

ENGLISH LANGUAGE TEACHING AT SECONDARY SCHOOL LEVEL IN BANGLADESH: AN OVERVIEW OF THE IMPLEMENTATION OF COMMUNICATIVE LANGUAGE TEACHING METHOD

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ABSTRACT

The concept of globalization has brought dynamism in each aspect of the world. The changes have also touched the field of English Language Teaching (ELT) throughout the world. Bangladesh is no more far from that transformation. It has already attempted to the innovation of ELT. The country has moved from long term-practiced Grammar Translation Method to Communicative Language Teaching Method for teaching second language, particularly English. But, efforts in the teaching of English language seem relatively lacking and not sufficient while considering the demand of time and motion going on throughout the world. With an extreme urge for the diversity in ELT in Bangladesh, the study will evaluate the real practices of CLT; roles and performances of teachers, and learners in CLT classroom. The current study has therefore been aimed to verify how far those claims of communicative textbook are successful, why the learners still lack in communication in English, what the obstacles are and finally how to remove those barriers. The present study, become a significant one as a systematic step in this case. And it is greatly expected that the proposed research will result useful solutions for the teachers and students to solve the problems in terms of English language teaching and learning by CLT not only in Bangladesh but also in other non-English countries. Language learning can never happen absolutely unless four basic skills are equally emphasized. Schools therefore arrange listening practices with the help of English video games, documentaries, movies etc. Bengali language should be for bidden for the teachers of English as well as for English classes. Reading materials should not be limited within the textbook merely rather the variety of realia should be used as mandatory reading resources. Students should first practice writing by illustrating pictures of real environment and day to day activities what they regularly deal with. The survey study has been carried out in different secondary schools through questionnaires.

Keywords: ELT, CLT, Techniques, Implementation etc.

INTRODUCTION

The teaching and learning of English language are the long-term historical affairs in Bangladesh. Although the emergence of English has been backed by the British colonial rule, now it is used in wide area of operations such as business, technology, education, family communications and social interactions etc. British rulers taught English for obtaining their selfish motive of developing a group of interpreters who could serve as the causeway between them and native people (Aggarwal, 1983). They established many institutions where English was taught as a second language. However, as a result of this long-term colonial domination over this land, English became an inevitable part of the life of the people of this

county and it continues to influence the social, political, cultural, educational, and commercial activities even after the independence from British. The teaching and learning of English then became Bengali's own responsibility to rule their country by themselves. The country had to take further steps for teaching her citizens English effectively. From Pakistan-period to till now, every government has had a concern for the development of English language teaching or ELT at every level of education especially at secondary level, which is considered as the gate way to enter into higher level of education. After the independence of Bangladesh from Pakistan, there have been number of commissions and task forces from 1974 to 2000 that worked on the issue of ELT to bring progress in this

arena (Uddin, 2005, Shafque, 2009). But, these attempts did not seem to be adequate according to the demand of time. Because, it was recognized later that the major problems of ELT were with the second language teaching methodology and those commissions could not bring any change in this case. During the long period from British regime to post-independent Bangladesh English was taught by the traditional Grammar Translation Method or GTM, whereas in the developed countries, this method had already been found inadequate to teach foreign or second languages with equal emphasis on the four basic linguistic skills. Consequently, they were generating methods to teach second languages more efficiently, and the concept of Communicative Language Teaching (CLT) method brought much more logical and revolutionary changes in this case, as a result it was warmly celebrated by the modern linguists of the world. But Bangladesh was far from these contemporary changes in ELT till the year of 2000. After long, Bangladesh realized the effectiveness of CLT method in teaching English. In 2001 ELT in Bangladesh turned into a new era. In this year, the Bengali learners of English were first introduced with Communicative Language Teaching Method. NCTB published text books with communicative view of teaching and learning English. Since then learners of every level of various streams of education have been learning English by CLT method.

