

Critical discourse analysis (CDA) has increasingly served to examine the content of textbooks. Given momentum by critical social inquiry pertaining to textbook content, this study looks at peer-reviewed literature drawn from three scholarly databases (JSTOR, ERIC, and SAGE; cross-referenced with searches on Google Scholar) that use critical discourse analysis for those investigations.

Reviewing the selected literature, this study asks: What are the most represented approaches of CDA used for examining textbooks? What contextual themes appear to draw the most attention? In what fields of study are the examined textbooks situated? How do these emergent themes appear to be connected? What areas of research appear lacking in the collected literature? The findings illustrate that, while the methods of CDA and types of textbooks examined are diverse, the lion's share of contextual attention and critical utility appear to be given to foundational approaches to CDA and textbooks used for English language teaching. Further research directions on textbooks from a CDA perspective are discussed.

Importance and significance of the study
There is a total of 63,041 government primary schools including the recently nationalized 25,008 schools in Bangladesh. This primary school system plays a vital role in shaping and molding the values, ethics, morality, ideology and philosophy of life of the young learners during their initial early years of life. Besides these primary schools, there are more than 23,500 secondary schools or high schools administered under seven education board in Bangladesh. These high schools also play identical roles like primary schools but it is generally assumed that primary schools lay the life's foundation stone for the learners in the days to come. To achieve this purpose, curriculum and textbooks are designed, developed and disseminated in alignment with the intended outcome of making good citizens and good human being. Various contents and materials are added in the textbook to achieve this purpose. Literary contents are one of those materials incorporated in the textbooks.

There are at least 27 literary texts (short story, poem and song lyrics) in the NCTB provided textbooks written and illustrated for class two to class eight. All of these short stories, poems and song lyrics imply and connotate a particular message or meaning. These messages are not culturally and politically neutral. They

disseminate a specific ideological modality to the learners. National Curriculum and Textbooks Board (NCTB) operates as the authorial institution for the selection, addition, omission of contents for the textbooks. The writers, illustrators and editors of the textbooks also play an important role for what and why a particular content, text could be or should be included in a particular textbook designed for a specific grade or class.

Teachers play the role of disseminators of the messages inscribed in a text, though the degree of success in delivering the intended lessons through teaching-learning continuum can be debated and thus investigated. This research project plans to analyze through critical discourse analysis (CDA) method, the 27 literary texts from the textbooks designed for class two to class eight to describe, interpret and explain why these texts were selected and added, what values, ethics, philosophy and ideology these texts disseminate, how effectively these texts are discussed and taught by the teachers, how successful the learners are to internalize the conveyed messages. The analysis and findings of this proposed research will help to understand these literary texts from a macroscopic perspective; ideological point of view. Thus, it will provide important insights to the educators, textbooks and curriculum specialist and policy makers in formulating better educational materials, textbooks, curriculum, syllabus, trained and effective teachers and educational policy.

LITERATURE REVIEW
Gap analysis of extant literature and novelty of the proposed research project
A very significant number of researches have been conducted focusing on various factors like textbooks design, materials development, effectiveness of communicative language teaching (CLT), degree of effectiveness of the textbooks in developing English language skills among the learners, difficulties faced by the teachers, evaluation of English Language Teaching (ELT) materials, difficulties faced in implementing the CLT methods, evaluation of English for Today textbooks etc. in the context of Bangladesh covering mainly primary and secondary school systems. Apart from primary and secondary school level English language skills development and evaluation many researches have also been conducted on higher secondary and higher education level. But very few studies have been implemented on the use and purpose of literary materials and texts in the textbooks of class two to class eight. The following literature review highlights what research works have been executed in the field of English Language teaching focusing on NCTB textbooks and primary, secondary and higher secondary school level. Few researches conducted from the perspective of English Studies, literature and cultural studies other than linguistics and applied

linguistics framework have also been taken into consideration.

Amin (2017) has identified five factors that in his opinion shape the English language teaching in the context of Bangladesh. These five factors are- the operation of the examination system and the ways it dominates education; importance of communicative uses of English for business, education, social status and entry into other countries; ways in which English teachers are trained and the institutions and projects that provide the training; the disparity that exists in terms of access, available resources and opportunities in urban, rural and slum areas and impact of international influences on English language teaching in Bangladesh (Amin, 2017). Amin reported that "English language teaching in Bangladesh takes place in a context that is complex and multifaceted."

