

**A dissertation submitted in partial fulfillment of the
requirement for the Masters of Art in English**

**Methodological Differences of English Language
Learning in Class 1 of English Medium and Bangla
Medium School**

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Abstract

The research is intended for teachers and researchers interested in English language teaching and learning. It might give them an overview with data to understand the situation of teaching practice and the methodology used in English classroom of both Bangla and English medium in Bangladesh.

The study focused on the role of some selective teachers and learners and the classroom interaction pattern. In the study a difference can be noticed in student's competence ability.

The basic purpose of language learning is to enable learners' to communicate effectively, or to make them to read, write, speak and listen effectively. Not only knowing some rules and grammar of English language in the classroom. Different methods are proposed and tried in the classroom recently. There is an attempt to shift from CLT to GTM method. But still learners face the problem because of lack of trained teachers, large class size and lack of good learning materials.

Therefore, the main aim of the research is to present the current situation of English language learning in our country which will reveal alarming differences in the level of achievement and learning condition between both medium.

Finally, following important research findings system of teaching can be changed. Also through trained teachers performance we can hope to get a better environment to progress in English language learning in both streams.

Chapter One

Introduction

Bangladesh is a country which became independent nearly four decade ago. Pakistan ruled it for 24 years and before that British ruled this subcontinent for about 200 years. As a result the language of the rulers, English became the official language of the subcontinent. English teaching and learning started in this subcontinent in the early days of colonialism. Although the British rulers left the subcontinent but they left the language here. After the independence in 1971, Bangla was made the official language and English was largely neglected. But still in a way English remained as a major subject across the curriculum. In the age of globalization people soon realized the importance of it and started to learn English to cope with the demand of the rapidly changing technological and commercial world.

Problem Statement

English is taught as a compulsory subject from the primary to degree level in the country. But some of the students who go to university for higher studies can not follow English lectures in the classroom and find it difficult to read books written in English. On the otherhand students of English medium schools get a better option in every sector only because of their better competence in English. Though teachers of both mediums use the same methodology but still there is a big gap in their way of teaching. It can be seen in student's competence ability.

But in our country we can see a different scenario. Students tend to learn the language only to get good marks and get passed in the examination. As a result in their higher studies they face problem to read even a single page of their books. These kinds of situation we have to face almost every year. One can not blame the students only for

this. It might be lack of proper use of methodology in language teaching classes. Different methods were proposed and tried presently.

Purpose Statement

The purpose of this research is to find out the differences between Bengali and English medium schools approach in learning the English language in class 2. In our country we find two methods of learning English language. One is GTM (Grammar Translation Method) and the other is CLT (Communicative Language Teaching) Over the last few years there have been an attempt to implement this CLT method. But changes are not easy to bring and implement unless all related factors are also changed. So the main aim of this research is to present the current situation of English Language learning in our country which will reveal alarming differences in the level of achievement or knowledge between the English medium and Bangla.

Research Questions:

1. What methods do teachers prefer to follow in the class?
2. To what extent characteristics of CLT method are followed in the classroom?

Delimitation:

The research survey only 10 schools of English Medium and Bangla medium in Dhaka city. For the time consuming it is not possible to go to every school in the city.

Limitation:

According to the best knowledge of the researcher, there was perhaps no such research study done in this area. It seems to be is very difficult to give the exact description of total situation.

Operational Definition:

The Primary skills of Grammar Translation method are reading, writing and a little attention is given to listening and speaking. Teachers are active and authoritative in classroom. Students are passive as well as conscious of grammatical rules in the target language.

In Communicative Language Teaching (CLT) grammatical rules are not treated strictly. Dutta (2001:70) has mentioned that in CLT approach, the teachers are talking less and listening more and work as active facilitator.

Chapter: Two

Literature Review

After the liberation war of Bangladesh in 1971, the People's Republic of Bangladesh became an independent nation free to choose its own educational destiny. As Bangladesh was, and still is, a secular state, many forms of education were permitted to co-exist. The formidable British system was, and still is, largely practiced. In fact, presently, the Bangladeshi system of education is divided into three different branches. Students are free to choose anyone of them provided that they have the means. These branches are: a) The English Medium, b) The Bengali Medium, and c) The Madrasah medium. In the English Medium system, courses are all taught in English using English books with the exception for Bengali and Arabic. English medium schools are mainly private and thus reserved for the children of well of families. O and A level exams are arranged through the British Council.