Review of Literature

Literature review is essential as it differentiates between what has been done and what are needed to be done (Hart, 1999). Leedy (1997) suggests "literature review can reveal investigations similar to your own, and it can show you how other researchers handled methodological and design issues". Arthur Hughes suggests (2003) "the tasks, and the texts that are used, should be as authentic as possible". Although in the context of Bangladesh the literature in the field of CLT is limited, studies are not scanty in the global context. Number of studies has been carried out in this field. Kavaliauskiene (2003) in a study investigates the performance of the second year university students in Lithuania and finds 65% of students admit that the teachers have tendency to avoid speaking, and 57% of students comment that listening practices are not done in the class.

The study of Hasan (2004) reveals that 59% of students are not interested in speaking English, they feel rather comfortable in using their mother tongue in the class. Johnson (2001) has conducted a study on language teaching at secondary level of education in Ukraine and found the problem that the teachers are not trained enough. Nevertheless, these studies justify that there are deficiencies or problems in the practices of CLT which should be investigated for finding out the apt solutions.

Importance of the Study

Knowledge of English language has lot of applications in Bangladesh. Its enormous usage in the academic and professional life show how much valuable and functional role it can play in building students' career and making citizens' life prosperous. The country should, therefore, put emphasis on research in this arena to accelerate the practices of CLT, but unfortunately the concerned agencies and authority do not give the desired importance to this issue. A practical inspection and review of secondary data on the subject indicate that there has been no adequate academic research for the development of practices of CLT at secondary level in Bangladesh. Hence, the present study, become a significant one as a systematic step in this case. And it is greatly expected that the proposed research will result useful solutions for the teachers and students to solve the problems in terms of English language teaching and learning not only in Bangladesh but also in other non-English countries. The national policy makers and concerned authority of private colleges of Bangladesh may find it helpful to formulate new policies and strategies to facilitate the advancement of CLT in the coming days. It may also lead to the further researches for dynamism in this field.

Objectives of the Study

In this age of globalization the role and study of English have reached the highest degree of significance. The increasing usage and domination of English as a language of global trade & commerce, communication, education, politics etc. have made the teaching of English language a significant concern of research throughout the world. Numerous research projects have also been conducted

for the development of CLT in the current world. But Bangladesh lags behind in this case. There is no methodical investigation on the practices of CLT in the secondary school level particularly. Consequently, the reasons and questions of failure in teaching and learning English remained obscure, and unanswered. Sufficient regular query or activity is not noticed to find out the solutions for the existing problems in the practices of CLT. The present study is proposed to fill up this gap. It will attempt to find out the apt answers and solutions for the questions and problems that the teachers and the learners of English encounter. The study will evaluate the real practices of CLT; roles and performances of teachers, and learners in CLT classroom. It will deal with issues such as how Communicative Language Teaching Method is working in Bangladesh, how far introduction of this method benefit the learners, how much effective it is in the language teaching in Bangladeshi classroom, what are the problems or barriers for the effective implementation of this method and finally how the problem can be overcome. In short, the objectives of the study are divided into two; general and specific.

General Objectives Cover the Followings

- To study the current practices of CLT in teaching and learning English at secondary level in Bangladesh.
- To identify the problems, and find out probable solutions.

Specific Objectives Include

- Practical assessment of current performance of learners in CLT class room, especially at mastering four basic linguistic skills; reading, writing, listening, and speaking.
- To examine the teachers' motivation, competence of arranging the four skills, teaching method, evaluation process, and particularly the teachers' knowledge of CLT.
- To evaluate the appropriateness of the English textbook materials, used in CLT.
- To recommend necessary suggestions for authority concerned for the improvement of teaching and Learning English at secondary level.

The Gaps

Bangladesh has made various efforts to improve the condition of ELT at every level of education in this country. The country has moved from long-term practiced Grammar Translation Method to Communicative Language Teaching Method for teaching second language, particularly English. But these efforts do not sound to be working effectively. The linguistic competence of students particularly of secondary level is not still up to the mark. It is, therefore, quite essential to find out the problems that the students are facing in the process of learning English. It is vividly noticed that although teachers are supposed to practice the principles and the techniques of CLT method in the class room, few of them can apply these. Teachers do not seem to be well-introduced with communicative approach; consequently they cannot introduce their students with the goals and means of CLT. Teachers still seem to be habituated with practices of the traditional Grammar Translation Method (GTM). Most of them still act according to the principles of GTM. They use mother tongue to explain texts. Neither the teachers communicate with the students in the target language nor do they ask their students to communicate in the target language among the students themselves. Students are not allowed to participate in the teaching process. Besides, the gap is also noticed between policy formulation and implementation by the government. The concerned government agencies seem to be failure to successfully execute the recommendations made by different commissions and task forces at different periods. It is, therefore, important to evaluate their performance, nursing, and activities as well. However, to identify the existing problems it is essential to analyze five major components of the teaching and learning process; teachers, teaching methods, materials, students, and evaluation. The study, therefore, will address the following questions.

