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Dissertation

On

ELT

TITLE

*S.S.C Level the Students' Attitude Towards Communicative
Approach of Language Learning System in Bangladesh.*

**In partial requirement for the degree of
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PREFACE

The study was undertaken as partial requirement for the completion of the degree of M.A. in English while pursuing several courses in ELT an idea crossed my mind that I should evaluate the attitude of an SSC. level learners toward communicative approach in language teaching I had to visit several Institutes in order to collect data. The present work is based on this study. In this condition I would like to thank those who helped me in conducting this study. I am specially grateful to my supervisor.

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I wish to express my special gratitude to the students, and those teachers who provided the data for this study, and also to the Principals of the four schools for allowing me to make my surveys. Without their assistance, it would have been difficult for me to do my research properly.

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I thank especially my elder brother, Md. Lutful Arafat (Professor of English Department) in Hajiganes University, Dinajpur for supporting me in many ways.

I remember my friends whose encouragement enabled me to accomplish a long held dream.

Finally, I take responsibility for all the shortcomings of this paper.

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Chapter - 1

INTRODUCTION

1.1. General Background:

Communicative means ready to communicate. The principle of Communicative syllabus design stress on the fact that learners learn a language by using it for a purpose. The purpose may be a real one in everyday life or purposes created in the classroom. In Communicative syllabus needs of the learners in different situations are considered.

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject mater to be taught. Classroom practice should deal with the skills or Communicative competence directly, not with individual items or aspects of phonology, morphology, syntax, grammar etc. Discreet point grammar can dealt with up to class VIII but from class IX up ward. There should be direct engagement with learning writing, speaking and listening. Research and experience show that learning of grammar without putting them in practice does not help at the time of real communication. Rod Ellis rightly says that learnt knowledge of grammar is not readily available at the time of production. So

classroom activities should directly engage students with the skills from class IX onward.

There should also be blending of the audio-lingual, because through pattern drills students can master some finite rules of grammar for creative use of language. There should also be focus on extensive reading of different types of genres both literary and non-literary to pick up effective words, expressions and structures from reading. The method should also provide for extensive practice in free writing.

Teachers' role should facilitate the Communicative process between all participants and the various activities and texts. They should also make themselves aware of the recent changes that are taking place in ELT. The language itself is changing due to constant addition of new words.. That is why recently linguists have put much emphasis on the role of vocabulary in ELT. They think that it is lexical competence, not the learning of grammatical structures, that must get the priority. The language learners effective communication can only take place when learners make sense of works.

Teachers have to act as independent participant with the teaching learning group. Their roles imply a set of secondary roles for the teacher such as, organizer a resource for students and a guide

within the classroom procedures and activities. Another role for the teacher is that of researcher and learner with much to contribute in terms of appropriate knowledge and abilities actual and observed experience of the nature of learning and organizational capacities. Thus teachers should the come out of the conventional method of delivering formal lectures to the students and adopt techniques that enhance the ability of the students.

Learners' role should be to negotiate meaning between themselves, the learning process and the object of learning emerges from and interacts with the role of joint negotiator within the group, within the classroom procedures, and activities which a group undertakes.

The implication for the learner is that she should contribute as much as she gains and should learn in an interdependent way.

English language teaching in Bangladesh needs to abandon the methods fetish and be free from the blind adoption of so-called effective strategies because they proved effective elsewhere.

Instead of following the method techniques, a teacher should try to develop a methodology. Some students might find the drilling of audio lingual method useful or some others may learn from

grammar translation method and some aspect of the Communicative approach will definitely prove useful if this can be implemented effectively.

The proposal is concerned S.S.C. level students' attitudes towards Communicative Approach of English language learning in Bangladesh. It tries to find our students' present English proficiency level and how they think of learning English thorough the Communicative approach. It focuses on students' language needs, specially the gaps between their present and expected level of English.

1.2. Problem statement:

In the past the book English for Today was used all over the country irrespective of the background, position and the standard of the students. Teachers and students of a particular level are use on the book. Each students has some capabilities as well as some lacking according to his/her socio-economic status; part education and personal accomplishments. Teacher follow the book and guide students to its direction.