Anis (2004) evaluated the status and efficacy of English language teaching materials and learners needs of secondary level in the context of English as a foreign language (EFL) in Bangladesh. He observed along with other findings that there is a "mismatch between what is in the curricula and how the textbooks and other materials are organized."

Hasan (2014) conducted a critical study on the difficulties perceived by both teachers and learners in implementing CLT in Bangladesh. According to Hasan (2014), "The factors that contribute to perceived pedagogical difficulties include insufficient training for both pre-service and in-service teachers; low English proficiency; inconsistency between the CLT approach and the national examination system; teachers' orientation- to traditional methods; the role of private tuition; isolated grammar practice; separation of female and male students in the school, and teachers' lack of familiarity with general teaching techniques."

Salam (2015) investigated the quality of teaching-learning practices at primary schools in Bangladesh. He included both private and public primary schools for analysis in his study. Salam interviewed "different stakeholders like students, teachers and education officials." He took into consideration "the quality education framework of the Global Monitoring Report (GMR) 2004" as an analytical framework for the study.

Rahman *et al*., (2018) like Hasan (2014) conducted a study to find out the factors that affect the teacher's implementation capacity of CLT curriculum in secondary schools of Bangladesh. They found that "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" (Rahman *et al*., 2018).

Rahman (1996) also identified some problems regarding the successful implementation of CLT in the context of Bangladesh. He observed that "many English teaching activities which teachers commonly used fail to satisfy students' needs and interests". His study also showed that "there is a striking difference between what students believe to be enjoyable, and effective for making language study fruitful and what teachers believe." As a result, "Some negative feelings, such as frustration and boredom, have developed due to the uninteresting and unenjoyable teaching activities" (Rahman, 1996). Rahman observed a paradoxical element in the CLT teacher's attitude and mindset. He found, "though teachers believe both communicative and non-communicative activities are important, non-communicative ones are valued more highly than the communicative ones". Consequently, Rahman concluded that this "mismatch between students' needs and expectations and the pedagogical philosophy and methods of teaching causes serious harm for learning a language."

Rasheed (2017) conducted a case study -based research focusing solely on the rural learners of ESL (English as a second language) "seeking to capture aspects of the lived experience and the ways these experiences impacted on student's and teacher's learning." Rasheed identified "four thematic elements: engagement, creativity, enjoyment and criticality" emphasizing primarily on the use and adaptation of creative practices in ESL classroom. Rasheed has also identified "many contextual challenges that hinder the initiatives, such as large classes, lack of opportunities to practice language, short class times, an extensive curriculum, an incoherent examination system and the use of traditional top-down pedagogy." Rasheed believes the study can offer "suggestions for educational policy and practice, indicating ways to break the student silence which often occurs in ESL sessions in rural Bangladesh."

Apart from the preceding literature many other researchers like Sultana (2015), Sommers (2013), Roshid *et al*., (2018) and Oishi (2020) have studied the status of implementation of teaching materials and techniques in ELT at Junior secondary level; degree of choice, access and participation for the rural poor primary school students; English teacher's views and attitude on the English for Today textbooks and evaluation of class IX-X English for today textbooks respectively.

The researches mentioned above have been carried out from applied linguistics and English Language Teaching perspective. There are studies which have been conducted from the perspective of literature and cultural studies too. But the number of

such study in the context of Bangladesh especially focusing on primary, secondary and higher secondary textbooks, curriculum, syllabus, teacher's and learners' perspectives are very few. This research has attempted to fill the existing gap in the knowledge stock of English language teaching and learning literature.