National Curriculum

The present English language curriculum in primary education was introduced in 1996 highlighting real-life English language use. The curriculum in junior level aims at developing students' four basic skills: listening, speaking, reading and writing. Moreover it emphasizes generating students' interest to learn the language through contexts and situation-based activities. The curriculum is to teach the four language skills in a communicative manner by creating student-centered activities.

Differences of learning English In English medium and Bangla Medium School:

It is important to note that Bangladesh has gone through various phases of education system. Sinha(2002)pointed out that in our country we are stuck with the traditional view of language syllabus. The English syllabus is primarily concerned with what is to be taught or learned. It is nothing but list of teaching items of the foreign language. In Bangla medium the major focus in English classes is on the two basic skills of reading and writing. Little attention paid on other two skills. grammar usually taught by presentation grammar rules are practice through exercises. The study materials that use in classes are not very interesting at all. Complete of the syllabus is the main aim of both teachers and students. Students have little exposure to English, Researches have found that exposure to a wide range of vocabulary rather than study of syntactic structure is very important for foreign language learning. But In bangla medium schools Syllabus is related to grammar, part of speech, etc. Though in Classes teachers asked to use CLT method but still lectures are teachers-oriented. So a kind of GTM still appears to be dominant method that is followed in the classes of Bangla medium school. Students get very little scope to express themthelves. The fault is not only with teachers. It is the typical class size that consists of 40/50 students. And teacher gets only 40 minutes to take a class. In this way the teacher fails to pay proper attention to students. Generally students are also very shy to ask any question. If they do not understand anything they remain to be shy to ask because they think it might create an odd situation for them in front of the classroom. Also the evaluating system is communicative to a great extant. As a result students tend to memorize rules and ultimately fail to use them in their real life situation. They become confuse and anxious and thus remain in fear to use the language. We can see the differences when a English medium students do better. This is not an over generated statement. The psychological settings of the mind of

the students are different as well as the environment of the classroom. A big can be found between Bangla and English medium teaching environment as most subjects are written in English, as a result students can improve their four skills. From the very beginning they start learning grammar, vocabulary etc. Their syllabus is made according to their need of knowledge. There are almost 3-5 books of English like Radiant Reading, Active English, Spellings and Synonyms, Junior fundamental and brighter grammar and so on. As a result through these books students can learn the language as well as practice it. To understand the situation the researcher has summarized the major methods of English language teaching as the research has focused on the methodological differences in primary education of English medium and Bangla medium school.

Communicative Approach

The communicative approach to language teaching is grown with the development of functional and notional approaches to syllabus design. Rahman (2001:90) has mentioned that learner must not only achieve grammatical competence but also Communicative competence. The teaching consists of role play, simulation and problem solving activities which enable learners to use and practice the language forms required and every lesson ends with the learner being able to do something communicatively useful.

GTM versus CLTM

The primary skills of GTM are reading, writing and a little attention is given to listening and speaking. whereas in CLTM, the grammatical rules are not treated strictly. listening and speaking but in CLT, four skills like listening, speaking, reading and writing are practiced in an integrated manner. In GTM the teachers are active

and authoritative in classroom. On the other hand students are passive as well as conscious of grammatical rules in the target language Dutta (2001:71) has mentioned that in CLTM the teachers are talking less and listening more and work as active facilitator. In addition, they play their role as group manager. The students are active to participate in the classroom. Therefore the findings show that GTM appears to be ineffective and more theoretical whereas CLTM is found to help students acquire the target language in the classroom.

Theory of Acquisition and Learning

Krashen (1980) said that there are two independent systems of second language performance. The acquired system or acquisition is the product of subconscious process very similar to the children who acquire the first language. It requires meaningful interaction in the target language natural communication in which speakers are concentrated not in the form of their utterances. On the other hand, the learned system is the product of formal instruction and comprises process which results in conscious knowledge about the language.

The theory of learning matches to GTM because this method's main goal is to teach not only language but also linguistic. On the other hand, the theory of acquisition is related to the CLT as this method prefers to teach the language in flexible way.