The students of S.S.C level were taught English by means of the grammar translation method (GTM) but now they are learning English thorough the Communicative Approach. Many students may

support the new approach but others may find it difficult also. English in an international language and for this every educated person has to use it for his / her daily purpose. So it is necessary to learn better English.

My desire is to know whether students of our country support this new approach in learning English or not. It is seen that Communicative language learning is well established as the dominant model in English learning. Though some students may face difficulties, students of our country have now been trying to learn English through the approach. Communicative language learning involves an emphasis on communicating by means of foreign language; at the practical classroom and it is strongly associated with a number of particular activity types, Such as problem solving and pair work.

Communicative language learning helps learners to practice their skills needed to put their knowledge into use. Discussions with various academies have strengthened this belief and have encouraged the procedures of accessing how for Communicative approach has been accepted and practiced by students of our country. This realization has lead me go for the present study. In this article I would like to find out and discuss various conceptions that I most

frequently hear about the attitudes of the students of five schools in the Dhaka city.

1.3. Purpose statement:

- i. To determine students' attitudes towards Communicative approach to language learning.
- ii. To suggest an appropriate method of their learning English.
- iii. To help students to overcome their problems.
- iv. To cope with advanced worlds.
- v. To acquire an effective level of interpersonal relationships and conduct.

1.4. Research questions / Objectives:

- i. What kind of problem students are facing in learning English through Communicative approach?
- ii. What are their feeling about pair work, group work?
- iii. How is their class interaction?

1.5. Recommendations regarding teacher's role:-

- i. Teacher's role as lecturer is very common in this culture. Both teachers and students having favorable disposition for such a role of the teacher, a meaningful use of lecture would prove very useful for ELT in Bangladesh.
- ii. Teacher's control over the learning process is important. Both teachers and students prefer teacher's control over the classroom process. The control must not create a threatening classroom atmosphere.
- iii. Teachers have to select content materials and methods in consultation with students and take the students levels, interests and experience into active consideration.
- iv. Teacher have to plan and organize lessons, but they must take students' interests and levels into account.
- v. Teachers should provide feed back in whole class sessions about students performance in discussions, seminars, tutorials and question answer sessions which are also recommended as useful procedures for teaching and learning.
- vi. Teacher should help and guide the students both inside and outside the classroom.
- vii. Teachers need to maintain good rapport with the students.

1.6. Recommendations regarding student's role:-

- i. Learning by listening to lecture have been a common experience of learning English in Bangladesh. Both the students and teachers consider this a useful role of learners for learning. Language being a skill based subject, the role of the learners must be made more engaging.
- ii. Students have some experience of learning by doing tasks. There in also a favorable psychological disposition of teachers and learners also for this role of the students. As language is a skill-based subject, this role of the learners has to be utilized to its full potential.
- iii. Individual task-not task in groups and pairs will prove more useful in Bangladesh. In using teaching-Learning technique and designing materials for teaching, this has to be the primary guideline for teachers and materials designers.
- iv. Since learners have no experience of learning through interaction among themselves, that is experience of learning through group/pair works, therefore, interaction with texts or texts would prove useful for languages teaching and learning in Bangladesh.

1.7. Limitation:

The subject of my topic includes all students of our country who learn English through Communicative approach. It is very difficult to give the exact description of the total situation. That is why I have selected students of four high schools in Dhaka city to take interviews and gather information. From them I shall try to find out the general condition of Bangladeshi students at that level.

Chapter -2

Literature Review

2.1. In "Towards an Approach methodology for ELT in Bangladesh".

Dr. M. Shahidullah has said that the main objective of an ELT programme is to facilitate the development of learners communication competence of their language skills which develops mainly through practice, and skills in any other areas. He has also mentioned that learning is not a universal process learners in different contents have different learning experience and learning style preferences. Teaching learning situation also varies from content to content. In his opinion an appropriate method of ELT for Bangladesh should match with learners experiences of learning style and the realities of the teaching learning situation prevailing in Bangladesh. He has also pointed out match and mismatch between students preferred mode of leaning in Bangladesh and the learning mode in CLT the main aspects of match and mismatch given by him are as follows:

(a) Match:

The aspects with regard to which there is a match between students learning style preference and the mode of teaching and learning in CLT are as follows:-

- Preference for learning by doing.