Chowdhury (2017) studied the representation of equality and inequality in class VIII English for Today textbook. She observes that "A textbook not only contains respective lessons, activities or tasks but also contains ideology and thoughts of a country through its language, content or discourse." Chowdhury further concludes, "there is inequality, biases, stereotypicalization, underrepresentation or misrepresentation of social classes, ages, races, religions, gender and professions in ELT books of different contexts." According to Chowdhury "EFT has ignored other religions including the Hindus, the Buddhas and the Christians" representing "Muslims as protagonist of the texts or lessons in EFT." In this way, "through the unequal representation of social classes, professions and religions, EFT reconfirms the societal hegemony in its content" (Chowdhury, 2017).

Similarly, Bidushi (2016) has critically studied the representation of women in English for Today textbooks from a critical discourse analysis framework. This proposed research project will also adopt the critical discourse analysis method in its analysis of the literary texts of class two to class eight NCTB textbooks. Bidushi "investigated how women are portrayed linguistically and semiotically through the content of the English for Today books for primary level" hypothesizing that "young learners, studying in primary level, are prone to accepting and internalizing concepts and ideas from textbooks without question." Biduhsi (2016) aimed "to make writers, illustrators, evaluators, publishers, syllabus designers and curriculum developers aware about the inappropriate representation of women in the primary level English for Today books."

Siddiqie (2011) has studied the incorporation of multicultural texts in the NCTB English for Today textbooks at secondary and higher secondary levels to understand the nature of intercultural exposure the learners get through these textbooks. Siddiqie premised on a "consensus that language textbooks should attempt to raise students' awareness of international culture as well as that of their own." She also aimed "at investigating intercultural awareness and abilities promoted through such input" through textbooks.

Hasan (2018) has investigated the difficulties the English teachers face in teaching literary texts like short story, poems etc. in the higher secondary level NCTB textbooks (class11 and class 12). Hasan observes that "Literature has always been an integral part of teaching foreign languages." Hasan has also investigated the appropriateness and suitability of selecting particular literary texts for a particular class. As Alam (2010) states that not all pieces of literature are suitable for being used in language classroom. Hassan further observes that "the emphasis of these literary texts is not just on content but on the exploitation of the texts to trigger a variety of language activities." Hasan has selected "literary texts to critically evaluate the effectiveness of the materials; and identifies the difficulties that the teachers may encounter."

Similarly, Alam (2015) has outlined some failures in using the literature for teaching language skills in the ESL classrooms through English for Today textbooks at secondary and higher secondary levels in Bangladesh. Alam observes that "both teachers and students try to avoid the literary contents included in the textbooks" and "thus, both of them (students and teachers) are being deprived of the pleasure and possibility of exploiting literature for acquiring language skills." Alam aimed "to find out the causes of avoiding the literary contents included in the textbooks and suggest the language policy planners of Bangladesh in this respect."

From the preceding literature review it can be assumed that most of the researches about English Language Teaching in Bangladesh have been conducted from ELT and Applied linguistics perspective and very few studies have been executed from literary and cultural framework. The researches focusing on literary contents and texts of NCTB EFT textbooks have mainly focused on secondary and higher secondary level overlooking primary school level textbooks containing literary contents, not at least by considering all of the literary texts in the textbooks prescribed for class 2 to class 8. The present study aims to investigate in its entirety, all of the literary texts in EFT NCTB textbooks at primary level (class 2 to class8 as per the new education policy). This study is novel in its scope, aim and theoretical framework as it has adopted Critical Discourse analysis method along with other qualitative data analysis methods.

Theoretical Framework

Critical discourse analysis emerged from 'critical linguistics' developed at the University of East Anglia by Roger Fowler and fellow scholars in the 1970s, and the terms are now often interchangeable. Research in the field of sociolinguistics was paying little attention to social hierarchy and power.CDA was first developed by the Lancaster school of linguists of which Norman Fairclough was the most prominent figure. Ruth Wodak has also made a major contribution to this field of study.

In addition to linguistic theory, the approach draws from social theory—and contributions from Karl Marx, Antonio Gramsci, Louis Althusser, Jürgen

Habermas, Michel Foucault and Pierre Bourdieu—in order to examine ideologies and power relations involved in discourse. Language connects with the social through being the primary domain of ideology, and through being both a site of, and a stake in, struggles for power. Ideology has been called the basis of the social representations of groups, and, in psychological versions of CDA developed by Teun A. van Dijk and Ruth Wodak, there is assumed to be a sociocognitive interface between social structures and discourse structures. The historical dimension in critical discourse studies also plays an important role.