Communicative Competence

Chomsky(1965) mentions that communicative competence is knowledge of the grammatical rules of a language by an idealized speaker-listener. But Hymes(1972) rejects and also argued that communicative competence is not only grammatical rules but also social and cultural rules of a language. He adds that this competence means that the learners know when to speak, what to speak in which context, and how to speak it.

Therefore this theory is related to the CLTM. Because it is always prefer the situational, contextual and social language.

Universal Grammar Theory

Chomsky(1959) claims that language acquisition is greatly dependent upon a linguistic faculty, and it called Language Acquisition Device(LAD) or universal grammar. Around which all languages are built in human beings.

This theory connected with the idea of CLTM. As it also prefer creativity through language

Chapter Three

Methodology

Research Design:

The research is descriptive. The methodology will be used for this study includes:

- (1) A checklist that emerged from the literature review.
- (2) Questionnaires survey for students and teachers.

To collect data, questionnaires will be given to teachers and students with a request for their responses. Questionnaires are structured in such a way that concrete and definite answer can be given for each items. The data will be collected from one hundred (100) students and ten (10) teachers form ten different schools of both medium. Numerical figures will be used to record responses, because these are most convenient for analysis. The form of the question will be multiple choices, true/false. And the language will be kept as easy and simple as possible.

Theoretical Framework

According to Lightbown and Spada (2000:09), behaviorists account that learning takes place through imitation, practice, feedback on success, drilling and habit formation. The behaviorism theory makes an assumption that learning is a matter of conditioning as well as habits are formatted through responses to external stimuli.

According to Richard and Rodgers (2001:161-162), Krashen points out that acquisition is the subconscious process as well as it requires meaningful interaction in the target language. The researcher has related these two theories in theoretical framework as acquisition and learning are quite differently affected by language teaching.

Setting

The data is collected from classroom as well as outside from the classroom. Researcher will request the subject teacher to stay outside of the classroom so that the students would not feel obligated to answer the questions. Researcher assures students not to disclose their names or any identification so that they can express their opinions without any hesitation. Teachers are very helpful to answer all the questions. They also think this problem as a very important one which needs attention of all.

Sampling

The researcher adopts random sampling method. Random sampling is more reliable because samples will be selected without any bias or preference.

Instrumentation

For the research, the data will be collected through questionnaire and interview, and observation. All questions will be formulated so carefully that all aspects of methodological problems of the class can cover. For class observation researcher formulates few questions to collect authentic data and also bring out the true purpose of the research. The class will be observed in such a way that students and teacher both do not feel disturbed thus the researcher can collect the data.

Data Collection Procedure:

With the permission from school authority researcher distributed the questions among students and explained clearly. The students tend to discuss with his or her classmates about almost every question. When they finished their work researcher collected the sample. In the same way teachers also gave the questionnaire to fill out and after that they submitted it to the researcher.

For interview the researcher decided to talk with different 10 people from both kinds of schools. For this, 5 teachers were chosen from English medium, and 5 teachers from Bengali medium. But before this some of the teachers asked the researcher about the study. As the interview was time consuming, the main points were written in the diary. It took almost a week to collect the data.

Data Analysis Procedure

At first, in the data analysis procedure part the questionnaire was checked. The questions were set so carefully that the learning and teaching problems are focused. Students' questionnaires included the information about the students' experience in the classroom setting of class two. The teacher's questionnaire included their teaching experience in the class. These questions were linked to interviews and observation which helped to reflect the methodological problem in both medium of schools in English learning.

Obstacles encountered

During conducting the research the researcher might not face any problem except for some schools might not give the permission to the researcher to enter the classroom in order to collect data. The researcher has to convince the principal of the school by explaining the purpose of the research as this is a partial requirement of MA programme at the university.. The researcher had also share other relevant information about the research.

Chapter Four

Result and Discussion

This chapter presents the results and discussions of the questionnaire and observations. The results are analyzed qualitatively and discussed in terms of the findings.

Introduction

This research is a descriptive and an exploratory study. Tables are used in different pages to prove a clear and specific idea about the findings as well as results.

4.1 The data of the questionnaire was tabulated in table 4.2 and in 4.3 the questions

4.2 The data were sequentially analyzed and discussed on the basis of the findings.

100 students and 5 teachers took part in the survey. The results of the data are calculated among the teachers and students.