- Preference for role playing.
- Preference for self initiative in learning.
- Preference for choosing contents for learning.
- Preference for own plan for pursuing goals.

(b) Mismatch:

Students learning style preferences show mismatch with the learning mode of CLT in the following respects:-

- Lecture mode of teaching and learning as opposed to the interactive mode of teaching and learning of CLT.
- Dependence on teachers for their guidance and help as opposed to independent learning of CLT.
- Teacher feedback as opposed to self - monitoring and peer correction of CLT.

Dr. M Shahidullah suggests that it is not enough to outline what the learners need to learn and what the teachers are required to teach. It is equally important or perhaps more important, to recommend how the items have to be taught. He has also said about Implications. In the following I will explain that.

*** Implication for course design :-**

Language syllabuses in Bangladesh are designed by senior academics on the basis of some hypothetically perceived needs by the teachers without any empirical investigation of learners' needs.

For an appropriate pedagogy, this approach to syllabus design has to be changed. The syllabus needs to make explicit statement, along with content specification about there socio-cultural variables and recommend procedure also for teaching each unit.

A syllabus, needs to incorporate the modalities of pedagogical procedures, for implementing the syllabus.

*** Implication for materials design :-**

At present, materials for English teaching and learning are mostly imported from native English speaking countries. The textbooks are produced centrally by the concerned authorities. The National Text Book Boards produce or compile text books for students up to the Higher secondary level. The textbook though locally produced take little account of learners' target and learning. The materials are based primarily on the assumption of transmission model of education. Some recent textbooks at school level speak of integrating the traditional and the Communicative moods of teaching and learning. But the books do not make much provision for that.

The findings of this study imply that there is need for an integration of the aspects of the two mode.

*** Implication for evaluation :-**

A change in methodology must also be followed by changes in the system of evaluation. Teaching in one method and testing by another frustrates the students. In Bangladesh teasing is basically memory based. Language tests are tests of memory, not tests of language proficiency or Communicative competence. In recent times there is an apparent move for an integration of the traditional and progressive modes of teaching and learning. This can never be successful without changing the traditional memory based evaluation system.

*** Implication for teacher and learner training :-**

(i) Teacher training

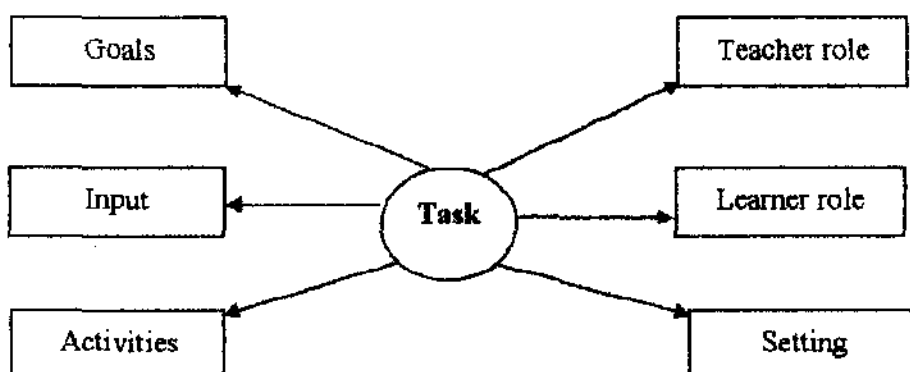
The study implies thus the teacher education, heeds to help the entrance teachers acquire a rich repertoire of techniques to enable them to deal with the present realities of teaching in their won ways. The training needs to concentrate on developing teachers' skill for which there must be some microteaching programmers for the trainee teachers. Short training courses of three or six months duration may also be run for the teacher.

(ii) Learners training:-

Innovation from time to time will require a change in the students' role in the classroom. Also there should be some learner training too to orient the students in the changed roles for their learning which can be done by an orientation programme at the beginning of a session.