METHODOLOGY

CDA is an application of discourse analysis, it is generally agreed that methods from discourse studies, the humanities and social sciences may be used in CDA research. This is on the condition that it is able to adequately and relevantly produce insights into the way discourse reproduces (or resists) social and political inequality, power abuse or domination. CDA does not limit its analysis to specific structures of text or talk, but systematically relates these to structures of the sociopolitical context. CDA has been used to examine rhetoric in political speech acts, and any forms of speech that may be used to manipulate the impression given to the audience. However, there have been flaws noted with CDA. For example, it has been said that it is simultaneously too broad to distinctly identify manipulations within the rhetoric, yet is also not powerful enough to appropriately find all that researchers set out to establish.

Norman Fairclough discussed the term CDA in his book Language and Power. Fairclough introduced the concepts that are now viewed as vital in CDA such as "discourse, power, ideology, social practice and common sense." He argues that language should be analyzed as a social practice through the lens of discourse in both speaking and writing.

Fairclough developed a three-dimensional framework for studying discourse, where the aim is to map three separate forms of analysis onto one another: analysis of (spoken or written) language texts, analysis of discourse practice (processes of text production, distribution and consumption) and analysis of discursive events as instances of socio-cultural practice. Particularly, he combines micro, meso and macro-level interpretation. At the micro-level, the analyst considers various aspects of textual/linguistic analysis, for example syntactic analysis, use of metaphor and rhetorical devices. The meso-level or "level of discursive practice" involves studying issues of production and consumption, for instance, which institution produced a text, who is the target audience, etc. At the macro-level, the analyst is concerned with intertextual and interdiscursive elements and tries to take into account the broad, societal currents that are affecting the text being studied.

Teun A. van Dijk's approach to Critical Discourse Analysis combines cognitive theories with linguistic and social theories. Van Dijk uses cognition as the middle layer of a three-layer approach consisting of discourse, cognitive and society. By integrating a cognitive approach, researchers are better able to understand how larger social phenomenon are reinforced through popular, everyday discourse. Critics of this practice point out that his approach focuses on the reproduction of ideologies rather than the transformation.

Ruth Wodak has developed a framework based on the systemic collection of sample texts on a topic to better understand the interrelationship of discourses that exist within the field. This framework allows for the discussion and analysis of ideologies involved in a set of discourses. The macro level of analysis is helpful in understanding how macro-structures of inequality persist through discursive processes across multiple sites and texts.

CDA has also been applied to media studies, advertisements texts English language teaching, heritage language socialization and environmental sciences to name a few.

Critical discourse analysis (CDA) is a qualitative analytical approach for critically describing, interpreting, and explaining the ways in which discourses construct, maintain, and legitimize social inequalities. CDA rests on the notion that the way we use language is purposeful, regardless of whether discursive choices are conscious or unconscious. CDA takes a number of different approaches and incorporates a variety of methods that depend on research goals and theoretical perspectives. This methodological study presents a general CDA analytic framework and illustrates the application of that framework to a systematic literature review of CDA studies in education. CDA research studies are no less likely than other forms of scholarly research to reproduce ideological assumptions; qualitative rigor and trustworthiness are discussed.

Fairclough & Wodak (1997) draw on the aforementioned criteria and set up eight basic principles or tenets of CDA as follows: (i) CDA addresses social problems; (ii) power relations are discursive; (iii) discourse constitutes society and culture; (iv) discourse does ideological work; (v) discourse is historical; (vi) the link between text and society is mediated; (vii) discourse analysis is interpretative and explanatory; (viii) discourse is a form of social action (cf. Van Dijk, 1995:353; Jahedi, Abdullah & Mukundan, 2014:29).

CDA can also be defined and characterized as:

1. A way of examining language not as grammatical tool but as how it is used in real life situation. The examination of language goes beyond a sentence construction to embraces meaning outside a sentence. It looks at the social aspect of utterances in terms of the political situation on ground. CDA observes that language is not neutral. Any language or wording is informed by the intention of the speaker who wants to influence the listen to see reality the way he sees it. The speaker also wants to be influential therefore have power to affect the way others think and handle themselves in everyday life

2. Critical discourse analysis reveals the relationship between all parties of the discourse and pays sufficient attention to political, social and economic conditions that would affect the comments and individuals in the background.