- What is the current level of learners' proficiency in English Language?
- How do the students feel with the newly introduced communicative approach and what they know about this method? Are they aware of their roles in the learning

and teaching process?

- What method do the teachers indeed follow in the class room and how?
- How much the teachers are qualified for teaching with communicative approach.
- What are the materials to be used and what and how they are getting used, and how much fruitful these are?

Communicative Language Teaching

Communicative Language Teaching or CLT began its journey with the slogan of emphasizing on the learners' communicative competence as opposed to linguistic competence. It claims to be something more than grammatical teaching. In other words, CLT is the method that is concerned with learners' needs of communication. Its teaching techniques reflect the choice of language content and materials, with emphasis on role play, pair and group work etc. The method suggests that the learners need to understand as well as express rather than merely describe the core of language by grammatical interpretations and vocabulary. However, the objectives of CLT are more clearly defined by the secondary school textbook which is aimed to teach language by CLT method. In the preface of the book English for Today (for class-six) it is clearly mentioned that the main aims of this textbook is

- To introduce effective communicative language teaching techniques.
- To provide adequate practice in four basic language skills; listening, speaking, reading, and writing.
- To integrate grammatical elements with language skills so as to make the grammar genuinely functional and communicative
- To adapt the existing topics so as to make them both more interesting and acceptable.
- To create more opportunity for interaction (between students and teachers and among the students.
- To introduce an integrated 'work book' elements in order to develop appropriate writing skills.
- To suggest a clear teaching methodology within the framework of actual lessons etc.

The book claims that the above mentioned goals have been set in order to meet the real needs of students and teachers that will eventually result in more effective communicative teaching and learning of English.

Implementation

The current study has therefore been aimed to verify how far those claims of communicative textbook are successful, why the learners still lack in communication in English, what the obstacles are and finally how to remove those barriers. To attain the goals of study this study chiefly depends on the practical investigation of secondary schools particularly located which in Sylhet division. Investigation has been carried out based on seventeen questions concerning the principles, techniques, and implementation of CLT. The details of those questions are given in appendix-1, and appendix-2 which attached to the end of this paper. Findings of the interviews are presented below

Question 1: Do you know about the differences between GTM and CLT?

Question was set with the aim of perceiving the students' knowledge of traditional and current English language teaching methodologies. The question was do you know about the difference between GTM and CLT? Unfortunately no students give the answer. They seemed to hear these terms for the first time. It is clear that if the students are not even known with the goals and principles CLT how they can be expected to learn English successfully in this method? Now question comes why this happens? The certain answer is the English language teacher has not introduced his or her students with the matter. And the problems of teachers are almost 80% of the secondary school teachers are national university graduates where there is no course on English language teaching methodology. Many of them specially the English teachers of private school do never attain any training on CLT. More horrible picture is seen in rural where English taught by pass course graduate who passed their graduation doing a traditional grammar and translation based English course of 100 marks only, and therefore they had no opportunity to learn or hear about CLT in their students life particularly those who did their S.S.C and H.S.C before 2001. The most harmful scenario is that in

some schools teachers of Bengali, mathematics or graduates of law are teaching English who are never supposed to have any expertise in ELT or CLT.

Question 2: Do you feel textbook heavier that you need?

The pie chart or Figure. 1 shows that 60% or majority of the students feel textbook a bit heavier, and other 40% feel it much heavier. That means all the students have a negative attitude to current textbook. They are not enjoying the book. If it is so how can learning happen smoothly and successfully?

Question 3: How much do you communicate in English in the class?