Dr. M. Shahidullah has stated that if CLT proves a superimposition, an act to cultural insincerity for Bangladesh and ELT pedagogy in Bangladesh we heed to work within the framework of an "intern actural" Combining compatible elements for both CLT and the local experience and the present modes of teaching and learning and learners preferred learning moderm in Bangladesh.

2.2. Davi Numa in this "Designing Tasks for the Communicative classroom" has pointed out that Communicative task an a piece of classroom work which involves learners in comprehending; manipulating; producing or interacting in the target language while their attention in principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone an a Communicative act in its own right. In fact good oral grammar exercise can and should involve both teachers and learners. He has showed a framework for analyzing Communicative task.



David Nunan says, it has been accepted that grammar is an essential resource in using language Communicatively. Whatever the position taken, there is no doubt that the development of Communicative Language Teaching has had a profound effect on both methodology and syllabus design and has greatly enhanced the status of the teaching task within the curriculum. According to him Authority, power and control have become major issues with the rise of Communicative Language Teaching.

Nunan thinks that the development of Communicative Language Teaching has had a dramatic effect on the roles that learners are required to adopt. This is particularly true of interaction tasks.

2.3 Jack C. Richards and Theodore S. Rodgers have pointed out some important things in their book "Approaches and methods in language teaching". They have said that Communicative Language

Teaching makes the beginning of a major paradigm shift within language teaching in the twentieth century one whose ramifications continue to be felt today. They think that the general principles of Communicative Language Teaching one today is widely accepted around the world. It is mentioned in their book that Communicative Language Teaching in a theory of language and language use, and that seeks to translate this into a design for an instructional system for materials, for teacher and learner roles and behaviours and for classroom activities and techniques. In concision **Richards** and **Rodgers** have stated that Communicative Language Teaching is considered an approach rather than a method. It refers to a diverse set of principles that refers a Communicative view of language and language learning and that can be used to support a wide variety of classroom procedures.

Their Principles Include:

- ❑ Learners learn a language through using it to communicate.
- ❑ Authentic and meaningful communication should be the goal of classroom activities.
- ❑ Fluency is an important dimension of communication.
- ❑ Communication involves the integration of different language skills.
- ❑ Learning is a process of creative construction and involves trial and error.

*** The role of instructional Materials-**

A wide variety of materials have been used to support Communicative approaches to language teaching. Unlike some contemporary methodologies, such as Community Language Learning, practitioners of Communicative Language Teaching view materials as a way of influencing the quality of classroom interaction and language use. Materials thus have the primary role of promoting Communicative language use. We will consider three kinds of materials currently used in CLT and label these text based task-based, and realia.

*** Text-Based Materials.**

There are numerous textbooks designed to direct and support Communicative Language Teaching. Their tables of contents sometimes suggest a kind of grading and sequencing of language practice not unlike those found in structurally organized text. Some of these are in fact written around a largely structural syllabus, with slight reformatting to justify their claims to be based on a Communicative approach.

*** Task-Based Materials.**

A variety of games, role plays, simulations, and task-based communication activities have been prepared to support Communicative Language Teaching classes. These typically are in the form of one-of-a-kind items: exercise handbooks, cue cards, activity cards, pair-communication practice materials, and student interaction practice booklets. In pair communication materials, there are typically two sets of materials for a pair of students, each set containing different kinds of information.

*** Realia.**

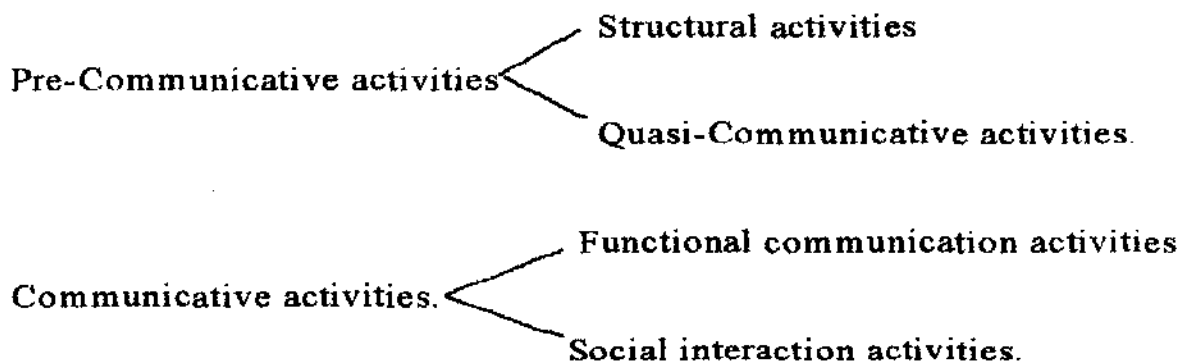
Many proponents of Communicative Language Teaching have advocated the use of "authentic," "from-life" materials in the classroom. These might include language-based realia, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which Communicative activities can be built, such as maps, pictures, symbols, graphs, and charts. Different kinds of objects can be used to support Communicative exercises, such as a plastic model to assemble from directions.