Student Questionnaire with Response (Appendix-A)

Question	Results			
	A	B	C	D
1. Which skills are more focused in your class? a) Reading and writing b) Listening and speaking c) Both of them	70		30	
2. Which language does your teacher use to communicate in the class? a) Bangla b) English	10	60	30	

c) Both of them				
3. How does your English teacher motivate you to use English in the class? a) By telling stories b) Narrating own experience c) Making instructions in a friendly way	20	10	70	
4. How often does your teacher encourage you participating in peer or group work? a) Always b) Frequently c) Sometimes	60		40	
5. How does your teacher teach grammar? a) Through isolated sentences b) Through contextualized sentences c) Through real life example sentences	20	20	60	
6. How often does your teacher check mistakes? a) Always b) Frequently c) Sometimes	70		30	

<p>7. How often do you ask questions to your teacher in the class?</p> <p>a) Always</p> <p>b) Frequently</p> <p>c) Sometimes</p>	60		40	
<p>8. Do you get a chance to express opinion in the class?</p> <p>a) Always</p> <p>b) Frequently</p> <p>c) Sometimes</p>	40		60	

4.3 Analysis and Discussion of the Students' Questionnaire :

The first question of the students' questionnaire is which skills are more focused in the class. 70 students chose reading and writing and 30 students mentioned all four skills are focused in the class.

In the question no-2 10 students state that the teacher uses Bangla to communicate in the class whereas 60 students tick English that teachers use to communicate in the class. Rest of the students' tick both of them which means teachers use Bangla and English to communicate in the class.

The 3rd question is whether the English teacher motivates to use English in the class. 20 students respond that their teacher motivate to use English by telling stories. 70 students ticked C that means teachers motivate students by making instruction in a friendly way. 10 said by narrating own experience teachers motivate them to use English in the class.

In question no-4 it shows that whether the English teachers encourage the students' participation in group or pair work 60 students respond that their teachers always

encourage in group or pair work. 40 students said that sometimes teachers encourage participating in group or pair work.

The question no-5 is about how often teacher teach grammar in the class. 20 students said their teachers teach grammar participating through isolated sentences. 60 said through real life example sentences. And 20 said through contextualized sentences.

The question no-6 is about how often your teacher checks mistakes 70 students said always their teacher always check mistakes. 30 said sometimes.

Question no-7 shows that whether students get chance to ask question in the class or not. 60 students ticked always and 40 students ticked sometimes.

The question no-8 shows whether students get a chance to express opinion in the class or not. 40 students ticked always and 60 students ticked sometimes.

In response to the last question most of the students preferred speaking and writing proficiency. But some of them preferred four skills to use in the class.

Discussion of the Analysis

The researcher has shown that 100 students from different Bangla and English medium schools have participated to fill out the questionnaire. This part of the chapter will discuss the results in details.

The summary of the questionnaire shows that most students responded to their teachers. Students prefer to ask questions. But some of them feel shy to ask any questions. Moreover most of the teachers use English in the class. But some prefer to use Bangla as well as English to communicate in the class.

According to the national Curriculum and Text Book Board, the books are designed in communicative manner in which four skills focused, but many teachers in Bangla medium do not follow that method accurately other than that they prefer combination of both CLT and GTM to teach students. Students get chance to participating in pair and group works in the class. But some students do not always feel free to ask questions to their teachers in the class.

Teacher's Questionnaire with Response (Appendix-B)

Questions	Results			
	A	B	C	D
1. Which methodology do you follow in your class? a) GTM b) CLT c) Mixture of both		3	2	
2. Which skills do you emphasis in the class? a) Reading and writing b) Listening and speaking c) Both of them		2	3	
3. How do you prefer to motivate your students to use English language? a) By telling stories b) Narrating own experience c) Encouraging participation			5	
4. What type of class do you prefer more? a) Lecture oriented b) Activity oriented c) Combination of both		1	4	
5. How often do you encourage your students for asking questions?	3		2	

a) Always b) Frequently c) Sometimes				
6. How often do you prefer group or peer work? a) Always b) Frequently c) Sometimes			5	
7. Do you correct errors while students speak English in the class? a) Always b) Frequently c) Sometimes	2		3	
8. Which age group do you belong to? a) 25 ~ 35 b) 36 ~ 45 c) 46 above	3	2		

Analysis and Discussion of the Teachers' Questionnaire

In the 1st question 3 teachers ticked CLT method which they follow in the class. And 2 of them follow the mixture of both method.