The introduction of the secondary school suggests that one of main aims of that book is to create opportunities for interaction or communication between the teacher and students as well as among the students. But the real investigation as exposed in Figure. 2 finds that there is no effective exercise of communication in the target language in the class room. Now question comes without communication how it is communicative language teaching? And they have understood by CLT? It is vivid that the instructors of secondary school are not even aware of the introduction of the textbook they are using every day.

Question 4: Do you exercise the four language skills (LSRW) in your class?

Tough the book or CLT demands to teach English with equal emphasis on four basic language skills but the Figure. 3

shows that there is seldom practices of listening skill and it is found in some English medium school merely. In majority cases teaching is teacher oriented reading only what Figure. 4 clarifies. Students are rarely asked to read or participate. Sometimes they give home work on writing. But there are few options or practices of speaking particularly in rural and Bengali medium school (Figures 5 & 6).

Question 5: What does the current syllabus emphasize on?

It is well known that CLT a realia oriented teaching rather than textbook oriented, but Table. 1 one exposes that there is a few use of realia like news papers, TV, games, in the secondary schools. Students are still exam oriented in learning English. Like grammar translation method they are still memorizing items important to pass the exams.

Question 6: Do you participate in group pair work in the class?

According to the introduction of textbook students are supposed to participate in group and pair to work. This is one of the major principles of CLT to create interaction and communication among the students, but the reality is opposite. The Figure. 7 shows that among the interviewed 80% opine; they do not participate in any group or pair work in the class room. Whereas other 20% opine teacher sometimes ask them to work in group, but the frequency is very poor. Its now quite easy to recognize if students are not compelled or asked to work in group how can they achieve communicative competence?

Question 7: How much is your teacher's instruction help

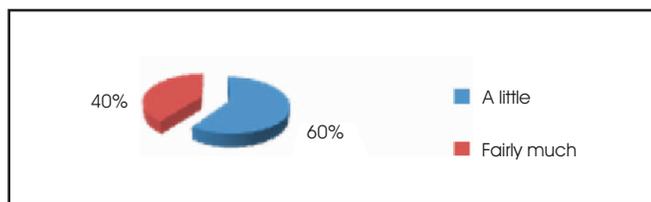


Figure 1. Do you feel textbook Heavier than you need?

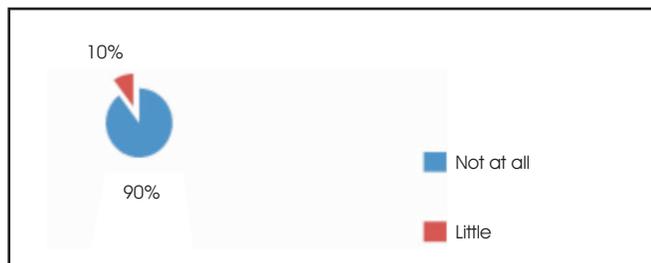


Figure 2. How much do you Communicate in English in the Class



Figure 3. Listening

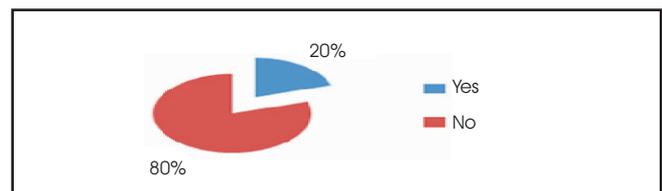


Figure 4. Reading



Figure 5. Writing

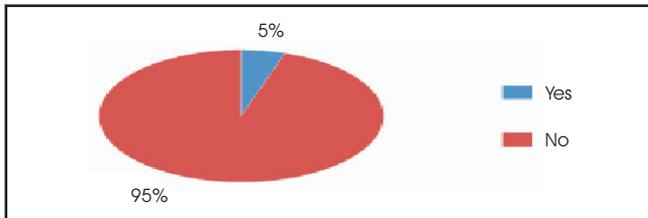


Figure 6. Speaking

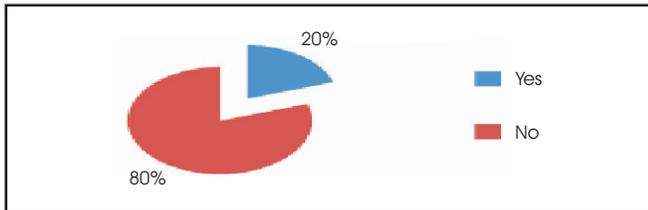


Figure 7. Do you Participate in Group Pair work in the Class?