We see a lesson outline for teaching the function "making a suggestion" for learners in the beginning level of a secondary school program that suggests that CLT procedures are evolutionary rather than revolutionary:-

1. Presentation of a brief dialogue or several mini-dialogues, preceded by a motivation.
2. Oral practice of each utterance of the dialogue segment to be presented that day.
3. Questions and answers based on the dialogue topic (s) and situation itself.
4. Questions and answers related to the students' personal experiences but centered around the dialogue theme.
5. Study one of the basic Communicative expressions in the dialogue or one of the structures which exemplify the function. You will wish to give several additional examples of the Communicative use of the expression or structure with familiar vocabulary in unambiguous utterances or mini-dialogues.
6. Learner discovery of generalizations or rules underlying the functional expression or structure. This should include at least four points. its oral and written forms.
7. Oral recognition, interpretative activities.
8. Oral production activities- proceeding from guided to freer communication activities.

9. Copying of the dialogues or mini-dialogues or modules if they are not in the class text.
10. Sampling of the written homework assignment, if given.
11. Evaluation of learning.

The teaching points are then contextualized through situational practice. This serves as an introduction to a freer practice activity, such as a role play or improvisation. Similar techniques are used in *Starting Strategies*. Teaching points are introduced in dialogue form, grammatical items are provided. Pair and group work is suggested to encourage students to use and practise functions and forms. The methodological procedures underlying these texts reflect a sequence of activities represented in Little wood as follows:



2.4 Md. Kamrul Hasan in his research "Language in India" Has given a good idea of learning English through Communicative Approach in Bangladesh. He explains that in a Communicative Language Teaching the difference between the syllabus and

methodology has become unimportant. It is now rather that what is more important. That is, what activities constitute teaching is the prime concern. So, the syllabus designers' task is to design or select relevant and suitable tasks of different types and grade them in a useful and helpful order. However, all tasks are not Communicative. Some sorts of translation and grammatical expected to be both meaningful and Communicative.

He has also pointed out that for success in Communicative Language Teaching an appropriate methodology is inevitable. He has mentioned that Communicative methodology comes from English speaking country of the west. This methodology was developed in the west and does not always fit the needs of Bangladesh. He explains that for making English language educations in the environment of Bangladesh certain things need to be addressed. He suggests that there is no need for creating any new terminology for this purpose.

The term "Communicative" has the potentials to incorporate with it the ideas necessary for bring about changes to make to appropriate.

He has also showed that a Communicative methodology to be appropriate to Bangladesh situation must have the following characteristics:-

- ❑ It aims to teach Communicative competence.
- ❑ It aims to teach language on communication
- ❑ Language is seen as discourse or text rather than discrete sentence.
- ❑ It is authentic.

According to **Md. Kamal Hasan** the grammar- translation method has no obvious theoreticians. It is perfect reflection of methods adopted for certainties to teach Greek and Latin in Europe and Sanskrit India. The basic tenets of this mood are found in grammar books and courses developed for teaching purposes.

He mentions that learning in GTM involves the mastery of grammatical rules and paradigm memorizing long lists of literary vocabularies related to the texts which are not chosen for their prestigious content rather than the learners' interests or linguistic difficulty. Little emphasis is given on activities of listening and speaking. The rules of grammar sometimes are given taught for their own sake.