3. The study of the connection between power, language, and social constructs.

4. Critical discourse analysis is much informed by Fairclough's three-dimensional model that encourages researchers to evaluate discursive events, discursive practices, and social structures. Here the critical analysis of texts such as grammar, structure, vocabulary, intertextuality, and rhetorical or literary devices is carefully executed to find critical nuances in the text. Learn more in: Pedagogizing International Students' Technical Knowledge Consumption

5. Critical discourse analysis (CDA) is a critical, interdisciplinary approach to discourse according to which language is a form of social practice. It essentially deals with analyzing opaque as well as transparent structural relationships as manifested in language. The three cornerstones of CDA are: the concept of power, the concept of history, and the concept of ideology. Its origin resides in classical rhetoric, text linguistics, sociolinguistics, applied linguistics and pragmatics.

6. A more critical approach to analyzing a text, looking at the language used and how this may influence how people "read" it.

7. It refers to the theoretical and methodological perspective of discourse analysis in which the discourse creates not only semantic-pragmatic meaning, but also socio-cultural and/or socio-political meaning.

8. Field of research that compares the social role of the speakers and the scene of enunciation.

9. A methodology that focuses on the study of language as a socially constructed and constructive practice.

10. A method of an analytical research based on the relations between language and power.

11. The critical study of how broad and specific discourses reflect social inequities and imbalances of power for different groups.

12. A method used to discern or uncover the tenets and influences underlying and shaping much of contemporary journalism. In a world susceptible to the distortions of fake news spin, sometimes their writing can even be propelled by a hidden agenda. So it is that impartial and plain news discourse is or can be colored by the journalist's tenets and ideologies.

13. A discipline in discourse studies that describes discourse as a "social practice" and with a dialectical relationship between situations, institutions and social structures and analyzes this discourse taking this context into account.

Critical discourse analysis (CDA) is an interdisciplinary approach to the study of discourse that views language as a form of social practice. Scholars working in the tradition of CDA generally argue that (non-linguistic) social practice and linguistic practice constitute one another and focus on investigating how societal power relations are established and reinforced through language use. In this sense, it differs from discourse analysis in that it highlights issues of power asymmetries, manipulation, exploitation, and structural inequities in domains such as education, media, and politics.

Research Questions
The research has been conducted addressing the following research questions-

*   What cultural, ideological and political connotations and underpinnings the literary texts like short story, poems etc. hold and disseminate?
*   Why these literary texts have been selected and graded in the textbooks of class two to class eight?
*   How successful the teaching-learning practices in achieving the intended outcome of adding these literary texts in the textbooks?
*   What are the teacher's and learners' perceptions toward these literary texts?

Objectives of the study
The main objectives of this research project are-

*   To find out the perspectives of learners, teachers, writers and editors of the textbooks, curriculum and syllabus designers and policy maker's regarding the literary texts incorporated in class two to class eight EFT textbooks
*   To investigate the applicability and appropriateness of the selection and gradation

process of literary texts for various classes/grades

- To correlate between literary texts and ethics, morality, values and philosophy intended to develop among the learners
- To investigate the teaching efficacy of the teachers in terms of discussing and teaching literary texts in the classrooms

METHODOLOGY OF THE STUDY
STUDY AREA
There is a total of 941 government primary schools and 395 non-government primary schools and 341 high schools in the district of Tangail. The study has mainly been conducted through data collection from Tangail district. For the purpose of data collection in the form of semi-structured survey questionnaire and in-depth interviews with learners, teachers, upazilla education officers, district education officers, textbooks writers, illustrators, editors and designers, NCTB

officials and education policy makers, have been conducted.

DURATION OF THE RESEARCH
This research has been executed within the duration of 12 months (01 year).