Passing examination	Yes
Understanding teacher's lecture	No
Using English with others	Little
Reading English books and newspapers	No
Getting good jobs	No
Using internet	No
Watch TV programs	No
Writing letters	No
Playing games	No

Table 1. What does the Current Syllabus Emphasize on?

you to communicate in English?

In CLT class room teacher is supposed to communicate in the target language. Teacher's use of target language is the authentic source for students to develop communicative competence in the target language, but unfortunately the teachers of secondary schools of Bangladesh use mother tongue in the class room. Though they sometimes speak in English, but it does not help students sufficiently and that is proved by Figure 8.

Question 8: Who speak more and remain busy in the class?

Usually in GTM teacher always remained busy himself and

students were silent listeners. But in this age of CLT the teacher of secondary schools could not have come out from this habit of dominating the class. Learning and teaching is still teacher oriented as the investigation shown in Figure. 9 has suggested. If students are not involved in the teaching and learning process, how can it be communicative language teaching?

Question 9: Do you think your teacher is skilled enough in teaching English?

Investigation through Figure.10 also suggests that the students of secondary schools are not satisfied with the skill of their teacher. Majority of the students think that their teachers have little skill in English. Possibly almost all the students depend on the private tutor and coaching for learning English to pass the examination.

Question 10: Do you consult your teacher beyond the class hours?

The Figure. 11 shows that students do not have options or interest to consult their teacher outside the class that may benefit to solve the problems that they feel in the class, but cannot express before all because of their shyness. This might have happened because of the inattentive of



Figure 8. How much is your Teacher's Instruction help you Communicate in English?

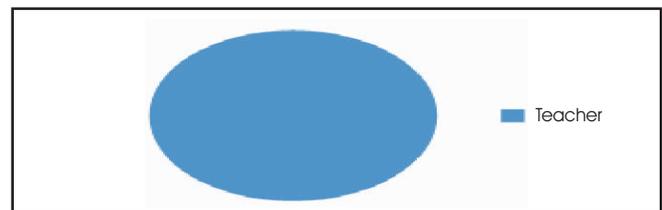


Figure 9. Who Speak more and Remain Busy in the Class?

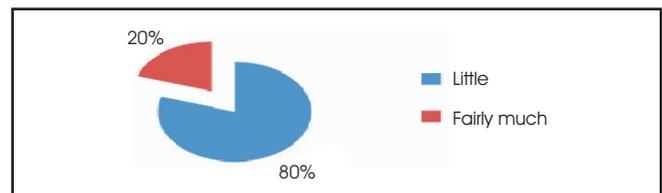


Figure 10. Do you Think your Teacher is Skilled Enough in Teaching English?

students as well as teachers' carelessness.

Question 11: With which tools of the followings does your teacher arrange the class?

In CLT, teaching with the use of technology is mostly recommended and greatly motivated. But, the students of secondary schools of both urban as well as rural setting are totally deprived from this opportunity. Table. 2 two shows 100% of the schools use traditional black board as the only tool for teaching. This is certainly one of the main reasons of failure in the implementation of CLT.

Question 12: Are you afraid of making mistakes while speaking in English?

In Figure. 12 it is seen that many of the students opine; they cannot speak in English fluently as because they always suffer from the fear of making mistakes. And because of incorrect English they would be criticized or ashamed. This is fairly because they do not know about the principles of CLT where mistakes are considered as the process of learning. Here it is logical to conclude that if they were motivated by this principle, they could have overcome this barrier.

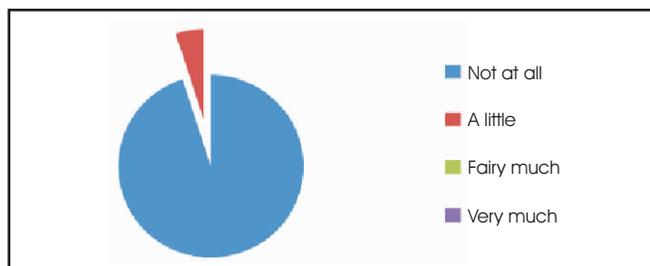


Figure 11. Do you Consult your Teacher Beyond the class Hours?