In the question no-2 only 3 teachers gave emphasis on all four skills as well as other 2 teachers focused on reading and writing skills in the class.

The 3rd question is shown how the English teachers prefer to motivate students to use English language. 4 teachers preferred to motivate students by encouraging participation in the class.

In the question no-4 teachers were asked what type of class they prefer most. 5 of them preferred a class combination of lecture and activities.

The question no-5 shows whether the English teachers encourage asking questions in the class. 5 teachers always preferred to ask questions in the class.

In the question no-6 among the English teachers 3 of them always preferred group or pair work among students. 2 of them sometimes preferred to do group or pair works in the class.

The question no-7 shows whether the teachers correct errors strictly while students speak in the class. 1 teacher said always but other four teachers said sometimes.

Most of the teachers belong to age group 36-45. Some of them had relevant educational degree and trainings.

Discussion of Analysis

The researcher has given the questionnaire to 5 teachers to fill out and after that the questionnaire provides a glimpse of the findings. This part discusses about the results in some details.

Teachers' questionnaire shows most of the teachers of Bangla medium prefer to follow mixed method of GTM and CLT. But the teachers of English medium prefer to follow CLT method. They also report that sometimes a few teachers want to teach by following communicative approach but they fail to implement in the classroom. When teachers ask to make pair or group work to interact with students they create noise in the classroom as well as they think that the teachers have given a chance to chat in the class.

Teachers sometimes use Bangla, if students do not properly understand any particular point in the class. This reminds us of our conventional way of teaching in which the teachers read out English sentences of the text as well as they translate it which reflects the traditional way of teaching.

According to CLT approach, use of the native language is not discouraged and it could be used if necessary to clarify certain terms or concepts to the students but the teachers always tend to use Bangla in the class. However it is good to use certain amount of Bangla in a tactful way as this facilitates learning. But it should not become a continuous habit to make learning easy in the class.

A large numbers of teachers prefer to explain grammar rules in the class and they believe that explanations of certain rules ensure effective learning. In Bangla medium teachers stress mostly on reading and writing ability. Moreover oral participation is almost absent and teachers think that spoken English is not mandatory because there is no testing system of spoken skill in the public examination.

Through questionnaire survey, it is proved that most of the teachers encourage students to ask questions however students feel shy to ask questions. Students prefer to keep quiet and follow the rules that teachers have already delivered in the class.

A Summary of the Class Observation

The researcher has observed some of the class of both English and Bangla medium in Dhaka city. Through this some important points came out which are discussed below.

The current books seem to be effective and these are used properly. The students are supposed to do most of the activities and a teacher act as a facilitator whereas the book also incorporates numerous pair and group works. In addition the content of the book is based on real life situation and on everyday language. Teachers' objective is to involve as many students as possible in activities. But the teachers' face problems to organize pair or group work as class has numerous number of students as well as shortage of time for teaching. Some teachers find it very difficult to control noise. Class time is also not sufficient to practice the language and at the same time teachers have to complete assigned syllabus within the given period.

If the class size is small, it is possible to manage classroom activities ensuring students participation. 45 or 50 minutes time is allowed including checking students attendance. This time is hardly enough for effective communicative class.

Students tend to memorize answers and reproduce them in their writing scripts. When they asked to write few sentences of their own, they feel bored and helpless. There has been no direct test of the skills, except for reading and writing. So we can see there is a conflict between textbook and the testing system specifically regarding the skills of speaking and listening proficiency. CLT needs to be supported by adequate materials and related teaching aids such as projectors, computers tape recorders etc. Many teachers are not properly trained. Teachers have to rush in every way to finish the syllabus before the examination. So if they want to spend more time in one lesson aspect it is not possible to do due to lack of time.

Teachers seem to be friendly towards students. But English medium students are more confident and conversant in English in the class. On the other hand Bangla medium students get less opportunity and they are not confident enough to use English to communicate in the class. Many teachers asked questions to understand their condition. Students want to learn but lack of some facilities they fail to reach a desired level of competence. Sometimes due to the lack of proper feedback students fail to learn and use English language as expected.