SAMPLING/ SOURCE OF DATA
30 government primary schools and 10 secondary schools from Nagarpur Upazilla of Tangail district were randomly selected for this project. Three teachers from each of these 30 primary schools (90) have been interviewed. And two teachers each from 10 high schools have also been interviewed. 10 students from each class (7 classes in total, class two to class eight, class one does not have any literary text in the EFT, that's why excluded) of each 30 primary schools and 10 high schools thus in total- 1200+300= 1500 students have been brought under semi-structured survey questionnaire for collecting primary data.

Besides, the following literary texts selected and extracted from the textbooks of class two-class eight have been analyzed using critical discourse analysis (CDA) method:

Serial no.	Class/grade	Literary text	Author	Genre	Remarks
1.	I				Does not include any literary text
2.	II	The Golden goose		Story	
3.	III	The Cow and the Frog The Boys and the Frogs The Crow		Story	
4.	IV	The Lion and the Mouse		Story	
5.	V	The Hare and the Tortoise Why Does the Frog Croak City Streets and Country Roads "I meant to do my work today"	Eleanor Farjeon Richard Le Gallienne	Story Story Poem Poem	
6.	VI	"Let's play" Holding Hands The Lion's Mane Boats Sail on the River Bangladesh song lyrics by "Andre" The garden	Kate Greenaway Leonore M Link Janet Allison brown Christina Georgina Rossetti George Harrison Gwendolyn Brooks Arnold Lobel	Poem Story Story Poem Song lyrics Poem Story	

Serial no.	Class/grade	Literary text	Author	Genre	Remarks
7.	VII	Whose child is this	Anonymous	Poem	
		Leisure	William henry Davies	Poem	
		From a railway carriage	Robert louis Stevenson	Poem	
		The selfish giant	Oscar wilde	Story	
8.	VIII	The children's song	Rudyard Kipling	Poem	
		A little plant poem	Anonymous	Poem	
		Ode on solitude	Alexander Pope	Poem	
		The news	Michael Rosen	Poem	
		"Contemplation"	John Carpenter	Poem	
		The Truthful Dove	Abbie Farwell Brown from *The Curious Book of Birds*	Story	

SAMPLE ANALYSIS

The data collected from sample size population have been analyzed using various qualitative data analysis (QDA) methods like- - Content analysis, Narrative analysis, Thematic analysis, Grounded theory (GT) and Interpretive phenomenological analysis (IPA). There are various Computer-assisted qualitative data analysis software (CAQDAS) like ATLAS.ti, Dedoose (mixed methods), MAXQDA (mixed methods), NVivo and QDA MINER to analyze in-depth interviews in a qualitative study. The collected data have been analyzed using NVivo software depending on the similarities; the data have then been grouped into categories and themes. These patterned themes have emerged objectively out of the data as emergent themes. The data analysis and findings have been presented through infographics and other relevant visual methods of data presentation.

STATISTICAL ANALYSIS

This research project is qualitative in nature and scope but relevant quantitative data, where deemed relevant and necessary, have been analyzed using STATA software and presented through infographics and visuals.

OUTCOME/OUTPUT/ FINDINGS

After describing, interpreting and explaining both primary and secondary data the following findings have emerged.

- The literary texts have been selected and incorporated in class II to class VIII NCTB textbooks keeping in mind the dominant moral, ethical, ideological, religious, cultural and political values and norms of both National and International interest but the intended outcomes of incorporating literary texts are not achieved.
- The literary texts are given less importance and are avoided by most of the teachers and students. The question pattern and assessment criterion might be one of the factors affecting this attitude of negligence and indifference toward literary texts.
- Teachers lack training and need capacity building specifically for teaching and discussing literary texts in the classrooms
- Literary texts are not utilized and maximized for developing language skills among the learners.

CRITICAL DISCOURSE ANALYSIS OF SELECT LITERARY TEXTS

Serial no.	Class/grade	Literary text	Ideological/ethical/moral implications of the texts
1.	II	The Golden goose	The parable is about not being greedy and suggestive of having patience in achieving goals and objectives.
2.	III	The Cow and the Frog	1. One should be happy with oneself, should it be body, appearance or possessions. Everybody is unique in their own way and one should accept that.
		The Boys and the Frogs	2. Be considerate to others. Always stop to think whether your fun may not be the cause of another's unhappiness.
		The Crow	3. It is important to be persistent to achieve a goal in life.