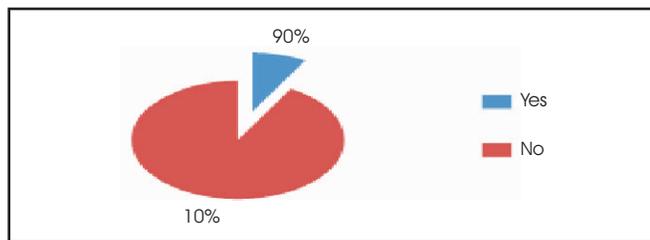


Figure 12. Are you Afraid of Making Mistakes while Speaking in English?

Blackboard	Yes
Over head projector	No
Audio cassettes	No
Video facility	No

Table 2. With Which Tools of the Followings does your Teacher Arrange the Class

Besides the above mentioned barriers in the implementation of CLT there are some other notable obstacles too. Among those the lack of relevance and appropriateness of English textbook is remarkable. Students do not find the lessons enjoyable. Learning and teaching is basically exam oriented consequently the importance of gaining communicative competence is neglected. The topics of the book are not relevant to day to day activities rather these are sometimes philosophical and argumentative which students may feel burden in the course of learning. Students opine they have lack of knowledge in English grammar and vocabulary which are not getting solved by their school instructions. Lack of English speaking zone or environment is cause why students cannot practice English or communicate. In short major reasons of failure in the implementation of CLT in secondary school lie with the teacher of English Students have also deficiency, but if they are well instructed, these problems would be overcome within a short time.

Recommendations

After analyzing the findings the study tend to find some remedies for the problems in the implementation of CLT at secondary school level in Bangladesh. It finds that the major barriers in this case lie with the supervision, tools and equipment of implementation therefore the emphasis should now be given on implementation rather than on theoretical discourse on CLT. The concern agencies should look at the caretakers, guides and guardians of CLT textbook and how much they are fit for that task. So far brilliant and tactful material it is, it would not work until the instructors are expert in the relevant field. The evaluation and recruitment of qualified ELT instructor should therefore be the main task for solving the problems exiting in the implementation of CLT at secondary level. However, the suggestions to be executed can be summarized as follows.

- The current procedure of recruitment should be modified. For the employment of CLT teacher only written and viva voce tests is not enough. In addition to this candidate should be put in to real CLT class room to demonstrate how far they are competent in communication. The candidates should take classes and the employer would observe.

- In case of recruitment the school authority should seriously check whether the candidates have ELT background or any degree(s) or training on ELT. The pass course and national university (Hons) course graduates should be as possible as avoided. In this case private university graduate can be prioritized as they do ELT courses in their graduation.
- Types of evaluation should be changed. There should be presentation, oral tests, practical tests etc.
- The layout of the textbook does not suit the age of learners. Usually learners of secondary school are young teenagers who can be more attracted towards the books or reading materials if these are attractive and colorful. For that reason the present low quality paper of text book should be replaced by the gorgeous art paper with colorful illustration of real picture of people, society or environment.
- Language learning can never happen absolutely unless four basic skills are equally emphasized. Schools therefore arrange listening practices with the help of English video games, documentaries, movies etc. Bengali language should be for bidden for the teachers of English as well as for English classes. Reading materials should not be limited within the textbook merely rather the variety of relic should be used as mandatory reading resources. Students should first practice writing by illustrating pictures of real environment and day to day activities what they regularly deal with.
- Majority of the schools do not have any visual facility like projectors, computers, TV etc. They must arrange these common tools to make the learning interesting, enjoyable play things for the learners. Otherwise learners cannot come out from the traditional educational burden.
- Textbook should be edited with more simple and enjoyable items like gossiping on social network e. g face book, twitter etc. that will contain some relevant items of syllabus, but students are not aware of.
- Textbooks should be useful, meaningful and interesting for students that must suit the age and tests of younger learners.
- Teacher and students should understand the expectation behind a lesson; therefore English textbooks should have clear instructional procedures and methods.
- Textbook should contain authentic materials.
- The language of textbook should be language of common discourse rather than of creativity.
- Textbook should contain exercises on all the four skills of English language. Current books do not have sufficient listening and speaking practices therefore must be modified.
- Concern government agencies particularly boards of education should examine whether they are supporting notebooks and guidebooks that may misguide the teacher and student communities. They should strictly monitor the activities of coaching centers and private schools.
- Boards should arrange workshop, seminar, and training programs for teachers as well as textbook writers to make them interpret its curriculum. They must make it mandatory for schools teacher particularly teachers of private school to take part in those training programs. Else Boards will not allow approval for those schools. The writer of books should have background in applied linguistics and in modern teaching methods and approaches especially in communicative approach of teaching.
- The education board should investigate different schools and look into whether they have interpreted the curriculum and whether the teachers are teaching the students in the same way as planners intended.
- The Questions of examinations should be setup following the basis of the communicative approach. Questions should not be set resembling the models of any notebooks or guidebooks available in the market; rather, they should be anew. Students will answer them using their knowledge of English.
- Question format should go on changes each year so as to encourage students to read and to learn instead of memorizing the textbook-content.
- The following technologies are recommended for