He also explained that in Grammar Translation Method the only things used as teaching materials in a language class is a book of grammar, which has been called traditional grammar by modern linguists.

2.5 Diane Laren Freeman has pointed out some characteristics of the teaching/learning process in their book "Technique and principles in language Teaching".

He has said the most obvious characteristic of CLT is that almost everything that is done with a Communicative intent students uses the language a great deal through Communicative activities such as games, role plays, and problem solving tasks. He also said that true communication is purposeful. A speaker can thus evaluate whether or not his purpose has been achieved based upon the information she receives from his listener. If the listener does not have an opportunity to provide the speaker with such feedback, the exchange is not really Communicative.

Forming questions through a transformation drill may be a worthwhile activity, but it is not in keeping with CLT since a speaker with receive no response from a listener, so is unable to assess whether her question has been understood or not.

Another characteristic of CLT is the use of authentic materials. It is considered desirable to give students an opportunity to develop strategies for understanding language as it is actually used.

Finally, he noted that activities in CLT are often carried out by students in small groups. Small numbers of students interacting are favoured in order to maximize the time allotted to each student for communicating.

He also said Language functions might be emphasized over forms. Typically, although not always, a functional syllabus is used. A variety of forms are introduced for each function. Only the simpler forms would be presented at first, but as students get more proficient in the target language, the functions are reintroduced and more complex forms are learned.

Students work with language at the discourse level. They learn about cohesion and coherence. For example, in our lesson the students recognized that the second sentence of the scrambled order was the last sentence of the original sports column because of its introductory adverbial phrase. This adverbial phrase is a cohesive device that binds and orders this sentence to the other sentences. The students also recognized the lack of coherence between the first two sentences of the scrambled order, which did not first two sentences

of the scrambled order, which did not appear connected in any meaningful way.

Students work on all four skills from the beginning. Just as oral communication is seen to take place through negotiation between speaker and listener, so too is meaning thought to be derived from the written word through an interaction between the reader and the writer. The writer is not present to receive immediate feedback from the reader, of course, but the reader tries to understand the writer's intentions and the writer writes with the reader's perspective in mind. Meaning does not, therefore, reside exclusively in the text, but rather arises through negotiation between the reader and writer.

2.6 A student of **Dhaka University** whose name is **Amit Kumar Roy** carried out a research and found that 63% Bangladeshi students are interested in learning English through the Communicative approach.

2.7 **Hannan**, a student of **Daffodil International University** carried out a research and found that 58% Bangladeshi students are interested in learning English through Communicative approach.

Chapter - 3

Methodology

3.1. Research Design:-

To find out student's attitudes towards Communicative approach of English language learning the researcher will select a particular school and he/she will collect data from some selected students of that school by interviewing and questionnaire.

She/herself went to the selected four schools in Dhaka city, and practically collected data from them. She/herself went to the selected the total number of students of the selected four schools are forty and among them twenty were boys twenty were girls. The researcher analyze the response of the students and tried to suggest an appropriate method of their English.

3.2. Theoretical Framework:

Students were interviewed by asking them different questions through questionnaire. The researcher will justify what they said and prove it.

She tried to show the actual condition of the students. The researcher has selected four schools in Dhaka City. She took data from different groups. She tried to get the general condition of the student form them the number of the student were twenty boys and twenty girls. The questions are-

1. World you very use language games, problem solving task or role plays in your class?

- a) Yes
- b) No.

2. Are the teachers facing problems when they are applying Communicative Language Teaching?

- c) Yes
- d) No.

3. What is your learning background?

- a) Grammar - Translating method (GTM)
- b) Communicative -Language teaching (CLG)

4. Which method do you like most?

- a) Grammar - Translating method (GTM)
- b) Communicative -Language teaching (CLG)
- c) both

5. Is It helpful to work in a group?

Research was done through the questionnaire that is given by the Researcher among the students.

These different questions were asked to the students to know their positive and negative sides of learning English through the Communicative approach.

3.3 Sampling:

This study was conducted for approximately two weeks from 2nd April to 16th April 2007. The school names are :-

- (1) Uttara High School, Uttara, Dhaka.
- (2) Milestone School, Uttara, Dhaka.
- (3) Asian Laboratory High School, Uttara, Dhaka.
- (4) T & T school, Mohakhali, Dhaka.