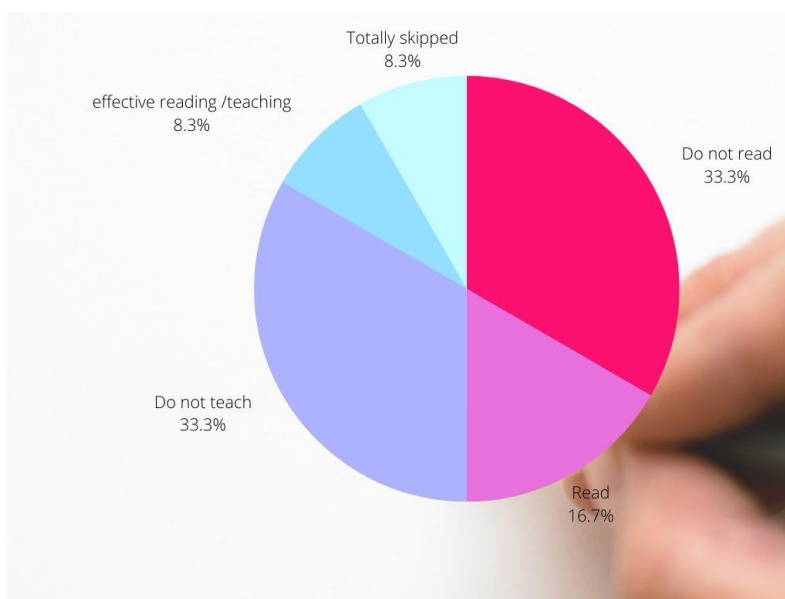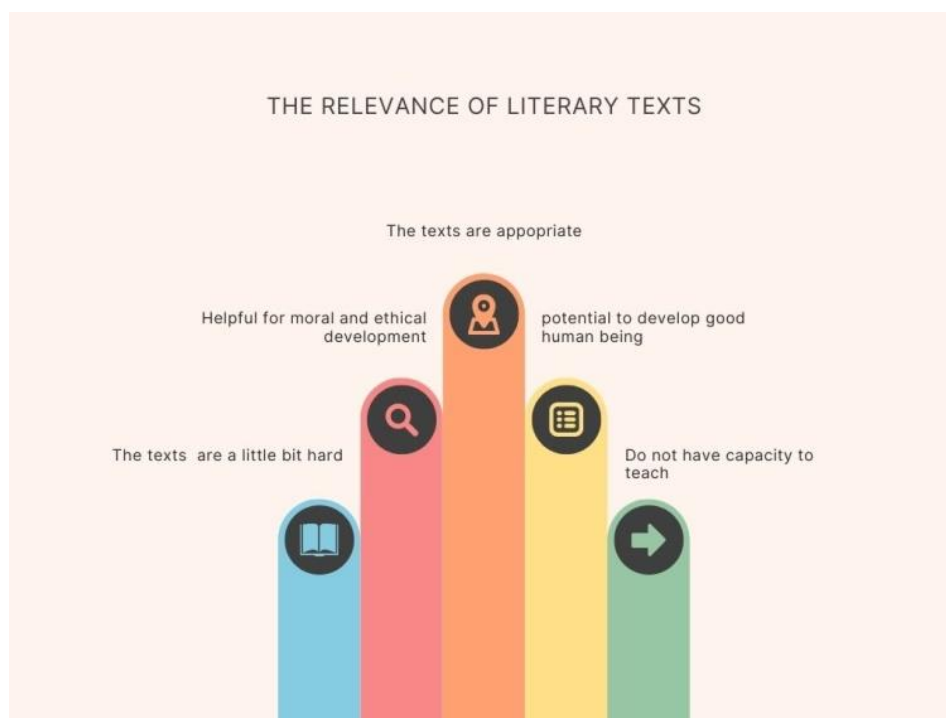| Serial no.	Class/grade	Literary text	Ideological/ethical/moral implications of the texts
			Intelligence and wisdom should be used to achieve that.
3.	IV	The Lion and the Mouse	Be good to others, even if how small they might seem.
4.	V	The Hare and the Tortoise	1. Slow but steady and consistent wins the race.
		Why Does the Frog Croak?	2. Always have a rational and logical mindset. Question everything.
		City Streets and Country Roads	3. Both the cityscape and countryside are equally important.
		"I meant to do my work today"	4. Work is life. But one must maintain the balance between two, life and work.
5.	VI	"Let's play"	1. All work no play is not healthy for a balanced growth.
		Holding Hands	2. Helping others what makes us human and this is how we progress together.
		The Lion's Mane	3. Appearance is not everything, character is. We should focus on developing strong character.
		Boats Sail on the River	4. Simplicity is the ultimate sophistication of life. We should learn how to have pleasure from simple things.
		Bangladesh song lyrics by "Andre"	5. Patriotism is a great virtue. We all should love our country.
		The garden	6. Hobby is important for happiness in life.
6.	VII	Whose child is this	1. Children should be carefully taken care of both by their parents and teachers.
		Leisure	2. We should spend our leisure to enrich our souls and energy.
		From a railway carriage	3. Travelling is important as it broadens our mind and makes us open to experience in life.
		The selfish giant	4. We should not be selfish. We have to think about others too.
7.	VIII	The children's song	1. The poem titled "Children's Song" by R.S. Thomas is about children versus adults. The poem is written from the children's viewpoint. In the first four lines of the poem, the poet vividly describes the children's world, saying that it is a world too small for the adults to stoop and enter even on hands and knees. The following line states that the adult subterfuge. So far, the poet has placed the adults in a bad light. The word "stoop" can be used as a double meaning. The obvious meaning is defined by to bend forward and down from the waist or the middle of the back. However, in this poem, it can also be used that the adults debase themselves.
		A little plant poem	2. In this poem, you can find that a seed is buried under the soil and he is sleeping politely. Afterward, sunlight asked him to wake up and the rainwater gave him the final alarm by spreading water on the seeds. Finally seed grew up as a little plant and discover the beautiful world
		Ode on solitude	3. Ode on Solitude' by Alexander Pope is a beautiful and peaceful poem. It asserts a speaker's desire to live a good, simple life and go unnoticed by the world.
		The news	4. Children need very little encouragement to engage with writing which sets the natural order of things upside down.
		"Contemplation"	5. Life is too short to live small. We need to hold a bigger picture of life in our minds.
		The Truthful Dove	6. Truthfulness is an essential attribute of human being.