teaching English and giving instructions in the English class: i) Audio cassettes ii) Video facility iii) Multimedia Over head projector v) Computer vi) Television.

- It is the responsibility of teachers to create student - centered class in order to increase students' involvement in the teaching learning process.
- CLT teachers must have a relatively free hand in designing their class-lessons and therefore they must be acquainted enough with the approach and methodology.
- Teacher should come out from the traditional manner of dominating students and should be friendly and sympathetic to the students in the all ways of teaching.
- Teachers should take class in the target language and they ought to encourage the students to speak English in and outside of the class.
- Students should be given first learning materials done in known words at the same time they will be taught vocabulary with the visual aids like playing games, watching movies etc.
- Teacher is expected to come to the class with a pre-arranged plan and check before whether all the activities prompt learning among the students.
- Teacher create environment where students will use English. In the class, he/she should use English. Bengali can be used as a checking device only.
- Students should be self motivated and initiator in learning. The best way and material for learning is what they think best for them. They themselves will identify the suitable and effective sources to facilitate their learning. Sources of learning thus will be multiple rather than merely single textbook.

Activities should be student oriented rather than teacher oriented

- Students must be self-directed and life-long learners in order to survive tough expectations of job markets. The change from process-oriented to product-oriented and change from teacher-centered to student-teacher-centered curriculum are wish of every educational institution.
- Students should continue speaking regardless of

correct or wrong and they should not be discouraged by laughing or criticizing. Teacher must monitor this freedom of students.

- Students should be expected to learn language step by step by building habit of watching TV, playing games etc.
- Learning a foreign language is a step by step process and students should make habit of speaking English with others as much as possible, they should watch TV and English news bulletin to improve listening skills.

Methodology

To attain the research goals, the proposed study has used both primary as well as secondary data. For primary data a survey has been carried out in different secondary schools through questionnaires. It had to design two sets of questionnaires; for the teachers and for the students. The questionnaire contains the issues, closely related to the current practices of CLT in secondary schools in Bangladesh. The proposed study is a multiple case study with teacher and learners or participants from secondary schools located in Sylhet division particularly. With regards to its conceptual framework, the study has viewed how teaching and learning of English are actually happening in Communicative Language Teaching (CLT) classroom in Bangladesh. The secondary sources of data comprise the individual research findings, and publications, done on CLT in Bangladesh as well as in global context.

Conclusion

A developing country like Bangladesh has lot of potentials of CLT. Its enormous social implication must demonstrate the inevitable role and influence of CLT on the socio-economic development of the country. If its prolific role is taken into notice and apposite actions are taken for its development, it must contribute a lot for the development of numerous human resources existing in Bangladesh. For several other realistic relevant reasons the country should emphasize and lay proper stress on the development of CLT. However, the secondary level of education is regarded as the preparatory stage of learners to enter in to the higher educational stages. CLT, therefore, in this stage plays quite vital role. But, unfortunately the performance of CLT at this level is not up to the mark. Consequently, the learners

cannot fulfill the expected requirements of higher level of education, and have to face lot of difficulties at the followings stages of their educational as well as professional life Thus, it is believed that the present study will be effective and useful for the national policy makers and the concerned authority to take necessary steps for the development of English language teaching in Bangladesh.