The researcher recorded items about students attitude towards Communicative Language learning.

Is it helpful to work in a group to learn?

The student responded of this question:-

- I prefer to work alone.
- It is not fair for teacher to give all students in the group the same grade.
- I like to work with students who are the same level in English as me.
- It is good to work with students who are not at the same level in English as me.
- I get many good ideas by working with others.
- How effective is the Communicative Language Teaching in the teaching process?**

3.4. Data Collection Procedure:

For this study, data will be collected by means of interview/questionnaire with sampling students. The researcher herself will collect data for this study. Each student will be interviewed once only.

3.5. Data Analysis Procedures:

In my data analysis I have selected some problems and solutions. In following discuss I will explain that. At first I will say about **The effect of CLT in the S.S.C level in Bangladesh.**

In the past students of our country learnt English by means of Grammar Translation method. In our country we are habituated to following the traditional way of teaching. Students of our country like to memorize grammatical roles in learning English. Learning in Grammar Translation method involves the mastery of grammatical rules and paradigms, memorizing long lists of literary vocabularies, related to the text which are chosen for their prestigious rather than the learners interests or linguistic difficulty. Little emphasis is given on activities of listening and speaking.

In recent years English language curriculum has gone through notable changes. The changes were brought about through several means. The National Curriculum and Textbook Board designed a Communicative syllabus for the S.S.C level, published the guidelines to the syllabus. Furthermore, it has revised the evaluation policy and examination formats to help measure students' ability to use English in communication.

For decades or more English has been taught as a content-based subject like mathematics or science. But it is not a content-based subject; it is a skills-based subject. English is not about any particular subject but it is rather about practicing four skills—speaking, reading, writing and listening. Of course, while practicing these, students do not do these in a vacuum. Rather they speak, read, or write about something.

The new Communicative syllabus emphasizes on creating such an environment that will help learners to acquire English through constant and regular practice. The new curriculum also necessitates many new things. Some of these are suitable Communicative materials, which will enable teachers to reactivate their classes.

The document suggests that at the Secondary level students should be given more intensive and extensive reading tasks and various types of appropriate writing tasks.

Present NCTB syllabus aims to improve students' listening skill. It gives the opportunity of practicing listening skills. It has set listening criteria i.e. listening for gist, listening for specific information.

Students are encouraged to take part in debates and to interact with students and teachers. To improve speaking skill they will also speak with different topics and will recite poetry.

Explicit grammar analysis is discouraged as it can demotivate students, accusing loss of both interest and confidence. In ordering structures and function, a structural-functional approach has been adopted.

In designing the new curriculum a Communicative approach to language teaching has been adopted. The new curriculum is a task-based and content-based syllabus. It is broad-based syllabus as it has its own methodology. It has encouraged pair work, group work. The syllabus has mentioned some criteria those are helpful for students in learning English.

Now I will say about some problems in making the new S.S.C level syllabus effective: Though new structures have been suggested here in stead of old structures, these are not appropriate. NCTB document has mentioned that Bengali may be used as a checking device but it is a problem for CLT-based learning. This Communicative syllabus is prepared without the need analysis of S.S.C level students but need analysis is a very important thing for language learning. On the other hand grading or sequence is very

important for Communicative syllabus design but this syllabus has not given importance to grading. Examination system is also bad because students can answer questions memorizing answers but CLT discourages memorization. As Communicative Language Teaching is a new approach, many students cannot adapt with this new teaching system. They face difficulties and get poor marks in the examination. Though pair work, group work are the important factors, students of our country hardly get the opportunity of doing these kinds of activities. That means, we are saying about CLT but still are following the traditional way of learning English. The main problem is that in our country teachers who are teaching English in the S.S.C level learnt English by means of Grammar Translation method. As they learnt English by means of GTM, they are not actually familiar with CLT-based language teaching.