DATA VISUALIZATION

Figure-1

Figure-2

RESULTS AND DISCUSSION

The findings from the data shows that 33% of the total student respondents do not at all read the literary texts, 33% of the teacher respondents do not teach or discuss literary texts in the classrooms and only 16% of the students read the literary texts on their own. The literary texts are totally skipped and ignored by around 8% of the student respondents and only 8% of students and teachers read and teach the literary texts effectively as intended. Other results from the data analysis show that majority of the respondents both teachers and students opine that the literary texts are highly appropriate for the respective classes. On the other hand, some students and teachers think that the texts are a little bit hard and they don't have the capacity to teach and learn. And again, the majority of the students and teachers realize that the literary texts included in the English for Today NCTB textbooks have the potential to develop good human being and are helpful for moral and ethical development.

APPLICATION OF OUTCOME

The findings and resultant recommendations derived from this project have the applicability in the field of English Language teaching in Bangladesh. The findings of the research have the potential to help all level of ELT and Education stakeholders in the field of developing and designing better textbooks and teaching-learning materials, curriculum and syllabus design, importance of literature for developing language skills and also values and philosophy of life, teachers training, teaching methods and approaches and policy making.

LIMITATIONS OF THE STUDY

Many data required for this study were collected during COVID-19 school shutdowns, as a result some schools could not be revisited for collecting data because those schools were closed due to corona virus pandemic. Due to this, the outstanding data needed to be collected through interviews over phone and Whatsapp. Apart from this, the current study only covers literary texts of English for Today NCTB textbooks from class II to class VIII, a comprehensive and holistic picture could have been achieved if the literary texts of class IX to XII could be covered and brought under this study.

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