Appendix - 1

Interview Schedule for Student

The questionnaire has been designed to practically investigate the current performance in CLT at secondary school level in Sylhet. All interviewees are assured that their feedback will be confidential.

Your cooperation is the key to the study!

Name:School:

Roll: _____

Instruction: Please tick (✓) the right answer

1) Do you know about the difference between GTM and CLT?

Yes No

Not at all a little fairly much very much

2) Do you think your textbook is heavier than you need?

Not at all a little fairly much very much

3) How much do you communicate in English in the class?

Not at all a little fairly much very much

4) Do you exercise the four skills of English in your English classes?

Listening Yes No

Speaking Yes No

Reading Yes No

Writing Yes No

5) What does the current syllabus emphasize on?

(You can tick (✓) more than one box.)

Passing examination

Understanding teacher's lecture

Using English with others

Reading English books and newspapers

Getting good jobs

Using internet

Watching TV programmes

Writing letters

6) Do you participate in any group or pair works in the class?

Yes No

7) How much is your teacher's instruction help you communicate in English?

Not at all a little fairly much very much

8) Does your teacher use realia in the class?

Not at all a little fairly much very much

9) Who speak more and remain busy in the class?

Students teachers

10) How much does your teacher follow the textbook in the class?

Not at all a little fairly much very much

11) Are informed by your teacher about your role in learning with CLT?

Yes No

12) Do you think your teacher is skilled enough in teaching English?

Not at all a little fairly much very much

13) Do you consult beyond class hours?

Not at all a little fairly much very much

14) With which tools of followings does your teacher arrange the class?

Black board

Over head projector

Audio cassettes

Video facility

15) Are you afraid of making mistakes while speak in English?

yes no

16) Do you avoid speaking in English for being criticized by others?

yes no

Appendix-2

Interview Schedule for Teacher

The questionnaire has been designed to practically investigate the current performance in CLT at secondary school level in Sylhet. All interviewees are assured that their feedback will be confidential.

Your cooperation is the key to the study!

Name:School:

Instruction: Please tick (✓) the right answer

1) Do you know about the difference between GTM and CLT?

Yes No

2) Do you think your textbook is heavier for students?

Not at all a little fairly much very much

3) How much do you communicate in English in the class?

Not at all a little fairly much very much

4) Do you arrange exercises of the four skills of English in your English classes?

Listening Yes No

Speaking Yes No

Reading Yes No

Writing Yes No

5) What does the current practices of CLT Emphasize on?

(You can tick (✓) more than one box.)

Passing examination

Understanding teacher's lecture

Using English with others

Reading English books and newspapers

Getting good jobs

Using internet

Watching TV programmes

Writing letters

6) Do you arrange group or pair work in the class?

Yes No

7) How much do you encourage your students to communicate in English?

Not at all a little fairly much very much

8) Does your teacher use realia in the class?

Not at all a little fairly much very much

9) Who speak more and remain busy in the class?

Students teachers

10) How much do you follow the textbook in the class?

Not at all a little fairly much very much

11) Do you know about you and your students' roles in learning with CLT?

Yes No

12) Do you have any training on CLT?

Not at all a little yes no

13) Do you give students any consultation hours beyond class hours?

Not at all a little fairly much very much

14) With which tools of followings do you arrange the class?

Black board

Over head projector

Audio cassettes

Video facility

15) Are your students afraid of making mistakes while speaking in English?

yes no

16) Do you avoid speaking in English for being criticized by others?

yes no

List of Abbreviations used

Abbreviations	Elaborations
CA	Communicative Approach
CLT	Communicative Language Teaching
CC	Communicative Competence
ELLT	English Language Learning and Teaching
ELT	English Language Teaching
EFL	English For Today
NCTB	National Curriculum and Textbook Board

GTM Grammar Translation Method

% Percentage

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