Chapter Five

Conclusion and Recommendations

It is mentioned in the 1st chapter that this study will find out the difference of English Language learning as a result of teaching method between Bangla Medium and English medium school. Although most of the teachers talk about communicative approach, in reality teachers appear to be favoring their own traditional way or a mixture of both methods. Even the classroom condition is not fit for communicative approach due to the lack of basic materials. Sometimes students prefer to read aloud to memorize the thing but such type of activities make communicative approach fail in the classroom. The discussion has indicated that there are many obstacles in English language teaching or learning in Bangladesh, such as the lack of students' participation, large class size inadequately trained language teachers, limited resources etc.

Students are expected to develop four skills. At the end of the course students are good at reading and writing. But they have lacks in listening and speaking. It happens with mostly Bangla medium students mostly. In English medium students can speak as well as they can read and write better. Their listening skill is also good while they talk with others in the class. In Bangla medium students does not use English to communicate except for English classes. So there is a lack of practice for communication in English.

At first to overcome these problems we have to change our mind set. Teachers should be proficient in the target language and they should learn how to organize a big class time duration should be more for English Language class. Teachers should not rely too much on the text books. More authentic materials with real English content and common words, sentences should be presented to students. Bangla can be used to clarifying some critical terms and pair and group works should be used.

Teachers should be highly trained to put their efforts properly to make the students to communicative in English language. In English medium students get better opportunity. Their books are advanced. These are quite expensive too. But English medium students have some other facilities like library facility, field works, assignments etc which helps to make them confident about using the language. But still they have some lack in other aspects. They are using foreign books which not include any local context, eventually students' cognitive potentials tend to improve less. Finally it can be said that not only enhanced system and facilities but also with the individual concern we can get a better room to improve English language learning in both medium.

To improve the quality of English learning and teaching the researcher has drawn some recommendations which are given below:

- Creating small class size for language classes
- Arranging regular teacher training programs to improve teaching quality.
- Developing friendly teacher-student relationship.
- Increasing time duration for class.
- Emphasizing equally the listening and speaking skills for frequent practice.
- Improving the conditions of existing teaching aids.
- Using most of CLT approach.

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Appendix One

Student Questionnaire

Put tick mark on your right choice

1. Which skills are more focused in the class?
 - a) Reading and writing
 - b) Listening and speaking
 - c) Both of them

2. Which language does your teacher follow to communicate in the class?
 - a) Bangla
 - b) English
 - c) Both of them

3. How does your English teacher motivate you to use English language?
 - a) By telling stories
 - b) Narrating own experience
 - c) No motivation at all

4. How often does your teacher encourage participating in pair or group work?
 - a) Always
 - b) Not at all
 - c) Sometimes

5. Which way does your teacher teach grammar?
 - a) Through isolated sentences
 - b) Through teacher's own exercise
 - c) Through commercial grammar books

6. How often does your teacher check mistakes strictly?
 - a) Never
 - b) Always

c) Sometimes

7. How often do you prefer asking questions to your teacher in the class?

a) Always

b) Sometimes

c) Never

8. Do you always get a chance to express an opinion in discussion?

a) Sometimes

b) Never

c) Always

9. Which skill do you want to use in the class more and why?

.....

10. Do you enjoy participating in English class? Give reason.

.....

Appendix Two

Teacher's Questionnaire:

Put tick mark on your right choice

1. Which methodology do you follow in the class?
 - a) GTM
 - b) CLT
 - c) Mixed of both

2. Which skill do you emphasis in the class more?
 - a) Reading and writing
 - b) Listening and speaking
 - c) Both of them

3. How do prefer to motivate your students to use English language?
 - a) By telling stories
 - b) Narrating own experience
 - c) Enforced participation

4. What type of class you prefer most?
 - a) Lecture oriented
 - b) Activity oriented
 - c) Please specify if different

5. How often do you encourage your students for asking questions?
 - a) Always
 - b) Frequently
 - c) Sometimes

6. How often do you prefer group or pair work?
 - a) Hardly

b) Always

c) Sometimes

7. Do you correct errors while students speak English in the class?

a) Always

b) Sometimes

c) Not at all

8. Which age group do you belong to?

d) 25~35

e) 36~45

f) 46~55

9. Specify your highest educational qualification.

.....

10. Specify any training that you have attended.

.....