In most of the schools we do not have suitable seating arrangement. Teachers are not able to give their students these kind of tasks as in the classroom they do not get movable chairs. Our students like to dominate in the class and they think that it is teachers' duty to select content for their students. For this reason learning process does not happen from students-students or teacher students interaction. But it is important for Communicative approach of English language learning. Rather we have infrastructural problem. In our country most of the teachers who teach in the S.S.C

level do not actually know how a Communicative classroom should be. As they learnt English by means of GTM, they do not have good knowledge about CLT. Students of our country are learning English by means of Grammar Translation method from a long time and for this they face difficulties to adapt with this new teaching system.

3.6. Conclusion:

I think, teachers should be well-trained to teach students of S.S.C level of our country through Communicative approach of English language learning. Foreigners may be appointed in some cases if necessary. We should make our students' concept clear about Communicative Language Teaching. They should be encouraged by our teachers to adapt with the new teaching system. Teachers should try to make reflection of what is in the syllabus. The English Textbook of S.S.C level is arranged in a haphazard way. Grading should be followed to make the Textbook Comprehensible to students in a systematic way. Teachers of our country have prepared the textbook from their own ideas. The textbook should be based on the needs of both rural and urban level students. Teaching aid should be made available for better requirements. By trying hard and following the basic principles of CLT-based language teaching teachers of Bangladesh may be able to teach their students through Communicative approach of English language learning.

APPENDIX

S.S.C LEVEL STUDENTS' ATTITUDE TOWARDS COMMUNICATIVE APPROACH OR ENGLISH LANGUAGE LEARNING IN BANGLADESH.

Questionnaire for students.

1. **Would you very use language games, problem solving task or role plays in your class?**
 - a) Yes
 - b) No.

2. **Are the teachers facing problems when they are applying Communicative language teaching?**
 - c) Yes
 - d) No.

3. **What is your learning background?**
 - a) Grammar - Translating method (GTM)
 - b) Communicative -Language teaching (CLG)

4. **Which method do you like most?**
 - a) Grammar - Translating method (GTM)
 - b) Communicative -Language teaching (CLG)
 - c) both

5. **Is It helpful to work in a group?**

Appendix

*S.S.C LEVEL STUDENTS' ATTITUDE TOWARDS
COMMUNICATIVE APPROACH OF ENGLISH LANGUAGE
LEARNING IN BANGLADESH.*

Questionnaire for students.

1. **Would you ever use language games, problem solving tasks or role plays in your class?**

() Yes (b) No.

2. **Are the teachers facing problems when they are applying Communicative language teaching?**

() Yes (b) No.

3. **What is your learning background?**

() Grammar Translation method (GTM)

(b) Communicative language teaching (CLT)

4. **Which method do you like most?**

(a) Grammar - Translation method (GTM)

(b) Communicative language teaching (CLT) () Both

5. **Is it helpful to work in a group to learn?**

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 - c) both

5. **Is It helpful to work in a group?**

Appendix

*IN S.S.C LEVEL STUDENTS ATTITUDE TOWARDS
COMMUNICATIVE APPROACH OF ENGLISH LANGUAGE
LEARNING IN BANGLADESH.*

Questionnaire for students.

1. **Would you ever use language games, problem solving tasks or role plays in your class?**

(a) Yes (~~b~~) No.

2. **Are the teachers facing problems when they are applying Communicative language teaching?**

(~~a~~) Yes (b) No.

3. **What is your learning background?**

(~~a~~) Grammar Translation method (GTM)

(b) Communicative language teaching (CLT)

4. **Which method do you like most?**

(~~a~~) Grammar - Translation method (GTM)

(b) Communicative language teaching (CLT) (c) Both

5. **Is it helpful to work in a group to learn?**

Appendix

*IN S.S.C LEVEL STUDENTS ATTITUDE TOWARDS
COMMUNICATIVE APPROACH OF ENGLISH LANGUAGE
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COMMUNICATIVE APPROACH OF ENGLISH LANGUAGE
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(b) Communicative language teaching (CLT) (c) Both

5. **Is it helpful to work in a group to learn?**

Yes

Appendix

*IN S.S.C LEVEL STUDENTS ATTITUDE TOWARDS
COMMUNICATIVE APPROACH OF ENGLISH LANGUAGE
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5. Is it helpful to work in a group to learn?

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